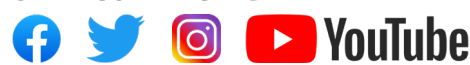


# FOCUS ON ISSAQUAH SCHOOLS



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## COMMITTEE BEGINS STUDY OF RENEWAL LEVY PROPOSALS FOR POSSIBLE 2022 ELECTION

A key component of school funding in the state of Washington comes from local levy dollars. In the Issaquah School District, the two-year Educational Programs and Operations Levy approved by voters in 2020 represents 15.6 percent of the General Fund revenue. Because that levy will expire in 2022, a committee of more than 40 community members and district staff has begun meeting to make a recommendation about any measures that will be placed on the ballot in 2022.

"Levies are still critical in Washington state," Superintendent Ron Thiele said at the first meeting of the Levy Development Committee. While the Legislature has made progress toward providing more funding for education, many unfunded mandates and gaps in funding still exist. Thiele thanked the community members and staff serving on the committee. "I'm just so appreciative of all the work," he said. "I hope you're not shy about sharing opinions and thoughts and questions."

Thiele and several Issaquah School Board members

attended the meeting to listen and observe, but did not participate. The voting members of the committee include parent representatives from each school in the district; nine principals representing elementary, middle and high school levels as well as the three regions of the district; representatives of the PTSA Council, Volunteers for Issaquah Schools, certified staff, classified staff, the business community, the senior community and the community at large. A team of district staff is available to provide information and assistance to the committee, but those staff aren't voting members.

All three of the potential measures under consideration are replacements for existing levy measures, including the EP&O measure mentioned above (formerly known as a "Maintenance and Operations Levy"). The other two measures being proposed for the committee's consideration, feedback and refinement are a Capital Levy, which helps fund technology and critical repairs, and a Transportation Levy, which would help pay to purchase buses to replace older vehicles in the district's

175-vehicle fleet.

In general, the committee is charged with considering the current economic climate and helping create a levy package that provides funding essential to:

- Ensure the Issaquah School District has all the resources necessary to meet its mission and [Ends student learning goals \(bit.ly/ENDSforstudents\)](#);
- Safely and efficiently maintain facilities and property according to state and district use standards and schedules.

Once the committee completes its work and sends a recommendation to Superintendent Ron Thiele, he will bring a final package to the Issaquah School Board for its consideration at the Jan. 27, 2022 School Board meeting. If the committee needs additional time to complete its work and recommendation, Thiele will bring his proposal to the School Board at a later meeting.

For committee meeting dates, agendas and more, [visit our website \(bit.ly/LDC2022\)](#). To share comments with the committee or ask questions about the potential levy measures, email [Levy2022@issaquah.wednet.edu](mailto:Levy2022@issaquah.wednet.edu).



SCAN ME



## SUPERINTENDENT RON THIELE SHARES DISTRICT PRIORITIES, ANNOUNCES RETIREMENT

In late summer, I shared that I had never been so excited for our staff to welcome students back to school. Now that we have been back in person, learning and building relationships for several months, I'd like to reiterate how grateful I am to each of our students, staff, families and community members for your resilience, patience and hard work since March of 2020.

I'm immensely pleased that our schools are open, that COVID-19 case counts are relatively low, and that our mitigation efforts have helped prevent the spread of COVID-19 in our buildings. Kids learn best when they're at school in person, with our incredible teachers and staff, and we are exceedingly thankful to be back together.

Our first priority is providing an excellent education for each of our students. To accomplish that mission, we are focused on these areas this school year:

**MENTAL HEALTH AND SOCIAL-EMOTIONAL LEARNING:** We have redoubled our efforts to identify and support students who suffered trauma and isolation during the pandemic; and to ensure all students feel welcome and safe.

**EQUITY:** We are committed to the work of identifying and addressing inequities in our own school system, and to eliminating harm that these inequities cause our students and families.

**STUDENT SUPPORT:** We continue to expand our work to meet the needs of all learners, using Multi-Tiered Systems of Support to identify students who need additional

support and to provide help tailored to their individual needs.

**INCLUSION:** Research and experience show that students with disabilities do best, academically, socially and emotionally, when they learn alongside their peers. We are working to improve our inclusive practices, and are focused on building strong school communities where students feel welcome and wanted.

