



BR|IC



Reynolds School District **Bond Development Committee Presentation** February 25, 2026

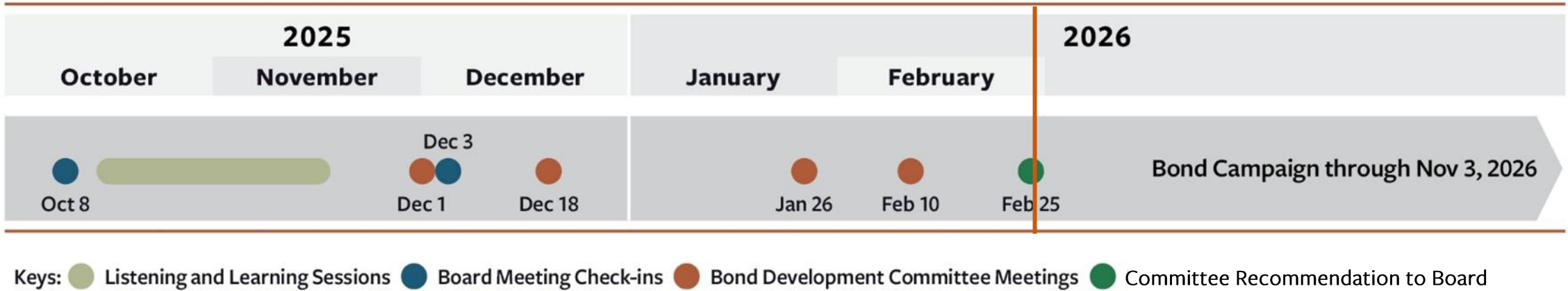
REYNOLDS HIGH SCHOOL

NO PARKING FIRE LANE



Summary of the Process

Where we are in the process



Summary of the Process

Listening & Learning

- BRIC met with several affinity groups identified by RSD leadership
- Sessions centered needs and priorities of historically underserved communities

Bond Development Committee

- **Meeting 1:** Overview of bond planning process and review of Listening & Learning data
- **Meeting 2:** Developed North Stars (guiding principles) & Planning Implications
- **Meeting 3:** Gift Box Exercise –prioritized projects by relative cost
- **Meeting 4:** Build-A-Bond Exercise – built potential bond packages using estimated dollar amounts
- **Meeting 5:** Final bond package voting



Listening and Learning Feedback

Who We Heard From

Student Voices

- Reynolds High School:
 - Key Club
 - Muslim Student Association
 - Raider-to-Raider (Peer Mentoring)
 - Self Enhancement, Inc (student participants were predominantly Black)
 - Latino-focused student affinity group

Family & Community Voices

- East African families & students – (in partnership with AYCO)
- Latino families – (in partnership with Greater Than)
- DHS Caseworkers who support families in Reynolds School District
- RSD Indigenous Parent Group



What We Heard

Basic Needs & Dignity

- Working bathrooms, privacy, and hygiene supplies directly impact students' daily dignity
- Students need spaces where religious practices feel respectful and safe
- Reliable access to food, and water is essential
- Poor maintenance and crowding make daily routines stressful

Overcrowding & Daily Experience:

- Students bump into each other navigating hallways
- Cafeterias, libraries, and bathrooms fill beyond capacity
- Limited seating impacts social connection and comfort
- Overcrowding creates stress and long wait times

“Sometimes I just hold it because there are too many people in the bathroom and only eight minutes to get to class.”
– Latino student

“We’re trying to cleanse ourselves for prayer, but the bathroom is filthy – it doesn’t feel right to do wudu there.”
– Muslim student

“We go to different classrooms every day to pray because we don’t have our own space.”
– Muslim student

“The stalls don’t lock, and there’s a gap where people can look in.”
– Black student

“We go to the library for quiet, but everyone goes in there – it’s so loud.”
– Muslim student

“Reynolds MS is not ADA compliant in all spaces. Wheelchairs can’t get through all doors” – Indigenous Parent

What We Heard

Safety, Trust & Emotional Security (Inside School)

- Interactions with security staff often feel harsh or intimidating
- Harassment and microaggressions erode trust
- Students want school environments that feel protective and welcoming
- Concerns about security systems and seismically ready buildings in the event of an emergency

Learning Comfort & Building Conditions

- Temperature swings, leaks, odors, and aging systems disrupt learning
- Many classrooms lack natural light
- Spaces that feel run down affect both students' well being and their pride in being part of the school community
- Students notice gaps between older and newer facilities

“You come into school, and you want to be happy, but everyone just looks depressed. It’s like the school just drains you.”
– Latino student

“My older brother felt welcome when he saw languages from back home on the walls.”
– East African student

“I worry every day about my children's safety and my safety if we should have to lock down in a building”
- Indigenous parent

