

**Minutes  
Facility Task Force  
Redmond School District 2J  
Conference Rooms A-B-C  
Thursday, November 29, 2007**

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- Doug Snyder, Redmond School District Chief Operations Officer called the meeting to order on November 29, 2007 at 6:05 p.m.

**Welcoming**

- Overview and timeline of the meeting agenda.

- In Attendance:

Christin Barnes  
Lance Brant  
Jon Bullock  
Carolyn Espinosa  
Dani Hebener  
Martha Hinman  
Cauria Masten  
Kathy Persing  
Stan Steele  
Tony Vandermeer

Katie Billington  
Barry Branaugh  
Monica Dahlen  
Shan Hartford  
Pat Higgins  
Karen Ludwig  
Mike McIntosh  
Todd Sheldon  
Laurie Thom

- Facilitators in Attendance:

Kristen Allen  
Vickie Fleming  
Steve Olson  
Renee Shelton

Bob Chadwick  
Becky Kirner  
Diane Seehawer  
Doug Snyder

**Reviewed**

- The committee's collective statements from the November 13, 2007 meeting.
- What does not work at a high school in Redmond (3x5 cards).
- What we want for a high school in Redmond (3x5 cards).

**Task Force Discussion & Strategy Building**

- The committee reviewed aloud the collective statements that were presented at the November 13, 2007 meeting. The following questions were asked of each committee member and were then requested to respond.
  - “How do you feel about the collective statements you’ve heard?”
  - “What are you learning internally and externally?”

After listening to the committee members Steve Olson, Renee Shelton and Vickie Fleming verbalized back to the committee some of the things they were hearing.

- A lot of excitement and great ideas.
- Frustration, misconceptions verses facts.
- Trust issue.
- Seniors and entire community not used to being heard
- Get over past history.
- Process going to slow.
- Use of positive words...Investments and Solution
- Build more opportunity
- We're ready to get to work and get going.

### **Additional Data; Presenter: Doug Snyder, RSD Chief Operations Officer**

Detailed descriptions of the Small Learning Communities (SLC) were presented with handouts along with wall posters to be seen. Doug shared with the committee that he is beginning to see a consensus on a small learning community focus. The following are the list of communities that are offered at Redmond High School and the Hartman Building:

- Arts & Community Academy ~ Redmond High School
- Business Academy ~ Redmond High School
- Engineering and Technical Careers Academy ~ Redmond High School
- Global Academy ~ Hartman Building
- Heath Academy ~ Redmond High School
- Human Resources Academy ~ Redmond High School
- International School of the Cascades – Hartman Building
- Science Academy ~ Redmond High School
- Success Academy ~ Hartman Building

### **Questions were asked of the committee ~ (3x5 cards)**

The following questions were asked of the committee members.

- What are at least two ideas, statements, implications that you heard from others that you agree with?
- What is at least one idea, statement or implication that you expressed?

### **See attached collective statements**

### **Options; Presenters: Steve Olson and Renee Shelton, Dull Olson Weekes Architects, Inc.**

Steve Olson briefly shared the old school concept. Some of the examples he gave are where students rotate from classroom to classroom which could be at separate ends of a building, and science labs would be located in only one area of a building. He also shared some ideas for the committee to think about for small learning communities and for expanding the existing high school:

- Small Learning Communities

- Academy Built
  - Collaboration
  - Project Based Learning
  - Themes
  - Focus on what students are going to do after they are out of school.
  - Setting students up for the path they have chosen.
  - Space for teachers and students to meet. (small & large meeting spaces)
  - Need for various size spaces (functional)
- Expanding Redmond High School
    - RHS is built well, which is a benefit
    - What would you lose if you expand?
      - Parking Spaces
      - Athletic Fields
    - Core Facilities
    - Library ~ Appropriate?
    - Admin Offices
    - PE/Athletic Facilities (classroom space/fields)

Renee Shelton presented three options to the committee and they were briefly reviewed:

