

Meeting Notes

PROJECT: Reynolds School District Bond and Finance Planning Committee
DATE: December 12, 2022
SUBJECT: Meeting 3
ATTENDEES: April Albers, Allan Berry, Allison Brown, Kristy Curletto, Jelena Doney, Ismael Gonzalez, Heidi Hansen, Brent Perrin, Karen Roney, Karina Ruiz, Gary Schuh, Erika Teyema, Sarah Traglio, Joanna Williams, April Wilson, Mike Wilson.

Welcome and Opening Remarks

Karina opened the meeting, reviewed the agenda, group norms, and the topics covered in the group's last meeting on November 8.

Timeline Updates

Karina provided the group with an updated timeline for their work. Key refinements from the last timeline the group saw include:

- District leadership has confirmed a desire to go for a November 2023 bond measure
- The bond committee will take a longer-term meeting cadence, wrapping up their work in March 2023
- The group will see polling results, and do a 'build a bond' exercise in early 2023
- The Board will create a resolution in summer 2023, with the goal to be on the ballot in November
- Committee members will continue to act as ambassadors of this work, supporting community engagement on the bond

Listening and Learning Themes

Karina then reviewed the themes from Listening and Learning sessions. Group members were invited to do a 'gallery walk' throughout the meeting room and take time to review the feedback individually and with other committee members.

- I understand why you focused on BIPOC groups, but it seems like you excluded a lot of other students.
 - The District's goal is to foreground the experiences of people who have been deeply impacted by educational inequity. The idea is that 'a rising tide lifts all boats,' and by centering these groups, you can improve outcomes for all.
- Did you just get input from high school students?
 - We also spoke to middle school students, and elementary school students were engaged through their teachers.
- Want to be able to be sure that the schools with the most identified facilities needs are also engaged in the lead-up to a bond.
 - BRIC can include that information in the report being compiled on the Listening and Learning themes (to the extent possible).

The committee reviewed the themes, then reconvened to discuss and reflect in small groups. The group was asked to reflect on the feedback and consider anything that should be added or prioritized in a potential list for the bond.

The small groups gave the following feedback on their priorities, and proposed additions to the project list:

Group 1:

- Safety and security: restrooms, vestibules, perimeter protection, ensuring that admin spaces are at the front of the school (in addition to security vestibule).
- Dedicated space for community partners
- Restroom updates
- Adding to athletic facilities
- Addressing the flow of traffic on sites and the safety issues associated with that
- Group 1 also noted the importance of thinking through the implications of the feedback gathered in the Listening & Learning sessions (i.e., CTE and music programs are loved by students, which might mean thinking about more physical spaces to accommodate those programs).

Group 2:

- Four elementary schools are top priority
- Not interested in moving recreation/athletic facilities to middle school
- Desire to have recreation facilities/stadium at the High School
 - If a full stadium can't be accommodated at the High School, hope that athletic fields and facilities can be improved at High School to serve entire District
- Interested in a bigger bond measure and potentially raising taxes for a bond to be able to accomplish more projects
- If the bond doesn't pass in the first go, hope that the communication around the bond can be an excellent tool to connect and communicate with community.

Karina asked the group, “Is the goal to spread the money around the District, or is it to focus on the bigger projects in some parts of the District? Is your individual preference to go deep, or to go wide?”

- Some participants were interested in ‘going deep,’ and prioritizing major projects
- Some felt that the stadium would be a project that would serve the entire District
- Some hoped for a middle group, with major projects leading the bond and smaller projects that could be spread across the District
 - Some interest in including safety upgrades at schools across the District

Next Steps

This committee will reconvene in January 2023. In the meantime, the project team will put together some options for Wright Public Affairs to go to community and gather polling data. That information will then be used by the committee to do a ‘build a bond’ activity to develop a package at a set cost.

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by

Allison Brown
BRIC Architecture, Inc.

Attachments:

- PowerPoint presentation, 12/12/2022. 24 pages



Bond and Finance Planning Committee

Meeting 3: December 12, 2022

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.



