



## 2023 BOND PLANNING TASK FORCE REPORT

August 10, 2023

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## 1.0 EXECUTIVE SUMMARY

In February of 2023, under the leadership of the Superintendent of Lynden School District and at the recommendation of the 2022 Facilities Planning Committee, a Bond Planning Task Force (BPTF) was formed. In March of the same year this Task Force embarked on a 4-month intensive study of facility conditions, safety and security standards, teaching and learning strategies, neighboring facilities, tax rate and construction costs analysis, and student input. Over the course of 6 regularly scheduled meetings the group aimed to identify a detailed list of capital project priorities that allow the District to continue to be good stewards of community facilities and accommodate the growth of the student population and the programs that serve them.

The outcome provides for consideration a recommendation informed by data analysis and thoughtful strategic planning. The result is a list of project priorities, a timeline for a bond measure, and strategies for oversight that will have the greatest impact on the educational experience for Lynden students and efforts of teachers, staff, and the community that support them. It has been created in partnership with District operations and education experts and third-party design and construction industry professionals to provide a comprehensive framework for execution.

### 1.1 KEY FINDINGS

The BPTF developed a charter that served as the outline for the investigation and the basis for the findings of this report. Key findings include:

#### **Safety and Security**

- Ensuring the safety and security of Lynden students, teachers, and staff is the priority for this Task Force.
- An assessment performed by local law enforcement identified a clear and urgent need at Lynden High School due to its antiquated building systems and hardware, and open campus configuration.
- Spaces that promote connection create a sense of belonging that improve safety and security on campus.



## Enrollment and Capacity

- Growth is predicted to increase by 14% across the entire district from 2023 to 2031.
- Elementary school enrollment needs are focused at Isom and Vossbeck Elementary Schools. These facilities will need to provide learning spaces for 169 more students than the existing facilities were meant to serve.
- Lynden High School has the most urgent capacity need by currently serving approximately 130 more students than the current design of the facility intended. By 2031 a 23% increase in enrollment of high school students is expected, bringing that number to approximately 330 more students enrolled than existing permanent facilities were meant to serve.
- High school capacity concerns are compounded by developments in programs and instruction that require increased space and modernizations to outdated learning environments. Common areas and circulation spaces are overburdened adding to wear and tear on the building and compounding safety concerns.
- Lynden School District currently utilizes 25 portables – 16 divided evenly between Isom and Vossbeck Elementary Schools and 9 at Lynden High School.

## Facility Condition

- The State Study and Survey assessment illustrates the likely candidates for modernizations at the lowest performing facilities through a weighted average analysis. This stack ranking exercise indicates the highest priority building life cycle improvements lie at Lynden High School.
- The long-range Capital Facilities Plan determined that renovation was not a feasible option for addressing the highest priority needs at Lynden High School. Due to the compounded nature of the needs of the facility a full replacement minus the gymnasium was prioritized.
- Assessment for Isom and Vossbeck Elementary Schools also identify a need for HVAC replacement. Both schools are running systems with parts and equipment that are obsolete.

## Flexible, Adaptive Learning Environments

- With a continually evolving job market, the facilities that provide career development require flexible and adaptive learning environments. These types of spaces enhance students' opportunities to engage in critical job skills such as effective communication, collaboration, and problem solving, while providing space for staff to implement best practices in teaching.
- Recent teaching and learning practices underscore the need for modernized, purpose-built programmed spaces for ongoing program improvements especially pertaining to the following areas:
  - Multi-Tiered Systems of Support
  - Career and Technical Education
  - Performing Arts
  - Athletic Programs



- Today's students are more aware of safety concerns particularly at the high school level. This makes it difficult for students to have complete confidence in safety precautions on an open campus. This can affect mental health and academic achievement.
- The Lynden High School students that participated in this effort feel that the spaces currently provided do not support the existing course selection offered and limit the expansion of learning opportunities especially when compared to neighboring schools.
- Spaces that promote and nurture connection create a sense of belonging to improve safety and security on campus.
- Ferndale High School, a neighboring facility toured during this exercise demonstrates the standard for newly designed campuses with some features outlined below:
  - Promote human connections and a sense of belonging for all students and staff.
  - Closed-campus design that balances security needs with a feeling of openness to create a safe, positive, productive environment.
  - Meets current building standards for natural daylight.
  - Modern, purpose-built learning environments with durable finishes and contemporary equipment are designed to transition students into college curriculum or career ready graduates. Notable spaces included a multiple station culinary kitchen, hydroponics lab, wood, and metal working shops, and fully equipped sports medicine facilities,
  - Collaborative spaces sprinkled throughout the site support learning groups of all sizes and give students the opportunity to gain career-ready experience through collaboration and exploration.
  - Easily monitored, wide corridors with ample access to restroom facilities allow for easy movement through the space. This feature has been proven to reduce the probability for students to exhibit negative behaviors between classes.
  - Frequent opportunities for students to display work throughout the building not only create a sense of community but give students pride in themselves and in their school.
  - Future-focused phasing plan that accommodates changes to programs, population, technologies, and approaches to learning over time.
  - Optimize and encourage community use with inviting spaces and safe access.

## 1.2 RECOMMENDATIONS

The work of the BPTF results in detailed recommendations for how to address the immediate need for improved safety and security at Lynden High School, added classroom capacity at the high school and elementary level, and modernization of inadequate facilities to provide suitable learning environments for our students. The full list of projects is provided in the appendix of this report. The following is a summary of recommendations:

- Address the safety, security, enrollment growth, building condition, and overall student experience of Lynden High School through a full facility replacement and gymnasium renovation.
- Address enrollment growth across elementary grade levels by adding additional classrooms and expanding necessary support spaces such as the gym, restrooms, and cafeteria at Isom and Vossbeck Elementary Schools.



- Address the potential for catastrophic failures of major building systems at Isom and Vossbeck Elementary schools with a replacement of the HVAC systems.
- Improve air quality by providing HVAC in all learning environments with second floor spaces.
- Maximize available School Construction Assistance Program (SCAP) funds through careful and timely planning and design.
- Provide the most efficient and cost-effective means of replacing failing building systems in Lynden High School.
- Although the group recognizes the financial struggles for the families of Lynden they saw “no other way” than to recommend a \$160 million measure to meet the needs of students in the district. Further citing that the costs will only go up with escalation as the years go on.
- Take advantage of the lowest possible escalation costs with a prompt bond measure in February 2024.
- Provide accountability and build trust in the execution of these projects through a Community Oversight Committee.



# 2.0 INTRODUCTION

Lynden, Washington in Whatcom County is home to Lynden School District. Lynden is currently growing at a rate of 1.41% annually with a population increase of 4.3% since 2020. Lynden is in Northwest Washington, 5 miles south of the U.S./Canadian border, 15 miles north of Bellingham, and 100 miles north of Seattle.

The school district mission states that "*All students graduate college, career, and citizenship ready,*" through a vision defined by, "*High quality instruction and learning for Every Child, Every Day in every classroom.*" Lynden School District's priorities are to ensure students are engaged and accountable learners. The district focuses on parent, family, and community involvement, and provides a safe & healthy learning environment. The district is committed to having community members, staff and students work together to ensure success.