- **Option A** ~ Expansion of existing high school (1,200 students)
  - 35-40 New Teaching Stations
  - Expand Core Facilities
    - New Cafeteria/Kitchen
    - Expand Library
    - Expand Admin Offices
    - Expand PE/Athletics

Things to Consider:

- Site Restraints
  - Required Parking
  - Core Facilities
  - 2,400 Student Campus, Ideal?
  - Hartman Campus?
- **Option B** ~ New Comprehensive High School (1,200 students)
    - 35-40 New Teaching Stations
    - PE/Athletics
    - Library
    - Cafeteria/Kitchen
    - Electives
      - Drama
      - Art
      - Music
      - Technology
    - Special Needs
    - Building Support

- Outdoor Amenities
- Parking

Things to Consider:

- Two High Schools
- Comprehensive vs. Small Learning
- **Option C ~ (2) Small Learning Communities (600 students each)**
  - 24 New Teaching Stations
    - House Configuration
  - PE/Athletics
  - Library
  - Cafeteria/Kitchen
  - Admin Offices
  - Electives
    - Art
    - Music
    - Tool Box
  - Special Needs
  - Building Support
  - Outdoor Amenities
  - Parking

Things to consider:

- Two Separate Sites or One Site
- Curriculum/Education Focus
- If same site, could Core Facilities be shared?

## **Reviewed**

Vickie Fleming, RSD Superintendent, prepared and presented two handouts to the committee:

- Assumptions discussed by RSD Board of Directors
- Partnership Possibilities ~ Ideas thrown about by a variety of creative community members!

## **Brief Discussions/Questions/Comments**

- Adding on to RHS? Traffic Impact.
- Elkhorn property? Option B ~ SLC site.
- Adding on to RHS ~ Two story building/College atmosphere.
- Beaverton School District ~ Purchasing older buildings throughout their town and renovating them for their needs. There is more opportunity for this to happen in larger communities.
- Academy may work in downtown Redmond ~ 80 to 100 student academy to help build a vision for the downtown area.

- Small Learning Communities at RHS are not all contained and students are still going to other areas of the building for classes.
- Clarification ~ Small Learning Communities (SLC) is not comprehensive. SLC does not offer the wide-ranging electives as a comprehensive school.
- Amazed with the complexity of the Facility Task Force task.
- The need is to sell a plan for growth not the design of a building.
- Hearing from the senior community we need to add on to the existing high school (option A) before to do a comprehensive high school (Option B). Complete in plan in phases.
- Is adding on to RHS a realistic plan?
  - Yes, but it's not a long term solution and we'll be right back where we started.
- 2000 plus students in one space is too many and not a good idea.
- RHS could handle more students with the Small Learning Communities concept verses the comprehensive structure. Would not last 20 years.
- We have already tried the short term solution with the Hartman Building and look where it got us!

### **Community Polling**

The community polling scheduled for December 6 thru December 19, 2007 has been postponed.

### **New Meeting Scheduled**

**December 13, 2007 at the Redmond School District Office, Conference room A-B-C at 6:00 p.m.**

### **Next Meeting**

The next meeting is scheduled for Thursday, December 6, 2007 at the Redmond School District Office, Conference room A-B-C at 6:00 p.m.

### **Adjournment**

The meeting adjourned at 8:38 p.m.

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Doug Snyder, Chief Operations Officer

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Linda Holland, Administrative Assistant Operations

## The Community Wants a Long Term Solution.

*The Community wants a long term solution. Come up with a 10-20 year plan to educate the community of our long term needs, not just the immediate short term fix. We need a long term (20 yr) plan. We must have a Long Term Plan done right. Present a big picture for the community regarding district facility needs and their cost. I like the idea of a long term plan that we can break into smaller parts which can be done collectively or individually.*

*Develop a long range plan, show there is structure and forethought. If we can follow it, it could improve the image of the school district in the community.*

*We must have a 20-year (more or less) vision/plan for school construction. Come up with a comprehensive plan and articulate it very clearly so the community cannot misinterpret it. We are focusing on the education needs for the next 20 years first, before we began talking about facility needs.*

## Prepare for Facilities as the Community Grows:

The chart growth of *the* community shows growth that is positive for a successful community. The data shows long term growth and facility needs, which helps me make clear decisions. We need to build and prepare for facilities as the community grows.

