



Bond Advisory Committee

Meeting Minutes

Meeting 4: March 12, 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 March 26, 2024.

- I. Welcome and land acknowledgement
- II. Opening and outcomes
 - A. Exit ticket follow-up information
 - 1. The first school tour for committee members was March 9
 - 2. Upcoming school tour on March 13
 - a. Issaquah High School, Cougar Mountain Middle School, Challenger Elementary School
 - B. Meeting minutes from Feb. 27
 - 1. Approved without changes
 - C. Objectives
 - 1. Understand connection between facilities, districtwide initiatives, and innovative program possibilities
 - D. Upcoming meeting topics
 - 1. Tax impacts, project analysis, scenario development; content will build upon what has been discussed to date
- III. Districtwide initiatives
 - A. ISD Special Services – Sharine Carver, Executive Director of Special Services
 - 1. Personal motivation: belief in the promise of equity through education.
 - 2. Goal: make spaces accessible for all learners
 - 3. ISD Special Services Department
 - a. About
 - o Serves more than 2,000 students (roughly 10%) across the district (does not include students with 504 plans)
 - o Special Services supports all of our students in the district

- o Students qualify under 13 different eligibility categories such as learning disability, vision impairment, autism; very broad range of categories
- o Students ages 3-21
 - a) Birth to 3 transition team evaluates students as young as 2 years 6 months old
- b. Vision
 - o **All** students thrive as they **engage in meaningful learning** that unlocks their **passion** and **potential** to positively impact the world
- c. Strategic plan alignment
 - o Student well-being
 - a) Learning spaces that are warm and welcoming for learners of all abilities
 - b) Support mental and behavioral health
 - o Academic opportunities
 - a) Increase student achievement and provide equitable access to resources, pathways toward post-high school goals
- 4. Supporting neurodiversity in learning environments
 - a. Variety of types of spaces: small group instruction, individualized instruction, quiet spaces, testing spaces
 - b. Accessibility features: ramps, elevators
 - c. Multi-sensory accommodations: physical movement, tactile experiences, sensory equipment
 - d. Communication-based features: assistive technology, amplification systems
 - e. Furniture arrangements
 - f. Flexible learning spaces
 - g. Definitions
 - o Accessibility: spaces can be used by a wide range of needs
 - o Universal design: design usable by everyone, emphasizing diverse needs of students
 - o Inclusive design: human-centered approach that celebrates diversity
 - h. Categories of need:
 - o Physical needs
 - o Sensory needs
 - o Cognitive needs
 - o Spatial needs
- 5. Design with sensory-friendly elements
 - a. Quiet and calming spaces: sensory regulation and restoration
 - b. Indoor acoustics within common spaces, classrooms, gym spaces: sound absorbing panels and also amplification system available (FM/DM)

- c. Technology infrastructure: natural light, dimmer switches, flexible seating and charging
- 6. Universally inclusive learning spaces
 - a. Multi-functional and flexible spaces
 - o Modular and movable furniture (classroom can accommodate different seating arrangements or types of desks)
 - o Larger group instruction and small group instruction
 - o Collaboration and independent work
 - o Learning nook (place for students to take a break)
 - o Flexible seating options (wobble chair, standing desk)
 - b. Cougar Mountain Middle School classroom example
 - o Large beautiful windows, space allows for different ways of receiving and providing data
 - o Space for sensory break incorporated within the room design
- 7. Inclusive and accessible learning features – examples
 - a. Heights of tables, seating options, small space for break
 - b. Built-in options for movement within the classroom, normalizing movement within the classroom
 - c. Modular furniture, moveable furniture, different seating options
- 8. Outdoor learning and play
 - a. Inclusive and accessible playgrounds
 - b. Multi-sensory experiences
 - c. Inclusive play zones
 - d. Accessible routes to, from and within
 - e. Inclusive play space at Holly Street Early Learning Center
- 9. Considerations for future capital projects
 - a. Accessibility universal design inclusive design
 - b. Technology integration
 - c. Multifunctional and flexible learning environments
 - d. Sensory inclusive learning environments
 - e. Inclusive & accessible playgrounds and common spaces
- 10. Questions and answers
 - a. Do all schools have currently have some version of the Special Services rooms and is the department looking to use bond funding to update and revamp them?
 - o All buildings are in different stages and phases of components. All classrooms are wired for FM/DM. We have ADA ramps and elevators in place. Many but potentially not all classrooms have dimmer switches and flexibility for modular furniture. One piece to lean into is the sensory friendly spaces, acoustics and sound dampening, and

normalizing sensory breaks for all students. The bond provides an opportunity to invest in this for all students

- b. Teacher from Maywood: LRC2 classroom is a regular classroom. If we are trying to enhance that environment for kids, we should make it more inviting to them? Bright colors are very exciting and appealing and the kids would engage more with that.

