

Fall City Elementary School Tour Debrief



School Tours: First Impression—Lasting Impact

As you settle in, grab dinner and four sticky notes

- On two sticky notes, identify two things that impressed you (one comment per note)
- On the other two sticky notes, identify two things that surprised you (positive or concerning) (one comment per note)
- At your tables, take turns sharing your observations with each other
- When prompted:
 - Volunteers will share with whole group

Snoqualmie Valley School District Community Review & Recommendation Committee (CRRC)

COMMUNITY REVIEW & RECOMMENDATION COMMITTEE (CRRC)

PLANNING TODAY, BUILDING FOR TOMORROW.

Developing a 30-year facilities plan for
Snoqualmie Valley School District.



Meeting #2

October 20, 2026 | 5:30 - 7:30pm



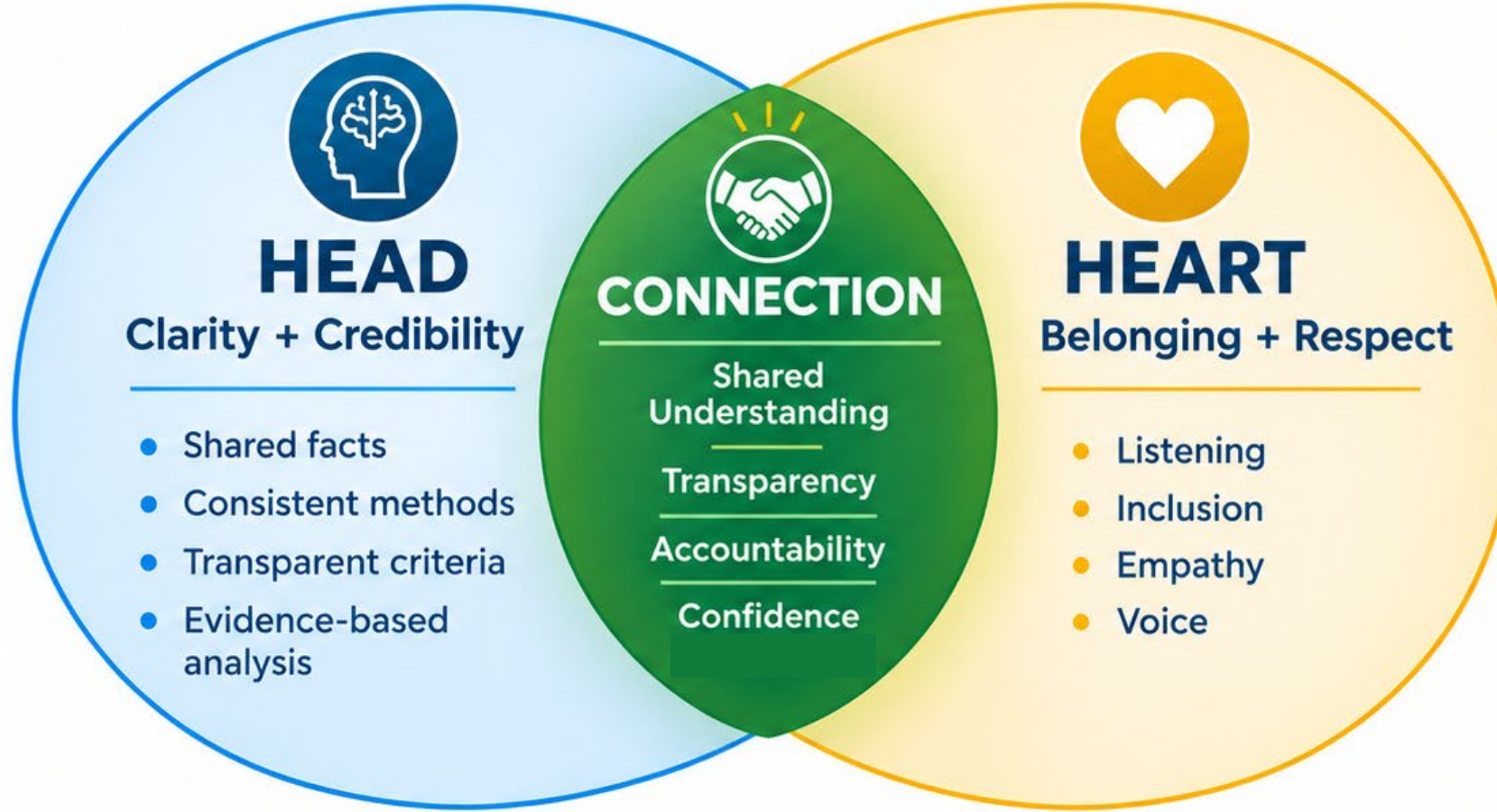
Agenda

1. Fall City Elementary Building Tour Debrief
2. Head and Heart Connection
3. Norms Review
4. Timeline Review
5. Know-Wonder-Hope Reflection
6. Program History Review
7. Review Prior Facility Planning Process and Capital Plan
8. Elect Leadership (Chair and Vice Chair)
9. Next Steps

High-Touch, Trust-Building Engagement

(Head + Heart)

Balancing Data, Decisions, and Voice



*When data and real voices come together,
we make stronger, more informed recommendations.*

Our Operating Norms



- **How We Show Up**

1. Be present and engaged. This work matters.
2. While we each may come with individual perspectives, we are here to advance what's best for all SVSD students and community.