The Lynden School District operates one high school, one middle school, three elementary schools, and a parent partnership alternative learning school. Current enrollment is approximately 3,400 students. District enrollment is projected to increase by 14% districtwide over the next eight years.

## 2.1 PARTICIPANTS

### Participating Members:

Madiana Alvarez-Hernandez	Gabriela Montenegro	Leslie St. Lawrence
Clark Bourgault	Kent Oostra	Sarah Stewart
Russ Dzialo	Eric Powell	Jason Vanderveen
Anne Grubbs	Daniel Putich	Cade VanderYacht
Caleb Hazel	Jordan Radke	Mark Wohlrab
Jennifer Kuelz	Nicholas Sawka	

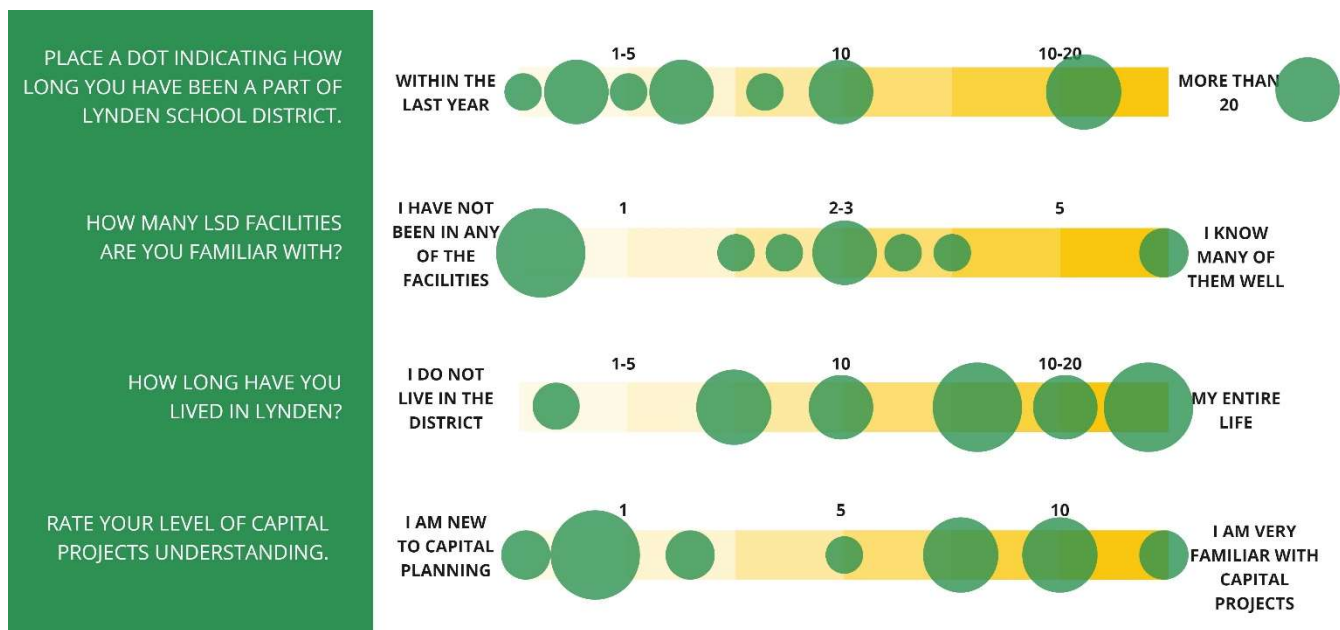
### Guest Presenters (in order of appearance):

Trevor Carlson, Managing Director, Piper | Sandler  
Mason Namminga, Student, Lynden High School  
Julie van Wijk, Asst. Superintendent of Teaching & Learning, Lynden School District  
Tanner Holland, Law Enforcement Officer, City of Lynden  
Kent Victor, Director of Career Technical Education, Lynden High School  
Trevor Galligan, Band Director, Lynden High School  
Mike McKee, Athletic Director, Lynden High School  
Tim Faber, Architect, King Architecture

### Ex-officio Members:

David VanderYacht, Facilitator & Superintendent  
CJ Constanti, School Board President, Lynden School District  
David Vis, School Board Vice President, Lynden School District





**Task Force Demographic:** A graph representing the wide-ranging cross section of the Task Force Members from the Lynden community.

## 2.2 GOALS OF THE BOND PLANNING TASK FORCE

The Bond Planning Task Force (BPTF) is a seventeen-member advisory committee. The district advertised and openly sought volunteers who would represent the broader community for the purpose of identifying priorities for capital construction projects implementation for the Lynden School District. The BPTF was established per the January 26, 2023 recommendation of the *Facilities Planning Committee* in recognition of the need for further investigation to develop a prioritized list of capital facility projects needs and their associated costs. This team serves as an advisor to the Board of Directors to make recommendations that inform future bond planning initiatives. Through the analysis of historical information, safety and security standards of practice, enrollment projections, building condition assessments, and informed by discussions around educational programs in the district, this committee identified priorities for capital needs, a budget and timeline for a bond measure, and direction for its implementation.

The outcome is the result of an approach for prioritizing projects that maximize the impact of funds spent on the educational environments to support Lynden students, parents, teachers, staff, and community.



# CAPITAL FACILITIES TIMELINE



**Facilities Planning Timeline:** Demonstrates the Bond Planning Task Force’s role as part of an ongoing Long-Range Plan initiative to determine appropriate stewardship of Lynden School District facilities now and into the future.

## 2.3 TASK FORCE CHARTER

This Task Force has the power to evaluate facility and cost data through active engagement to provide informed recommendations for action to the Lynden School Board that create a foundation which supports students, teachers, staff, and the Lynden community now and into the future.



### 3.0 PROCESS

On March 28, 2023, BPTF met for the first of six meetings to better understand long-range capital construction project needs to inform the next bond initiative. Each meeting was led by the Superintendent of Lynden School District who summarized the history of capital construction planning for the district and provided the outcomes of the survey of enrollment projections, facility conditions, and aspirational goals in support of the districtwide initiatives to support the students of the district. Presentations from students, district personnel, and industry professionals. This data and the presentations provided combined with community survey input and guiding principles developed by the group provide a basis for evaluation by the Task Force. Preliminary cost models for potential new projects were developed. Feedback from the group taken at each meeting informed recommendations included in this document.

### 4.0 MEETING DATES AND AGENDAS

Agendas for a series of six facilitated meetings were developed to provide a full understanding of measurable data and strategic goals that inform the need for facility improvements in the district. Each meeting allowed for collaboration meant to create opportunities for each member to engage in the data in a meaningful way.