Answers:

- o To clarify, LRC2 services is often for intellectual and mobility disability. Special services is a service, not a space. We create environments for all students. LRC2 services has larger spaces to work on adaptive living skills.
 - o Teresa Cowan on the committee is an expert on Special Services, including technology needs.
 - o Comment: We appreciate everyone's commitment to inclusive and accessible learning.
- c. Is there anything related to outdoor classrooms or gardens to accommodate students with ADHD, for example?
 - o This could be something for the committee to think about potentially incorporating into the new high school. There is an opportunity to incorporate outdoor classrooms that are accessible to all students. Issaquah Middle School leverages the outdoor natural world adjacent to their school.
- d. Rebecca Baibak: noticing the connection between Sharine's comment of supporting all the diverse learners and the students noting the crowded hallways and loud spaces during the Student Voices panel

B. Activities & Athletics – Jordan Frost, District Activities & Athletics Director

1. ISD Activities & Athletics Department

- a. About
 - o Appx. 11,000 secondary students with more than 4,900 students participating in athletic programs, and 3,500 students participating in activities
 - o 160 athletic programs, 300+ activities and counting
 - o 400+ coaches and activity advisors
 - o Athletics: wide range including baseball, cross country, Special Olympics, swim & dive, more
 - o Activities: including performing arts, civic engagement, CTE, interest-based, cultural, cheerleading & dance, more
- b. Vision
 - o Positive experiences, build meaningful relationships, develop skills for life
- c. Strategic Plan Alignment
 - o Student well-being: feel safe and have a sense of belonging
 - o Academic opportunities: equitable access to resources and pathways that support individualized post-high school goals and increase student achievement

2. From extra-curricular to co-curricular
 - a. Not extra – not outside of the classroom, but supplement what happens within the classroom
 - b. Sense of meaning and purpose
 - c. Develop teamwork, discipline, leadership
 - d. Connection to adults leads to improved outcomes for kids
3. Current state
 - a. Great existing facilities for athletics & activities programs
 - b. Stadium: recent improvements/replacements
 - c. Secondary level: recent new builds, remodels
4. Core principles for future capital projects
 - a. Multipurpose use
 - o Invest in projects that expand “playable time”
 - a) Turf (weather)
 - b) Lights (daylight/scheduling flexibility)
 - o Projects that accommodate a variety of programs
 - a) Multipurpose field
 - b) Converting gym surface to hardwood with multi-sport lines
 - c) Storage spaces
 - b. School-wide/community benefit
 - o Projects that benefit a variety of groups (ASB, athletics, PTSA, performing arts, community rentals)
 - a) Sound system improvements
 - b) Seating/bleacher improvements
 - c) Projector screens
 - d) Turf/field improvements
 - o 663 bookings in January 2024
 - a) Community sports, local churches, city recreation, cultural groups
 - c. Safety and function
 - o Turf/field replacement: about a 10-year planned replacement life cycle
 - o Gym floor replacements
 - o Ticketing/concessions areas
 - o Seating expansion
 - d. Equal experiences across the district
 - o Consider impact of funding when recommending projects (consider including future projects at other schools)

- o Fund projects that bring schools up to the standard set at other campuses (example: MS scoreboards)