**NEW SCHOOLS:** We opened our 16<sup>th</sup> elementary building, Cedar Trails Elementary School, in September, and can't wait to unveil the new Cougar Mountain Middle School in 2022. Please see the Capital Projects update in this newsletter for all the news about projects from the 2016 bond, including our fourth comprehensive high school.

In case you missed my announcement last month, this summer I will retire from my position as superintendent of the Issaquah School District. I have tremendous love and gratitude for our community, the Issaquah School Board and our amazing employees for the opportunities to lead the schools here.

My first position in this district 21 years ago was principal of Issaquah Middle School. I have served at our central office for the past 18 years, including nine years as your superintendent. Having the opportunity to lead this district has been incredible, and I have always been humbled by this community's encouragement and support. Our students and staff have accomplished many wonderful things to be proud of over the years, including

maintaining some of the highest graduation rates of any public school district and implementing numerous innovative programs to better serve our students. We are also working to become a more inclusive and equitable district, all while rapidly growing and becoming more diverse as a community.

After nearly 34 years in public education, my wife Jill and I look forward to spending more time with our family and friends while pursuing our hobbies and interests. I also look forward to continuing my service for the remainder of my tenure and will support the School Board, staff and community in any way I can to help ensure a smooth transition into the next era of leadership.

*Note: The School Board has begun the process to select a new superintendent. For updates, watch our website.*



Superintendent Ron Thiele with middle school students at Pine Lake Middle School as they arrive for the beginning of the school day.

# FOCUS ON ISSAQUAH SCHOOLS

## NURSES PROVIDE CRITICAL CARE, EMOTIONAL SUPPORT TO STUDENTS, STAFF

Throughout the pandemic, district nurses and health room specialists have been at the forefront of all efforts to keep students and staff healthy and safe. Filling the role of building medical experts, caring for students and staff who don't feel well and answering questions are just a few of their many responsibilities.

On most recent mornings, Cougar Ridge Elementary Nurse Danielle Kolesnikov starts her day administering "test-to-stay" COVID-19 tests, for students who were confirmed close contacts while they were at school or on the bus. In this program, students test on the day of exposure, on the third day after exposure, and on the seventh day after exposure. After those tests are complete, she tackles other daily tasks and cares for students who are medically fragile or have complex health conditions.

"I love the kids, and I absolutely love working as a team with the health room specialist. We both bring different aspects to the care of the student," said Kolesnikov, who started as a school nurse last year, but had worked as a nurse in wound care for 10 years before that. She has a bachelor of science in nursing degree, and is a registered nurse. "It's just really satisfying being a part of the health and safety of the school."

Like other building nurses, Kolesnikov also assesses any major incidents that occur during the school day, such as head injuries or other serious accidents and illnesses. Meanwhile, her coworker, Health Room Specialist Erica Wood, takes care of students who have bumps, bruises, or other relatively minor ailments such as stomach aches. Quite a few students also visit who are upset or just need a few moments to collect themselves before returning to class.

"I love talking to the kids and making them feel heard," Wood said. "Half the time they come in here, they really just need a listening ear. ... They have a lot of feelings. It's cozy in here and safe." At Cougar Ridge, the health room lights are often kept low. Kolesnikov and Wood have added other touches to make the space feel welcoming, such as colorful student artwork, felted colorful ties that hold back the privacy curtains, apothecary jars, and posters about inclusiveness.



Nurse Danielle Kolesnikov, Cougar Ridge Elementary, helps a diabetic student with accurately taking and reading her blood sugar levels.

The pair sees between 30 and 40 students per day, or about 440 over the course of a month in fall and winter during cold and flu season. That number has held steady since before the pandemic.

"Our nurses have been rock stars!" said Dr. Karen Thies, Health Services Supervisor for the district. All of the health rooms across the district are very busy, and particularly at the elementary level due to playground injuries as our staff work to help students relearn safe playground behaviors. At all levels, many students are sent home with COVID-19 symptoms, which often turn out to be from colds.

"It's doing the COVID testing and all the following up that is keeping us really slammed," Kolesnikov said.

