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**EATONVILLE SCHOOL DISTRICT  
EATONVILLE HIGH SCHOOL  
DESIGN DEVELOPMENT COMMITTEE MEETING  
MAY 4, 2006**

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**PERSONS PRESENT**

ANDRASCIK, Roger	FINCHAM, Robert	KRAUS, Trina
ARMENT, Ray	FOUNTAIN, Dan	MARTIN, Bev
BELL, Ralph	FOUNTAIN, Lucy	NEEDHAM, Billie
BERTUS, Dave	GARLAND, Gary	PATTERSON, Tim
BOETTCHER, Caleb	HAYWARD, Karlene	PETERSON, Jay
BRYANT, Cathy	HILLS, Judy	RIDGWAY, Sheelah
DANIELSON, Susie	HOMAN, Cameron	SCHMIDT, Tina
DAWKINS, Dan	HORISKEY, Marjorie	SERDAHL, Davina
DeAUGUSTINE, Pete	HULL, Tally	STEEDMAN, Garth
DORN, Kay	JUDD, Gwen	WATTERS, Tessa
ERICKSON, John	KING, MacKenzie	
FAIRHART, George	KING, Sally	

**ITEMS DISCUSSED**

1. Welcome.
2. Introduction of those present.
3. EHS Frameworks for On-going Planning & Improvement - Garth Steedman.

**Mission Statement**

Eatonville High School facilitates achievement for all students and cultivates lifelong positive intellectual, social, and physical growth.

In fulfillment of our mission, the staff of EHS will:

- Work to provide an educational program that is reflective of high expectations, and that is relevant to the world of the 21st century.
- Offer a curricular program that is challenging and that promotes independent thinking.
- Serve as mentors to our students, and monitor their academic and social growth.
- Work to be visible in order to create an atmosphere that is welcoming, and conducive to learning.
- Work to be firm, fair, and consistent during our interactions with students.
- Work to simultaneously hold students accountable for their learning while inspiring them to achieve to their highest potential.
- Above all, serve as role models to our students by behaving in a professional, dedicated manner in carrying out our assigned duties.

As a result of the efforts of EHS staff, parents, and the community, our students will:

- Seek and achieve academic excellence.
- Explore interests and aptitudes to guide their future endeavors.
- Develop a healthy understanding of themselves and their relationship with the world.
- Develop connections to each other, the school staff, and the community.
- Develop skills for a self-sufficient, productive life as a member of society.
- Develop tolerance for individuals who are different than themselves.
- Develop healthy habits, and critical thinking skills.
- Be resilient to life's challenges, and empowered to achieve their potential.

Deciding on Goals for SIP:

Data Carrousel Activity to Formulate "Narrative Statements" - Data studied:

- Demographic: Population, gender, racial trends
- Contextual: Socioeconomic considerations, discipline referrals, longitudinal data from Healthy Youth Survey
- Staff Perceptions: NAAS and Nine Characteristics of High Performing Schools Surveys
- Community, Parent, and Student Perceptions: NAAS Surveys
- Student Performance: WASL, ITED, and Student GPA
- Prioritized Narrative Statements Analyzed and sorted Narrative Statements into focus areas (affective, substance abuse, achievement, safety, facilities, curriculum / equipment)
- Used Focus Areas to establish three basic School Improvement Goals

School Improvement Plan

- Climate: Safe, Welcoming and Supportive of Student Performance
- Communication: Amongst all Stakeholders
- Academics: Increase Student Achievement

Goal #1: Improve Student Performance

- Curriculum Alignment - Horizontal and Vertical Tech Math/Science (At Risk Students) Sustained Silent Reading (SSR)
- Common Collaboration
- Advanced Placement Classes (AP) Dual Credit with Direct Transcription Classes
- "4 P's"
- Portfolio (Artifact Sheets)
- Pathways: Science and Natural Resources, Arts and Communication, Business and Marketing, Engineering and Technology, Health and Human Services Culminating Project 13th Year Plan

Goal #2: Improve School Climate for Students and Staff Safe and Civil Schools CORE Team

- Advisory (AXE) Program - Advisory (AXE) Building wide, inclusive model, 25 minutes per day, every day
- Build Relationships - Support for Students Delivery of Common Curriculum School Spirit Activities