- **How We Listen**

3. Listen to understand and stay curious about different views.
4. Assume good intent, even in disagreement.



- **How We Work Together**

5. Value all perspectives, including lived experience and expertise.
6. Ask questions when anything is unclear.



- **How We Make Decisions**

7. Strive to seek consensus.
8. Raise concerns in the room, constructively.

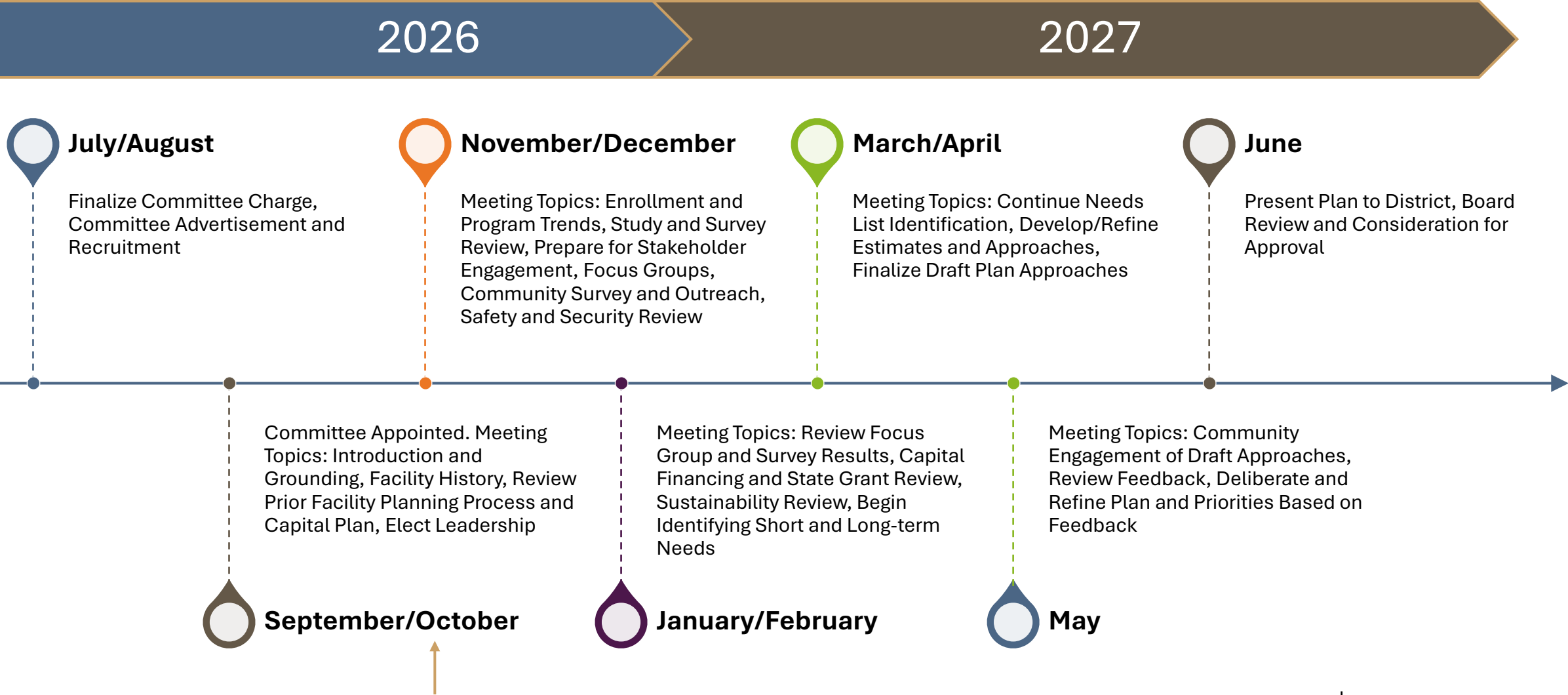


- **How We Communicate Outside the Room**

9. Protect credibility of the process.

Process Timeline

Community Review and Recommendation Committee



What Do We.....About Snoqualmie Valley SD Facilities? (Reflection)

Know



Facts, direct observations, experiences

Wonder



What do we need to learn? What questions do we have?

Hope



What does success look like?

Instructions:

1. Using your handouts, individually, read through the assigned list of comments from one of the following three pages
2. Go back and highlight the 2 MOST IMPORTANT comments per page from your perspective
3. As a table take a few minutes to share what each member identified
 - Discuss similarities and differences between members
 - Pair up with others who had the same handout
 - Discuss with like group and group report out

SVSD Community Review & Recommendation Committee (Know)

Prompt: "What do we know about Snoqualmie Valley School District Facilities?"



Snoqualmie Valley School District

Together we will educate every student in a challenging, innovative, and inclusive environment, empowering them to reach their full potential.



