FREEMAN SCHOOL DISTRICT #358
Rockford, Washington

STUDY & SURVEY

December 2007

SUMMARY REPORT

ALSC ARCHITECTS, P.S. – Spokane, Washington
Golden Graper & Burton – Spokane, Washington
Meulink Engineering – Spokane, Washington
DEI Electrical Consultants, Inc. – Spokane, Washington

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January 2, 2008

School Facilities and Organization
Superintendent of Public Instruction
Old Capitol Building
600 Washington Street South
Olympia, WA 98504-7200

Attn: Brenda Hetland

Re: Submittal of Study & Survey
Freeman School District No. 358

Dear Brenda:

On behalf of Freeman School District and per the approval of the Freeman School District Board of Directors, we are pleased to submit, pursuant to WAC 392-341-020, the Study & Survey for Freeman School District No. 358. An electronic pdf copy on disk is also included.

The enclosed Study & Survey follows the format prescribed in the School Facilities Manual and WAC 392-341-020.

Included with this transmittal are two School Board Resolutions. Item C of the Appendix contains a resolution by the Board regarding available space in adjacent school districts and a resolution by the Board approving the Facilities Study and Survey.

If after your review you need additional clarification, please contact our office or Mr. Sergio Hernandez, Superintendent, Freeman School District.

Sincerely,

David L. Huotari, AIA

DLH:jw:0737

Enclosures

cc: Sergio Hernandez, Freeman School District
Gary Miller, Eastern Region Coordinator, OSPI
DLH/File

TABLE OF CONTENTS

EXECUTIVE SUMMARY

With the changes in the student population of Freeman School District and the continuing aging of the District's existing school facilities used to house these students, the need to periodically review its school facility needs is necessary.

As part of this review, a detailed Study and Survey, pursuant to the requirements of WAC 392-341-025, was undertaken by Freeman School District #358. This Study and Survey is being submitted pursuant to the above WAC requirement in order to qualify for State assistance in financing of school construction projects.

The major objective for the Study and Survey is the development of a long range school facility improvement plan addressing existing facility conditions and projected future needs. The *Freeman Facilities Study Committee, made up of citizens, staff and consultants,* was given a task of defining a sound, workable plan of action which will result in school facilities that are adequate in capacity, safe, healthful and capable of supporting the specific needs of the defined educational program.

This Study and Survey presents a description of the long range school facility plan, along with the supporting demographic, technical and educational program data. Input received at five (5) Community Forums, which included School Board Members, has been incorporated into the District's planning.

1. Summary of Existing School Facility Physical Conditions and Needs:

   The physical and instructional condition of existing school facilities was evaluated in two stages:

   A. Evaluation of the architectural, structural, mechanical and electrical components by architectural and engineering consultants.

   B. The evaluation of the educational adequacy of each facility by a *building team.*

   C. Review of facilities and educational program objectives at Community Forums.

   The result of the above facility analysis was the identification of inadequacies in facilities which need immediate or future corrections in order to provide an adequate educational environment. Basically, the facility improvements identified are:

   1. Elementary School:

      A. Modernization of the existing Elementary School capitalizing on the opportunity for State matching funds.
      B. New construction addition to the existing Elementary School to accommodate currently un-housed educational programs and to allow for future growth.
      C. Site improvements at the Elementary School/Middle School addressing bus loading/unloading, student drop-off and parking.

   2. High School:

      A. Modernization of the existing High School capitalizing on the opportunity for State matching funds.
      B. New construction addition to the existing High School to accommodate currently un-housed educational programs and to allow for future growth.
      C. Site improvements at the High School addressing bus loading/unloading, student drop-off and parking.

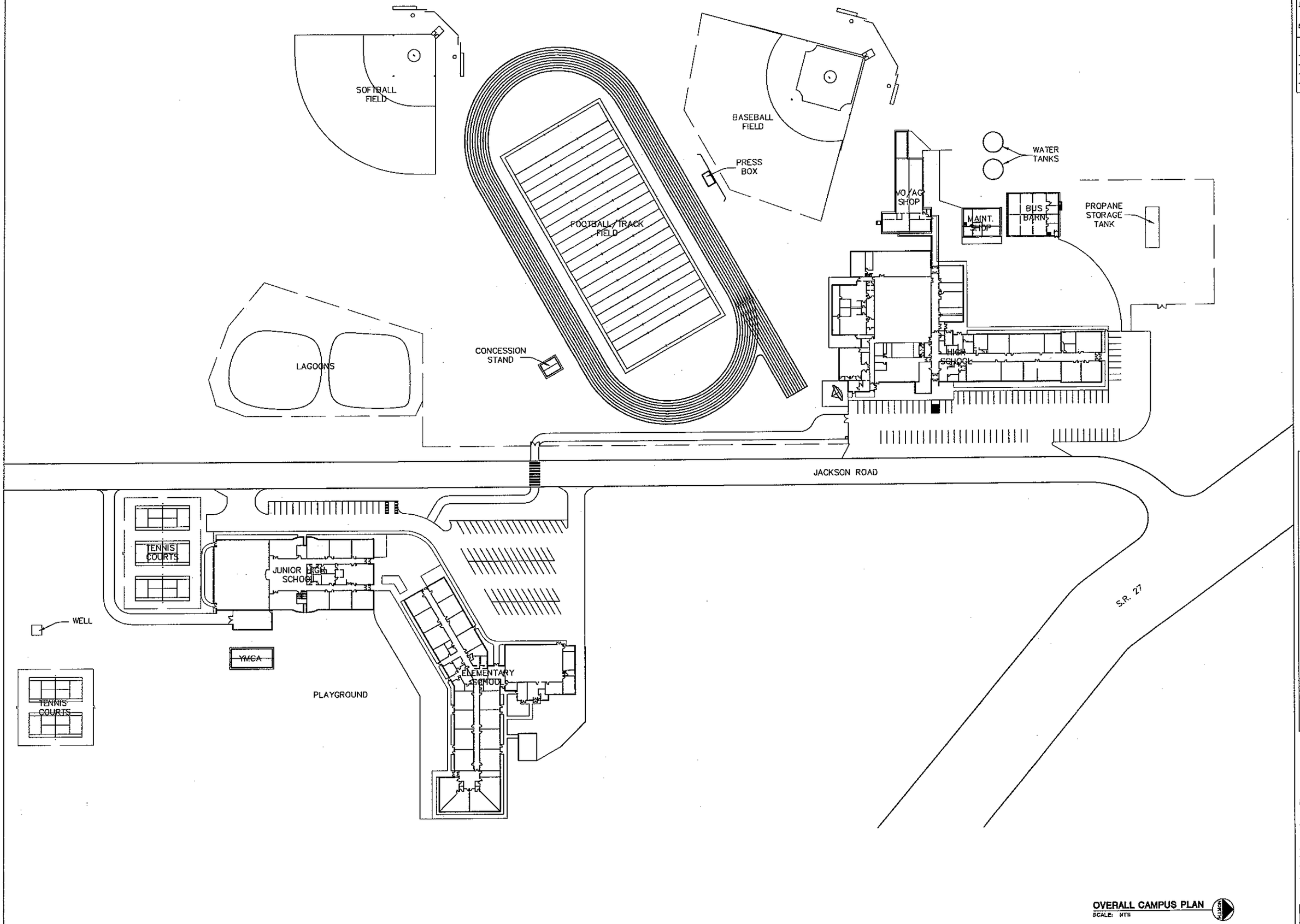
3. District and campus-wide improvements:

   A. Address campus-wide safety and security issues including safe pedestrian crossings on Jackson Road, ability to evacuate buses and students on emergency occasions and additional parking to support District programs. This category of work would also include the relocation of bus maintenance facilities and administrative office space for both the District and transportation/maintenance.

4. Future new construction as required for District growth, educational and community use.

CHAPTER 1

ANALYSIS OF EXISTING SCHOOL FACILITIES



OVERALL CAMPUS PLAN
SCALE: NTS

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CAMPUS SITE PLAN
FREEMAN SCHOOL DISTRICT
FREEMAN SCHOOLDISTRICT #358
FREEMAN, WASHINGTON

ALSC ARCHITECTS
LIBERTY BLDG
SUITE 400
203 NORTH
WASHINGTON
SPOKANE, WA
99201-0254
509-838-8306
FAX-456-3710

A1.1
OF

TENNIS COURTS

JUNIOR HIGH SCHOOL

YMCA

PLAYGROUND

ELEMENTARY SCHOOL

ELEMENTARY & JR. HIGH CAMPUS PLAN
SCALE: NTS

NORTH

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ELEMENTARY & JR. HIGH SITE PLAN
FREEMAN SCHOOL DISTRICT
FREEMAN SCHOOLDISTRICT #358
FREEMAN, WASHINGTON

ALSC
ARCHITECTS
LIBERTY BLDG
SUITE 400
203 NORTH
WASHINGTON
SPOKANE, WA
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A1.2
OF

WATER TANKS

VO/AG SHOP

MAINT. SHOP

BUS BARN

PROPANE STORAGE TANK

HIGH SCHOOL

JACKSON ROAD

S.R. 27

HIGH SCHOOL CAMPUS PLAN
SCALE: NTS

NORTH

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HIGH SCHOOL SITE PLAN
FREEMAN SCHOOL DISTRICT #358
FREEMAN SCHOOLDISTRICT #358
FREEMAN, WASHINGTON

ALSC ARCHITECTS
LIBERTY BLDG.
SUITE 400
203 NORTH
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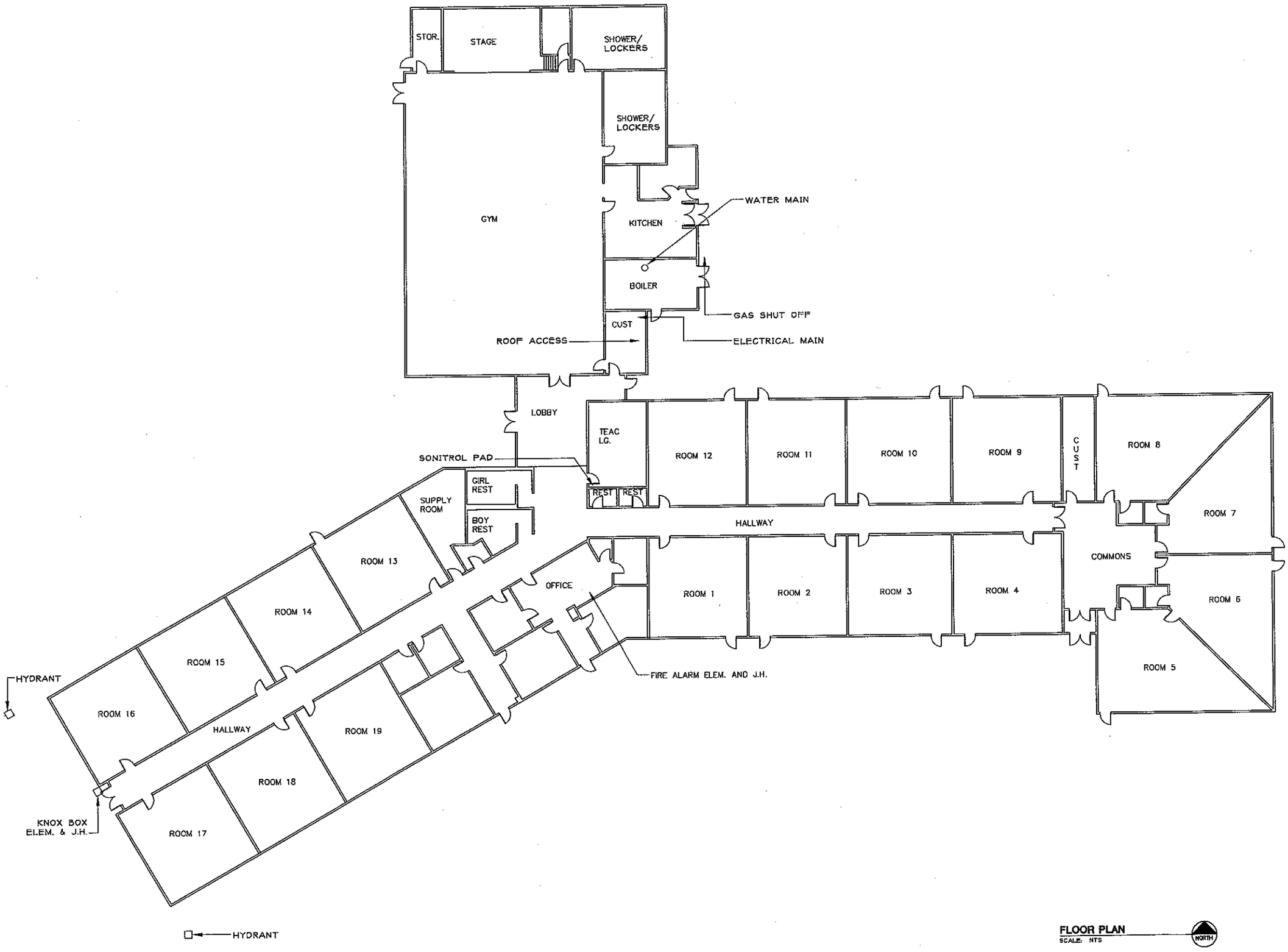

