

Welcome!

Bond Advisory Committee

March 12, 2024

Meeting 4



ISSAQUAH
SCHOOL DISTRICT 411

Land Acknowledgement

We acknowledge that we are on the Indigenous Land of Coast Salish peoples who have reserved treaty rights to this land, specifically the Snoqualmie Indian Tribe and Duwamish. We thank these caretakers of this land who have lived and continue to live here since time immemorial.



OBJECTIVES

- Understand connection between facilities, districtwide initiatives, and innovative program possibilities

AGENDA

01

Opening and Outcomes

Results of Exit Ticket
Meeting Minutes

02

Districtwide Initiatives

Special Services
Athletics and Activities

03

Break

04

New High School and Audit Follow-up

05

Districtwide Initiatives

Secondary Innovation & CTE

Opening & Outcomes

Bond Results - Feb. 2024

Results of Exit Ticket

Meeting Minutes

Exit Ticket Results

Upcoming School Tour

Wednesday, March 13th
1 - 4 pm

Issaquah High School
Cougar Mountain Middle School
Challenger Elementary School



Meeting minutes

Approved?



considerations:

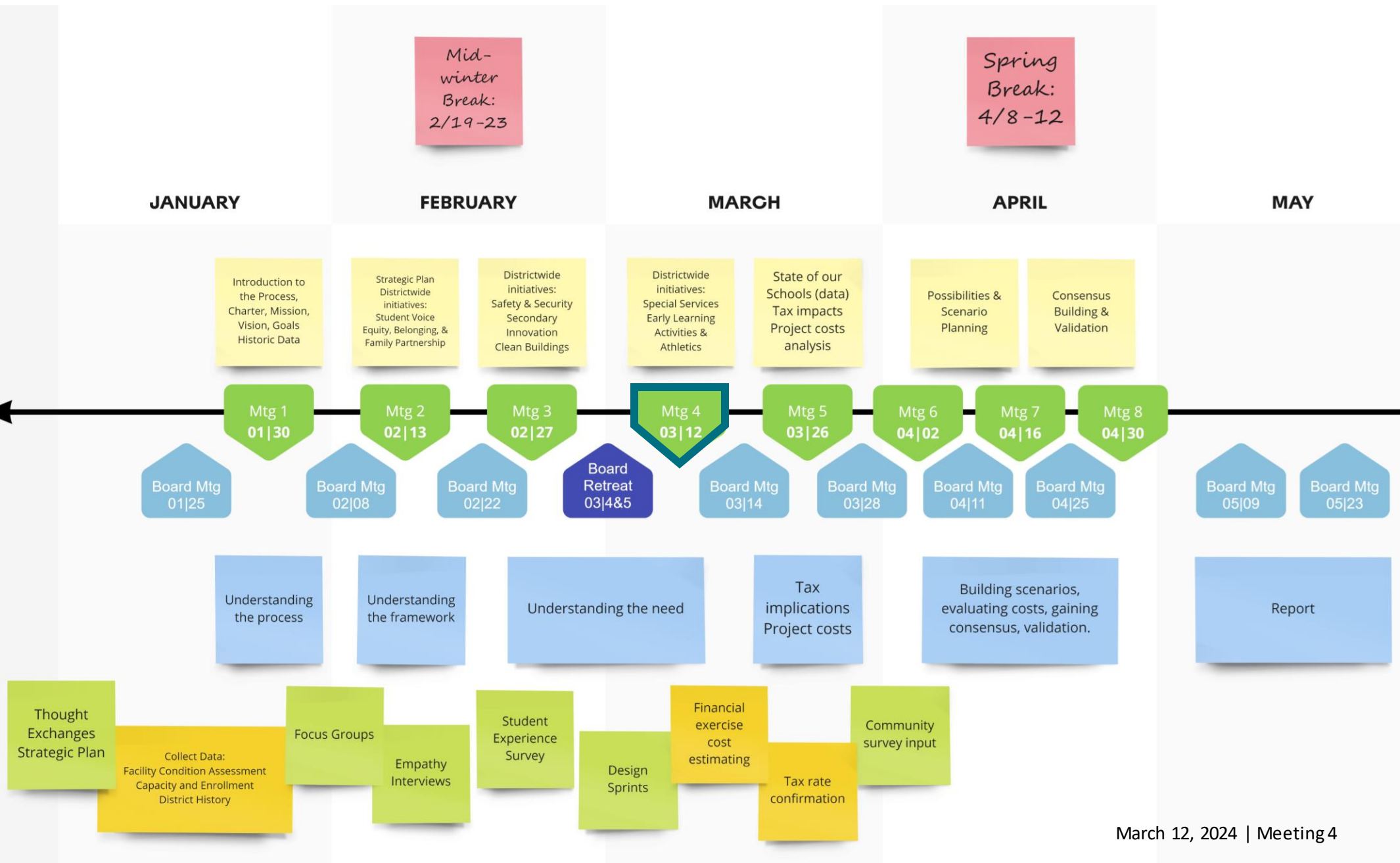
agendas:

meeting dates:

additional input:

general:

data collection
& engagement:



Districtwide Initiatives

Special Services

Activities & Athletics

Issaquah School District Special Services

Bond Advisory Committee Presentation

March 12, 2024



Introduction

Sharine Carver

Executive Director Special Services

My Why:

I believe in the promise of equity through education. I am committed to supporting equitable and inclusive learning environments for ALL students.

Fun Fact:

I am a second-generation Special Educator and I began my teaching career in Cheyenne, Wyoming over 25 years ago.



ISD Special Services Department

- Currently serve over 2,000 ISD students who qualify for Special Education Services.
- Students that receive special education services are served across all of our ISD schools.
- The Special Services Department serves students that qualify under 13 different eligibility categories, representing a wide breath of diverse student needs.
- We serve students ages 3 through 21.
- Our Birth to Three Transition Team evaluates students as young as 2 years 6 months in preparation for their transition to our ECE program on their 3rd Birthdays.



Vision

All students thrive as they engage in meaningful learning that unlocks their passion and potential to positively impact the world.

Strategic Plan Alignment

Student Well-Being

- ~ Feel Safe & Have a Sense of Belonging
- ~ Basic Needs, Social-Emotional, Mental & Behavioral Health

Academic Opportunities

- ~ Increase Student Achievement
- ~ Equitable Access to Resources & Pathways to Support Individualized Post-High School Goals



Ways We Support Neurodiversity in Our Learning Environments

- ~Focused and Dedicated Learning Spaces for: Small Groups, Individualized Instruction, Quiet Spaces, Testing Spaces...
- ~ Accessibility: ramps, elevators, automatic door openers
- ~ Multi-Sensory Accommodations: Physical Movement, Tactile Experiences, Sensory Equipment
- ~Communication Based: Assistive Technology, Amplifications Systems
- ~Furniture Arrangements & Special Spacing
- ~Flexible Learning Spaces



Ways We Support Neurodiversity in Our Learning Environments

Accessibility (adjective)

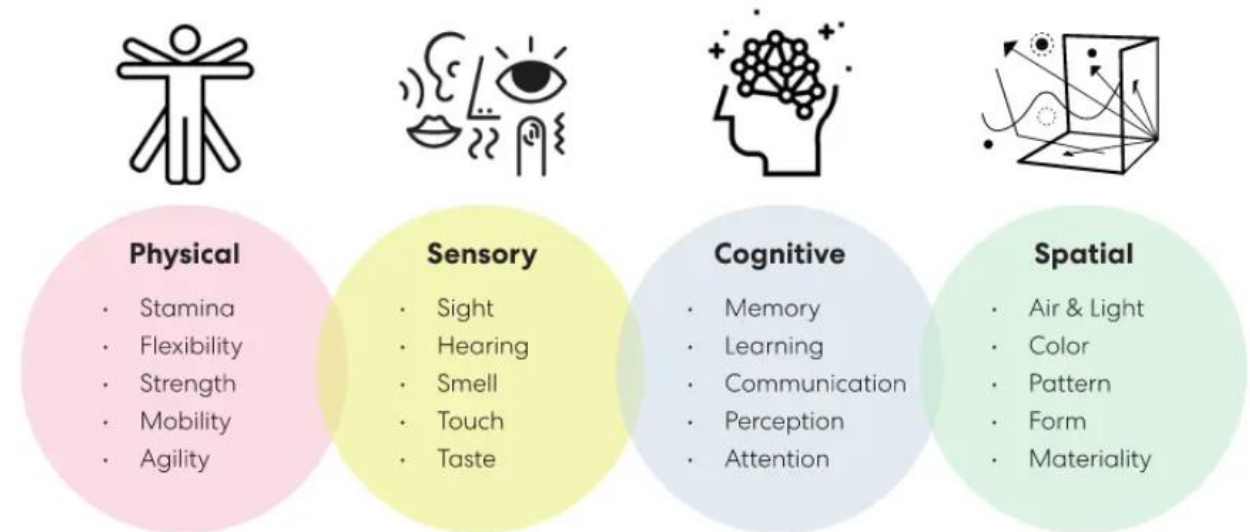
~ Ensures that school building and learning spaces can be used by a wide range of needs and disabilities. Ensures learning experience is open/available to all.

Universal Design (noun)

~ Design that works for everyone and is usable by all to the greatest extent possible. Universal Design for Learning emphasizes designing learning environments that cater to the diverse needs of students from the beginning.

