BOND UPDATE #52

03.20.20

In the midst of unprecedented times, I must pause to acknowledge that, although schools across Washington State are closed through April 24, our team has continued to move forward with our bond project with the help of remote work and video conferencing. Here's what's been going on this week:

1. Our Project Manager, Heidi Hansen with CSG, is working on a summary of the items identified by the engineers during last week's Value Engineering workshop. The goal of a Value Engineering session is to find ways to decrease costs and increase operating efficiencies of the new building. Heidi and the District Executive Steering Committee are also reviewing the Bond Oversight Committee mark-ups, which includes their own Value Engineering items.

2. Dykeman Architects is set to complete the Schematic Design (SD) booklet within the coming days. Completion of the Schematic Design phase is a major milestone and includes a site plan, floor plan, elevations, and outline specifications. The District will review the SD booklet and send it back to Dykeman for further review and revision based on District guidelines. Spatial and design coordination will continue.

3. The Educational Specifications (Ed Specs) are in the final stages of completion, and we expect to make that document public very soon. You may remember from past weeks that I told you that the Ed Spec document details how specific spaces in the building (like science labs, counseling offices, social studies classrooms, etc.) will be used. Here is a description of our Ed Spec document taken from the document itself:

   Educational specifications are a prerequisite to the planning and design phases for new educational facilities and play an important role in ensuring that a facility will adequately support existing instructional requirements and adapt to future needs for the next thirty to fifty years. This educational specification is unique and represents a compilation of the vision, guiding principles, and detailed requirements contributed by various stakeholders for the new Ferndale High School. Specifically, the document incorporates guiding principles developed by a Design Advisory Committee (DAC), general project considerations developed by administrative staff, a numeric program developed by the executive committee, and detailed space requirements developed with the assistance of staff and administrators. Dykeman Architects, in partnership with Ferndale School District, facilitated a series of community forums, open houses, DAC meetings, middle school outreach activities, high school classroom visits, and focus group meetings with staff. Activities were designed to inform the educational specifications and included school tours, large group and small group brainstorming activities, and building and site adjacency exercises. This feedback will provide the design team with insight into the important vision, goals

and detailed requirements for the school design. This educational specification includes goals and objectives, proximity requirements, space requirements, and detailed requirements for each program area. The information provided includes targets and goals, not necessarily commitments. The result will be a project that maximizes collective desired outcomes and supports best practices for student engagement and learning while balancing budget and schedule constraints. Some of the desired outcomes may be realized in future phases of design and construction, as identified in a master plan for the overall campus.

4. Dykeman has begun test fitting our Career and Technical Education shop space based on information gathered from FHS shop teachers. Dykeman will continue work with the team at Ferndale High School in the coming weeks to finalize these spaces.

As always, feel free to reach out to me with any questions of comments.

Linda