



Bond Advisory Committee

Meeting Minutes

Meeting 2: Feb. 13, 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. 27, 2024.

- I. Welcome and Land Acknowledgement
 - A. Objectives
 - 1. Understand the connection between our facilities and the District Strategic Plan
 - B. Review overall meeting agenda
 - 1. Future meetings' agendas may shift depending on content
 - C. Other work that is happening in the background
 - 1. Focus group empathy interviews
 - 2. Design sprints
 - 3. Community and student experience surveys
 - D. Today is an election day for other districts; Chief of Finance & Operations Martin Turney can bring results of this election to the next Bond Advisory Committee meeting
- II. Opening and Outcomes
 - A. Results of exit tickets from Jan. 30 meeting
 - 1. Reiterate: the Charter of the Bond Advisory Committee is to recommend priorities to the Superintendent
 - 2. Incorporating feedback from "how to show up as your best self"
 - 3. Outstanding questions
 - a. "Can I have my own binder?"
 - o Distributed to interested parties during the meeting
 - b. "What type of input can I put into the bond and how can I present the knowledge to the people I represent?"

- o Future meetings will bring a lot of data forward. There will be preference activities, members can give their personal opinion and represent folks from their communities.
 - c. “How is community pulse measured, to get out the vote and avoid a no?”
 - o Issaquah School District is planning on conducting a survey; however, school district cannot put out a “pro” statement, just provide facts & information.
 - d. “Why did the 1990s bonds fail? Was it close?”
 - o February 1998 bond: 46.4% yes
 - o May 1998 bond: 55.6% yes
 - o 1999 bond passed by 67.8% - likely additional push or more information that changed public sentiment
 - e. “There is no link on the Capital Projects website to funding for the new High School”
 - o This section has been added to the website, and can be found off the Construction section
 - f. 2016 bonds and the new high school
 - o The next meeting on 2/27 will include a significant portion addressing this topic
 - o A Bond Audit was recently completed and a public meeting will be held tomorrow night (2/14 @ 4-5pm) which will include info on bond funds – School District needs to wait for the report which will likely be released on Tuesday 2/20
 - o Information will be pertinent to conversation on new high school so it will be addressed at the 2/27 meeting
 - o Review the numbers at that meeting and give as much information as possible to the Committee and leave time for questions
 - g. Other unanswered questions will be addressed in the Teams folder
- B. Meeting logistics
1. Verify everyone can access Teams link
 2. Meeting minutes approved & final minutes posted to website
- C. Committee Representation
1. Affiliations map
 - a. Great spread throughout entire district, representation for all schools and regions
 - b. Smaller dots represent fewer people; larger dots represent more people
 2. Experience survey

- a. Spread of experience in the committee
 - b. A lot of collective years of experience within the group
 - c. A wide spread of people who have visited sites
 - o Tonight's exit ticket will include a survey portion to help determine who wants to tour sites
 - D. Committee Charter
 - 1. Bond Advisory Committee has the authority to evaluate facility needs and cost data through active engagement to provide an informed proposal to the Superintendent, who provides a recommendation to the Board of Directions for consideration and action.
 - E. Evolution of Bond Committee work
 - 1. Shift from how this has been done in the past
 - 2. From strict voting (75% formal vote) to consensus model
 - a. Consensus model: show preferences on options, have exercises with the group to see how folks are leaning, overall a more interactive process
 - 3. From representation by school to multiple affiliations
 - 4. From an appointment & application process to an application process with appointed principals
 - 5. Increase from 5 meetings to 8 meetings
 - 6. Increase from 50+ members to 60+ members
 - 7. From internal facilitation to external facilitation, to include additional expertise
 - 8. Context is different; bond focus is no longer on high growth in enrollment but on what the buildings need within the context of what the buildings need to address (such as Clean Buildings Act)
- III. Strategic Plan
- A. Superintendent Tow-Yick and Senior Advisory & Strategy cabinet member Marcel Hauser introduction of selves and families
 - B. Vision Statement – the “North Star”
 - 1. All students thrive as they engage in meaningful learning that unlocks their passion and potential to positively impact the world
 - 2. Developed through a community process to complement work of the Board of Directors
 - C. District Goals – the “ends”
 - 1. District Mission
 - 2. Academics & Foundations
 - 3. Civic Engagement
 - 4. Life Management & Personal Awareness
 - 5. Continue the great things that are happening and lean into the context of today
 - D. Areas of priority – how we move the work forward