Inclusive Design (verb)

~A human centered approach that acknowledges, embraces & celebrates diversity



Design with Sensory-Friendly Elements in Mind

Consider sensory-friendly elements to support student with sensory processing differences.

~ **Quiet & Calming Spaces** – Sensory Regulation and Sensory Restoration

~Consider Indoor **Acoustics** Environments within the classrooms, Flex Spaces & Large Group Spaces:
Amplification (FM/DM), Sound Absorbing Panels ...

~**Tech Infrastructure:** Flexible seating/charging, lighting (natural light, dimmer switches),



Universally Inclusive Learning Spaces that are Multi-Functional & Flexible:

Create adaptable and flexible classrooms that can be easily rearranged to accommodate different teaching methods and collaborative activities.

Classroom spaces to allow for:

- Modular & Movable Furniture – furniture & equipment are adjustable to cater to diverse learning needs
- Larger Group Instruction & Small Group Instruction
- Collaboration, Independent Work, & Individualized Instruction
- Flexible Seating Options: Standing Desks, Wobble Stools...
- Flexible Spaces
- Learning Nooks



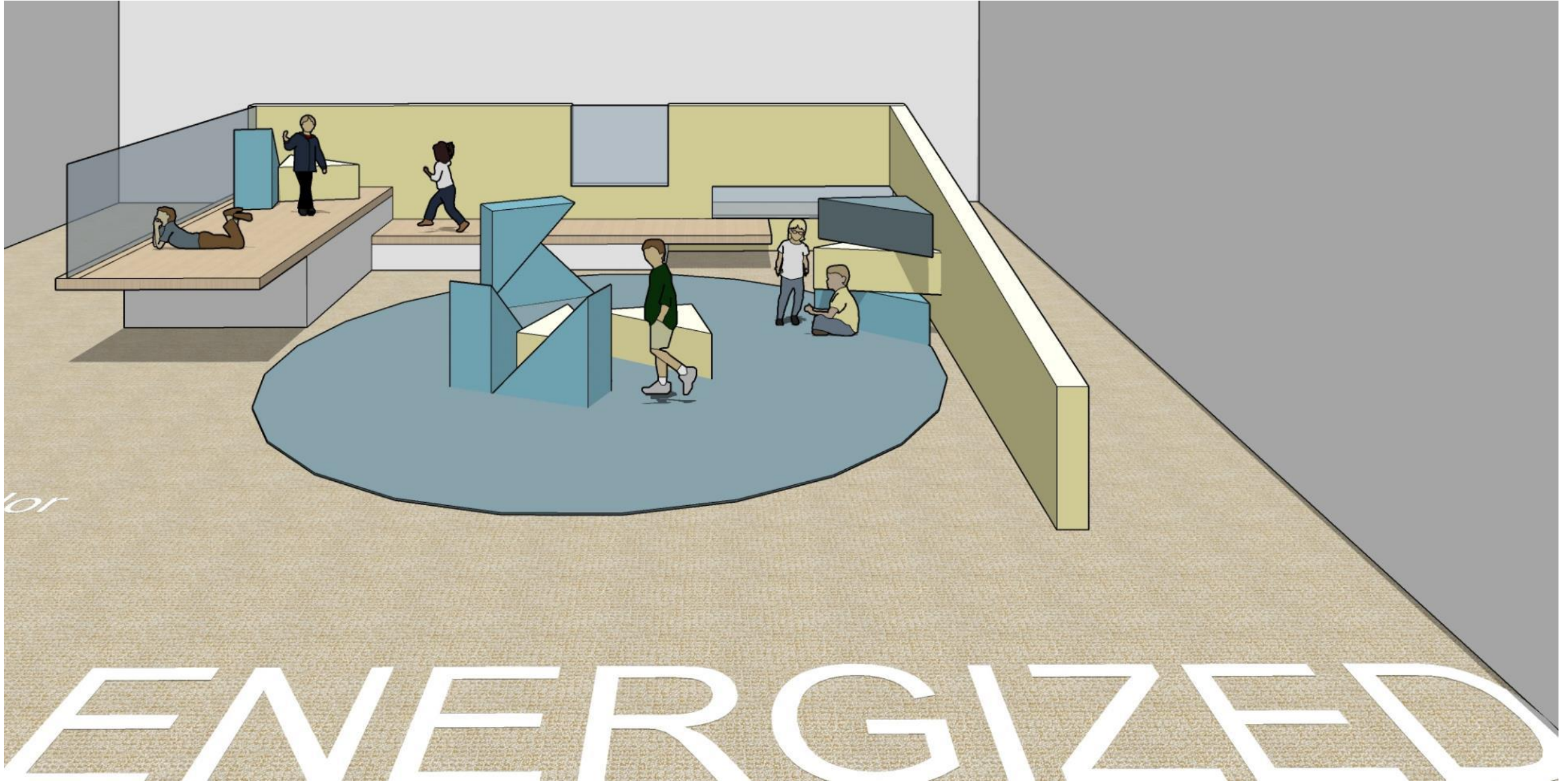


Cougar Mountain Middle School

Inclusive & Accessible Learning:



Inclusive & Accessible Learning:



Inclusive & Accessible Learning:



em solve

prompted wall space
aces

al work surfaces

ANALYTICAL



Outdoor Learning & PLAY!

Inclusive & Accessible Playgrounds

Multi-Sensory Experiences:

Incorporate multi-sensory elements into playground design, such as textured surfaces, musical play features, and diverse colors to engage children with varying sensory needs.

Inclusive Play Zones:

Design play zones that cater to different age groups and abilities, allowing all children to participate in age-appropriate and developmentally stimulating activities.

Accessible Routes:

Provide wheelchair/walker accessible routes and ensure that ground surfaces are smooth and firm to facilitate mobility for children with physical disabilities.



Considerations for Future Capital Projects

- 1. Accessibility, Universal Design, & Inclusive Design**
- 2. Technology Integration**
- 3. Multifunctional & Flexible Learning Environments**
- 4. Sensory Inclusive Learning Environments**
- 5. Inclusive & Accessible Playgrounds & Common Spaces**

Open to questions!



ISSAQUAH
SCHOOL DISTRICT 411

Issaquah School District Activities & Athletics

Bond Advisory Committee Presentation

March 12, 2024



Introduction

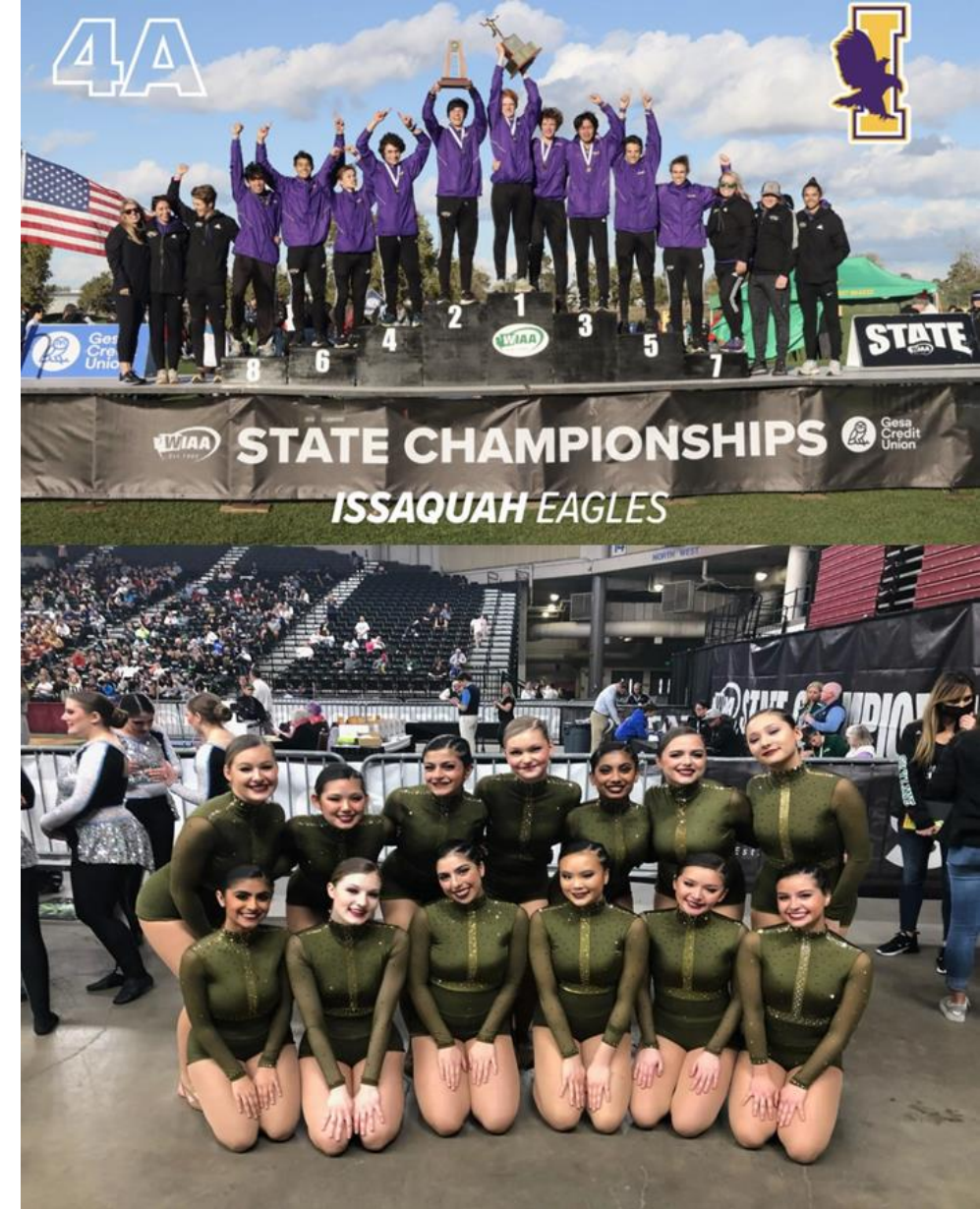
- Jordan Frost
- Proud WSU Graduate (BA, MIT)
- District Athletics & Activities Director
- Previous
 - District Office
 - Assistant Director of Student Interventions
 - Issaquah High School
 - Athletic Director
 - Activity Coordinator
 - Psychology & World History Teacher



Our Department by the Numbers

(11,058 secondary students)

- **160** athletic programs (**4900+** students)
- **300** activities and counting (**3500+** students)
- **600+** athletic contests, club events, and school events
- **300+** field trips
- **400+** coaches and activity advisors



What do we offer?

