GILHAM ELEMENTARY SCHOOL MASTER PLAN REPORT

GMA ARCHITECTS / BASSETTI ARCHITECTS

APRIL 2015

GILHAM ELEMENTARY SCHOOL MASTER PLAN REPORT

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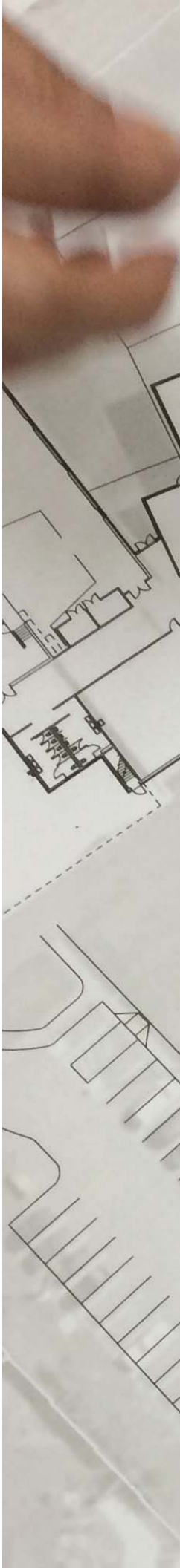

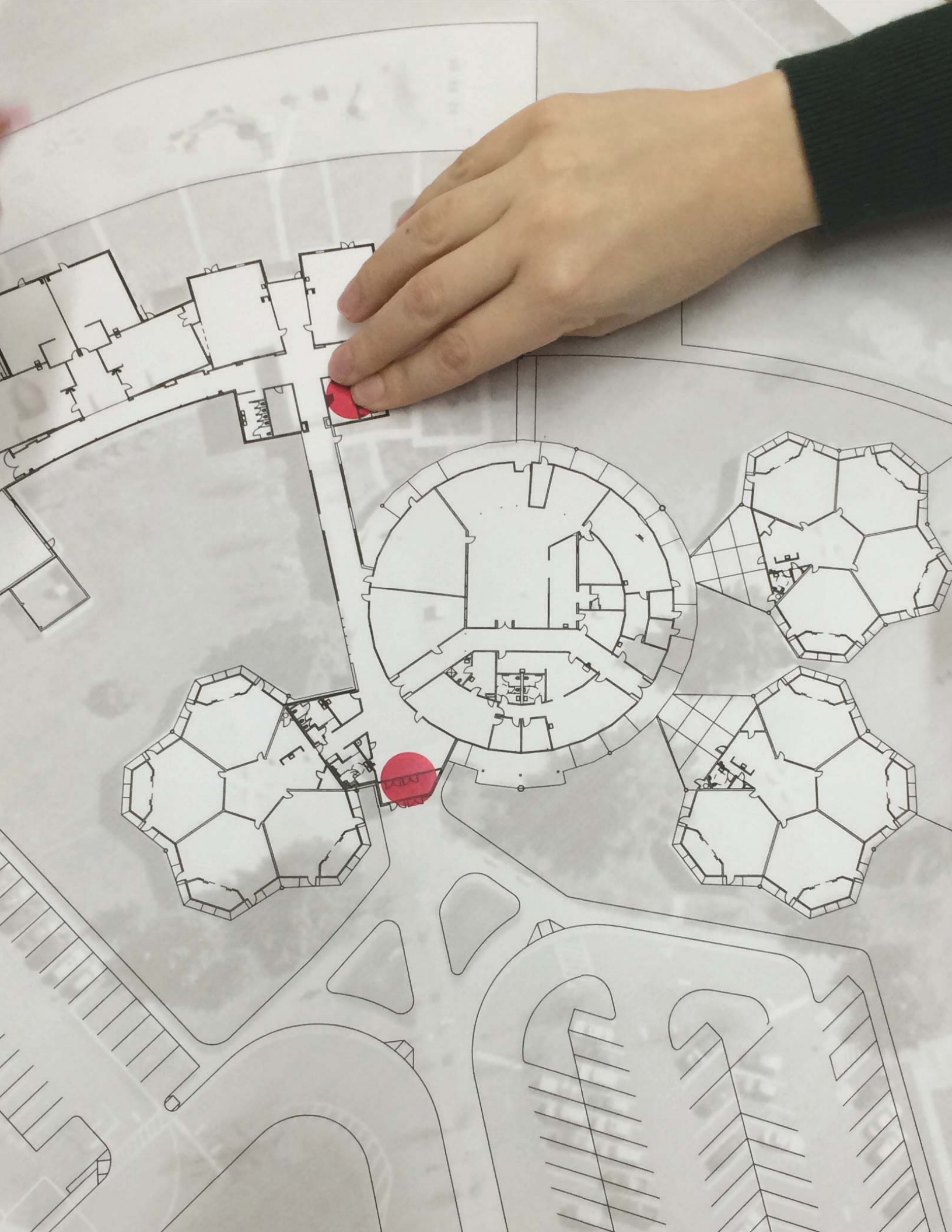

1.1 ACKNOWLEDGMENTS

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Sincere gratitude and thanks are due to the individuals listed above and the many community members that attended the Master Planning Open House events and completed the online surveys. The success of the Master Plan Project is due to the sincere collaboration and earnest participation of many.

On behalf of the Design Team, thank you all.

Planning Committee Meeting

1.2 EXECUTIVE SUMMARY

OVERVIEW

In May 2013 Eugene voters approved a School Bond Measure that included a $5 million dollar allocation for expansion of Gilham Elementary School, with $3.4 million dedicated to construction costs. Key elements identified prior to the bond measure included connecting separate classroom buildings with indoor hallways, new restrooms, accessibility upgrades, and additional classroom space to accommodate full-day Kindergarten.

In November 2014, ESD 4J hired GMA Architects to provide a Master Plan for Gilham Elementary School that more thoroughly identifies existing facility deficiencies, future growth potential, and alignment with District standards. GMA retained Bassetti Architects as Master Planning Consulting Architects, and together the firms worked collaboratively as the Design Team. Tasks completed by the Design Team included:

- Assess existing site and building conditions.
- Facilitate work sessions to engage 4J Department Staff and the broader public in information gathering and generating design options.
- Evaluate the potential for Gilham ES to adapt to current instructional standards.
- Create a Master Plan with identified priorities, preliminary construction budget estimates, and possible construction schedules.
- Provide a recommendation to the ESD 4J Board of Directors.

In addition to validating the key elements identified prior to the bond measure, additional needs were discovered during the Master Plan process that will need to be addressed for Gilham ES to align with long-range facilities plans and meet future capacity expectations. In summary, the recommendations of the Master Plan exceed the current bond measure allocation – a phased approach is recommended to complete the work.

Planning Committee Meeting

MASTER PLAN

The Master Plan includes various building upgrade, remodel, and expansion projects throughout the facility. In addition to the key elements originally included in the bond measure, elements that need to be addressed include the following:

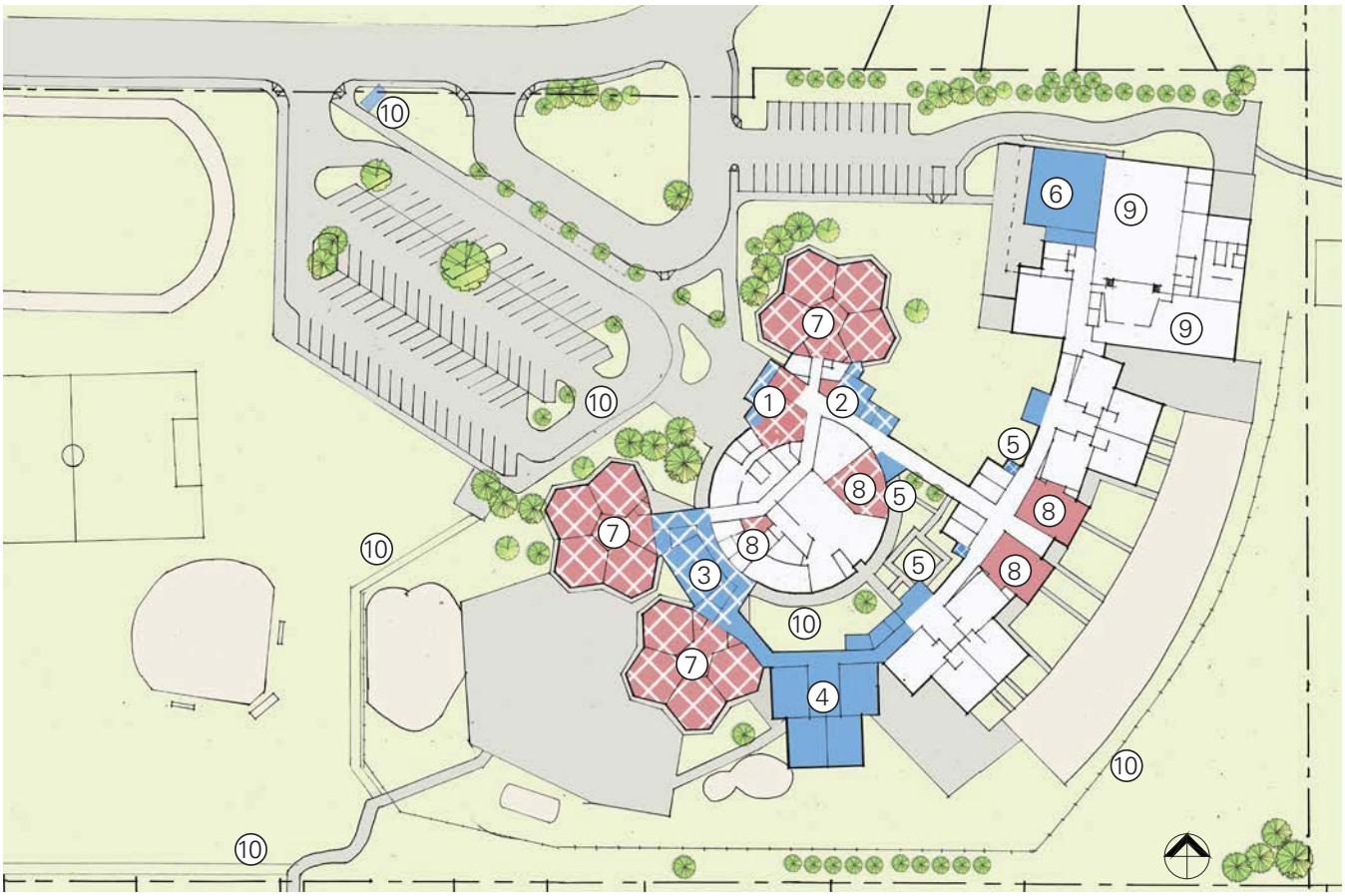
- Safe and secure main entry and reception areas
- Improved heating and ventilation
- Enhanced connections between indoor and outdoor spaces
- Additional Classroom capacity
- Instructional Technology distribution and upgrades to major activity areas
- Improved vehicular and pedestrian circulation
- Greater access to community- and volunteer-oriented spaces

During the Master Plan process, multiple design options were studied in order to recognize best-fit solutions, better understand impacts to existing operations, and engage the Planning Committee and Community in the decision making process. After the preferred option was selected, the Design Team further studied design priorities, construction scenarios, and rough-order-of-magnitude (ROM) construction budget estimates.

The total ROM construction estimate for the Master Plan is nearly double the bond allocation at approximately $7 million, and the work cannot be completed during one summer as originally hoped. In order to align with the original bond measure budget allocation and construction schedule, a phased approach is proposed to execute the full scope of the Master Plan. A preliminary Phase 1 scope of work including a new safe & secure entry, community space, multipurpose classroom/ neighborhood infill, restrooms, site improvements and remodeled areas is identified within the full Master Plan diagram on the following page.

On April 01, 2015 a final Master Plan Recommendation was presented to the ESD 4J Board of Directors during a regular public session, along with a proposal for next steps. The Board voiced support for the Master Plan, appreciation for the public process, and an understanding of the reasons for a phased execution strategy.

MASTER PLAN DIAGRAM



REMODELED AREAS NEW CONSTRUCTION PHASE I WORK

KEY

1. SAFE & SECURE ENTRY
2. COMMUNITY SPACE
3. NEIGHBORHOOD INFILL
4. NEW NEIGHBORHOOD
5. FLEX SPACE & RESTROOMS
6. GYM EXPANSION
7. NEIGHBORHOOD UPGRADES
8. REMODELED AREAS
9. IT UPGRADES
10. SITE IMPROVEMENTS

NEXT STEPS

While the full scope of the Master Plan is well-outlined, there are many factors that will impact construction schedule and costs that are still unknown. Key factors impacting feasibility include the preliminary nature of master planning in general and the increased complexity of working in existing buildings, especially when occupied. To that end, the ESD 4J Facilities Department identified a preferred pathway to move forward:

- Design all elements identified in the Master Plan through the Design Development stage.
- Present more accurate construction estimates at completion of Schematic and Design Development stages.
- Revise recommended Phase 01 and Phase 02 work based on results of the design and construction estimating work.
- Complete Phase 01 work by Summer 2016
- Identify additional funding resources to complete Phase 02 work, either through savings from other bond-funded projects or by deferring work to the next bond measure.

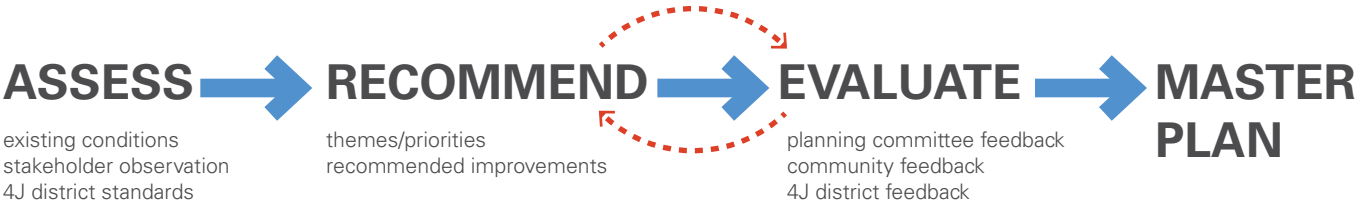
Planning Committee Meeting

PART 2: PLANNING RESEARCH


A good book
is a
good friend!
David Goes to School.
By David Shannon
More mischief from the star of the 1999 Caldecott Honor Book
A Book Can Take You Anywhere.
Eric Carle's ANIMALS ANIMALS
Piggie Pie!
big fat hen
THE VERY HUNGRY CATERPILLAR

2.1 MASTER PLAN DEVELOPMENT

THE PROCESS



The development of the Master Plan began with an assessment of the socio-cultural, physical, and educational context of Gilham Elementary School - locally and regionally. This research created a framework for analysis and a means for evaluating the Master Plan.

A major component of the planning research was stakeholder input. The Design Team enlisted members of the Gilham community, Gilham faculty, students, and the 4J School District department leadership to play an integral role in the development of The Master Plan. Engagement of stakeholders took place in two ways. First, a Planning Committee was established to provide oversight for the planning, design, & construction processes. The Planning Committee is comprised of Gilham faculty, 4J District staff, and parent volunteers. Then the greater community was engaged through surveys, information gathering, and interactive public meetings.

The Design Team engaged the Planning Committee and the Gilham Community throughout the Master Planning process as a means for assessing the existing facility, establishing priorities, and evaluating preliminary recommendations.

