



Bond Advisory Committee

Meeting Minutes

Meeting 8: April 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 by May 14, 2024.

- I. Welcome and Land Acknowledgement
- II. Opening and Outcomes
 - A. Objective
 - 1. Develop consensus around selected scenarios.
 - B. Addressing Multiple Bonds on Same Ballot
 - 1. History of districts running multiple bonds dating to 1990s: of the 17 examples, 8 had 1 pass and 1 fail, the rest were double failures.
 - C. Minutes from April 16 Meeting – approved without changes
 - D. Dr. Harlan Gallinger, President of the School board, thanked the committee for their work
- III. Revisiting our Learning
 - A. Innovation/CTE – Julia Bamba
 - 1. What we hope to accomplish through innovation in Issaquah.
 - a. We have been hearing from our students and the community about the desire to honor the strong legacy of academic programs and experiences.
 - b. We would like to continue to innovate and find new ways to serve all students in the district, so they can seamlessly connect to their future.
 - 2. Going from great to greater: why innovation in Issaquah?
 - a. Innovation makes learning more accessible and personalized, improving outcomes & experiences for all students.
 - 3. Revisiting Questions posed by the Bond Committee
 - a. How is CTE different from innovation?
 - o Innovation is about how and what students learn, and the environments in which they learn. CTE is one area of innovation where students get experiences about what they might want to do in the future.
 - b. How does innovation impact our elementary students?

- o The current focus is on high school and middle school because these students are launching into the world, and we need to make sure they are prepared for that next step.
- 4. Levers for Innovation
 - a. How students learn, what students learn, climate in which they learn.
- 5. How does bond support opportunities for innovation?
 - a. Addition of New High School reduces overcrowding which creates opportunities:
 - o Opportunity to design classroom spaces differently.
 - o Better able to create a welcoming environment, which can be a challenge if the focus is simply fitting in the required number of desks.
 - o Use spaces for what they are intended for (staff rooms, conferences rooms, career centers have been repurposed).
 - b. Districtwide needs including well-being and building modernization.
 - o Meet all the needs of all students.
 - o Improve acoustics, consider sensory-friendly rooms that meet diverse needs.
- B. Restroom Upgrades: A Restroom That Works
 - 1. What: language and definition.
 - a. Supports all, regardless of identities, abilities, backgrounds.
 - b. Provide a functional, safe, non-discriminatory and supportive environment.
 - c. Meets basic needs and expectations of privacy, cleanliness, and supporting basic functions.
 - d. Single-stall restrooms are not just about gender; they are also a representation of a commitment to inclusivity.
 - e. There is a spectrum of solutions, especially in a retrofit scenario with learning curve for users.
 - 2. Why: Impact and Examples
 - a. "If we are to solve problems at an individual level and gain a greater understanding of the issues humanity faces, we must develop compassion and empathy to make decisions that meet the need of everyone, not just ourselves." Jeremy Sutton
 - 3. How: Considerations
 - a. Cleanliness, amenities.
 - b. Access, located off main path of circulation.
 - c. Recommend, at least one restroom per building level.
 - d. No gender designation.
 - e. Accessible for all.
 - f. Complete privacy with fully enclosed toilet compartments and full height partitions.
 - g. Safe and welcoming.