“Hijab students get called terrorists on the street.”
– East African parent

“Alder is very old and needs renovation. We’ve been on the list but the bonds haven’t passed.”
- Latino parent

“Trying to do math when it’s 82 degrees in the classroom is really difficult.”
– Student

What We Heard

Access to Activities & Enrichment

- Lack of on-campus fields and facilities limits participation
- Students want more spaces to be active during the day
- Differences across schools impact motivation and school pride
- Families want safe, modern playgrounds for their young children

Transportation & Access Barriers (Getting to School)

- Unsafe walking routes and long walks concern students
- Late or overcrowded buses disrupt routines
- Some families live too close for busing but too far to walk safely
- Transportation challenges contribute to chronic absenteeism and affect access to after-school activities
- Past harm when busing was threatened in Latino neighborhoods

“The playground should be updated. Improving the facilities motivates kids.”
– Latino parent

“We need space to play when it rains. Kids end up playing in classrooms.”
– East African parent

“The field has holes everywhere – it’s not safe for soccer.”
– Black student

“We’re the only high school that has to go somewhere else for our games – it doesn’t feel like our school.”
– Student

“My son has to walk a long way and there isn’t light out. I would like there to be more buses so that he is safer walking.”
– Latino parent

“We need more street lighting – it’s getting dark so early and there isn’t light in front of the schools.”
– Latino community partner

What We Heard

Mental Health Support for Students

- Students ask for quiet, calming spaces when overwhelmed
- High school counselor caseloads impact relationship-building
- Deep concern about future emotional health of children affected by current immigration issues

Community Partnerships & Family Support

- Limited space affects community partners' ability to fully serve students and families
- Families depend on schools for access to basic needs and wraparound support
- Strong relationships make families feel welcomed and supported

“We’ll need a lot of mental health support for children affected by the immigration issues happening right now.”
- Latino parent

“We need a calm-down room, not suspension.”
– Black Student

“The building is old. We’re working out of closets and converted rooms.”
- DHS caseworker

“We need a space where families can celebrate their culture and get resources.”
– East African parent

“Greater Than has helped me and my friends so much. It’s essential.”
- Latino parent

“There’s not enough room for partners. Everything is crowded into one space.”
– DHS caseworker

North Stars & Planning Implications



HEALTHY, SAFE, EQUITABLE ENVIRONMENTS

- 1.1 Students learn in buildings that are consistently dry, warm, safe, and structurally reliable.
- 1.2 Students move through their day with full dignity and privacy when using restrooms and personal spaces.
- 1.3 All students experience equitable access to healthy environmental conditions.
- 1.4 No student group experiences a disproportionate impact from building conditions.
- 1.5 Physical environments support student wellbeing without disrupting learning.



WELCOMING, BELONGING & CULTURALLY RESPONSIVE

- 2.1 Students see their cultures, identities, and lived experiences reflected through the school environment.
- 2.2 Families can enter, navigate, and understand school spaces and information with ease.
- 2.3 Students feel emotionally safe and supported as they move through the school day.
- 2.4 The environment affirms student identity and joy in ways that feel authentic and inclusive.
- 2.5 School culture and visual language reflect the community's diversity and values.



EQUITY-DRIVEN INVESTMENT

- 3.1 Schools with the greatest needs experience the greatest improvements.
- 3.2 Students across the District receive equitable access to high-quality learning environments.
- 3.3 Investments address long-standing disparities that impact student experience.
- 3.4 Resource allocation directly reflects student need and District goals.
- 3.5 Improvements reduce opportunity gaps between schools.



PARTNERSHIP WITH FAMILIES & COMMUNITY

- 4.1 Families can join school activities, meetings, and support services without barriers.
- 4.2 Community partners have space to collaborate with schools in ways that enhance student experience.
- 4.3 Schools feel like community hubs where students and families are welcome throughout the day.
- 4.4 School environments strengthen the connection between learning, family life, and community culture.