Specific tasks performed during the Master Planning Process are outlined below, which are described in detail in the following sections:

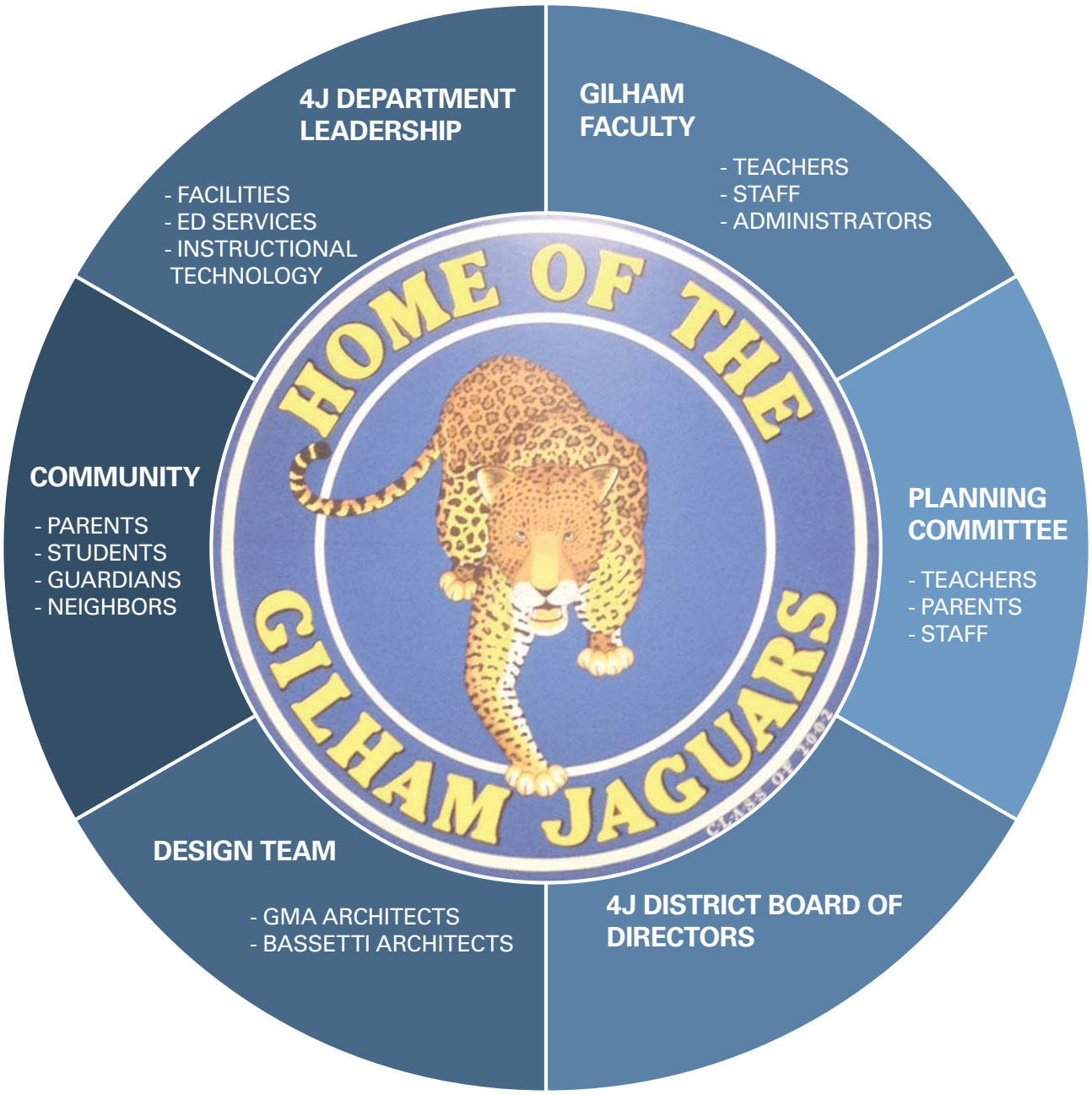
- Site, Building, Education, Neighborhood Context Study
- Existing Conditions Assessment
- Ed Spec & BASYS Comparison
- Planning Committee & Community Input
- Student Input
- 4J Departmental Alignment
- Evaluation of Design Options

TRACKING PROGRESS

The following website was used to track the Master Planning process, update community members on meeting times, distribute surveys, and allow for continued community engagement. To get a closer look at the Master Plan process please visit:

http://gilhamelementaryplanning.com/

PROJECT TEAM



2.2 MASTER PLAN CONTEXT

CURRENT EDUCATION CONTEXT

Gilham Elementary School's mission is to "foster a love of learning and academic excellence by helping students recognize their own value and potential, maximizing resources, and building essential skills."

In addition to a rigorous academic curricula, Gilham ES accomplishes this goal through YMCA programs, a strong volunteer program, technology specialists, artist and music residences, a focus on community connections, and a variety of academic support programs.

Gilham ES aspires to rigor and excellence through a high standard for academic learning and growth. Achievement for all students is emphasized through individual support to ensure each student meets and exceeds their academic, social, and emotional goals. Gilham ES also continues to strengthen its connection with the community and aims to "build a strong and genuine community of learners."

DATA

Enrollment
Current Enrollment: 502 (Existing Capacity 550 Students)
Grades K-3: 324
Grades 4-5: 178
Average Class Size: 25.4

Demographics
Economically Disadvantaged: 39%
Students with Disabilities: 16%
English Learners: 6%
Languages Spoken: 11

Ethnic Distribution
Caucasian: 76.1%
Hispanic: 7.4%
Asian: 7.2%
Black: 1.4%
Two Races: 6.0%
Native American: 1.2%
Pacific Islander: .8%

Student Performance - % Students Meet or Exceed Performance
Overall Rating: Level 4 Falls between 44% & 90% of Schools
Reading: 79.4%
Mathematics: 68.1%
Science: 69.8%

Sources:
4J School District Website
2013 - 2014 Oregon Department of Education Report Card

Gilham ES Playground

SITE CONTEXT: SUMMARY INFORMATION

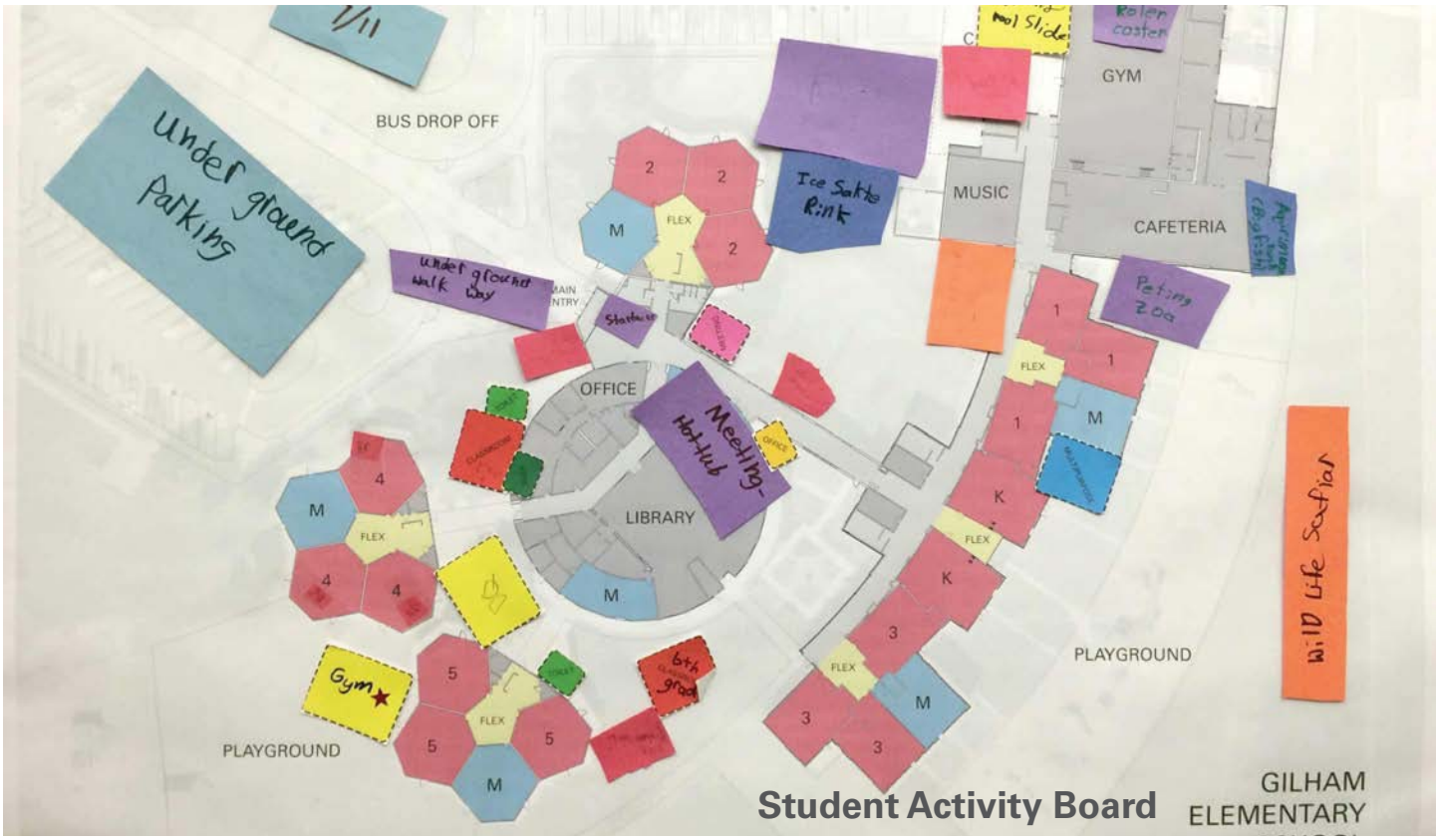
ADDRESS
3307 Honeywood Street
Eugene, OR 97408
Map 17030834, Lots 00500 & 00600

AREA
17.6 Acres

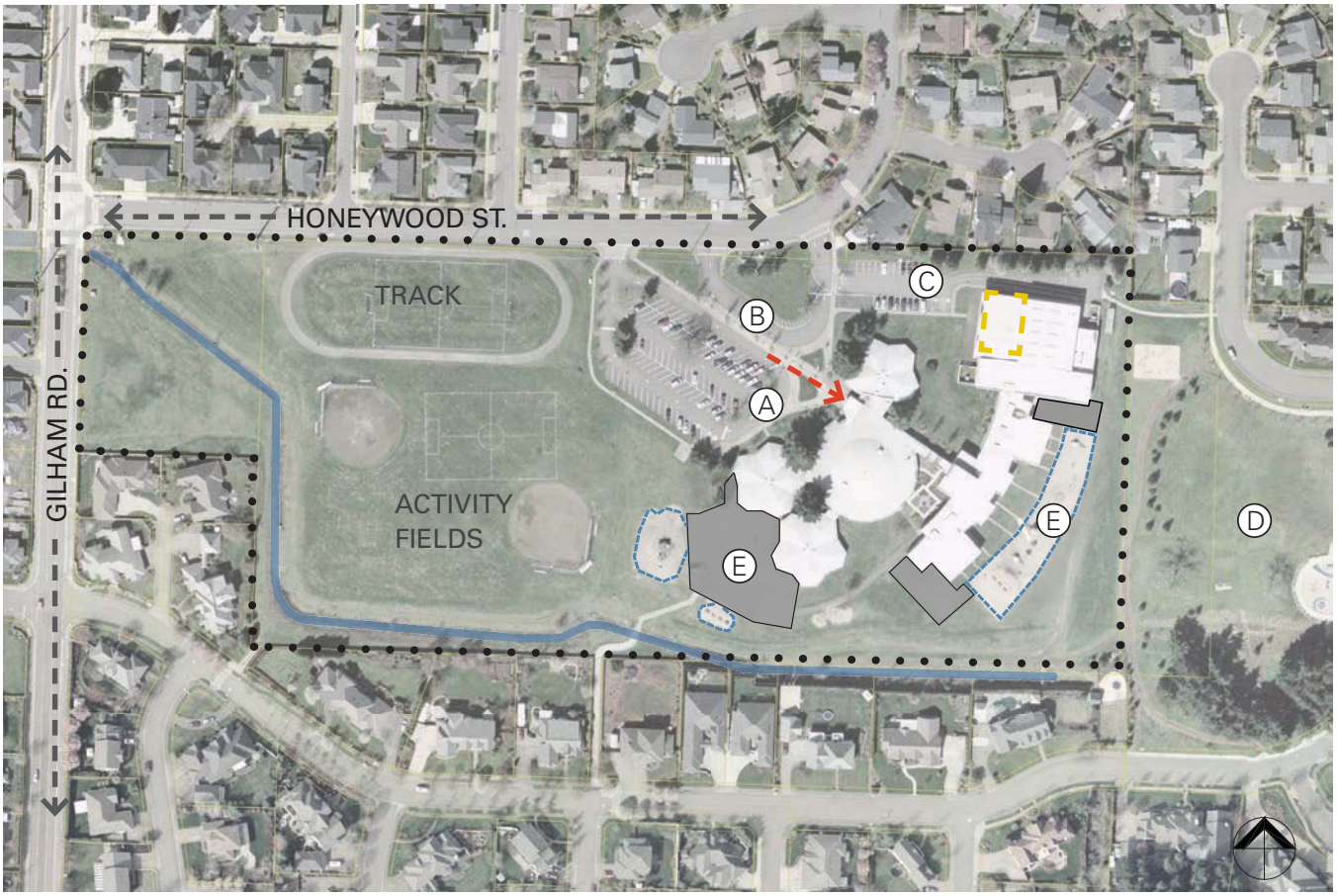
NEIGHBORHOOD
Northeast Neighbors
Ward 5
Councilor Mike Clark

ZONING
Zone: R-1 Low-Density Residential
Overlay Zone: None
Surrounding Zone: R-1 Low-Density Residential

Elementary School Uses are subject to an approved Conditional Use Permit (CUP) in R-1 Zones. Alternately, the property can be rezoned to PL Public Land, which is a common designation for the majority of 4J School properties. After brief discussion with City of Eugene Planning Staff, the CUP approach is recommended and will be required when a student population increase is proposed. Addition of new classrooms will trigger the CUP requirement.



SITE CONTEXT: DIAGRAM



LEGEND

- MAJOR TRAFFIC ROUTES
- BUILDING ENTRY
- DRAINAGE DITCH
- SOFT SURFACE PLAY AREAS
- HARD SURFACE PLAY AREAS
- COVERED PLAY AREA
- PROPERTY LINE

- (A) PARENT DROP OFF
- (B) BUS LOADING
- (C) STAFF PARKING
- (D) GILHAM CITY PARK
- (E) PLAYGROUND
- NORTH

NEIGHBORHOOD CONTEXT

Located in the Sheldon High School and Cal Young Middle School Regions of ESD 4J Schools, Gilham Elementary School is located in one of the largest elementary attendance zones in the district, serving students from rural and higher density mixed-use neighborhoods alike.

Gilham Elementary School is a source of pride for the students, faculty, and the surrounding neighborhood. Gilham benefits from strong PTO and Site Council Groups, as well as a large group of dedicated volunteers that have a constant presence on campus. In addition to supporting Gilham by fundraising and community building, these groups take a hands-on approach to helping the teaching staff in the classroom, creating the tangible sense of a larger community effort to support each child's learning experience.

In addition to hosting generations of students, the school has been a resource and asset for casual enjoyment, organized events, public gatherings, and community education for decades. Gilham's open recreational fields and adjacency to Gilham City Park, along with immediate connectivity to residential communities, lend to its consideration as a vital "neighborhood" school in 4J's elementary community. In addition, it is often a priority for those in other neighborhoods looking to take advantage of 4J's school choice program. As many noted in the public surveys during the Master Plan process, the existing buildings and outdoor amenities are a solid foundation for the future.

Entry View

SITE CONTEXT

Gilham ES is edged on three sides by single-family dwellings, with Gilham City Park adjoining the East property boundary. Honeywood Street adjoins the North property boundary and provides vehicular access to the site. Gilham Road is the primary automobile connector to the surrounding neighborhoods and adjoins the west property edge. There is a drainage ditch along the southern edge of the property which turns northwest toward the western property boundary and continues under Gilham Road. This ditch was modified in 1998 and is included on the City of Eugene Goal 5 Inventory as unprotected Riparian and Wildlife Habitat. The stormwater system and site drainage patterns utilize the drainage ditch as the main discharge point and collector. Existing structured site elements and school buildings occupy the eastern edge of the site, with open fields situated to the West.

Bus Loading
Prior to entering the bus loading zone, buses queue along Honeywood Street at the north side of the property. The loading zone is large enough to accommodate 5-6 buses within the drive-through area. The staff parking area and building delivery/loading area are accessed via the bus loading zone.

Automobile Parking
Parking is divided into a community parking area with student drop off lane and a separate staff lot. The community parking and drop off area is separated from the bus loading zone by a raised sidewalk. Parking exceeds current Eugene City Code parking requirements, with capacity to accommodate a future student population of 600 students.

Bicycle Parking
Covered parking is provided under the outdoor play area structure, removed from the main entry. Additional bicycle parking areas are located in the staff parking lot and adjacent to the community parking area. Bicycle racks are primarily the "ribbon rack" style, which do not comply with current ECC standards. Parking currently exceeds ECC requirements for covered and uncovered spaces, with capacity to accommodate a future student population of 600 students.