SUMMARY

SVSD facilities are viewed as a strong system overall, but with significant variability by school that are noted as being driven by building age, educational adequacy, climate/mechanical, electric, plumbing (MEP) performance, localized capacity pressures (including portables), and increasing site hazard constraints.

KEY "KNOW" POINTS



DISTRICT CONTEXT & SYSTEM PROFILE

- SVSD serves three distinct cities/communities across a broad geographic area with many schools.
- District includes: 6 elementary schools, 3 middle schools, 1 high school, and Big Picture School.
- SVSD has an overall positive reputation; schools are highly rated, and facilities can "seem nice" in general.



FACILITY AGE, QUALITY & CONSISTENCY

- The quality/newness of schools varies widely.
- Disparity among buildings in age, technology, and versatility.
- Several schools are very old; some are new(ish).

Specific sites referenced:

- Mt. Si High School – new/recently built in great shape
- Twin Falls Middle School – pretty new and nice
- Timber Ridge Elementary – newer elementary
- Fall City Elementary – 30+ years old



EDUCATIONAL ADEQUACY & CODE/FUNCTIONALITY

- Some buildings are no longer adequate for current needs; several buildings need repair or replacement.
- Older structures may not meet current building code.
- Even where remodeled, some buildings may not align with today's educational program needs due to inherent design limitations.
- Outdated facilities were cited as negatively affecting education.



MEP / INDOOR ENVIRONMENTAL QUALITY (IEQ) & CLIMATE CONTROL

- Facilities are not all functioning as intended, with explicit references to MEP issues and classrooms reaching ~90°F.
- Climate control needs are changing as temperatures increase, elevating expectations for HVAC capacity, reliability, and comfort.



CAPACITY & SPACE (MIXED PERCEPTIONS)

- Two co-existing views were expressed:
 - Student population has outpaced capacity at some (many?) schools.
 - The district also has operable buildings with enough classrooms / "capacity available."
- Elementary schools were noted as having many portable classrooms, indicating localized overcrowding or program placement constraints, even if systemwide capacity exists.



SITE CONDITIONS & HAZARDS

- Substantial land constraints due to critical areas (e.g., floodplains, wetlands).
- Multiple schools vulnerable to natural hazards, including flooding and increasing wildfire / wildland fire risk.
- Specific concern: Cascade View Elementary playing field is in poor condition.



SCHOOLS FLAGGED FOR NEED (PERCEPTION-BASED)

- North Bend Elementary (NBE) and Snoqualmie Middle School (SMS) were specifically cited as needing a "makeover" / being in rough shape or lacking.
- Additional schools were referenced in the same comment thread.



ENROLLMENT / GROWTH CONTEXT

- Enrollment is down.
- Perceptions of limited organic tax base growth and fewer children in the community.
- May affect both need and affordability.



KEY TAKEAWAY

SVSD facilities are generally viewed positively, but unevenness in age, systems performance, space, and site constraints creates real challenges for educational adequacy, safety, and comfort.

SVSD Community Review & Recommendation Committee (Wonder)

Prompt: "What do we wonder about Snoqualmie Valley School District Facilities?"



Snoqualmie Valley School District

Together we will educate every student in a challenging, innovative, and inclusive environment, empowering them to reach their full potential.



SUMMARY

Seeking clearer, decision-ready information to guide facilities recommendations, including a transparent understanding of current plans and projected growth; facility pain points and priorities; equity across communities; modernization versus replacement options; long-term facility condition and maintenance costs; community support and funding history; and how emerging technologies such as AI may shape future facility needs.

KEY "WONDER" POINTS

1



PLANNING DIRECTION, PRIORITIES & DECISION FRAMEWORK

- What is the current facilities plan?
- How does it connect to projected growth?
- What are the district's biggest facility pain points?
- How should priorities be established?
- How can community values inform decisions?

2



EQUITY, STUDENTS & GEOGRAPHY

- How will equity across communities be considered?
- How do student needs vary across locations?
- What does the school experience look like today?
- How are low-income students being served?
- How should districtwide needs be balanced with site-specific priorities?

3



MODERNIZATION VS. NEW CONSTRUCTION

- When are upgrades the best option?
- When is replacement more appropriate?
- What would it take to modernize older schools?
- Are viable alternatives being overlooked?
- How should unused district property be utilized?

4



FACILITY CONDITION DATA & TRANSPARENCY

- What do facility condition assessments show?
- What reports and data should guide decisions?
- How will information be shared with the community?
- How can transparency improve confidence in planning?

5



MAINTENANCE BURDEN & LONG-TERM COSTS

- What are the ongoing costs of aging facilities?
- What is the impact of deferred maintenance?
- What are the long-term financial implications?
- How do repair costs compare to replacement investments?

6



FUNDING HISTORY & COMMUNITY SUPPORT

- What do past bond and levy results indicate?
- What lessons were learned from prior facility efforts?
- How do affordability concerns affect future investment?
- What level of community support exists today?

7



COMPARISONS & COMMUNITY ENGAGEMENT

- What can be learned from neighboring districts?
- What outcomes resulted from their investments?
- Should school tours be used to increase understanding?
- How can community feedback improve decision-making?

