



*Ferndale School District  
Bond Task Force*

# **Final Recommendations Report**



## Background

Ferndale School District (District) is currently comprised of two high schools, two middle schools and six elementary schools, serving approximately 4,700 students. The District will close Windward High School at the end of the 2018 school year. The District also has two closed elementary schools (North Bellingham and Mountain View).

Many of the schools in the District are aging and in need of repair. Since the last successful bond measure was passed more than 10 years ago in 2006, major maintenance needs have arisen, including updating electrical systems and heating, ventilation and cooling systems. A comprehensive facilities assessment in 2010 noted that many of the District's schools need either renovation or replacement. The District last ran a bond in 2014 to rebuild all of Ferndale High School, but it was voted down.

The District has been listening to citizens and considering various scenarios to address the District's school facilities based on their feedback. In April 2017, the School Board (Board) decided to develop a bond package, still primarily focused on renovating Ferndale High School, to put before voters in November 2018. To make sure the bond reflects the values of the Ferndale community the Board asked the District to convene a Bond Task Force of community members to provide input into the development of the total bond package. To ensure the Task Force's work was independent and directly reflected its members' interests and values, the District engaged a third-party neutral facilitator.

## Convening the Community Bond Task Force

The District invited Ferndale community members, including staff, parents and students, to study the District's facilities and work to develop project recommendations, for a bond to present to the Board. The District distributed information about the Task Force via the District website, a newsletter to the Ferndale community, face-to-face invitations, and posts to District social media accounts. Anyone who was interested in participating in the Task Force was invited to attend meetings from October to February 2018. The attendees at the first meeting of the Task Force suggested additional interested parties to invite, to ensure broad and diverse community representation.

### Did you know?

- Ferndale School District had an **80.4%** graduation rate in 2017
- **45%** of Ferndale High School graduates go on to a two-year vocational or technical program
- During the 2016 – 2017 school year Ferndale School District reduced its chronic absenteeism rate from 22.3% to **19%**
- **37%** of Ferndale School District's students come from ethnically diverse backgrounds

## Task Force member roster and interests

The table below reflects all the Ferndale community members who participated in Bond Task Force Meetings and their self-identified interests.

\* Indicates participation in the communications sub-committee    ♦ Indicates participation in the recommendations sub-committee

Task Force Member	Interests
Jamie Albrecht	Community member
Bob Baumstark	Community member
Wendy Beebout	Community member
Julia Besola	Community member
Joy Born ♦	Ferndale School District classified school staff, community member
Victor M Boulos	Community member
Anne Bower	Community member
Faye Britt ♦	Ferndale School District Principal, community member
Michael Britt ♦	Property owner, voter, public education advocate
Dustin Brittain	Community member
Scott Brittain	Community member
Terry Brown	Community member
Tami Clark	Community member
Riley Cornelsen	Property owner, parent
Kristen Cox	Ferndale School District classified school staff
David A Curuos	Community member
Kendra Cristelli	Community member
Aurora Davis	Community member
Kristie Edwards ♦	Community member
Edwin Elefson ♦	Ferndale School District employee, employee, parent, property owner
Rusti Elefson ♦	Community member, parent, property owner
John Fairbairn	Community member
Connie Faria*	Community member
Maralise Fegan ♦	Community member
Rob Fickeisen	Parent
Peter Finstuen	Community member
Hugh Foulke	Community member
Dustin Griffin ♦	Community member
Mai Chi Griffin	Community member
Tina Harmer	Taxpayer, parent, Ferndale School district classified staff

Task Force Member	Interests
Gordon Harmer	Community member
Donny Hennig	Community member
Gregg Heyne*	Retired, parent, property owner
Aanikka Hodges	Community member
Lesli Higginson	Property owner
Kathy Hopkins ♦	CTE advocate
Nicole Inman	Parent, property owner
Denise Kamschulte ♦	Property owner, voter, classified school staff
Ryan Kimball	Community member
Kellie Larrabee	Community member
Bud Larson* ♦	Retired teacher, parent
Wendy Lawrence ♦	Community member
Sarah Lenssen	Parent, Ferndale School District classified school staff
Cindy Lower	Ferndale School District special education
Jake Locker	Community member
Joe Lupo* ♦	Community member
Taylor Lupo	Community member
Dawn Martin	Community member
Joey McAlpine ♦	Community member
Doug McDonald	Parent, renter, land use planner, community member
Bruce McKay	Community member
Audra McLain	Parent, community member
Sandi McMillan ♦	Parent, special education
Steve Menefee	Community member
Connie Miller	Certified volunteer, parent, law enforcement
Damian Miller	Community member
Tasha Miller	Community member
Amy Nylen	Parent, Ferndale School District teacher, property owner
Jamie Plenkovich ♦	Ferndale School District Director of Maintenance and Facilities

Task Force Member	Interests
Sydney Randall	Community member
Cathy Raymond ♦	Parent, property owner
Ken Rehberger	Community member
Julie Rice	Community member
Chad Schmitt	Community member
Katrina Schmitt	Community member
Catherine Schuman	Community member
Al & Mary Seaton	Property owner, school initiative supporter
Nicole Smith ♦	Community member
Annika Splund	Community member
Charmel Solomon	Community member
James Taylor	Community member
Terry Terry*	Retired, property owner, voter, community advocate
Brandi Tilton	Community member
Kimberly Towle	Community member
Shauna Torretta ♦	Property owner, FFA volunteer, voter, CTE advocate
Tony Torretta	Community member
Dennis Tucker	Community member
Eric Tripp	Community member
Patrice Valentine	Community member
Ryan Valentine	Community member
Jeremy Vincent ♦	Ferndale School District Principal, parent, community member
Garin Wallace*	Parent of Ferndale High School student
Wendy Wasisco	Community member
Ryan Welch	Community member
Erin Williams ♦	Community member
Candice Wilson ♦	Community member

## Values and guiding principles

Based on guidance from the Board and in collaboration with the District, the Task Force developed a Charter (See Appendix 1) that detailed the roles and expectations for the Task Force. The charter stated the following purposes for the Task Force:

- Consider the age, conditions and capacity of school facilities as well as current and projected community needs.
- Learn about the District's work to date on long-range facilities planning.
- Consider the District's many facilities projects and recommend a facilities bond project and cost list that reflects the needs of the District and the community's values and priorities.

The Board set certain guidelines for the Bond Task Force's recommended project list. Some of these guidelines were later adjusted at the request of the Task Force:

- Total bond package must be under \$100 million.\*
- Ferndale High School must be included in the project list as a signature project.
- To meet the timing requirements for a November 2018 ballot measure, the Task Force's recommended bond project list must be delivered to the Board by the beginning of February 2018.

A sub-committee intended to dive deeper into details about District facility needs was included in the Charter to support the work of the Task Force. Through discussions with the Task Force, the sub-committee was divided into two sub-committees so that more attention could be paid to specific issues:

- The recommendations sub-committee would dig deeper into details about District facilities' needs and costs, and frame draft recommendations for the Task Force's consideration.
- The Communications Sub-Committee was to advise the Task Force on recommended communications messages, methodologies and audiences.

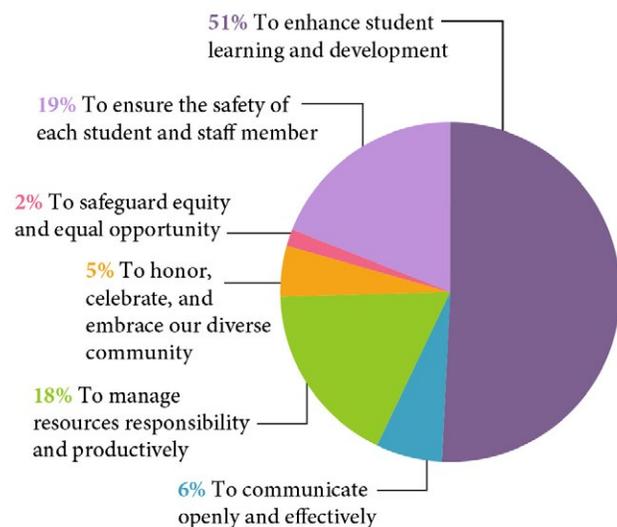
At its first two meetings, the Task Force discussed its shared values. Based on these values, the Task Force developed and approved the following principles to guide its work and recommendations development:

- Developing a bond project list should be a transparent and inclusive process that builds trust between the Ferndale community and the District.
- Ferndale community preferences should guide development of the bond project list.
- The bond project list should be forward-thinking and adaptable to changes in the Ferndale community.
- The bond project list should be realistic, financially responsible and cost effective.
- The bond project list should consider the needs of a diverse body of students and provide them all with opportunities for success.

\* A key issue discussed by the Task Force in its early meetings was the \$100 million limit the Board placed on the bond package. Intense dialog led the Task Force to the conclusion that the limit could present an artificial barrier to recommendations. Their rationale was that the Task Force should closely examine all the District's facilities needs, develop spending priorities based on community and Task Force values, and let those needs determine what a reasonable, financially responsible and cost-effective bond package should be. The Task Force requested the removal of the dollar limit and the Board agreed.

### Community Survey Feedback

What is the most important to you when it comes to education? (select one)



*“My most significant moment came during the first communications sub-committee meeting when the dialogue was centered around the failure of past bonds and the dollar amount that the Task Force needed to deliver for this bond effort to pass. We were talking about line items in a budget, which is important, but I felt that we needed to put a face on the line items. We need to personalize this discussion...identify who benefits - students, community, future generations. We were just learning about the school district’s needs. We requested the removal of the bond dollar cap that the school district board had set so we could work more freely on identifying the needs.”*

— Bond Task Force member

Force meetings (six) came to a close, the Task Force asked the Board for more time to complete important discussions and find the most durable agreements possible. Two additional Task Force meetings were added to the schedule and the delivery of the Task Force’s final recommendations to the Board was postponed until March 27, 2018.

*“I realized after the second Task Force meeting and a couple of school tours that this conversation was more complicated than just fixing one school facility. The school district needs are greater than a reasonable bond request can fulfill. The topic is important on so many levels to so many people that more meetings were necessary for us to deliver a good product. And many of the Task Force members agreed.”*

— Bond Task Force member

## Task Force work

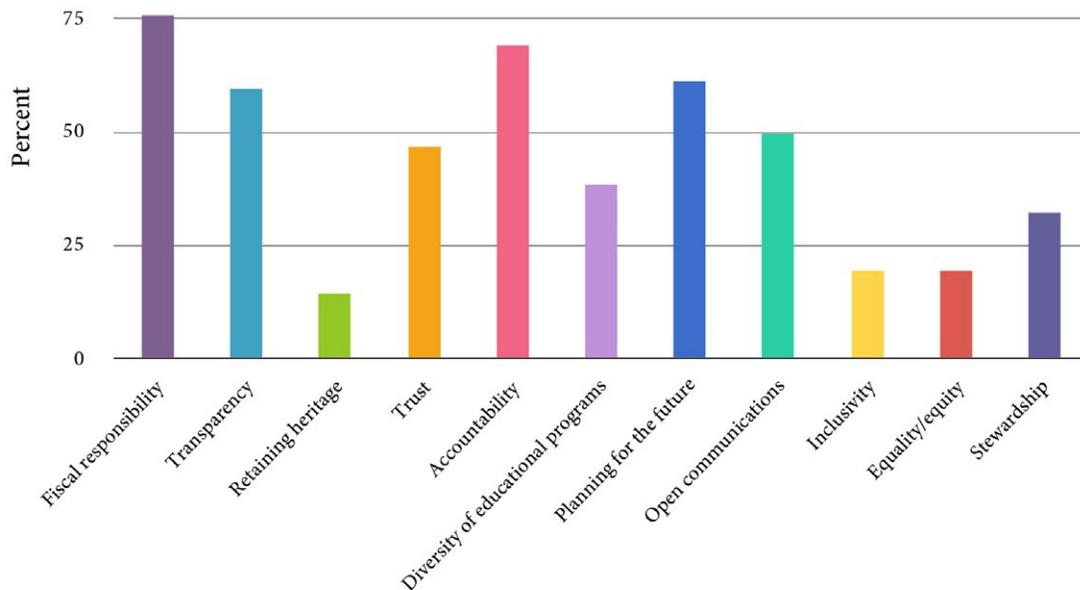
The Task Force met eight times between October 2017 and March 2018. Throughout this period, the Task Force evaluated information and existing conditions for facilities. Penny Mabie, the neutral, third-party facilitator, guided the group through the information-gathering and decision-making process, ensuring all members were given the chance to share their opinions and feedback with each other and the District. Penny also tracked the group’s preliminary recommendations and other emerging policy issues throughout their work. As the scheduled number of Task

Force meetings (six) came to a close, the Task Force asked the Board for more time to complete important discussions and find the most durable agreements possible. Two additional Task Force meetings were added to the schedule and the delivery of the Task Force’s final recommendations to the Board was postponed until March 27, 2018.

Between October 2017 and March 2018 the communications sub-committee also met three times and the recommendations sub-committee met twice. The sub-committees helped frame full Task Force discussions. The communications sub-committee developed talking points and tools for sharing information about long-term facilities needs with Ferndale community members in advance of the November 2018 bond. The recommendations sub-committee explored detailed information about facilities needs and helped plan the Task Force process on narrowing bond recommendations to the Board.