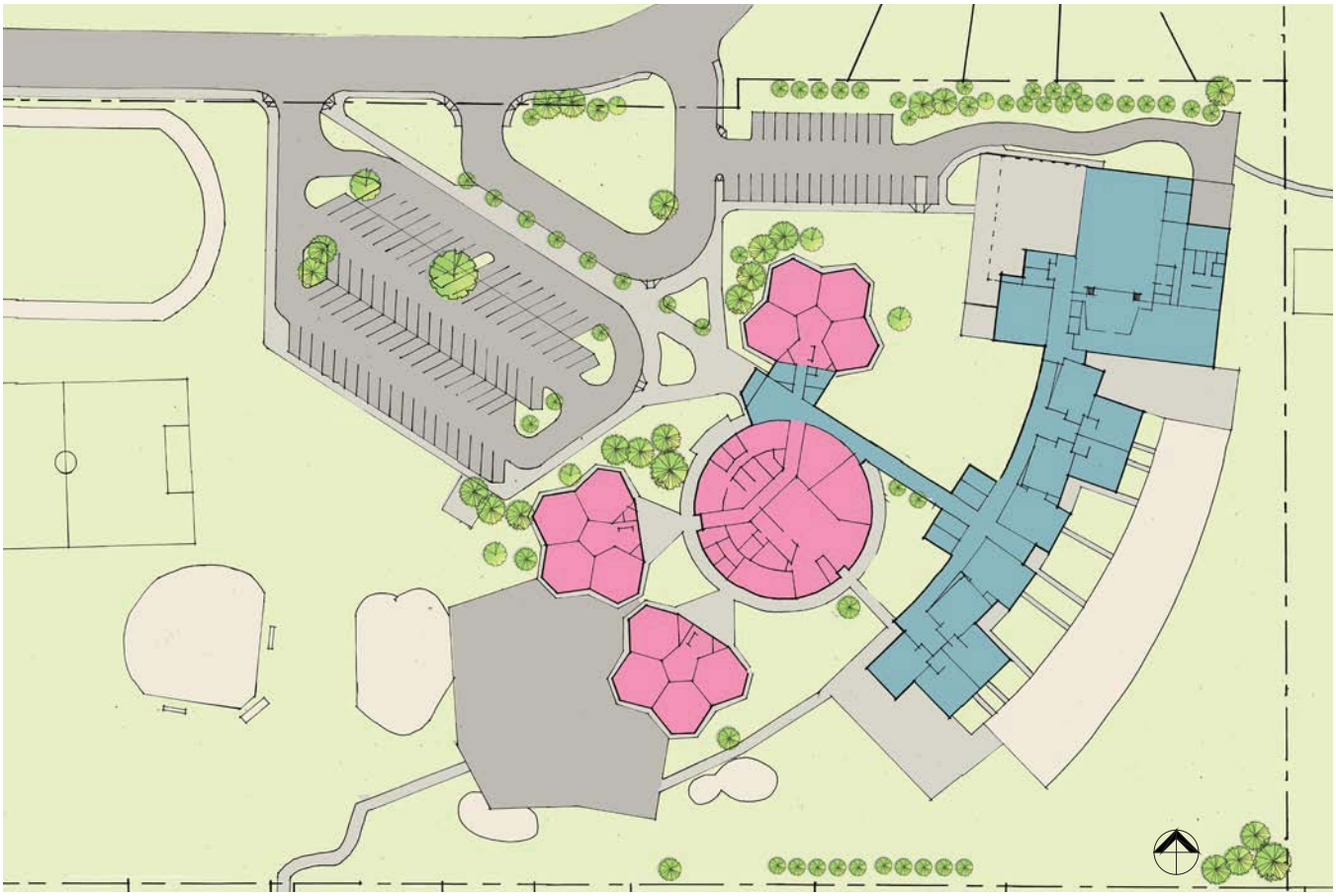
Pedestrian Connections
Gilham is accessed from the West and North by concrete sidewalks along Gilham Road and Honeywood Street. There are two pathways connecting the South side of the property to Lakeview Drive, one of which is paved. Two bridges cross the drainage ditch, and provide access to the school grounds.

Activity Fields:
Much of the Gilham site is covered with grass play areas, including two softball fields, two soccer fields, and a cinder track. The majority of this open play area is located on the West side of the campus.

Playgrounds
There are two main outdoor playgrounds, each with soft-surface and hard-surface play areas, as well as grass-covered areas for free play. Soft-surface areas are covered with wood chips and hard-surface areas are covered with AC paving. Currently, the southwest playground is utilized by 4th and 5th grades, while the southeast playground is primarily used by grades K-3. Both playgrounds include striped hard-surface game areas and soft-surface areas with play equipment. The southeast playground includes ADA accessible play equipment. There is also an outdoor covered play area adjacent to the Gymnasium at the north end of the site. The covered play area is paved with AC paving – rims and nets have been removed from the basketball hoops.

2.3 BUILDING ASSESSMENT

BUILDING CONTEXT



LEGEND 1964 ORIGINAL BUILDING 1994 BUILDING ADDITION

Gross Building Area: 67,832 Square Feet (excluding covered play, loading, and walkways)

Organization

Gilham Elementary School is composed primarily of structures from two main construction periods – the first in 1965, and an addition in 1994. Buildings from each era are single story, except for mechanical rooms and HVAC equipment above ground floor areas in the 1994 addition. The 1965 era buildings contain classrooms, administration spaces, support spaces, the library, and multi-purpose classrooms. In 1994, new classrooms, support spaces, the cafeteria, music room, and gymnasium were added, along with an indoor hallway connecting the 1965- and 1994-era buildings and the main building entry. Two classroom areas – Buildings D and F – are accessed via outdoor covered breezeways as originally designed in 1965.

BUILDING CONTEXT CONTINUED

Structure (1965)
Building is currently classified as aType 5B Structure by Oregon Structural Specialty Code (OSSC). Floor is concrete slab on grade. Wall structures are composed primarily of 2x4 wood framing, with steel columns and Concrete Masonry Unit (CMU) walls in select locations. Roof structure at main building (admin and library) is a unique wood-framed dome with steel connections and 2x6 wood decking. Dome structure is exposed to library spaces. Perimeter spaces of main building are covered with radiating wood glulam beams (GLB's) and 4x6 wood decking. Roof structure at classrooms is GLB system with 2x10 rafters and 3/8"-thick plywood sheathing over furring strips. A structural analysis was performed in 1995 to assess the buildings' ability to resist earthquakes. Structural connection and shearwall upgrades were proposed, but do not appear to have been completely implemented.

Exterior Envelope (1965)
Walls are composed primarily of wood siding over plywood sheathing. Siding is generally in fair condition, with signs of wear commensurate to age of system. Walls facing the hardscape play surfaces show additional signs of damage. Wall cavities (2x4 wood stud framing) are filled with batt insulation. Windows are a mix of vinyl-framed and aluminum-framed storefront assemblies retrofit into existing openings during the 1994 upgrades. Classrooms do not have windows to the outdoors except at door lites. The majority of doors are wood with hollow-metal frames – hardware type, function, and size of door lites varies. Roofing is built-up membrane roofing over 2"-thick rigid insulation (installed in 2005). System is showing signs of aging, especially at perimeter gutters. Roof structures at main building and classroom buildings cantilever over exterior walls, creating generous overhangs.

Interior Finishes (1965)
Interior wall finishes are generally in good condition at main building, and consist primarily of gypsum wallboard with paint finish. Where present, casework in main building is oak veneer plywood and was replaced during the 1994 upgrades and expansion. There are also veneer plywood accent wall treatments in common hallways that help the addition and 1965-era building interrelate. Floor coverings are primarily District Standard carpet, with resilient flooring adjacent to work counters and ceramic tile in restrooms. Ceilings consist primarily of suspended acoustic ceiling grid and tile. Gypsum board systems with paint finish also exist in select locations. In the classroom buildings, original wood siding clads most walls and is in fair condition, showing expected signs of use. Gypsum board with paint finish constitutes balance of wall finishes. Casework in these rooms is original and in poor condition. Floor covering in common areas is resilient floor tile, and a combination of District Standard carpet and resilient floor tile in classrooms. Ceilings in these buildings are suspended acoustic ceiling grid and tile. Interior openings at main building were replaced during 1994 upgrades. According to Facilities Records, asbestos-containing materials exist at floors, ceilings, and walls in all 1965-era structures.

BUILDING CONTEXT CONTINUED

Structure (1994)
Building is currently classified as Type 5B by the OSSC. Floor is concrete slab on grade. Wall structures are primarily 2x6 wood framing, with steel columns in select locations. Roof structure is composed primarily of GLB's and 2x nominal framing or truss-joist rafters with 3/4"-thick plywood decking.

Exterior Envelope (1994)
Walls are composed primarily of brick masonry veneer or standing seam sheet metal siding over plywood sheathing. Sheet metal siding is in good condition. Brick veneer mortar joints are showing signs of failure and should be reviewed by a specialist. Wall cavities (2x6 wood framing) are filled with batt insulation. Windows are aluminum-framed storefront assemblies with insulated glazing units. Sealant joints are reaching or beyond end of useful life. Most doors are storefront aluminum to match window system and include panic hardware. Roofing is single-ply TPO membrane over 3"-thick rigid insulation (installed in 1994). System has aged well, except that building separation joints are failing. Skylights are located above classrooms and common areas, as well as the gymnasium – these systems are nearing end of useful life. Buildings are constructed without overhangs.

Interior Finishes (1994)
Walls are clad in gypsum board with paint finish throughout. Major circulation spaces have extensive veneer plywood accent treatments, and classrooms have large surfaces of tackable wall panels. Each classroom includes a large operable wall partition opening to either a common area or another classroom. Floor covering is primarily District Standard carpet, with resilient flooring adjacent to work counters in classrooms and main entry and ceramic tile in restrooms. Ceilings are suspended acoustic ceiling grid and tile assemblies.

Accessibility
The majority of the Gilham ES facility complies with ADA Standards for Accessible Design, specifically the 1991 Standards in place prior to the 1994 expansion project. Many of the changes incorporated into the 2010 Standards do not affect the 1994-era buildings. Included in the list of ADA-deficient items are interior doors at 1965-era classrooms, exterior landings and transitions at 1965-era classrooms, ground level play components at southwest playground, single-user toilet rooms at food service and gymnasium office (compliant with 1991 Standards), vertical grab bars at accessible toilets, and miscellaneous building elements such as coat hooks and soap dispensers that are outside of Children's Reach Ranges.

Security
Regarding environmental design, the main entry is a security concern – there are no barriers to unrestricted entry, and visual control is limited. Additionally, the lack of fencing around play areas is a concern due to potential for unintended pedestrian access and lack of established boundaries for play areas. Due to the building layout (many recesses and acute angular intersections of building elements), multiple locations exist on-site where visual surveillance is challenging. Most of the vegetation is controlled to limit visual obstruction. Due to classroom size, and presumably also to provide immediate access to outdoor play areas, each classroom includes at least one exterior door, increasing the number of control points. Exterior doors to circulation corridors are controlled by card access systems. The exterior breezeways connecting Buildings E and F are contained by 6-foot high fencing. Electrified security systems and access-control systems were identified by 4J Facilities Engineers as adequate.

BUILDING CONTEXT CONTINUED

Instructional Technology
Each classroom is equipped with a smartboard, document camera, voice-assist microphone and speaker system, whiteboards, tackable surfaces, wireless network and internet access, clock and intercom systems. Teachers connect to digital technology by laptop, and few classrooms have additional computers. Student access to technology is provided primarily either by cart (six rolling carts with laptops/ipads) or in the computer lab. Major activity spaces (Cafeteria, Gymnasium, Library) do not have significant technology resources. The Cafeteria has a motorized drop down projection screen, and the Gym is equipped with a sound and microphone system.

MECHANICAL, ELECTRICAL, & PLUMBING ASSESSMENT

Assessment of Mechanical, Plumbing, Electrical, and Network systems was provided by 4J Facilities Engineers. Their comments are summarized below and included in the Appendices. In general, their feedback was related to recommended improvements, rather than a description of existing systems.

Mechanical Systems
According to 4J Facilities Engineers, high quality mechanical systems were installed during the 1994 addition, and existing mechanical systems were upgraded at that time in the 1965-era structures to the extent practical. No air-conditioning exists. Maintenance requirements on-site are typically below district average. All pneumatic controls were replaced by Direct Digital Controls in 2013, and any damaged or poorly functioning equipment was repaired or replaced at that time. Recommendations by Facilities Engineers include replacing the Computer Lab heatpump, and that existing systems in the 1994-era building would likely be insufficient to support more than one new classroom.

Plumbing Systems
According to 4J Facilities Engineers, no significant issues exist with the plumbing systems on-site. However, some comments were made as to the condition of the storm and wastewater systems, and to the possibility of drainage issues resulting from tree root damage. These comments were not substantiated by the Facilities Engineers. Regarding fire protection, Buildings E and F are not protected by the automatic sprinkler system that otherwise exists throughout the facility. No recommendations were made by Facilities Engineers regarding the plumbing systems.

Electrical Systems
According to 4J Facilities Engineers, the existing electrical distribution system is adequate throughout campus. As noted above, the access control and security systems were also noted as adequate. The existing fire alarm system does not comply with current Code and is not the current District's standard manufacturer. Recommendations by Facilities Engineers include replacing lighting throughout the facility with LED technology and replacing the Fire Alarm System.

Network Systems
Recommendations by 4J Facilities Engineers include adding an Intermediate Distribution Frame (IDF) Room between Buildings E and F with fiber and copper, adding conduits between Room B101 and Cafeteria, adding cable tray between Main Office and Building D, adding a cable pathway to future reader board sign, and adding cable pathways to future video surveillance camera locations.

2.4 PROGRAM REQUIREMENTS

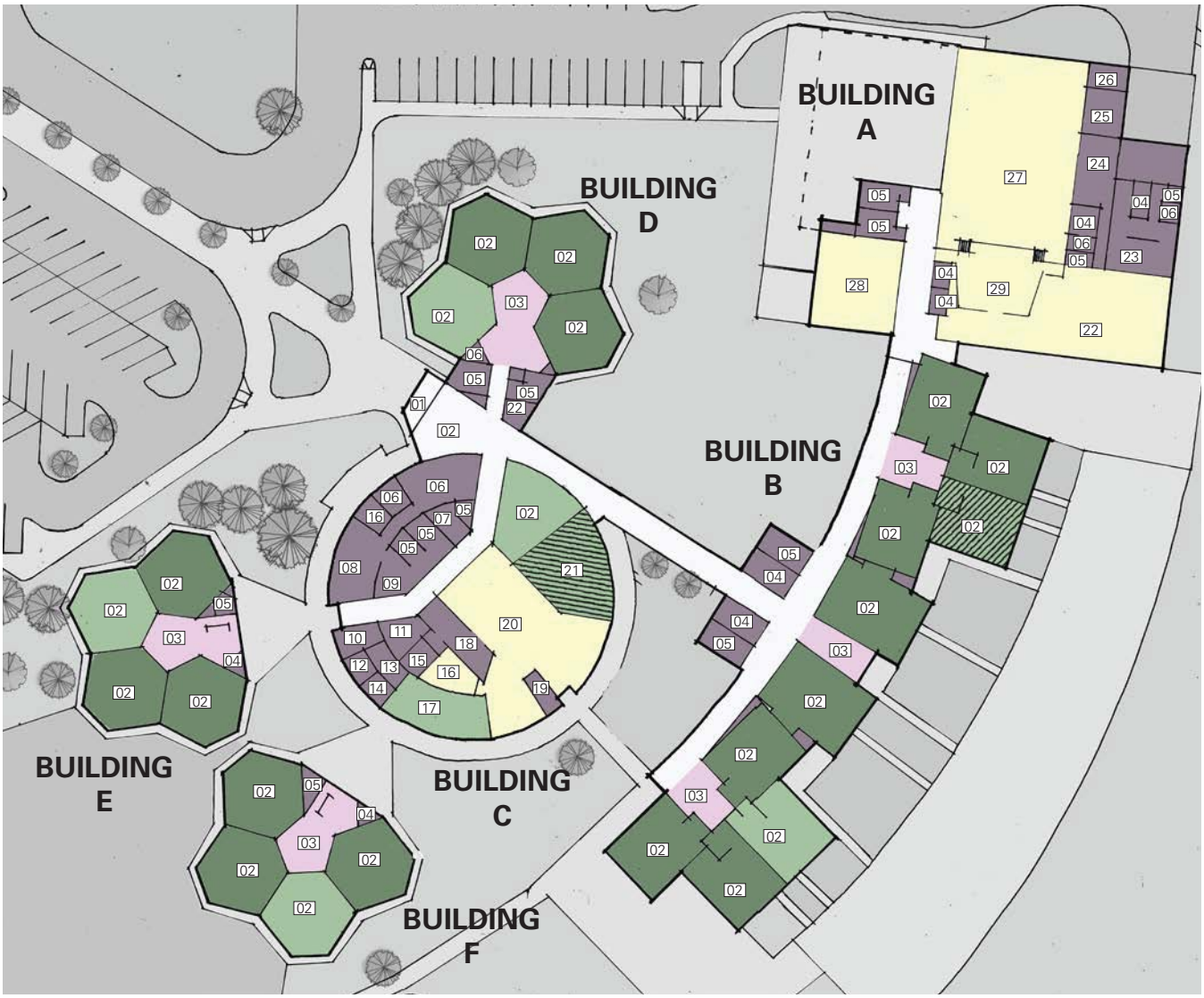
EXISTING PROGRAM ORGANIZATION

Currently Gilham Elementary School is organized into classroom neighborhoods, both in the original 1965 building and the 1994 addition. Each neighborhood has an adjacent flex space, as well as one multi-purpose classroom. Many of the multi-purpose classrooms are used for regional special education programs.

There is some room for growth at Gilham ES in its existing configuration, both into the unused classroom in Building B, as well as the computer lab which will no longer be used with the implementation of COWs. While this room for growth may accommodate additional capacity in the short term, it does not meet the requirements for a desired capacity of 600 students.

Gilham ES Corridor

EXISTING PROGRAM DIAGRAM



LEGEND

- CLASS ROOM
- MULTI-PURPOSE CLASS ROOM
- OPEN CLASSROOM SPACE
- FLEX SPACE
- SUPPORT
- COMMUNITY SPACE

KEY

01	ENTRY	11	SUPPLIES	21	COMPUTER LAB
02	CLASSROOM	12	OBSERVATION	22	CAFETERIA
03	FLEX SPACE	13	PLANNING	23	KITCHEN
04	STORAGE	14	PSYCH	24	CUSTODIAN
05	RESTROOM	15	COMP. NETWORK	25	BOILER RM
06	OFFICE	16	CONFERENCE ROOM	26	ELECT RM
07	HEALTH	17	LEARNING CENTER	27	GYM
08	STAFF LOUNGE	18	WORK AREA	28	MUSIC
09	WORK AREA	19	ELECTRICAL	29	STAGE
10	SPEECH LANGUAGE	20	LIBRARY		

PROGRAM COMPARISON

In order to assess square foot deficiencies at Gilham ES, as well as identify programmatic needs the following square foot comparison was made between Gilham Elementary School's current program and those outlined in the 4J Education Specification for a model school with capacity of 600.

