



CSG WORKS

Meridian School District **2**

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DISTRICT — SPOTLIGHT

Meridian demonstrates that small school districts can do big things

After passing a \$17 million dollar bond in 2010 and obtaining \$23 million dollars from the State Construction Assistance Program, the Meridian School District has completed some big facility projects! The district replaced the elementary school and most of the old high school buildings, and renovated the remainder of the campus. The bond scope also included demolition of many of the old deteriorating buildings, including the 91-year old “Old Main” building.

The district worked closely with the community and an amazing 12th grade student, Joel Wiebe to develop the bond plan for revitalizing two of the three district schools. Joel worked on the bond campaign as his senior project. He was instrumental in organizing the student body to rally around the campaign by asking them to attend community meetings and work the phone bank. He also produced a video that highlighted current building issues and the benefits of new and modernized schools for both the student body and the community.

In order to accommodate the busy school year and keep the existing high school buildings fully occupied, the design and construction team helped the district develop a three-phase project plan. This allowed

for completion of each new phase of construction and then student occupancy before the next phase of demolition and construction started.

The new two-story 59,000 square foot Irene Reither Elementary School was built while students occupied the old school directly next door. The new facility boasts improved air quality, energy efficient equipment and lighting along with abundant natural light.

Working closely with the architectural team at Zervas in Bellingham, CSG provided Project Management, Construction Management, Constructability Review, Commissioning and (FF&E) Furniture, Fixtures and Equipment logistic services for the project.



Projects at a Glance

MERIDIAN HIGH SCHOOL



- Total project costs of \$25,800,000
- 4 new buildings with a total of 93,000 square feet:
 1. A 13,500 sq. ft. Career and Technical Education building including a wood shop, art room, computer lab, culinary arts and a state of the art welding shop with 17 welding booths
 2. A 48,600 sq. ft. education building including classrooms, science labs, commons area, new library and dining area
 3. A 25,000 sq. ft. replacement gymnasium, a landscaped central courtyard with a “college campus feeling” plus a new centralized bus drop off area
 4. 6,300 sq. ft. locker room building and a new greenhouse
- The facility is designed around a central courtyard which can be locked off from outside entry. Most of the student traffic between buildings takes place through the secure courtyard improving safety over the previous sprawling campus.
- Building security is enhanced with access control and video surveillance including a video buzz-in station at the front entry.
- The site is designed to separate the bus traffic from student parking areas eliminating traffic conflicts with pedestrians and vehicles.
- Evening use spaces such as the Gymnasium, the Commons and the Library can be secured at night with only select areas being heated and accessible.

IRENE REITHER ELEMENTARY



- Total project sq ft = 59,000
- Total project costs of \$16,500,000



THE ROLE OF THE ARCHITECT AND CONSTRUCTION/PROJECT MANAGER

Guest article by Brian D. Fitzgerald, AIA, REFP, CSI

In a productive and healthy school design process, members of the core stakeholder team each contribute from their respective areas of expertise: An educator describes an ideal learning environment; an administrator conveys expectations for student safety and management of staff, while advocating for the many facets of providing a top-notch education; and the architect creates a built environment to suit the myriad criteria of the users (and numerous others) who have a stake in the final outcome.

By teaming with an outside construction manager/ project manager as the third leg of a proverbial stool (the other two legs being the architect and owner), districts without in-house staff expertise benefit from the high level of professional knowledge and direct experience brought on to complete tasks within the owner's area of responsibility. An effective, collaborative relationship between an architect and CM/PM helps build and maintain project momentum through collectively addressing the diverse and numerous tasks involved in keeping the work on track and uninterrupted.