## Community Survey Feedback

What principles do you think should guide Ferndale School District’s facilities decisions? (select all that apply)



During Task Force discussions there were some common themes:

- **School safety.** Early in the recommendations process the Task Force identified safety as an important driver for their recommendations.
- **Equity across schools.** The Task Force had several discussions about whether the bond measure should be focused only on the high school or if it should include addressing needs at other facilities in the District. While it wasn't a unanimous decision, most Task Force members felt it was important to consider needs at all schools in the District and recommend projects that helped a variety of schools, not just Ferndale High School.
- **Transparency.** The Task Force felt that to strengthen trust in the Ferndale community the District needs to maintain open communication with Ferndale community members and include them in the decision-making process.

Early Task Force meetings focused on education about facilities processes, needs and funding.



## Enrollment and classroom capacity

Enrollment describes the number of students who attend District schools. School or classroom capacity describes how many students a school can hold. It considers the number of classrooms in a school and the number of students in each classroom. Capacity depends on class size, the spaces needed to provide required programs (e.g., all-day kindergarten or special education) and resource space needs (e.g., music rooms or teacher planning spaces).

The District tracks area development, birth rate and other factors that affect enrollment projections. Along with current enrollment trends, these statistics help the District project how many students will be enrolled in Ferndale Schools up to five, 10 and 20 years ahead of time.

Using these enrollment projections, the District then projects the number of classrooms and schools it will need in the future. This capacity projection also considers the District's Level of Service

standards, or guidelines it uses for classroom size, common space and other building features.

Based on the District's projections for future need there is not currently a capacity problem. However, there is crowding at Ferndale High School in virtually all shared spaces. Spaces like the cafeteria and the gymnasium are too small to accommodate all current students. For example, the high school does not have a space large enough to gather the full student body together at one time.

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*"I was surprised to learn that despite increased population projections [as shown in the Whatcom comprehensive plan] for Ferndale in the next twenty years, enrollment is expected to fall off slightly."*

*— Bond Task Force member*

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## Facilities needs – conditions

The condition of school facilities also determines the need for new or renovated schools. As school facilities age, they eventually need to be renovated or replaced so planning must also account for aging facilities.

The Office of the Superintendent of Public Instruction (OSPI) evaluates and tracks building conditions across the District using a web-based system called the Inventory and Condition of Schools (ICOS). This system tracks facility performance and accountability, promotes student health and safety, maintains an encouraging learning environment, seeks to extend building life, and analyzes the District's facilities, operations, and needs.

The OSPI designates ICOS scores on a scale with scores of unsatisfactory, poor, fair, and good. As of the 2016-17 academic year, the District has 11 poor facilities, six fair facilities and one good facility. At Ferndale High School, all of the buildings are in poor condition except for the Performing Arts Center (fair), cafeteria (fair) and the weight room (good).

## Financing school construction

The Task Force learned about the District's past efforts to reduce cost while maintaining facility quality. The Task Force then reviewed typical cost breakdowns for school facilities: 60 percent of the cost goes to construction and infrastructure, while 40 percent goes to costs such as architecture fees, furnishings and permitting. Ten percent of the cost also goes to sales tax. Compared to homes or office buildings, school facilities are expensive to build. Federal and state requirements on the design of schools, and the requirement to pay the prevailing wage for work, contribute to their cost.

School construction projects are funded primarily through state and local sources. The state funding source is called the School Construction Assistance Program (SCAP), and the most common local source is a bond measure. To receive state funding, the District must be eligible\* and have already secured local funding, usually through a voter-approved bond measure. The state legislature must also approve school facilities funding.

*\*Eligibility for state funding is determined by capacity needs and building condition.*

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*“My defining moment came early on when I realized a large portion of the attendees at the Bond Task Force meetings were previous no voters but were willing to stick it out and put in the hard work together and create a detailed package to take out to voters.”*

*— Bond Task Force member*

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## Community Input

The Task Force sought to keep the greater community updated throughout the process. The District regularly posted updates and Task Force materials on their website. Task Force members were encouraged to share the progress with their communities, and members of the public were welcome to observe or participate in Task Force meetings.

The District supported development of a website for the Task Force, so the Task Force could communicate their work directly to the community and solicit community feedback. This site, which will be live until November 2018, includes information on the Task Force, summaries of Task Force discussions and an overview of the Task Force’s work to come to recommendations for the Board. Two online community surveys were also posted on this site for community members to provide feedback on questions the Task Force considered.

The Task Force received the following feedback (See Appendix 2 for full survey results):

### Feedback about remodeling and rebuilding Ferndale High School

- Observations that the heating and cooling systems at the high school are not working correctly.
- Observations that many buildings and classrooms at the high school are in disrepair.
- Requests to increase the size of the Performing Arts Center (PAC).

- Concern about maintenance needs at the PAC, including problems with leaking.
- Questions about the capacity of Ferndale High School relative to growth in the District.
- Suggestions to build a second high school to accommodate growth.
- Request to improve programming and educational materials at Ferndale High School, not just the buildings.
- Questions about the need to rebuild the cafeteria, weight room and gym.
- Concern about building new school buildings while kids are trying to go to class.
- Concern about losing District history by tearing down Old Main.
- Concern about trust between the Board and the Ferndale community.
- Concern that the Board won’t use bond funds appropriately.
- Concern that the next bond won’t pass because trust is so low.
- Suggestions for the Board to address community mistrust directly to help pass the next bond.

### Requests for more information

- Explain plans for closed schools and the purpose for selling property that was meant for a new school.
- Provide more financial information to the Ferndale community to justify higher taxes.
- Provide information about how technology funds have been allocated.
- More details on the renovations the District plans to implement with money from the next bond.

### A call for improved safety throughout the District

- Agreement that there is a need for improved safety and security.
- Concern about keeping the PAC as a separate building at Ferndale High School.
- Requests to consider new school safety technology.

### Other feedback:

- Requests for the District to provide alternative educational opportunities.
- Strong support for a community oversight committee to monitor the work of the District.
- Concern about tax rate increases.
- Requests to re-open North Bellingham elementary.

The Task Force reviewed and considered feedback from the Ferndale community at each of their full Task Force meetings.

# Recommendations Development

After learning about the District’s process for long-term facilities planning and carefully considering both the needs of schools in the District and the values of community members, the Task Force had many discussions before coming to a decision about their recommendations to the Board. For a full list of the projects the Task Force considered see Appendix 4.

At a high level, the Task Force recommends the following:

- **Ferndale High School:** Build a new high school at the same location and keep and upgrade the PAC.
- **Safety, security and lighting:** Make improvements at all buildings, including North Bellingham Elementary School (for more details on needed projects see Appendix 3).
- **Critical needs:** Address high-priority critical facilities needs across the District (for more details on needed projects see Appendix 5).
- **Accountability:** Create a community oversight committee to monitor and work with the District to ensure bond funding is effectively spent.

## Task Force discussions and recommendations

### Ferndale High School - \$107 million (includes the PAC)

#### What needs were identified?

The Board identified Ferndale High School as a signature project for the upcoming bond and requested that the Task Force provide that recommendation. Since all students eventually attend Ferndale High School, the Board shared their goal to make the High School a facility that can serve the whole community for several generations.

Identified needs included:

- **Safety and security.** There are currently between 80 to 100 different access doors at the high school and inadequate exterior lighting. Access points need to be reduced and lighting improved to meet safety standards.
- **Support and enhance current programs.** There are programs such as Career and Technical Education (CTE), athletics, music and more at Ferndale High School that the community does not want to lose.
- **Improve educational facilities.** The State Inventory and Condition of Schools (ICOS) scores for many of the existing facilities at Ferndale High School show that they are in poor condition.
- **Inclusion for all students.** Ferndale High School has a diverse body of students with various program needs.

#### What information helped inform discussions?

Early on, the Task Force met at Ferndale High School and took a tour of the site. Task Force members saw first-hand the deficiencies and poor functionality of older buildings, classrooms, the gymnasium and sports stadium. Task Force observations were backed up by a presentation from Zervas Architects on ICOS scores for each of the buildings at Ferndale High School. Their findings showed that many of the existing facilities are in poor condition.

#### What ideas/options did the Task Force Discuss?

During Task Force meetings members discussed several different options for the high school. They discussed the affordability of options, the desire for facilities to support “Ferndale Pride,” and concerns about whether updating existing facilities (e.g. gym, cafeteria and the PAC), instead of building facilities new, would create more maintenance needs down the road. The options the Task Force discussed along with their reasons for rejecting or selecting them are listed below.

- **Option 1:** Build a whole new school at the current site and then remove all existing school buildings (estimated cost: \$115 million)

**Discussion** - Task Force members in favor of this option cited the importance of maintaining a sense of pride of place and traditions experienced by five-plus generations of Ferndale High School students and teachers. Others pointed out the inefficiency of renovating older buildings and the difficulty of adequately bringing them up to current codes and standards. This option was eventually rejected because the Task Force wanted to retain at least the PAC.

- **Option 2:** Keep and modernize the PAC, gym complex and cafeteria, then build the remaining area as new, connecting it all into one complex (estimated cost: \$97 million)

**Discussion** - Despite being the least-costly alternative, the Task Force determined this option would not provide the functionality envisioned by the Task Force. It would also create the most disruptive environment for students during construction. This option was eventually rejected because the Task Force wanted their investment to get cost containment through reducing maintenance needs as much as possible over time.

- **Option 3:** Build a new school on a new site to be purchased somewhere near downtown (estimated cost: \$120 million)

**Discussion** – The Task Force was concerned about the affordability of this option. They eventually rejected it due to the additional cost of purchasing property.

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*“The community voiced a strong inclination toward maintaining some of the existing facility after the failure of the bond in 2014, which we wanted to recognize. A real turning point in our conversation occurred when one Task Force member suggested that we consider the option of keeping and renovating the PAC and rebuild the rest of the high school new. This idea quickly garnered support and is a fundamental component of our final proposal. The PAC needs some substantial repairs and upgrades but the facility itself is the source of pride in our community.”*

*— Bond Task Force member*

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Over the course of discussion, several other variations of the above options emerged. These included building new on the same site but retaining the PAC and the cafeteria. The other variation, which the Task Force ended up selecting as their preferred option, was to build all high school buildings as new except for the PAC.

The preferred option for Ferndale High School includes a two-story building that will be built to today’s standards and can be unified with the PAC in a coordinated campus. The new classrooms would be located north of the existing gym and the building construction will minimally disrupt school attendance.

The Task Force believes the new construction will provide the flexibility and multi-use capability to support current and future educational programs. New construction will also support improvements that address drainage issues on the high school site. A new outdoor stadium, including grandstands, and an artificial turf combination field and track will restore the usability of Memorial Field and reduce travel costs for athletic programs. Once the new facilities are finished and occupied, the existing structures would be demolished to create new athletic fields and parking.

Estimated budget for the complete Ferndale High School project is \$107 million, which includes \$2 million for upgrades to the PAC and \$4 million for the stadium, track and field.

During their discussions about the high school, Task Force members noted that many community members feel a sense of history and nostalgia towards Old Main. There was a suggestion for the Board and District to consider honoring this nostalgia by incorporating some of the façade of the old main building as a design element in the outdoor spaces of the new construction.

The Performing Arts Center is a valued community resource and a useful facility needing standard, but minor, upgrades to remain viable. The Ferndale High School Band Director shared his observations about the PAC with the Task Force and compared it favorably to other high school arts facilities. In fact, he ranked it among the top 20 performing arts centers he has seen across the country. And he reported that many of his colleagues across the state concur. The Task Force considered several proposed levels of improvement, with additional information provided by the architect, and settled on a recommended remodel investment of \$2 million.

Key upgrades would include:

- Groundwater repairs
- New sound and lighting systems
- Roof repairs
- New HVAC system
- New sprinkler system
- Technology upgrades



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*“While there may have been points that members disagreed about, the consensus was that we can do better for our community and that everyone agrees that the time is now to put forward a bond that has been developed through an open, transparent and thorough process. Even though a vote may be split, it was heartwarming to see everyone keeping their eyes on the goal and moving forward towards a majority consensus.”*

*— Bond Task Force member*

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## Safety, security and lighting improvements across all buildings in the District - \$1 million (rounded)

### What needs were identified?

Task Force members agreed that safety and security improvements were critical. The discussion around safety and security improvements included Americans with Disability Act (ADA) compliant access, removal of line-of-sight obstructions, additional fencing enclosing portions of buildings, updated camera solutions, and intentional visitor flow changes. The Task Force included exterior lighting as part of this Safety, Security, and Lighting package.

### What information helped inform discussions?

The District provided information from the 2010 Educational Service Districts' study performed by a team of District staff and consultants. This study identified issues with each of the District's buildings. Terry Brown from Zervas Architects compiled the information and generated needs with associated budgets for each building.

### What ideas/options did the Task Force discuss?

The discussions in the beginning revolved around individual building needs. Everyone was very engaged and had input on security measures, such as safety protocol implementations packaging, and identifying if the Safety, Security, and Lighting should be a standalone item or rolled into the critical needs package. There was little disagreement or desire to reduce or change the Safety, Security, and Lighting proposal. It was adopted early on with full support of the group.