FLOOR PLAN
SCALE: NTS

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ELEMENTARY SCHOOL FLOOR PLAN
FREEMAN SCHOOL DISTRICT
FREEMAN SCHOOLDISTRICT #358
FREEMAN, WASHINGTON

ALSC
ARCHITECTS
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SUITE 600
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A2.1
OF

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
School Facilities and Organization
Old Capitol Building, PO Box 47200
OLYMPIA, WA 98504-7200
(360) 753-6702 TTY (306) 664-3631

AREA ANALYSIS WORKSHEET

The purpose of the Area Analysis Worksheet is to identify areas of construction by age.

FACILITY INFORMATION

Facility Name: FREEMAN ELEMANTARY SCHOOL

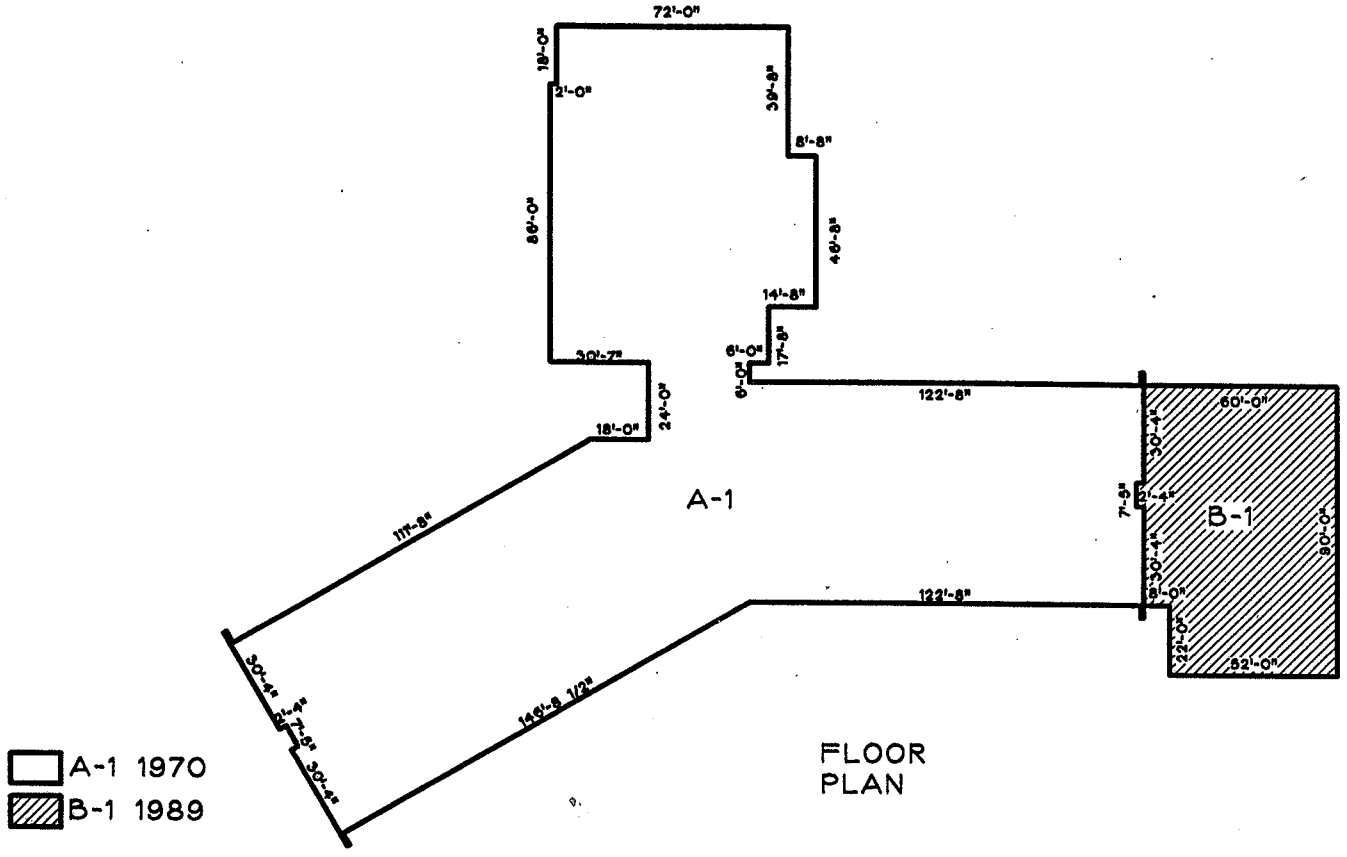
School District: FREEMAN SCHOOL DISTRICT #358
ROCKFORD WASHINGTON

Area No.	Area Name (Classrooms, Gym, Bldg. Numbers, etc.)	Dimensions (feet/decimal feet) (Length)	(Width)	Area Factor Full	One-Half	Area Square Feet
1970	Original Building					
A - 1	First Floor	See	Plan			27,709
1989	Additions					
B - 1	First Floor (Classrooms)	See	Plan			5,242

Note: Dimensions shown are approximations. See Buidling Floor Plans for Actual Dimensions.

Date: **August 29, 2007** Total **32,951**

A/E Firm: **ALSC ARCHITECTS** Prepared By: Dave Huotari



FREEMAN ELEMENTARY SCHOOL

SCALE: 1"=60'-0"

MAY 4, 2001

UPDATED 8.29.07

SQUARE FOOTAGE PLAN

FREEMAN ELEMENTARY SCHOOL

ARCHITECTURAL
ALSC Architects, P.S.

The original portion of the elementary school was built in 1970 and designed to accommodate Grades One through Eight. The facility was constructed to replace the elementary schools formerly located in Rockford, Washington and Valleyford, Washington. An addition consisting of four classrooms and associated support space was constructed in 1989 at the end of the east wing of the building. The middle school was constructed as a stand-alone facility adjacent to the elementary school (southwest of the elementary school) in 1989 as well. The cafeteria and kitchen, currently located within the elementary school, serves both the elementary school and the middle school. The library, located in the middle school, serves both the middle school and the elementary school.

A majority of the elementary school structure is one floor, concrete slab-on-grade construction. However, the gymnasium floor is framed with wood joists and beams over a crawl space. The exterior walls of the gymnasium, kitchen and ends of the 1970 classroom wings are constructed of single wythe brick construction. The remaining exterior walls of the 1970 construction are wood framing with exterior cement plaster. The exterior walls of the 1989 addition are insulated single-wythe concrete block. The roof structure for the 1970 construction is open web steel and wood trusses with a plywood roof deck. The roof over the 1989 addition is framed with open web steel joists and a plywood roof deck. The roofing material is a rolled, torch-down membrane with an aluminized coating and was replaced approximately ____ years ago. There are numerous roof leaks. The roofing material over the 1989 addition is similar. Interior partitions of the 1970 construction are a combination of single-wythe mammoth brick and wood studs with gypsum board on each side. Corridor walls terminate at the ceiling, not the structure or roof deck. Interior walls of the 1989 addition are steel studs with gypsum board on each side.

Windows are uninsulated. Doors and hardware are old and worn.

Floor finishes through the facility consist of vinyl asbestos tile floors in the classrooms and corridors of the 1970 construction, hardwood at the gymnasium, ceramic tile at toilet rooms and locker rooms, quarry tile in the kitchen and carpet in the 1989 classroom addition and the administrative offices that were remodeled at that time. Interior walls throughout are typically exposed and unfinished brick or block, painted concrete block and painted gypsum board. Ceilings throughout are generally suspended acoustical tile with some areas of suspended gypsum board soffits and ceilings. Generally, specialties and casework throughout the facility are adequate, but original to the 1970's construction.

A separation wall and doors separate the original construction of the east wing from the classroom addition. Classrooms generally exit directly to the exterior of the building.

Handicapped Accessibility:

Generally speaking, this facility does not meet the handicapped accessibility criteria as codes have changed significantly since 1970 and 1989. However, most spaces are usable.

FREEMAN ELEMENTARY SCHOOL

STRUCTURAL REPORT
Golden Graper & Burton, Inc..

Description

The original elementary school was built in 1970 and an addition was built in 1989. The original building has two classroom wings with an administration area between them. There is also a gymnasium and a kitchen. The classroom wings have wood stud bearing walls that support open web steel and wood trusses (TJM's here). There is a plywood roof deck. The end walls of the classroom wings are mammoth brick and are not adequately connected to the roof. There are a number of walls that could act as shear walls, but they are sheathed with gypsum board and may not have enough capacity to withstand current code required levels of lateral load. For the most part, the exterior walls have strip windows below the roof framing that separate the walls from the roof deck. Lateral forces are not transferred from the roof diaphragm to these walls adequately.

The gym and kitchen areas have mammoth brick walls that support open web steel and wood trusses (TJM's and TJH's) and solid sawn wood joists. Over the roof framing is a structural plywood deck. The masonry walls are not adequately tied to the roof. The gym floor is framed with solid sawn wood joists and beams over a crawl space.

The 1989 addition consists of Hi-R CMU exterior walls. The roof is framed with TJL's supported by wide flange steel beams with CMU walls. The structural deck over the TJL's is plywood. The TJL's support a small wide flange steel beam that was intended to support an operable wall, but is not currently being used. With this means of support, an operable wall could be adversely affected by normal deflections of the roof structure

Except as noted above at the gym, the floors throughout the elementary school are concrete slabs on grade. The footings are typically strip footings at walls and pad footings at columns.

FREEMAN ELEMENTARY SCHOOL

MECHANICAL
Meulink Engineering

The classrooms are heated and ventilated by unit ventilators located at the outside walls. These types of systems are no longer considered appropriate for a classroom situation due to the noise that they generate. In the classroom addition, the unit ventilators are provided with direct expansion cooling coils with condensing units located on the ground. The work room located directly across the hall from the office does not have any form of ventilation.

Hot water for heating is supplied from a steam boiler through a steam to hot water heat exchanger and is circulated throughout the building. The boiler room contains asbestos warning stickers on the insulation. The boiler heater flue has been recently replaced. The office areas are heated and ventilated using fan coil units which replaced the original convectors. The gymnasium is heated by a constant volume air handling unit. The belt guard to this unit is not installed.