Athletics (*offered at Middle School)

- Baseball
- Basketball*
- Cross Country*
- Fastpitch
- Football
- Golf
- Gymnastics
- Slow-pitch*
- Special Olympics
- Soccer*
- Swim & Dive
- Track & Field*
- Tennis
- Unified Sports
- Volleyball*
- Wrestling*

Activities (Student-led Clubs & Performing Arts)

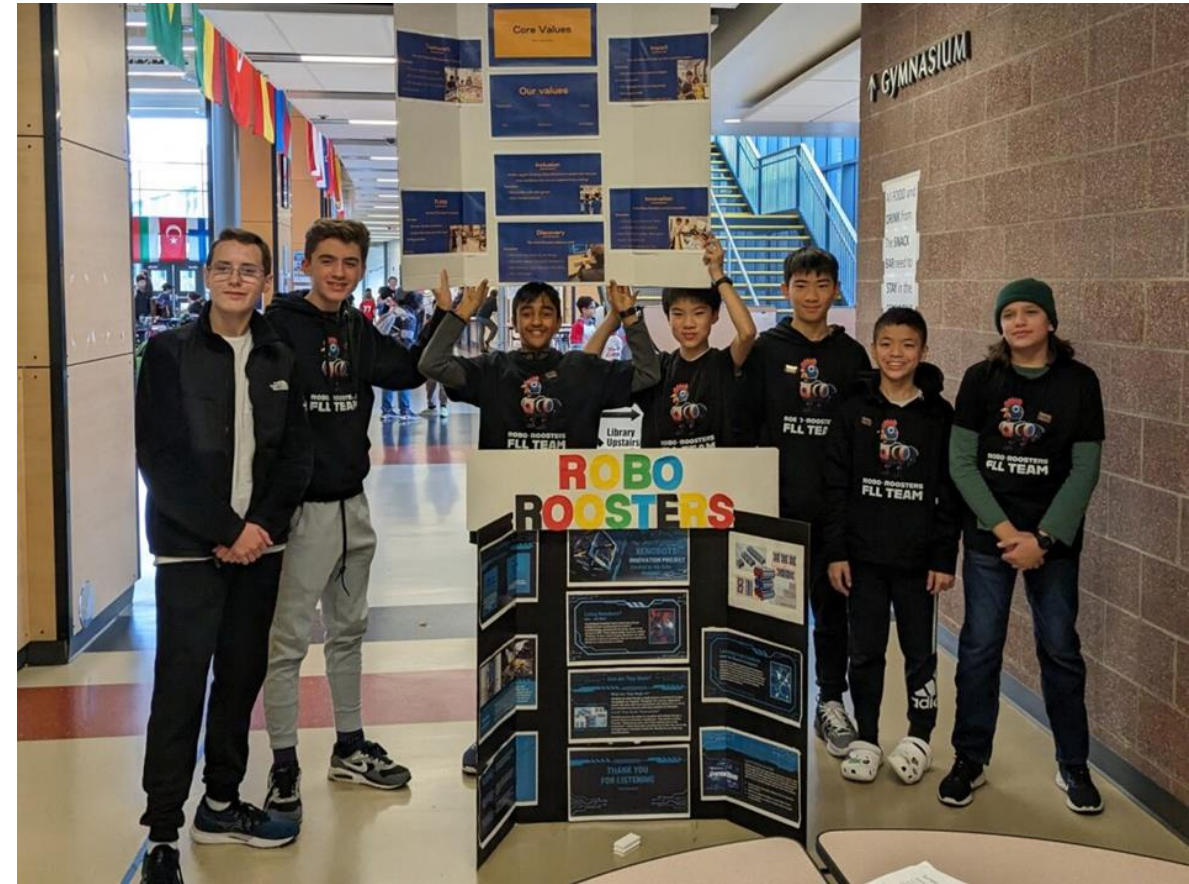
- Performing Arts: Musical, Choir, Band, Orchestra
- Civic Engagement: Mock Trial, JSA, ASB
- Career and Technical Education: DECA, Sports Med, FCCLA, Robotics, Woodshop, Engineering, Game Design
- Interest-Based: Neuroscience, Sandy Hook Promise, Sustainability, Fighting Hunger, Baking, Be Bold Girls, Literature
- Cultural: Black Student Union, Indian Culture, Latinx, Korean
- Cheerleading
- Dance/Drill

Vision

The Issaquah School District Athletics and Activities Department provides a transformational education-based athletics and activities program where students have positive experiences, build meaningful relationships, and develop skills for life.

Strategic Plan Alignment

- Student Well-Being
 - Students will feel safe and have a sense of belonging.
- Academic Opportunities
 - Students will have equitable access to resources and pathways that support individualized post-high school goals
 - Increase student achievement (9th grade on-track to graduation and decrease opportunity gaps).



From Extracurricular to Co-curricular

- Sports participation leads to enhanced academic engagement and a sense of meaning and purpose (Martin et al., 2013)
- Activity participation helps students form more friendships during the transition to high school (Bohnert et al., 2013)
- One positive adult can dramatically improve the outlook for a child suffering from Adverse Childhood Experiences (Daines et al., 2021)
- Students holding a leadership role in high school are more likely to attend college and complete a 4-year degree (Rouse, 2012)
- Sports participation provides students valuable lessons and skills for life including teamwork, discipline, leadership, character development, and acceptance for others (Buchanan, 2018)



Current State

- Overall, we have great facilities for our athletics/activities programs
- Stadium
 - Improvements/Replacements at various sites
- Secondary level
 - new builds, remodels, or upgrades



Core Principles for Future Capital Projects

1. Multipurpose Use
2. School-wide/Community Benefit
3. Safety and Function
4. Equal Experiences Across District



Multipurpose Use

- Projects that expand “playable time”
 - Turf (weather)
 - Lights (daylight/scheduling flexibility)
- Projects that accommodate a variety of programs
 - Multipurpose fields
 - Converting gym surfaces to hardwood with multi-sport lines
 - Storage spaces



Schoolwide/Community Benefit

- Projects that will benefit a variety of groups (ASB, athletics, PTSA, Performing Arts, Community Rentals)
 - Sound system improvements
 - Seating/Bleacher improvements
 - Projector screens
 - Turf/Field improvements
- Snapshot of community rentals - 663 bookings in January 2024
 - Community sports (youth/adult), local churches, city recreation, community meetings, cultural groups, government agencies, scouts



Safety and Function

- Turf/Field Replacements
 - 10 year lifecycle
- Gym Floor Replacements
- Ticketing/Concessions Areas
- Seating Expansion



Equal Experiences Across the District

- Consider the impact to all of our facilities when recommending projects
 - ex. Can we add this to all of our schools? If not now, in a future bond?
- Fund projects that bring schools up to the standard we have set at other campuses
 - ex. Middle school scoreboards



Questions?





Break!



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Follow-up

New High School and Audit

Does the audit affect the district's bond rating?

Bond rating agencies consider many factors in their ratings, including fund balance, enrollment trends, strength of the local economy, and assessed property value.

The district recently completed a ratings review and has an AA+ Bond Rating from Standard & Poor's.

What is the process to modify the spending for bonds? How could the \$46 million that was spent against the 2016 bond (that was out of compliance) been in compliance?

If the School Board had approved a resolution to adjust the scope of the projects from the original resolution, the spending would have been in compliance.

Some projects in the 2016 bond have gone over their initial cost estimates. Did this contribute to the audit [finding]?

No, noncompliance with the scope of the authorizing bond resolution was the core of the issue regarding the audit finding. Projects from the 2016 bond did exceed the original cost estimate for a variety of legitimate reasons and was unrelated to the audit finding.

What is on the approved list of 2016 projects that weren't completed?