### What was considered but rejected and why?

None of the fencing, lighting, access controls, camera installations, ADA, or entrance changes were challenged. The group agreed by consensus to include the Safety, Security and Lighting improvements in their recommendation.

## Critical facilities needs across the District - \$4 million

### What needs were identified?

The Task Force learned that a facilities assessment, done according to state requirements, had identified facilities needs at every school in the District. The list of needs and the corresponding cost to address them was far too great to be addressed in one bond issue. From almost the first meeting, the Bond Task Force had intense conversations about whether the bond measure should only fund high school needs or whether it should also address needs at other buildings in the District. The Board's guidance to make the high school a "signature project," and Task Force members' desires to keep the bond as affordable as possible, made it difficult to figure out how to include other

buildings' needs, which needs to focus on, and which buildings were most deserving of investment.

### What information helped inform discussions?

The Task Force looked at the conditions for each of the buildings using the ICOS building condition scores. They also used a list of projects for each school building that addressed needs such as leaking roofs, poorly operating heating and cooling systems, worn building fixtures and finishes, and many other types of building condition needs. After struggling with the list and how to determine what to fund, the Task Force asked the District and its consultants to re-sort the list and prioritize the most critical needs across all the buildings. Only with that information did they believe they could make a fair and informed recommendation.

Terry Brown, Zervas, and District staff provided the Task Force with two iterations of a prioritized list that included rough budget estimates for addressing the needs. Divided into three tiers of needs, the Task Force learned that project needs in the first tier were prioritized by 1) keeping water out of buildings (addressing leaking buildings' roofs and exteriors); 2) updating systems such as heating and ventilation controls that could be made to work more reliably and efficiently to reduce time-consuming maintenance issues; and 3) replacing hot water tanks and boilers that are well beyond expected lifespan to be proactive about their replacement and not reactive. Addressing these critical needs would save future costly materials and labor, save costs on upkeep, and free up maintenance time and money to address additional needs in the District. The second iteration of the prioritized list had further refined budget amounts and the District's staff and consultants assured the Task Force that the identified Tier 1 critical needs as described could all be addressed with \$4 million. To see prioritized critical needs lists see Appendix 5.



### What ideas/options did the Task Force discuss?

Through their discussions, the Task Force agreed that while they would like to address all the deferred maintenance needs and aging conditions in the District, they would have to be selective to keep the bond measure price tag down. Suggestions for how to address the needs included recommending a certain dollar amount (not to be exceeded) and have the District address as many needs as they could with that budget. Another suggestion was to recommend the District focus work on the schools with the most pressing needs, while other schools' needs would have to wait for future funding. And a third suggestion was to provide a dollar amount and ask the District to spread it evenly across all schools in the District.

Task Force members, when weighing these suggestions, quickly agreed they did not feel qualified to make a decision about individual critical facility needs projects, nor did they want to select one school's needs over another's. The Task Force also didn't want to allocate an even amount of investment to each school. After hearing from the District about the highest priority critical needs, the Task Force settled on a recommendation based on the District's list.

While Task Force members saw the need to address everything on the priority list, in keeping with their guiding principle of being realistic, financially responsible and cost-effective, they ultimately decided to recommend \$4 million be spent to address the most critical needs as identified by the District's prioritized list.

### Community oversight committee to monitor bond fund expenditures

#### What needs were identified?

Oversight, transparency, and accountability are strong community values identified by the Task Force and validated by community input. The Task Force discussed a need to earn trust with the community to build support for not just this bond but also future bonds for needs not addressed in this bond measure. During community input report-out sessions, Task Force members shared that there was distrust in the community due to choices about past school construction and how previous bond funds were spent.

#### What information helped inform discussions?

At their January 17, 2018 meeting, the communications sub-committee discussed at length the issues surrounding the 2006 bond. Issues discussed included changes made to funded projects and that those changes weren't adequately communicated to the Ferndale community. Task Force members received feedback through personal interactions, social media and survey responses to confirm that the Ferndale community wants the District

to be more transparent about how bond funds are being used. District staff acknowledged that bond spending choices and communications about those choices were not well executed but necessary at the time. They noted a strong commitment to doing things differently this time and observed that the Task Force itself was part of their efforts to better involve and consult with the community.

A group of Task Force members researched the concept of an oversight committee and how it has been successfully used in other school districts. The group created and circulated a document at the February 12, 2018 Task Force Meeting which outlined the concept for a "Bond Oversight Committee." It was discussed and ultimately supported by the Bond Task Force (see Appendix 6 for more information).

### What ideas/options did the Task Force discuss?

Other school districts use these forms of community communication and are very successful.

It is the Task Force's recommendation that the District establish a "Community Oversight Committee." Further, the Task Force recommends the selection process begin prior to the November Bond measure vote. This would establish a baseline of community members interested in serving. Task Force members who wish to remain involved beyond the recommendation phase should be tasked with application creation, distribution, and review of the Oversight Committee's formation alongside the Board.

## Communication Recommendations: Methods and Tools

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*"A school is the heart of a community. If the school is vibrant, forward thinking, and secure the community will thrive."*

— Bond Task Force member

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The communications sub-committee met three times between October 2017 and February 2018 to discuss how to involve Ferndale community members in the recommendations process and how to communicate those recommendations to the community. The sub-committee also considered recommendations to the Board for engaging the community about the upcoming bond. They brought their discussions to Task Force meetings.

Some of the communications concerns discussed included:

- The Ferndale community's distrust of the District based on previous bond spending choices.
- Completed projects in the District that the community disapproves of.
- Past bond failures.
- The need to balance the community's desire with affordability.
- Need for better community outreach.

The communications sub-committee focused on how to help Ferndale community members be more aware of the work of the Task Force and solicit input to help the Task Force form their recommendations. Some of the strategies suggested included:

- **Informational fact sheets for each Ferndale school.** Fact sheets on each school in the Ferndale School District were developed and posted on the Task Force's online site ([fsdbondtaskforce.participate.online](http://fsdbondtaskforce.participate.online)) as a resource for community members. Each fact sheet provides information on the school, the needed projects, ICOS ratings and past building remodels. The sub-committee urged all Task Force members to use these fact sheets as a resource to continue to educate the Ferndale community on the District's facilities needs.
- **Presentations to brief Ferndale community members and organizations.** The sub-committee suggested Task Force members present to community groups and clubs to build stronger relationships with community organizations and interested residents.
- **Frequently Asked Questions handout.** A Frequently Asked Questions (FAQ) handout was developed that responded to many of the questions heard during the Task Force process including topics like bond measures, managing growth, District needs, project options, building maintenance and funding availability for school facilities. The FAQ was posted on the Task Force's website ([fsdbondtaskforce.participate.online](http://fsdbondtaskforce.participate.online)) and was available to be downloaded. The FAQ was also available for Task Force members to use as a tool when speaking with interested community members.

To address some of the communications concerns discussed by the communications sub-committee, the Task Force talked about the need for a marketing/promotional committee that would follow on the heels of the Board's decision on the bond measure. The Task Force learned that such a committee would need to be independent of the District, as state law prevents school districts from lobbying for funding measures. This committee would be tasked with helping to educate the community about the District's needs, how the bond measure would address the

needs, and soliciting support from the community. The Task Force suggested the new committee's charge could include the following tasks:

- Posting to social media platforms to engage students.
- Talking to radio shows about projects included on the upcoming bond.
- Reaching out to local newspapers with information about the upcoming bond.
- Keeping the Ferndale School District website up-to-date with information about the bond.
- Presenting to community organizations.

## Recommendations Considered but not Adopted

### Remodel and reopen North Bellingham Elementary School

#### What needs were identified?

During discussions about critical needs, especially at the elementary school level, Task Force members asked about the District's two closed elementary schools – Mountain View and North Bellingham. The Task Force discussed the reasons for the school closures (the newly announced closure of Windward High School) which was operating out of North Bellingham, the current needs at the elementary level across the District, and the costs to address needs at either of those schools, along with other District elementary schools.

#### What information helped inform discussions?

As the Task Force discussed conditions and capacity at the District's elementary schools, the District shared an idea they had previously considered - to reopen North Bellingham. Because of those internal discussions prior to the Task Force's convening, the project needs list developed by the District and its consultants included what improvements would be required to remodel and reopen North Bellingham.



Conversations with Terry Brown, Zervas, and District staff helped the Task Force understand that a remodel of North Bellingham would enclose walkways with a new roof and walls, resulting in additional available square footage at the school and eliminating the need for students to travel outside to move from building to building. The work would include demolishing the 1938 building, which is in very bad condition.

The Task Force asked the District what would be done with North Bellingham and Mountain View if they both remained closed as elementary schools. The District informed the Task Force that there was strong interest from a prospective tenant to rent Mountain View, adding some revenue to the District's budget. If not reopened as an elementary school, other District programs, including early learning programs, could be provided at North Bellingham, so it would not sit empty.

Late in the Task Force schedule, a tour of North Bellingham was offered. Members who participated in the tour of the building were pleasantly surprised to discover that the condition was better than they had expected. Also, reviewing the critical needs at other buildings throughout the District using the project list helped to put things into perspective. When asked by the Task Force, District staff noted that the advantages of the remodel and reopening of North Bellingham centered around capacity. Adding North Bellingham back into the District as an elementary school would provide additional student capacity at the elementary level for future, unanticipated growth. It would also provide an opportunity to reduce crowding at some elementary schools by adding capacity to the inventory. This could then allow early learning programs currently housed at North Bellingham for the entire District to be offered at neighborhood schools in the District, removing the need for busing children across town to attend early learning programs.

### **What ideas/options did the Task Force discuss?**

The group discussed the possibility of including North Bellingham in the bond at length. The Task Force discussed at length numerous pros and cons of including North Bellingham in the bond. Many members of the Task Force wanted to see North Bellingham reopened, but many of those members also did not want to raise the total cost of the bond measure recommendation to do so. Other issues discussed included the worry that people who wanted to see Mountain View reopened would not support a bond that reopened North Bellingham. Others countered that families were still impacted by the closure of North Bellingham as there is no elementary school on the east side of I-5, and all children from that part of town must be transported through town to other elementary schools.

### **Discussion outcome:**

The Task Force did not reach consensus on whether to include North Bellingham in the bond measure. A large majority of the group agreed that this was not the appropriate time to deal with North Bellingham, regardless of how much they wanted to, so it was not included in the Task Force recommendations for the 2018 bond measure. The Task Force did agree a plan should be in place for how the building should be repurposed/handled/designed for future use. Additionally, the Task Force agreed to include needed safety, security and exterior lighting improvements at North Bellingham, since it would still be in use by students and staff.

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*I learned that our community is passionate about its schools. I also learned that there is a need to keep working toward the goal of addressing needs at all the other schools in the District. In the same way we have ventured into the weeds to prepare a viable proposal to assess and address the needs of the high school, we need to continue our work to fully assess and address the needs of the elementary and middle schools throughout the District. We owe it to the students, teachers, and community to perform the same level of due diligence on future elementary school and middle school proposals as we have done in preparing this proposal for the high school.*

— Bond Task Force member

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### **Develop a new Task Force after the 2018 Bond Measure vote is concluded**

A Task Force member suggested that the District's elementary schools deserved the same level of scrutiny and prioritization as the high school received from this Task Force. A second Task Force, focused on elementary school needs, was suggested to provide this attention. While there was not a full discussion of this idea, it appeared there was support among the Task Force for a future focus on elementary school needs across the District. Some members said it was a challenge to consider placing North Bellingham at the top of the priority list, knowing that several other elementary schools have needs as well. The Task Force agreed that focusing on the high school, safety/security and lighting and Tier 1 critical needs was the appropriate recommendation at this time. A commitment to focus on elementary schools in the near future seemed to be supported by most Task Force members.



### Washington State School Construction Assistance Program (“state match”)

During their discussions, the Task Force agreed to exclude any reliance on state match funding from their project budget considerations. This reasoning was founded on the state legislature’s failure to pass a capital budget in 2017 and on the continued discussions and changes at the state legislature for how to fund education. Task Force members determined it would be prudent and clearer to focus only on funding that would be raised locally through the bond measure. They acknowledged that Ferndale High School and other schools in the District could qualify for state match due to their age and condition and that state match has historically been available. Given that, the Task Force briefly discussed ideas for what to do with state match money if it became available.

No agreement was reached on a single recommendation, so the Task Force agreed to simply list options for the Board to consider if state match money materialized. These options are:

- Use the availability of state match to address any cost overruns that might otherwise cause projects to be reduced in scope.
- Use the availability of state match to address additional critical needs on the District’s prioritized critical needs list.
- Use the availability of state match to “buy down” the bond to shorten the term of the bond repayment period.

### Two bond measures

The Task Force briefly discussed an idea that was floated to divide the November 2018 into two separate bond measures. The rationale behind this suggestion was that the high school could be in one measure and the projects in the rest of the District (e.g. safety/security and lighting and critical needs) could be put into a separate measure. This might present a higher likelihood of one bond measure being approved over the other, giving the District the ability to move forward with some work. This approach might also allow the District to demonstrate their ability to complete the work as described and develop a successful track record with the Ferndale community.