The pandemic has made students and families more conscious of any symptoms they may have. "A lot of the kids right now are hyper-aware of their bodies and not wanting to get others sick. It's really incredible. It's going to change our culture, I think," Kolesnikov said. Thies agreed that managing COVID-like symptoms is extremely time-consuming for the district's nurses and health room specialists.

*"I love talking to the kids and making them feel heard. Half the time they come in here, they really just need a listening ear."*

"One of the biggest challenges our nurses face now are having to manage students who come to school sick with symptoms of COVID-19. It is very time consuming to place the student in the isolation room, ask all the questions about symptoms, then try to contact parents and possibly do a COVID test," Thies said. Nurses and school staff are also seeing a number of students with elevated levels of anxiety about COVID. "It takes more encouragement and counseling to get kids to return to class," she noted.

Since the pandemic, Thies said her team has noticed some students having more difficulty navigating social conflicts, which creates more anxiety. Some of the time, that anxiety and stress results in unacceptable behaviors. Thanks to the Educational Programs & Operations Levy that voters approved in 2020, the district has added more mental health supports in recent years. The pandemic has further heightened the need to increase access to mental health assistance for students.

Having a nurse in the building helps families know that their students are safe and in good hands while at school, Cougar Ridge Principal Drew Terry said. "It just makes people feel more confident, and puts them at ease," Terry said, noting that many Cougar Ridge families live in multigenerational homes and have been quite concerned throughout the pandemic.

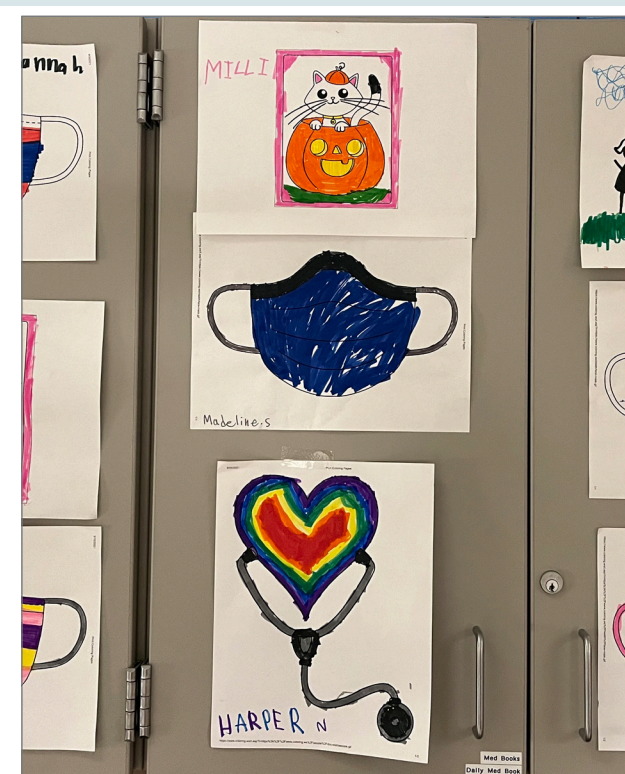
For many students, having a nurse in the building makes the difference between being able to attend school or needing to stay home.

Parent Lesli Sager said having a full-time nurse on site is critical in order for her daughter to be able to attend school at Cougar Ridge. Brynn, who was diagnosed with Type 1 Diabetes at age 2, is now in fourth grade and can now check her own blood sugar and calculate how much insulin to take fairly independently. When she was younger, though, her parents relied on Brynn's teachers and the school nurse to help keep her safe while she was at school. "Definitely, the nurses are key for us," Sager said.

Even though Brynn can now manage some of her own diabetic care, anytime her blood sugar unexpectedly drops too low or soars too high, having a nurse available to help her is vital because of the unpredictable nature of the condition, Sager said. "Just because she eats the same thing from day to day doesn't mean that her blood sugar will respond the same way. It fluctuates all the time." Extremely low blood sugar, or hypoglycemia, can be very dangerous; sustained periods of high blood sugar are also unsafe.

Throughout the district, there are 28 health room specialists, and one nurse assigned to each building, although 15 of the district's nurses work part-time.