PROJECT COMPLETION HISTORY 2006, 2012 AND 2016 BONDS

2006 Levy/Bond Projects	
Building/Location	Completed
Apollo ES Modernization	Yes
Beaver Lake MS Modernization	Yes
Briarwood ES Rebuild	Yes
Central Services Modernization	Yes
Challenger ES Modernization	Yes
Clark ES Modernization	Yes
Cougar Ridge ES Modernization	Yes
Discovery ES Modernization	Yes
Endeavour ES Modernization	Yes
Issaquah HS Rebuild	Yes
Issaquah MS Remodel	Yes
Issaquah Valley ES Modernization	Yes
Liberty HS Expansion/Remodel	Yes
Maple Hills ES Modernization	Yes
May Valley SC Modernization	Yes
Maywood MS Expansion/Remodel	Yes
Pine Lake MS Modernization	Yes
Skyline HS Modernization	Yes
Sunny Hills ES Modernization	Yes
Sunset ES HVAC Upgrades	Yes
Tiger Mountain CHS Modernization	Yes
Transportation Center Re-Roof	Yes
Elementary 15 (Creekside ES)	Yes
Middle School 5 (Pacific Cascade MS)	Yes

2012 Bond Projects	
Building/Location	Completed
Apollo ES Expansion/Remodel	Yes
Beaver Lake MS Upgrades	Yes
Challenger ES Upgrades	Yes
Clark ES Rebuild	Yes
Cougar Ridge ES Upgrades	Yes
Discovery ES Upgrades	Yes
District Admin Remodel	Yes
Endeavour ES Upgrades	Yes
Grand Ridge HS Play Area	Yes
Issaquah High HS Stadium Improvements	Yes
Issaquah MS Rebuild	Yes
Issaquah Valley ES Expansion/Remodel	Yes
Liberty HS Rebuild Phase B	Yes
Maple Hills ES Upgrades	Yes
Maywood MS Modernization	Yes
Pacific Cascade MS Upgrades	Yes
Pine Lake MS Upgrades	Yes
Skyline HS Upgrades & Stadium	Yes
Sunny Hills HS Rebuild	Yes
Sunset ES Upgrades	Yes
Tiger Mountain CHS Relocation	Yes
Transportation Center Modernization	Yes

2016 Bond Projects	
Building/Location	Completed
4th Comprehensive High School	No
Property Acquisition: HS, MS & 2 ES	Yes
Land for Transportation	No
Rebuild of Pine Lake MS	Yes
Middle School 6 (Cougar Mountain MS)	Yes
Beaver Lake MS Upgrade/Update	Yes
Elementary 16 (Cedar Trails ES)	Yes
Elementary 17	No
Expansion/Remodel Discovery ES	Yes
Expansion/Remodel Endeavour ES	Yes
Expansion/Remodel Cougar Ridge ES	Yes
Expansion/Remodel Sunset ES	Yes
Expansion/Remodel Maple Hills ES	Yes
Expansion/Remodel Central Admin	Yes
Expansion of Clark ES to 32 Classrooms	Yes

Completion Percentage - 61 Projects Total	
58 - Completed Projects	95%
3 - Projects Not Complete	5%

2016 Bond Projects Status

Projected Costs of 1/31/2024

Description	Original Project Estimate	Projected Total
4th Comprehensive High School	120,000,000	292,615,178
Property Acquisition: HS, MS & 2 Elementary	97,000,000	88,624,172
Land for Transportation	1,000,000	25,756
Rebuild of Pine Lake Middle School	71,000,000	73,393,034
Middle School 6 (Cougar Mountain MS)	74,000,000	128,035,687
Beaver Lake Middle School Upgrade/Update	8,500,000	8,751,772
Elementary 16 (Cedar Trails ES)	36,500,000	53,209,514
Elementary 17	38,000,000	88,677
Expansion/Remodel Discovery	9,000,000	14,547,669
Expansion/Remodel Endeavour	9,000,000	12,062,608
Expansion/Remodel Cougar Ridge	9,000,000	15,256,566
Expansion/Remodel Sunset	7,000,000	11,346,349
Expansion/Remodel Maple Hills	7,000,000	7,476,833
Expansion/Remodel Central Administration	7,500,000	14,874,551
Expansion of Clark Elementary to 32 Classrooms	7,000,000	7,000,000
Portable Classrooms	6,000,000	9,851,426
Project Management	6,000,000	10,248,736
Future Projects Reserve/Contingency	20,000,000	



Cougar Mountain Middle School

For the new High School, there was an initial ask of \$120M in the 2016 bond and a \$44M ask in the capital levy so far. The district has spent \$18M so far on the project.

If they keep the levy money, the district would need to ask for another \$142M to build a High School that hasn't yet been started. Is it possible to make forward progress with the \$90M that the district currently has before asking for additional money?

No, the district must ensure that it has all the funds to build the project before they start.

Many of the 2016 projects went over budget. If the High School also goes over budget, what happens?

The team has done a lot of work to create a thorough cost projection and appropriate contingency amount so we don't encounter that situation again. However, we cannot control all variables and the bond resolution can provide flexibility to address possible cost overages. Projects will be prioritized to ensure the most needed projects are completed first.

The district will be transparent with the community and the board if this occurs.

Is there a way to prioritize the High School so it gets done?

We are currently working on an overall list of all the potential bond requests, which will be a prioritized list.

If the bond passes, the district will focus on higher priority projects before moving on to other priority level items.

How long will construction of the new High School take?

If construction begins in March 2025, the project would be completed 2 years later, in time for the 2027-2028 school year.

The committee members are concerned about public support for the new high school. The 2022 levy barely passed. Is it possible to separate the high school bond from the rest of the bond items?

The committee can explore this idea as a group discussion. This is a scenario that the group can explore and potentially recommend to the superintendent.

Secondary Innovation and Career and Technical Education

Julia Bamba, Principal of Secondary Innovation

Lisa Neighbours, Director of CTE

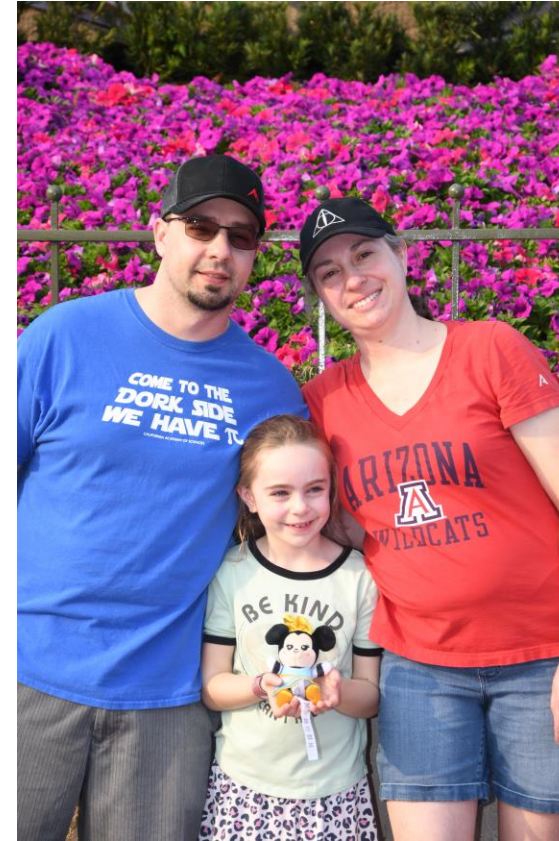


ISSAQUAH
SCHOOL DISTRICT 411

About us



Julia and Family



Lisa and Family

Purpose

- Learn about key information that informs future direction
- Gain an understanding of innovative work and ideas generated to date
- Connect innovation to buildings and facilities



Most Likely to Succeed Official Trailer

[https://youtu.be/IE5XRfet
u4](https://youtu.be/IE5XRfet
u4)



Secondary Innovation

What is secondary innovation and why are we engaging in innovation efforts in the Issaquah School District?



Let's describe innovation in education

Educational innovation involves **finding creative and effective** ways to **enhance the educational experiences for our students**.

Innovation aims to make **learning** more **engaging, accessible, and personalized** to meet the needs of individual students now so they launch from high school prepared for their future with passion and purpose.

Innovation, whether small or large scale, short or long term, **ultimately leads to improved outcomes and experiences** across our educational system for all students.

What problems do we aim to solve and why innovation?

- We need a system of education that engages all students in relevant and real-world experiences to build a strong foundation for future success
- We need to deliver on greater access and choice for all students to thrive



The Issaquah School District has a history of innovation and community engagement

- First graduates from the Issaquah School District in 1911 were an inspiration
- Under Kateri Brow's leadership from 1987-1992, Issaquah became known as an innovator in technology, well ahead of other districts¹
- In the 2000's facilities were adapted to meet college prep learning
- District committed to sustainability in the early 2000's with many schools earning Green Building Awards and creating Green Teams
- Sci-Tech Magnet Program offered in three elementary schools
- TEALS (Technology Education and Literacy in Schools) program started in the Issaquah School District in 2009 at Issaquah High School before expanding to hundreds of schools nationally
- Launched Gibson Ek in 2016, a cutting-edge model that is a national leader for innovate education
- In 2020, the first graduate in the nation accepted to college using a new groundbreaking mastery-based transcript was from the Issaquah School District

1. [Issaquah Reporter, October 30, 2009, Remembering champion of our schools, Kateri Brow](#)