8



FUTURE READINESS & TECHNOLOGY

- How will AI affect learning environments?
- What new types of spaces may be needed?
- How can facilities remain adaptable?
- What investments will support future educational models?

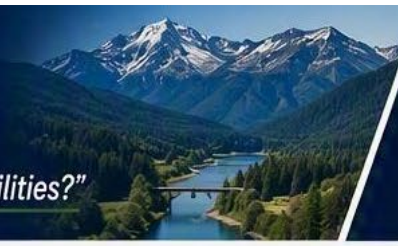


KEY TAKEAWAY

The community is seeking transparent information, thoughtful analysis, and a clear decision-making framework to ensure future facility investments balance equity, affordability, educational needs, and long-term sustainability across the Snoqualmie Valley School District.

SVSD Community Review & Recommendation Committee (Hope)

Prompt: "What do we hope about Snoqualmie Valley School District Facilities?"



Snoqualmie Valley School District

Together we will educate every student in a challenging, innovative, and inclusive environment, empowering them to reach their full potential.



SUMMARY

The hope is a clear, community-supported facilities plan that delivers safe, comfortable, fully functioning, and equitable schools; modernizes facilities where needed; improves climate control; supports belonging and real-world readiness; serves staff and community needs; and does so sustainably and fiscally responsibly while protecting taxpayers and the valley's long-term quality of life.

KEY "HOPE" POINTS

1

OVERARCHING HOPE & DEFINITION OF SUCCESS



- Fully functioning facilities that support student learning, staff, and community activities.
- Comfortable learning environments the community can be proud of.
- Educational environments that prepare students for adulthood and real-world success.

2

STUDENT EXPERIENCE: SAFETY, BELONGING & READINESS



- Safe, supportive facilities.
- Strong sense of belonging.
- Preparation for future careers, life, and work.
- Maintain and improve the SVSD experience for future generations.

3

EQUITY & INCLUSION



- Equitable access to well-equipped facilities.
- Support all students and demographics.
- Consider economic differences in planning decisions.

4

INNOVATION, ADAPTABILITY & DURABILITY



- Innovative schools for future learning.
- Durable and adaptable facilities.
- Flexible long-term planning.
- Think creatively about community-centered assets and multi-use spaces.

5

MODERNIZATION & LEARNING CONDITIONS



- Improve or replace aging facilities.
- Add cooling and air conditioning where needed.
- Enhance comfort and learning conditions.
- Provide the right facilities for students, families, and community members.

6

SUSTAINABILITY, AFFORDABILITY & FISCAL RESPONSIBILITY



- Balance facility improvements with affordability.
- Protect taxpayers.
- Emphasize sustainability and long-term value.
- Make fiscally responsible investments.

7

COMMUNITY CONFIDENCE & ENGAGEMENT



- Maintain SVSD's community feel.
- Encourage community investment in education.
- Build alignment around shared goals.
- Strengthen confidence in district planning.

8

LONG-TERM VALLEY SUCCESS



- Make thoughtful long-term decisions.
- Support future growth and family attraction.
- Create actionable recommendations.
- Ensure committee work leads to meaningful action.



KEY TAKEAWAY

The community hopes for safe, equitable, innovative, and future-ready schools supported by a sustainable facilities plan that benefits students, staff, families, and the broader Snoqualmie Valley for generations to come.

Program History Review

"The farther backward you can look, the farther forward you are likely to see."

Winston Churchill

Historical School Construction Accomplishments

- 2003 Bond
- 2009 Bond
- 2015 Bond



2003 Bond

- **Amount: \$53.5M**
 - **Development of 3rd Middle School (Twin Falls Middle School)**
 - **Construction of Cascade View Elementary School**
 - **New sports facilities at Mt Si High School**
 - **New Gym at Chief Kanim Middle School**
 - **Improve gym floor at Fall City Elementary and school-wide fiber-optic system for high-speed communication**

2009 Bond

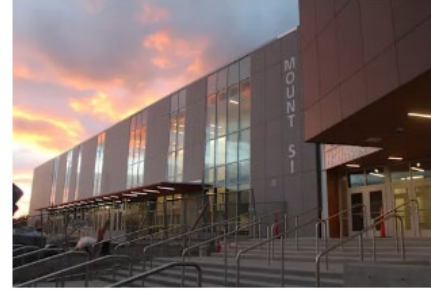
- **Amount: \$27.48M**
 - **Modular classrooms at Mount Si High School**
 - **Rebuild tennis courts at Mt Si**
 - **Upgrade existing facilities and make capital improvements**
 - **Roof replacements**
 - **Electrical system upgrades**
 - **HVAC improvements**
 - **Increase emergency power**
 - **Ceiling, flooring, and painting repairs**
 - **Bringing fire protection systems up to code**
 - **Adding external security video surveillance**

2015 Bond

- Amount: \$244.4M
 - Rebuild and enlarge Mount Si High School, completed in 2021
 - Build Timber Ridge Elementary. completed in 2016
 - Remodeled Two Rivers School into Early Learning Center opened 2025
 - Other Projects
 - Safety & Security Upgrades
 - Gym Expansion & Roof Replacement
 - Building Weatherization
 - Fire Alarm, Boiler, and Floor Replacements
 - Synthetic Turf Installation at CKMS through Snoqualmie Valley Youth Soccer Association

Mount Si High School: Completed

Our state-of-the-art Mount Si High School opened in the Fall of 2019, with the beautiful Performing Arts Center (PAC) opening in 2021. The new facility accommodates up to 2,300 students, and includes expanded science labs, enhanced performing arts areas, collaboration spaces for teamwork, and specialized Career & Technical Education (CTE) classrooms—all built to modern safety and flood-proof standards. This campus also houses Two Rivers School, our Big Picture high school.