1. Student Well-Being: safe, belonging, access to resources and basic needs
 - a. Facilities connection: Safety and security, welcoming environments that increase social connection, space for counseling and other student services
2. Academic Opportunities: student outcomes measured by key milestones, equitable access to resources
 - a. Facilities connection: secondary innovation (career and credential focus), CTE spaces, programming that creates multiple pathways for students
3. Diverse Talent: students benefit from retaining diverse staff that represent the students they support
 - a. Facilities connection: foster a sense of pride, staff feels there is an investment in the space, spaces that support staff development
4. Authentic Engagement: meaningful engagement with constituent groups and the district, include all voices, engage with district partners
 - a. Facilities connection: space for these partnerships to thrive
5. Organizational Effectiveness: continuous improvement throughout district, systems that support various student needs throughout district
 - a. Facilities connection: efficiency in the district, facilities that support varied student needs

E. Activity

1. Individual reflection followed by table discussion
 - a. What connections do you see between the bond and the strategic plan?
 - b. How can the work with the bond advisory committee support the strategic plan?
2. Sharing with the group
 - a. Table 1 - Matthew Fischer, student at Issaquah High School: Goal is to create well-rounded students, citizens in the community and athletes; emphasizing that facilities promote a well-rounded student. Committee can support the strategic plan by identifying facility needs like refillable water stations or major needs to bridge equity gaps for health and academic resources.
 - b. Table 10 – Jessica, parent of two elementary students at Apollo Elementary: strategic priorities tie well with the bond and what is the need. The committee members don't have a lot of data yet to determine the gaps of the school district. Need a summary of the current gaps will help prioritize according to these priorities.
 - c. Table 2 Kristin Bennett, teacher at Skyline High School: For students to learn and be engaged, their basic needs must be met and they need to feel safe. Design buildings that fit the students and care about their needs. District needs flexible

spaces that can be designed for authentic learning experiences, such as STEM and CTE spaces. Keep maintaining and investing in the buildings you have. This will help recruit and retain staff, who will feel proud of where they work and see that it is working for their students.

- d. Table 9 - Teresa Cowan, Principal in Special Services at Issaquah School District: the group discussed flexibility of spaces, thinking of student well-being, convertible spaces, lab spaces, CTE skills center potentially in hubs. They noted that athletic spaces are similar school to school; is it possible to take some of that land back and use it for other purposes (no pool anywhere). Expand learning spaces into the community such as internship opportunities. Need to also think beyond physical building. Provide more space for student health services.
- e. Table 3 - Jeanne Justice, works for City of Issaquah: create flexible spaces, make spaces safe and secure so students are excited to be at school. Control access via vestibules, have adequate space for students and avoid portables. Use the understanding of the students to help the District prioritize limited resources.
- f. Table 8 - Andrew Brownson, Principal of Liberty High School: the bond allows opportunity to create more space in the district and relieve pressure at existing schools. It's where we serve students. Design a new space or adding to our existing space is a huge opportunity. Consider how to serve students that have unique needs through the design of the facilities.
- g. Table 4 - Suzanne: safety and security, portables, CTE spaces and the ability to create spaces that allow kids to explore career opportunities in all the high schools (not just the new high school).
- h. Table 7 - Marlow Daly, Issaquah Schools Foundation: discussed safety, learning styles, and how can the buildings be useful in the community. Having hard discussions here to determine the real needs to address the hard questions and be advocates after the fact. It is important after the fact if the bond is not easy to pass. Have open conversation in a safe place to bring intelligent discussions to the larger community once the bond is in front of people.
- i. Table 5 - Martin Buckley, parent of High School student: place is very important; it is where students grow. Make those places accessible, exciting for students, and give pride to the staff. To address staff recruitment and retention: have places that look good, are fun to work in, and meet the needs of the students.
- j. Table 6 - Lauren Bartholomew, parent at ISD and PTA council leader: the committee needs to remember to realign ourselves with the strategic plan when discussions get lofty. The group is excited to learn about what we are going to do moving forward and has a lot of questions.