TOP 15 SKILLS FOR 2025



Analytical thinking
and innovation



Active
learning



Complex
problem solving



Critical thinking
and analysis



Creativity, originality,
and initiative



Leadership and
social influence



Technology use,
monitoring, and control



Technology design,
and programming



Resilience, stress
tolerance and flexibility



Reasoning, problem
solving, and ideation



Emotional
intelligence



Troubleshooting and
user experience



Service
orientation



Systems analysis
and orientation



Persuasion and
negotiation

Workforce and Wage Data

- Washington STEM Labor Market Credential Data Dashboard - [Labor Market - Washington STEM](#)
- Employment Security Department for Washington State's Occupation in Demand Map - [ESDWAGOV - Learn about an occupation map](#)
- U.S. Bureau of Labor Statistics Fastest Growing Occupations - [Fastest Growing Occupations: Occupational Outlook Handbook: U.S. Bureau of Labor Statistics \(bls.gov\)](#)

Additional resources:

- MIT's Living Wage Calculator and Typical Annual Salaries for Washington State - [Living Wage Calculator - Living Wage Calculation for Washington \(mit.edu\)](#)
- World Economic Forum – [The Future of Jobs Report 2023](#) - Explores how jobs and skills will evolve over the next 5 years

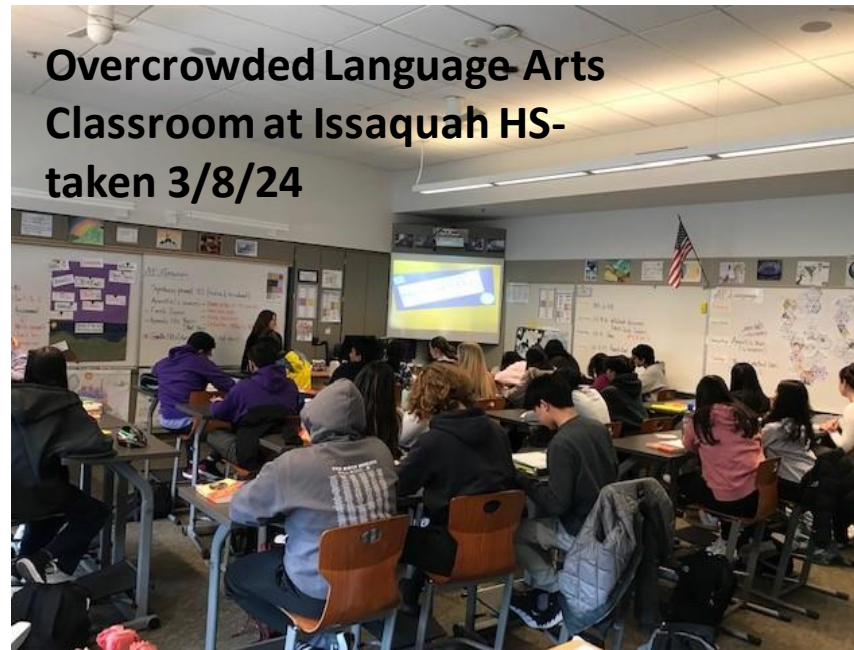


[Graph from Washington State STEM – Labor Market Trend Data](#) (sample data represented)





Classroom 100+ years ago



Overcrowded Language Arts Classroom at Issaquah HS- taken 3/8/24



Explore, discuss, share ideas

Explore a data set on your own; then discuss in a pair/share at your table:

- What parts of this data are most compelling to you and why do you think we need to continue to innovate in the ISD?
- Whole group share out from 2-3 groups

10 minutes

Engaging with our Community

We are engaging with our community to gain insights, possibilities, and to dream big to serve all students in the Issaquah School District

SECONDARY INNOVATION, COMMUNITY ENGAGEMENT, BOND PLANNING AND CO-DESIGN

Analyze current
state of ISD
secondary
education ✓

Explore and
select
potential
school models

Gather
feedback on
preliminary
school models

Identify high
priority
initiatives

Formalize
proposals and
create plan for
implementation

Empathy Interviews and Focus Groups ✓

- December-January: Host interviews and focus groups
- January: All quotes and transcripts gathered
- February: Theme Analysis
- March: Incorporate themes into model development

District Leader Innovation Series ✓

- Independent exploration through podcasts, film, articles, publications
- February School site visits and idea generating sessions
- Feedback on models

Community Design Sprint Innovation Series ✓

- February 6 @ SHS
- March 5 @ IHS
- March 7 @ LHS

Bond Planning

- Share current state of secondary education
- Illustrate current and future student possibilities
- Propose school experiences and gather feedback
- Generate iterations based on feedback
- Include recommendations in final proposal



We are here!

Input gathering and engagement summary

	Empathy Interviews	Focus Groups and Interviews	Design Sprints
Purpose	Engage in 1-1 listening sessions to uncover unmet needs.	Utilize a traditional method of gathering input and ideas.	Leverage the expertise of students, staff, community and families through a human-centered design process.
Participation	126 sessions completed by 40 interviewers	8 Focus Groups held with 28 participants 12 individual interviews	50 participants district wide across 3 Design Sprints
Data Collected	967 Quotes collected	Range of similar and different opinions	200+ bright spots in the ISD collected 200+ ideas from brainstorming activities
Process	Listening sessions were held followed by 20 staff analyzed quotes to group into 13 key themes, generating 50+ insights to develop into possibilities	CTE staff, Special Education staff, high school teachers, counselors, principals, cabinet members, and district leaders interviewed by an external organization providing technical assistance	90-minute sessions guided participants through a series of 4 exercises focused on sharing out positive experience(s) in the ISD followed by exploring ideas for re-imagining education for our students
Product or Next Steps	A list of possibilities for the District to determine how to move forward	Informed understanding of the current state of district needs/wants for the future of secondary education	10 main themes identified from the bright spots and 8 concept boards created with ideas for future consideration for secondary innovation

What are we hearing from students, staff, families, and community through our engagement efforts?

Desire for:

- Preserving the district's **strengths** while innovating
- **Relevant** and **real-world** learning opportunities
- Seamless learning between **school**, **business** and **community**
- Student **choice** and **agency** over what, how, and where they learn
- Strong **connections** and **relationships** between students and adults
- **Collaboration** and **creativity** to solve problems
- Prioritizing student **well-being** and **belonging**

How can innovation happen in the ISD?

What is our community sharing and what does our research say about future possibilities

There are many levers for school innovation

How Students Learn

- Flexible schedules
- Grading practices
- Inter-disciplinary
- Problem-based
- Project-based
- Community connection

What Students Learn

- Graduation requirements
- Content and curriculum choices
- College and Career prep
- AP and IB
- Real world learning

Climate in Which Students Learn

- Student voice and agency
- Relationships
- Mental health supports
- Learning spaces and environment
- Family partnerships

How do buildings and learning environments support innovation?



Agile and flexible learning environments foster innovation

Learning is Active & Experiential 

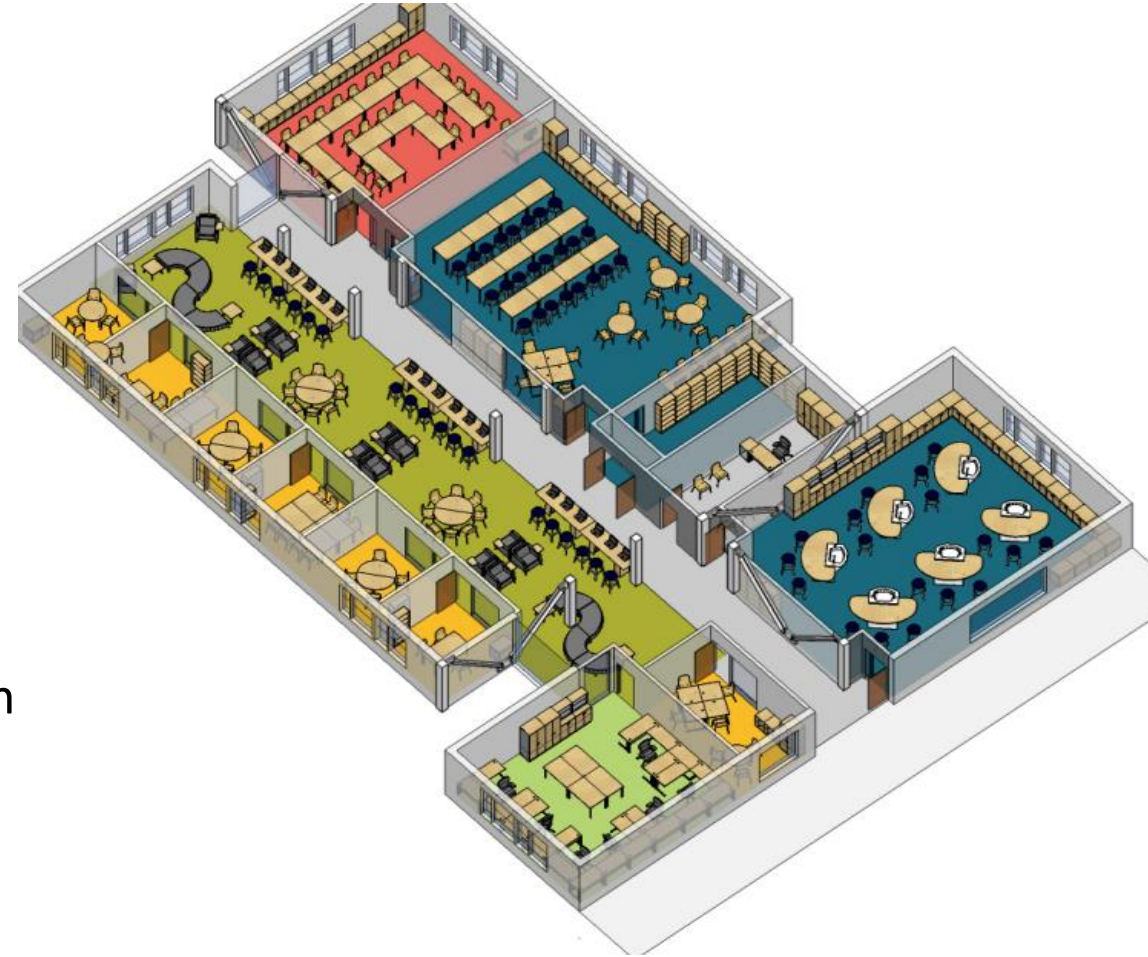
Flexible & Adaptable Spaces Support Student Growth 