Meeting Agenda

- | | |
|----------------|--|
| 4:30 – 4:35 pm | Opening Remarks/Group Norms |
| 4:35 – 4:40 pm | Brief Recap of Last Meeting |
| 4:40 – 4:50 pm | Schedule and Timeline Updates |
| 4:50 – 5:20 pm | Insights from Community Listening & Learning |
| 5:20 – 5:50 pm | Group Discussion and Initial Prioritization |
| 5:50 – 6:00 pm | Wrap-Up and Next Steps |

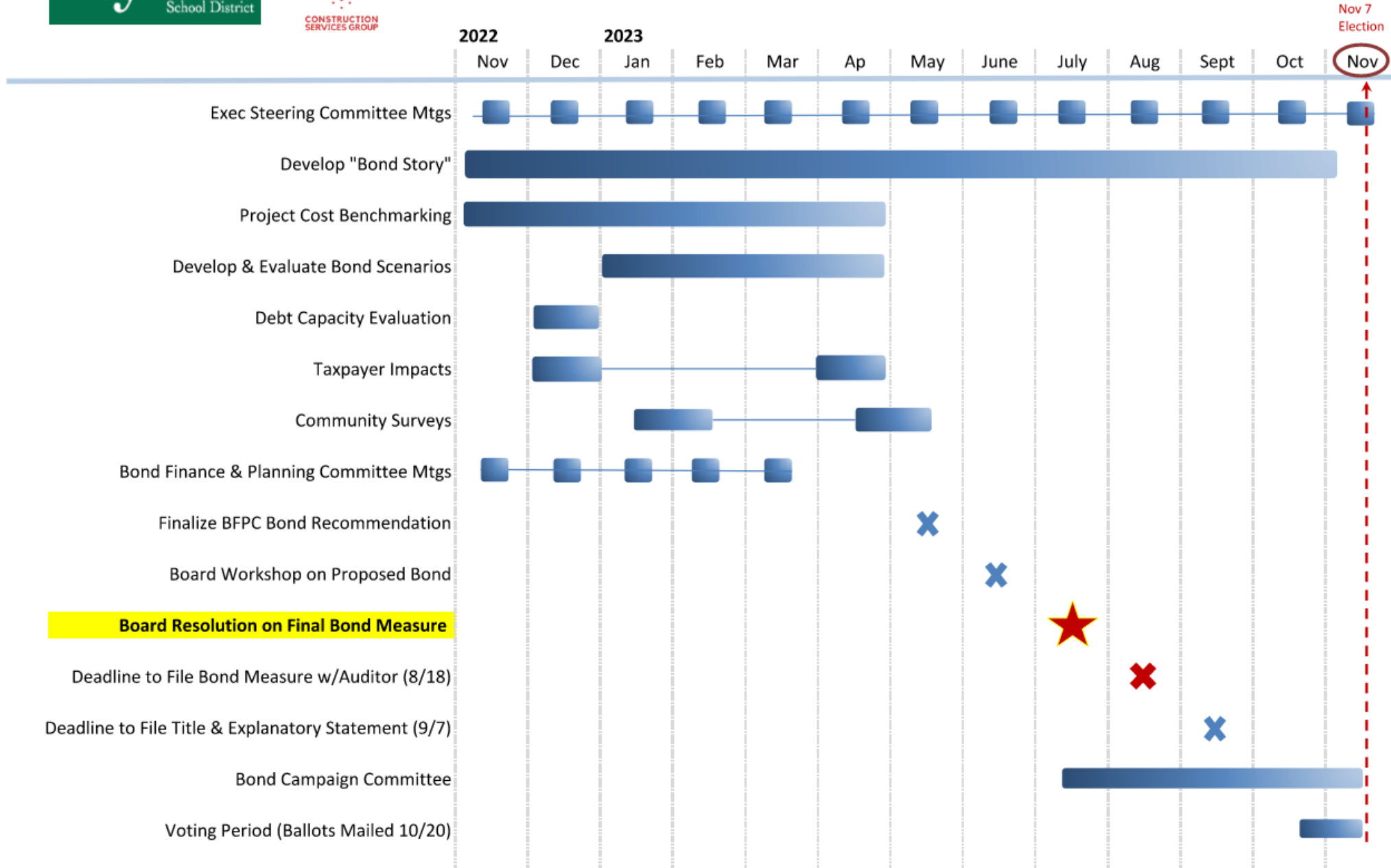
Group Norms

- Stay engaged.
- Speak your truth responsibly.
- Listen to understand, to believe.
- Be willing to do things differently and experience discomfort.
- Expect and accept non-closure.
- Take space, make space.
- Ensure each person has a chance to speak.
- Respect each others' voices and views.