With the exception of the four classroom addition, the HVAC equipment is original to the building. Consequently, the majority of the HVAC equipment is in poor condition and has exceeded its economic life. Increased maintenance costs can be expected for this equipment.

The building has been retrofitted with direct digital controls, with a central computer in the maintenance office.

Domestic hot water is provided by a steam to hot water converter during the winter and a gas fired water heater during the summer. The insulation has deteriorated throughout the building. The plumbing fixtures are in poor condition and in some cases cracked. The faucets have staining and deteriorated chrome plating. The water cooler located in the hallway does not meet ADA standards.

There is no automatic fire sprinkler system in this building. However a manually actuated sprinkler system is evident in the Kitchen exhaust hood. The valve has been secured through the use of plumber tape, which prevents it from being able to be opened.

The dishwasher is equipped with a vapor removal hood.

FREEMAN ELEMENTARY SCHOOL

ELECTRICAL
DEI Electrical Consultants, Inc.

System Analysis

The main service is six main, 800A, 208Y/120 volt, three phase four wire.

The main service and distribution equipment are original (1971) equipment. The main service is undersized for the present demand for power needed for technology, computers in the classroom, air conditioning and new HVAC systems. Due to the age of the gear, replacement components are difficult to find. The power distribution system is not adequate for today's needs or a major renovation/expansion.

The conduit system is the primary ground path. A separation in the conduit would result in an ungrounded condition.

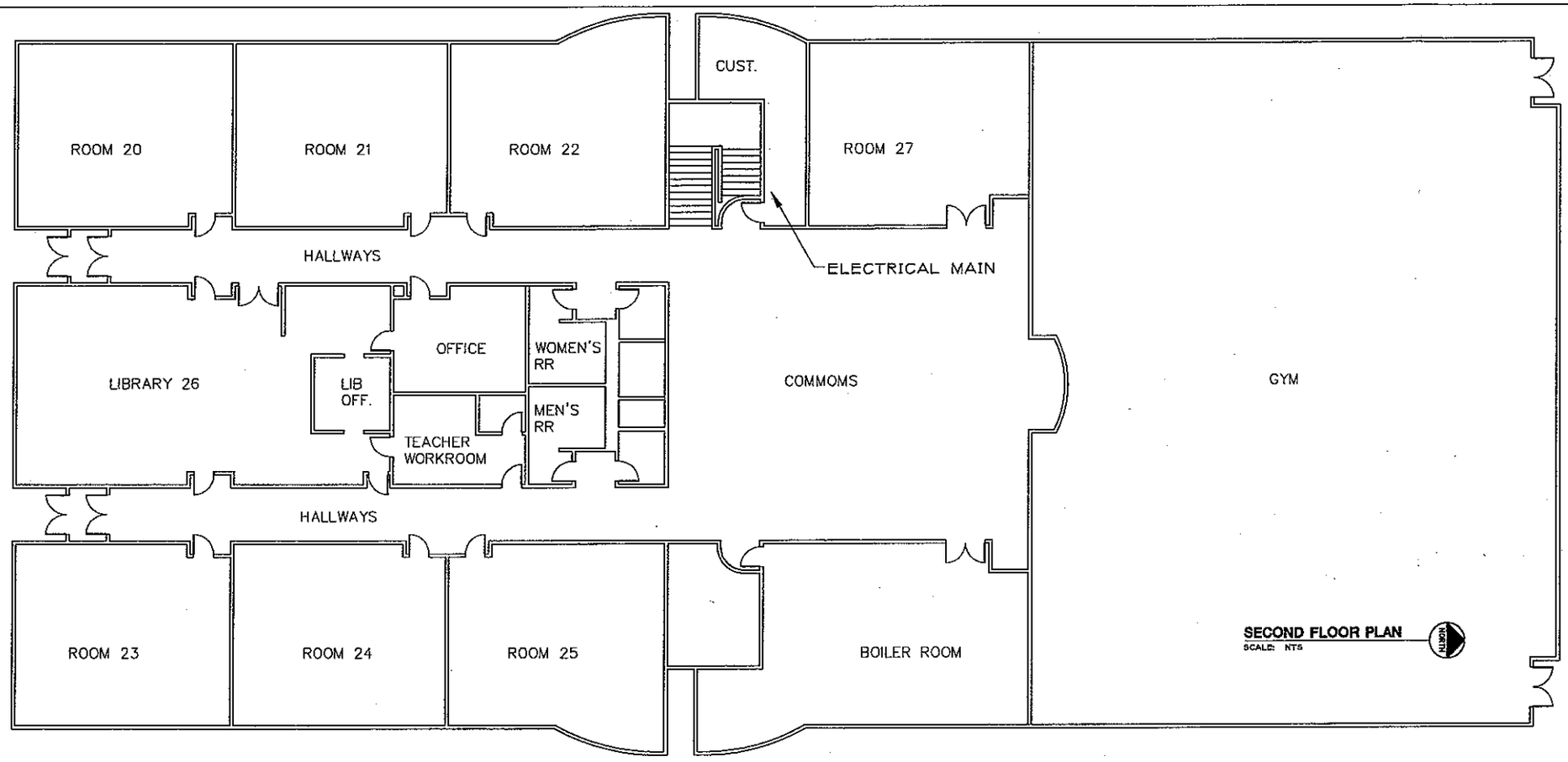
The original light fixtures have been retrofitted with T8 lamps and electronic ballasts.

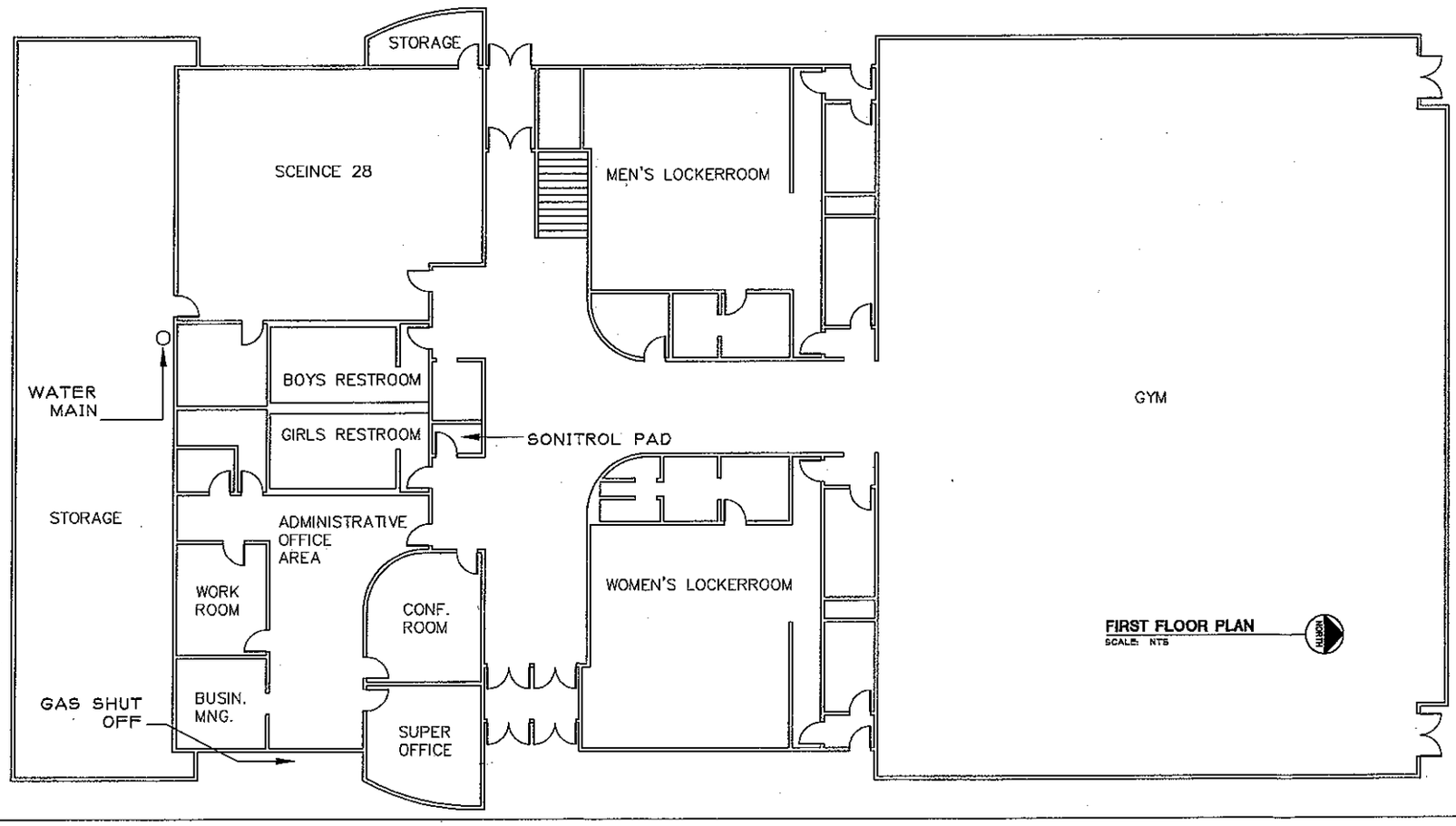
The lighting system provides good footcandle levels and the retrofit has improved the system efficiency. However, the lighting is non-compliant to the Non-Residential Energy Code in terms of watts/square foot and automated control.

The emergency source of power is primarily from a panel tapped ahead of the main service. This was a legal source of power prior to a change in the 1996 NEC. Now it is not code compliant. When utility power outages occur there is no source of power for emergency lighting except for battery units in the gym, kitchen and other areas.

The fire alarm system is a Simplex 4002. The fire alarm system was installed in 1989 when the Middle School was built. It is in fair condition but does not meet ADA in regard to strobe unit placement and has outdated technology. The system is off-site monitored.

Other low voltage systems include the District-wide telephone, intercom, master clock, Cat 5 local area networking and Sonitrol security access. All systems are outdated technology. The phone system has reached full capacity. A Voice Over IP (VOIP) solution for the entire district is recommended. An updated intercom or added feature to a VOIP phone system could provide master clock and intercom functions. The Cat 5 LAN system should be updated to cat 5E or 6 with consideration given to fiber backbone to each classroom.





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JR. HIGH SCHOOL FLOOR PLAN

FREEMAN SCHOOL DISTRICT
FREEMAN SCHOOLDISTRICT #358
FREEMAN, WASHINGTON

ALSC ARCHITECTS
LIBERTY BLDG.
SUITE 400
203 NORTH
WASHINGTON
SPOKANE, WA
99201-0254
509-838-8568
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A2.2
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(360) 753-6702 TTY (306) 664-3631

AREA ANALYSIS WORKSHEET

The purpose of the Area Analysis Worksheet is to identify areas of construction by age.