"It's really important that staff and students have a licensed healthcare professional they can rely on," Kolesnikov said. "For my students who are medically fragile, I talk with the parents frequently. I send updates to my families and they know they can reach out to me at any time, too."



Artwork created by students hanging in the Cougar Ridge Elementary health room.

## WHAT DO DISTRICT NURSES DO?

District nurses have many responsibilities, including:

- Write health plans for any student with a health need, update plans annually.
- Care for students with rare genetic diseases, such as asthma, diabetes, cardiac diseases, scoliosis and more.
- Participate in multi-disciplinary teams that help provide for students with IEPs.
- Help students with injuries such as dislocations or fractures.
- Help students with catheterization and tube feeding.
- Stay up to date on COVID-19 requirements, protocols and procedures when they are updated by the district, county and state.
- Provide education about development and other health topics for students and families.
- Code health conditions so that accurate reports can be generated.
- Serve on the safety patrol and safety committees at their buildings (can vary by school).
- Help plan and monitor the contents of the on-site emergency containers to ensure that necessary medical supplies is available if an emergency occurs.
- Complete vision checks.
- Ensure compliance with vaccines that were mandatory before the pandemic ([bit.ly/ISDIimmunizations](http://bit.ly/ISDIimmunizations)).
- Work together to stay up to date on laws and health advisories, to ensure they are using best practices, as well as continuing their own education via pediatric conferences and other means.



## CONSTRUCTION UPDATE: DELAY OF ELEMENTARY 17, FUNDING NEEDS FOR HIGH SCHOOL 4

Delays, inflation, litigation, added permitting costs and new site requirements have caused a large increase in expenses for the district's fourth comprehensive high school. The high school is one piece of the \$533.5 million construction bond measure approved by voters in 2016. That package included plans to build a sixth middle school and two new elementary schools. It also funded the rebuild of Pine Lake Middle School, and the critical expansion and modernization of Beaver Lake Middle School and six elementary schools.

Many of the bond projects have now been completed, with several major exceptions. Cougar Mountain Middle School is in the final stages of construction, with students and staff slated to move in early in 2022. Still underway are the planning and construction of the fourth high school and the 17th elementary school, two projects that have been severely impacted by challenges such as delays during the permitting process, changes in code requirements, supply chain issues, and pandemic-related problems.

"These factors have had a drastic effect on the timeline and costs associated with the projects funded by the 2016 bond," Superintendent Ron Thiele said. "When we were planning these projects, we could never have foreseen a global pandemic, the legal



New classroom in expansion of Discovery Elementary School.

### WHAT HAS THE 2016 BOND FUNDED?

Projects currently under construction include:

- Upgrades and updates to Beaver Lake Middle School, which was built more than 20 years ago. Cougar Mountain Middle School, which is slated to open in early 2022.

Projects and purchases completed using taxpayer dollars from the 2016 construction bond include:

- Purchase of 70 acres within the Urban Growth Area, which has provided five school sites.
- Construction of Cedar Trails Elementary School, which opened in September 2021.
- Rebuilding of Pine Lake Middle School, which was originally constructed in 1974.
- Critical expansion and modernization of Beaver Lake Middle School and six existing elementary schools: Clark, Discovery, Endeavour, Maple Hills, Sunset and Cougar Ridge Elementary.
- Acquiring the Central Administration Building to relocate administrative offices.
- Implementing safety and security measures such as building secured entry vestibules, installing a key card access system and additional security cameras.
- Renovation of the Holly Street administration building into an early learning center.

### A MESSAGE FROM THE ISSAQUAH SCHOOLS FOUNDATION

Season's Greetings Foundation Family and Friends!

As we reflect over the past year, the pandemic has brought forward new opportunities that encouraged creative ways to meet the needs of our students and their families. With much pivoting, reimagining and re-envisioning, we worked together to maintain our focus on our students. We give thanks and express our deepest gratitude to **YOU** for your continued support throughout the pandemic and beyond.

The Foundation remains committed to fulfilling our mission to drive resources to help all students achieve the promise of their potential. We are the unifying organization that aims to provide equitable access to

challenges connected to acquiring buildable property within the Urban Growth Area or the rapid rise in the rate of inflation. I'm incredibly proud of this team and our organization's ability to accomplish what we've been able to do, given the obstacles we faced."