The Task Force asked the District if they had any information about this proposed strategy. The District responded that they had considered it after the last bond measure failure. They discussed it with their communications consultants and their financial consultants. The response from both groups of consultants was that, due to the need for a super-majority for bond measures to pass, this option could easily result in diluted voting where neither measure would get enough positive votes to reach the required 60% approval. Also, another concern was the potential for confusion on the part of voters.

After a brief discussion, almost all the Task Force members declined to include this option as a recommendation.

## Conclusion

In keeping with the charge from the Board, the Task Force investigated school conditions, enrollment and capacity, and consulted with the community on its findings. After eight full meetings, four school tours, three communications sub-committee meetings, two recommendation sub-committee meetings, one Board meeting and hours of independent research, the Task Force reached agreement on four key recommendations.

As a signature project, the Task Force agreed rebuilding Ferndale High School (keeping and updating the existing Performing Arts Center) would provide a valuable resource to the community for decades to come. Improving safety and security and addressing priority critical building needs across the District were key priorities for the Task Force and were included in the recommended package. The total cost for the Task Force’s bond project recommendation is \$112 million. Responding to a concern heard frequently in the community, an additional recommendation is for the board to establish a community oversight committee for bond measure spending.

The Task Force expressed their thanks to District staff for providing information when requested and supporting an extended meeting schedule. While the work of the Task Force is done, the interest, commitment and passion for the Ferndale School District demonstrated by the Task Force continues. The Task Force will present their recommendation to the Board on March 27, 2018.

### Final Recommendations Cost breakout

Ferndale High School	\$105 million
Upgrade PAC	\$2 million
Security upgrades	\$1 million (rounded)
Most critical needs	\$4 million
<b>TOTAL COST (rounded):</b>	<b>\$112 million</b>

# Appendices

1. Charter	A-2
2. Community survey responses	A-6
3. Safety, security and lighting list	A-28
4. Full project list	A-33
5. Prioritized critical needs list	A-36
6. Community oversight committee description and scope	A-39

## **Appendix 1: Charter**

# Task Force Charter

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## Background

The Ferndale School District is planning to put a facilities bond request on the November 2018 ballot to fund a number of critical projects in the district. There are many capital facilities projects needed and the total cost of all projects exceeds the School Board's desired spending limit. The School Board wants to ensure the November 2018 ballot measure reflects the values and priorities of the district community. For these reasons, the School Board has convened a Bond Task Force, whose membership is drawn from the many varied interests and organizations within the district's boundaries.

## Task Force

The main purposes of the Task Force are to:

- Consider the age, conditions and capacity of school facilities as well as current and projected community needs
- Learn about Ferndale School District's work to date on long range facilities planning and identified capital facilities needs
- Consider the district's many needed facilities projects and recommend a facilities bond project and cost list that reflects the needs of the district and the communities' values and priorities

The School Board has set certain guidelines for the Bond Task Force's recommended project list:

- Ferndale High School must be included in the project list as a signature project
- To meet the timing requirements for a November 2018 ballot measure, the Task Force's recommended bond project list must be delivered to the School Board by the end of February 2018.

## Working sub-committees

Given the short time frame to develop a recommended bond list (Oct 24 – Feb 28), the district will convene two Working Sub-Committees that will meet independently to support the work of the Task Force

- The Recommendations Working Sub-Committee will dig deeper into details about district facilities' needs, proposed projects and costs and frame draft recommendations for the Task Force's consideration.
- The Communications Working Sub-Committee will explore and advise the Task Force on recommended communications messages, methodologies and audiences.
- The district will solicit volunteers from the Task Force to serve on the Working Sub-Committees.
- The district seeks to include representation from all interests in the district community and may recruit additional members for the Task Force to ensure full representation of the community on the Task Force and the Working Sub-Committees.

## The School Board's role

The School Board and Superintendent will:

- Maintain commitment to adopting a bond project list that incorporates and reflects community issues, priorities and needs to the extent possible.
- Support the work of the Task Force by attending Task Force meetings as possible.
- Stay informed of the group's discussions.

The School Board will consider the recommendations of the Task Force as the board works with district staff to develop the facilities bond project list. The final decision on the bond project list will be made by the School Board.

### **The Task Force and Working Sub-Committee's role**

Task Force and Working Sub-Committee members will:

- Review materials, complete pre-meeting activities, and come prepared to discuss, listen, and learn at meetings
- Develop an understanding of the district's work to date on identifying long range facilities needs
- Consider the district's capital facility needs, options for meeting those needs, and cost implications
- Communicate with and represent the needs and priorities of the communities of Ferndale School District
- Partner with the district to develop and recommend a facilities bond project list

### **District staff's role**

District staff will:

- Provide information on enrollment, capacity, facility age and condition, projects suggested to address facility needs, and facility costs
- Send draft materials to Task Force members five calendar days before meetings
- Respond to Task Force requests for data, analysis and research to the extent possible
- Work collaboratively with the Task Force to develop a recommended facilities bond project list that reflects community values and meets district constraints
- Provide tools for Task Force members to use to communicate with their communities (e.g., fact sheets, FAQs, etc.)
- Take notes and develop summaries of each meeting

### **Norms for the Task Force and Working Sub-Committee**

#### ***Working together***

- We acknowledge our group's diversity, and we value different points of view. We will respect each other's opinions and maintain constructive participation.
- We will make every effort to prepare for and attend meetings, actively participate, and be available for work between meetings as needed.
- We will respect each other's time by beginning and ending on time, unless otherwise agreed to by the Task Force. When commenting, we will consider the time needed for others to share their perspectives.
- We will keep an open mind and come to meetings with interests, not entrenched opinions. We will share our interests and objectives with all Task Force members. We will openly discuss the reasons behind our statements, questions and actions. We will represent information accurately and appropriately.
- We will be responsible for conveying the priorities and concerns of the community we represent.
- We will listen carefully to the views expressed by others, avoid interruptions and seek ways to reconcile others' views with our own.
- We will adhere to the ground rules and respect the procedural guidance of the neutral facilitator.

#### ***Recommending a facilities bond project list***

- We will strive to make reasonable, collective requests and suggestions through a collaborative discussion process with the district.
- In discussions, suggestions may not represent unanimity. The facilitator is responsible for seeking and probing for group preferences. Each Task Force member is responsible for voicing dissent if s/he cannot live with a recommendation.

**Neutral facilitator**

- We give the facilitator permission to keep the group on track and to “table” discussions to keep the group moving.
- We expect the facilitator to help the Task Force accomplish our purpose in a completely neutral and fair manner.
- We want the facilitator to:
  - Draft meeting agendas
  - Manage Task Force meetings and discussions
  - Work with district staff to identify and prepare information to inform Task Force and Working Sub-Committee discussions
  - Consult with Task Force members between meetings about how to manage the process and address concerns

**External communications**

- All Task Force and Working Sub-Committee meetings shall be open to the public.
- We will avoid characterizing the views or opinions of or attempt to speak for other Task Force or Working Sub-Committee members outside of any Task Force meeting or activity.
- We will accurately describe Task Force preferences that are conveyed to the district.
- Task Force and Working Sub-Committee meetings will be announced on the district’s website.
- Task Force and Working Sub-Committee meeting products, such as agendas, summaries and presentations will be posted on the district’s website. Note: Task Force and Working Sub-Committee member names and representative groups will be included in these materials.

**Proposed meeting ground rules**

- Start and end on time.
- Silence electronics.
- Ask questions of each other to gain clarity and understanding.
- Express yourself in terms of your preferences, interests, and outcomes you wish to achieve.
- Listen respectfully, and sincerely try to understand the needs and interests of others.
- Come with curiosity and willingness to learn.

## **Appendix 2: Community survey responses**

# Report for FerndaleBondTaskForce1

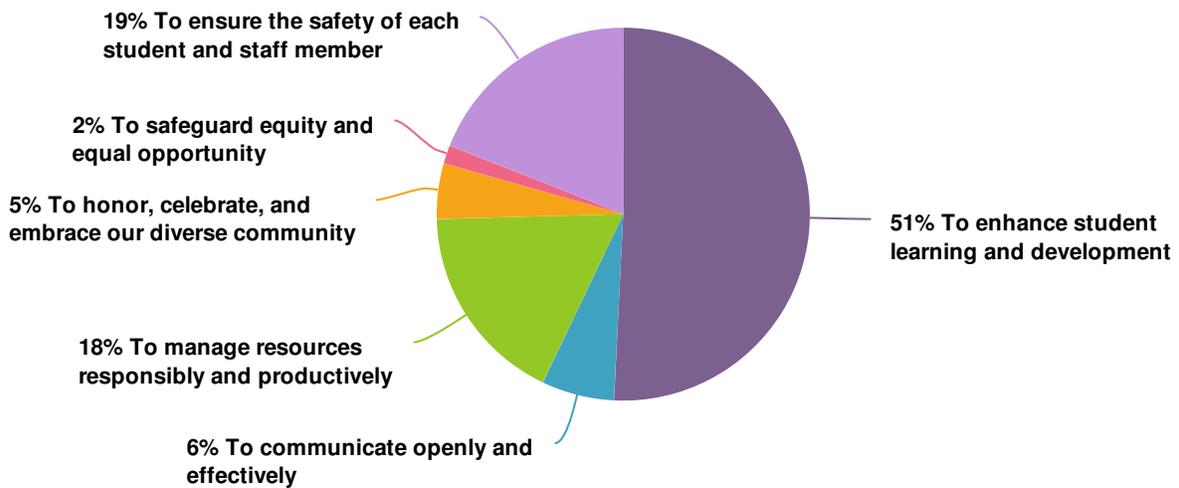
Complete



65

Totals: 65

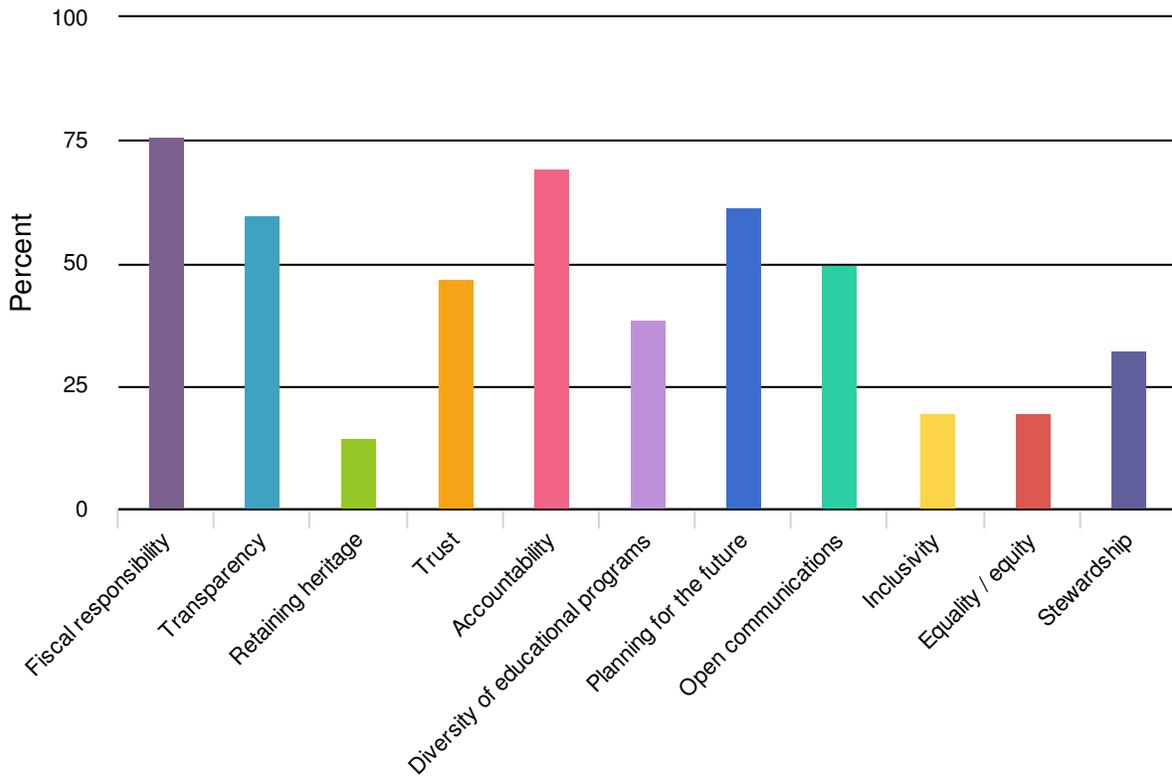
1. What is most important to you when it comes to education? (select one)



Value	Percent	Responses
To enhance student learning and development	50.8%	32
To communicate openly and effectively	6.3%	4
To manage resources responsibly and productively	17.5%	11
To honor, celebrate, and embrace our diverse community	4.8%	3
To safeguard equity and equal opportunity	1.6%	1
To ensure the safety of each student and staff member	19.0%	12

Totals: 63

2. What principles do you think should guide Ferndale School District's facilities decisions? (select all that apply)



Value	Percent	Responses
Fiscal responsibility	75.8%	47
Transparency	59.7%	37
Retaining heritage	14.5%	9
Trust	46.8%	29
Accountability	69.4%	43
Diversity of educational programs	38.7%	24
Planning for the future	61.3%	38
Open communications	50.0%	31
Inclusivity	19.4%	12
Equality / equity	19.4%	12
Stewardship	32.3%	20

3. Any additional comments you'd like to share with the Task Force? (Please note that comments will be provided directly to Task Force members. Comments will not be posted to the District website and you will not receive a direct response to your comments.)