IV. Break

V. Programs and Services

A. Student Voice

1. Panel – introductions

- a. Julia Bamba: Principal on special assignment leading Secondary Innovation. She noted that students center and ground us - we must always come back to their voices and needs.
- b. Matthew Fischer: junior at Issaquah High School
- c. Neel Dalela: 8th grader at Beaver Lake Middle School
- d. Eve Li: 8th grader at Cougar Mountain Middle School, online learning
- e. Morgan Carruthers: 9th grader at Liberty High School
- f. Sooahn Yang: sophomore at Skyline High School
- g. Tishya Sudhahar: sophomore at Skyline High School

2. Panel questions

- a. Most positive experience at school and what made it positive
 - o Tishya: created a club to help all students feel inclusive, including special needs students. See action come to being and see everyone come together
 - o Sooahn: same experience as Tishya, promoting inclusion of students with intellectual development disabilities who are not included in student events. Many people came together to this same goal.
 - o Morgan: when he first started at Liberty High School, he didn't have the same lunch period as his close friend group. A Band camp senior invited him to sit together when he was sitting alone. This experience showed how important it is to have people that include others
 - o Eve: starting middle school was a terrifying experience. A group called WEB, 8th graders that help new students transition to Middle School, was very helpful for her. This group brought up services to help students flourish. She is now part of this group to offer tutoring and friendship connections to new middle schoolers.
 - o Neel: there are many clubs that you can join, meet new people and spend time with friends, achieve accomplishments. A recent example was Math club, where Beaver Lake Middle School just progressed to the state round of competition
 - o Matthew: partnered with Cascade Water Alliance to pass out refillable water bottles to promote refillable water bottles and refillable water stations. This experience provided an additional level of learning in

- o the real world. It was impactful for him to see other students walking around with their water bottles
 - o Some highlights: Inclusivity, leveraging of resources, impact on the planet
- b. When do you feel most successful and how can the district help you feel more successful?
 - o Matthew: personalized teacher attention and collaboration spaces to work with other students. Internships, real world experiences to apply learning. More well-rounded classes like automotive maintenance or sewing, skills you can use in society.
 - o Neel: ability to channel passions into learning content. He enjoys folding origami, and teachers appreciate how he incorporates this into his coursework
 - o Eve: tools to use intelligence and more opportunities to incorporate different learning styles. More comfortable chairs; these are a learning tool
 - o Morgan: when I can apply things. The Band director brings them to play “gigs” like at a parade or in a small park. The experience was fun and taught students to apply skills in the real world, in real life circumstances
 - o Sooahn: actively engage in class with additional resources. Ability to apply skills in real life. For example, Sports medicine class offers job shadowing opportunities.
 - o Tishya: able to apply knowledge outside of school. For example, DECA develops business and marketing skills that she can use later in life.
- c. Hands on learning or equipment that can be used in certain classes?
 - o Neel: CTE classes, taking wood shop this year. Sometimes this equipment is not always available. Last year, there were 30 students in the class so the teacher couldn’t give equal time to all students. This year there were only 14 students, and now all students can engage in the class and learn new woodworking techniques.
- d. Qualities of a Perfect hands-on learning space
 - o Neel: supportive environment from teachers and students. Teachers giving enough time to each student. Each student is able to gain something from this
- e. What in school makes you feel safe and welcome?
 - o Sooahn: during finals, ASB arranged programs to promote mental health to alleviate stress. They brought food trucks and a welcome team to greet

students. These types of programs help students feel safe.