Community is Connected through Partnerships 

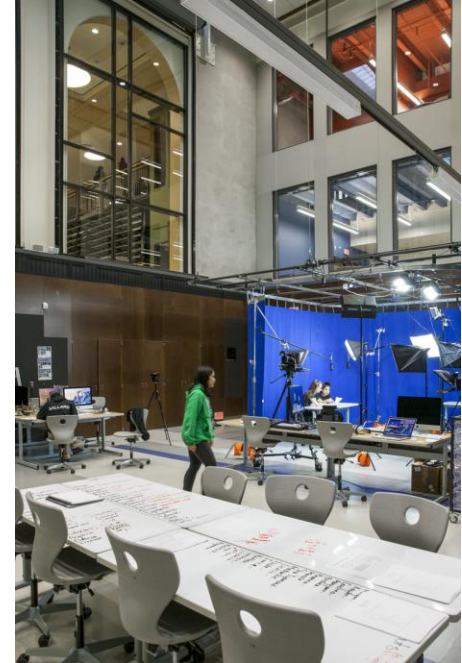
Personalized Programs Serve All Students Well 

Collaborative & Creative Experiences Foster 21st Century Learn

Learning is Alive 



Open, collaborative spaces and makerspaces



Large, agile and flexible learning environments such as Performing Arts and Commons spaces



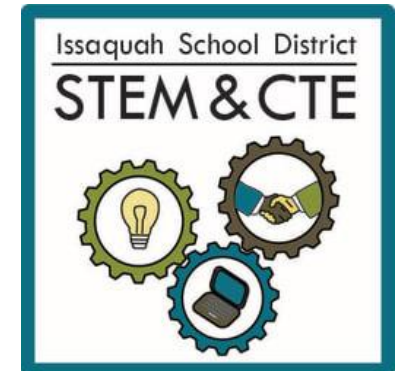
Accessible and inclusive learning spaces



Innovation through Career and Technical Education

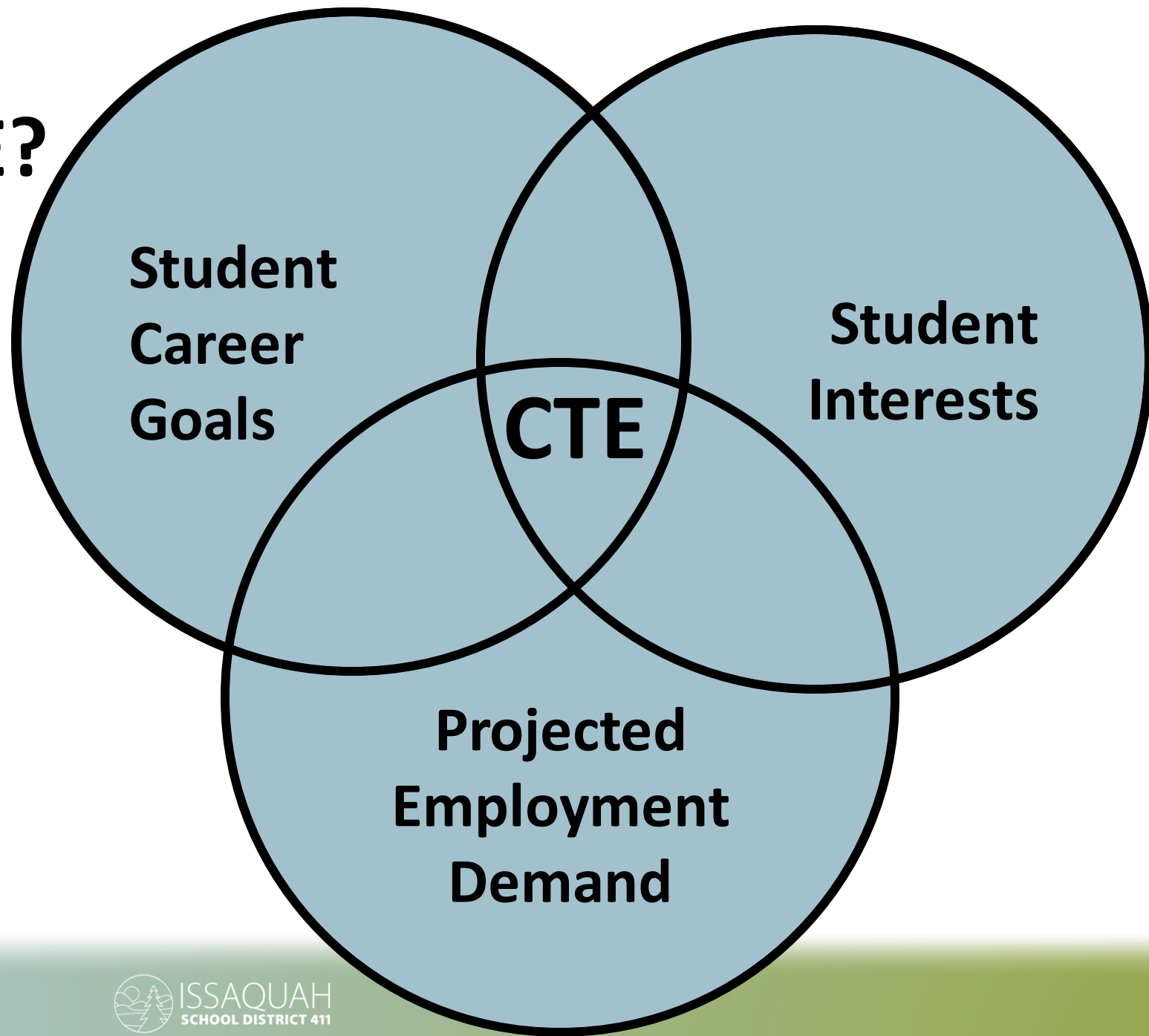
What is CTE and how is it connected to the goal of students building a foundation for their futures?

Career & Technical Education (CTE) courses prepare students for the workforce across a wide range of industries and occupations.



What drives CTE?

- Students explore and prepare for career goals.
- Students to pursue subjects of interest.
- Students find a path to careers with high employment demand and livable wages.



**Career clusters
also drive
CTE course off
erings**

Career Clusters

Cluster Pathways

Course Offerings

CTE Courses in the ISD by Career Cluster*

Middle School Career Clusters

- Hospitality
- Health Science
- Information Technology
- Science, Technology, Engineering and Math

High School Career Clusters

- Architecture and Construction
- Manufacturing
- Arts, AV Technology and Communications
- Finance, Business and Marketing
- Education and Training
- Health Science
- Hospitality
- Human Services
- Information Technology
- Law and Public Safety
- Science, Technology, Engineering and Math

*Career Cluster is defined at the federal level and contain occupations in the same field of work that require similar skills.

Career Pathways

What is a pathway?

- The sequence of courses, or training, which leads a student through high school and post-high school training options to a future career.

Pathway may include:

- High School Courses
- Certifications
- Job training through military service
- Apprenticeships
- Community or Technical College
- 4-year degree or more

CTE course offerings within career pathways

Course examples
currently offered for
Human Services pathway

- IB Personal and Professional Skills
- Applied Algebra 1, 2
- Teaching Academy 1, 2
- Future Ready
- American Sign Language 1, 2, 3
- Introduction to Culinary Arts and Culinary
- Fashion Design and Merchandising 1, 2
- Child Development
- Food Science
- AP Psychology

Enhancing CTE opportunities across all high schools

Pathways and Curriculum

Sample pathway options to explore through CTE and Secondary Innovation

Advanced manufacturing pathway



Careers

- CNC Machinist
- CNC Programmer
- Electromechanical Technician
- Manufacturing Technician
- Production Technician
- Quality Inspector
- Material Handler
- Tool and Die Maker

Industry Certifications

- National Institute of Metalworking Skills (NIMS) Job Planning, Benchmark and Layout Credential
- National Institute of Metalworking Skills (NIMS) Measurement, Materials and Safety Credential

Business services pathway



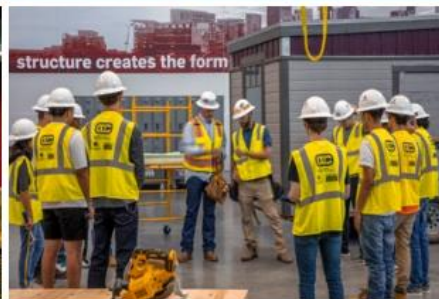
Careers

- Project Manager
- Sales Associate
- Social Media Specialist
- Marketing Associate
- Human Resource Specialist