Those accomplishments have included:

- Completing the vast majority of our promised 2016 bond projects.
- Performing safety and security measures at all existing sites.
- Renovating the Holly Street administration building into an early learning center.
- Acquiring 70 buildable acres within the UGA – enough land for five school sites.

### UPDATES ON HIGH SCHOOL 4, ELEMENTARY 17 PROJECTS

The story of the district's fourth high school began years before the 2016 bond, with the search for potential building locations, and a site had still not been selected by the time the measure went before voters. The hunt for school sites has been complicated in the past decade by several primary factors. In 2012, King County officials determined that new school construction must occur within its Urban Growth Boundary. In east King County and throughout the Issaquah School District, parcels of land that are large enough for schools are nearly nonexistent. Traditionally, the minimum amount of land required to build an elementary school is about 10 acres; a middle school, 20 acres; a high school, 40 acres. School sites also must be relatively close to the children they will serve, and must have adequate and safe access for buses. In the case of the fourth high school, the district purchased land along 228th Avenue Southeast, where Providence Heights College and City Church had been located.

When the bond package was planned, the high school project was estimated at \$120 million. Two years' worth of inflation were built into the original estimates for the high school, but an additional six years' worth of inflation due to project delays have increased the cost of the high school by about \$36.6 million. Permitting and code requirements from local municipalities have also changed. For example, the district is now required to create a parking garage, for an estimated cost of \$6 million. Other unforeseen cost increases for the high school project include:

- Additional street and frontage improvements on 228th Avenue Southeast: \$4 million.
- Site development to enlarge buffers beyond what is required by code, in order to act in partnership with neighboring property owners: \$3.1 million.
- Additional permitting: \$3.25 million.
- COVID-19 related factors including supply chain issues, raw material pricing, increased labor expenses, delays and more: \$10 million.

The current, revised estimate for the fourth high school is \$182.9 million. District officials are disappointed that costs have increased so dramatically for the high school project; however, there is still a need for a fourth comprehensive high school because enrollment is holding steady at the high school level even during the pandemic. Meanwhile, elementary enrollment has decreased by about 1,300 students since October 2019. The 17th elementary will still be needed, but the lower enrollment has lessened the strain on elementary district staff and facilities. As a result, the district will put the 17th elementary school project on hold.

For efficiency, and because the elementary will be located on the same property as the new high school, \$15 million



Cougar Mountain Middle School in the Talus Neighborhood under construction, pictured in November 2021.

of the money designated for the elementary school will be spent to fully design the facility and prepare the pad for the building during the high school construction process. Because \$34 million from the bond was originally earmarked for the 17th elementary school, delaying that project allows the district to shift the balance to help cover the increased costs of the new high school.

Despite shifting the remaining \$19 million from the elementary project to the high school project, the district will still require an additional \$43.9 million in funding to complete the high school. This need will be presented to the Levy Development Committee along with other information for consideration as part of a proposed Capital Levy that may go before the voters in 2022. District officials plan to break ground on the high school in 2022.

### UPDATES ON COUGAR MOUNTAIN MIDDLE SCHOOL PROJECT

At Cougar Mountain Middle School, construction of the parking garage is complete, and the new middle school building is in its final stages. Site activities at the main entrance, parent loop and track and field areas continue to be delayed from the unexpected settlement of soils on a portion of the site, which required reengineering and reinforcing of a portion of the retaining walls along the west side of the site.

The district's design and construction team worked closely with the City of Issaquah to develop engineering solutions to address these unforeseen conditions. Work on those solutions began in early October, and is projected to be complete in January. Once the retaining walls are finished, the construction team will focus its efforts on remaining utilities, paving, sidewalks and landscaping needed for occupancy. We anticipate that work will be done by mid-February, and that the athletic fields will be complete by midsummer. Total costs at Cougar Mountain are currently running as much as \$35 million above original estimates.

READ THE FULL CAPITAL PROJECTS UPDATE ON THE ISD WEBSITE



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mental health and social emotional support, academic supports, equitable access to resources, basic student needs and enrichment programs. Visit [www.isfdn.org](http://www.isfdn.org) for ways to get involved.