- o Morgan: teach students to take actions to help other students feel welcome. This will help students feel safer and welcome
 - o Neel: physical security – Beaver Lake added a fence around the parking lot. He feels safer now when he travels to the portables. Keycard scanners at doors allow only authorized people to access building, which makes him feel safe.
- f. What do you wish the community or this group knew about the facilities and school buildings?
 - o Matthew: emphasize the importance of sustainability for his and for future generations. Include energy resources like solar panels, facilities that promote water conservation and incorporate learning opportunities in classes like AP Environmental Science. Create open spaces where students can have discussions. Flexibility in space usage. Give students resources to research and gain their fullest potential
 - o Sooahn: facilities could add safety features relating to inclement weather. For example, on snow days, students can slip on certain paths.
- g. Size of schools and number of students
 - o Neel: size of school also impacts ability to get to the classroom. During passing period, if the school is over capacity, students cannot make it to class in time. If you add up this lost time over the course of the year, it is hours of lost learning time.
- h. What will make the greatest difference for schools & for the future?
 - o Neel: schools can provide personalized learning experiences that are uniquely tailored to learning styles and competence levels. New technologies like AI and immersive learning can help districts reach this goal
 - o Sooahn: help students in High School and Middle School with 4-year course planning. Many students are confused by this and sign up for classes they don't want to take
 - o Matthew: integration of technology into everyday learning classroom environments. Take notes on an iPad, for example and download powerpoints.
 - o Morgan: let students pick classes they want to take and provide more opportunities for languages, such as taking courses online.

3. Pair & Share Activity

- a. What resonated with you?

- o Loved hearing from the students, that their best experiences were relationships, collaboration, real life experiences, applying what they learn, and being integrated in community, moving from place to place in crowded areas. This helped us understand their needs as we move forward.
- o Gibsen Ek mentor and former CTE teacher: struck by the importance of interaction and communication with other students and the community at large. Individualized education, accessibility, flexibility, hands on learning, collaboration spaces
- o Kristin Bennett, Skyline High School: notable to hear about class size and its impact on the teachers to give the attention that they want to give the students. It was great to hear how important the connection inside and outside the classroom is.
- o Appreciated diversity of voices throughout the school district
- b. What would you like to know more about?
 - o How to retrofit facilities to create spaces you are proud of and take ownership of. How to create spaces that make you feel safe and motivated to learn.
 - o If you could go back to your group of friends and ask: what are their daily annoyances with the building and what can we help fix that will allow you to focus on learning?
 - o Students are the number one users of the facilities. How do you move around the building? How can you make congested stairs better? How can you improve the flow for students custodians and teachers? Give us feedback on improving the existing buildings.

B. Safety and Security

1. Jason Morse, Executive Director of Operations for Issaquah School District
2. Dave Montalvo, Director of Safety and Security for Issaquah School District
3. Mission of department
 - a. Create and maintain a safe secure and tranquil environment for students and staff, serve the needs of the community by working in partnership with first responders and law enforcement agencies
 - b. Prevent, anticipate, prepare, respond and recover from a crisis
4. Response & Planning
 - a. Natural Hazards: Wildfire, wildlife, earthquake, weather
 - o Schools have storage containers with emergency supplies like water, lanterns

- o Reunification planning
- b. Technological Hazards: Power failure, gas leak, utilities-related failure
 - o Shelter in place – buckets with safety supplies
 - o Emergency supplies like ponchos or radios
- c. Biological Hazards: Pandemic, infectious disease
 - o Partner with CDC, Public health of Seattle & King County, WS Dept of Health
- d. Adversarial and Human Caused Threats: School threat, intruders, criminal threats
 - o Emergency plans and training, perimeter security
 - o Partnership with local authorities (police and fire departments) – have key fobs to the building so they can immediately access the building
 - o Assess perimeter security while patrolling
 - o Visitor management system with picture
 - o Vestibules with lockdown buttons at main office
 - o Electronic entry / access control
 - o Security cameras and intercoms
 - o Emergency radios – updated this year
 - o Gaggle, Vector Alert – IT alerts for keywords
 - o Vape detectors – goal to add them to all secondary schools
- e. Feeling safe during school survey
 - o 6th, 8th, 10th, 12th graders surveyed
 - o Most ISD students (upper 80% to low 90%) feel safe; higher than Washington state average
- 5. Future Plans – where bond money would be invested
 - a. Replace, upgrade, increase total number of security cameras
 - o Primary focus in hallways, common areas, entries/exits; add to playgrounds and recess areas
 - b. Upgrade vestibules to include intercom/camera system to call in to the office
 - c. Increase and upgrade perimeter fencing, increase security like access gates
 - d. Reinforce outside of the buildings
 - e. Update/expand electronic access system
 - f. Upgrade fire alarm systems
 - g. Add window coverings and safety screens for lockdown situations