*School capacity might be overstated by portables usage in the graph. The chart on student growth with modulars does not show HUGE facility need.*

## Develop a Master Plan Around the Redmond Educational Vision:

Tie *this* to the Redmond Educational Vision process and communities desires. *Use the REVision to create positive link and momentum.* This is an opportunity for *the* district to develop a master plan for facilities around an educational vision. *An opportunity to integrate facility needs and support of the educational vision. We have an opportunity to layout a long term facilities solution that is transparent to the community and will tie the educational vision to facility use.*

## Communicate this Information to the Entire Community:

This information has to be communicated with the community. They need to know long term plans and long term needs. We must move forward now with factual marketing information to our community that accurately displays the need and shows people the value of our investment.

Go public with a 20 year plan. *Look out 20 years and educate the community about the plan. We need to get information out to people regarding costs over the next 15 yrs. The options need to be explained in a clear concise manner. We can (forget) the details of each building but sell the need for multiple buildings over 20years.*

The community is given the necessary information positively to decide to invest in education in our community. We have to determine facts and needs as a task force and use all necessary means to communicate and educate, and bring the community "on board."

Understanding of the program *is* important. *Give out* information that people can understand and stand behind. *Gain the trust of the community.*

The Campaign needs to be based around positives. *An opportunity to allow the community to embrace a long term outcome (20 yr plan). Needs to be thought out long term, factual, educated. Needs to be positive and a win-win solution.*

We need a different communication strategy to get to 'all' people! *The message needs to be delivered and communicated to all community members (broader base). Tell people what is going on and keep them updated. Inform the community on what is going on at the high school. Focus on the issue and facts, sell with the details.*

*We need to* make sure to address schools and future use as being part of the community, not as a separate entity.

## Market our Success Stories:

*Get on with educating the public about the need but also successes of our existing programs. We must market the success stories in our schools. The task force champions the good work being done at the high school.*

## Education Is an Investment in the Students and the Community:

The job is to develop a school development plan and insure *that the* community receives value in the investment. We need to pull *the* community together for an investment, not just the idea of taxes, but investment of kids. *Have it focus on the positive "investment." Push positives of educational programs and business decisions.*

That education is an investment tied to the economic future of the community. *The need to have a plan that we can share with community that shows the need including the impact on economic development that happens with a quality education system.*

## Leave the Design and Details to the "Professionals."

*Leave the DESIGN and DETAILS up to the educators "professionals." The design we need to leave to the professionals. Let the educators decide actual logistics of facilities after we appropriate funds by "selling" the bond amounts to the public.*

## Money Is the Issue-how Do We Address It?

Long term plan, phased in by as few bonds as possible. Multiple bond issue- Bond marketing.....say thru 2014.

*Money is the most important thing. Money is the issue-how do we address it? This is a big chunk of money to ask of limited income people. Bond proposal after bond proposal may be a difficult sell. Tax payers may be scared off when they see the projected number of bond levies in the next 13 years.*

*It's expensive but its reality. We will have more students and we will need places to put them.*

*Constant funding vs funding facilities in increments. Multiple funding bond issue. - How will we market the B.I. Should we look at combining? Combine at least some of the space construction needs in 1 or a few bond issues because new residents will help pay over time. Possible combining of bonds-sell the idea-addressing k-12 and not being dinged every 3 yrs.*

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## Exploring Other Funding Ideas:

*Let the public know that we are exploring other funding ideas. Other funding sources eg. Sell land, legislative monies.*

## Make Sure the Bond Does What it Says:

*Make sure the bond does what it says. I want what we say is going to happen, or be done to really occur.*

*We need to make sure RSD employees are bought in.*

*Academy approach should be considered if a building near the facility is available.*