Goal #3: Improve Communication

- Closed Circuit Television (CCTV)
- Positive postcards
- E-mail lists
- Phones in teachers' classrooms
- Readerboard
- Online gradebook, attendance, etc. available to parents
- Newsletters
- Automated telephone calls
- Fall and spring conferences
- The Career Center Pathway Exploration: Interest Surveys, College Presentations, Employment Opportunities
- Portfolio Compilation: Both Education/Career materials and Writing Samples
- Student Portfolios are Source of Information for both Culminating Project, and 13th Year Plan

Additional Considerations:

- WASL required for graduation
- 2008 (Science Added 2010)
- WASL Summer Remediation and summer retakes
- WASL School Year Remediation and Retakes Credit Retrieval (Summer and School Year for Failing Students) Go Cruisers!
- Learning Frameworks:
  - On-going planning and improvement
  - 2002-2003 NAAS Accreditation Process
  - School/Community Profile
  - School Beliefs and Mission
  - Desired Results from Student Learning
  - Instructional and Organizational Effectiveness Develop School Improvement Plan (SIP) Implement Plan and Document Results

4. Committee's Purpose - John Erickson.

Purpose

The Educational Specifications process focuses on a School District's development of program requirements for individual projects (the Eatonville High School). The purpose of the Educational Specifications is to define and communicate to the Architect and related consultants the District's goals and requirements for what the facility should be to reflect the needs, goals and objectives for serving the educational needs of the District.

Characteristics of Educational Specifications

Educational specifications should reflect consideration of the following:

- Instructional subjects and methods.
- Instructional and non-instructional activities that will be in the proposed facility, to include how community use will be facilitated.
- Spatial relationship between the facility and the site.
- Interrelationship of instructional activities with each other and with non-instructional facilities.
- Major items of furniture and equipment to be used.
- Special environmental provisions which would improve the learning environment and promote staff efficiency.
- Future needs and flexibility requirements.

Team Make-Up

The selected working team should represent diversified interest, skills, and knowledge. The team may utilize the participation of teaching staff, maintenance and operations staff, students, parents, and other community members.

**Suggested** outline for Educational Specifications (from OSPI)

Chapters	Contents
Project Rationale	<ul style="list-style-type: none"> <li>• Description of planned project - new addition, modernization, new-in-lieu, (maybe).</li> <li>• Necessity of the project - growth, update to comply with codes.</li> <li>• The intended use and purpose - 9-12 High School.</li> </ul>
Community Data	<ul style="list-style-type: none"> <li>• Description of community history and citizenry as relates to educational needs.</li> <li>• Geographic area to be served by the project.</li> <li>• Location of the project site.</li> </ul>
Educational Plans	<ul style="list-style-type: none"> <li>• Curriculum plan - a statement of the project's philosophy, goals, and objectives.</li> <li>• Instructional method - the methods used to attain the goals and objectives, clarifying such matters as individual and team teaching.</li> <li>• Staffing plan - identification of administrative, classified, and certified staff.</li> </ul>
General Building Considerations	<ul style="list-style-type: none"> <li>• Circulation - anticipated traffic patterns, volume, frequency.</li> <li>• Vehicle access and parking.</li> <li>• Building security.</li> <li>• Technology and communication systems.</li> <li>• Community use - spaces and hours utilized.</li> <li>• Maintenance.</li> <li>• Other considerations - resource and energy conservation.</li> </ul>
Activity Areas	<p>For each area of the educational programs, provide the following:</p> <ul style="list-style-type: none"> <li>• Goals and objectives for the area.</li> <li>• Planned usage.</li> <li>• Number of students and staff.</li> <li>• Type of instruction - lecture, team teaching.</li> <li>• Duration of utilization - day and hours.</li> <li>• Relationships to other activities.</li> <li>• Spatial requirements.</li> <li>• Support requirements - conference, preparation and planning areas, storage.</li> <li>• Environmental variables - heating, ventilating, lighting.</li> <li>• Utilities and communications - power, water, propane gas, compressed air, voice, data, video.</li> <li>• Display requirements.</li> <li>• Furniture and equipment.</li> <li>• Special or other considerations.</li> </ul>

5. Small Group Debriefing of School Tours - Lucy Fountain.

Group Likes / Dislikes of schools visited (Bonney Lake High School, Renton High School, Jason Lee Middle School).