FACILITY INFORMATION

Facility Name: FREEMAN MIDDLE SCHOOL

School District: FREEMAN SCHOOL DISTRICT #358
ROCKFORD WASHINGTON

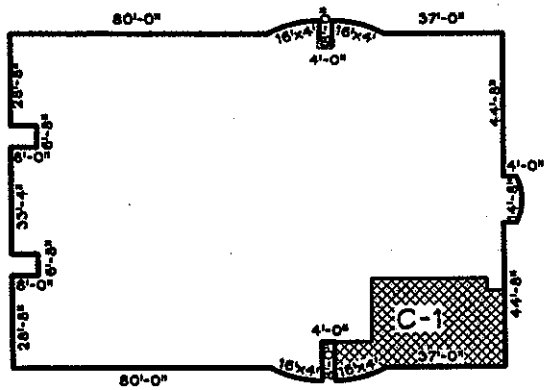
Area No.	Area Name (Classrooms, Gym, Bldg. Numbers, etc.)	Dimensions (feet/decimal feet) (Length)	(Width)	Area Factor Full	One-Half	Area Square Feet
1989	Original Building					
A - 1	First Floor	approx. (201'-4" x 104'-0")				20,256
	Second Floor	approx. (153'-0" x 104'-0")				16,027
	A Sub-Total					36,283
B - 1	Deduct District Admin. Space	approx. (42'-6" x 28'-0")				(1,300)
C - 1	Deduct Upper Level Mech. Space	approx. (53'-6" x 27'-6")				(1,254)

Note: Dimensions shown are approximations. See Buidling Floor Plans for Actual Dimensions.

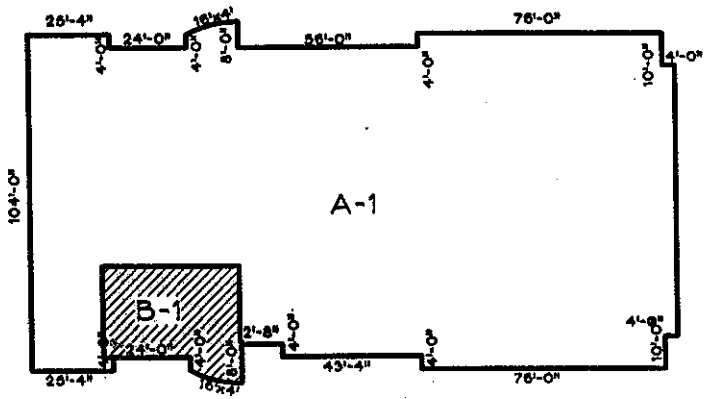
Date: **August 29, 2007**

Total **33,729**

A/E Firm: **ALSC ARCHITECTS** Prepared By: Dave Huotari



SECOND FLOOR



FIRST FLOOR

A-1 EDUCATIONAL
B-1 DISTRICT ADMINISTRATION
C-1 MECHANICAL ROOM

1

FREEMAN JUNIOR HIGH SCHOOL

SCALE: 1"=60'-0"

MAY 4, 2001

UPDATED 8.29.07

SQUARE FOOTAGE PLAN

FREEMAN MIDDLE SCHOOL

ARCHITECTURAL
ALSC Architects, P.S.

This building was built in 1989. It now houses Grades Six through Eight and is constructed adjacent to the elementary school which was constructed in 1970. The library, located in the junior high school, serves as the library for both the middle school as well as the elementary school. The elementary school contains a gymnasium/cafeteria and associated kitchen which serves both the elementary school and the middle school. At the time this building was constructed, a four-classroom addition was constructed at the east end of the elementary school. Some middle school classes such as music are taught at the high school which is across Jackson Road, approximately 1/8 mile away.

The building is a two-story facility with ground level entries at both the first floor and the second floor. The first floor consists of the gymnasium, locker rooms, a classroom, District administration offices and other support spaces. The second level includes seven classrooms, a library, administrative offices, a student commons area, the mechanical room and associated support spaces.

The lower level or first floor is concrete slab on grade floors and the exterior walls are insulated single-wythe masonry (Hi-R CMU). The interior walls are generally metal stud framing with painted gypsum board on each side. The second floor or upper level has a floor framed of steel joists and steel decking with concrete topping. The exterior walls are Hi-R CMU with the exception of the veneer used at overhang locations. The backer rod and sealant at exterior CMU wall joints needs to be replaced. Daylight can be seen through many cracks. Other cracks (not at control joints), appear to be shrinkage cracks. The roof is framed with steel joist girders and bar joists with a structural plywood deck.

Interior finishes on the lower level are generally sealed and exposed aggregate flooring in the lobby, sealed concrete and quarry tile in the locker rooms, hardwood floor in the gymnasium and carpet in the District offices. Walls are generally painted and ceilings are generally suspended acoustical tile with some suspended gypsum board soffits and ceilings. On the second floor, floor finishes are generally carpet, which is being replaced on a regular program by the District, and ceramic tile in the toilet rooms. Walls are painted gypsum board and ceilings are suspended acoustical tile with some areas of gypsum board soffits and ceilings. The interior furnishings, specialties and equipment generally reflect the educational curriculum at a middle school level. They are approximately 18 years old and in reasonably good shape.

Roofing is a rolled, torch-down membrane with an aluminized coating. Leaks have occurred in numerous areas.

Handicapped Accessibility

All areas of this facility are generally handicapped accessible. An elevator connects the first and second floor and both levels exit at grade. However, with the changes in code requirements for accessibility, not all current code requirements are being met.

FREEMAN MIDDLE SCHOOL

STRUCTURAL REPORT

Golden Graper & Burton, Inc.

Description

This building was built in 1989. The exterior walls are typically Hi-R CMU except CMU veneer was used where second story walls are framed at the ends of cantilevered floors. The second floor is framed with open web steel joists supported by wide flange steel beams. The steel joists support concrete over steel composite deck. The roof is framed with TJL's supported by steel joist girders. There is a structural plywood deck over the TJL's. Floor beams and roof girders are supported by steel columns and CMU walls. The first level floors are concrete slabs on grade, and conventional strip and pad footings support the walls and columns, respectively.

Lateral forces are transferred by the floor and roof diaphragms to the exterior CMU walls which act as shear walls. The drawings indicate that these masonry walls are connected to the diaphragms for in-plane and out-of-plane lateral loads.

FREEMAN MIDDLE SCHOOL

MECHANICAL
Meulink Engineering

The building is heated and ventilated with a combination of central air ventilation and terminal reheat units. Individual terminal reheat units are supplied with air from a central air handling system. The central system has no cooling capacity other than economizer. Return air ducting is common to multiple rooms and the central system. Heating water is provided by gas fired boilers and circulated to the reheat units. The administration areas and the library are cooled using chilled water coils in the supply ducts downstream of the reheat units. Chilled water is provided by an air cooled chiller and chilled water is circulated to the coils. The gymnasium is heated and ventilated using a constant volume air handler. The clothes dryer vent does not work and as a result, a water filled lint trap located within the space is used.

The building has been retrofitted with direct digital controls, with a central computer in the maintenance office. There are some locations within the building where the thermostat covers are missing.

Domestic hot water is provided by a gas fired water heater with a storage tank. The water heater, piping and major plumbing equipment is in fair condition. There is evidence of staining on some of the plumbing fixtures.

The fresh air intake is located at the front of the building adjacent to the bus and private vehicle drop off area. Vehicle exhaust is drawn into the fresh air intake and distributed throughout the building.

There is no automatic fire sprinkler system in this building.

FREEMAN MIDDLE SCHOOL

ELECTRICAL
DEI Electrical Consultants, Inc.

System Analysis

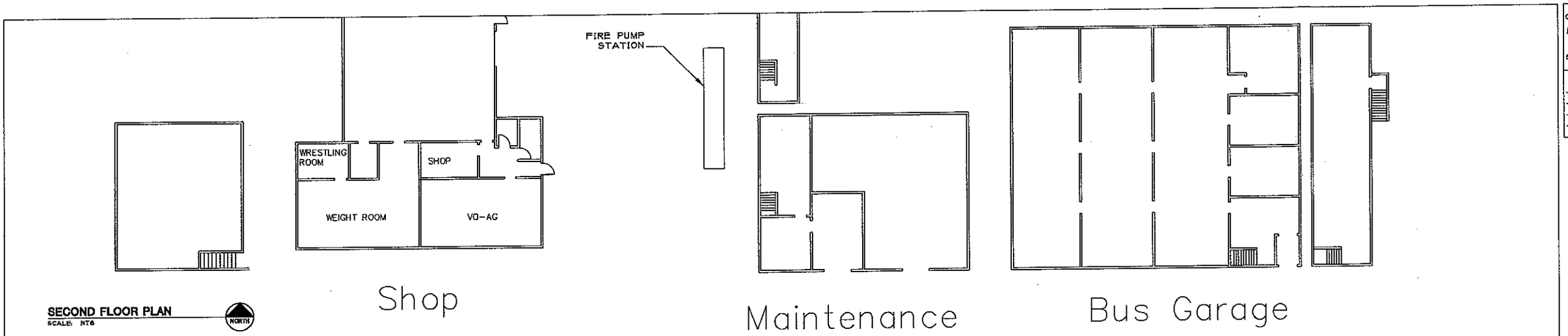
The main service is a 2000A, 208Y/120V, three phase, four wire, six main switchboard. There are two mains in use.

The facility is 17 years old and in fair condition electrically. The main service has spare capacity and is capable of providing additional receptacle circuits for the increased demand of computers in the classrooms. However, it may not be adequate should air conditioning be added to the entire building.

The lighting is primarily energy saving T12 fluorescent with energy saving magnetic ballasts. The gymnasium fixtures are metal halide and exterior lighting fixtures are high pressure sodium. The lighting system provides adequate lighting levels, however, it is non-compliant to the Non-Residential Energy Code in terms of watts/square foot and automated control.

The fire alarm is a conventional Simplex 4002 system. The control panel is located in the Elementary Building and serves both facilities. The system is outdated, does not meet ADA and should be replaced. A separate system is recommended for this building.

The master clock is a Simplex system with the main panel located in the Elementary School. There is a Nortel Meridian telephone system, a Sonitrol security system, and intercom and Cat 5 LAN system. All systems are outdated technology. The phone system has reached full capacity. A Voice Over IP (VOIP) solution for the entire district is recommended. An updated intercom or added feature to a VOIP phone system could provide master clock and intercom functions. The Cat 5 LAN system should be updated to Cat 5E or 6 with consideration given to fiber backbone to each classroom.



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HIGH SCHOOL FLOOR PLAN
FREEMAN SCHOOL DISTRICT
FREEMAN SCHOOLDISTRICT #358
FREEMAN, WASHINGTON

ALSC
ARCHITECTS
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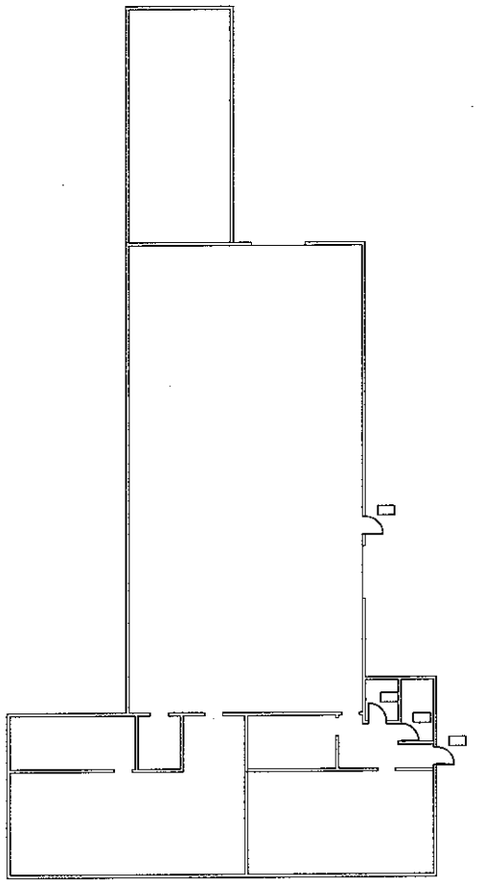
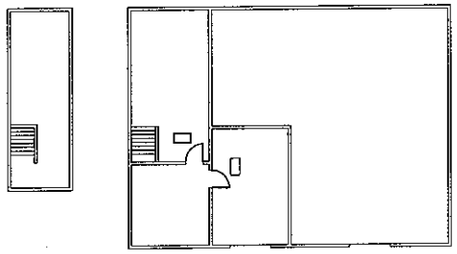
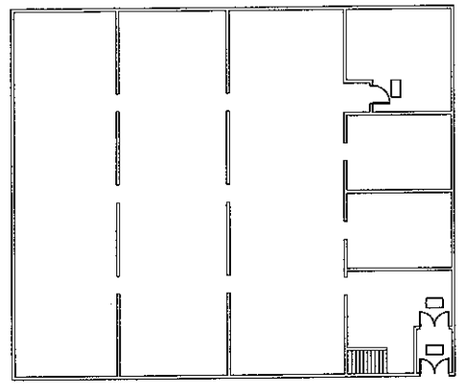