SUMMARY AREA COMPARISON

Summary of Areas	2013 Ed Spec	Gilham Elementary School	
Interior Area	Total Area	Total Area	Notes
Administration	3,000	3,683	
Gymnasium /Cafeteria/Stage	11,017	10,532	
Classroom	38,075	30,590	
Media	3,750	4,845	
Music	1,200	1,502	
Support	6,890	4,457	
Subtotal	**63,932**	**55,609**	
Net to Gross Factor/Circulation	12,368	9,849	1
Net Interior Area	**76,300**	**65,458**	
Mechanical Fan Rooms	2,500	2,395	
Covered Play	1,500	4,500	
Total Area	**80,300**	**72,353**	2

Notes:

1. Interior Hallway Area: 7,703 SF.
2. Gross Building Area, Excluding Covered Walkways, Covered Play, and Covered Loading Area: 67,832 SF.

AREA COMPARISON

Administration area	2013 Ed Spec			Gilham Elementary School			
Room	Quantity	Size (SF)	Total Area (SF)	Quantity	Size (SF)	Total Area (SF)	Notes
Waiting	1	120	120	1	99	99	
Reception	1	200	200	1	104	104	
Secretary Office	1	120	120	1	448	448	
Health Room/Toilet	1	200	200	1	260	260	1
Principal's Office	1	180	180	1	159	159	
Conference Room	1	200	200	1	149	149	
Workroom	1	300	300	1	477	477	
Staff Room	1	700	700	1	670	670	
Volunteer Room	1	150	150	0	0	0	
Community Room	1	550	550	0	0	0	
Toilet Room	2	50	100	2	109, 222	231	
Quiet Room	1	50	50	1	69	69	2
Clothes Closet	1	130	130	0	0	0	
Miscellaneous	0	0	0	1	1,017	1,017	3
Administration Total			**3,000**			**3,683**	

Notes:

1. Includes Toilet Room with shower.
2. Located at Building B (3rd Grade Neighborhood).
3. Includes Tech. Support, Paper/Supplies, Planning, Psych, Speech, and Observation Rooms.

Gym/Cafeteria Area	2013 Ed Spec			Gilham Elementary School			
Room	Quantity	Size (SF)	Total Area (SF)	Quantity	Size (SF)	Total Area (SF)	Notes
Gymnasium	1	5,700	5,700	1	5,115	5,115	1
Storage/Office	1	500	500	1	278	278	2
Lost & Found	1	140	140	1	0	0	
Cafeteria/Stage	1	3,327	3,327	1	3,923	3,923	3
Kitchen	1	1,100	1,100	1	1,100	1,043	4
Chair Storage	1	250	250	1	250	173	5
Gym/Cafeteria Total			**11,017**			**10,532**	

Notes:

1. Area includes "thrust" stage and stairs with storage below. (Approx. 195 SF)
2. Equipment Storage, Office, and Unisex Restroom.
3. Area includes backstage.
4. Includes Walk-in Cooler/Freezer, Dry Storage, Office, and Unisex Staff Restroom.
5. Storage shared with afterschool programs.

AREA COMPARISON CONTINUED

Media Area

Room	2013 Ed Spec Quantity	2013 Ed Spec Size (SF)	2013 Ed Spec Total Area (SF)	Gilham Elementary School Quantity	Gilham Elementary School Size (SF)	Gilham Elementary School Total Area (SF)	Notes
Library/Media	1	2,850	2,850	1	3,043	3,043	
Work Room	1	400	400	1	496	496	
Cow Cart Storage	5	100	500	1	1,306	1,306	1
Media Total			**3,750**			**4,845**	

Notes:

1. Technology Lab.

Support Area

Room	2013 Ed Spec Quantity	2013 Ed Spec Size (SF)	2013 Ed Spec Total Area (SF)	Gilham Elementary School Quantity	Gilham Elementary School Size (SF)	Gilham Elementary School Total Area (SF)	Notes
Student Toilet Rooms	6	600	3,600	8	75-242	1,485	4
Staff Toilet Rooms	2	150	300	0	0	0	1, 4
MDF (Main Distribution)	1	180	180	1	40	40	2
IDF (Intermediate Distribution)	1	40	40	1	147	147	
Custodial Office/Storage	1	800	800	1	696	696	
Custodial Rooms	2	60	120	4	19-40	114	2, 4
Building Storage	1	1,000	1,000	2	260, 816	1,076	4
Playground Toilet	1	50	50	0	0	0	
Boiler	1	400	400	1	359	359	
Electrical Room	1	400	400	3	60-193	387	2, 4
Classroom Storage	0	0	0	3	51	153	3
Support Total			**6,890**			**4,457**	

Notes:

1. Staff Restrooms located in Admin. area. Note additional Unisex Toilet Rooms at Gymnasium and Kitchen.
2. Located in Multi-Purpose Utility Room.
3. D, E, and F Pods each equipped with Storage Room in Commons area.
4. Room sizes vary.

Music Area

Room	2013 Ed Spec Quantity	2013 Ed Spec Size (SF)	2013 Ed Spec Total Area (SF)	Gilham Elementary School Quantity	Gilham Elementary School Size (SF)	Gilham Elementary School Total Area (SF)	Notes
Music Classroom	1	1,200	1,200	1	1,502	1,502	
Music Total			**1,200**			**1,502**	

AREA COMPARISON CONTINUED

Classroom Area	2013 Ed Spec			Gilham Elementary School			
Room	Quantity	Size (SF)	Total Area (SF)	Quantity	Size (SF)	Total Area (SF)	Notes
Preschool	1	1,100	1,100	0	0	0	
Kindergarten Classrooms	4	1,100	4,400	2	1,359	2,718	
General Classrooms	20	1,100	22,000	15	1,086-1,095	16,344	3
Commons	5	700	3,500	6	457-917	3,947	1, 3
Multipurpose Classrooms	5	1,100	5,500	7	872-1,088	7,282	3
Small Group Room	3	200	600	1	299	299	2, 3
Office	3	95	285	0	0	0	
Motor Room	1	500	500	0	0	0	
Toilet/Changing Room	1	190	190	0	0	0	
Classroom Total			**38,075**			**30,590**	

Notes:

1. Commons at Kindergarten Rooms (B108) used mostly as hallway.
2. Small Conference Room located adjacent to Library.
3. Room sizes vary.

EXTERIOR NEEDS COMPARISON

The following compares Gilham Elementary School's exterior conditions to the 2002 Ed Specification (2013 Edition does not include exterior program requirements).

Parking

60 Cars minimum or as required by code.

- Existing capacity exceeds both requirements.

Bus Drop Off

6 Buses.

- Existing bus drop lane accommodates 6 buses.

Provide separate drop off and bus parking area.

- Existing Drop Off and Parking Area are separate.

If possible separate on-site bus circulation from pedestrian and automobile circulation.

- Existing on-site bus circulation is separated by raised sidewalk.

Covered Play

7,000 SF Future covered play structure.

- Existing covered play structure is approximately 4,500 square feet.

Locate adjacent to building near cafeteria.

- Existing covered play adjoins gymnasium and is near cafeteria.

Hard Surface Play Area

Provide central hard surface play area of approximately 10,000 SF.

- Existing hard surface play areas are distributed around the south and east campus edge – total area equals approximately 28,684 square feet.

Locate adjacent to future covered play structure and cafeteria.

- Existing hard surface play area adjacent to cafeteria is approximately 3,925 square feet. Covered play structure does not adjoin other play areas.

Provide immediate access to "activity areas" of elementary school.

- Immediate access to cafeteria exists from existing playgrounds.

Locate so that activities do not acoustically impact classrooms.

- Existing playgrounds adjoin classrooms spaces.

Play Equipment

Provide 1,500-2,000 SF "Soft" play equipment area.

- Existing soft surface play areas equal approximately 22,745 square feet, exclusive of grass play areas, and are distributed around the south and east campus edge.

Equipment to be provided by the School District.

- Existing equipment is maintained and monitored by the District. In addition, the PTO recently secured a grant to add new playground equipment.

Lighting

Schools shall provide for both "lighted" and "black-out" capabilities.

- Existing exterior lighting is minimal.

Lighting should be positioned to avoid light trespassing on adjacent properties.

- Existing lighting is positioned away from property lines with minimal spill-over.

Activity Fields

Provide 2 softball fields with overlapping soccer field.

- 2 softball fields with overlapping soccer field exist. In addition, a soccer field exists within the perimeter of a cinder track.

Locate near gymnasium.

- Existing ball fields and cinder track are located on opposite side of campus from gymnasium.

Cinder track.

- Cinder track exists.

Outdoor Education Area

Configure building and site to create outdoor areas that can be used for ongoing educational activities and projects. Projects could include science, art, or construction activities.

- Existing use of outdoor areas for ongoing educational activities is limited.

Provide hose bibs in each area.

- Existing hose bibs are distributed around campus unevenly.

Locate near (preferably adjacent) to the classrooms.

- Existing classrooms have direct access to the outdoors.

Maintenance

Provide vehicle paths around perimeter of building for access and repair purposes.

- Existing pathways around building perimeter are not entirely paved. Vegetation interrupts direct access to the buildings in many location**s.**

Provide hose bibs maximum 200 feet on center around building.

- Existing hose bibs occur approximately at 200 foot intervals – some outdoor areas are not easily accessed or serviced by existing hose bibs.

Slope all hard and landscape surfaces away from building.

- Existing drainage away from building is adequate.

Exterior building materials shall be low maintenance long lasting and durable including brick and sloped metal roofs.

- Existing building materials vary depending on the building construction era. All buildings have membrane roof systems.

ORGANIZATIONAL COMPARISON

The following compares the organizational concepts laid out in the 2013 Ed Specifications to the existing organizational characteristics of Gilham Elementary School.

Concept A: Building Organization
The New Elementary School is divided into two (2) components. The Activity Area contains the Gymnasium/Cafeteria and the Academic Area containing Classrooms, Media and Future Additions. The Administration Area provides a link between the two and a control point or node for both the entry to the Activity and the Academic building components. The Building should be designed to accept future additions including a Covered Play Area, Early Childhood Center, and/or Other Partnership Opportunities.

- Gym and Cafeteria Areas are separate from Classroom Areas, but accessed via hallways adjoining Classrooms. The Administration Area is located at the Main Entry, near the Library. Future additions may fit within the existing building organization in many ways due to the irregular and dispersed layout. Covered Play Areas exist.

Concept B: Media/Library
The Media Center is the Center of the Academic Building Component. It is surrounded by four (4) Classroom Pods envisioned as self -contained "Neighborhoods". The Media/Library is envisioned to be open and active with direct access to the Neighborhoods. Media should be designed to be flexible to support a variety of activities and functions including Research, Large and Small Group Reading, Computer Technology, Project Development and Community Access.

- Library is central but enclosed and removed from classroom pods. The Library provides a variety spaces to support diverse activities, but is under-equipped with instructional technology. Existing classrooms are organized as pods with grouped classrooms and commons areas, but accessed via interior hallways or exterior breezeways.

Concept C: Classroom Neighborhood
The school will contain four (4) Neighborhoods. Each Neighborhood contains four (4) Classrooms, one (1) Sub-dividable Classroom, Toilets, Commons and Small Group Instruction Area. The Classrooms shall have direct yet controllable visual and physical access to the Commons Area. The Classroom and Commons spaces should support a variety of activities including Individual Group Work, Project Development, Active and Passive Learning. The environment should be rich, stimulating and flexible.

- Existing classrooms are organized into five (5) connected groups of four (4) classrooms with a commons area. In addition, two (2) kindergarten rooms adjoin an expanded hallway space that functions as a marginal commons area. Other commons areas are small relative to the needs of four (4) grade-level classrooms, constrained by circulation needs, and lack instructional technology. Visibility and controllability of commons areas is limited.

Concept D: Gymnasium/Cafeteria

The Gymnasium and Cafeteria are the Activity Center of the school. They are connected by an operable partition to allow the ability to accommodate Large Group Assembly Areas. The Music Room will be designed to support Music Instruction and be adjacent to Presentation (stage).

- Gymnasium and cafeteria are connected via the stage opening, limiting the capacity of each. In addition, the cafeteria floor is approximately 30-inches above the gymnasium floor height. Music room is adjacent to, but separate from, each.

Concept E: After Hours Use

The New Elementary School will be operational for extended hours before and after school to accommodate community and student activities. Areas of use include the Cafeteria/Gymnasium, Media Center and Administration Conference Room. These areas should be accessible for the Public but separable from the rest of the school before and after school hours.

- Access to activity areas is provided before and after school in limited capacity.

Concept F: Entry

The Main Entry should be the central control point for access to the school. It should be configured to control access to the entire school by the secretarial staff located in the Administration Area.

- Existing main entry does not provide controlled access to the school. Secretarial staff are adjacent to but separate from the entry.

DESIGN CHARACTERISTICS COMPARISON

The following compares the Design Concepts laid out in the 2013 Ed Specification with the existing Design Character of Gilham Elementary School.

Concept A – School Entry
The Main Entry shall convey a strong sense of Learning. It shall be warm, friendly, inviting, safe and controllable. It shall establish the school as a source of pride for Students and the Community, and a beacon for those seeking opportunities for enrichment.

- The existing main entry does not present an exceptionally positive exterior character, but does clearly indicate its function and identity as Gilham Elementary. The interior, however, is accompanied with soft seating and displays. Safety and control are lacking.

Concept B - Library Central Focus
The Media Center is the symbolic center or Heart of the School. It shall be open, accessible, active, and light filled. It should allow for a variety of activities and functions. Over time it should allow for reconfiguration and the introduction of new uses.

- The existing library is centrally located and light filled, but quiet and enclosed. It supports a variety of activities.

Concept C – A Sense of Neighborhood
The Classrooms will be configured to create a feeling analogous to a neighborhood with a strong sense of identity that contributes to the community fabric of the school.

- The existing classrooms are configured in neighborhoods, with opportunities for display and pride of ownership.

Concept D – Neighborhood Connection to the School Library.
Rather than design strategies involving long corridors, organize the school to create "nodes" that interlink spaces and create immediate adjacencies. At a node that interconnects the Neighborhood with the Media Center develop design strategies that allow each Neighborhood the ability to create a separate identity, which describes its activities and purpose.

- Existing neighborhoods are connected with long corridors separate from the Library, but filled with daylight.

Concept E – Classrooms Connection to the Commons
The Commons Area is an extension of the Classroom and should accommodate a variety of activities including Individual and Group Work, Projects and Independent Learning. The environment should be warm and inviting. It should contain "home-like" elements and materials in the design where appropriate. Use familiar and meaningful elements from the surrounding residential neighborhood as a "Template" for imagery. Allow for variety of transparency, "space making", and interconnection between rooms. Allow the neighborhoods occupants to personalize the space.

- Existing commons areas are flexible and connected to classrooms with doors and operable partitions, allowing greater connection when desired. However, there is little transparency between spaces and the areas for learning activities are limited by size and relation to circulation paths.

Concept F – School Will Be Connected to the Outdoors

The School will be configured to create outdoor learning areas adjacent to the classrooms. Learning space within the Building should connect to outdoor Learning space. Consider weather protected transition spaces between inside and outside including porches. Maximize views in and out.

- Classrooms and circulation spaces within the 1994-era buildings include significant connections to outdoor spaces with large windows and skylights. In contrast, the 1965-era structures lack windows. All classrooms have direct access to the exterior.

Concept G – Community is a Real Part of the School

The new elementary school is a community asset and will accommodate a variety of activities and events. It will welcome the community and provide a source of pride for the community in which it resides. Areas where the community has access after-hours should be severable from the rest of the school for safety and security reasons.

- Existing gymnasium and cafeteria areas are easily severable from the rest of the school. The Library is not easily accessed after-hours and limited to community access.

Concept H – We Share and Honor Our Students' Work

Throughout the elementary school student activities and accomplishments should be displayed and celebrated. In addition the school should be designed and scaled with the students in mind. Minimize the institutional character of the school. Use materials, colors, forms and elements to create interesting and engaging spaces.

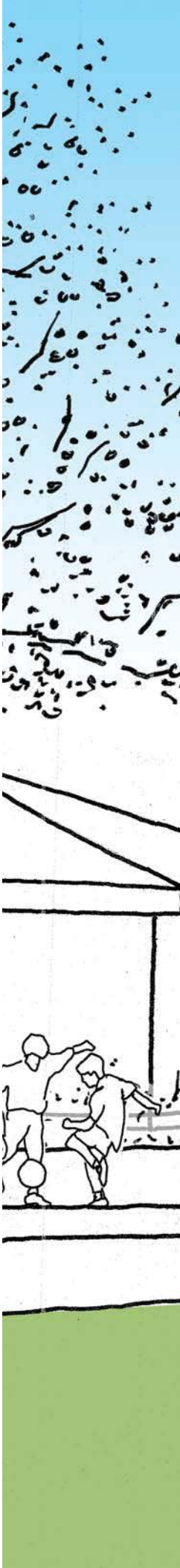
- Multiple display opportunities exist throughout the circulation and commons areas, and warm materials and student-scaled elements are also abundant. Colors are forms are generally subdued.