- h. Indoor Air quality sensors – have become a priority due to wildfires
 - i. District radio upgrades
 - j. Security panel upgrades
6. Q & A
- a. How is the security team aggregating the cameras so they are watched during the day?
 - o Can monitor cameras remotely, such as from cell phones. Admin staff and security staff can monitor videos during the school day. They don't monitor every camera at all times but they are accessible at a moment's notice
 - b. The safety considerations for schools built 20 years ago are different than what we would build today. Are we making sure the older schools have all the tools needed to secure the space? For example, Cascade Ridge Elementary Library has many access points that could leave it exposed during an emergency.
 - o All schools have lockdown buttons, secure perimeter, and electronic access. There is consistency across the district.
 - c. Is any data available about how staff feel about their safety in addition to the data from the students?
 - o Staff feel safe, the safety department receives positive feedback. Issaquah is ahead of other districts. The schools have vestibules and those without vestibules have an intercom entry system.
 - d. Is there any plan to add lighting to parking lots? Some are very dark
 - o Yes, this is being considered as part of the upgrades, also in terms of energy efficiency.

C. Early Learning

- 1. Melinda Reynvaan, Executive Director of Early Learning
- 2. Where we have been & existing programs
 - a. 3 Early Childhood Education (ECE) programs, regionally located
 - o Briarwood Elementary, Holly Street Early Learning Center, Discovery Elementary
 - b. Special Education Services for kids 3-5 years old
 - c. Early Childhood Education and Assistance Program (ECEAP)
 - o Facilitated through WA Department of Children, Youth & Families
 - o Serves 3-4 year old children that are furthest from opportunity
 - o Expanded capacity in 2021

- d. Before and After School program
 - e. Inclusionary Transition to Kindergarten (ITTK)
 - o Discovery, Newcastle, Clark elementary schools
 - f. Preschool
 - o Skyline HS, Holly Street
3. Looking Ahead
- a. Add accessible and inclusive classroom spaces that are designed for early learners
 - b. Covered sheltered areas for sun protection
 - c. Storage for equipment like tricycles
 - d. Add accessible and inclusive support spaces for early learners (health room, changing areas, eating areas with right-sized furniture)
 - e. Expand pre-K opportunities
 - o Permanent space (currently using portables for some programs)
 - o Enhance existing spaces to provide appropriately sized toilets, playgrounds, furniture
 - o Holly Street: expand the program with more classroom spaces, add food services
4. Q&A
- a. Janet Kelly: Early Learning is probably not serving needs of all those who apply. What is the application rate and how many could you serve if you expand?
 - o Before adding 3 ITTK programs, we needed 30 seats. Now they have enough. There is a need for childcare services, as there is a waitlist for before/after school programs. We use census data to help project the Early Learning programs. Currently don't have a waiting list but there may be more demand as more people learn about these programs. More low-income families are moving into the area because of increased affordable housing options, so we want to make sure we can accommodate their needs.
 - b. You mentioned a need for expansion & more spaces. Is there an interest in outdoor learning spaces?
 - o Multi-sensory learning is great for preschoolers. Holly Street Learning Center has a lot of outdoor spaces and connections. Play is learning for 3-4 year olds. We need to look at the capacity of the campus and consider this in the design of future spaces.

VI. Closing

- A. Exit ticket
- B. Familiarize yourself with Capital Projects website