Please consider engaging with the Foundation. There is always work to be done to ensure that every student at every school has access to the best educational opportunities possible.

Thank you for your support. Wishing you all the best for a healthy and safe year ahead! Happy Holidays!

To every child's success,  
Cornell Atwater  
Executive Director



## FOOD SERVICE STAFF PROVIDE STABILITY FOR STUDENTS DESPITE UNCERTAINTY OF PANDEMIC, FOOD SUPPLY SHORTAGES, MORE

It's nearly lunchtime at Skyline High School, and the Food Services team is almost ready for the hundreds of students who will soon file through the lunch line. Final preparations include filling the warming trays with fragrant orange chicken, stacking wrapped burgers and readying individual servings of fruit and vegetables for the hungry teenagers.

"Ready?" Kitchen Manager Rachel Carlson asks her team, smiling behind her mask. "OK, let's get these kids in!" Students begin filtering into the cafeteria, which is called the Cascadia Café, welcomed by Carlson and the other Food Service employees. The number of meals served at Skyline has increased dramatically since before COVID-19, when Carlson said they would celebrate if they hit 100 meals served. Now, the team of seven serves hundreds of students each day and their all-time high was 561 meals served. "That is an incredible increase in the amount of food coming in and out of this kitchen," she said. Part of that increase is likely due to the fact that meals are available for free this school year to all students as part of the National School Lunch Program.

Food Services staff from throughout the district emphasize two things: First, they love feeding their students. And second, their work has been immensely more challenging since the pandemic began. The two biggest obstacles they have faced have been staffing shortages and supply chain issues, said Brian Olson, Director of Food Services. At the beginning of the 2021-2022 school year, 23 of the department's 76 positions were filled with brand new staff. "These new employees got thrown into the craziest year in child nutrition ever – which I never thought I would say after last year,"



Food Service team member Kim Raymond serves up brunch for lunch for kindergartners and first-graders at Apollo Elementary School recently.

Olson said. "They have gotten in there, rolled up their sleeves and learned from the person next to them – or from each other, if they're both new."

*"It sounds cliché in our industry, but you can't learn if you're not fed. It's absolutely important to feed our students while they're at school."*

Across the board, new and experienced kitchen staff members have worked incredibly hard to overcome obstacles such as continued food supply shortages that necessitate frequent menu substitutions. "They've been amazing," Olson said. "It sounds cliché in our industry, but you can't learn if you're not fed. It's absolutely important to feed our students while they're at school."

The other major difficulty has been having enough staff members on site to fully operate. Some of the elementary locations are meant to operate with two-person teams, but if one person is unexpectedly absent and a substitute is not available, it's not possible for the remaining staff member to prepare all the meals, serve and perform cashier duties by themselves. In those situations, Olson has moved those locations temporarily to a meal kit model.

Lori Blair-Kargl, who has worked in the kitchen at Skyline for eight years, helped out at four or five different kitchens since the pandemic began, said she is grateful to be back

## COMMON EXPECTATIONS, CELEBRATIONS HELP INSPIRE STUDENT BEHAVIOR CHANGES



Maywood Middle School Principal Crystal Weik gives a "Charger Cheer" out to a student for good behavior at the beginning of the school day.

Finding ways to equitably support the social, emotional and academic needs of each student is critically important to the mission of the Issaquah School District. Throughout the ISD and in thousands of schools nationwide, teachers and staff use a data-driven system called Multi-Tiered Systems of Support, or MTSS, to guide their work in determining which students could use a little extra help or assistance in which areas.

"It's more of a school philosophy than its own program, and it is our goal as a district to use MTSS in all aspects of our work with students," said Spenser Phelan, Director of MTSS for the ISD.

As one example of the many, varied parts of the MTSS system, during the past few years, school officials have been asked to think about the values they want all students to display as a part of building a positive school atmosphere. This helps establish a common set of expectations. At Maywood Middle School, one element of the program is their use of "the Maywood Way" to describe how students can be safe, kind and respectful at different times during the day, such as at arrival and dismissal, in the cafeteria, during passing time and more.