**Likes:**

Commons:

1. Student center.
2. Access to Admin, Guidance, Career Center, and Food Service.
3. Areas for ASB, Clubs, Student Store, Athletic Office.
4. Light, open.

Entrance:

1. Defined.

Exterior:

1. Tie façade together (architectural style).
2. Preserve historical character.

Technology:

1. Capacity for future needs.
2. Need for lab in Library.
3. How should classroom access to COW's (computers on wheels) be handled?

Auditorium:

1. Upgrade, preserve historic character.
2. Explore balcony option of creating a lecture space.

Public Use:

1. Secure areas of the building for community use.

Gym:

1. Mat storage.
2. Add Gym locker room space.
3. New Gym lockers.
4. Alternate entry tying to other space.
5. Weight Room near Gym.
6. Access Gym through Commons.

Music:

1. Locate music near Auditorium.
2. Flat floor for Music Room.
3. Band/vocal share space.

Classrooms:

1. Teacher ownership of their classrooms.
2. Multi-use storage / whiteboards in classroom.
3. Technology in classrooms.
4. Student work project display in classroom.
5. Tackable walls throughout buildings.

Teacher Support Areas:

1. Workroom.
2. Lunchroom.
3. Team rooms.
4. Areas for staff that accommodates special uses.

**Likes (continued):**

Library:

1. Accommodate (60) students.
2. Technology.
3. Storage.
4. Work space.

Copy Center:

1. Explore options.

Access to Nurse:

1. Privacy.

Grounds:

1. Incorporate seating, student gathering, traffic patterns, (multi-use landscaping).

Pool:

1. Pool locker rooms.
2. Utilize natural light.

**Dislikes:**

Huge carousels in Library (can't watch students).  
Teacher Prep Area – no room ownership, lack of size.  
Exterior Commons – trash problems.  
Fenced areas that look like a "prison."  
Façade is great; interior not upgraded much.  
Lack of privacy in sensitive areas – counseling, etc.  
Uninviting Career Center, teaching suites.  
Bonney Lake PE lockers.  
Gang showers.  
Teacher workrooms and shared classrooms.  
Admin offices away from students.  
"Flex Areas" a waste of space.  
Roof leaks and no door stops at Bonney Lake.  
Team concept – lack of student mixing.  
Too many access points to school at Bonney Lake.  
Lack of tackable walls at Bonney Lake.  
Monotone colors at Renton.

**Fixed and Variable Items:**

<u>FIXED</u>	<u>VARIABLE</u>
Code compliance	Location of Commons / Student Services / Admin
HVAC	Location of Media Center
Plumbing	Preparatory vs. Exploratory
Abatement of hazardous materials	Career Technical Ed (CTE)
Lighting	Birth to 3 & Pre-School
Wiring, Electrical	Programs vs. curriculum
Conduits for current and future technology	Access to Regional Skills Center
Roofing replacement	Lockers
Seismic upgrades	Storage location
Emergency preparedness	Technology access
Pool improvements	Community access (zones)
Auditorium improvements	Portable relocation
High School Campus building footprints	Location of Science classrooms
North-South Hall & Gym locations	External appearance replicating historical details
Football field location	Location of District services on High School campus
Stadium location	Administration
New energy efficient windows	Maintenance
Visual upgrades	Use of Lynch Street
1/2 of 1% for the Arts (available, but not mandatory)	Off campus programs
Parking for staff and students	
Storage	

Discussion was held concerning future meeting times and days. It was decided that we would continue, for the present, with Thursdays at 2:45 pm. Location: Cafeteria / Lunch Room.

Next meeting scheduled for **May 11, 2006, 2:45 pm** in the Cafeteria / Lunch Room.

Future Meetings Scheduled:   May 18<sup>th</sup>           7:00 pm  
  May 25<sup>th</sup>           2:45 pm

Attachments:   Items for Future Consideration from Sally King

**END OF DESIGN DEVELOPMENT MEETING MINUTES**