**ResponseID    Response**

6                    Thank you for your diligence in seeking improvement to our schools for the sake of our youth and community. I look forward to following this process. I have been in favor of a new high school from the beginning, but I understand why the costs seemed overwhelming to many. This process brings hope that a solution will be found! My children are graduates of the Ferndale schools, I serve as a substitute teacher in the district, and I have come to the conclusion that Ferndale needs these improvements for our students and community. Kerry McElfresh

8                    What is the "CSG's Comprehensive Assessment of Assets"? There are other hyperlinks throughout this document, why isn't this presented here? This page appears to state that you are in the "first step," learning about the current conditions and needs." How can you run a bond request when you are still in the learning stages? Either you have a handle on the problems or you don't. If you do know what the problems are, then you aren't at the first step, right? Then where is the list? After looking through this information, there seems to be a missing issue: What about maintenance issues? During the 2009 bond measure campaign, there was considerable discussion about the various district facilities and the conditions of those facilities. We met at Horizon Middle School as I recall and were treated to a discussion that revealed that Horizon, at that point in time, scored about 80% in terms of deterioration. More importantly, that rating was not based on the age, but the deferred maintenance. Where is that discussion now? As I recall, there was much discussion about how the unionized maintenance workers were paid at substantially higher wages and the Administration at the time stated that they didn't want such highly paid employees working at menial jobs - jobs that, when pressed, including routine maintenance that was directly attributable to damage at North Bellingham, Custer, and other facilities. The missing link in all of this is the resolution of issues identified in the prior bond measures. There are many in the community that remember those discussions and did not receive satisfactory responses . . . ever. Thinking to the children in the facilities that were being discussed at that time, here we are eight years later having the same discussion and middle-school students have since graduated from the district and those in elementary school at the time are preparing for high school or graduation. The bond measure in 2009 was presented as an emergency. Here we are eight years later having the same discussion.

11 I do not want to see chandeliers, fire places, pizza hut, lounges, couches for lounging, etc. Be respectful with our money. Students are there to learn not to have a club house. After seeing Cascadia we voted NO for the school bond. We have lost trust . Please do not do the same to the voter that was done before. I want to see plans for what is going to be done. No blank checks. Many people I have talked to about the bond last time feel the same way I do.

13 When were most recent updates/remodels? Why did we choose not to share those years? I feel that gives helpful information. Sharing inclusively what's being discussed, researched, and planned for MUST include voters that are not on social media, that no longer attend district functions(are out of the loop), or that hold a grudge for the closing of Mountain View or North Bellingham elementaries. You are doing good work but there are voters that are not interested in learning about it and will vote it down unless we reach them.

## ResponseID    Response

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15                    I think the money should be hundred percent allocated to building a new high school. We need to think long-term about how many students will be there in the next 10 years. The new facility (or remodeled facility) should be able to more than adequately accommodate the projected numbers of students. Personally, I would love to see Ferndale consider having two smaller high schools rather than one massive one. But if that is not an option, I would like to see the money directed to renovating or rebuilding Ferndale high school and making it much larger to accommodate all students and future students.

16                    Ferndale needs a new high school but if the vision for another high school is not shared by this task force, it should strongly consider major renovations to the existing high school building. The current size will not adequately accommodate the future growth that Ferndale is going to experience in the coming years. Please take as long as the Rojsza's on the "Clock Tower" or be as haphazard with the process. Our next generation deserves a quality school.

17                    Ferndale needs a new high school but if the vision for another high school is not shared by this task force, it should strongly consider major renovations to the existing high school building. The current size will not adequately accommodate the future growth that Ferndale is going to experience in the coming years. Please don't take as long as the Rojsza's did on the "Clock Tower" or be as haphazard with the process. Our next generation deserves a quality school.

21                    1. Both questions should have an option of "other", with a field for individual comments. 2. Most important when it comes to education is the educators themselves. Having the necessary materials and up to date materials and textbooks. Having an assistant so Skyward can be used as designed and fully. 3. principles to guide the decision is to listen to the taxpayers, and understand the circumstances that are unique to Ferndale tax base. Stop thinking that a new building is the only solution. Explain why buildings are sitting empty...

24                    Explain to people why you sold property that was meant for a new school to be built on.

28                    It is time Ferndale school district looks at building two high schools. Having one high school doesn't serve the needs of enough students.

29                    I saw pictures of FHS, Vista, and Skyline on the website. Are these the only facilities being considered for bond money? The Transportation facility is in need of some improvements and repairs. Once the bond passes, will there be any money available for other facilities, like Transportation, or will the money be earmarked and designated to those 3 facilities only?

## ResponseID Response

36	<p>For the love of Ferndale please put in a new full size high school. That has a garden and a sustainability program. That shares the future of STEM or STEAM ideals. Creating jobs that are in inline with our community but also the future. But also a parking lot big enough for sporting events and the outside community to join you. I love Ferndale and I really love that there is this sense of community. My favorite thing about moving to Ferndale from Bellingham is that there is Holiday music and holidays celebrated. We could do better for these kids, we know this city is going to grow but we also don't want to over-plan. I for one would be intimidated if I walked into a high school with 1499 other people. Heck a meeting of 30 has me overwhelmed. It needs to become bigger, warm and inviting. Not cold and trying to run from one side to the other. Also, flat roofs have water problems. Think logistically. These kids shouldn't be soaked on when it rains. The same goes for Skyline. Please fix our schools. It starts with knowing that 1500 kids is a lot in one facility built in the 70's. It needs to be rebuilt soon.</p>
39	<p>Please work on building a new highschool ASAP. Our current highschool is unsafe for students and teachers. The ongoing lack of heat problems as well as the ant, rat and leaking going on at the highschool has become more than a uncomfortable situation. It is now a distraction to the learning environment. FHS is supposed to represent "PRIDE" however people feel nothing but shame when they walk through our deteriorating hallways. Let's step it up, our students and staff deserve more than this.</p>
40	BRING WINDWARD BACK.
41	<p>Windward is also part of the Ferndale School District, they were not an alternative school. However, the School District did absolutely nothing to convince the community otherwise. All of those who were hurt by this heartless decision will remember it. Linda Quinn, I hope you feel ashamed of yourself, if you don't remember, you promised the entire school that it would be taken care of no matter what. You said that we would get a new school where the old school was standing, or a new school somewhere else. You broke that promise. With this bond, I hope you put this money to good use so the students at least at one high school won't have to suffer anymore.</p>
42	<p>In response to the 1st question. I think all of those things are important. Obviously when it comes to education, educating is key. Both all of those other things are very important. In terms of the bond specifically....I am in favor of a new bond measure and hope that what is proposed will pass. I am afraid this district will start to lose it's teachers if we can't as a community provide some funding for updated facilities. Thank you for your hard work.</p>

## ResponseID Response

47 The school is falling apart. The maintenance of it has gone down the tubes. The track is unusable even. What happened to Ferndale pride city wide? A new school is needed but fiscal responsible should be paramount. Not just some trophy-place. Money is tight and the district needs to tighten their own before spending others.

49 Ferndale High School is so run down it is unsafe and falling apart. There is holes in the classrooms that students can fall through. The old school building where the library is located in that hallway and the classrooms have no fire sprinklers. There is rat and ant problems and I think we just need a new school all together. The heating system is so outdated. They still have the same heating from when they built the school. The school is either very cold or very hot there is no in between and it also takes a very long time to heat up.

50 My gut test of any revenue request is how reasonable is it. Looking through the links do not provide much in the way of financial information, therefore, that should be a priority of 'making the case'.for higher taxes. A simple graph showing all capex and all opex going back 10 years would provide enough data to see what trends have taken place. How much revenue is expected from various laws recently enacted would be another question I would need answered prior to increasing local revenues. Those are my two biggies, and of many other voters.

52 Thank you to each of you for taking on this responsibility on behalf of the Ferndale community - it is immense. I have no concerns with the approach that is being taken to gather feedback from the community and use that to formulate recommendations to the school board; the strategy makes sense. My primary concern is not directly related to the work you are doing; my concern is that the existing school board faces a significantly negative perception challenge related to past actions including how funds have been spent on various school projects in the past 10 years. I moved to Ferndale in 2007 and have seen a consistent, recurring theme around mistrust related to this past spending, and in a community of our size that will continue to prove extremely challenging to any bond measure - I am fearful that the likelihood of success for any proposed bond is low, based on the 2014 bond failure and the strong negative sentiment that is still evident. I encourage the task force to recommend the school board take a proactive stance on this issue and directly address the logic behind the past spending, as anything less than a direct response will allow this public sentiment to continue to impede the progress that we need to make - in the form of a successful bond - to improve our schools and the experience of the students in them. Thanks - you may contact me directly with any clarifying questions as needed. Joel Saxman, 360-224-0850, jsaxman12@hotmail.com

# Report for FerndaleBondTaskForce2

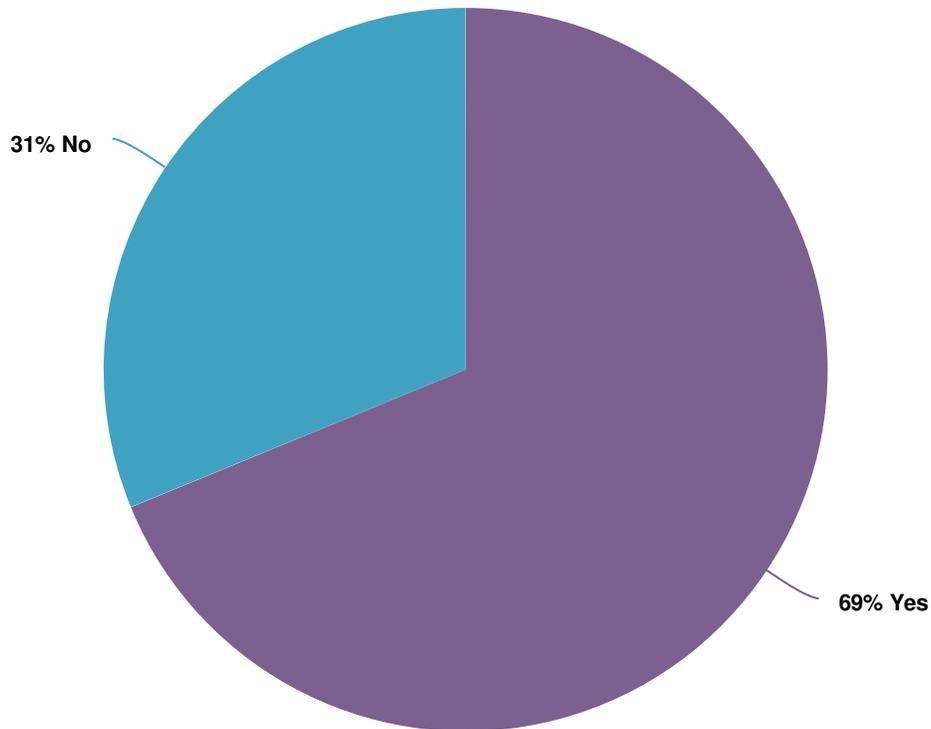
## Response Counts



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Totals: 97

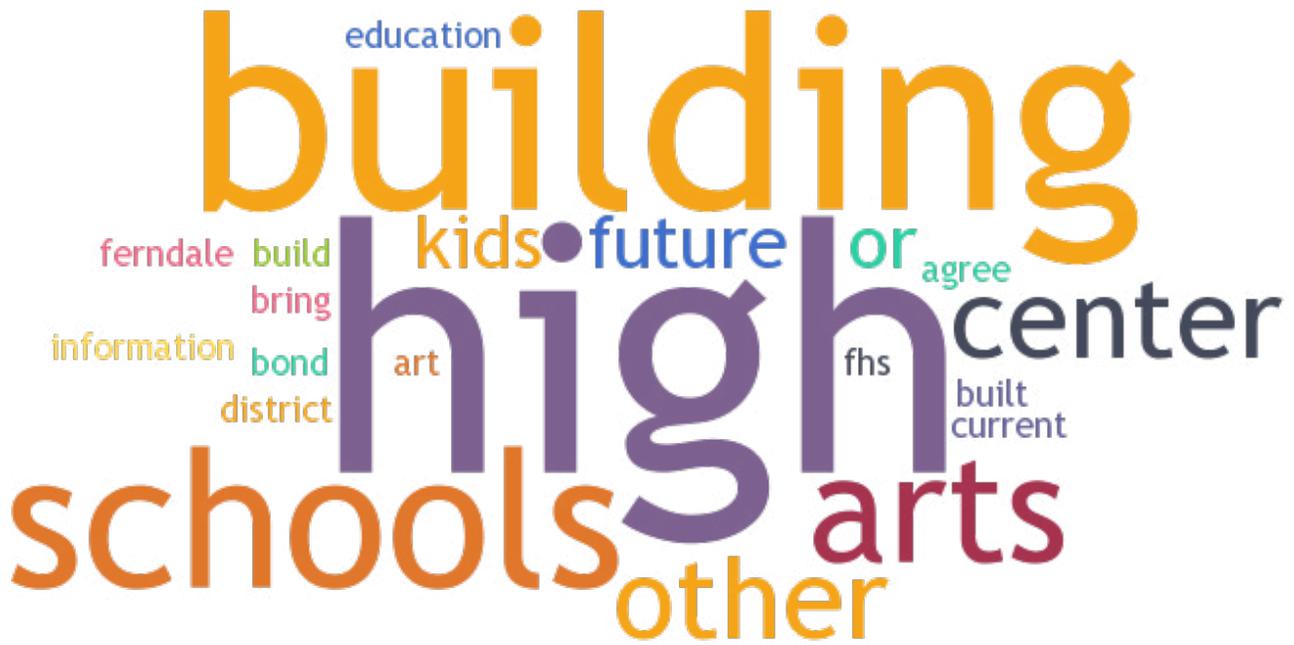
1. We believe our community and our children need and deserve a high school they can be proud of, that provides for educational excellence, and supports the future success of our students through programs such as Career and Technical Education (CTE) as well as Science, Technology, Engineering, Art and Math. We believe providing a new high school at the current Ferndale High School location, while keeping and updating our current Performing Arts Center, will meet those needs. Do you agree?