Timber Ridge Elementary: Completed

Timber Ridge Elementary School (TRES), the sixth elementary school in the Snoqualmie Valley School District, opened as planned in 2016. Located along Snoqualmie Parkway, the 71,000 square-foot facility was designed to meet the growing needs of our community and includes 31 classrooms. With nearly 610 students in kindergarten through fifth grades, Timber Ridge Elementary has the second largest enrollment in the district, after Mount Si High School.



Early Learning Center: Completed

The new Snoqualmie Valley School District Early Learning Center, funded through the 2015 bond, opened for the 2025–26 school year following the remodel of the former Two Rivers School building in North Bend. The \$5.25 million project expands preschool capacity from five to eight classrooms, serving up to 120 preschool students and 30 children in staff daycare while adding full-day preschool for 4-year-olds. The ELC strengthens early learning services by expanding access to special education preschool, increasing tuition-based preschool opportunities for typically developing children, and providing on-site daycare to support district staff and their families.

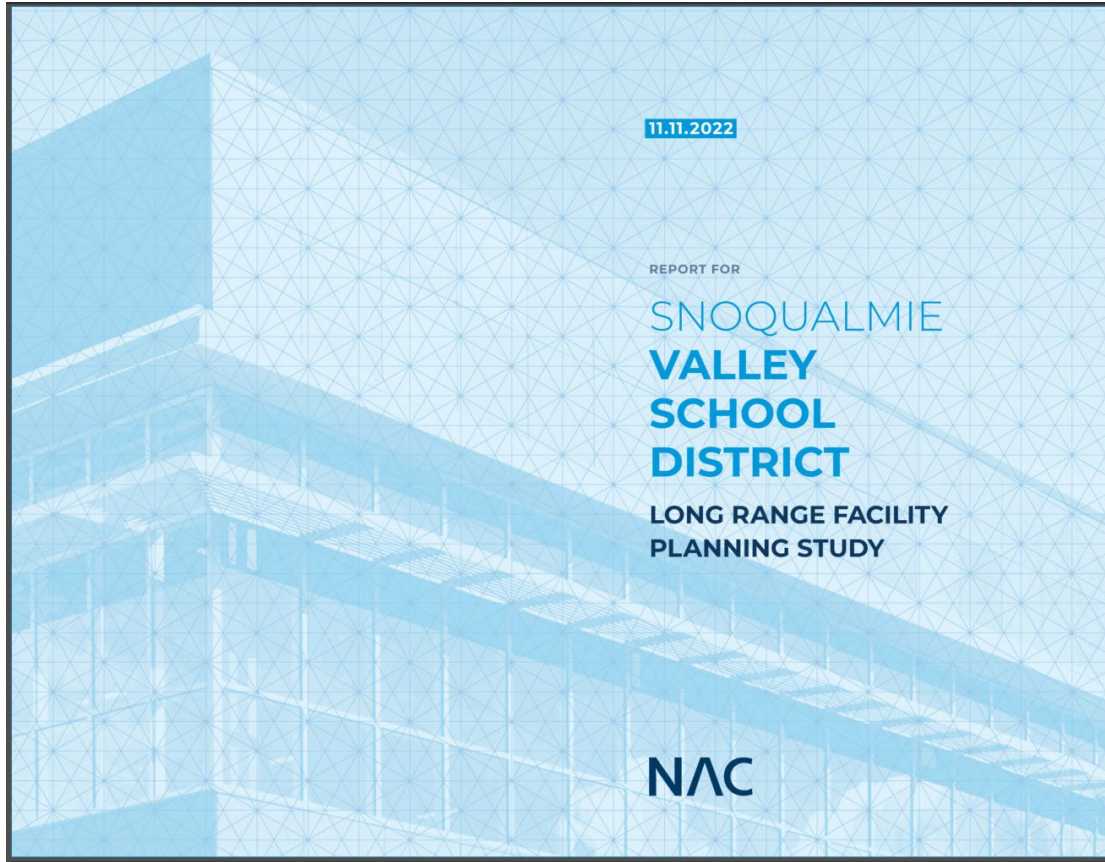


Other Improvements: Completed

Our planned capital improvement projects will enhance the safety, security, and longevity of schools across the Snoqualmie Valley School District. Planned investments include safety and security upgrades at every school, expansion of the SES **gymnasium**, **roof replacement** and building weatherization projects at multiple elementary schools and SMS, replacement of **fire alarm systems** at NBES and FCES, and replacement of **aging boilers and flooring** at multiple schools. The plan also includes the installation of **synthetic turf** at the CKMS field through a partnership with the Snoqualmie Valley Youth Soccer Association.



