



Bond Advisory Committee

DRAFT Meeting Minutes

Meeting 1: Jan. 30, 2024

The following is a record of the Bond Advisory Committee's understanding of the comments made during this committee meeting. Clarifications and corrections should be directed to TurneyM@issaquah.wednet.edu or EngelsL@issaquah.wednet.edu before the next committee meeting on Feb. 13, 2024.

- I. Welcome and Land Acknowledgement
 - A. Objectives
 - 1. Orientation to process and tools
 - 2. Get to know team
 - 3. Establish foundation for success
 - 4. History of district facilities
 - B. Review meeting agenda
- II. Foundation
 - A. Bonds and Levies: Bonds are for building; levies are for learning.
 - 1. Bonds
 - a. Like a mortgage, a debt that must be repaid with interest
 - b. Allows school to get funds up front and repay over time
 - c. Bonds require a supermajority for approval: 60% plus one vote
 - 2. Levies
 - a. Educational programs and operations
 - b. Can also be for purchase of buses, maintenance and repairs, technology
 - c. To pass, a simple majority of 50% plus one vote is needed.
 - 3. Focus of this committee is on bond for district facilities
 - a. State doesn't provide enough funding for facilities, so it is up to the taxpayers to help create & maintain great spaces for students

- b. Have conversations with this advisory committee to get input about a potential bond measure
- 4. Evolution of committee process: district has had many levy committees over the years, some bond committees
 - a. Want to make sure there are opportunities for everyone's voices to be heard, in both large and small groups
 - b. Provide information that is easy to understand
 - c. Consultant Rebecca Baibak from Integrus has worked with communities across the state to help create a transparent framework for bond recommendations
 - d. Had many applicants apply to this committee and there are many different lenses represented in the group
 - o Members represent their current school and their community but asked to also be open to creating consensus within the group
 - e. Consensus-driven decision-making is important; need clear alignment on key decisions related to the buildings
 - f. Will take feedback from this meeting to incorporate in future meetings
 - g. Have an open mind to and curiosity about one another's ideas and feedback.
- B. Bond Advisory Committee Charter
 - 1. Committee has authority to evaluate facility needs, cost data through active engagement to provide informed proposal to superintendent
 - 2. Superintendent will craft a recommendation to the School Board for consideration
 - 3. Proposal should create a foundation in support of all students, staff, families, community now & in the future
 - 4. Open and engaging process
- C. Group Agreements
 - 1. Orientation to the space, process, and tools
 - 2. Copies of presentation & meeting minutes will be distributed
 - a. Requesting the Bond Advisory Committee to review the minutes prior to posting it to the public
 - 3. Group agreements
 - a. Put student needs at the center
 - b. Assume positive intent
 - c. Maintain civility
 - d. Make space for all voices

- e. Preserve this as a safe space for open discussion
- f. Stay curious.

D. Review Agendas and Objectives for this committee and process

1. Planning & preparation work before these meetings have taken place
 - a. Data analysis
 - b. Building condition assessments, including projected construction costs with escalation
 - c. Tax rate analysis
 - d. Enrollment projections
2. Community engagement began in January
3. Specific agendas may adjust as process moves forward

III. Committee Introductions

A. Committee Representation Affiliations Mapping

1. Committee members asked to place dots on the map:
 - a. Where you attended school
 - b. Where you enrolled a student in school
 - c. Where you taught
 - d. Where you worked
 - e. Where you volunteered
 - f. Where you plan to enroll student
2. Will collect and compile these maps to understand who is represented

B. Team spectrum activity

1. Committee members asked to place dots to show:
 - a. How many years have you been a part of this community?
 - b. How many school sites have you visited in the last year?
 - c. How many Issaquah SD committees have you served in previously (include PTA)?
 - d. How many breaks do you need in a 2-hour meeting?
 - e. Rate your level of understanding of the charter of the committee?
2. Will collect this data from each group to understand more about one another.