4. Examples and Discussion

- a. Examples: vary by grade level, location in school, no one size fits all; details matter.
 - o Swift Water Elementary School in Gig Harbor, WA: new construction, single occupant toilet stalls with external sinks, clear visibility to the classrooms.
 - o St. Paul Public Schools: retrofit, corner walls removed, located at a crossing of corridors with good sight lines and supervision.
 - o Grant High School, OR: two entryways into the space with a variety of toilet rooms. Some accessible restrooms with sinks inside.
 - o Leota Middle School, Woodinville WA: project in design, includes single occupant toilet stalls, shared sink areas, can see across sinks to the toilet stalls. Windows above stall to see if there is an occupant.
 - o Cheldelin Middle School: windows above doors, bright colors, signage is clear.
- b. Pair and Share, constituents sharing out:
 - o The restroom presentation changed my mind about what the intent of restroom upgrades was. The wording of the proposal should change. Bathroom renovation is preferable language to gender inclusive restrooms.
 - o Question about cleanliness: students don't always choose to use the bathroom at school. If both genders are sharing a restroom, how does that work?
 - a) One advantage of this method is you can block off a single stall if it becomes unusable. You also need to create expectations as a district around appropriate bathroom behavior.
 - o I agree that the focus on safety, privacy, and visibility is better than leading with the gender issue.
 - o Are we talking about implementing this in every bathroom? At elementary schools?
 - a) The district needs resources available to upgrade their facilities. This is a toolkit of strategies to begin implementation. There is not a singular approach to implementation at every building.
 - b) Potentially prioritize high, then middle, then elementary schools. The strategy could be as simple as changing signage but if the needs increase, then we would need to increase the investment and level of intervention.
 - o A private restroom can accommodate a wide range of individuals with varying amounts of abilities or identities, or private medical issues. The zoom out conversation felt important, since we are trying to help all people despite any reason. Everybody will feel more comfortable.
 - o When we first discussed this as gender neutral restrooms, this felt concerning: if there is no visibility, is there potential danger. The visuals presented made it very clear that there is very high visibility, and the spaces are comfortable and inviting.

- o If it isn't about gender, we should also prioritize elementary schools. There is vandalism and a need for privacy at these facilities too. There are more elementary schools in the district than the others so addressing this later feel concerning.
- o Inclusive and privacy: at Beaver Lake Middle School, many kids use the nurse's bathroom for religious reasons, to adjust a hijab or change for P.E. This would benefit the school for this reason as well.

IV. Tax Impact Analysis

A. Recap, Information from Piper Sandler Presented at Meeting #5

1. If there is no new bond authorization – the existing debt is paid off mostly or fully in 2033.
2. Projected tax rate of \$3.43 for a \$650M authorization.
3. Bar graph showing existing debts and adds new debt based on bond authorization – in 2030, we will begin to have conversations about a possible new bond authorization.

B. Estimated Tax Amount Comparison

1. 2030: likely timing of consideration of next bond authorization.
2. Assumes district continues to renew other levies.

C. Questions

1. How long is the bond issuance?
 - a. District begins to sell bonds year over year for approximately 4 years; likely paid off by 2037.
2. EP&O – why is this decreasing?
 - a. The estimate considers there may be a slight decline in enrollment in the future, among other things.
3. What if Someone Asks: if we vote for this bond, how much am I paying in taxes?
 - a. It will increase a larger amount next year and then increase by a smaller amount each year moving forward.
 - b. If there is no bond authorization, they will pay more next year anyway. There is already a built-in increase to the tax bill year after year. There would be an incremental tax increase year after year due to the bond authorization too.
 - c. There will most likely be inflation between 2024 to 2032, so a dollar will be worth a different amount.
 - d. All of these are project numbers based on a 5% increase in assessed value; there is not an exact number to tell people what their taxes will be. The estimate is they will pay approximately \$20 more dollars per month. If their assessed value goes up, it will go up a little more the following year. The further you get away from the current year, the more uncertainty there is in the projection.
4. 24 cents is the approximate estimated tax rate increase. Each person can apply this to their assessed value of their home.
5. We need to reframe this conversation: taxes are not bad – we pay them for a reason. We want to improve our schools and have police and fire services. We need to switch the narrative. I want to invest in our schools, and we know it is a good thing for us to do. We should focus on promoting why we are paying taxes.

6. Does the tax rate go down over time as the tax base goes up?
 - a. We cannot predict the assessed value of properties in the district. The tax rate isn't going to remain perfectly steady. If there are new properties added to the district, that also lessens the tax burden.
 - b. To clarify: the district is asking for a total amount from the community, not a specific amount from each individual.
7. As a child who has only paid taxes for one year, it seems like there will be an increase in property taxes no matter what. When you're talking to other people about the increase due to the bond, focus on the benefits that come with those payments and the reasons they are there. People want to know where their tax payment is going toward. This is an investment in the community.
8. Yes, present this as a benefit. This is a win rather than a loss. The quality of living in the area is going up. The bond will provide many benefits to the community at a small amount – it offers high value.