Planning Artifacts for Review (Look-Back)



Source: [Long-Range Facility Planning Study](#)



Source: [Capital Facilities Plan](#)



CRRC Look-Back Artifact

(NAC Long Range Facility Planning Study, 11/11/2022):

What it was and how it was built

COMMUNITY REVIEW & RECOMMENDATION COMMITTEE (CRRC)

PLANNING TODAY, BUILDING FOR TOMORROW.

Developing a 30-year facilities plan for Snoqualmie Valley School District.



PURPOSE OF THE 2022 STUDY

- 1 Established a **draft 20-year facilities roadmap** to guide short- and long-term district decisions.
- 2 Intended to inform a **Phase 1 bond concept (assumed 2023)**, with later phases on a **7-10 year bond cycle**.



GUIDING PRINCIPLES USED TO PRIORITIZE

- 1 Core themes: **learning environment**, **equity**, **effective taxpayer use**, **early learning (pre-K-3)**, support for **special programs/interventionists**
- 2 Goals: reduce **portables**, address **capacity/growth**, improve **safety/security**, consider **busing impacts** and proximity to homes



PROCESS AND INPUTS (CREDIBILITY)

- 1 Driven by a **Citizen's Facility Advisory Committee (CFAC)** (convened 2020; paused during COVID; resumed 2021; expanded spring 2022).
- 2 Engagement included **staff/parent listening meetings (Nov 2021)** at multiple schools + district work sessions + architect feasibility "test fits."
- 3 Evaluation used three lenses:
- 4 **OSPI Study & Survey**
- 5 **Maintenance / practical needs**
- 6 **Educational adequacy** (spaces to support today's programs and services)



"WHY NOW?" CASE STATED IN 2022



Aging buildings + escalating maintenance needs



~66 elementary portables (~30% of elementary classroom spaces); portables ≈ **two elementary schools' worth** of classrooms



Growth pressure highlighted in **North Bend**; delay increases schedule/cost pressure across later phases



Delay today increases schedule and cost pressure across later phases

LFRP (2022) Project Prioritization

Phase 1

- North Bend ES Replacement
 - Why: floodplain constraints, high portables, designed below capacity
- New MS on Snoqualmie Ridge Property
 - Why: floodway/site constraints, safety, traffic, walkability, equity
- Falls City ES Replacement
 - Why: retain historic gym value, reduce portables, improve capacity and site safety.

Phase 2

- Opstad ES Replacement and/or a New ES #7 near Twin Falls MS
- Chief Kanim MS Modernization
- Convert SMS to a New Function
- New Maintenance/Bus Facility

Phase 3

- Twin Falls MS Modernization
- Cascade View ES Modernization
- Snoqualmie ES Modernization

How metrics were measured:

Need was measured using both data and school observations. Enrollment and building capacity figures were used to score crowding and reliance on portables. Building support for instruction and maintenance needs were scored on a 1–10 scale using a consistent rubric informed by tours, staff feedback, and documented constraints. Scores were added across categories; higher totals indicate greater overall need.

Prioritization Matrix (Phase 1 Projects)

PHASE 1 PRIORITY PROJECTS.

These projects were identified based on multiple factors including:

- ✓ Facility Age/upcoming need for major maintenance.
- ✓ Prior Growth at the facility resulting in large numbers of portable classrooms
- ✓ Current Growth rates within the school attendance area
- ✓ Qualitative analysis that demonstrated the facilities lack of support for the educational mission.

PRIORITIZATION MATRIX

The CFAC group reviewed District facilities at the Elementary and Middle School levels and through the process identified 3 schools with significantly greater need and a fourth that was not too far behind. The higher score represents the greater need. The three highest scoring schools were:

Fall City Elementary School – 55.2 points

North Bend Elementary School – 53.8 points

Snoqualmie Middle School – 51 points

scale (1=good, 10=poor)										
School	Age	Age Related Score	Capacity vs Enrollment Growth	% Capacity in Portables	Educational Adequacy			Maintenance Need		Prioritization Score
					Classrooms	Shared Academic Spaces	Common Areas (café, gym, specialty CR)	Building	Grounds (parking, fields, etc)	
Cascade View ES	2005	2	0.0	4.2	2	3	3	3	2	19.2
Fall City ES	1962	10	2.8	10.4	3	9	8	8	4	55.2
North Bend ES	1962/8	9	1.2	10.6	3	9	8	8	5	53.8
Opstad ES	1988	3	7.4	6	3	7	6	6	7	45.4
Snoqualmie ES	1968/85/18	8	0.1	10.4	3	9	4	7	2	43.5
Timber Ridge ES	2016	1	0.1	4.6	1	1	2	1	3	13.7
Chief Kanim MS	1991	5	0.0	4.0	5	7	2	6	2	31.0
Snoqualmie MS	1972	7	0.0	10	7	7	7	6	7	51.0
Twin Falls MS	2008	2	1.4	3	2	7	2	3	2	22.4
		1=0-10, 2=10-20, 3=20-30, 5=30-40, 7=50-60 8=50-60, 10=60+	Growth vs Available Capacity	50% in portables = 10 points						

Reflection Activity (Look-Back)



Process + Timing



1. Individual Reflection

🕒 1–2 min

- Write one note per prompt (3 total)



2. Table Discussion

🕒 5–8 min

- Share individual notes
- Agree on top 1–2 points per prompt



3. Table Share-Out

🕒 1–2 min

- Select a reporter
- Share 3 key headlines

Prompts



STILL TRUE *(takeaway)*

- What remains accurate and important from the 2022 priorities and “why now” case?