At its most basic level, project management entails the administration of design and construction contracts, and management of an Owner's budget and schedule. The PM can also help the owner to better understand the design, and communicate important priorities. Successful PM's often offer a menu of services to less-experienced owners to ease the additional challenges likely faced during a project; such challenges might include navigation of the Office of the Superintendent of Public Instruction's (OSPI)'s D-Form process for obtaining State fund matching, management of specialty consultants not under the purview of the

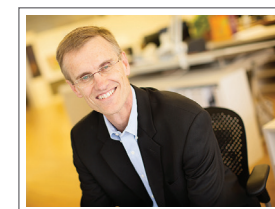


architect, coordination of the relocation process, and procurement of furniture, fixtures and equipment. Timely completion of these components are crucial in maintaining an overall critical path. From an architect's perspective, having these elements professionally managed not only reaps rewards in schedule maintenance, but also serves to enhance team communication, achieve a higher level of document coordination, and provide a project completed with a consistent level of quality. Success in each of these areas directly translates into time and dollars saved for a school district client.

If brought on early, project managers can bring significant value in laying a project's ground work. Up-front scope, assigned to either the architect or PM, can include initial communication with agencies, community outreach and education, collection of pre-design input from client stakeholder groups, and authorship of educational specifications. Active participation in the architect's design process serves to sharpen the vision as the project moves toward construction. Throughout its duration, a high level of consistent collaboration will contribute toward the development of a successful project. From beginning to end, the combination of specialty skills brought by the PM, architect and owner, delivers value to students,

taxpayers and communities through this mutually-beneficial platform of planning, design and construction.

ABOUT THE AUTHOR



Brian D. Fitzgerald
AIA, REFP, CSI

TCF Architecture Managing Principal Brian Fitzgerald has practiced Architecture for more than 36 years, specializing in the planning and design of new and renovated K-12 schools. His professional experience in working with districts of all sizes throughout Washington and Oregon is supplemented by his personal passion for school security and facility longevity. Active in CEFPI (Council of Educational Facility Planners International), Brian is a Registered Educational Facility Planner and certified by the Construction Specifications Institute.

FACILITIES FUNDING

Guest article by Jim McNeill, Attorney

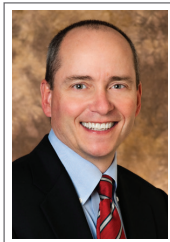
Compliance with Public Hearing Requirements when Altering Projects or Using Excess Bond Proceeds/
State Financing Assistance

AUTHORITY

Pursuant to RCW 28A.530.020(2), the Washington Legislature expressly granted school districts the power to alter the projects being financed with proceeds from voter-approved general obligation bonds ("Bond Proceeds") and/or State of Washington financing assistance ("State Financing Assistance"), provided that school districts comply with certain statutory public hearing requirements.

Be careful: even a school district's use of excess Bond Proceeds and/or State Financing Assistance that remain after the capital improvements have been completed, may be considered an alteration of Bond Proceeds and/or State Financing Assistance that requires compliance with the public hearing requirements of RCW 28A.530.020(2). The public hearing requirements contained in RCW 28A.530.020(2) are routinely included within the text of the election resolution that submits the bond issue to the voters.

ABOUT THE AUTHOR



Jim McNeill, Attorney
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Since 2007, Jim has acted as bond counsel to Washington school districts on 218 issues with over \$2.64 billion in bonds.

He has more than 25 years of experience as bond counsel for Washington school districts and has served as bond counsel on a variety of financings for school districts, including voted and nonvoted bonds (both tax-exempt and taxable), short-term notes, lines of credit, certificates of participation, leases and conditional sales contracts. Jim frequently speaks at WASA, WASBO and WSSDA conferences on school finance related subjects. He is a member of the Washington Council of School Attorneys and the National Association of Bond Lawyers.

PROCEDURE

The alteration of projects under RCW 28A.530.020(2) involves a three-step procedure: first, the school district board of directors (the "Board") adopts a resolution that sets a public hearing; second, the Board conducts the public hearing; and third, the Board adopts a resolution approving the alterations.