Recap of Last Meeting

- Revised our overall schedule
- Discussed our draft guiding principles
- Reviewed the ‘buckets’ of possible investment and bond priorities

BOND PLANNING TIMELINE



Updated Meeting Schedule

Nov. 1: Kickoff Meeting

Nov. 7

- Timeline, Updates & Proposed Engagement
- Draft Guiding Principles
- Proposed Bond Priorities

Nov. 14

- School Facility Tour

Late November – Late December

- Community Dialogue Sessions
- School Facility Tours

Dec. 5

- School Facility Tour

Dec. 12

- Review community feedback
- Early (not final!) prioritization
- Project cost estimates

January-February 2023

- Review bond scenarios
- Review polling results
- Prioritization, ‘build a bond’ activity

Listening & Learning Themes

Listening and Learning Sessions

- Staff and Community - Oct 11, Oct. 27
- Culturally Specific Sessions - Nov. 1, 2, 3
 - Latino/a families (in collaboration with Latino Network)
 - Black Families (in collaboration with Self Enhancement Inc.)
 - Other families, especially those served by specialized programs
- Student Input Sessions (Nov. and Dec.):
 - One session with BIPOC students at H.B. Lee Middle School
 - Two sessions with BIPOC & Latino/a students at Reynolds Middle School
 - 9 sessions at Reynolds High School:
 - LGBTQIA+
 - Pacific Islander
 - Latino/a
 - IEP/504
 - Eastern European
 - African American
 - Asian
 - New Students to RHS
 - ELD



19 sessions total

Listening and Learning Questions

- What is working well in our district for your students and family?
- What is not working in our district for your students and family?
- Do you feel that your school has strong ties in and with communities?
- In what ways do you feel connected to your school? What are the features of your current school that make you feel welcome, celebrated, and seen and why?
- What is the kind of space that would welcome creating a sense of belonging for ALL students? For their families?
- What does it mean for your child/student to be successful in school? To what degree does their current school provide this?
- What changes and/or investments should we make to better support your students and/or family?
- If you had control of the budget, how would you prioritize spending to maximize student outcomes?
- If you could build your dream school, what would that look like? (This question was only asked in the student engagement sessions)

Key Themes

What's going well?

- Communication is improving between parents, teachers, and administrators
- Programs at the schools are helping to keep kids and families engaged:
 - CTE programs
 - Dual language programs
 - Extracurricular activities and after school sports
 - Literacy and library programs
 - Wraparound services have improved
 - Health clinics offered at school are helpful
 - AVID and College Possible
- Community partners are a trusted, important part of school life.
- Schools are highly diverse, with multiple languages and cultures present in the student body.
- People are noticing better relationships between the district and the community, and a focus on equity and inclusion.
- Staff care deeply about their students, and the District has been intentional about filling gaps (and hiring diverse staff), increasing access to mental health and social workers, and creating spaces for collaboration.



Key Themes

What's not going well?

- Staff need much more support to be successful: many are feeling burned out, unprepared and alone.
- Folks don't feel that students are safe at school: either from people who could come into the school, or from within the school itself.
 - Nearly all RHS students engaged did not feel safe at school.
 - Bathrooms are not seen as a safe place for any students engaged at RHS.
 - Many noted fights and bullying happen at many schools across the District.
 - Many felt there were not enough security personnel, and students felt that SMTs and SROs did not always make them feel safer at school.
 - Some felt unsafe due to racism (both micro and macro aggressions).
 - Many students did not feel that they had access to a trusted adult to help them if they needed it.



Key Themes

What's not going well?

- Transportation to and from school and for after school activities is major barrier for many families
- Facilities don't inspire pride, and older buildings are seen as run down or dirty.
- Technology either doesn't work, or presents a barrier to students, families, and teachers.
- Many people don't feel connected to the District, and some actively distrust the District
- The relationship between the District and community partners needs to be more defined
- Many recognize that this District has intense academic needs
- Kids don't get enough time to eat, and food is of poor quality and lacking choices for students with dietary restrictions or religious/ethical preferences.