CHANGED *(takeaway)*

- What is different today that could affect priorities or assumptions?
(enrollment, portables, costs, constraints)



VERIFY *(question)*

- What must be confirmed or clarified to use this framework confidently?
(data, rubric/weights, definitions)



OUTPUT: Each table shares 3 key headlines → Still True / Changed / Verify



CRRC Look-Back Artifact

SVSD Capital Facilities Plan (2026–2031): What it told us and why it still matters

COMMUNITY REVIEW & RECOMMENDATION COMMITTEE (CRRC)

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PLAN PURPOSE

Six-Year Capital Facilities Plan

- ✓ Guides facility and growth planning
- ✓ Supports Growth Management Act requirements
- ✓ Establishes basis for school impact fees
- ✓ Identifies future capacity investments



ENROLLMENT OUTLOOK

2025
6,773
Students (FTE)

2031
6,845
Students (FTE)



+1.1%

Projected Growth

Key uncertainty:



Housing
Development



Regional
Growth Patterns



CAPACITY SNAPSHOT (2026)

8,624

Total Student Spaces

6,598

Permanent
Seats

2,026

Portable
Seats



93

Portable Classrooms

23%

of District
Capacity

36%

of Elementary
Capacity



A significant share of students continue to learn in temporary facilities.



PRIORITIES IDENTIFIED



Add Permanent
Elementary
Capacity



Expand /
Modernize
Snoqualmie
Middle School



Reduce Reliance
on Portables



Plan for Future
Transportation
Facility Needs



KEY TAKEAWAYS The CFP reaffirmed three realities:

1



Portable classrooms
remain a major
capacity challenge.

2



Permanent facility
investments are
still needed.

3



Long-range planning
and voter-supported
funding remain
essential.



FUNDING REALITY



Impact Fees =
Partial Funding



Local Bonds =
Primary Funding
Source



Limited State
Match Available

CRRC CFP Public Readiness Workshop

SVSD Capital Facilities Plan (2026–2031)

COMMUNITY REVIEW &
RECOMMENDATION COMMITTEE (CRRC)
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Activity 1: CFP Snapshot — What it says (and what people will ask) | 6 min

Process + Timing



Individual (2 min)
Write one note in each box.



Table (3 min)
Agree on your best table wording.



Reporter (1 min)
Pick who will share out.

Table prompts

A

CFP HEADLINE (1 sentence)

"The CFP is telling us: _____."

B

WHY IT MATTERS (1 sentence)

"This matters because: _____."

C

FIRST COMMUNITY QUESTION (1 question)

"A community member will ask: _____?"

Table output: Headline + Why it matters + First question

Activity 2: Build the CRRC CFP Public Talk Track (60 seconds) | 10 min

Plain language. No acronyms. No project promises. Use 1–2 key numbers.



1

PLAN PURPOSE

The CFP is the District's six-year plan that guides facility and growth planning and helps establish the basis for school impact fees.



2

ENROLLMENT OUTLOOK

Enrollment is projected to be generally stable through 2031. Key uncertainty: housing development and regional growth patterns.



3

CAPACITY SNAPSHOT

SVSD has 8,624 total student spaces; 6,598 permanent + 2,026 portables. The District currently relies on 93 portable classrooms.



4

PRIORITIES IDENTIFIED
(direction, not commitments)

The CFP points toward adding permanent elementary capacity, reducing reliance on portables, expanding/modernizing Snoqualmie Middle School, and planning for future transportation facility needs.



5

FUNDING REALITY + NEXT STEP
(CRRC role)

Impact fees are partial funding; local bonds are the primary tool; state match is limited. Next, the CRRC will continue to analyze stakeholder feedback, identify facility needs, and develop approaches to meet the needs.