5. Questions and answers

- a. What is the status of pool opportunities for the swim teams at high schools?
 - o Answer: Boehm Pool has limited practice times and limited opportunities for meets. There is not a lot of flexibility for the district's teams in terms of hosting meets, either. Renton School District has multiple pools but that is becoming more rare.
- b. Would creating a new pool that could also be used by community be considered for the bond?
 - o Martin: The school district has had a meeting with the city. There is a possible expansion to Boehm Pool. The district potentially could collaborate with the city on that effort.
- c. Is there consideration to replace composite sand play areas with turf? This would help the ability to coach youth sports, such as little league and middle school sports.
 - o Answer: Maintenance of grass playfield is higher than for sand playfields. Years ago, the district converted grass fields to sand. To convert it to a synthetic field, you would also need to add lighting in order to get enough use out of the facility. Lighting can be an issue, as you need to go through a SEPA process. This could be considered on a future bond. Right now, the cost and time frame are outside of this bond scope.
- d. Many students were cut from the middle school basketball team this year. Why did that occur? Are there not enough coaches? Low salaries?
 - o Answer: It depends on the school. Sometimes there is difficulty in recruiting, so the school can't run the program. Sometimes there is a capacity issue related to number of coaches. There was a recent study of middle school sports that looked into this issue and created recommendations, including possibly expanding intramurals and offering coaches training for parents. We are thinking of creative ways to expand this. These recommendations should be available for the public soon.
- e. Is there a fee for community groups to rent the spaces? Putting a value on this would be important for bond committee.
 - o Answer: There are different fees for different types of groups to rent.
- f. Committee comment regarding lighting: there is community opposition for people parking after hours, etc. If field lighting does become part of the package, we need to make sure it's not controversial.
- g. Committee comment: to add on, land stewardship is really important to our high school students. Light pollution is a big problem in this region. A lot of the lights that exist in the district are polluting.
 - o Staff response: State Environmental Policy Act (SEPA) is an investigation & information gathering process. They determine if the project makes an impact on the environment and how much that is. That is a hurdle the project must run through before working with neighbors, where there is often strong opposition.

- o Newer field lighting systems focus light downward a lot more effectively than older lighting systems. Issaquah HS has a new lighting system, which has created a different environment than before.
- h. Committee member sharing feedback from community: portables for classrooms but haven't expanded ratio of athletic space.
 - o Yes, there is a very high degree of participation across the district and hopefully the committee will consider potentially expanding athletic space as well.
- i. Is there a baseline standard of what every school should have?
 - o Jordan: I am new to this position (as of August). This is something that I would like to develop so we can keep consistency across the board.
 - o Tom: new schools will have the newest features. Older facilities will have older features that will work just fine. The hope is when those features need replacement, they would be brought up to the new standard. PTSA groups sometimes will help supplement some of these items if there is no funding available from the district or building. Part of the work being done now is to identify the needs.
- j. Committee question: What is the environmental impact of the turf? Is this sustainable?
 - o Jordan: When installing the turf surface, the district focuses on the safety of the athletes using it. They also work with groups considering the environmental impact of the surface.
 - o Tom: Turf that is removed is recycled. Any new turf that is added, the products are continuously being improved upon.
 - o Rebecca Baibak: there are many different products of turf and filtration systems incorporated into the product. The value of turf fields is that they allow many more students to use them throughout inclement weather, increasing the number of programs that can use the fields.

IV. Break

V. New high school and audit follow-up – Martin Turney

- A. Selected questions from the previous meeting will be highlighted in this presentation, while others will be available in the Question/Answer document in the Teams folder.
- B. Does the audit affect the district's bond rating?
 - 1. The district recently completed a ratings review, which affirmed the existing AA+ rating. They are aware of and understood the audit. They consider many other factors including fund balance and enrollment trends.
- C. What is the process to modify spending for bonds? How could the \$46 million that was spent against the 2016 bond have been in compliance?
 - 1. There is the possibility to go to the School Board to modify the original resolution to adjust scope of projects
- D. Some projects in 2016 bond went over their initial cost estimates. Did this contribute to the audit finding?