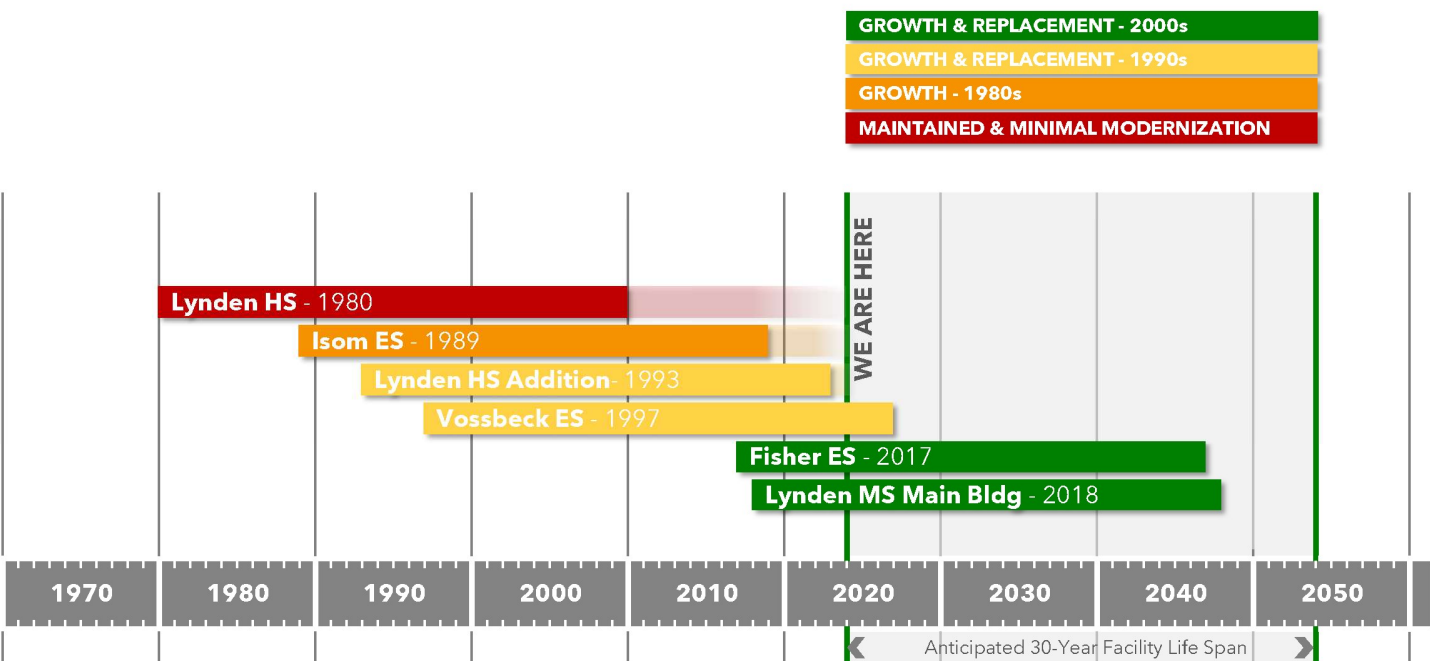
Mtg #	Date	Objectives
01	March 28, 2023	Orientation to the process and introductions of the Bond Planning Task Force team. Understanding the history of the district and establishing a foundation for future success.
02	April 18, 2023	Understand the current state of Lynden facilities through the evaluation of capacity and enrollment projections and building condition assessments. Review and understand the tax rate implication of various bond measure amounts.
03	May 02, 2023	Comprehensive review of Districtwide needs across grade levels from students, local security professionals, and teaching and learning experts.
04	May 16, 2023	Understand the current state of Lynden School District facilities firsthand and gain feedback from the group about what is successful in our facilities and where we need to improve.
05	May 30, 2023	Review construction cost analysis including consequences of supply chain complications and labor shortages of the past 3 years. Review and understand the School Construction Assistance Program (SCAP) and eligibility for State funding. Begin to prioritize the needs for capital projects by facility.
06	June 13, 2023	Validate the findings to date. Review and determine priorities in conjunction with community survey input. Review and determine a funding strategy including a bond measure amount. Understand the program outlined in the Lynden High School conceptual plans. Build a consensus for a recommendation to the Lynden School District Board of Directors.



# 5.0 FINDINGS

Determining capital project needs for an entire school district requires a holistic approach and data analysis that focuses on factors that directly relate to student achievement. Student perceptions of safety, the amount of adequate space, and the condition of the facilities directly affect their achievement. When students feel mentally safe and physically comfortable, they are better able to focus on learning. Because of this, these factors and more were used to guide the work and the findings from these studies shaped the recommendations.

Below is a timeline demonstrating the history of Lynden School District Facilities. This provides a general understanding of the areas of concern for the district and served as a starting point for the findings of this Task Force with the understanding that older schools designed with outdated teaching methods in mind typically lack the benefits of a modern learning environment.



**School Facility Timeline:** A timeline illustrating the history of facilities in the district. Each bar begins at the opening date for each facility with a bar moving to the right indicating the widely agreed upon industry expected life span of a building with proper maintenance (30 years). Here we see how the extraordinary efforts of District maintenance teams have allowed facilities to perform well beyond this time.

## 5.1 SAFETY AND SECURITY

Although there are many guiding principles that led to the ultimate recommendation of this group, Lynden School District and the members of the Bond Planning Task Force see no higher priority than the safety and security of its students. Lynden recognizes that learning suffers when students fear for their safety. A safe school environment is critical for healthy academic and social development. As noted from a student participant in the third meeting of the Task Force, today's students are more aware of safety concerns than ever, particularly at the high school level.

In 2022 local law enforcement for the City of Lynden performed an assessment of all Lynden schools with the determination that although the students, teachers, and staff are safe in our schools, Lynden



High School requires additional operational procedures both on and off site to achieve the level of safety Lynden requires for its students. These additional precautions are the direct result of an antiquated building layout and design.

CURRENT STATE at LYNDEN HIGH SCHOOL	DESIRED STANDARD at LYNDEN HIGH SCHOOL
"Open Campus" layout with multiple buildings including portables.	<b>"Closed Campus" with secured outdoor areas without portables.</b>
Multiple points of entry with doors leading directly into classrooms from the outside.	<b>Single point of entry that is easily monitored.</b>
Open site access with student pedestrian traffic and vehicular traffic overlapping.	<b>Secured site access with clear designations for different modes of traffic.</b>
Antiquated door hardware and locks.	<b>Modern hardware and locks with use indicators.</b>
Lack of coordinated access controls.	<b>Access controls at all entry points with cameras to support a well-developed safety plan.</b>
Failing mechanical systems that could result in door being left open	<b>Fully functioning mechanical systems</b>