VO.-AG. FLOOR PLAN
SCALE: NTS



MAINTENANCE FLOOR PLAN
SCALE: NTS



BUS BARN FLOOR PLAN
SCALE: NTS

0020 PROJ. NO.
J.L.G. DRAWN
CHECKED
5-31-00 DATE

REVISIONS
DATE
DATE
DATE
DATE

OUT BUILDINGS FLOOR PLANS
FREEMAN SCHOOL DISTRICT
FREEMAN SCHOOLDISTRICT #358
FREEMAN, WASHINGTON

ALSC
ARCHITECTS
LIBERTY BLDG
SUITE 400
203 NORTH
WASHINGTON
SPOKANE, WA
99201-0254
509-838-6568
FAX-456-3710

A2.5
OF

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
School Facilities and Organization
Old Capitol Building, PO Box 47200
OLYMPIA, WA 98504-7200
(360) 753-6702 TTY (306) 664-3631

AREA ANALYSIS WORKSHEET

The purpose of the Area Analysis Worksheet is to identify areas of construction by age.

FACILITY INFORMATION

Facility Name: FREEMAN HIGH SCHOOL

School District: FREEMAN SCHOOL DISTRICT #358
ROCKFORD WASHINGTON

Area No.	Area Name (Classrooms, Gym, Bldg. Numbers, etc.)	Dimensions (feet/decimal feet) (Length)	(Width)	Area Factor Full	One-Half	Area Square Feet
1970	Original Building					
A - 1	First Floor	See	Plan			25,916
1977	Additions					
B - 1	Gymnasium	approx. (109'-0" x 54'-8")				5,922
B - 2	Upper Floor	approx. (24'-0" x 54'-8")				1,312
B - 3	Music & Offices	approx. (68'-4" x 65'-4")				3,661
B - 4	Classrooms	approx. (61'-4" x 75'-4")				4,627
	B Sub-Total					15,522
1989	Additions					
D - 1	Lockers	approx. (103'-9" x 60'-8")				5,159
D - 2	Classrooms	approx. (44'-8" x 119'-8")				4,852
D - 3	Kitchen	approx. (24'-6" x 17'-04")				408
	D Sub-Total					10,419

Note: Dimensions shown are approximations. See Buidling Floor Plans for Actual Dimensions.

Date: **August 29, 2007**

Total **51,857**

A/E Firm: **ALSC ARCHITECTS** Prepared By: Dave Huotari

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AREA ANALYSIS WORKSHEET

The purpose of the Area Analysis Worksheet is to identify areas of construction by age.

FACILITY INFORMATION

Facility Name: FREEMAN HIGH SCHOOL V0-AG

School District: FREEMAN SCHOOL DISTRICT #358
ROCKFORD WASHINGTON

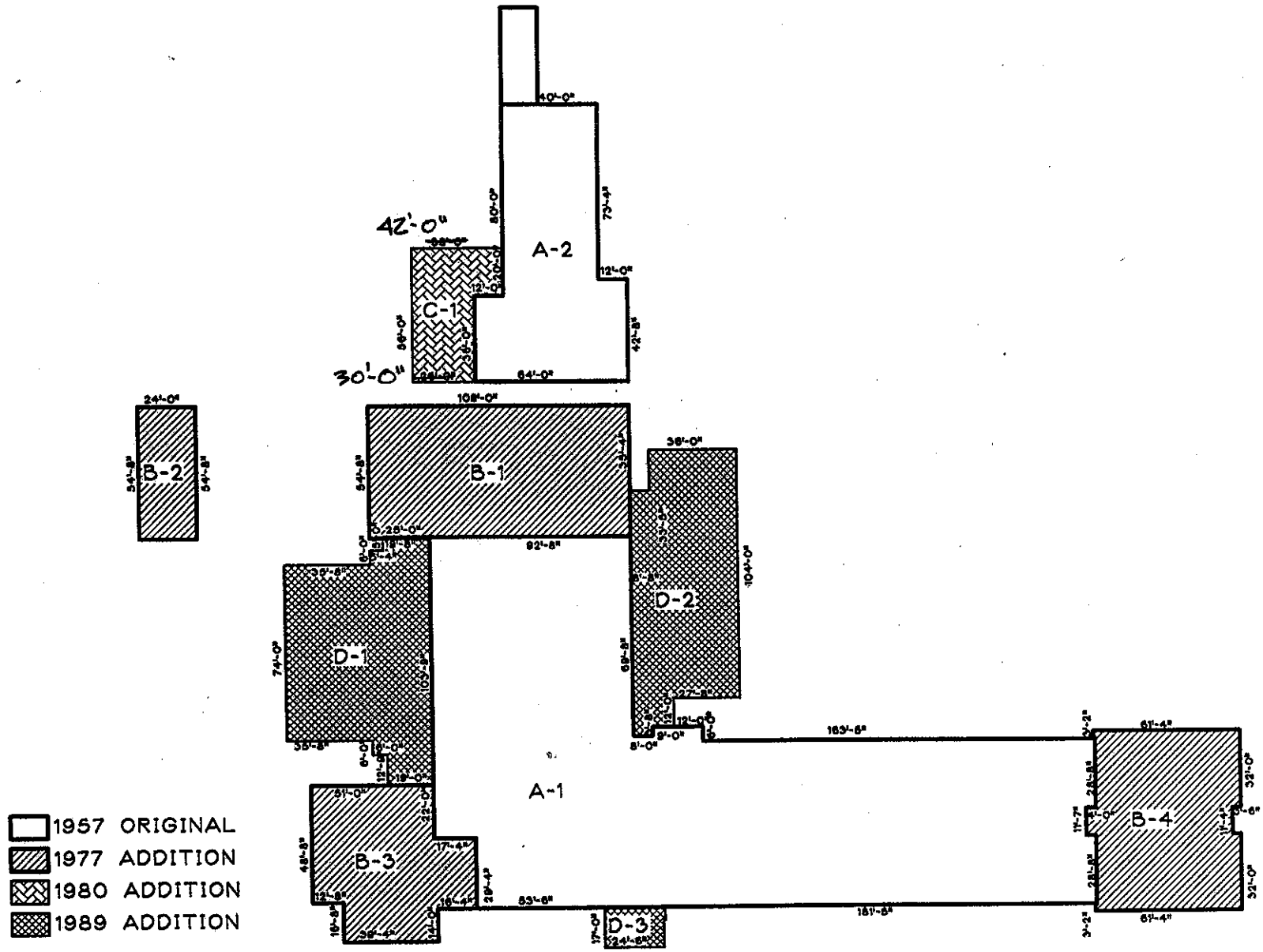
Area No.	Area Name (Classrooms, Gym, Bldg. Numbers, etc.)	Dimensions (feet/decimal feet) (Length)	(Width)	Area Factor Full	One-Half	Area Square Feet
1970	Original Building					
A - 2	First Floor	approx. (64'-0" x 116'-0")				5,584
1980's	Addition					
C - 1	First Floor (Classrooms)	approx. (34'-0" x 56'-0")				1,920

Note: Dimensions shown are approximations. See Buidling Floor Plans for Actual Dimensions.

Date: **August 29, 2007**

Total **7,504**

A/E Firm: **ALSC ARCHITECTS** Prepared By: Dave Huotari



FREEMAN HIGH SCHOOL

SCALE: 1"=60'-0"

MAY 4, 2001

UPDATED 8.29.2007

SQUARE FOOTAGE PLAN

FREEMAN HIGH SCHOOL

ARCHITECTURAL
ALSC Architects, P.S.

The original high school was constructed in 1957. It was constructed to replace high school facilities located in both Rockford, Washington and Valleyford, Washington. Additions and some limited remodeling to this building occurred in 1978 and 1989.

With the exception of the classroom located over the locker room in the 1978 addition (B Gymnasium), this building is a single-story concrete slab-on-grade building. Floor structure for the gymnasium is wood framing with a crawl space.

1957 Original Construction

the exterior walls are wood framing insulated with gypsum board interior surfaces and brick veneer exterior surfaces. Most windows have been replaced in one of the two subsequent additions. Interior walls are wood framed with painted gypsum board on each side. Roof framing is wood joists and trusses with plywood decking. Skylights above the corridor have been removed and roofed over.

Interior finishes are generally vinyl asbestos tile with areas of carpet such as the administrative offices and hardwood in the gymnasium. The kitchen floor finish is quarry tile and toilet rooms have ceramic tile. Walls are painted and ceilings are either acoustical material glued to ceiling sheathing or suspended acoustical tile.

1978 Addition

This addition consists of three classrooms, a piece of corridor and necessary support space at the north end of the classroom wing; a music room, corridor and associated support space (IT offices and hub room) at the southeast corner of the building and the gymnasium/locker room addition at the west end of the building. Exterior walls at the classroom portions are wood frame with gypsum interior finishes and brick veneer exterior finishes. Interior floor finishes are vinyl tile at the classroom additions and a synthetic floor at the gym. The walls of the gymnasium addition are single-wythe painted concrete block. Significant cracking has occurred in this concrete block. Ceilings are generally suspended acoustical tile with some areas of gypsum board ceilings.

1989 Addition

This portion of the building consists of the locker room addition and modifications at the south end of the building, the addition and modification to the kitchen and entry at the west side of the building and the classrooms and related support spaces at the northwest corner of the building. Part of this work involved remodeling the office and the staff room. Exterior walls are generally painted single-wythe Hi-R CMU. Interior walls are painted standard CMU bearing walls. Roof framing is wood joist with some open web steel and wood trusses as well as plywood decking. Interior floor finishes are sealed concrete at the locker rooms and carpet at the classrooms. Suspended acoustical ceilings and painted gypsum board ceilings in the locker rooms.

The interior furnishings, specialties and equipment are in various conditions due to the generation of the building in which they are located. Those elements located within the 1957 addition are generally past their useful life. Those located in the 1978 addition are adequate, however, they show signs of age and deterioration. Those found in the 1989 addition are generally in good shape.

Roofing is a combination of rolled, torch-down membrane roofing with an aluminized coating at the low slope portions of the roof and composition shingles at the steeper slopes of the gymnasiums. Recent damage and insurance adjustments resulted in replacement of composition roofing at the gymnasiums. The remainder of the roof was installed in 1989 and is showing signs of wear, ice damming and gutter problems.

The roof has experienced significant wind damage in recent years. Roof leaks are prevalent throughout the building. A single ply membrane (described by maintenance staff as a "bladder") has been applied in some areas. This temporary repair has resulted in limited success.

Handicapped Accessibility

Generally, the building is accessible, but not by today's code criteria due to recent changes in these code requirements. There is no elevator to the upper level (over locker rooms of Gym B) and clearances and turning radiuses are not in compliance.

FREEMAN HIGH SCHOOL

STRUCTURAL REPORT
Golden Graper & Burton, Inc.