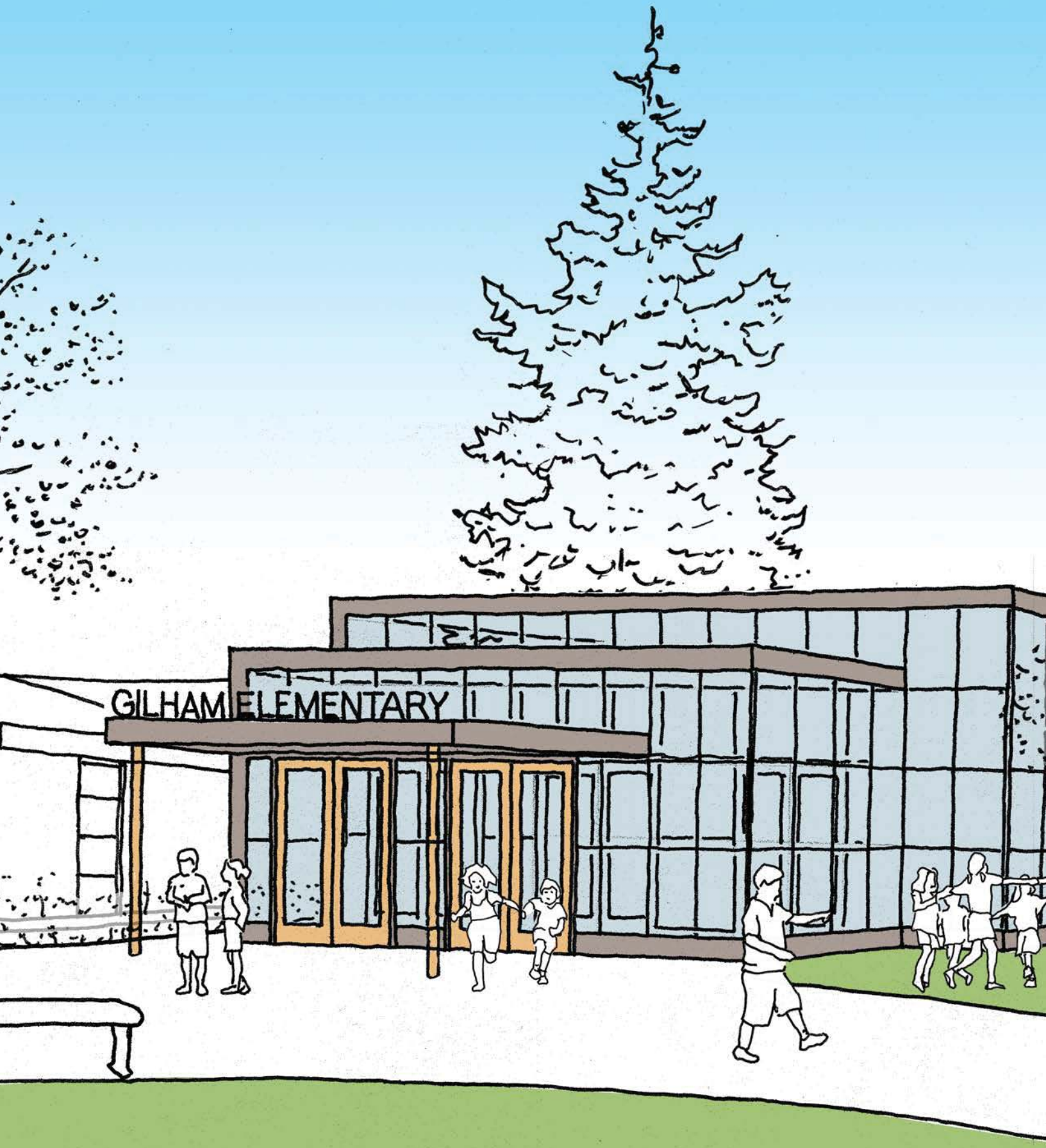
Concept I – Healthy Building Environments

The school is a safe and healthy environment. Throughout the school natural light shall be an integral component of the design.

- Natural light is an integral component of the 1994-era spaces, but in many cases unbalanced, creating glare. 1965-Era spaces lack for natural light and connection to the outdoors.

PART 3: THE MASTER PLAN





New Entry Perspective

3.1 PLANNING COMMITTEE & COMMUNITY ENGAGEMENT

PURPOSE & GOALS

The community played a crucial role in the planning process. The Planning Committee, staff, Gilham community, and Gilham students provided valuable feedback on how the elementary school currently functions, and how it may be improved to accommodate future capacity.

The Planning Committee was employed throughout the process to evaluate the existing conditions, master plan options, and recommendations.

The following list outlines the community engagement process used at Gilham Elementary School:

- Planning Committee & Public Survey
- Assessing Areas of Pride and Areas of Improvement
- Establishing Themes
- Creating Priorities
- Student Involvement

After the above tasks were completed, the design team presented four master plan options to the Planning Committee (See Appendix A). The feedback from the Planning Committee directly impacted the final recommendations, which were presented during a community meeting on March 17, 2015, and then to the District Board on April 1, 2015.

SURVEYS

To kick off the public engagement process, the design team distributed surveys to both the Planning Committee and the Gilham community. The Planning Committee was given an extensive survey and a pared down, more pointed survey was distributed to the general public. Survey takers were asked to rate from most effective to least effective Gilham's ability to meet the needs of its users in a variety of categories. The following is a summary of the survey results, for more detailed survey results see Appendix G.

Sample low scoring questions (does not meet school goals/needs):

- Rate Gilham's ability to accommodate the potential for future growth of the student population
- Rate Gilham's vehicular circulation, parking, drop off area, and primary building entry
- Rate the ability of Gilham's Performing and Fine Arts Spaces to meet the needs of the schools curriculum

Sample high scoring questions (meets or exceeds school goals/needs):

- Rate the ability of Gilham facilities to encourage professional development, interaction between staff and staff collaboration
- Rate the ability of Gilham facilities to support an overall feeling of community and encourage interaction between students, staff, and parents/guardians
- Rate the overall quality of Gilham's indoor environment (i.e. material finishes, light - natural and artificial, temperature, space allocation, etc.) - Primarily the 1994 structure

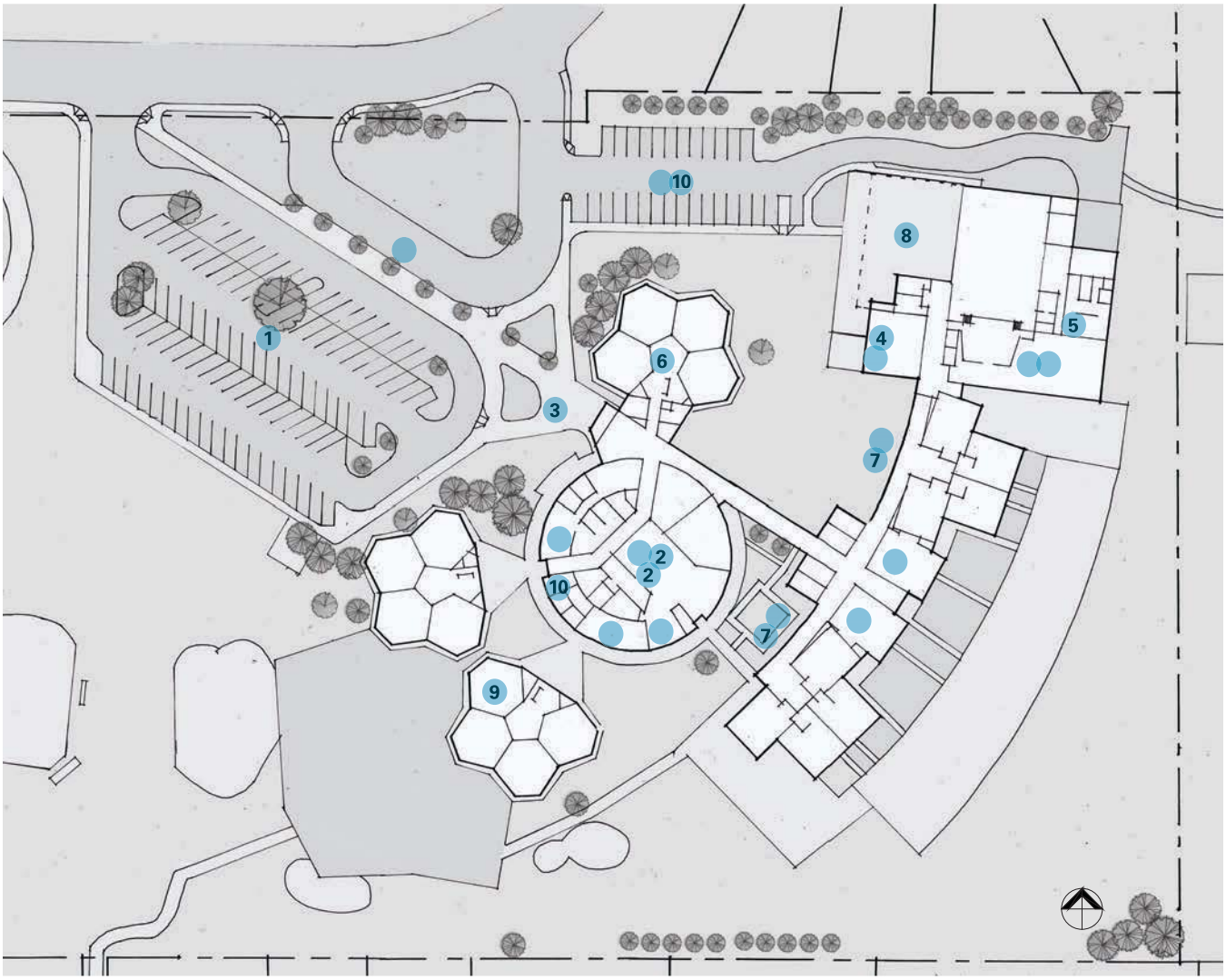
The surveys were used to assess Gilham Elementary School's facility's ability to meet the curriculum and capacity needs.


Public Meeting

3.2 COMMUNITY WORK SESSIONS

AREAS OF PRIDE

During the first Planning Committee & Community Engagement Meeting, small groups were asked to identify, with red and blue dots areas of pride, and areas of concern at Gilham Elementary school. The following diagram quantifies the results of the areas of pride activity.



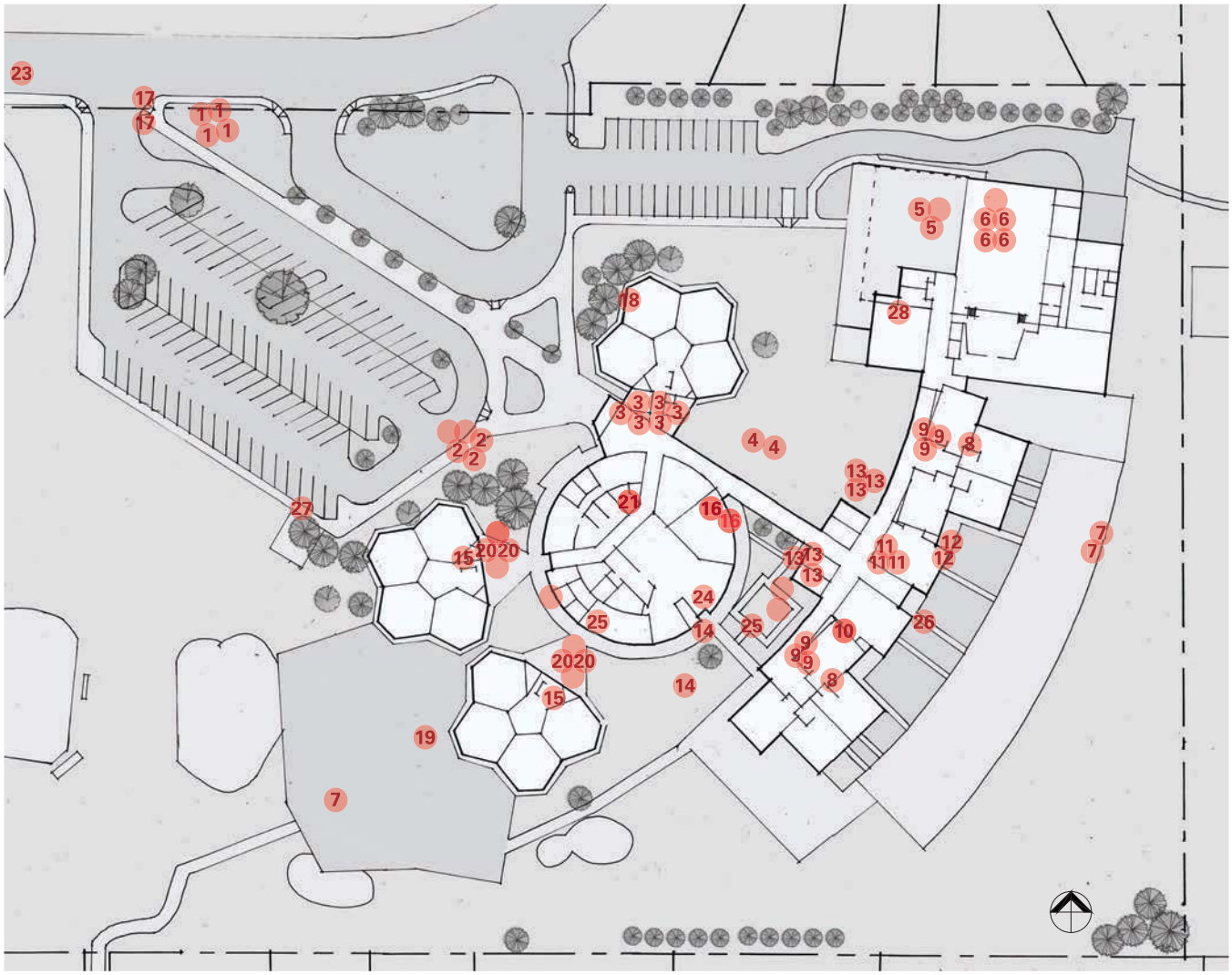
Areas of Pride

1. Good size
2. Nice size, light, bright, nice area
3. Good front area
4. Nice music room
5. Nice kitchen
6. Best pod set up
7. Nice natural light
8. Nice covered outdoor space, but not large enough
9. Integrated specialists amongst classroom pods
10. School psychologist office

Dots without numbers were placed without comment

AREAS OF CONCERN

The following diagram quantifies the results of the areas of concern activity.



Areas of Concern

1. Electronic reader board
2. Parent drop off
3. Secure Entry
4. Wasted space
5. Not useful (not enough space for three classes)
6. Too small/ needs space for seating
7. Fence
8. Difficult to supervise cubby area
9. Flex space is too small
10. Glare from skylight
11. Playground entry too small, too much noise/traffic
12. Windows need shades
13. Need adult restrooms
14. Security Issues
15. Sink
16. Computer lab is wasted space
17. Widen to allow better in/out access
18. Lack of natural light, airflow issues
19. Dark at night
20. Multi-stall restrooms
21. Copy room: omit sink from work counter
22. Security Issue
23. Traffic Signal
24. Dark & dirty
25. Enclosed walkway needed
26. Kinder classrooms are too small
27. Bike rack needed
28. Music room could be larger for presentations

Dots without numbers were placed without comment

IMPROVEMENT PRIORITIES

Based on the established Themes, as well as the a pride/concern activity the design team presented a preliminary list of improvements to be evaluated by the Community through the engagement process. The community was asked through a worksheet, See Appendix D, to prioritize the following improvements: science/art lab, secure playground, small group space, storage & restrooms, improved drop off area, outdoor learning space, secure entry, reader board, parent center, and upgraded classroom pods.

The diagram below represents a synthesis of the community activities, 4J District priorities, and priorities based on the campus assessment. General improvement categories are grouped as a High, Medium, or a Low priority, and provide a basis for establishing the Master Plan priorities.

HIGH

Secure Entry
Indoor Connection to Pods
Additional Restrooms
Additional Learning Space

MED

Upgrade Classroom Pods
Storage
Small Group Space
Secure Playground
Parent Center

LOW

Ancillary Gymnasium
Drop off Area
Outdoor Learning
Reader Board

ADDITIONAL ITEMS

The following work items were identified by the 4J School District and the Design Team. They are building maintenance or upgrade related, and are not included in the Master Plan Budget Summary, except where impacted by other Master Plan work. With direction from the 4J Facilities Department, the Design Team recommends that these items be addressed through future CIP projects as funding is available.

- Retrofit lighting to LED
- Replace fire alarm system
- Video surveillance system
- Air-conditioning
- Autosensor plumbing fixture controls
- Redundant fiber service
- Energy efficient envelope upgrades - windows and insulation
- Siding replacement at D, E, & F Buildings
- Replace exterior sealant joints
- Repair masonry mortar joints (further investigation needed)
- Upgrade playground equipment and grounds
- Mechanical equipment at computer lab
- Classroom Instructional Technology

STUDENT WORK

Gilham Elementary School 4th graders were asked to envision the future of their school through a design activity similar to those conducted with the Planning Committee (see Appendix E). The student's enthusiasm and insight were invaluable parts of the Master Planning process. Aside from Pizza Arcades and Swimming Pools, student needs identified in the activity include:

- Science/Art Spaces
- After School Activity/Club Meeting Space
- Lounge Areas
- Covered Waiting at Bus Drop Off
- Book/School Store
- Improved Restrooms
- Enclosed Hallways
- Improved Drop Off
- Fenced Playground Areas
- Expanded Gym

Student Activity

3.3 GUIDING PRINCIPLES

The Design Team and the Planning Committee established a set of Guiding Principles based on the evaluation of Gilham Elementary School presented in the previous sections. Each principle represents an aspiration of Gilham Elementary School, and serves as a means to evaluate recommended improvements.