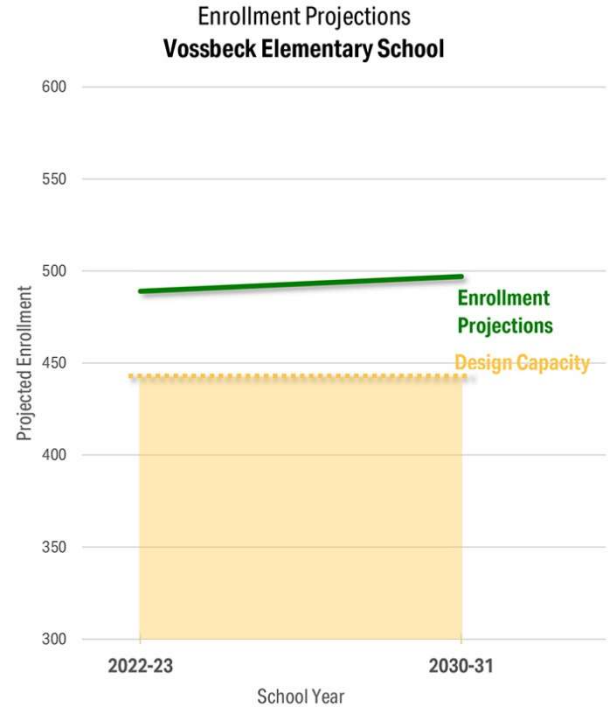
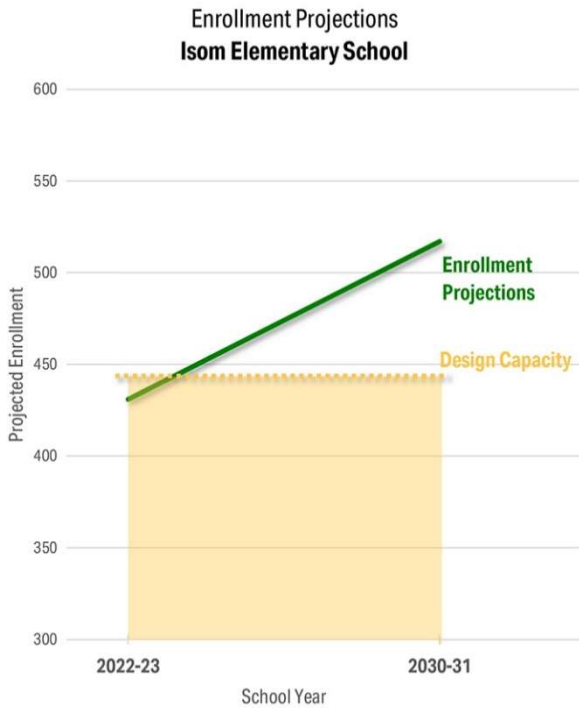
## 5.2 CAPACITY AND ENROLLENT PROJECTIONS

When the number of enrolled students significantly exceeds the intended capacity of a facility, it is considered overcrowded. Research indicates that inadequate space for students impairs their ability to concentrate, leading to decreased academic performance and an increased likelihood of exhibiting negative behaviors.

Capacity at district facilities is currently strained in older buildings originally built with a smaller design capacity standard. Historic growth in the area has led to overcrowding at the elementary and high school grade levels. To close the gap between enrollment and permanent capacity, portables – not considered permanent capacity – have been used in the past. As it stands 25 portable classrooms are utilized for learning environments. Although portables are an adequate temporary solution to enrollment surplus, continued addition of portable classrooms places added strain on neighborhoods, limits the ability of our teachers, operations, and administrative teams to serve students, limits program support spaces such as gym classes and lunch service, and amplifies wear and tear of our facilities.

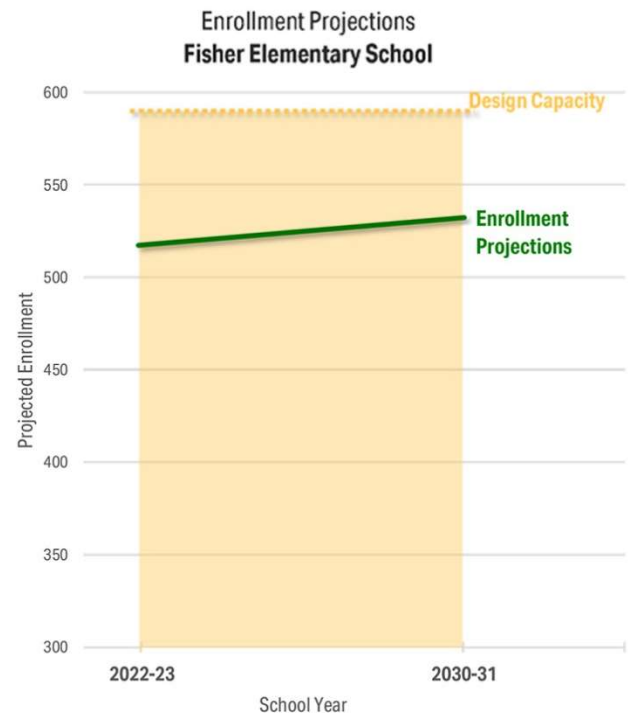
Growth is predicted to increase by nearly 14% across the district, adding more than 450 students by 2031. Comparisons of building capacity to current enrollment indicate concern at the elementary and high school grade levels. Enrollment projections compared to the design capacity of each building on the following pages show where additional classrooms and programmed space are needed now and into the future to prevent overcrowding.





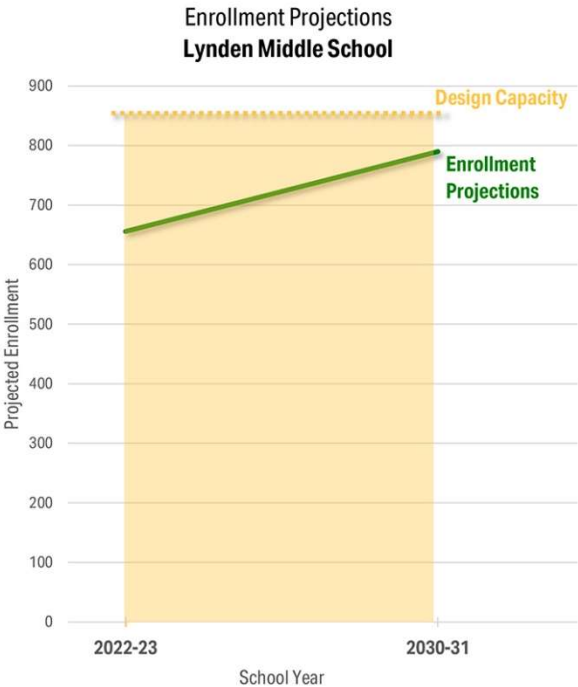
Elementary school enrollment projections show how older facilities with smaller design capacities are affected by the newly anticipated population growth for elementary aged students. Fisher opened in 2017 prepared to manage current enrollment and growth well into the future.

Although Isom is currently managing its enrollment, that is not the trend moving forward. As soon as next year Isom will be beyond its capacity. Vossbeck currently houses almost 50 students more than the capacity it was designed for. Both are currently utilizing portables.

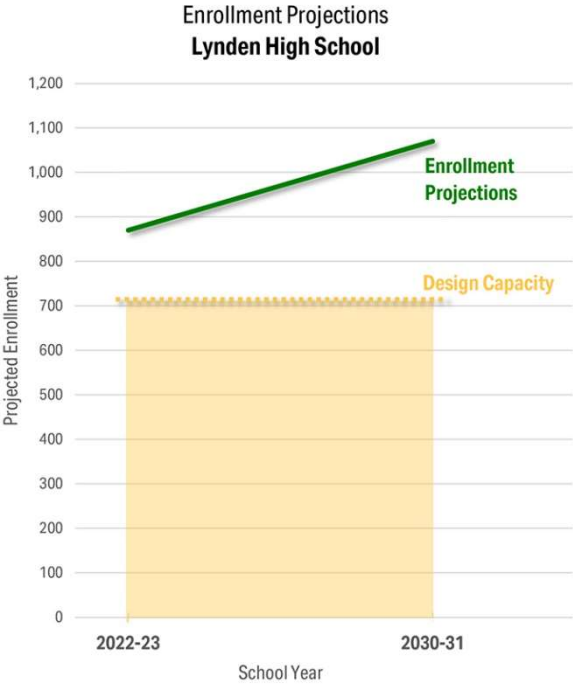


The recent construction of a new Lynden Middle School was designed to capture enrollment projections now and into the future.