Description

The original high school was built in 1957 with additions built in 1978 and 1989. The 1957 portion consists of an administration/classroom area, a gymnasium and a stage/multi-purpose area. The gymnasium is framed with a hybrid glu-lam beam and concrete column arch system that supports solid sawn wood roof joists and a plywood deck. CMU walls infill between the arches.

The remaining areas of the 1957 part of the school have wood-framed walls and roofs. The roof over the administration/classroom area is framed with trussed rafters that bear on the exterior walls and on the corridor walls. The roof over the stage/multipurpose area is framed with solid sawn wood joists supported by glu-lam beams and wood stud walls. The exterior walls have long runs of windows and offer little capacity to resist in-place lateral loads from wind or earthquake. The corridor walls are x-braced up to the roof deck, but may not be adequate to resist current code-required levels of lateral load.

In 1978, classrooms at the north end, the music room and a second gym were added. The music room has CMU walls that support a wood-framed roof consisting of wood I-joists and solid sawn wood joists. There is a plywood structural deck and the exterior CMU walls are adequately connected to the roof.

The 1978 classroom addition is framed with wood stud walls that support solid sawn wood joists and a plywood structural deck. Interior bearing lines for the roof joists consist of glu-lam beams supported by steel tube columns.

The second gym has CMU walls and a wood-framed roof consisting of glu-lam beams and wood I-joists with a structural plywood deck. The glu-lam beams bear on steel tube columns. At the west end, these columns are hidden in CMU pilasters that show vertical cracks on the outside. The second level floor at the south end of this gym is framed with solid sawn wood joists and a plywood deck. The exterior CMU walls are tied to the floor and roof.

In 1989, classrooms north of the gym, new locker rooms and a new entry were added. These classrooms and the new locker rooms have Hi-R CMU exterior walls and standard CMU interior bearing walls. The roof framing consists of solid sawn wood joists, wood I-joists and open web steel and wood trusses (TJL's). There is a plywood structural roof deck, and the block walls are adequately tied to it.

Throughout the high school there are concrete slab-on-grade floors, except the main gym floor, which is framed with solid sawn wood joists over a crawl space. The foundations consist of strip footings at walls and pad footings at columns.

FREEMAN HIGH SCHOOL

MECHANICAL
Meulink Engineering

The classrooms are heated and ventilated by unit ventilators located at the outside walls. These types of systems are no longer considered appropriate for a classroom situation due to the noise that they generate. Some unit ventilators are provided with direct expansion cooling coils with condensing units located on the roof.

Hot water for heating is supplied from a gas fired boiler which was installed approximately 10 years ago. The hydronic piping distribution system is direct buried under the building slab and has multiple leaks. As a result, the glycol is constantly being diluted by the required system make up water. Due to the high cost of glycol, the district has discontinued adding in to the system . During the winter, the heating coils will freeze up in the unit ventilators. To combat this event, the maintenance staff has constructed covers that they use to cover the outside air intake to each unit ventilator.

The office areas are heated, cooled and ventilated using roof mounted, gas fired HVAC units. The gymnasium is heated and ventilated by a constant volume air handling unit located above the stage. This unit is currently undergoing a bearing replacement.

The building has been retrofitted with direct digital controls, with a central computer in the maintenance office.

Domestic hot water is provided by a gas fired water heater with a storage tank that was installed in 1995. The plumbing fixtures and piping are in generally poor condition with minimal pipe insulation. During the winter, the sinks in the classrooms have to be turned on all night to prevent freeze up of the piping routed through the attic space. The plumbing fixtures are stained and there is evidence of deterioration of the chrome plating.

The Kitchen contains a partial grease type hood with a chemical fire extinguishing system. However the hood does not completely cover the cooking surface as required by current codes. There is no hood over the dishwasher.

There is no automatic fire sprinkler system in this building.

FREEMAN HIGH SCHOOL

ELECTRICAL
DEI Electrical Consultants, Inc.

System Analysis

The main service is 208Y/120V, three phase, four wire, 2000A fed overhead from utility pole mounted transformers.

The electrical systems vary in condition depending on their age. The main service was installed in 1989. It backfeeds a Square D I-Line panel which was installed in 1978 and back fed the original 1957 service. The distribution and power systems installed in 1957 are in poor condition. The 1978 and 1989 equipment is in better condition but has limited capacity and is not adequate for a major renovation or addition.

The lighting has been retrofitted with T8 Octron lamps and electronic ballasts. Incandescent fixtures have been replaced with compact fluorescent. The gym lighting is all HID. The lighting system provides adequate lighting levels, however, it is non-compliant to the Non-Residential Energy Code in terms of watts/square foot and automated control.

The emergency source of power is a combination of battery backed lighting located in the 1957 areas and a panel/distribution system tapped ahead of the original main in the older areas. The later source is not code compliant as of 1996.

The fire alarm is a conventional Simplex 4002 system.

The fire alarm system was installed in 1989 and is in fair condition although it does not comply with ADA visual alarm requirements in all areas. The system is off-site monitored.

Other low voltage systems include a Nortel Meridian telephone, intercom, master clock, local area Cat 5 networking and Sonitrol security access. The District-wide telephone PBX is located in the High School and has been subjected to water damage. All systems are outdated technology. The phone system has reached full capacity. A Voice Over IP (VOIP) solution for the entire District is recommended. An updated intercom or added feature to a VOIP phone system could provide master clock and intercom functions. The Cat 5 LAN system should be updated to Cat 5E or 6 with consideration given to fiber backbone to each classroom.

FREEMAN HIGH SCHOOL – VO-AG BUILDING

ARCHITECTURAL
ALSC Architects, P.S.

The Vo-Ag Shop was constructed in 1957. An addition was constructed in ±1980 at the southeast corner of the building to accommodate exercise and wrestling. A former materials storage lean-to at the west end of the shop was converted to a greenhouse-type space some time ago. This building houses both shops and the Vo-Ag related classroom as well as the exercise/wrestling room.

This building is a single-story concrete slab-on-grade facility. Exterior walls are constructed of painted single-wythe CMU. The roof structure is steel joists with steel decking. The addition which houses exercise/wrestling is constructed of similar materials. The converted lean-to is generally uninsulated wood framing.

The interior floor finishes are vinyl asbestos tile at the classrooms and corridor and sealed concrete at the shop and exercise/wrestling room. Interior partitions are generally painted concrete block. Ceilings are exposed structure which is painted in some locations. Exterior windows are single-pane glass and steel sashes. Overhead doors are insulated metal. The furnishings, specialties and equipment have generally passed their useful lives.

The exterior concrete block walls have significant cracks, specifically over and next to the overhead shop door on the north side of the building.

The roofing material is generally corrugated metal and is in poor condition.

The building is connected to the High School by a covered walkway.

Handicapped Accessibility

This building is generally handicapped accessible. However, due to recent code changes, not all requirements for accessibility including necessary clearances and turning radiuses are being met.

Several of the plumbing fixtures have been removed.

FREEMAN HIGH SCHOOL – VO-AG BUILDING

STRUCTURAL REPORT
Golden Graper & Burton, Inc.

Description

Built in 1957, the shop has CMU walls that support wide flange steel beams and light gauge steel joists with corrugated aluminum deck over the joists. Steel strap x-bracing at the top flange of the steel beams provides for the transfer of lateral forces to shear walls in the main shop area. However, the roof over the classrooms and the roof over the greenhouse shed do not have this strap bracing. Consequently, the adequacy of the roof deck to transfer lateral loads is questionable in these areas.

A wrestling (weight?) room has been added but drawings are not available for review. The construction here includes masonry walls and concrete foundations but the roof framing is unknown. A crack in an exterior wall appears to have been caused by differential settlement.

The CMU walls do not appear to be adequately connected to the roof to resist lateral loads that would pull them away from the building. The floors are concrete slabs on grade and the foundations consist of strip footings at walls and pad footings at columns.

FREEMAN HIGH SCHOOL – VO-AG BUILDING

MECHANICAL
Meulink Engineering

The building is heated primarily using hot water unit heaters, with some unit ventilators in what were classroom areas and are now wrestling and weight training rooms. Ventilation provisions are minimal, relying on operable doors and windows. Heating hot water is provided from the boiler system serving the High School.

A separate gas-fired water heater is provided for this building. The piping insulation systems are in very poor condition and are prone to freezing during the winter.

The ventilation systems for sawdust collection and welding are not adequate. The exhaust systems do not have a dedicated make up air system to replace the building air being exhausted. The shop spaces are heated with hot water unit heaters suspended from the overhead structure.

There is no automatic fire sprinkler system in this building.

FREEMAN HIGH SCHOOL – VO-AG BUILDING

ELECTRICAL
DEI Electrical Consultants, Inc.

System Analysis

The VO-AG Building electrical systems are fed from the HS main building. The electrical systems in general are in poor condition.

The shop panel has very limited spare capacity and is not adequate for a major renovation or addition. The panel for the building is 208Y/120V, three phase, four wire.

The shop lighting is HID and provides poor color rendition and lighting for shop work. Fluorescent fixtures have been retrofitted with T8 Octron lamps and electronic ballasts. Incandescent fixtures have been replaced with compact fluorescent. The lighting is non-compliant to the Non-Residential Energy Code in terms of watts/square foot and automated control.

The egress pathways from the building are not provided with an emergency source of power that is code compliant.

The fire alarm devices are part of the conventional Simplex 4002 system serving the High School.

The fire alarm system was installed in 1989 and is in fair condition although it does not comply with ADA visual alarm requirements in all areas. The system is off-site monitored.

Other low voltage systems are extensions from the High School Nortel Meridian telephone, intercom, master clock, local area Cat 5 networking and Sonitrol security access systems.

CHAPTER 2

EDUCATIONAL ANALYSIS

Freeman School District
Strategic Plan

2005-2010

Board of Directors
Kris Barnes
Sue Cronk
Joe Dahmen
Dave Koch
Kathleen Lundy

Superintendent
Dr. William Thurston

Strategic Planning Committee

Margie Arnzen
Kelli Beaulaurier
Nate Calvert
Kate Coomes
Jan Davis
Will DeRuyter
Cherie Dexter
Dwayne Gady
Josh Grandinetti
Ellen Hawley
Amy Heinen
Gini Hinch
*Patrick Kane
Dave Koch
*Kirk Lally
Carlie Lewis
Pia Longinotti
Kathleen Lundy
Gregg Mathews
Carla Neiman
Dena Olson
Mindy Poindexter
Brian Prior
Gregg Romey
*Melanie Rose
Susan Ruby
Vickie Sellers
Kent Smith
Dave Smith
Dave Teague
Char Trejbal
Tana Watson

*New members 06/07

Facilitators

Nancy Comstock, Freeman School District
Helene Paroff, Educational Service District 101
Chris Tuckerman, Educational Service District 101

Meeting Dates

November 29, 2004
January 10, 2005
January 24, 2005
February 7, 2005
February 17, 2005
March 1, 2005
March 10, 2005
March 24, 2005

Sub-Committee Meeting Dates

May 13, 2005
May 14, 2005
May 16, 2005

Table Of Contents

Mission Statement

The Freeman School District is the center of a unique, rural community. With pride, commitment and caring, we provide a safe environment for all students to experience meaningful, rigorous learning opportunities that allow them to dream and develop into capable, confident and ethical members of the 21st Century.

To realize our mission, we commit to:

- honoring Freeman's past while keeping an eye to the future.
- balancing a traditional small school feeling with big school offerings.
- building upon a long history of strong relationships among students, staff, parents and the community.
- providing all students with the tools necessary for the 21st Century.
- acting on the belief that all students can learn and deserve our best efforts.