1. No. Noncompliance with the scope was the core issue of the audit finding. However, when the project goes over the initial cost estimate, it can take away funding from other projects.
- E. What was on the list of approved 2016 projects not completed?
1. 2006 bond projects list: all completed
 2. 2012 bond projects list: all completed
 3. 2016 bond projects list: 3 projects not completed
 - a. 4th comprehensive high school
 - b. 17th elementary school
 - c. Land acquisition for Transportation
 - o Still needed and looking for possibilities. The new high school would affect routes, potentially space to park additional buses there
- F. Is it possible to make forward progress with the \$90 million the district currently has before asking for additional funding for the new high school?
1. No, district must ensure it has the funds to build project before starting. This is in the board charter.
- G. Many 2016 bond projects went over budget. If the new HS goes over budget, what happens?
1. The team has done a lot of work to create a thorough cost projection with appropriate contingency amounts to avoid this situation again. However, we cannot control all variables. There is some flexibility within the resolution to address possible cost overages. Projects will be prioritized to ensure that the most needed projects are completed first. District will be transparent with community and board if this occurs.
- H. Is there a way to prioritize the high school?
1. Currently working on a prioritized list of all potential bond request. If the bond passes, the district will focus on higher priority projects.
- I. How long will construction of new high school take?
1. If begins in March 2025 – it is important that it starts then – the project would be completed for the 2027-2028 school year.
- J. Committee members are concerned about public support for the new high school. The 2022 levy barely passed. Can this be separated from remaining bond items?
1. The bond committee can explore this as a group discussion. Group can explore this and consider recommending it to the superintendent.
- VI. Districtwide initiative: Secondary Innovation & Career and Technical Education – Julia Bamba & Lisa Neighbours
- A. Julia Bamba: Principal on Special Assignment leading Secondary Innovation
 - B. Lisa: District CTE director, overseeing elective programs in MS/HS
 - C. Purpose
 1. Learn about key information to inform future direction
 2. Gain an understanding of innovative work and ideas generated to date
 3. Connect these ideas to facilities and buildings
 - D. Viewing of “Most Likely to Succeed” documentary trailer

1. Help generate what school can be like for our students
- E. Secondary Innovation
1. Innovation in education
 - a. Creative effective ways to enhance education experience for all students
 - b. Make learning engaging, accessible, personalized
 - c. Ultimately leads to improved outcomes and experiences
 - d. Innovation can be small scale or large
 2. What problems do we need to solve and why innovation?
 - a. Need a system that engages all students in relevant and real-world experiences to build a strong foundation for future success
 - b. Go from great to greater
 - c. Make sure students have access and choice
 3. History of Innovation at ISD
 - a. District has been innovating since opening
 - o 1911: first 3 graduates of school district were an inspiration to the community
 - b. TEALS (Technology Education and Literacy in Schools) program started at IHS and expanded to hundreds of schools nationally
 - c. ISD has a strong legacy of education, not trying to completely change this. But need to keep up as the world is changing
 4. Future of education
 - a. Top skills for 2025 from world economic forum include analytical thinking, technology use, leadership and emotional intelligence
 - b. Workforce and wage data – importance of livable wage
 5. Activity: explore data sets, table discussion, share ideas
 - a. Committee member comment: Wondering if innovation is not necessarily needed – is it the right priority? Maybe needing flexible spaces? There is a capacity issue right now, as not all students can access the existing programs. For example: her son was in a lottery for Sci Tech program, for which there was high interest and demand.
 - b. Committee member observation: Believe that education is changing at a faster pace than ever before due to AI and technology. District must innovate so we're teaching kids things that are still relevant once they graduate.
 - c. Need to stay current but also consider students who this might not be the best fit for. There is also a need for hands-on programs, such as cooking or woodshop. Some students will also be going into the trades, so the district needs to provide options for them as well.
- F. Engaging with our community
1. Engaging with community and the students within the schools, teachers, in order to serve all of the students within the community
 2. Work completed:
 - a. 126 Empathy interviews: one on one conversations with community

- b. School tours
 - c. Focus groups: interviews with 40 people
 - d. Community design sprints: brainstorming event
 - e. Bond Advisory Committee
- 3. What are we hearing from the community?
 - a. Preserve district's strengths while innovating
 - b. Relevant and real-world learning opportunities
 - c. Seamless learning between schools, businesses, and community
 - d. Student choice and agency over learning
 - e. Connections and relationships between students and adults
 - f. Collaboration and creativity to solve problems
 - g. Prioritizing student well-being and belonging
- G. How can innovation happen in the ISD?
 - 1. How students learn: flexible schedules, inter-disciplinary approaches
 - 2. What they learn: Graduation requirements, content and curriculum
 - 3. Climate in which they learn: Student voice and agency, Learning spaces and environments
- H. How do buildings and learning environments support innovation?
 - 1. Multiple types of learning going on in the same space
 - 2. Rethinking how traditional classrooms can be set up
 - a. Open, collaborative spaces and makerspaces
 - b. Learn in the classroom and access to others. Work with their hands
 - c. A space created for one purpose can be used for other purposes, too
 - 3. Large, agile, flexible spaces foster innovation
 - a. Performing arts center and commons – might be underutilized if set up only for that purpose
 - b. Bleachers could move back to allow for robotics competitions, gym courses, engineering courses
 - 4. Accessible and inclusive learning spaces
 - a. Tie to special services; meeting the needs of all students
 - b. Color, quiet spaces, a smaller scale subspace within a large space
- I. Innovation through Career and Technical Education
 - 1. What is CTE and how does it connect to goal of students building a foundation for their futures?
 - a. Courses prepare students for workforce across a wide range of industries and occupations
 - b. Examples: business and economics, metal fabrication, culinary arts
 - 2. What drives CTE?