Alternatively, there is an immediate need at Lynden High School for added space. The graphs below demonstrate a clear demand for added classrooms at the high school level, a need that is compounded by developments in programs and instruction that require modernizations to outdated learning environments. Lynden High School is currently approximately 130 students over its intended classroom capacity. Shared spaces like the cafeteria, main office space, library, restrooms, and hallways - originally meant to serve more than hundred fewer students - become unusable during peak times forcing students to find alternative spaces to use. This is exacerbated moving into the future with projections of as many as 330 additional students by 2031.



**Lynden Middle School Enrollment Projections:** Opened in 2018 to capture current and future middle school population.



**Lynden High School Enrollment Projections:** This graph indicates the immediate need for added learning space.



### 5.3 FACILITY CONDITIONS

Poor school conditions have an impact on student performance and learning as well. Research directly links children's ability to learn to the condition of their school environment. These findings highlight the importance of prioritizing facility stewardship in District facilities.

Building condition assessments documented in the district's State Study and Survey identify specific needs for building system upgrades and replacements to maintain building safety, security, and performance. A third-party professional reviewed each building system and provided scores in the following areas. These were then combined into a weighted score to identify an overall facility condition score listed in the table below:

- Building foundations and slabs
- Water and Gas Systems
- Exterior "envelope" (roofs, walls, windows)
- Interior walls and partitions
- Interior finishes and flooring
- Plumbing systems
- Sanitary sewer systems
- Heating, ventilation, air conditioning (HVAC)
- Fire Protection and life safety
- Electrical systems
- Communications and automated Controls
- Furnishings and fixtures

#### BUILDING CONDITION ASSESSMENT SCORES

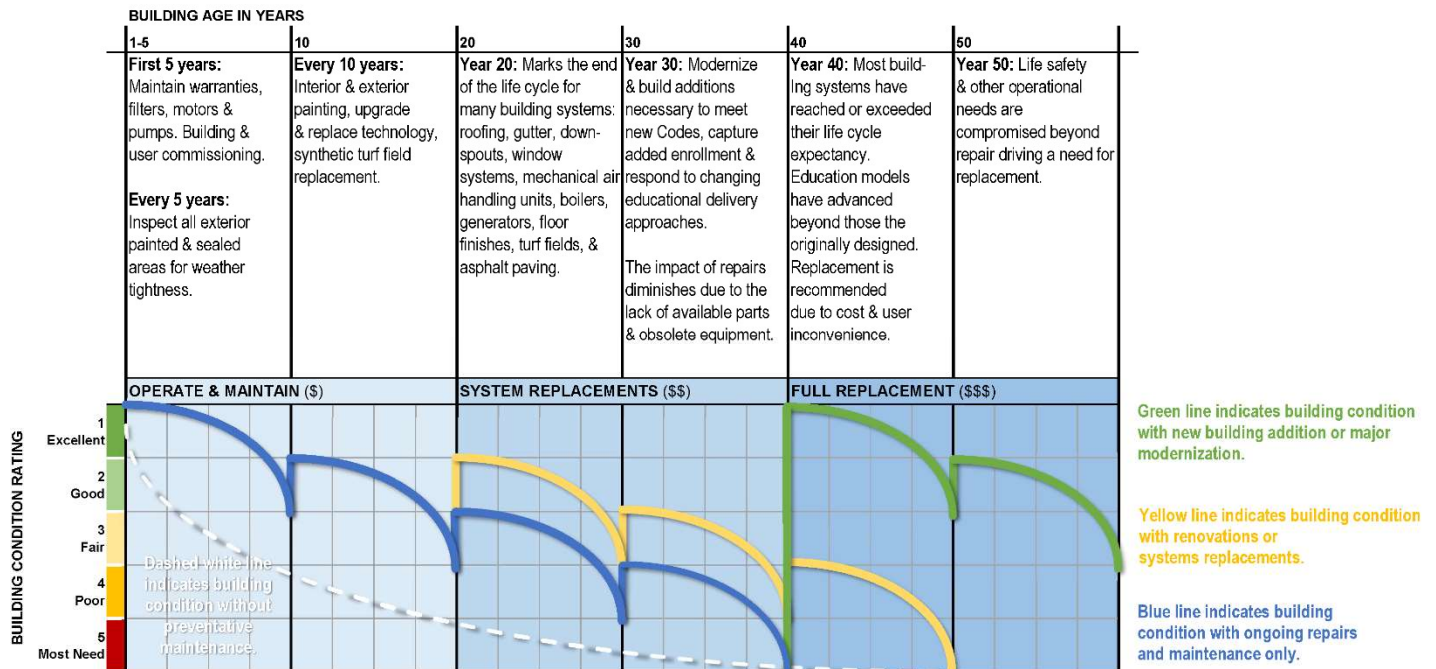
School	Year Built	Score
Lynden HS – Main Bldg	1980	60.76
Lynden HS – 300 Bldg	1980	61.98
Isom ES	1989	72.27
Lynden HS – 200 Bldg	1993	61.73
Vossbeck ES	1997	78.83
Fisher ES	2017	98.87
Lynden MS	2018	98.13

Building condition scores organized by age of facility show a correlation between building age and condition. Ratings for 2021-2022 reveal Lynden High School buildings have the highest number of concerns to address. Vossbeck and Isom Elementary score lower due to needed mechanical upgrades for air circulation. At both elementary schools, parts needed to maintain the equipment are no longer available due to the age of the system.

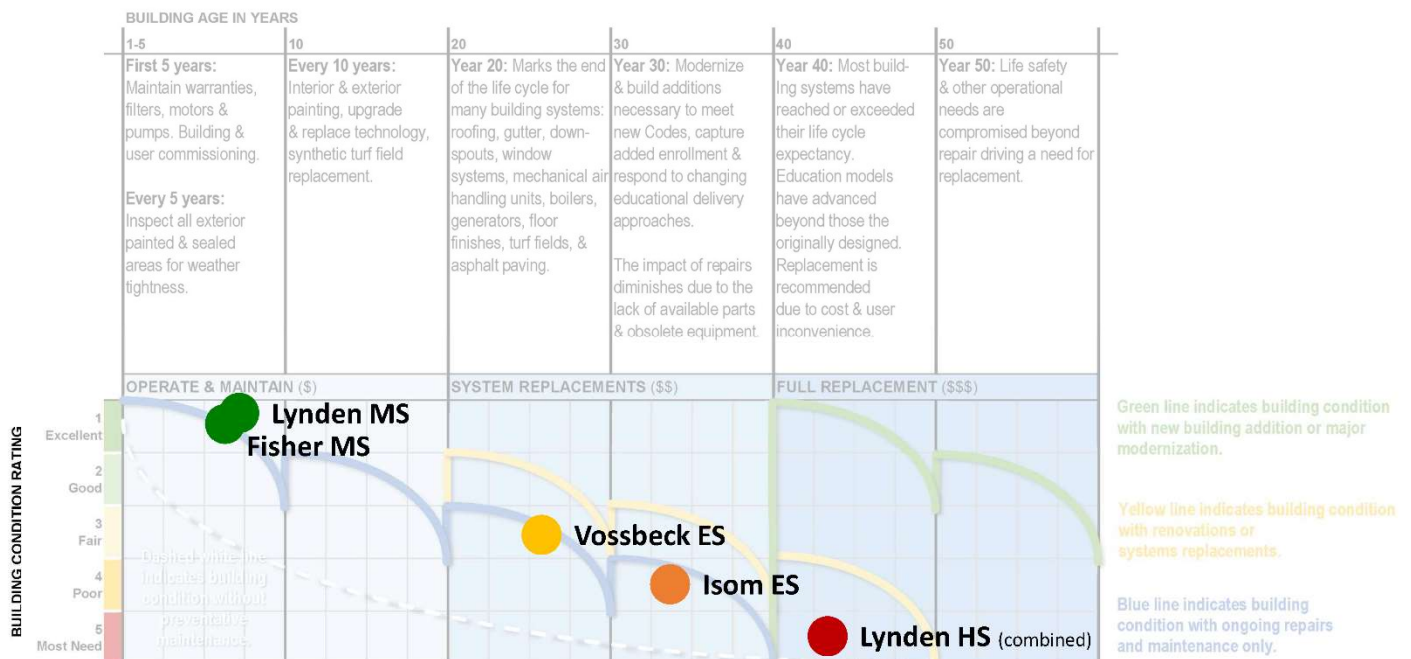
Aging building systems with poorly rated conditions do not see the same impact from renovations as newer systems. Obsolete equipment and infrastructure often make repairs overly expensive and ultimately ineffective.