V. Break

VI. Scenario Refinement and Consensus

A. Scenario B – from previous meeting

1. Menti poll showed this scenario as the preferred from last meeting.

B. Refined Scenario B

1. Removed future bond/levy column, rounded the dollar amounts for simplicity.
2. Grouped Early Learning and Transportation Land under a single category.
3. Water bottle filling stations moved to Student Support & Well-being.
4. Modified reference to restroom upgrades.
5. Notes added for additional clarity.
 - a. Some projects have a built-in project management cost.
 - b. Clarity that the scenario will be brought forward to the superintendent.
6. Questions
 - a. Does the school district currently have access to Narcan? This might be considered part of Safety and Security.
 - o This is included in the AED receptacles in the nurse's stations and usually the security staff have it as well. We can obtain this typically at no cost to the district.
 - b. Revise the note: "proposed" should not be before "monitoring" – monitoring will happen, proposed to be undertaken by the Committee.
 - c. Thank you for refining this scenario a little bit. I was talking with school leadership: if Scenario B didn't pass, the backup option would be Scenario A. If Scenario B doesn't pass, Scenario C doesn't feel like a good option. I'm thinking Scenario A could be my preferred scenario now and I'm curious if anyone else feels the same way.
 - d. I agree with this comment: if Scenario B is what we want, do we need to include more buffer as a backup?
 - o I have heard from someone working in another district who reflected on their experience with this process. They said: we need to think as a community if we are proposing what we need. If the bond doesn't

pass, is it because it wasn't what we needed, or because we need to tell our story better?

- e. What else will be on the ballot and how will this impact a yes/no vote?
 - o We don't have that information available at this time. If this is what we need and it is good timing for us, we should keep that in mind.
- f. Athletics investments – what is that for?
 - o This includes returfing fields that are nearing their life expectancy, as well as field lighting at some middle schools. Unsure if this includes new turf areas. Includes turf at baseball fields in high schools. Lighting is difficult at high schools due to neighbor resistance.
- g. CTE remodel: are there specific programs intended at the various schools?
 - o Some existing programs would be expanded. The woodshop at Liberty High School is very crowded and is a popular elective. More space is needed for some of those existing popular programs.
 - o We have run a ThoughtExchange to get student input and are also looking at what the future workforce needs. Some top needs will be health sciences, architecture and construction, I.T. and cybersecurity.
- h. Will these visuals be visible to the community on the ballot?
 - o No, but all this information will be available on the Bond Committee website. Some information will be pulled out onto flyers or announcements.
- 7. Graphics showing breakdown by age level.
- 8. Maps of the district showing types of investments in each facility and degree of investment throughout the district.
- 9. All-in-Ones would show a more detailed school by school breakdown.
- 10. Menti poll
 - a. Why folks are comfortable recommending scenario B:
 - o It captures our main asks and needs.
 - o Has everything needed.
 - o Has some of what we want without being greedy.
 - o Comprehensive; general consensus of the group.
 - o Balanced but not excessive.
 - o Staying ahead of Clean Buildings Act timeline.
 - o Priorities align with strategic plan and reflect community needs.
 - o It benefits the students and community and is reasonable.
 - b. Why folks are not comfortable recommending scenario B:
 - o Greater need than ask.
 - o Prefer option A.
 - o Equally comfortable between A and B.
 - o Nervous given recent pass rates.
 - c. What else do you want the Superintendent to know?

- o Narrative is important.
- o Thank you for including us.
- o Focus on safety and empowering the students.
- o Bond oversight committee is a must.
- o A list of funding priorities could be helpful for bond passage.
- d. How likely are you to recommend Scenario B to a friend/colleague?
 - o 31 total on the 9/10 scale out of 51 participants.

VII. Sharing our Learning & Rationale

- A. Reflect on the learning we have done as a group.
- B. Words from Superintendent Heather Tow-Yick.
 - 1. Thank you for the big brains in the room. I believe we can do hard things and maintain a level of excellence in serving our students and make the shifts needed to prepare our students for the world as it changes. That will take support and hard work. Thank you for being present for the eight meetings. It has been a benefit to ourselves and to others that we have learned through this process.

VIII. Closing

- A. Exit Ticket.