Industry Certifications

- Certified Associate Project
- RISE Up Customer Service and Sales Professional

Infrastructure engineering pathway



Careers

- HVAC Technician
- Forklift Operator
- Electrician
- Carpenter
- Plumber
- Roofer
- Landscaper
- Drywall

Industry Certifications

- Occupational Safety and Health Administration (OSHA) 10-Hour Card
- Home Builders Institute (HBI) Pre-Apprenticeship Certificate Training (PACT)
- National Center for Construction Education and Research (NCCER) Credentials

I.T. and STEAM pathway



Industry Certifications

- Network Administrator
- IT or STEAM Educator
- Mechanical Engineer
- Computer Engineer
- Product Designer
- Data Analyst
- Game Designer
- IT Support Specialist

Industry Certifications

- Certified SOLIDWORKS Associate (CSWA)
- Certified Additive Manufacturing Associate (CSWA-MA)
- CompTIA A+, Network+
- TestOut PC Pro, Network Pro

Hospitality and tourism pathway



Careers

- Executive Chef
- Food Stylist
- Marketing Director
- General Manager
- Catering Director
- Executive Housekeeper
- Restaurant Owner
- Pastry Chef

Industry Certifications

- ProStart National Certificate of Achievement
- ServSafe National Restaurant Association Certifications
- American Hotel and Lodging Educational Institute (AHLEI) Certifications
- American Culinary Federation (ACF) Fundamentals Cook Certification

Health and wellness pathway



Careers

- Physical Therapist
- Registered Nurse
- Counselor
- Psychiatrist
- Pharmacist
- Social Worker
- Occupational Therapist
- Health Science Educator

Industry Certifications

- Behavioral Health Technician Certificate
- Certified Nurse Aide Certificate
- CPR/First Aid, AED Certificate
- Pharmacy Technician Certificate

Transportation pathway (Automotive)



Careers

- Automotive Technician: local repair shop, dealerships, fleet maintenance, specialty shops

Industry Certifications

- Snap-on: Multimeter, Torque, Precision Measurement, Scanner and Diagnostics, Wheel and Alignment, Starting and Charging, Pro-Cut Rotor Machining
- Automotive Service Excellence (ASE) Entry-Level Certifications: Maintenance and Light Repair, Automobile Service and Technology

Transportation pathway (Aviation)



Careers

- Aircraft Mechanic: major airlines, flight schools, air ambulance, cargo aircraft, corporate jets

Industry Certifications

- Federal Aviation Administration (FAA): Mechanic Certificate with Airframe and Powerplant Ratings

Focus: High Demand Careers in WA

Job Title	Number of students interested (Xello data)	Employment demand through 2031 (ESD.wa.gov)	Median Wages (ESD.wa.gov)
Nurse	205	↑ 1.93%	\$105,540
Networking & Cybersecurity	105	↑ 3.51%	\$136,430
Pharmacist	94	↑ 1.1%	\$141,910
Construction Manager	56	↑ 1.47%	\$127,650
Automotive Mechanic	53	↓ -.13%	\$59,670
Manufacturing Technician	11	↑ .28%	\$66,050
EV/ Motor Mechanic	Not available in Xello.	↑ .72%	\$59,240

Health Sciences Expansion

Through facility upgrades and remodels, expand offerings to include options such as **nursing and pharmacy**.



Similar access across the district to high quality learning spaces

Information Technology Expansion

- Currently offer Cybersecurity in a virtual environment.
- Bond could add **networking** server racks and spaces for students to learn how to build and protect computer networks.



Manufacturing and STEM Expansion



Upgrade and add equipment to allow students pursuing engineering to have a strong foundation in manufacturing principles.

Architecture and Construction Expansion, Add Transportation, Distribution and Logistics



Upgrade and remodel facilities to include Construction and pre-apprenticeship. Add facilities for EV and Automotive Repair courses with an ASE certification.



Add Agriculture, Food and Natural Resources



Expand facilities to allow addition of agriculture and sustainability courses to prepare students for high demand careers in these areas.

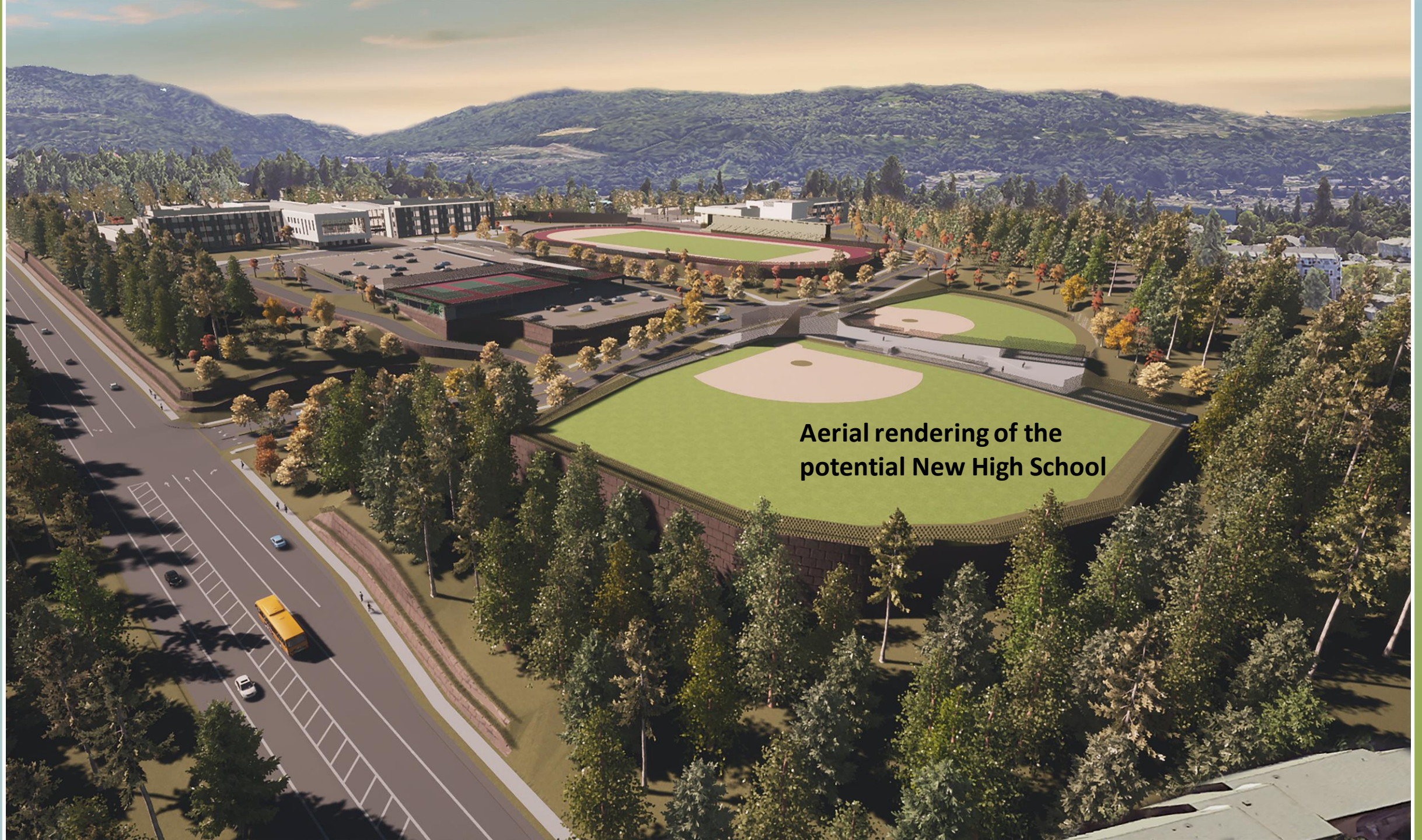
CTE Questions?

Add these to the notecards on your table or in the exit survey!

An architectural rendering of a modern high school entrance. The scene features a large, covered walkway with a dark, textured ceiling and several square concrete pillars. The floor is a smooth, light gray. On the left, there is a wall with dark blue horizontal siding and several windows. On the right, there is a large glass wall that reflects the interior of the building. The text "PLACEHOLDER HIGH SCHOOL" is displayed in large, white, 3D block letters across the top of the image.