Quality Check

- ✓ Clear to a neighbor
- ✓ Neutral tone
- ✓ 60 seconds or less
- ✓ Uses 1–2 key numbers

Activity 3: "Ready to Say Out Loud?" Message Check | 4 min



Choose **ONE** key number we will consistently use:

93 portables

36% elementary
in portables

8,624 total
spaces

+1.1% growth



Replace one technical phrase with plain language:

We should avoid: _____

and instead say: _____



Skeptic question + 1-sentence answer:

Q: _____

A: _____

Table output: Key number + Plain-language replacement + 1 Q/A

Share-out: 30 seconds per table (8 tables ≈ 4 minutes)



OUTPUT (30 sec/table): Talk Track headline + **ONE** key number + **ONE** skeptic Q/A



CRRC STRATEGIC LOOK-BACK

What the 2022 Long-Range Facility Planning Study and 2026 Capital Facilities Plan Tell Us Together

COMMUNITY REVIEW & RECOMMENDATION COMMITTEE (CRRC)

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2022 NAC LONG-RANGE FACILITY PLANNING STUDY



Educational Adequacy

Learning environments aligned to student needs



Reduce Portable Dependence

Nearly two elementary schools' worth of classrooms in portables



Plan for Growth

Respond to projected enrollment and development pressures



Safety & Security

Improve building functionality and student safety



Equity & Access

Provide equitable educational opportunities across schools



CONSISTENT FINDINGS

Both planning efforts point to the same core challenges.



Portable Reliance Remains High



Permanent Capacity Is Still Needed



Facilities Require Ongoing Investment



Long-Range Planning Remains Essential



Funding Continues To Be The Primary Constraint



2026 CAPITAL FACILITIES PLAN



Add Permanent Capacity

Prioritize elementary capacity solutions



93 Portable Classrooms

- 23% of district capacity
- 36% of elementary capacity



Moderate Enrollment Growth

Stable enrollment outlook through 2031



Infrastructure Planning

Future transportation facility needs identified



Funding Constraints

- Impact fees provide limited funding
- Bonds remain the primary funding source



WHAT CHANGED?

2022 FOCUS



Managing anticipated growth

2026 REALITY



Growth has moderated

LESS EMPHASIS ON:



Building for rapid enrollment growth

STRATEGIC SHIFT

MORE EMPHASIS ON:

- ✓ Educational adequacy
- ✓ Safety & security
- ✓ Facility condition
- ✓ Portable reduction
- ✓ Strategic modernization



STRATEGIC IMPLICATION

The key question is no longer:

"Do facility needs exist?"



The key question now is:

"Which facility needs should be prioritized first?"

CRRC Synthesis Activity (30 minutes)

2022 LRFP + 2026 CFP → Shared message → Priority direction

COMMUNITY REVIEW &
RECOMMENDATION COMMITTEE (CRRC)

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We understand the facility needs. Now, let's explore which needs matter most, what tradeoffs we face, and what we need to learn before making recommendation.

1 Pull the key points (LRFP + CFP) | 6 min



At your table, select two LRFP themes
and two CFP facts/directions.

LRFP Themes

- ☐ Educational adequacy
- ☐ Reduce portable dependence
- ☐ Safety & security
- ☐ Equity
- ☐ Plan for growth

CFP Facts / Directions

- ☐ 93 portables / 36% elementary in portables
- ☐ Enrollment generally stable through 2031 (+1.1%)
- ☐ Permanent elementary capacity + Snoqualmie MS work
- ☐ Acquire land for transportation facilities
- ☐ Funding: impact fees partial; bonds primary; limited state match

Together, these plans tell us:

2 Agree on the shared message (Top 3) | 7 min



- ☐ Portable reliance remains high
- ☐ Permanent capacity is still needed
- ☐ Facilities require ongoing investment
- ☐ Long-range planning remains essential
- ☐ Funding is the primary constraint

Our shared message is:

3 Draft the CRRC Public Talk Track (60 seconds) | 10 min



Plain language • neutral tone • use ONE key number

1. **What we know:** Both the long-range study and the capital facilities plan point to the same facility challenges.
2. **The challenge:** _____
3. **One key number:** _____
4. **What happens next:** Next, the CRRC will develop a recommended prioritization approach (criteria + sequencing) and identify what information the community needs to follow the logic.

Key numbers (circle one):

93 portables

36% elementary
in portables

8,624 total
spaces

+1.1% growth

Quality Check

- ☐ Clear to a neighbor
- ☐ 60 seconds or less
- ☐ Uses ONE key number

4 "Which needs first?" Priority choice + tradeoff | 7 min



Choose **TOP TWO** to lead with
(10–20 year horizon):

- ☐ Educational adequacy
- ☐ Portable reduction / permanent capacity
- ☐ Safety & security
- ☐ Equity across schools
- ☐ Financial stewardship
- ☐ Future growth & flexibility

Our early direction is to explore _____ and
_____ first because _____.

This may mean _____ is phased later
(to be tested with data and community input).

Before final recommendations, we need to clarify/confirm: _____.



SHARE-OUT (30 seconds/table): Talk track (1 line) + ONE key number + Top 2 priorities + 1 tradeoff

7–8 tables ≈ 4 minutes

Committee Leadership

- Chair Responsibilities
 - Help facilitate the meeting
 - Meet ~1 week ahead of every meeting for an agenda-setting meeting (virtual)
 - Offer input and suggestions to the consultant and district team
- Vice Chair Responsibilities
 - Fill in for the Chair during their absence
- Best-practice to have the Chair and Vice Chair be community members
- Chair Election
- Vice Chair Election



Next Steps

- Meeting email summary and slide deck
- Update website with meeting materials
- Next meeting: Tuesday, Nov. 10, North Bend Elem.