The graph on the following page describes the life cycle of a building showing the instances when system replacements and renovations serve as an adequate solution and when it makes the most sense to fully replace or modernize a facility. Possible building condition ratings (1 through 5) are indicated on the left. The graph marks the expected change in those scores as the age of the building tracks from left to right. The white, dashed line indicates expected building performance without preventative maintenance while the blue line shows the impact of regular maintenance on the condition scores. However, even with regular maintenance, around the 20-year mark many major building systems require replacement. At 30 years the impact of maintenance and repairs diminishes due to the lack of available parts for obsolete equipment. The green and yellow lines show the impact of system replacements and building replacements respectively. 40 years into the life of a building all solutions trend toward major facility modernizations and ultimately full replacement.





Below is the same graph with Lynden School District facilities located by their age and Building Condition Assessment scores. Although District maintenance teams continue to keep building systems running at Lynden High School, some systems are reaching a point of catastrophic failure.



## 5.4 FLEXIBLE AND ADAPTIVE LEARNING ENVIRONMENTS

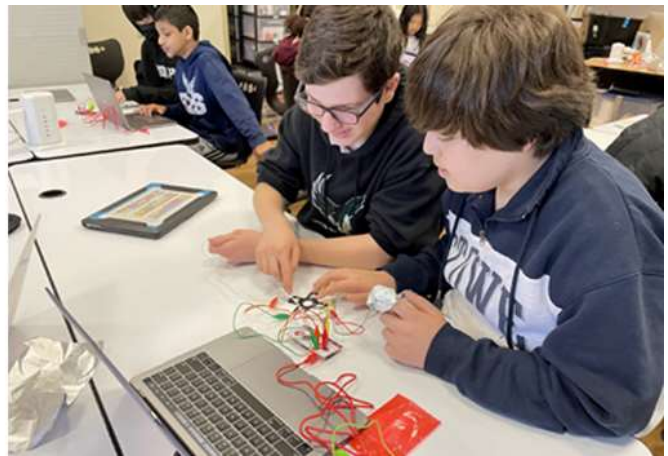
Recent developments in teaching and learning practices underscore the need to create modern, flexible learning environments that support the specialized education needed to support college and



career ready graduates. Agile spaces are tools for teachers to demonstrate targeted interventions and evidence-based strategies that sustain student growth academically, behaviorally, and social-emotionally. The CFAC reviewed information provided by District experts under the following headings and produced recommendations for each.

Older schools designed with outdated teaching methodologies in mind and lack the qualities of a modern learning environment. Adequately sized, configured, and equipped learning environments are necessary to give students the opportunity to gain experience through collaboration and exploration. Purpose-built program spaces allow students to experience first-hand the tools and equipment needed in preparation for opportunities in the future. Building improvements are needed across the district to incorporate planned and intentional spaces to support:

- Multi-Tiered Systems of Support
- Career and Technical Education
- Performing Arts
- Athletic Programs
- Collaboration spaces
- Specialized services
- Community partnerships
- Accessible playgrounds



**Flexible and Adaptive Learning Spaces:** How has school changed since you attended?

### Multi-Tiered System of Supports

Multi-Tiered Systems of Support (MTSS) is designed to meet the needs of all students. Flexible learning spaces support the use of targeted interventions and evidence-based strategies to sustain student growth academically, behaviorally, and social-emotional. Learning spaces like those pictured on the following page are often cited by school staff as an essential tool of today's learning environments.





**Collaborative Learning Spaces at Lynden Middle School:** Cited by District educators as the strongest recommendation for a new learning environment, "These collaborative spaces make a difference in learning."

## Career and Technical Education

Career and Technical Education (CTE) provides students with hands-on learning opportunities that are immediately relevant to specific industry applications. CTE education is focused on providing students with skills, knowledge, and other training to prepare them for a career. Learning environments that focus on teaching trade skills, health and human services also prepare students for careers in graphic arts, video game design, robotics, and the integration of arts and technology.

74% of our all students are enrolled in at least one CTE course. 43% are enrolled in two or more CTE classes. The lack of purpose-built programmed spaces for CTE is the biggest barrier to an adequate education focused in these areas. In all instances below, grant funding is available for equipment to provide these programs, but space and the appropriate infrastructure are lacking.

The learning environments for CTE classes do not support the curriculum and cannot allow for the flexibility needed to expand and adapt programs to meet student needs. Limited space, failing mechanical systems, and inadequate equipment are limiting our students' education and their opportunities in the work force.

## Performing Arts

The benefit of a Performing Arts education is not limited to those who play an instrument or perform in theatrical productions. Students that take part in a Performing Arts education have a greater sense of belonging, are more prepared for job interviews and speaking public, and are better in math and sciences. Currently size, location, and adequate acoustics and configuration persistently limit the impact of this critical type of education.

There is currently not enough space to house the entire program of Music and Theatre leading to cancelled shows or performing in substandard spaces (gym or cafeteria). Necessary sound proofing is not in place which can cause disturbances between spaces. The logistics of the off-site location limit the possibilities of performing and can make students miss other classes on performance days.



The off-site location also provides no opportunity for passive learning and access to this valuable type of education.

### Athletics and Physical Education

Physical education and its support spaces are often seen as secondary in importance to general education. However, Washington Office of Superintendent of Public Instruction (OSPI) includes Physical Education in its definition of state learning standards at each grade level. Youth sports teach young athletes life skills, goal setting, team building, collaboration, and time management. Students who participate in high school sports are less likely to drop out. Participation in team sports results in higher GPA for both male and female athletes through the expectation to attend all classes daily and monthly grade checks.

Without adequate facilities our student athletes are not given the same opportunities as their peers in other districts. By providing appropriate spaces, ADA accessible facilities, and maintainable tracks and fields, the district will see improved safety, lower operating costs, and improved student success and scholarships.