Key Themes

What do students and families need to be successful?

- Support for students: both academic (including mentoring, tutoring opportunities), programmatic (more EAs, more program offerings) and socioemotional (access to counselors and trusted adults, and restorative, rather than punitive, programs).
- Representation, including the ability to see themselves and their communities reflected in staff and curriculum.
 - This includes bilingual and BIPOC staff and teachers, dual language and cultural programs.
- Strong and consistent communication between schools and parents.
- Technology that is right-sized, reliable, and accessible (especially to those who might not have Wi-Fi or computer access at home).
- A safe learning environment.
- A healthy school, which includes reliable structure and route, access to healthy food (and time to eat), and access to mental health resources.
- Expansion of AVID and College Possible programs to expose students to more careers and prepare them better for life beyond HS.

Key Themes

What are the features of your school that make you feel welcomed, celebrated, and seen?

- Staff that looks like us, and our community
- Engaging activities and cultural celebrations
- Opportunities to connect
 - Flags and symbols in schools
 - New student programs
 - Assemblies and group gatherings
 - Places to meet in affinity groups



Key Themes

What do you want to see in the future? What would you prioritize for the District?

- Invest in staff
- Invest in programs that keep students interested and engaged
- Invest in academic success
- Increase student support systems
- Invest in a healthy school for all
- Invest in community partners
- Invest in facilities
- Invest in planning for the future
- Invest in supporting parents and caregivers

Key Themes – Facilities Implications

What do you want to see in the future? What would you prioritize for the District?

- Upgrade SPED classrooms so that they are fit for purpose.
- Upgrade bathrooms so that they feel safer for all (especially at RHS)
- Consider ways to make campuses feel safer for students, parents and staff (secure vestibules, fencing, etc.)
- Provide more sensory rooms and places for self-regulation, especially for students in SPED.
- Upgrade the buildings and landscaping.
- Provide better sound systems in schools.
- Modernize libraries.
- Maintain equipment to ensure everyone has the tools that they need across the District (parity).
- Consider building another high school. RHS is seen as too big.
- Improve the theater at RMS.

Key Themes – Facilities Implications

What do you want to see in the future? What would you prioritize for the District?

- Upgrade the fields (for football and track) at the middle schools.
- Create welcoming entryways at all schools.
- Provide better heating and cooling systems in older buildings.
- Ideas on buildings a health center, multicultural center, sports stadium and upgraded sports facilities at RHS.
- Provide spaces that support student health and wellbeing, including a more spacious cafeteria, places to comfortably hang out with friends, places to study, and places for quiet meditation and prayer.
- Provide better Wi-Fi and technology that advances learning outcomes.
- Improve the traffic flow in and out of schools, to mitigate traffic and make it easier for students to get picked up.
- More space for programs kids love: CTE, music, dance, arts, sports, languages.

Group Activity

Discussion Questions

- What are your reflections on the feedback we heard?
- Are there things you feel are important to highlight, or keep in mind, as this group continues to develop priorities for bond?
- **Based on what we heard in these Listening and Learning sessions, what impacts do you think this has on facilities and the projects we should consider for the bond?**

Suggested 2023 Bond Priorities

1. Indoor air quality & thermal comfort (HVAC)
2. Four oldest elementaries (Alder, Davis, Glenfair, M Scott)
3. Reynolds MS downsize + recreation complex, consider K-8 community campus
4. Minor Capital Projects
 - Safety & Security
 - Playground Upgrades
 - Roofing Renewal
 - Classroom Technology
 - Title IX Equity

Suggested “buckets” to consider as a starting point for the committee



**INDOOR AIR QUALITY &
THERMAL COMFORT**

\$125M

**FOUR OLDEST
ELEMENTARIES**

**Replace: \$30-36M each
Combine 2: \$69M each**

No tax increase =
\$90M - \$155M Bond

**REYNOLDS MIDDLE
SCHOOL CAMPUS**

\$20M - \$165M+

MINOR CAPITAL PROJECTS

**SAFETY &
SECURITY
\$15-20M**

**PLAY
GROUNDS
\$7M**

**ROOFS
\$15M**

TECH

**TITLE IX
EQUITY**



Next Steps

Next Steps

Next committee meeting: January 2023





Thank you!



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.