Learning Focused

Gilham Elementary School has a strong sense of pride in its student's academic achievements. Recommended improvements shall respond to Gilham's educational philosophy and provide an environment that is learning focused.

Improvements and new construction shall provide opportunities for display, bring attention to student work, and promote school pride. Improvements shall consider formal and informal ways of display, and opportunities for students to share their work with each other and the community.

Improvements and new construction shall provide transparency between spaces to create a safer and more accessible learning environment.

Improvements and new construction shall provide access to natural light, and consider how the balance of natural and artificial light affects the learning environment.

Improvements and new construction shall also address acoustic balance, and take into consideration Gilham's educational philosophy when establishing acoustical goals for each space.

Community Connection

Gilham has an established connection with its community. Improvements and new construction shall take into consideration the existing context of the site, existing buildings, and neighborhood.

Improvements and new construction shall enhance and expand Gilham's connection to the surrounding neighborhood, and act as a resource to the community. Improvements shall provide opportunities for community uses, and be inviting to the surrounding neighborhood.

Any safety improvements shall not limit the community's use of the space but allow for a safe/ secure connection between Gilham and the neighborhood.

Capacity for the Future

Full day kindergarten, the possibility of Pre-K programming, and potential neighborhood growth will impact the ability of Gilham Elementary School's facility to meet the capacity needs in the near future.

Improvements and new construction shall provide opportunities for integrated technologies. Technology shall be accessible by both groups and individuals as well as keep in mind future capacity.

Improvements shall provide support spaces necessitated by an increase in the student and faculty population. These spaces include, but are not limited to, restrooms, storage, volunteer space, and gym area.

Improvements shall address both the immediate capacity needs of Gilham, as well as the long term goal of reaching a capacity of 600.

Personalized Learning

Gilham fosters a personalized learning environment and new construction/improvements shall create a spaces that reinforce Gilham's goal of helping individuals to realize their potential.

New construction and improvements shall not only take the existing building context into consideration but also the human scale, and reinforce the existing "neighborhood" organization.

Improvements shall address wayfinding issues at Gilham Elementary School. New construction and improvements shall employ finishes, color, and signage to improve wayfinding both in the existing buildings, and new construction. New construction shall provide active corridors with opportunities for wayfinding, learning, and collaboration.

Improvements and new construction shall support differing learning modalities, by providing varied learning spaces, collaborative spaces, quiet spaces, and multipurpose spaces.

New construction and improvements shall expand and enhance upon the accessibility of the school's student resources and student services.

Indoor and Outdoor Connections

Gilham elementary school values its connection to the exterior spaces. The single loaded glazed corridors are a defining characteristic of the school and provide a strong connection between the indoor and outdoor spaces.

New construction and improvements shall enhance Gilham's connection to the exterior. New construction shall provide opportunities for outdoor learning space, and outdoor space that is active, usable, and safe.

Safe and Secure

The safety and security of Gilham Elementary School has been identified as a top priority for the staff, students, community, and school district.

Improvements shall address current safety issues and new construction shall take the overall safety and security of the students into consideration.

Improvements and new construction shall enhance passive supervision, and create a supportive environment that encourages trust, respect, and communication.

Improvements shall address the entry sequence in a way that is both inviting and secure. The entry sequence shall provide a clear threshold, create a space for greeting and connecting, provide a strong first impression, and provide secure access during after school hours.

Improvements shall address the security and safety of the school's grounds. Improvements to the school's grounds shall aid in the staff's ability to supervise students without compromising Gilham's relationship to the neighborhood.

Flexible and Adaptable

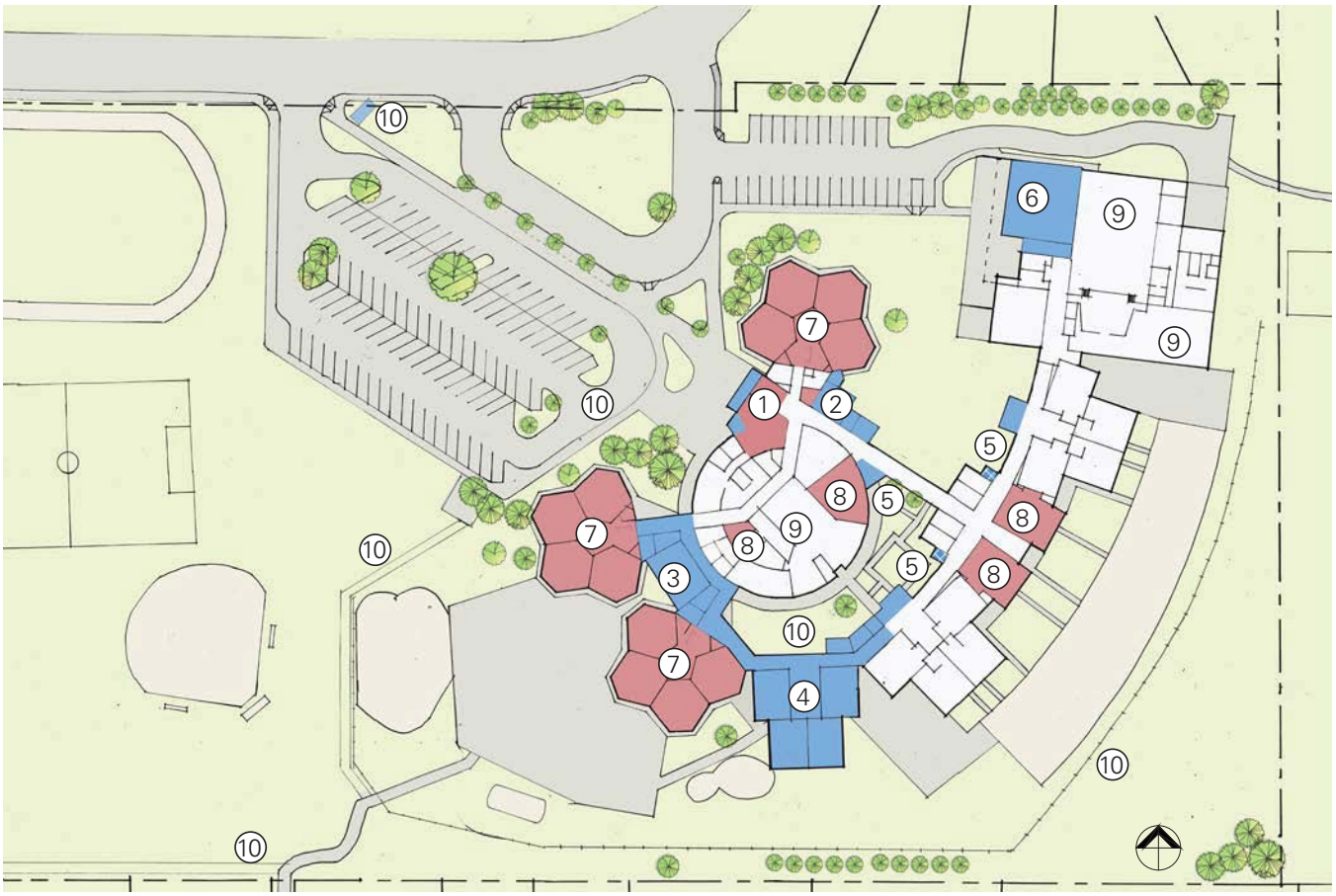
Creating spaces that have the ability to adapt as capacity grows and the curriculum changes will increase the longevity of the school's facilities.

Improvements and new construction shall create learning spaces that are adaptable to differing teaching styles. Improvements and recommendations shall provide flexible boundaries to allow for futures uses, as well as locate systems where they can be easily access and adapted.

Improvement recommendations shall support future growth and the changing needs of Gilham Elementary School.

3.4 RECOMMENDATIONS

KEY PLAN



REMODELED AREAS

NEW CONSTRUCTION

KEY

1. SAFE & SECURE ENTRY
2. COMMUNITY SPACE
3. NEIGHBORHOOD INFILL
4. NEW NEIGHBORHOOD
5. FLEX SPACE & RESTROOMS
6. GYM EXPANSION
7. NEIGHBORHOOD UPGRADES
8. REMODELED AREAS
9. IT UPGRADES
10. SITE IMPROVEMENTS

MASTER PLAN PROGRAM DIAGRAM

LEGEND

- CLASS ROOM
- MULTI-PURPOSE CLASS ROOM
- FLEX SPACE
- SUPPORT
- COMMUNITY SPACE

KEY

01	ENTRY	11	SUPPLIES	21	COMPUTER LAB
02	CLASSROOM	12	OBSERVATION	22	CAFETERIA
03	FLEX SPACE	13	PLANNING	23	KITCHEN
04	STORAGE	14	PSYCH	24	CUSTODIAN
05	RESTROOM	15	COMP. NETWORK	25	BOILER RM
06	OFFICE	16	CONFERENCE ROOM	26	ELECT RM
07	HEALTH	17	LEARNING CENTER	27	GYM
08	STAFF LOUNGE	18	WORK AREA	28	MUSIC
09	WORK AREA	19	ELECTRICAL	29	COMMUNITY ROOM
10	SPEECH LANGUAGE	20	LIBRARY	30	SMALL GROUP LEARNING

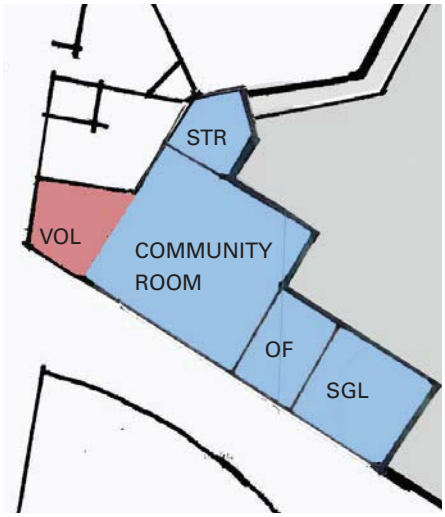
1. SAFE & SECURE ENTRY

Guiding Principle: Safe & Secure

Throughout the community engagement process Safety & Security was identified as the highest priority. In its current configuration the entry to Gilham Elementary School does not meet 4J School District's safety standards. Reconfiguration of the entry for two access points, with one that allows the Main Office to act as a control point during school hours. This also allows for the opportunity to give a new face to the school that reflect the school's spirit.

Work in this area includes

- New Vestibule & Entry
- Remodeled Main Office
- Safe & Secure Entry Sequence

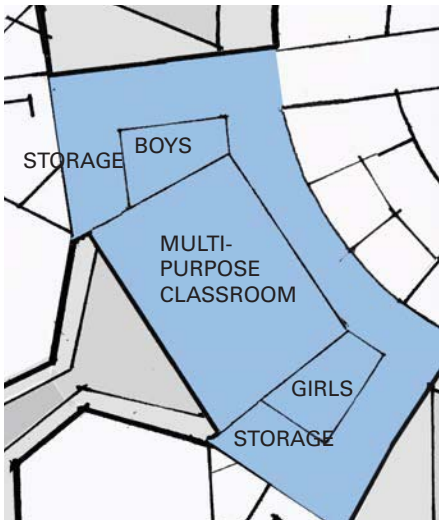


2. COMMUNITY ROOM

Guiding Principle: Community Connection, Personalized Learning

Gilham prides itself on its strong connection to the community and its highly active volunteer base. In order to support the community, volunteer base and the need for more small group learning spaces a cluster of new program is recommended on the north side of the building.

- Work in this area include:
- New Community Meeting Room, with secure after hours access
- New Psychology Office with dedicated small group learning space
- New storage space



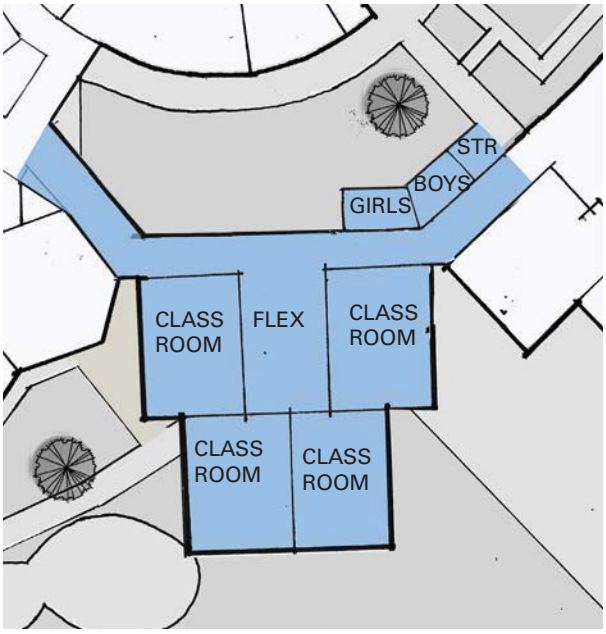
3. NEIGHBORHOOD INFILL

Guiding Principle: Flexible & Adaptable, Capacity for the Future

Currently each neighborhood at Gilham has an associated Multi-Purpose classroom. As the student body grows additional classrooms, multipurpose classrooms, and restrooms spaces will be needed. An enclosed connection between buildings E and F was also identified as a priority during the community engagement process.

Work in this area includes:

- Open Multi Purpose Classroom
- New Boys and Girls Restrooms
- Storage Space
- Enclosed connection between Buildings E & F



4. NEW NEIGHBORHOOD

Guiding Principle: Capacity for the Future

Looking to the future of Gilham Elementary School an additional classroom neighborhood is recommended in order to accommodate full day kindergarten, the potential for Pre-K programming, and an increased student body for 1st-5th grade levels. Several locations for the new classroom neighborhood were explored throughout the master planning process, and the final location is based on both community feedback and 4J district feedback.

Work Items in this area include:

- 4 New Classrooms
- New Flex Space
- New Storage Room
- New Boys & Girls Restrooms
- New Light Filled Corridor

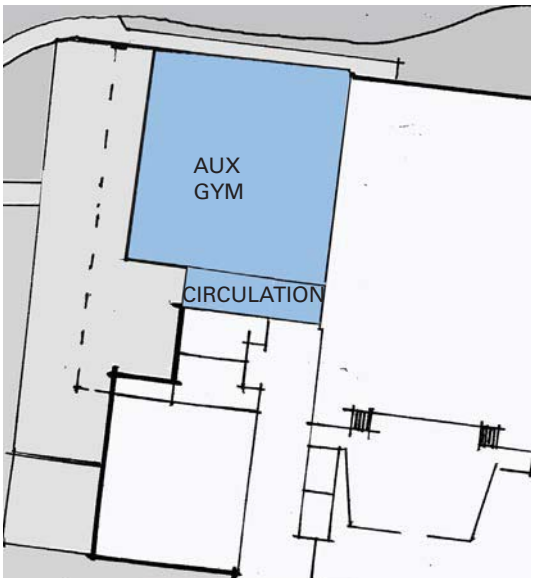
5. FLEX SPACE & REST ROOMS

Guiding Principle: Flexible & Adaptable, Capacity for the Future, Personalized Learning

To accommodate both the needs of student and teachers more evenly distributed single use rest restrooms are needed at Gilham. This set of improvements address both the need for restrooms, as well as additional small group/flex space.

Work in this area includes:

- Expansion of Existing Flex Spaces
- Additional Flex Space @ Multi-Purpose Classroom
- 2 New Single Use Restrooms



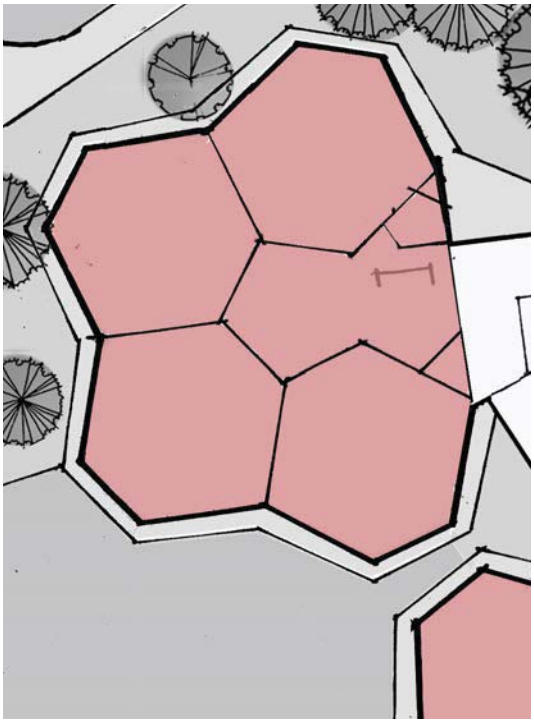
6. GYM EXPANSION

Guiding Principle: Capacity for the Future

The community engagement process revealed that the school would benefit greatly from an auxiliary gymnasium. Extra indoor play area is both more desirable and more flexible than covered outdoor space.