**District Leader Presentations:** [ABOVE] Various District leaders in education reviewed teaching and learning initiatives and demonstrated facility needs in the third meeting of the series. Here the Career and Technical Education team present their programs and the facility improvements necessary to meet their curriculum objectives.



**Student Advisory Committee:**

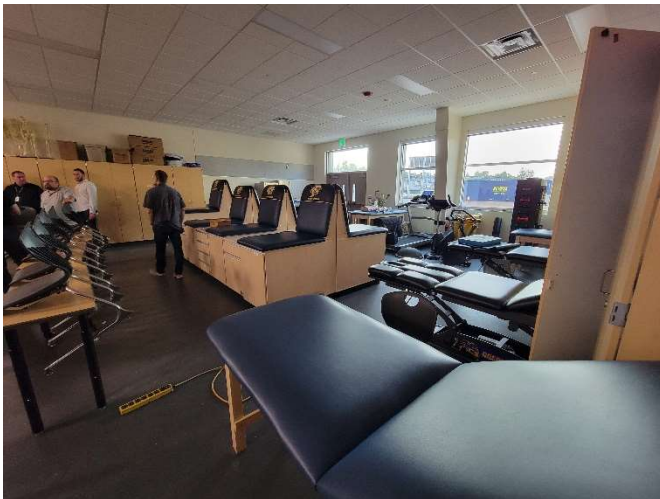
[RIGHT] The recommendations from the Bond Planning Task Force were informed by the work of the Student Advisory Committee. Here, Lynden High School student, Mason Namminga leads a discussion with other students on the importance of feeling safe in schools, having a sense of pride in your environment, and the affects of your surroundings on mental health and wellbeing. Mason went on to present on the topics of Safety and Security and Learning Environments, and in the third BPTF meeting.



## Firsthand Experience

To understand the state of Lynden School District facilities firsthand, site visits at Isom Elementary, Lynden Middle and Lynden High School were provided followed by a tour of the neighboring Ferndale High School. The differences between older and newer schools within the district were apparent and amplified with the direct comparison of facilities between districts at a similar grade level. Below are some of the guiding principles that drove the design of Ferndale High School that had the most impact on the group.

- A closed-campus design that balances security needs with a feeling of openness to create a safe, positive, productive environment. This also optimizes and encourages community use with effective, efficient, and safe access.
- Modern, purpose-built learning environments with durable finishes and contemporary equipment are designed to transition students into college curriculum or career ready graduates. Notable spaces included a multiple station culinary kitchen, hydroponics lab, wood, and metal working shops, and fully equipped sports medicine facilities,
- Collaborative spaces sprinkled throughout the site support learning groups of all sizes and give students the opportunity to gain career-ready experience through collaboration and exploration.
- Easily monitored, wide corridors with ample access to restroom facilities allow for easy movement through the space. This feature has been proven to reduce the probability for students to exhibit negative behaviors between classes.
- Frequent opportunities for students to display work throughout the building not only create a sense of community but give students pride in themselves and in their school.
- All learning spaces meet current building standards for natural daylight.
- Future-focused phasing plan that accommodates changes to programs, population, technologies, and approaches to learning over time.
- Inviting spaces that encourage community use through effective spaces and safe access.



**Health Sciences:** [LEFT] Ferndale High School's state of the art facility is housed in a permanent classroom with ample natural lighting. It includes multiple stations and a full-sized classroom. [RIGHT] Lynden's Health Services classroom is currently housed in a portable with minimal, outdated equipment and substandard ventilation and heating.





**Culinary Arts Industrial Kitchen:** [LEFT] Ferndale High School's professional culinary kitchen utilizes commercial grade equipment and is fully equipped with appropriate ventilation and fire safety systems. Ferndale's space is open, clear of obstacles and easily monitored.

[ABOVE, RIGHT] Lynden High School 's culinary space is equipped with residential equipment and ventilation systems with a layout not conducive to easy visual monitoring.



**Woodworking:** [BELOW] Ferndale's wood shop has a separate classroom to allow more flexibility and better ventilation for a safer environment. [RIGHT] Lynden's woodworking classroom is combined with the machine room.



## 5.4 FINANCIAL INFLUENCES

### Tax Impact Analysis

The BPTF reviewed the estimated 2025 tax rate increase for 3 different bond authorization amounts. With each amount the group used the cost per \$1,000 assessed value as an indicator tracking it against the estimated annual and monthly gross property tax increase. Below are the results of those comparisons:

Example Bond Authorization Amount	Estimated 2025 Rate Increase over 2024 per \$1000 of Assessed Value
\$120,000,000	\$1.48
\$150,000,000	\$1.83
\$160,000,000	\$1.89
\$180,000,000	\$2.10

### Escalation

Current construction costs continue to feel the impacts of unprecedented escalation that occurred during the pandemic. Although construction escalation predications are lower than they have been in recent years because escalation is calculated year over year the effects of record increases caused by supply chain limitations and labor shortages during the pandemic continue to affect the costs of construction today. For the purposes of estimating construction costs for this exercise we use the following factors to escalate current costs:

- 2024 – 7.25%
- 2025 – 6.25%
- 2026 – 5.25%

### The School Construction Assistance Program (SCAP)

The School Construction Assistance Program (SCAP) provides funding assistance to school districts undertaking major new construction or modernization projects. Eligibility calculations are based on district enrollment numbers and the age of existing facilities. Funds are provided in the form of reimbursements and must meet eligibility requirements. School districts are responsible for securing local funding for their portion of the matching dollars – in this case a bond measure.

Lynden School District is currently eligible for \$4,314,273 in K-8 facilities and \$18,459,018 for facilities teaching at grade levels 9-12. Although the eligibility calculation most often does not exactly reflect final reimbursement, it can be considered a good guideline to estimate the amount of funding that is available for projects that meet the criteria.



## 6.0 RECOMMENDATIONS

The data above in addition to Lynden School District's mission, vision, and strategic priorities drove the decisions of this committee. There was consensus in the group that well-maintained buildings and grounds - comparable to neighboring districts - are the necessary tools for educators to continue to create safe and supportive learning environments.

A review of each condition reveals the need for a bond measure to obtain enough funds to address the issues facing Lynden School District facilities now and into the future. The strategy of the proposed bond measure is to address safety through security upgrades and by creating spaces that promote human connection and a sense of belonging for all students. In addition, this measure will address capacity and condition concerns at Lynden High School and add capacity and extend the functionality of Isom and Vossbeck Elementary Schools for the next 15-20 years.

### 6.1 BOND MEASURE PRIORITIES

#### 6.1.1 Safety and Security

- Upgrade safety and security fixtures, equipment, and configuration to meet industry standards across all District facilities.
- The statement was made that if the Lynden community prioritizes the safety of its youth, the recommendation must stand to completely replace Lynden High School with current safety and security standards as a driving force in the new design.
- Address student health and safety through complete replacement of the HVAC systems at Isom and Vossbeck Elementary Schools.
- Address safety concerns through parking additions at Vossbeck Elementary Schools.
- Install fire sprinkler system in Isom Elementary School.
- Bring playgrounds to current State standards at Fisher, Isom, and Vossbeck Elementary Schools.
- Balance security needs with a feeling of openness to create a safe, welcoming, positive environment.
- Improve safety and security on campus by providing spaces that promote and nurture connection through student interaction for an improved sense of belonging.