1 Resolution Setting Public Hearing

This resolution (prepared by bond counsel) sets the public hearing date, time and location, and directs that notice be given of such hearing. Before adopting this resolution, District administration, with assistance from bond counsel, should submit a written recommendation to the Board recommending the alteration of the projects due to certain "state or local circumstances." Generally, these circumstances contemplate some unanticipated or new condition, consideration or development occurring since the voters originally approved the bonds. The notice of public hearing should be given at least two weeks in advance of the public hearing in the same manner as a special meeting notice.

2 Public Hearing

The purpose of the hearing is to afford individuals an opportunity to present information and opinions to the Board regarding the alteration of the projects originally authorized by the school district's voters. The President or Chair of the Board will act as moderator and will have a script of the hearing (prepared by bond counsel) to facilitate an efficient hearing process.

3 Resolution Approving Alterations

This resolution, which is prepared by bond counsel, approves and orders the alterations, and must be adopted at a separate meeting after the public hearing. The Board may not adopt the resolution at the same meeting at which the public hearing occurs.

School districts contemplating an alteration of projects should consult with their bond counsel to determine applicability of the public hearing requirements and to assist the school district in the preparation of the applicable resolutions and supporting documentation.





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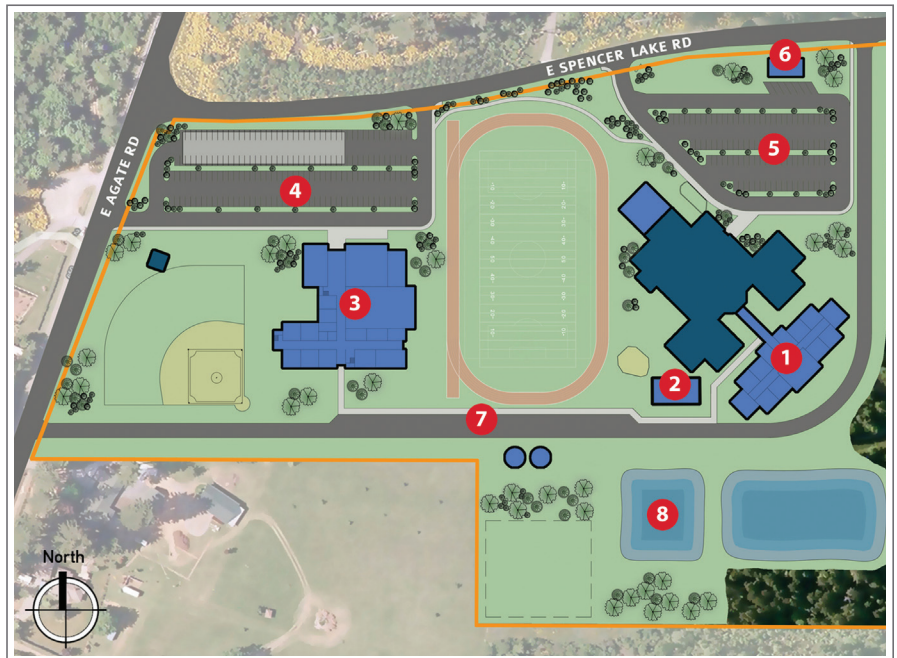
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PIONEER SCHOOL DISTRICT PASSES BOND

Congratulations to Pioneer School District on passing your bond. This was no small feat, the \$25.4m bond passed after its 15th attempt. Superintendent Marty Brewer credits the passage to a strong social media campaign and the dedication of supporters to engage in conversation with friends, families and neighbors about the need for the building project.

The bond will help to expand the existing Pioneer Primary School and replace the existing Pioneer Intermediate Middle School. It will pay for 10 new classrooms at the Primary School, replace the Middle School, a new covered play area, expand school parking, relocate district offices to portables, a new bus drop-off area, and storm water detention ponds.



Pioneer Middle School Proposed Campus Plan by McGranahan Architects

- | | |
|---|--|
| 1. 10 new classrooms for the primary school | 5. Expanded primary school parking |
| 2. New covered play area | 6. Relocated district offices to portables |
| 3. New middle school | 7. Bus drop-off area |
| 4. Expanded middle school parking | 8. Storm water detention ponds |