Value		Percent	Responses
Yes		68.8%	64
No		31.2%	29

Totals: 93

2. Comment



Count	Response
1	Bring back Wood, Metal and Auto shop. Home education would be nice as well.
1	But not at the price range and tax rate you are proposing. You can do it for much less \$.
1	But only if it is cost effective and makes practical sense in keeping the one building.
1	Ferndale population is growing at an unprecedented rate due to many factors. Families with kids that will attend Ferndale schools are moving to and building in Ferndale. Our schools are already becoming overcrowded and will eventually burst if the district does not prepare for this. My hope is that as the homeowners become shareholders they will approve these bonds to allow for a better and safer state of the art schools.
1	Fix the current building.. Use vacant buildings to add curriculum. Use Mt. View and Windward.
1	Huh? Updating the performing art center will meet these needs?? How about bring back automotive class.
1	I actually think a new PAC and gym are essential too. I was super impressed with Chiawana high school in Pasco, WA. Are we going to take a look at other schools built recently that are our similar size?

**Count    Response**

1	I agree that the current high school property is the best choice to build a new high school but please tell us why exactly the cafeteria and weight room have to be removed.. Those are in just as good as shape as the Performing Arts Center. At the same time what did the renovations do in 2007 that has caused the gym to be in such poor state?? What about those 5 classrooms that were built in 1999, could they be reused to help save some money??
1	I agree we need a new, modernized high school. I love the Performing Arts Center, and I would love to keep it. However, I have some concerns: 1) I've heard there are groundwater problems at the PAC. Is this going to require major repairs and maintenance in the near future anyway? 2) It's too small. At some of the events, people have to stand in the back because its so packed. If we keep the PAC, then it would be as a second performing arts center. 3) Voters need to see something they can get excited about. The new PAC should be an attraction for the entire county and a center of the community. Much like the Mt. Baker Theater, there would be concerts and other events every weekend featuring local and touring bands and other performers, in addition to student performances. The entrepreneur club and other students would organize the events and be the employees. Tickets and concession sales would generate revenue and bring in money from outside our community. Everybody wins.
1	I am concerned that the Performing Arts Center may not be able to meet community needs in the future. The auditorium has flooded in the past during heavy rains (water leaks in from the flooring). The auditorium needs a true orchestra pit. The auditorium needs to hold more seats. Additional room is needed back stage for prop storage. We have a fantastic drama and music program - the students and community deserve a facility that matches.
1	I believe Ferndale needs two high schools.
1	I believe our students and community need this, but I am not sure they deserve it. I am not sure that providing a new High school will allow FHS to maintain or advance CTE, Science Math and Art. The building is a means but not the only provider in the whole piece of education. Meaning...FHS still needs Teachable students, teachers and support staff and resources. Providing a NEW building is not a guarantee for success. We have had new buildings in our district in the past and those buildings were built with flaws and imperfections.
1	I do not think saving anything else makes any sense. Also, it seems like it would be very disruptive to try to build where kids are trying to go to class.
1	I don't think we need to spend twice as much on a performing arts center as we do on security for all our schools. We have a nice performing arts center I can't imagine needing to spend 2million dollars on renovating it while only allocating 1 million to all the schools security.

## Count Response

1	I support the idea for a new high school, but I think it should be a priority for the district to provide a smaller choice high school for students that would benefit from a smaller community.
1	I would like to know what would be updated.
1	I would like to see two high schools. Bigger schools don't serve students as well in my opinion.
1	Planning for the future is something we need. We need a secure campus, and a stadium and track that can host all county events. Ferndale is on the map for several reasons and we have had Amazing athletes go through FHS in Football, wresting, basketball and track. We can't change the past but we can plan for the future. I believe our new High school should happen in phases. I do not believe North a Bellingham renovation should be on this bond.
1	Possibly agree. I'm trying to find more information on the cost details for your recommendation. At approximately \$110 million, I was hoping to find some specific breakdowns of what the project includes and the future vision for the facility. Perhaps I missed something. I'm sure a few other people have had similar questions. Thanks!
1	Pretty loaded question considering the history of FSD not doing what a bond was approved for. I will need more information to give this a yes, like a price.
1	Remodel the original Old Main building, demolish the rest and rebuild. There is too much history and tradition in the Old Main building to tear it down.
1	Students need more options at FHS. CTE, the Arts, and STEM are paramount and keep students interested, engaged, and create goals for post-secondary plans. Our school also needs a separate building to house our other options (Soar Program, Virtual Academy, etc) for those students that need a smaller learning environment in order to keep out students engaged and on track for graduation. This is something very important as we are losing kids based on the size and space of our school--think Options High School.
1	The auditorium is not large enough currently and we will still have a separate building which is more concerning in regards to safety and security. Why keep it at all?
1	These questions are grotesquely leading. So typical of this arrogant organization. Sorry. We are not that stupid.

**Count    Response**

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1            This is a very "qualified" no response. Words have meaning, so I'm focusing on the use of the word "proud" in the context provided in the statement. I believe the "pride" should result from the caliber of students our schools produce rather than the building itself. Without a doubt, the school should be inspiring our youth to achieve excellence in the sciences and arts as well as preparing them for higher education or trade school based on each student's unique goals. There should be a focused effort toward form following function in that if we focus in the instruction, tools, and resources required for excellence, the appropriate form of the building should flow naturally out of that discussion. I am skeptical that the current building, even extensively remodeled, fits this goal. The PAC is a great venue and should be retained, together with the iconic facade of Main Hall. Otherwise, all options should be on the table.

1            Vote no!

1            We need 2 high Schools or we will have a growth problem in the next 5 years. We need to be a 2A school

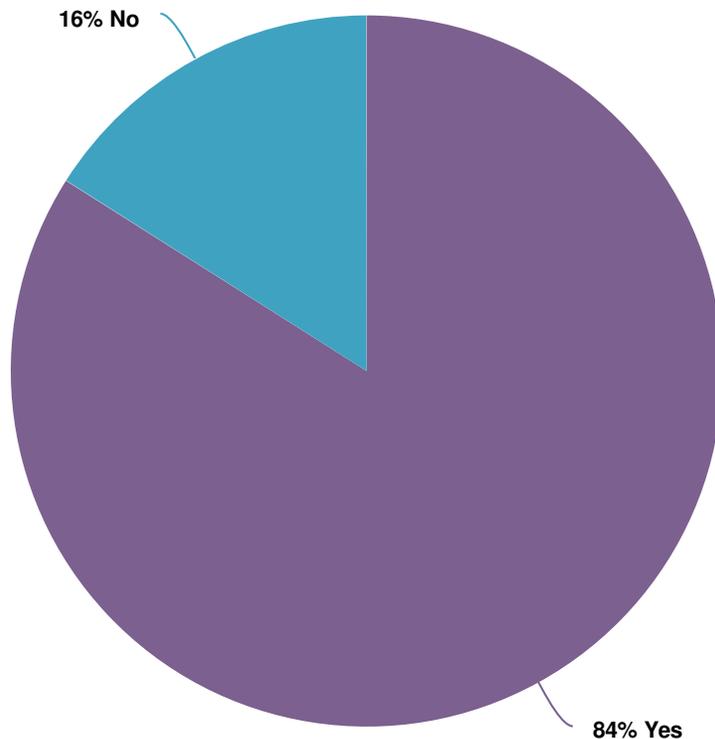
1            We need a Second high School.

1            What about remodeling north Bellingham elementary????

1            What ever you do keep it simple. These kids don't need a fancy building. What they do need is a safe place to walk into where their only concern is their school work. Make it so if we need to add on down the road we can do so easily. Why can't we build something like the church on Northwest? That church has been there for 10+ years and you would never know. Why can't we start using the same plans from one school to another or looking at other plans from around the state? Pasco uses the same design from one school to another. Brilliant! Save us taxpayers money wherever you can. Be resourceful! The more money you can save the taxpayers and share that information with the voters the more likely this bond is to pass. Pretend this is your personal check book and the we as voters are asking you to pay for it. One last comment, I want to thank all of you for volunteering to do this project. I know you gave up time with your families to do this for your community and and I appreciate it great

1            Yes, we need a safer more secure school facilities

3. We also believe there are urgent facilities needs at other schools in the district that must be taken care of now to: 1) increase the safety and security of our schools; 2) reduce maintenance and utility expenses from maintaining old, inefficient and worn-out equipment; 3) provide warm and dry buildings for all our students and staff. Do you agree?



Value		Percent	Responses
Yes		84.0%	79
No		16.0%	15
			<b>Totals: 94</b>

4. Comment



Count	Response
1	100 percent agree with #3. For non-high school related projects: What is the life span of these upgrades? If all key systems are replaced at once, in 5 or 10 years will we be in a similar situation where the District is requesting a very large sum of money to make changes at all buildings instead of staggering the upgrades. #2 really depends on the costs. Spending \$5 mil next year (could be any dollar amount) to upgrade old systems may not be worth it if the building needs to be replaced in 5 years. Need more data here on the scope of work and what cost savings are likely to be realized
1	Although concerned that much of this is deferred maintenance that should have been done all along.
1	Deferred maintenance was a large topic of discussion in prior bond efforts. Streamlining operational needs and working to ensure that routine maintenance is conducted in a timely manner and efficiently should be a priority for this group. It does nothing to build a new school and then stand by as it slowly returns to the earth.
1	However, the high school is my #1 priority. That will free up funds to do some other projects down the road.
1	I am a proponent of an elementary school site at North Bellingham. Ferndale students would be better served by less bussing in smaller neighborhood schools with librarians and small classes. As a matter of fact, I would be a stronger advocate of that than a new high school! I digress. I think there is a risk in combining bond issues. You have three separate proposals here. 1. Upkeep 2. High School 3. North Bellingham Instead of winner or loser takes all, keep them separate. The community may have different feelings about each proposal. Or may only be willing to fund one or two.

**Count    Response**

1	I believe that our district has several aging buildings that need attention. I believe a poll should be taken, to prioritize needs. I believe wants and needs are definitely different. Why should our newest district buildings get major upgrades and renovations. Only building older than 30 yrs should be included in this bond.
1	I highly disagree with some of the security options being discussed. Has there been discussion to remove some of the security recommendations?? What other school district has spent \$14,000 for a glass enclosure at Reception counter of the administration building with locking operable transaction window?? I don't mind saying it but what a waste of tax dollars.. Its not like the district office is a bank or a police station (but then again, I can't think of any banks in Whatcom County that has a glass enclosure). What about Skyline?? Shouldn't skyline deserve a glass enclosure because of how a person walks into the office? On a note about North Bellingham. If the school is re-activated are the current Early Kindergarten, Ferndale Family Connections, and Head Start programs going to stay at North Bellingham or will these be relocated?? I am also puzzled at why the school district possibly considering spending more money to fix North Bellingham when Mt. View appears to be
1	I know for sure that we have buildings in our district that are currently being used that need: New Roof, New HVAC system, Windows and proper security. That being said, we have buildings that are not being used that need to be torn down and rebuilt. We have remodeled buildings over the years just to try to bring them up to a current level of acceptance, without planning for the future.
1	I think it is way too confusing for people and if there is any part of it they disagree with, it could be a no vote for the whole thing. The primary goal is the high school, that is where the focus needs to be. Get this bond passed and it will free up a lot of the maintenance budget to start on other projects. The HS is the common denominator for everyone.
1	Intentionally allowing buildings to fall into disrepair in order to manipulate taxpayers into voting yes is not appreciated.
1	It's not that I don't think our schools need to be updated. I don't see North Bellingham included and that's a deal breaker for me.
1	Please look into the anti-school shooter technology around the country, there are systems in place that may be pricey but safety of these kids is priceless.
1	Read comment to question #1.

**Count    Response**

1            Safety-blinds on windows don't work, building spaces aren't secure, doors don't lock. Maintenance-heat is not maintained consistently throughout the buildings-some rooms very hot, some very cold. Leaks in buildings.