Curriculum and Instruction

1.0 By the end of the 2009-2010 school year, a comprehensive curriculum plan will be developed and implemented, ensuring high academic standards for students at every grade level.

1.1 Align district curriculum with grade level expectations and essential academic learning requirements (EALRS).

1.1.1 Review all state GLEs to identify all learning expectations for all subjects at all grade levels.

1.1.2 Evaluate current Freeman curriculum with GLE documents identifying weaknesses and strengths.

1.1.3 Prioritize curriculum needs.

1.2 Provide research based instructional strategies, materials, and professional development to ensure that high quality instruction is consistently implemented.

1.2.1 Identify appropriate resources to teach subject area GLEs.

1.2.2 Study/Investigate research based instructional strategies that most effectively teach GLEs in each subject area and meet the needs of all students.

1.2.3 Engage staff members in effective professional development.

1.2.4 Coach, mentor, and evaluate instruction.

1.2.5 Evaluate student outcomes.

1.1.6 Modify and accommodate needs of individual students.

1.3 Expand program offerings for students to personalize their Educational needs and goals.

1.3.1 Administer needs assessment to middle school and high school students. Determine what kinds of classes are desired and what kinds of additional learning opportunities should be provided.

1.3.2 Evaluate existing programs.

1.3.3 Prioritize needed/desired course offerings.

1.3.4 Develop and staff a master schedule that matches results of 1.3.3.

1.3.5 Provide extra-curricular offerings and extra learning opportunities in the arts, academics, and athletics.

Safe and Supportive Environment

2.0 By the end of the 2009-2010 school year, a comprehensive plan will be developed to ensure student and staff safety and a supportive learning environment in all Freeman Schools.

2.1 Traffic Safety

2.1.1 Reduced speed limit or traffic control on Hwy 27.

2.1.2 Bus, car, pedestrian traffic improved at buildings.

2.1.3 Improve crosswalk access across Jackson Rd. from the high school to elementary and middle schools.

2.1.4 Need additional off-road parking.

2.2 Develop and implement school safety plans.

2.2.1 Update in-school emergency procedure plans and train all staff members.

2.2.2 Each building will develop an access safety plan.

2.2.3 All staff trained and knowledgeable on health safety, including: blood-borne pathogens, individual care plans and resources for health emergencies.

2.2.4 Updating community crisis plan with staff and community training.

2.3 Safe Facilities

2.3.1 Eliminate unsecured, multiple entries at all buildings.

2.4 Safe and supportive learning environment provided.

2.4.1 Continue training on bullying and harassment for staff, and continue to promote intolerance of these in school district.

2.4.2 Support learning for staff through in-service, workshops, educational conferences and continuing education.

2.4.3 Support learning opportunities for students, i.e. distance learning, SOARS, honors and A.P. classes, Running Start, Skills Center, and special education.

2.4.4 Fund educational support staff (counselors, nurses, etc.) with permanent funding sources.

Community Engagement

3.0 By the end of the 2009-2010 school year, the Freeman Schools will be the hub of the communities within the district boundaries.

3.1 Increase communication between the community the district and inter-district.

3.1.1 District Web site: (community) completed, continually updated, user friendly. The central source of information district and community wide.

3.1.2 Email – collect community addresses and regularly email announcements. Link to web site.

3.1.3 Printed Material:
- Palouse Journal
- Friday Flyer
- PTSA Newsletter
- High School

3.1.4 Implement the Honeywell system (Instant Alert System).

3.2 Provide multiple opportunities for members of all communities to become connected to Freeman School.

3.2.1 Offer annual inclusive community gatherings (e.g. Hoe Down, Auction).

3.2.2 Increase program offerings (e.g. drama-plays, journalism-newsletter, musical concerts) that by their nature involve the community.
- Sub-action: explore journalism for credit.

3.2.3 Provide adequate facilities where the community can gather for a wide variety of activities.

3.3 Increase volunteer opportunities for community as well as for our students.

3.3.1 Create a sustainable framework that develops a partnership with local businesses, higher education and community (ex. Seniors to read to kids)to provide support and mentors for our students.

3.3.2 Connect students with the larger community in learning/volunteer opportunities. Implement a well-organized service-learning program.

3.3.3 Mentor connection between high school students and younger students.

3.3.4 Form team to coordinate volunteer efforts.
- Poll community to see opportunities.
- Develop database of interested volunteers, presenters, and mentors.
- Develop database of service learning opportunities for our students.

Characteristics of High Performing Schools

Clear and Shared Focus
Districts are focused on student achievement, learning and teaching and results. Districts reflect shared beliefs and values, establish clear and meaningful goals and a clear vision of change. Districts set goals, build commitment around goals and remove competing programs when appropriate.

High Standards and Expectations for all Students
Districts hold all adults in the system accountable for student learning. Districts have clear expectations for instruction that are consistent with the focus on improved outcomes for students. Superintendents expect excellence of all. Districts exhibit intensive attention to classroom practice and provide guidance and oversight for teaching and improvement of learning for all students. Schools have latitude in use of resources and influence over issues important to school staff in supporting high standards and expectations for all students.

Effective Leadership
District leaders are dynamic, united in purpose, involved, visible in schools and interested in instruction. Leadership is ethical and distributed; all leaders have clear expectations for instruction, hold themselves and others accountable and consistently monitor schools for improved student achievement. All district administrators have direct or indirect roles in improving teaching over time.

High Levels of Communication and Collaboration.
Districts build a culture of commitment, collegiality, mutual respect and stability. Professional norms include peer support, collaboration, trust, shared responsibility and continuous learning for all adults in the system. Professional learning communities are developed to build teach knowledge and skills and to change instruction across the system. Districts also develop as professional learning communities.

Alignment of Curriculum, Instruction and Assessment with Standards.
Districts align curriculum with standards, assessments and policies. Curriculum is adopted district-wide and there is a centralized and coordinated approach to curriculum. Districts ensure that schools frequently monitor classroom practice for alignment of the "taught' curriculum with the "written" curriculum. Districts use multiple measures to assess learning.

Frequent Monitoring of Teaching and Learning
Districts use data-based evidence to monitor results, to make instructional decisions and for accountability. District staff assists schools in gathering and using data. Districts hold all adults in the system accountable for student learning, beginning with the superintendent, district staff and principals. Districts have clear expectations for student achievement and apply consistent pressure on schools for measurable improvement in student achievement. Superintendents expect excellence of all, monitor expectations and provide feedback.

Focused Professional Development
Districts may be providers or brokers of high quality professional development programs that are focused on classroom practice, include on-site coaching and are intensive and ongoing. Professional development support is based on needs identified at the school level through data-based evidence from results in teaching and learning. Professional learning communities are developed to build teacher knowledge and skills and support change of instruction across the system.

Supportive Learning Environment
Districts ensure that all students are valued and honored throughout the system and assist schools in creating learning environments that provide appropriate instruction for diverse learning. They also ensure that schools are safe, healthy and inviting environments for students and their families. Districts provide professional development to support staff in developing and implementing high expectations for student behavior. Districts develop and maintain procedures to guide student behavior and provide guidelines for dealing effectively with crisis.

High Levels of Parent and Community Involvement
Districts mobilize and manage community and business support and involve family and community as partners. Districts build a culture of commitment, collegiality, mutual respect and stability.

Operational Definitions

Curriculum and Instruction
Courses of study; how knowledge is imparted.
Characterized by:

- Core knowledge as identified in state EALRs and Grade Level Expectations.
- Identified scope and sequence.
- District adopted resources such as textbooks, films, and other materials.
- Identified teaching strategies that are research-based and chosen to impart knowledge most effectively and efficiently.
- Assessment strategies to inform instruction and measure achievement.

Safe and Supportive Environment
Characterized by:

- Learning environment that honors staff and students from diverse ethnic backgrounds.
- Learning environment that offers teaching and learning opportunities equitably with respect to gender.
- Learning environment that is prepared and trained to deal with all types of emergencies and crises.
- Learning environment that maintains high behavioral expectations for staff and students.
- Learning environment that is intolerant of bullying and harassment.

Community Engagement
To come or bring together and interlock; intermesh; mesh
Characterized by:

- Common purpose and vision.
- Interrelationship between community and school.
- Reciprocity.
- Mutually supportive and responsive.
- Holistically synergistic.
- Moves beyond involvement.

DRAFT

ALSC ARCHITECTS

Project No.:	0737
Project Name:	Freeman School District Study & Survey
Subject:	Meeting Minutes – With Superintendent and Admin Team
	September 6, 2007
By:	David L. Huotari

Liberty Bldg., Suite 400
203 North Washington
Spokane, WA 99201-0233

509.838.8568
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www.alscarchitects.com

Those Present:	Representing:
Sergio Hernandez	Superintendent
Lisa Phelan	Elementary School Principal
Jim Straw	Middle School Principal
Dave Smith	High School Principal
Dave Teague	Technology Director
Dave Huotari	ALSC Architects

This report is not intended to provide a transcript of proceedings, but rather to record the general content of the discussion that took place.

Item	By	Comment

I. The purpose of the meeting was to discuss educational program objectives of the District so that this information may be comprehensive and summarized into Chapter 2: Educational Analysis for the 2007 Study & Survey. Dave Huotari presented to each individual in attendance the Table of Contents, Executive Summary, Site Plans, and Building Floor Plans.

Dave also provided a blank copy of Instructional Adequacy Sheets (Building Condition Evaluation Page 2) for buildings in the District. He requested that those in attendance write down issues affecting their ability to delivery the desired educational program on these sheets and return them to Dave Huotari at ALSC Architects by hard copy, fax or email.

II. A copy of the Freeman School District Long Range Educational Planning Sheet dated January 18th, 2001 (from the 2001 Freeman School District Study & Survey) was retrieved by Sergio for review by those in attendance. This sheet identified four goals and nine major components describing the planning from approximately six years ago.

Comment By	Item	
	III.	Issues presented through the course of discussion included the following:
Jim Straw	A.	Challenges of having one Gymnasium/Cafeteria to serve both Elementary and Middle School.
Lisa Phelan	B.	The need for a Counseling Center/Psychology space for K-8 Special Education, which is currently spread around the facilities.
Lisa Phelan	C.	Air conditioning for all spaces.
Dave Teague	D.	The technology infrastructure is tapped out. Size and extent of equipment takes away from instructional space within the classroom.
Dave Teague	E.	The High School Lab will not accommodate a full class of students.
Dave Teague	D.	Computers on Wheels (COWS) as used in other adjacent school districts are great but the dedicated lab space is still appropriate. Dedicated lab space is currently required in each of the three buildings.
Lisa Phelan	E.	Requested that Dave Huotari verify classroom dimensions for the Elementary School.
Lisa Phelan	F.	Asked if other districts are providing toilets for each classroom. It was discussed that in the new Mead Elementary School, toilets have been provided for each classroom.
Dave Teague	G.	Will forward netted piece of the District's Technology Plan.
Lisa Phelan	H.	Title, LAP and all Educational Support requires appropriate space.
Lisa Phelan	I.	Pre-School Title, LAP and Educational Support needs to be housed and served somewhere in the facilities. How does the state address pre-school special education from a facilities standpoint?
Lisa Phelan	J.	Interested in how we can address common functions for each building.
Jim Straw	K.	Reorganization of Middle School locker situation is necessary. The number of students and lockers in narrow corridors presents a problem.
Lisa Phelan	L.	All-day Kindergarten issues and impacts will affect available space in the Elementary School.
Dave Smith	M.	Performing arts is a big issue.
Dave Smith	N.	The High School needs to have two functional Gymnasiums.
Dave Smith	O.	The Cafeteria is in need of updating.