#### 6.1.2 Capacity and Enrollment Projections

- Provide needed capacity to accommodate enrollment projections at all grade levels as projected in the 2023 Capital Facilities Plan.
- Extend the functionality of Isom and Vossbeck Elementary Schools into the foreseeable future by adding purpose-built learning spaces that not only meet the needs predicted by enrollment projections, but also provide flexible, grade-level appropriate learning spaces.
- Provide adequate support spaces to capture the needs of a growing Isom Elementary community with added cafeteria, commons, and gymnasium spaces.
- Revise vehicular circulation and add necessary parking at Vossbeck Elementary.



### 6.1.3 Facility Conditions

- Replace and upgrade Lynden High School mechanical systems in the most efficient and cost-effective manner with a full replacement of the facility.
- Address the potential for a catastrophic failure of mechanical systems that risk of closure of school facilities with a complete replacement of the HVAC systems at Isom and Vossbeck Elementary Schools.
- Extend the functionality and protect valuable District assets with the replacement of the roof on Isom and Vossbeck Elementary Schools.
- Extend the functionality and protect valuable District assets with the replacement of flooring in Isom and Vossbeck Elementary Schools.

### 6.1.4 Flexible and Adaptive Learning Environments

- Address the need for purpose-built spaces for curriculum designed to meet the District mission to ensure that "*All students graduate college, career, and citizenship ready,*" through a vision defined by, "*High quality instruction and learning for Every Child, Every Day in every classroom.*" This requires a complete replacement of Lynden High School and the provision of added spaces that provide an equitable experience in the elementary grade level at Isom and Vossbeck Elementary Schools.
- Provide learning spaces that better support the immediate needs of teaching and learning and that give the flexibility needed to adapt to ongoing changes in the way education is delivered and students learn.
- Provide facilities that support the existing curriculum selection offered at Lynden High School and the flexibility to expand programs to stay competitive with neighboring districts into the future.
- Create a campus that reflects our community, region, and the culture that defines Lynden School District.

### 6.1.5 Financial Influences

- Maximize available School Construction Assistance Program (SCAP) funds through careful and timely planning and design.
- Begin immediately. The costs of these projects will never be as cost-effective as they are at this time.



## 6.2 BOND MEASURE PROJECT LIST AND ESTIMATED COSTS

### 6.2.1 Complete Project Priorities List by Type

Priorities	School	Estimated Cost
<b>STUDENT HEALTH, SAFETY, and EXPERIENCE</b>		
Upgrade Safety & Security to Meet Industry Standards	Districtwide	\$360,000
High School Replacement	Lynden HS	\$150,000,000
Upgrade Fire Suppression System to Meet Current Safety Standards	Isom ES	\$800,000
Replacement of HVAC System	Isom ES	\$4,800,000
Replacement of HVAC System	Vossbeck ES	\$1,500,000
Air Conditioning & Circulation	Lynden MS	\$820,000
Playground Upgrades to Meet Current State Standards	Vossbeck ES	\$150,000
Playground Upgrades to Meet Current State Standards	Isom ES	\$150,000
Playground Upgrades to Meet Current State Standards	Fisher ES	\$150,000
SCAP Funding Eligibility	Lynden HS	(\$18,459,018)
<b>FACILITY STEWARDSHIP</b>		
Replace Flooring in Classrooms, Halls, Gym	Isom ES	\$600,000
Replace Roof	Isom ES	\$1,500,000
Replace Flooring in Classrooms, Halls, Gym	Vossbeck ES	\$564,000
Replace Roof	Vossbeck ES	\$1,700,000
Recommission	Judson Hall	\$650,000
<b>DISTRICTWIDE PROGRAM GROWTH</b>		
New Construction of Permanent Classrooms	Isom ES	\$6,370,000
New Construction of Permanent Classrooms	Vossbeck ES	\$6,370,000
Expand Multipurpose/Cafeteria to Meet Enrollment Needs	Isom ES	\$3,300,000
Expand Existing Gym to Meet Enrollment Needs	Isom ES	\$2,350,000
Additional Parking to Meet Enrollment Needs	Vossbeck ES	\$270,000
SCAP Funding Eligibility	Isom & Vossbeck ES	(\$4,314,273)
Fully Convert Old Gym to Dist. Warehouse	Fisher ES	\$370,000
<b>TOTAL IDENTIFIED NEED</b>		<b>\$160,000,709</b>



### 6.2.2 Lynden High School Proposed Program

Secured Entry Vestibule	Learning Resource Center / Library
Administration, Attendance, & Waiting Areas	Performing Arts Center
Commons / Community Gathering Area	Support Areas - Science
Student Health & Counselling	Support Areas - Fine Arts
Staff Collaboration & Support Spaces	Support Areas - Music
Kitchen and Cafeteria	Support Areas - Gym Concessions
Classrooms - General Education	Support Areas - Gym Lockers & Storage
Classrooms - Science	Support Areas - Gym Weight Room
Classrooms - Bio Tech	Support Areas - Storage
Classrooms - CTE - Wood Shop	Restrooms
Classrooms - CTE - Agriculture & Metal Shop	Stairs, Elevators, and Circulation
Classrooms - CTE - Family and Consumer Sciences	Custodial & Mechanical Spaces
Classrooms - CTE - Health Sciences	Site Improvements
Classrooms - Fine Arts	Vehicular Circulation and Parking
Classrooms - Music	Stadium Seating, Track, Fields
Classrooms - Performing Arts	Furniture, Fixtures, & Equipment
Classrooms - Gym Renovation	Permitting
Classrooms - Shared Learning & Gathering Spaces	Demolition of Existing Facilities



### 6.3 BOND MEASURE AMOUNT

Although the group recognizes the financial struggles for the families of Lynden they saw “no other way” than to recommend a \$160 million measure to meet the needs of students in the district. Many stated anything less than that amount would be “irresponsible” and did not see how we could “rationally ask for anything less given the state of our facilities,” further citing that the costs will only go up with escalation as the years go on.

### 6.4 BOND MEASURE TIMING

All participants wanted to start quickly to capitalize on the lowest construction costs and to allow the district to begin looking for creative ways to meet the budget through efficiencies and economies of scale. Because of this, the Task Force recommends a February 2024 bond measure.

### 6.5 BOND MEASURE OVERSIGHT

Referencing Ferndale School District and others who have implemented ongoing community oversight through the life of the design and construction, the Task Force recommends a similar process to provide accountability and build trust in the execution of these projects through a Community Oversight Committee.



## 7.0 CLOSING

The Bond Planning Task Force is one facet of a broader, continuous system of District and community engagement. This comprehensive approach informs both current and future recommendations on when and to what extent funds should be sought to implement essential facility improvements for the learning environments of our students. The report is a documentation of thoughtful work provided by Lynden School District leaders, teachers, and staff, influenced by a survey of the Lynden community, and informed by the community members participating in the Bond Planning Task Force.



**Consensus Building:** Small groups review the complete list of District capital facility needs and work together to prioritize those projects within the funding mechanisms available to the district.



## **8.0 APPENDIX**

### **8.1 Facilities Planning Committee Report, January 26, 2023**



## 8.2 Bond Planning Task Force Meeting Summaries and Slides



### 8.3 2023 Capital Facilities Plan