"We recognize students for doing the right thing, many times throughout the day," Maywood Principal Crystal Weik said. "They appreciate being recognized for doing the right thing." Staff members award students tickets,

or "Charger Cheers," which they can enter into a weekly drawing. The winners' names are shared on large screens as students enter for the school day each Thursday, and students gather around the screens to look for their own name or the names of their friends. Each of that week's winners gets to choose a small prize.

At arrival, Weik is in the entryway of the middle school, greeting students and distributing Charger Cheers when she notices students being awesome. "This is usually the best part of my day," she says. As the morning rush begins and students start flowing into the foyer, small groups pause to check the screens for their names. Every few minutes, someone exclaims excitedly or throws their arms in the air in celebration. "It feels good. It definitely feels like a reward for an accomplishment," seventh-grader Ben T. said. Eighth-grader Marek W. agreed, "It's a good piece to remember it by. It shows being kind does have a purpose."

While the broader MTSS system helps students know what to expect and aim for, it is also helpful for staff, said Maywood teacher Amy Seher. "I think the goal of MTSS is to just honestly meet kids where they're at and acknowledge and validate and make students feel like they are being heard and seen. I think that's ultimately why I feel so strongly about it."

The MTSS and Positive Behavior and Social Emotional Support (PBSES) efforts throughout the district are funded in part by local levy dollars. One piece of that funding is \$3.07 million for behavior intervention work in the 2021-2022 school year, but there are a number of other student support efforts that also receive funding from local levy dollars.

To learn more, use this QR code to watch a video of staff sharing about how this system helps shape the student experience in schools throughout our district.



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at Skyline in person with the students. "I've loved the connection with the kids," Blair-Kargl said, noting that she particularly enjoys meeting new Spartans and following their progress until graduation.

At Cougar Mountain Middle School, which is temporarily housed at Ringdall Junior High in Newcastle until construction at their new building wraps up later this school year, Kitchen Manager Teri Langdon said that the supply shortages have been incredibly disruptive. In recent months, their school only received about 60 percent of the items ordered on any given delivery day. It was a dramatic difference on one recent day, when they suddenly received nearly everything they had ordered.

The challenges have helped them become even more efficient, organized and prepared than they were before the pandemic, Langdon said. "It taught you to be adaptable when things change," she added. "We are feeding every kid who wants to be fed. I couldn't ask for a better crew."

Note: If you know a family in need of food assistance, please connect them with our community partner, the Issaquah Food & Clothing Bank, [issaquahfoodbank.org](http://issaquahfoodbank.org).



Kitchen Manager Teri Langdon rings up student meals at Cougar Mountain Middle School, which is temporarily housed at Ringdall Junior High in Newcastle until the new building is complete.

## A NOTE FROM THE ISSAQUAH PTSA COUNCIL

The Issaquah PTSA Council is proud of its partnership with the Issaquah School District. We support local PTA/PTSA by collaborating with district staff and providing support, trainings and resources to local PTA/PTSA boards. This partnership is successful because of the amazing parents and community members who volunteer their time and expertise through their schools' PTA/PTSA.

The past 20 months have been some of the hardest our students and families have had to face in their education. As we rebuild our communities and connections, the PTA/PTSA need to hear everyone's voices and feel everyone's support. These groups need volunteers to help build back our wonderful communities and the foundation that our students and staff depend on.

Why join PTA? Your annual membership helps make your school's PTA/PTSA stronger. At your own school, PTA/PTSA membership builds strong community, and helps your PTA provide programs, activities, family events and grants that cannot be provided by the school district. Your PTA can match your community's values and work to offer things important to you and your school community. Members of the PTA/PTSA advocate for children every day.

Did you know that any person may be a member of PTA? This means, parents, grandparents, cousins, neighbors, community supporters and anyone else who wants to support children in their education. Help boost your school's PTA/PTSA annual membership by asking if those you know want to support your kids at their school, by joining your PTA. If you have already joined your child's PTA this year, we thank you! Don't forget that as a 501(c)3 any of your donations may be matchable by your employer.

Lauren Bartholomew  
President Issaquah PTSA Council 2.6



Advocating and Supporting our Schools & Community 2.6