1            Security and proper heating/cooling is a priority.

1            There are existing budgets that should cover most of these concerns.

1            Video's of rats and rat droppings in the high school.....probably same all schools.

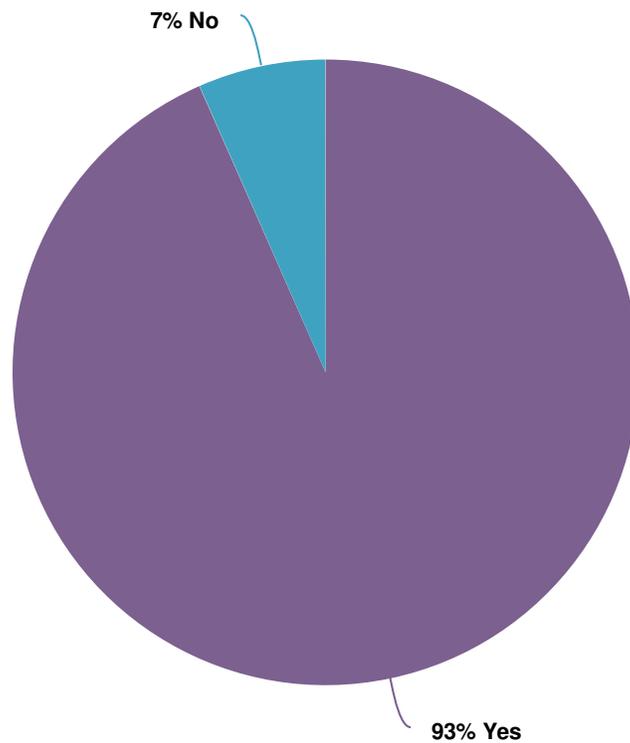
1            Vote no!

1            What does it mean to increase the safety of our schools? I do not support the addition of armed guards at schools or making additional guns present. This has been shown to be not effective.

1            Yes about replacing old equipment but if we are talking safety of children, metal detectors and martial arts taught as an option for physical education.

1            Yes, I agree increases safety and security at all operational schools.

5. We believe accountability to the community is very important. We will recommend the District establish a Community Oversight Committee. This committee will monitor and work with the district to ensure bond funds are spent according to what is detailed in the bond package, and that all projects are implemented as planned. Do you agree?



Value	Percent	Responses
Yes	93.4%	85
No	6.6%	6

Totals: 91

6. Comment



Count	Response
1	Absolutely! There is a huge trust issue going on. This might help. And it might not be enough.
1	Accountability begins with communication. It is very important to communicate with, and care for staff who are being impacted with these choices. Clear caring communication takes little time and goes a very long way. It is my understanding that adding it would be brand new for some of your valued staff. All staff, especially ALL who are being affected, will help your bond proposal to go in a more positive direction. With that said, keeping that same communication with our Ferndale community is paramount.
1	Accountability is always important.
1	After this years tax assessments on our property, we cannot afford any more increases in our taxes. They went up far more than any cost of living raise or cut in taxes. We are trying to retire in our family home, please don't price us out of it!
1	As a voter I need to see that the district will provide a very detailed plan on the renovations they are looking to accomplish on this next bond. I already pay a substantial amount of money for property taxes designated for local and state funding and when looking around at the condition of all these schools it makes me wonder where is my money going. I realize plans change once a project begins, but my trust in believing that you will do what you are asking voters to pass makes me think twice since it has happened before.
1	As long as it is volunteer.

## Count Response

1	As long as there is a penalty imposed for exceeding budgets and tax levies are not used to fund obsolete programs.
1	Bond versus Levy? Tax our land or tax our goods
1	Concerning North Bellingham School: please rename it. This is Ferndale, not Bellingham.
1	I believe in an oversight committee. However, I don't see the issues I want in a bond measure.
1	I believe it is very important to have knowledgeable community members on this committee.
1	I trust the district and task force. If they think an oversight committee is needed that's fine.
1	I was hoping the bond task force would be focused on finding solutions to the District's inability to pass bond proposals. Instead, it's been focused on what the District already knows: facilities conditions and what needs to be repaired or replaced. Establishing a Community Oversight Committee is the only recommendation that addresses the real problem.
1	Isn't this something that project management and/or those overseeing the contracts would be required to do as part of the project?
1	Its pretty sad that this is even needed!
1	That is a good idea. As a taxpayer, I still don't like how the technology funds have been allocated and used. It's A LOT of money for a very important cause and needs to be used efficiently and effectively.
1	The COC needs to be active before a multi-million dollar bond is ever proposed.
1	The community has not always been aware of how funds are actually spent. I believe plans changed in the past because new issues in buildings were disclosed and took priority. What if one of our really old buildings is discovered to have major issues and need immediate attention? When a select few make all the decisions, the majority is bound to have concerns.
1	These projects need to be implemented as planned and accountability is if utmost importance. If other needs become necessary, then future bonds will need to take care of those needs.

## Count Response

1	This is critical to getting community buy-in.
1	This responsibility should be a priority for the District's Board if Directors and top administration. Together, those two entities already have responsibility and authority over the day-to-day operations in the district and should be held accountable at every step by the community. By all means, remain engaged in the governance process but don't require a formal organization to accomplish what is our existing civic duty! If we already do not believe that the current individuals have the ability to spend our hard earned resources appropriately, then the change needs to be in those who represent us and who perform this work, not creating another layer of bureaucracy.
1	Ultimately, we might need to change from an appointed superintendent to an elected superintendent. Otherwise, it's too easy for the school board and the superintendent to work for each other instead of the voters, resulting in a lack of accountability.
1	Vote no vote no vote no vote no on bond
1	Vote no!
1	What about north Bellingham elementary, it needs fixed and re opened!!
1	Where is the section about North Bellingham?
1	Will this committee be volunteers? Will t be hand picked by the school board, just like the task force committee? (A dishonest move)
1	Would they be background checked? What if a committee member committed fraud or bankruptcy? How are you making sure the committee doesn't become corrupt or misguided?
1	Yes, very important critical element!

## **Appendix 3: Safety, security and lighting list**

ADMINISTRATION BUILDING

1. Add wall and door with access control in hall south of doors to Conference Room  
\$9,200
  
  2. Separate Reception Area from entrance
    - Wall and door to north of Reception \$11,500
    - New Reception counter \$ 8,000
    - New glass enclosure at Reception counter with locking operable transaction window \$14,000
    - New flooring and patch finishes at entry \$ 2,300
  
  3. Add exterior windows in west wall to north of entry doors \$ 3,400
- TOTAL: \$48,400

BEACH ELEMENTARY

1. Add door with access controls between Gym and rest of the school
  2. Add access control at 5 exterior doors
- TOTAL: \$29,000

CASCADIA ELEMENTARY

3. Vestibule Entry to Administration Office
    - Remove existing hollow metal frame windows
    - Replace with glass door and relites with access control
    - Add electronic locks at second set of vestibule doors
    - Add lock at existing door to Office
- TOTAL: \$19,500

CENTRAL ELEMENTARY

1. Add wall and double doors in hall beyond Office
    - Includes magnetic holders and access control
  2. Add wall and double doors in hall beyond ramp
    - Includes magnetic holders and access control
  3. Add wall and double doors in hall at top of stairs above Office
    - Includes magnetic holders and access control
- TOTAL: \$27,600

## CUSTER ELEMENTARY

1. Relocate secure entrance to west face of Administration Office
  - Add ADA ramp and stairs
  - Cut new entrance opening in existing wall and new door
  - Relocate 2 existing windows to south
  - Relocate Reception desk to east adjacent to hallway with new sliding glass or overhead coiling shutter
  - Remove 3 existing trees

TOTAL: \$100,000

2. Add fencing and vehicle and personnel gates at northeast and southwest corners of building

TOTAL: \$3,200

3. Close off existing front entry

TOTAL: \$3,500

4. Add access control and camera at north entry – By Others

TOTAL: \$106,700

## EAGLERIDGE ELEMENTARY

1. Add wall and double doors with access control to form second vestibule outside Administration Office
2. Add door to Office from new vestibule
3. Add 270 LF 6' chain link fence at west with double gate
4. Add 120 LF 6' chain link fence at covered play area with double gate

TOTAL: \$38,400

## HORIZON MIDDLE SCHOOL

1. Add new wall and double doors with access controls beyond Administration Office

TOTAL: \$9,500

SKYLINE ELEMENTARY

- |   |          |
|---|----------|
| 1. Add 80' ornamental fence                                       | \$ 5,500 |
| • 2 Gates   | \$ 2,300 |
| 2. Add 110' chain link fence                                      | \$ 2,500 |
| • 2 Personnel Gates   | \$ 1,000 |
| • 1 Vehicle Gate  | \$ 1,400 |
| 3. Add lighting at covered play area                              | \$21,000 |
| 4. Add access controls at interior door from Reception to hallway | \$ 3,500 |
| 5. Add 10 by 40 foot entry canopy at main entry                   | \$46,000 |
| 6. Add access controls at perimeter doors – By Others             |          |

TOTAL: \$83,200

VISTA MIDDLE SCHOOL

- |  |  |
|--|--|
| 1. Move second set of vestibule doors south to force entrance through Office |  |
|--|--|

TOTAL: \$15,000

NORTH BELLINGHAM

- |   |         |
|---|---------|
| 1. Add fence and gate at north entrance                     |         |
| • Fence   | \$1,200 |
| • Personnel Gate  | \$ 500  |
| 2. Add fence and gate at east entrance                      |         |
| • Fence   | \$1,000 |
| • Personnel Gate  | \$ 500  |
| 3. Add fence and gate at southeast corner to fence at south |         |
| • Fence   | \$5,000 |
| • Personnel Gate  | \$1,200 |

TOTAL: \$9,400

Add exterior wall-mounted LED lighting at each school

- Assume 12 fixtures per site @ \$650/fixture = \$7,800/site times 10 sites

TOTAL: \$78,000

SUMMARY

Beach	\$29,000
Cascadia	\$19,500
Central	\$27,600
Custer	\$106,700
Eagleridge	\$38,400
Skyline	\$83,200
Horizon	\$9,500
Vista	\$15,000
N. Bellingham	\$ 9,400
Ferndale H.S.	\$42,400
Administration	\$48,400
Exterior Lighting	\$89,000

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Total Construction Cost	\$518,100
X 1.35 for taxes, fees, contingencies	
X1.15 for escalation	

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TOTAL PROJECT COST:	\$800,000
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## **Appendix 4: Full project list**

# Z E R V A S

## FERNDALE DISTRICT BOND PLANNING

### SUMMARY OF PROPOSED BOND PROJECTS AND COSTS

**District-Wide Security Upgrades** - See List below. \$ 800,000  
 (Excludes FHS at \$43,000 and North Bellingham at \$9,000)

#### District-Wide Critical Projects List

Level 1 Projects- Most urgently needed

• Vista Roof Repairs	\$ 200,000
• Custer Roof Repairs	\$ 150,000
• Central Roof Repairs	\$ 150,000
• Repair brick facade at Custer- repoint and seal	\$ 800,000
• Skyline leak repairs on North side of building, seal masonry	\$ 600,000
• Global HVAC Controls for Central, Eagleridge, Cascadia, Horizon, and Admin. Building (motherboards and software)	\$ 100,000
• Replace all heat valves at Vista	\$ 300,000
• New DDC control system to control thermostats at Skyline	\$ 300,000
• Replace (18) Hot water tanks within district 15 years or older	\$ 100,000
• Upgrade fire panels at Eagleridge, Central, Horizon	\$ 60,000
• <u>Upgrade to DDC controls at 4 schools</u>	<u>\$1,200,000</u>
<b>Total</b>	<b>\$4,000,000</b>

**North Bellingham** 45,602 SF (Renovation and Addition)

• Demolish 1938 structure	\$ 540,000
• Build new school offices and support spaces and build a new connecting roof over open breezeway/ New roofing elsewhere	\$ 4,100,000
• Upgrade M/E/P systems	\$ 1,700,000
• New cabinetry	\$ 275,000
• <u>New windows</u>	<u>\$ 540,000</u>
<b>Total</b>	<b>\$7,200,000</b>

1. **Ferndale High School:** Modernize the PAC, build the remaining area as new.