Committee Priorities

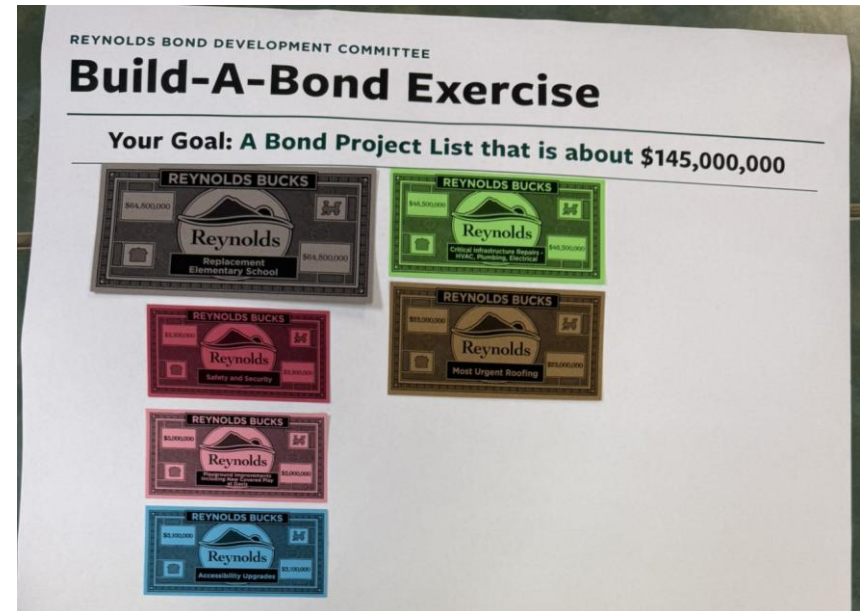
Committee Priorities

Through a series of exercises, committee members narrowed down their top priorities, taking into consideration the North Stars, estimated costs, and community polling results.

Top tier bond items focus on safety (through many lenses), accessibility, and partnerships with community organizations



Net favor	All voters	Shifters	Targets
Improving fire safety by installing up-to-date fire alarm systems and upgrading sprinklers	69%	80%	85%
Increasing student and staff safety by reducing potential exposure to toxic asbestos	66%	83%	78%
Making upgrades to improve A-D-A accessibility - also known as the Americans with Disabilities Act - to ensure that all students, staff, and community members can have equal access to public buildings	64%	77%	84%
Improving bathroom safety by updating aging plumbing, flooring, ceiling tiles and other features	64%	77%	80%
Increasing space for community organizations that play a vital role in supporting students, during, before and after school, offering access to health care, mental health counseling, mentoring, childcare, instruction and tutoring	64%	84%	85%



Committee Priorities

After considering the committee’s recommendations, these landed as the top priorities that will be in the proposed bond package totaling \$151,400,000

REYNOLDS BOND DEVELOPMENT COMMITTEE

Build-A-Bond Highest Priority Projects

Safety and Security	\$7,200,000
Critical Infrastructure	\$46,500,000
Roofing	\$24,000,000
Accessibility	\$2,700,000
Athletics	\$6,000,000
Replace Glenfair	\$65,000,000
Total	\$151,400,000

REYNOLDS BOND DEVELOPMENT COMMITTEE

Build-A-Bond Exercise

Your Goal: A Bond Project List that is about \$145,000,000

Included by every group



Included by majority of groups



Included by half of groups



Total

= number of groups

Committee Priorities

Additional Projects:

- Including funding from grants, the committee had about \$11,500 left to add into their proposed bond package.
- During the final meeting, committee members discussed and voted on which of the smaller projects should be added in.

Included as Tier 3 (don't think so or other avenues possible)



Total

= number of groups

REYNOLDS BOND DEVELOPMENT COMMITTEE

Build-A-Bond Additional Projects Funded with Higher Revenue

Your Goal: About \$11,500,000

Student Restroom Upgrades	\$3,000,000
Additional Roofing Projects	\$8,500,000
Playgrounds	\$3,200,000
Community Rooms	\$2,000,000
Additional Accessibility	\$2,000,000

Total



Proposed Bond Package

Additional Projects

With the updated amount, the committee reached consensus to add the following projects to the package:

- Roofing identified as critical districtwide need.
- Student Restrooms prioritized for middle and high school student well-being.
 - *“Anybody who has been in the restrooms at RHS, RMS, etc. knows how awful they are. Kids avoid them...it’s the number one thing secondary students have been talking about and that’s who we’re serving.”*
- Community Rooms added because they performed well in polling, support underserved students and families, and can be implemented at relatively low cost.
 - *“1:1 counseling for kids is something we rely on a lot...don’t want to toss them in broom closet or classroom. As we lose more social services, we’re relying on community partners more. It’s more than just a community room.”*

Proposed Bond Package

Student Restrooms	\$8,100,000
Safety & Security	\$4,600,000
Critical Infrastructure	\$46,800,000
Roofing	\$27,700,000
Play Areas	\$1,900,000
Accessibility	\$2,700,000
Athletics	\$6,000,000
Community Rooms	\$1,000,000
Replace Glenfair	\$64,400,000
Total	\$163,200,000





Next Steps

Next Steps

Spring 2026:

- BDC members have been urged to share their stories of impact with the larger community and gain public trust with those who are unfamiliar with RSD schools
- Proposed package (pending Board approval) will be taken back to community for feedback – including affinity groups from initial Listening & Learning
- Formation of Community Political Action Committee

Summer 2026:

- Based on feedback, the District will revise draft package and present to Board in late Spring
- Board action to refer to ballot in June 2026
- Second round of polling to test final bond language

Fall 2026:

- Bond campaign





Questions?