- a. Overlap between student career goals, student interests, and projected employment demand
 - b. Data suggests students will have jobs that we haven't even heard of yet
 - c. Livable wage is also an important criteria, particularly in this area of the country which is expensive
- 3. Career clusters inform course offerings
 - a. Cluster: Overview of categories of jobs
 - b. Within that, cluster pathways are subclassifications
 - c. Course offerings are more specific within the pathways
 - d. Middle school career clusters: hospitality, health science, information technology, STEM
- 4. Career pathway
 - a. Individual student's path to get to a goal
 - b. Sequence or courses/training which leads a student to a future career
 - c. Courses, certifications, training through military, apprenticeships, community or technical college, 4-year college degree
 - d. Example course offerings within Human Services pathway: Child Development, AP Psychology, Teaching Academy
 - o Would help a student decide if they are interested in pursuing psychology as a degree
- 5. Enhancing CTE opportunities across all high schools
 - a. Many great options exist; how do we go from great to greater?
 - b. Sample pathways that could be explored from CTE and Secondary Innovation
 - o Data: focus on high demand careers in WA (WA STEM dashboard reference)
 - o Health Sciences Expansion
 - a) Great sports medicine programs in our high schools
 - b) Facility upgrades and remodels could add nursing and pharmacy
 - o Information technology expansion
 - a) Currently offer cybersecurity in a virtual environment
 - b) Bond could add networking server racks and spaces for students to learn how to build and protect computer networks
 - o Manufacturing and STEM expansion
 - a) Strong intro to engineering course offered
 - b) Add a stronger manufacturing aspect to that, more the hands-on aspect of this
 - o Architecture & construction expansion
 - a) Construction management, pre-apprenticeship programs

- b) Facilities for EV and automotive repair with ASE certification (obtain job directly from high school)
 - o Agriculture, food, natural resources
 - a) Agriculture and sustainability courses
- c. CTE Questions and answers
 - o Committee member question: Is it better to distribute these opportunities across the high schools or consolidate them into a skills center that all the students can use?
 - a) Students in different high schools have different focuses. There are also some legislative requirements around building a “skill center.”
 - b) Engaging with the students at the schools helps determine the interests and where specific programs might go. The potential new high school has the opportunity to add space for additional programs that aren’t currently being offered at the schools
 - o Committee member question based off of student panel information: Many wanted real-world experiences. Is it the right investment to build facilities? Do we focus on creating connections in the community to link them to opportunities that already exist in the real world? Maybe we don’t need to build something?
 - a) Yes to both. We should build things for students to give them entry-level training and also connect them with real-world opportunities in the community.
 - b) Also keep in mind two of the high schools are very overcrowded. The district has one very robust internship program. It takes a lot of connection and coordination.
 - o Outside of Gisbon Ek, what is the district doing to change the graduation requirements? There are few opportunities for electives for students on a college prep track.
 - a) Graduation requirements for each ongoing class are revisited periodically. With the 7-period day, unless the student is music or language focused, they should have an opportunity for electives. Encourage to talk with high school counselor to determine what is prohibiting that selection.
 - b) In general, though, how do we open up options? Are there levers we can pull to expand opportunities for students?
 - o Of all the career pathways offered at the secondary level, is there consideration given to removing some if there isn’t enough student interest?
 - a) Courses are reviewed each year to determine if they are still relevant to the workforce. The primary driver of what is offered each year is student interest. There needs to be enough student interest to run the course.

J. Headlines survey – rank headlines from highest priority

VII. Closing and exit tickets

A. Next meeting: March 26