C. Committee Introductions: Who is your “Why?”

Everyone on the committee shared about their personal “why” for volunteering, including schools where their children attend, schools (or facilities) where they have worked, schools where graduates of the system

attended, and other connections to the district community.

IV. Our Story

A. Superintendent Heather Tow-Yick talked about the district's "Vision Through Facilities"

1. Innovation and choice
 - a. Students prepared to be adults
 - b. Real-world, relevant learning
 - c. Flexible spaces for collaboration – a desirable skill in the workforce
 - d. Accessibility and diverse learning styles from the earliest learners to high school
2. Safety and security
 - a. Entry and exit points for buildings
 - b. Designs that promote belonging
3. Clean and green spaces
 - a. Keep pace with community needs and expectations
 - b. Use sustainable materials and make thoughtful choices
 - c. Make sure everyone can thrive and be healthy
 - d. Adhere to laws such as Clean Building Act
4. School Facility timeline: Capital Projects Director Tom Mullins
 - a. WA Office of Superintendent of Public Instruction (OSPI) uses 30-year lifespan prior to major system upgrade or rebuild
 - b. In the mid-90s, the district used bonds to tackle facility issues such as major system upgrades, modernizations and other additions to respond to growth.
 - c. In the late 90s, the district went into a time of steep enrollment growth. We gained enough in enrollment during this time to roughly equal the enrollment of an elementary school every two years.

Since 1994:

 - o Have added 8 new schools
 - o Rebuilt 7 schools
 - o Added onto 8 schools
 - o Modernizations of 3 schools
 - o Only 1 school left that hasn't had a major project

- d. Some schools and systems need significant upgrades; prior focus was capacity
 - o Lighting systems, HVAC systems, fire alarm systems, electronic key card access, sports fields especially middle schools
 - o 15-30 year lifespans for systems
 - o Clean Buildings Act needs to be addressed
 - o Technology changes
 - o Safety and security
 - o Energy upgrades
 - o In response to a question: Seismic upgrades are not currently anticipated, as most facilities are from the 1990s and have kept up with codes
- e. This graphic will be available later in the binder and on the website

B. Capital Projects Success (2016 bond)

- 1. New schools, remodels, additions
- 2. 9 of 11 projects from the 2016 bond are complete
 - a. 17th elementary school postponed
 - b. New high school not complete
- 3. The need for the new high school still exists. We will go into greater detail on the needs for added capacity for students and program innovation in future meetings

C. Bond History Success: Martin Turney and Lesha Engels

- 1. 1986: had 12 school buildings – now have 26
- 2. Bond election history chart, including two failed bonds in the late 90s before an approved bond in 1999
- 3. Enrollment increasing quickly in the mid-90s; strategy became to increase capacity and build more facilities
- 4. Costs increase over time
- 5. Spacing out the bond measures further over time, larger asks, but planned
- 6. Last bond was 8 years ago, focusing on capacity; have achieved most of that capacity; enrollment dipped at elementary level
- 7. Need to reassess needs going forward and how to invest in facilities over the next 6-10 years
- 8. After an inflationary period with super high growth, enrollment in district has stabilized
- 9. The focus of this committee will not just be high growth, but can focus on programming and opportunities that our community wants to provide students

V. Closing

- A. Materials will be posted on website; and, for committee members, inside internal Teams channel.
- B. Draft minutes will be available the Friday before the following meeting
- C. Exit ticket is an opportunity to provide feedback at the end of each meeting so that we can answer questions and follow up
- D. You will receive an email with a link to a Teams channel where all materials will be held for use during the life of these meetings
- E. Questions
 - 1. Later sessions will dive more into timeline, potential costs, additional details
 - 2. Is there a possibility to buy buildings from Bellevue?
 - a. Will follow up on this question
 - 3. What are the district's expectations for engaging with constituents about the bond committee's process?
 - a. Committee members are ambassadors; should bring questions they hear from others back to the committee for discussion. Please share facts and information after each topic is covered at upcoming committee meetings.