• PAC: (See detail below)	\$ 2,000,000
• New: 222,000 SF x \$325/SF=	\$ 72,000,000
• Off-Site Work: (Street Frontage Improvements)	\$ 1,000,000
• <u>Athletic Fields:</u>	<u>\$ 4,000,000</u>
• Subtotal:	\$ 79,000,000
<b>Total x1.35 (Fees, Permits, FF&amp;E)</b>	<b>\$107,000,000</b>

PAC work includes the following:

• Ground water intrusion repairs	\$ 40,000
• Replace sound system	\$ 120,000
• Replace general and stage lighting	\$ 270,000
• Replace stage curtain system	\$ 80,000
• Repair roof	\$ 30,000
• Replace HVAC system	\$ 300,000
• Repurpose 2 Art classrooms to set design and storage	\$ 60,000
• Exterior upgrade	\$ 500,000
• Resurface floor at stage	\$ 12,000
• Add sprinkler system	\$ 110,000
• Technology upgrades including:	
• Audio/Visual	\$ 120,000
• Clock/Speaker	\$ 40,000
• Fire/Smoke Alarm	\$ 50,000
• DDC Controls	\$ 300,000
• Wireless Network	\$ 30,000
• <b>Subtotal (included in FHS total above)</b>	<b>\$2,000,000</b>

#### Definitions

- M/E/P: Mechanical/Electrical/Plumbing
- Mechanical: Varies per building but can include new energy efficient boilers, new digital controls that can be monitored remotely, new ducts, new hydronic piping, new radiators or cabinet unit heaters
- Electrical: Varies per building but can include new LED lights, daylight sensor lighting controls (per the energy code), addition main power or additional power outlets distributed where they are needed, new technology cabling and distribution, new audio/visual/clock/speaker systems, new data/communications systems
- Plumbing: Also varies per building and can include new low water usage toilet fixtures, new piping in some locations, new water heaters
- HVAC: (Heating, Ventilation, Air Conditioning). Exhaust fans, ventilation fans (modern codes require more than double the amount of fresh air than old systems for healthier buildings), A/C at computer and IT rooms
- Casework: (Or Cabinets). Replace old cabinets where surfaces are chipped or damaged, drawers are no longer functional or cabinet doors are failing
- Interior Finishes: Replacing carpet or hard floor surfaces, repairing trim or wall surfaces such as vinyl wall covering or wainscoting, replace water stained ceiling tiles
- Sprinkler System: Fire suppression system. In some cases the piping, heads or pumps need to be replaced
- Replace Roof: Includes strip existing, replace or add rigid insulation, add new membrane roof or comp. roof
- Frontage Improvements: Add curb/gutter/sidewalk and improve the road (Mt. View only) as required by the city
- Repoint and Seal Brick: The old original grout joints erode and allow leakage between the bricks into the building. Repointing removes the old loose grout and replaces it with new. The entire surface is then coated with a new water and graffiti repellant sealer
- DDC: Digital data control (DDC) is the automated control of a condition or process by a digital device (computer). DDC takes a centralized network-oriented approach.
- FF/E: Furnishing, fixtures, and equipment costs.

## **Appendix 5: Prioritized critical needs list**

## **Ferndale Bond Task Force: Prioritized Critical Projects List**

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2/27/2018

### **Level 1 Projects- Most urgently needed**

- Vista Middle Roof Repairs
- Custer Elementary Roof Repairs
- Central Elementary Roof Repairs
- Repair brick facade at Custer Elementary- repoint and seal
- Skyline Elementary leak repairs on North side of building
- Global HVAC Controls for Central Elementary, Eagleridge Elementary, Cascadia Elementary, Horizon Middle, and the Admin. Building (e.g. motherboards and software)
- Upgrade and replace control boards at Central Elementary
- Replace all heat valves at Vista Middle
- New control system to control thermostats at Skyline Elementary
- Upgrade compressor at Skyline Elementary
- Replace Hot water tanks within district 15 years or older
- Upgrade fire panels at Eagleridge Elementary, Central Elementary and Horizon Middle

If we were to pick one school to do a thorough M/E/P upgrade it would be Vista Middle School

- Electrical panels, transformers-1969
  - Had one transformer blow this fall
- Lighting needs upgrading everywhere but gym
- HVAC system, boilers need upgrade- control system was upgraded 4 years ago
- Plumbing needs upgrade throughout school

### **Level 2 Projects-**

- Upgrade M/E/P systems at Central Elementary, Custer Elementary, Eagleridge Elementary, and Skyline Elementary
- Upgrade and add Sprinkler systems, alarms at Custer Elementary, Skyline Elementary, Vista Middle
- Upgrade envelop of schools for energy efficiency (e.g. windows, doors)

### **Level 3 Projects-**

- Repoint and seal brick at Vista Middle
- Replace kitchen equipment and refrigeration at Skyline Elementary, Vista Middle, Central Elementary, Custer Elementary, Eagleridge Elementary and Horizon Middle
- Replace flooring and carpet in multiple schools
- Exterior and Interior paint at most schools

## Definitions

- M/E/P: Mechanical/Electrical/Plumbing
- Mechanical: Varies per building but can include new energy efficient boilers, new digital controls that can be monitored remotely, new ducts, new hydronic piping, new radiators or cabinet unit heaters
- Electrical: Varies per building but can include new LED lights, daylight sensor lighting controls (per the energy code), addition main power or additional power outlets distributed where they are needed, new technology cabling and distribution, new audio/visual/clock/speaker systems, new data/communications systems
- Plumbing: Also varies per building and can include new low water usage toilet fixtures, new piping in some locations, new water heaters
- HVAC: (Heating, Ventilation, Air Conditioning). Exhaust fans, ventilation fans (modern codes require more than double the amount of fresh air than old systems for healthier buildings), A/C at computer and IT rooms
- Casework: (Or Cabinets). Replace old cabinets where surfaces are chipped or damaged, drawers are no longer functional or cabinet doors are failing
- Interior Finishes: Replacing carpet or hard floor surfaces, repairing trim or wall surfaces such as vinyl wall covering or wainscoting, replace water stained ceiling tiles
- Sprinkler System: Fire suppression system. In some cases the piping, heads or pumps need to be replaced
- Replace Roof: Includes strip existing, replace or add rigid insulation, add new membrane roof or comp. roof
- Frontage Improvements: Add curb/gutter/sidewalk and improve the road (Mt. View only) as required by the city
- Repoint and Seal Brick: The old original grout joints erode and allow leakage between the bricks into the building. Repointing removes the old loose grout and replaces it with new. The entire surface is then coated with a new water and graffiti repellent sealer
- DDC: Digital data control (DDC) is the automated control of a condition or process by a digital device (computer). DDC takes a centralized network-oriented approach.
- FF/E: Furnishing, fixtures, and equipment costs.

## **Appendix 6: Community oversight committee description and scope**



# 2018 Ferndale School District: Capital Spending Oversight Committee Proposal

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2/12/2018

## *Purpose*

The purpose of an oversight committee being formed upon approval of the 2018 Capital Bond measure is to ensure 2018 Bond capital funds are allocated to the expenditures as indicated in the 2018 Capital Bond measure and as approved by the voters within the Ferndale School District boundaries.

## *Advantages of an Oversight Committee*

The political, social, and managerial advantages to an oversight committee serve as motivating factors for their implementation. Acknowledging these advantages is important because while the oversight committee may not be expensive, filling any gaps the committee finds in the controls may require expending precious resources. Hence, understanding the benefits of having an oversight committee can help influence stakeholders, such as the school board and facilities staff members, and voting public. The political advantages of an oversight committee can be gaining public confidence in district management. The committee can also be helpful in publicizing what *is* working with implementation protocol of capital funds to the constituents. The social advantages of forming a committee are primarily concerned with empowering diverse members of a community to work together to improve the schools. An oversight committee also engages the business community in improving the public infrastructure. This is important because the potential school capital improvement project will be enormous and typically hold better success when public-private collaboration is implemented. Such collaboration enables the business community to be a part of ensuring the public infrastructure benefiting the community as a whole is of the highest quality. The management advantage – free professional consultation – is perhaps the most obvious but can be a valuable resource to school boards lacking in construction management experience. In summary the advantages mentioned above reveal that the citizens' oversight committee can be a powerful tool for a school community even if there are adequate internal and independent controls in place. No matter how many controls are in place, the value of the committee in achieving political, social, and professional gains serve as means to motivate stakeholders and create a project that all affected can be proud of.

## *Scope*

The specific areas the committee will oversee will be the 2018 approved bond for capital construction and renovation projects as well as the procurement process involved. The scope shall also clearly identify the capital project funding streams the oversight committee will oversee. The scope should not grant the committee the power to approve contracts or policies. The committee shall, however make recommendations prior to school board decisions on policies and contracts.

## *The Charter*

Along with effective leadership and adequate resources and data collection systems, the charter will determine the success or failure of an oversight committee. The charter contains everything from the scope of the committee's responsibilities to the procedures for running meetings. A thorough charter limits the ambiguity of roles, authority, and procedures that can plague a committee's work. Both the development of the charter and the elements the charter addresses are important factor. There are three key elements essential to all charters in addition to multiple logistical elements. The three

key elements include:

- Purpose and scope
- Access to information and authority
- Member expertise and capacity

### ***Member Expertise***

The expertise desired in the membership shall be reflective of the motivation of the Bond Task Force and the social environment in the district. The citizens who are appointed to the oversight committee shall represent various professional interests, such as construction management and financial auditors, the Bond Task Force feels should be represented in order to carry out effective oversight. At least half of the members should be knowledgeable in finance and construction management and acquisitions. Hiring a consultant may be required when there is not the experience available. Having committee staff members who are experts in these areas may limit the number of members who need to have professional skills. However, members who do not have expertise are valuable assets and should not be deterred from offering their resources. The less-experienced staff could be provided training that will enable them to better understand and contribute to the committee's work, if the committee deems necessary.

### ***Selection Process***

The selection process should encourage community involvement, as well as members for the Chamber of Commerce and local government. Ferndale School Board members and the administration should not have the right to appoint committee members and the charter shall explicitly state the committee is autonomous from the board or administration eliminating the potential for accusations of conflict of interest.

### ***Quantity of Members***

The number of members on the committee will depend in large part upon the scope of the committee's work, the size of the capital project. The committee should have at least 7 members and no more than 15, varying based on the size of the capital project and scope of the committee's work. Having less than 15 members makes the committee more manageable for the co-chairs and allows for adequately sized subcommittees.

### ***Term Limits***

All effective committees have some limit on the length of a term. The term limit for this committee should be no less than the length of the 2018 bond approved capital project list. Maintaining expertise and experience for the duration of the construction projects is a priority additionally, limiting the service of committed members is necessary to ensure quality and strength of the oversight committee process.

### ***Compensation and Conflict of Interest***

Members should not be paid in order to eliminate any potential conflict of interest when reporting to the board or administration. However, the members should have resources available to conduct investigations and attend any necessary training to facilitate their understanding of the required work. Members should also be restricted from working for the district in any other capacity and sign statements declaring that they are not currently employed by, do any business with, or have no future intention of pursuing any of the fore mentioned with Ferndale School District.

## ***Autonomy***

Ensuring the autonomy of the oversight committee is something all stakeholders feel important, but it is not frequently addressed directly in charters. The charter should state that the committee members are not to be influenced by board members and that members cannot be removed without the approval of the committee as a whole. Clearly delineating the rights of the committee to obtaining information will also ensure they are in no way beholden to the leadership of the FSD.

## ***Committee Structure***

The committee's structure should reflect the structure of a construction management office, so the work of the committee and the project management are in alignment. Such alignment facilitates the acquiring of information and communication with the engineering office's, contractor and FSD administration. Sub-committees that are reflective of the facilities management project plan also helps to utilize specific member's expertise and interests and focus members on individual aspects of the project.

## ***The Importance of Leadership, Resources, and Data Collection Systems***

Much of the success of the oversight committee is decided prior to the committee's actual creation. The leadership's commitment to the oversight committee and the resources at its disposal strongly influence the quality of oversight they will perform. Having established data collection systems can also be imperative to ensuring the committee can be effective. The leadership must ensure there is buy-in from all entities that are to be overseen. In creating the legislation and other documentation that will guide the oversight committee, all stakeholders must be informed and consulted. The resulting documentation must be clear concerning the authority of the committee and the commitment of leadership to their work.

## ***Resources***

The amount of resources a committee needs is a function of how many controls are in place. If there are few controls in place, the committee will need resources to do audits to determine what is needed. Regardless, the committee should have access to funds to conduct audits and obtain expert advice. If the committee does not have adequate expertise available, it cannot be effective in its duties.

## ***Data Collection Systems***

All the data that the committee requires to perform the necessary oversight must be accounted for prior to the committee's inception. Systems by which the information is collected and reported monthly should be clarified with all stakeholders and documented clearly. The committee should have access to all reports generated by the contracting agent, accounting, quality assurance, and construction progress reports, etc.

## ***Reporting***

The committee shall report regularly to the school board and hold regular meetings to inform the public of their findings. Additionally, the oversight committee will have full access to the FSD social media director and be able to independently report project progress and updates to the public through social media.

## ***Public Involvement***

The oversight committee shall look to ensure the involvement of the public in as many ways as possible. The meeting agenda, reports, meeting minutes, etc. shall be made public. The oversight committee shall ensure at a minimum one meeting per fiscal quarter be open to the public. A portion of the committee's responsibility is to report to the public and interested citizens must be aware of how to attend a meeting and get on the oversight committee meeting agenda.

### ***Administrative Involvement***

A charters mandate shall ensure a member of the FSD Board and administrator attend meetings in order to ensure the FSD Board and administration is up to date with the committee's efforts.

### ***Conclusion***

Citizen oversight committees are a cost-effective means of ensuring a capital program is managed efficiently, effectively, and equitably. The committee can identify where oversight is needed to protect against the loss of precious resources. The introduction of potential capital projects, and the challenges associated with public perception of the FSD current administration and school board, demand effective oversight mechanisms are in place to prevent inefficient and potentially corrupt activities. If an oversight committee or other controls are not in place given the current climate of the constituents, the proposed 2018 Capital Bond package may not pass with the 60% vote required.