PLACEHOLDER HIGH SCHOOL

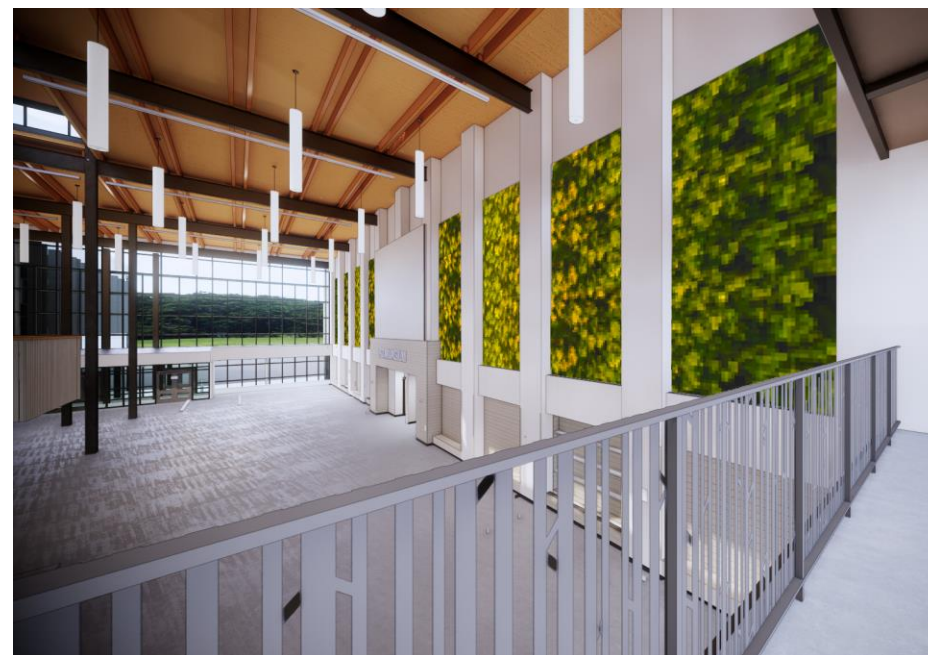
Potential NEW High School Entrance



**Aerial rendering of the
potential New High School**



Potential New High School Common Area Concepts



Potential New High School Commons and Collaborative Learning Space

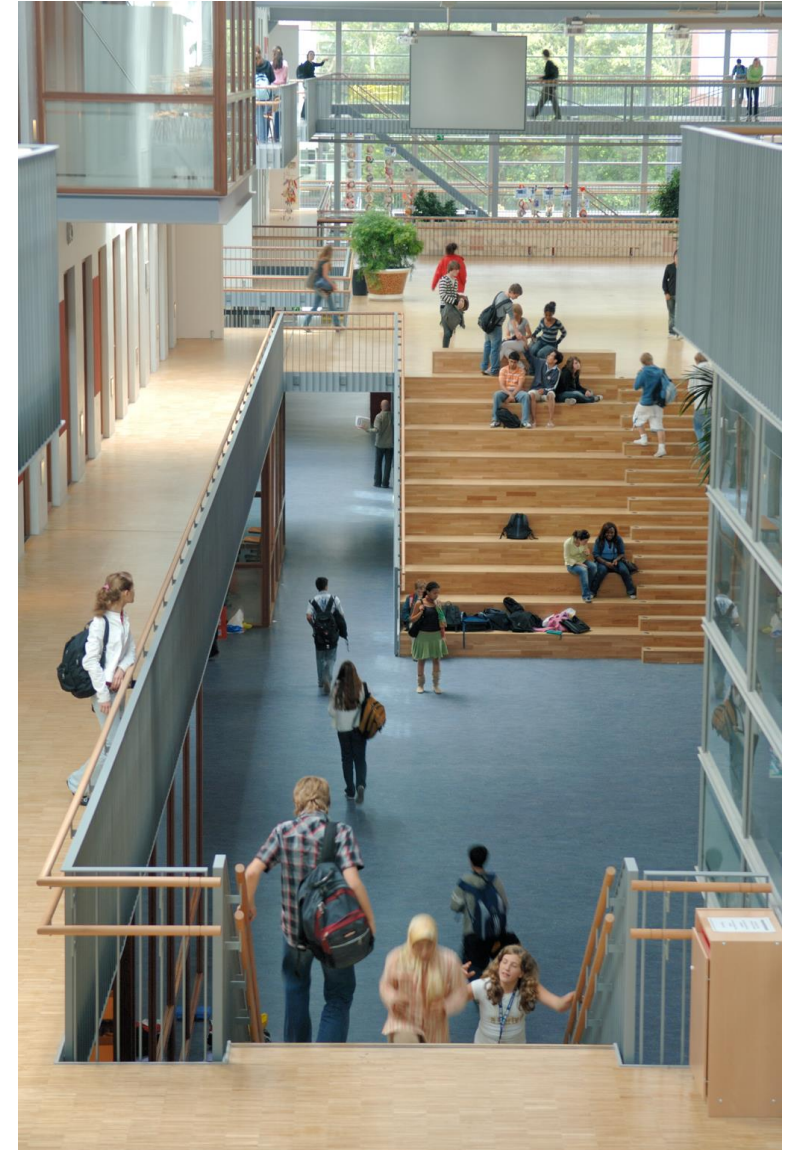
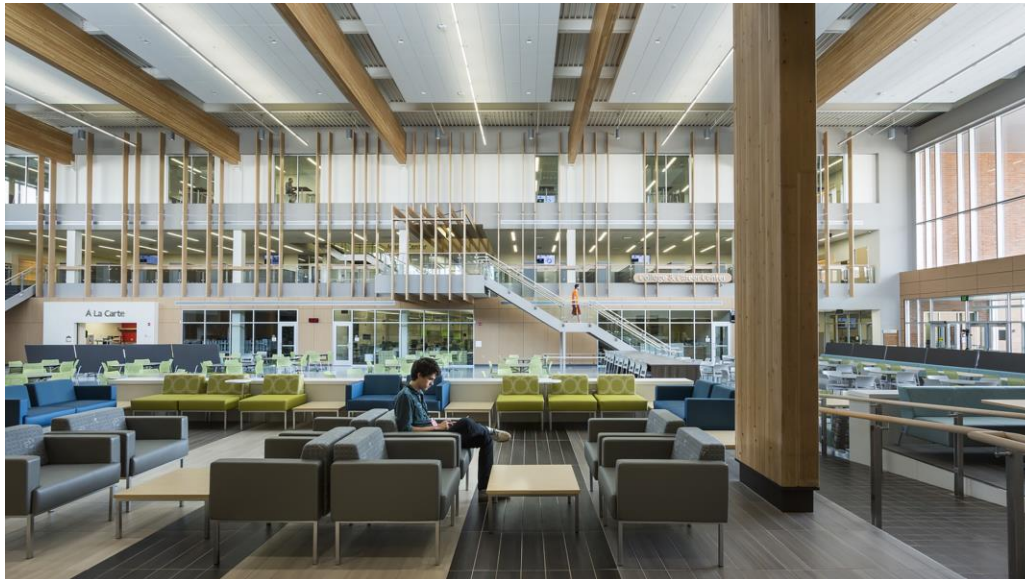
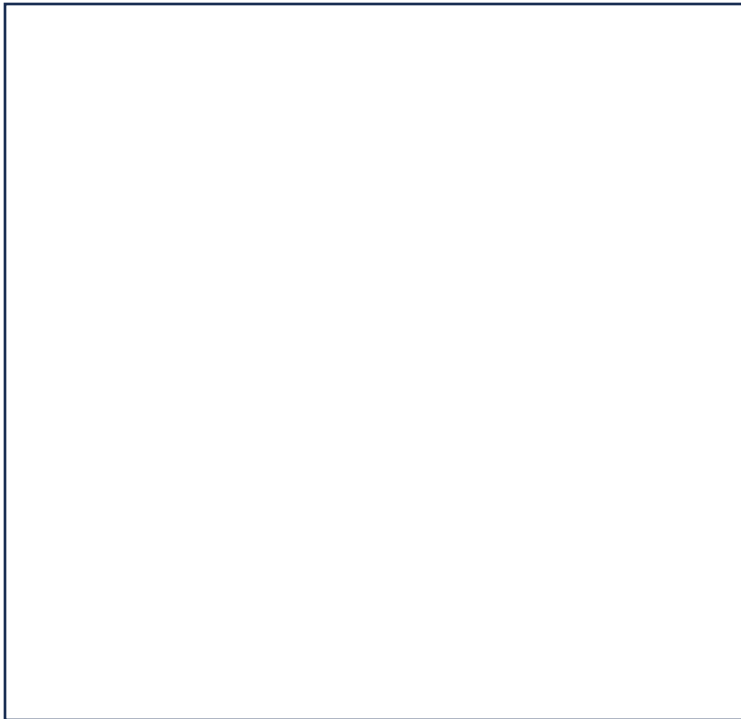


Table Group Exercise

Let's assess
where we are with
some innovative ideas



- As a table group discuss and then individually rank the headlines from 1-7 using the QR code
- Imagine that in 2028, the Seattle Times runs a story on Innovation in the Issaquah School District. How would you rank these headline stories and why?
- 7        is your top priority followed by 6, 5...1 

Headlines for Innovation – Group Exercise and Ranking

- Forging Pathways to Success: Revolutionary **CTE Program** Unveils Cutting-Edge Opportunities for Student Empowerment and Career Readiness
- Empowering Balance: **Flexible Schedules** Cater to Students' Individual Needs and Passions
- Pioneering Personalized Pathways: **Personalized Learning** Empowers Students to be the Architects for their Learning Connected to their Future Hopes and Dreams
- Transcending Boundaries: Initiative Forges Empowering Pathways, Championing **Equitable Access and Inclusive Excellence** for Every Student's Journey
- Cutting-Edge School Revolutionizes Student Engagement Through **Agile and Dynamic Learning Environments**
- Forging Visionary Thinkers: **Problem-based Learning** Empowers Students as Agents of Transformative Solutions
- Bridging the Gap: Issaquah Schools Foster **Strong Family Connections** Through Innovative **Community Hubs**

Closing Questions

Add these to the notecards on your table or in the exit survey!



ISSAQUAH
SCHOOL DISTRICT 411

Questions?



Closing

HOMEWORK:

- Exit ticket

NEXT MEETING:

March 26, 2024

Issaquah School District 411 Board Room
5150 220th Ave SE, Issaquah, WA 98029



QUESTIONS or CONCERNS:

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ISSAQUAH
SCHOOL DISTRICT 411