Work Items in this area include:

- New Gymnasium at existing covered play area
- New after hours entry and connecting hallway



7. 1965 NEIGHBORHOOD ENHANCEMENTS

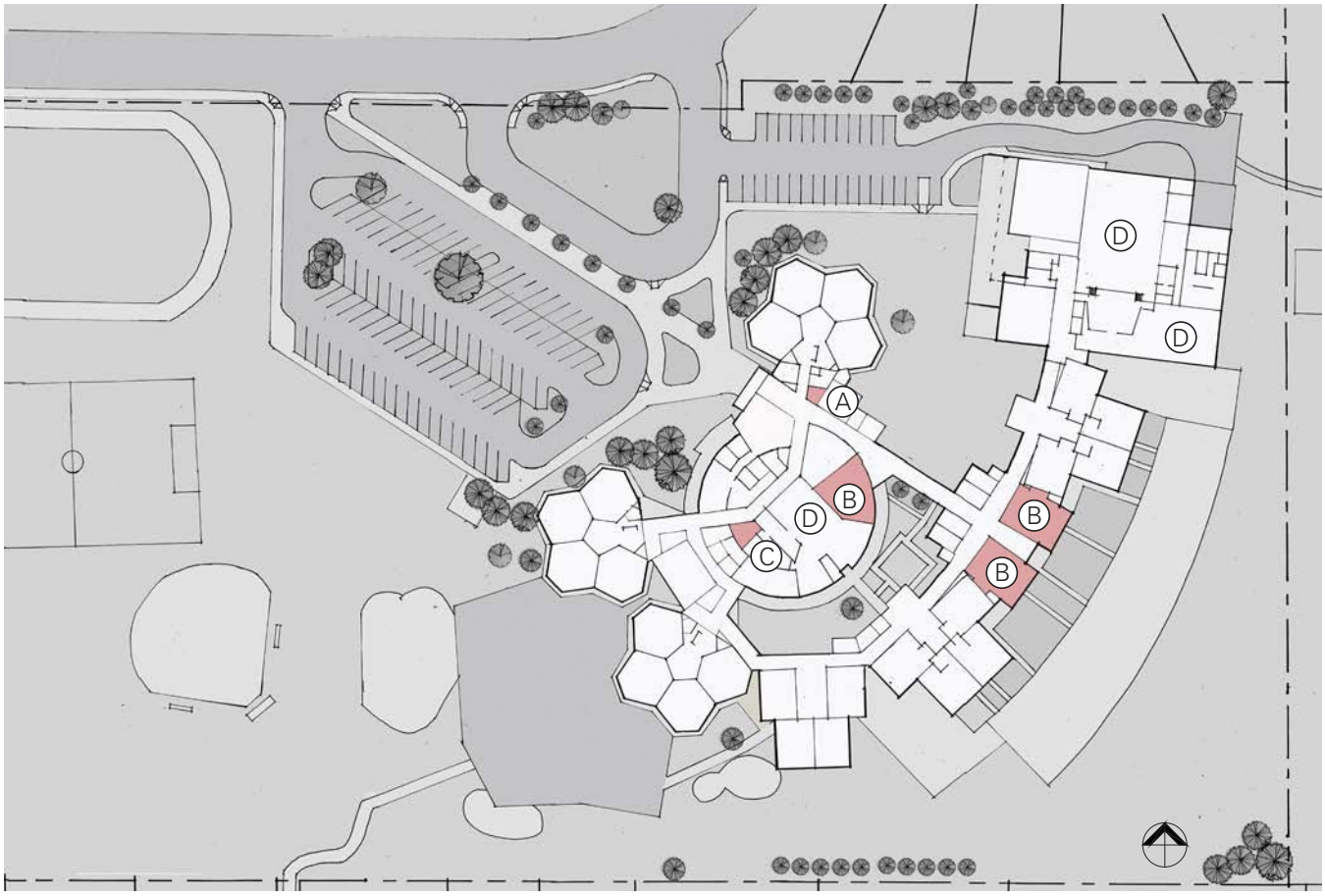
Guiding Principle: Learning Focused

Surveys, 4J District Assessments, and community feedback all identified the finishes, casework, accessibility, and lack of natural light and ventilation as issues in the 1965 Neighborhood Classrooms. Enhancing these classrooms will create a better learning environment as well as ensure the longevity of the 1965 Neighborhoods.

Work in this area includes:

- Seismic Upgrades
- New Casework
- New Doors & Windows
- New Interior Finishes
- Remodel Restrooms

8&9. REMODELED AREAS/IT UPGRADES



Guiding Principle: Flexible & Adaptable, Capacity for the Future, Learning Focused, Personalized Learning

A. VOLUNTEER ROOM

Remodel existing IT room for new volunteer room use. Work in this area includes:

- New Casework
- New Finishes

B. MULTI-PURPOSE CLASSROOM

Remodel existing computer lab & kindergarten classrooms for new multi-purpose use. Work in this area includes:

- New Casework
- New Finishes

C. IT ROOM

Remodel existing work room for IT room use. Work in this area includes:

- New Casework
- New Electrical

D. IT UPGRADES

IT upgrades in the Library, Cafeteria, and Gymnasium. Work in these areas include:

- New projection equipment
- New projection screens
- New AV system

10. SITE IMPROVEMENTS

Guiding Principle: Safety & Security, Learning Focused

A. READER BOARD

- 4J School District is to provide the connection to & foundation for the reader board. The school is to provide the reader board.

B. COVERED BUS WAITING

- New structure at bus drop off area

C. DROP OFF/ENTRY UPGRADES

- New striping, signage, landscaping, and or hardscaping to enhance the safety and increase clarity/ efficiency of drop off and parking areas

D. OUTDOOR LEARNING SPACE

- Where enclosed by the new classroom neighborhood enhancement to the outdoor space are recommended for ease of maintenance, and creating opportunities for outdoor learning space

E. PLAYGROUND FENCE

- To promote safety & security as well as ease of supervision a fence that addresses the existing playgrounds is recommended.
- The fence shall promote a safe and secure play area while still allowing a strong connection to the neighborhood.

F. ENHANCED PATHS

- Enhance pathways into Gilham Elementary School in order to promote safe pedestrian and bicycle traffic.

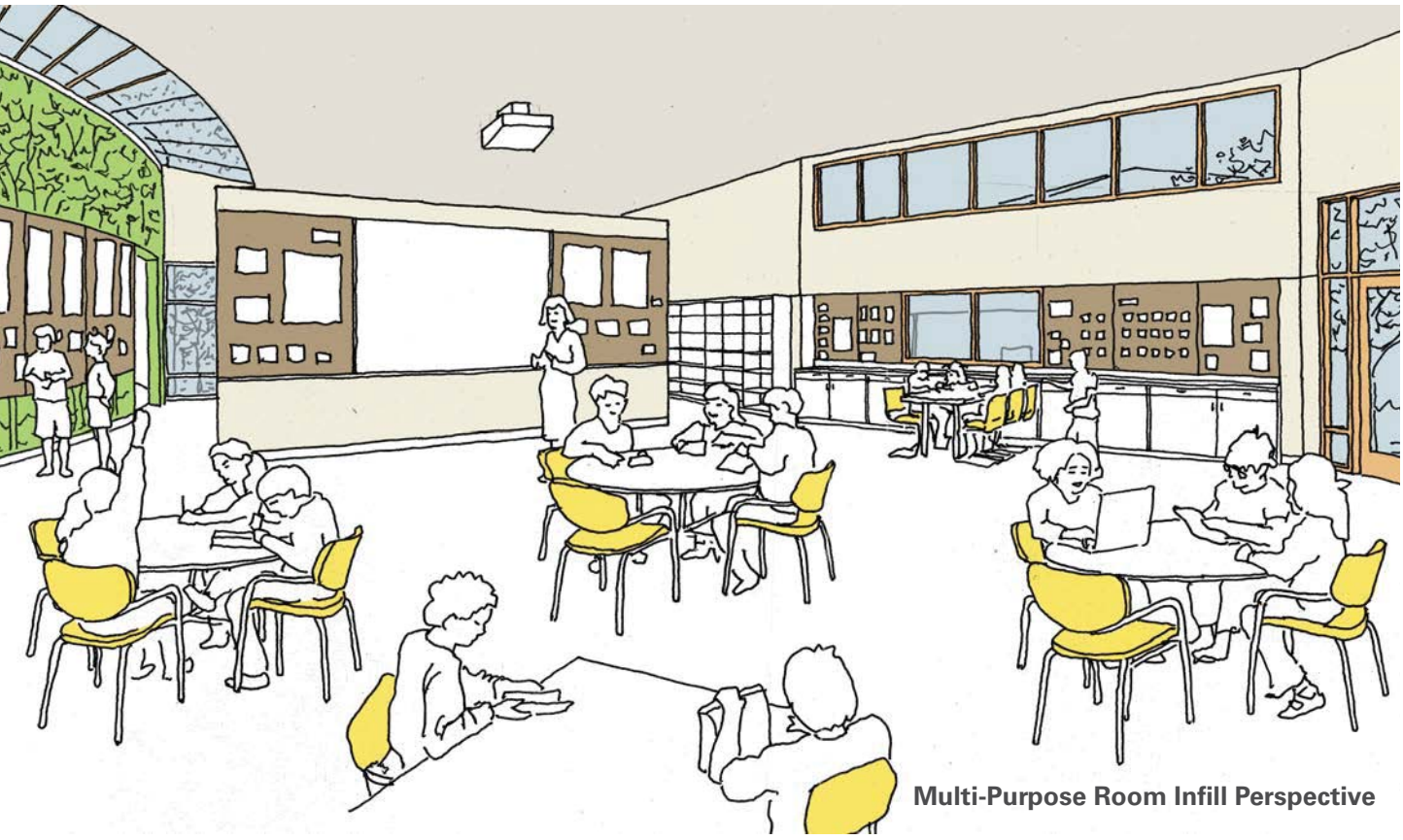
3.5 PHASED WORK

INTRODUCTION

The Master Planning process identified facility needs beyond the scope of the current bond measure allocation. Many of these work items are included as part of the Master Plan, but exceed the $3.4M construction budget. Therefore a two phased approach to the work is recommended.

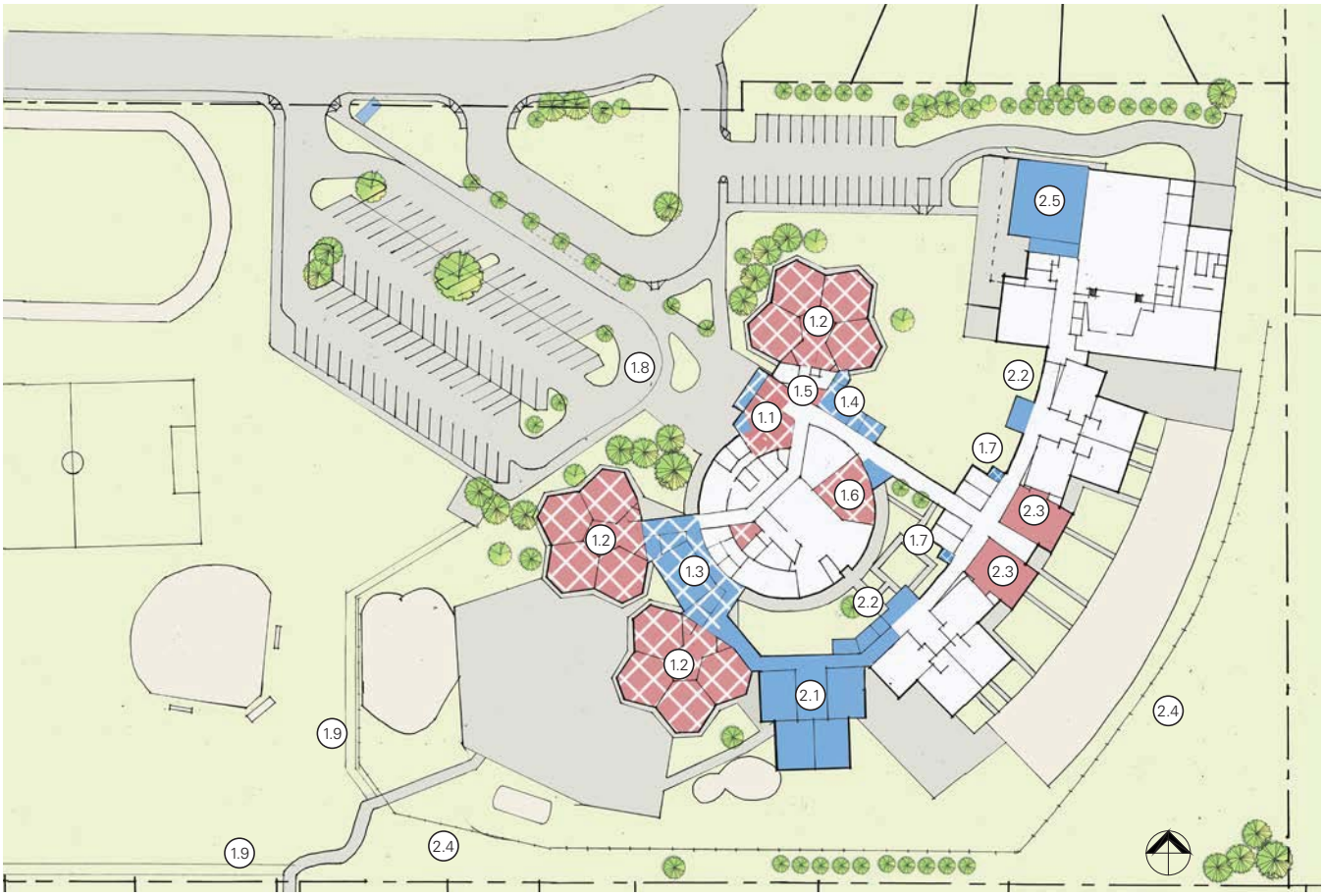
The two phases of work represent the priorities and capacity needs of Gilham Elementary School. Phase I address the items listed in the bond measure, as well as safety and security needs that developed during the master planning process. The open Multi-Purpose addition in Phase One as well as the remodeled computer lab will accommodate the immediate capacity needs. Future capacity needs are addressed with the classroom neighborhood addition in Phase II. See construction phases diagram for a detailed description of work at each phase.

The budget and schedule in the following sections represents a preliminary recommendation for phasing of the project. Following Design Development, the budget, schedule, and phasing may need to be re-assessed to appropriately accommodate both the scope of work and the priorities established by the Master Plan, Community, and the 4J School District.



Multi-Purpose Room Infill Perspective

CONSTRUCTION PHASES



REMODELED AREAS NEW CONSTRUCTION PHASE I WORK

PHASE I WORK ITEMS

1.1 Safe & Secure Entry
1.2 1965 Neighborhood Enhancements
1.3 Multi-Purpose Room Infill & Connection to E&F Classroom Neighborhoods
1.4 Community Room
1.5 Volunteer Room & IT Room Remodel
1.6 Computer Lab Remodel (Multi-Purpose Classroom)
1.7 Single Use Restrooms
1.8 Drop Off/Parking Area Safety
1.9 Enhanced Pathways

PHASE II WORK ITEMS

2.1 New Classroom Neighborhood
2.2 New Flex Spaces
2.3 Kindergarten Classroom Remodel (Multi-Purpose Classrooms)
2.4 Fencing
2.5 Ancillary Gymnasium

3.6 CONSTRUCTION COST & SCHEDULE

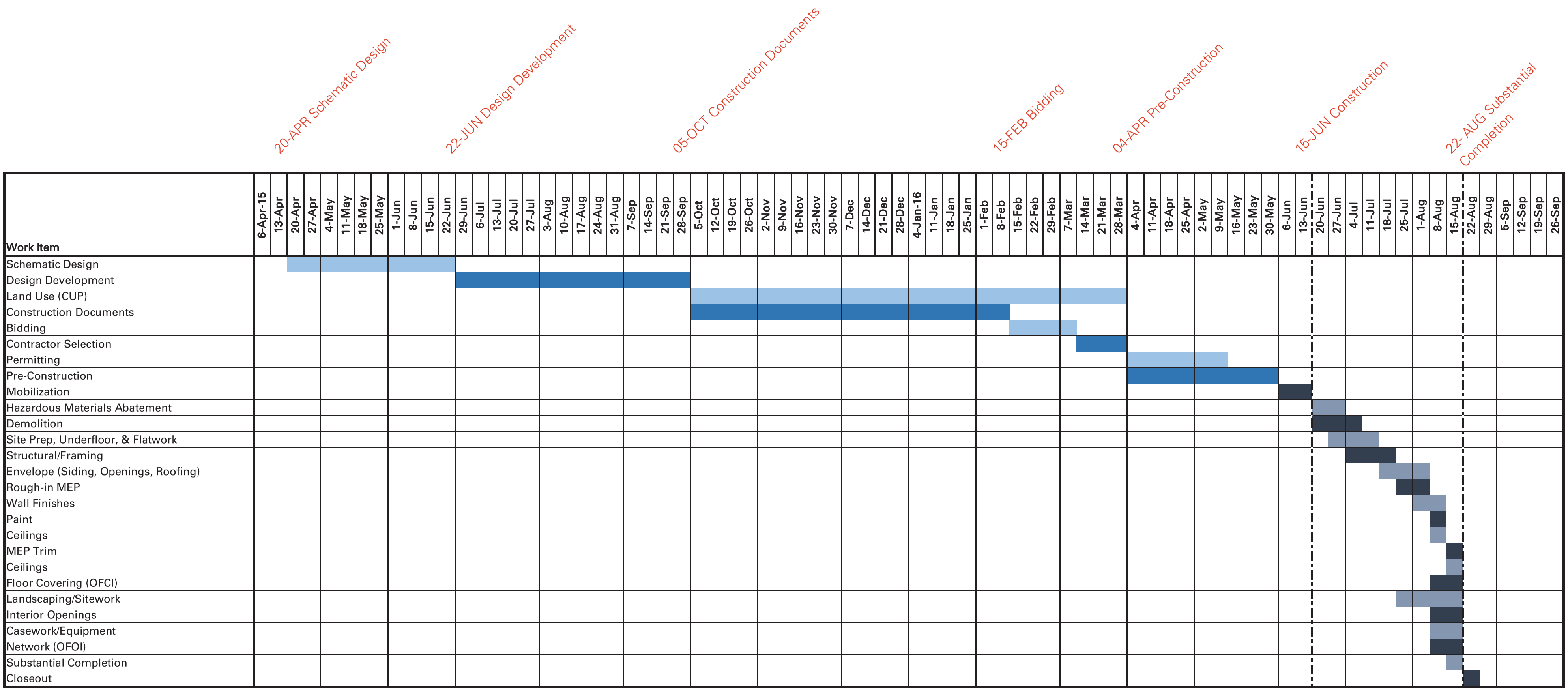
CONSTRUCTION COST PHASE I

01 April 2015

	Area SF (or Unit)	Cost		Remarks
Construction Cost Data:		Per Unit	Extension	
HAZMAT Removal	15,960	$4	$63,840	
Building demolition	3,500	$5	$17,500	
Site demolition	8,500	$2	$17,000	
New building construction	5,100	$280	$1,428,000	Multiple Tie-ins to Existing, Fast Track
New Single-User Restrooms	2	$30,000	$60,000	Allow
Existing Building Renovation	17,632	$50	$881,600	Selective Upgrades, HVAC
Misc. Upgrades at Activity Centers	1	$75,000	$75,000	Allow - IT, Openings, Partitions, Etc.
New Site Pavement / Hardscape	3,300	$10	$33,000	
New Site Landscape	8,500	$5	$42,500	
New Canopies / Covered Walkways	875	$75	$65,625	
Safe Routes to Schools(SRTS)	1	$150,000	$150,000	Enhanced pathways
State 1.5% Green Energy Requirement	0.00%	$2,684,065	$0	Does not qualify as "Major Renovation"
Subtotal			$2,834,065	
Markups			$0	Included in $/SF
Contingency (Program + Existing Conds)	10%		$283,407	
Escalation to 2016	4%		$124,699	
Total Construction Cost			$3,242,170	
Soft Costs:				
Construction Cost Amount:			$3,242,170	From above
Design Services				
AE Team	18%		$583,591	Phase 2 through Design Development
Regulatory Agencies				
Site Review/Zoning	allow	$7,000	$7,000	
Building Permits	3%		$97,265	
Misc Expenses				
Printing	0.25%		$8,105	
Owner moving Costs	2.00%		$64,843	
Materials Testing & Special Inspection	1%		$32,422	
Survey and Geotechnical Engineer	allow	$25,000	$25,000	
Project Management	5%		$238,684	Based on Total Project Cost
Furniture, Fixtures, & Equipment				
Computers & IT	2%		$64,843	
AV Equipment	1%		$32,422	
Furniture	4%		$129,687	
Contingencies				
Change Order Allowance	10%		$324,217	
Overall Project Contingency	5%		$162,109	
Total Soft Costs			$1,770,188	
Total Construction Cost & Soft Cost			$5,012,358	

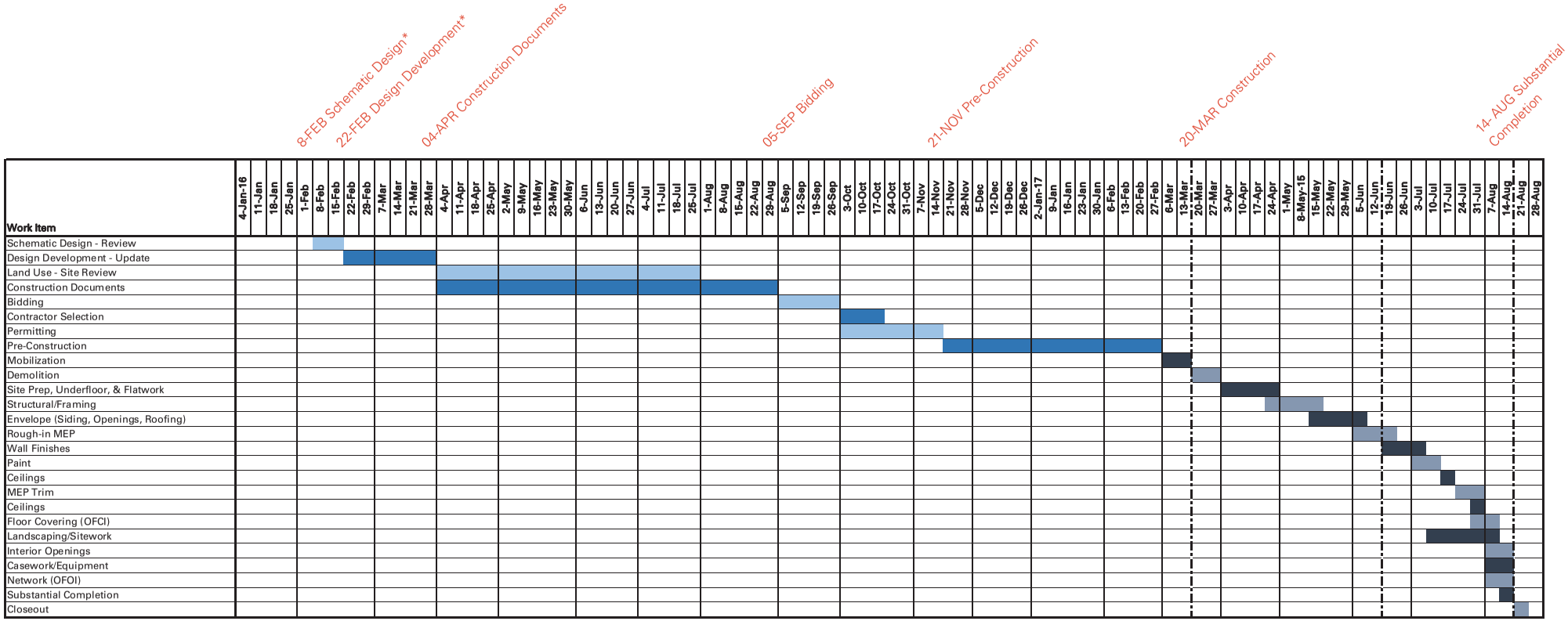
CONSTRUCTION SCHEDULE PHASE I

01 April 2015



CONSTRUCTION SCHEDULE PHASE II

01 April 2015



*Assumes Schematic Design and Design Development Phases occur primarily in Phase 01

CONSTRUCTION COST PHASE II

01 April 2015

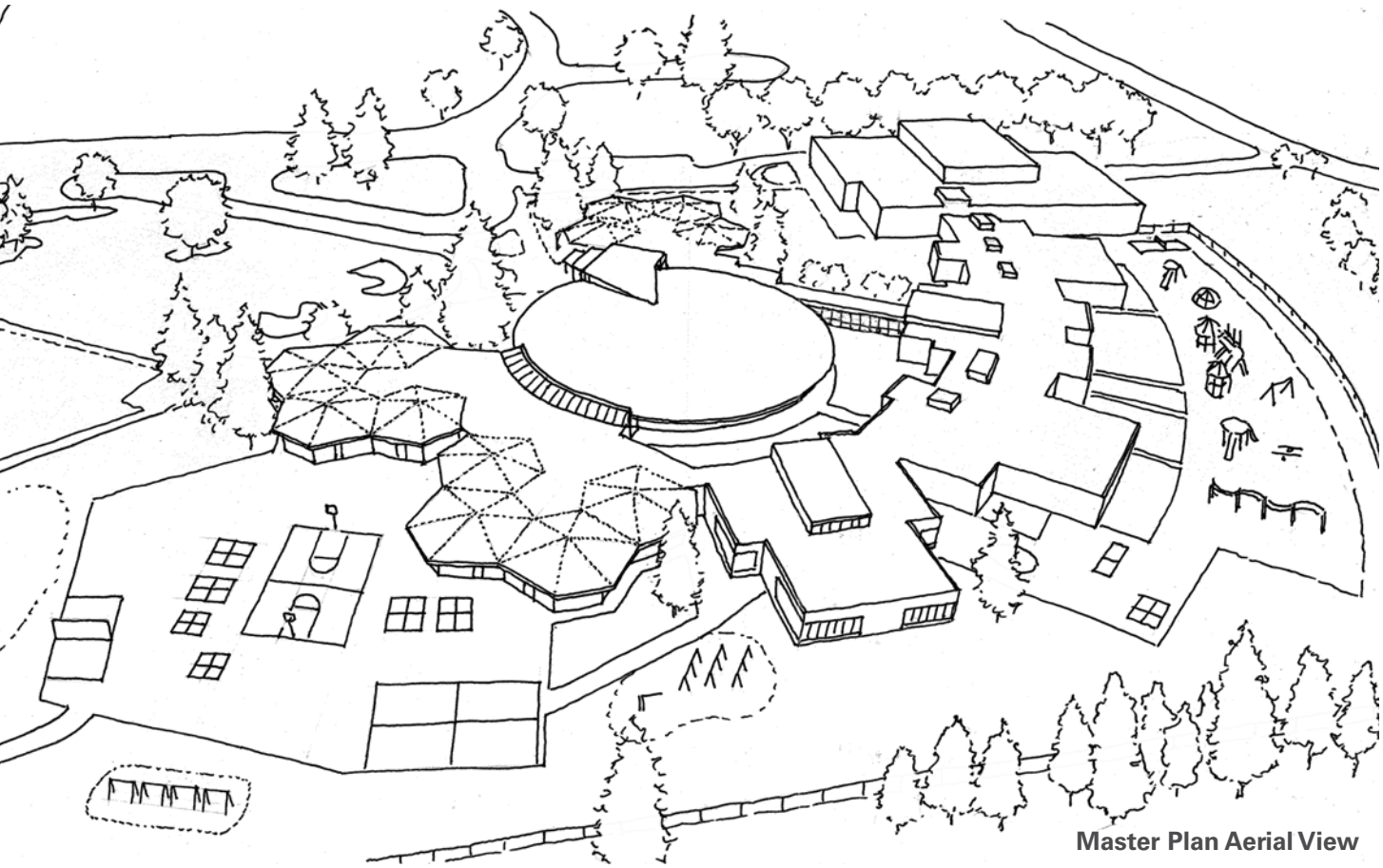
	Area SF (or Unit)	Cost		Remarks
Construction Cost Data:		Per Unit	Extension	
HAZMAT Removal	0	$3	$0	Per 4J Records
Building Demolition	6	$5,000	$30,000	Ea. New Connection to Existing
Site Demolition	12,000	$2	$24,000	
New Building Construction	7,755	$260	$2,016,300	
New Ancillary Gymnasium	3,140	$175	$549,500	Existing Roof Structure
Existing Building Renovation	2,720	$35	$95,200	Selective Upgrades
New Site Pavement / Hardscape	3,000	$10	$30,000	
New Site Landscape	2,500	$5	$12,500	
New Security Fencing	950	$30	$28,500	Linear Feet
State 1.5% Green Energy Requirement	0.00%	$2,757,500	$0	Does not qualify as "Major Renovation"
Subtotal			$2,786,000	
Markups			$0	Included in $/SF
Contingency (Program + Existing Conds)	20%		$557,200	
Escalation to 2017	8%		$267,456	4% Per Annum
Total Construction Cost			$3,610,656	
Soft Costs:				
Construction Cost Amount:			$3,610,656	From above
Design Services				
AE Team	12%		$433,279	SD / DD Review
Regulatory Agencies				
Site Review/Zoning	1	$4,000	$4,000	
Building Permits	3%		$108,320	
Misc Expenses				
Printing	0.25%		$9,027	
Owner moving Costs	1.00%		$36,107	
Materials Testing & Special Inspection	1%		$36,107	
Project Management	5%		$260,619	Based on Total Project Cost
Furniture, Fixtures, & Equipment				
Computers & IT	2%		$72,213	
AV Equipment	1%		$36,107	
Furniture	4%		$144,426	
Contingencies				
Change Order Allowance	10%		$361,066	
Overall Project Contingency	10%		$361,066	
Total Soft Costs			$1,862,334	
Total Construction Cost & Soft Cost			$5,472,990	

3.7 NEXT STEPS

The bond measure did not contemplate all of the elements identified through this master planning process. Therefore, the roughly $3.4 million (construction costs only) is not adequate to fully address the needs of the school at this time. Additional funds will be needed to fully construct all elements of the master plan. However, more work will need to occur to better define the range of costs.

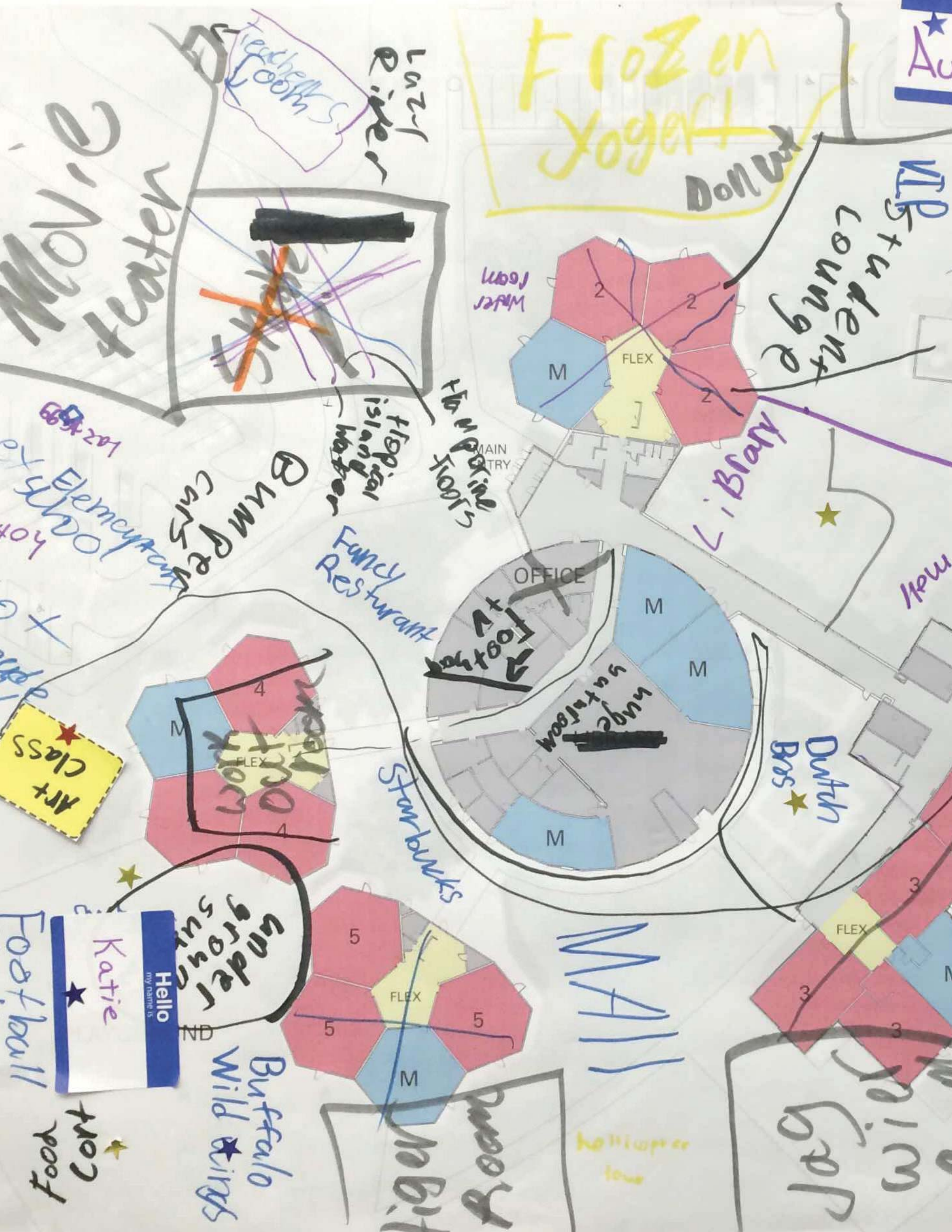
Following discussion with 4J Facilities Department, the Design Team recommends moving forward as follows:

- Design of all elements, with the exception of the classroom addition, for construction beginning in spring/summer 2016, recognizing that some elements will need to be carried as bid alternates and may not be constructed until additional funding is identified.
- Refine the design for classroom addition concept to better identify projected costs, and to insure that other work will integrate with and provide for future accommodation of the classroom addition.
- Identify savings from other bond-funded school construction projects with the intent to fund the classroom addition from the current bond proceeds. If adequate funds cannot be identified and utilized for this purpose, the classroom addition work will need to be deferred to the next bond measure.



Master Plan Aerial View

APPENDICES


Movie teater
Lazy River
Frozen Yogert
Donut
VIP
Student lounge
2
2
2
FLEX
M
MAIN ENTRY
Library
trampoline floors
tropical island water
Bumper cars
Fancy Resturant
OFFICE
M
M
M
Dutch Bros
Art class
4
4
M
FLEX
Starbucks
5
5
5
FLEX
M
MALL
3
3
3
FLEX
Hello
my name is
Katie
Football
Buffalo Wild Wings
Food Cort