Comment By	Item	
Dave Smith	P.	Improvements are needed to the dedicated Computer Lab/Media Center of the High School.
Dave Smith	Q.	Ag Shop, Wood Shop and other Voc Tech type of activities are currently housed in very poor facilities.
Dave Smith	R.	Career Technical Education (CTE) is a program that supports family and local businesses.
Dave Smith	S.	Family/Consumer Science falls into this category. Facilities housing these programs are inadequate.
Dave Smith	T.	At least two laboratories are needed for the High School – to serve Science, Biology and other Lab Programs.
Dave Smith	U.	A functional Art Room is needed at the High School. The program is currently housed in a rather standard classroom.
Dave Smith	V.	Narrow hallways, many students, and cramped lockers create security and supervision problems at the High School.
		1. The discussion of on-line textbooks was interesting. This may have an affect on students' needs for books and lockers in the future.
Dave Smith	W.	Scott Moore's space is very outdated. The configuration is inappropriate as he is not able to see the students' computer screens.
Dave Smith	X.	Weight Rooms and Wrestling Rooms are inadequate and additional Locker Room space is required.
Dave Smith	Y.	The arrangement of the Administration space is less than fully functional. Reorganization, and possibly a better location in the facilities, are necessary.
ALL	Z.	1. Site issues. 2. Performing Arts Center. 3. K-8 Performing Arts type space. 4. Safety is a big issue. Separation of students from vehicles (buses and cars) is critical. 5. The Elementary and Middle School grounds require fencing. 6. Ongoing concerns regarding the crossing of Jackson Road.

IV. Additional information will be forwarded from members of the Administrative Team to Dave Huotari for inclusion in Chapter 2 of this Study and Survey Report.

If you have any additions or corrections to these minutes, please bring them to the attention of the editor within two weeks of the date of this meeting.

DLH:jw:0737

Distribution:
Sergio Hernandez Superintendent
Dave Huotari ALSC Architects

FREEMAN SCHOOL DISTRICT
LONG RANGE EDUCATIONAL PLANNING
January 18, 2001

GOALS

1. To be able to offer all District programs on site.
2. Collaborate with the community on programs and facilities.
3. Expand operational hours and control access and safety to all areas of the facilities.
4. Seek out alternative funding sources for programs and facilities.

MAJOR COMPONENTS

1. Site:
   Expand use of District properties, address organization of buses, pedestrians, staff parking and visitor parking, focus on pedestrian/vehicle safety on Jackson Road and consider relocation of transportation/maintenance. Continue to address site drainage issues.

2. Educational Support:
   Provide space for alternative education, distance learning, special education, adult education, home school interaction, latch key enhanced pre-school, large group instructional space, small group activity space, staff/adult/student mentoring, supervised independent supervised independent study areas (High School), time out space (Elementary), in-school suspension (Middle School and Elementary), parent work areas (all levels) instruction for profoundly handicapped and behaviorally handicapped, occupational therapy, physical therapy.

3. Technology:
   Update current plan, labs in each classroom, library/media centers with research, reading and instructional space.

4. Performing Arts:
   Band, Choir, Performing Choir, Theory, Orchestra, Symphonic Band, Drama, Audio-Visual and Sound-mixing Production, Video, dedicated storage, sets and lighting, Technology, Editing.

5. Fine Arts:
   Photography/Darkroom, kiln and clay, adequate space at all levels.

6. Foreign Language:
   Expand curriculum and offerings (all levels).

7. Vocational/Shops:
   Adequate siting of Vo-Ag. Shop for student and community use, auto body repair.

8. Food Service:
   Expand/enhance cafeteria and commons facilities at all levels, address nourishment of children and youth in off-hours, provide an alternative to "the Freeman store".

9. Physical Education/Athletic/Recreational:
   Provide program spaces independent of cafeterias/commons. All weather track, swimming, soccer, fitness for all ages, additional competition gymnasium, weight room, wrestling, dedicated storage, coaches and officials offices, lockers, showers, toilets.

The Facilities Plan for modifications and improvements to existing K-12 educational facilities within the District have been itemized and summarized in the various chapters included within this report.

Through a series of five (5) Community Forums involving the School Board, District Administration and the Community, improvements have been identified that will enable the District to continue to deliver their educational program objectives to the students in the community for the next thirty (30) to fifty (50) years.

Immediate improvements address the Elementary School and its site, the High School and its site and the development of currently undeveloped District owned property.

Long term improvements will address the Middle School.

CHAPTER 3

DEMOGRAPHIC ANALYSIS

Chapter 3. Demographic Analysis

A. ENROLLMENT TRENDS/PROJECTIONS

Freeman School District is located in Spokane County. The town of Freeman is located approximately 15 miles south of the Spokane Valley, and near the Washington/Idaho border.

The population within the District is approximately 3,672 and includes the communities of Rockford, Valleyford, Mica, Mount Hope and Hangman Hills. The physical area of the District is extensive, over 151 square miles. Over 63 percent of our students are bused to school each day.

The population of the District has fluctuated during the past 5 years. People are moving to our District to seek affordable housing, quality schools and to escape urban centers.

The primary economic base of the Freeman School District is agriculture. A majority of the residents within the District commute to Spokane for employment.

OSPI projects the enrollment in the District to decline in the coming years. However, actual enrollments have recently surpassed projections and housing starts in the District are noticeably robust.

Student enrollment (based on F.T.E. count from S.P.I. Report 1251):

2001 – 2002	920
2002 – 2003	920
2003 – 2004	899
2004 – 2005	885
2005 – 2006	890
2006 – 2007	915

The percentage of students qualifying for free and reduced meal service is approximately 9.7% percent.

Several housing subdivisions have been proposed within the District's boundaries, including near the intersection of Dishman-Mica Road and Highway 27 and near the intersection of Stoughton Road and Valley Chapel Road. This housing construction will have a significant impact on enrollment in the coming years.

STATE OF WASHINGTON
SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA

REPORT NO. 1049
RUN ON 14:15 NOV 13 '06

DETERMINATION OF PROJECTED ENROLLMENTS

BY COHORT SURVIVAL KK LINEAR PROJECTION

FREEMAN DISTRICT NO. 358 SPOKANE COUNTY NO. 32

	----ACTUAL ENROLLMENTS ON OCTOBER FIRST---						AVER. %	---------PROJECTED ENROLLMENTS--					
	2001	2002	2003	2004	2005	2006	SURVIVAL	2007	2008	2009	2010	2011	2012
KINDERGARTEN	48	48	44	44	53	44		46	46	46	46	46	46
GRADE 1	49	57	57	52	47	59	114.76	50	53	53	53	53	53
GRADE 2	56	47	57	55	58	46	100.36	59	50	53	53	53	53
GRADE 3	70	58	55	64	59	70	112.16	52	66	56	59	59	59
GRADE 4	72	76	65	59	66	63	107.56	75	56	71	60	63	63
GRADE 5	73	76	75	68	64	69	104.37	66	78	58	74	63	66
GRADE 6	78	78	85	80	73	69	108.10	75	71	84	63	80	68
K-6 HEADCOUNT	446	440	438	422	420	420		423	420	421	408	417	408
K-6 W/K @ 1/2	422	416	416	400	394	398		400	397	398	385	394	385
GRADE 7	85	81	84	85	84	87	107.14	74	80	76	90	67	86
GRADE 8	80	83	80	84	86	86	99.99	87	74	80	76	90	67
7-8 HEADCOUNT	165	164	164	169	170	173		161	154	156	166	157	153
GRADE 9	84	68	76	79	81	86	94.35	81	82	70	75	72	85
GRADE 10	79	80	67	75	77	80	97.73	84	79	80	68	73	70
GRADE 11	85	90	76	69	75	83	103.94	83	87	82	83	71	76
GRADE 12	61	78	78	71	67	73	93.25	77	77	81	76	77	66
9-12 HEADCOUNT	309	316	297	294	300	322		325	325	313	302	293	297
K-12 HEADCOUNT	920	920	899	885	890	915		909	899	890	876	867	858

CHAPTER 4

FINANCIAL ANALYSIS

A. ABILITY TO PROVIDE CAPITAL FUNDS

Assessed Value of the District

The current assessed value of the Freeman School District is	$387,090,237

Debt Capacity

The current debt capacity of the Freeman School District is	$19,107,621
Bonded Indebtedness as of June 30, 2007	$830,000
Bonded Amount	$3,592,000
Total Debt (As of July 2007)	$830,000

State Matching Funds

As defined by the Office of the Superintendent of Public Instruction, the 2007 matching ratio for the Freeman School District is 68.31%. This means that the state will contribute 68.31% of the matchable costs for modernization and new construction in lieu of modernization on qualifying projects. The District is responsible for the remaining portion. *The District is relying on matching funds to complete identified projects.*

100	BURLINGTON EDISON	56.47%
101	SEDRO WOOLLEY	62.49%
103	ANACORTES	22.18%
311	LA CONNER	42.27%
317	CONWAY	53.11%
320	MT VERNON	63.12%

30 SKAMANIA

002	SKAMANIA	26.13%
029	MOUNT PLEASANT	61.52%
031	MILL A	63.10%
303	STEVENSON-CARSON	54.71%

31 SNOHOMISH

002	EVERETT	50.37%
004	LAKE STEVENS	66.78%
006	MUKILTEO	49.78%
015	EDMONDS	41.50%
016	ARLINGTON	60.72%
025	MARYSVILLE	65.22%
063	INDEX	20.00%
103	MONROE	58.15%
201	SNOHOMISH	55.76%
306	LAKEWOOD	54.94%
311	SULTAN	62.26%
330	DARRINGTON	60.22%
332	GRANITE FALLS	60.52%
401	STANWOOD	42.16%

32 SPOKANE

081	SPOKANE	67.51%
123	ORCHARD PRAIRIE	41.72%
312	GREAT NORTHERN	24.23%
325	NINE MILE FALLS	71.77%
326	MEDICAL LAKE	84.80%
354	MEAD	70.21%
356	CENTRAL VALLEY	70.75%
358	FREEMAN	68.31%
360	CHENEY	66.13%
361	EAST VALLEY	66.50%
362	LIBERTY	51.31%
363	WEST VALLEY	70.45%
414	DEER PARK	82.63%
416	RIVERSIDE	73.08%

* 2007 STATE MATCHING RATIO

33 STEVENS

030	ONION CREEK	58.78%
036	CHEWELAH	73.29%
049	WELLPINIT	100.00%
070	VALLEY	100.00%
115	COLVILLE	70.19%
183	LOON LAKE	33.59%
202	SUMMIT VALLEY	76.44%
205	EVERGREEN	32.96%
206	COLUMBIA	74.08%
207	MARY WALKER	81.80%
211	NORTHPORT	48.13%
212	KETTLE FALLS	66.73%

34 THURSTON

002	YELM	68.39%
003	NORTH THURSTON	57.04%
033	TUMWATER	59.28%
111	OLYMPIA	46.69%
307	RAINIER	67.73%

CHAPTER 5

SCHOOL HOUSING STATUS/ANALYSIS

Chapter 5: School Housing Status/Analysis

A. EXISTENCE OF SCHOOL HOUSING EMERGENCY

At present, Freeman School District does not have a critical housing emergency in the form of classroom space across the District. None of the District's schools have been damaged from catastrophes or natural disasters such as fires, earthquakes, wind damage or other related structural failures. All of the District's current permanent and temporary facility are fully operational.

However, due to educational program objectives and ongoing curriculum modifications, additional classroom space has been required in the recent past and will likely be required in the near future.

The District continues to address the need for additional classroom space by purchasing and installing "portable classroom buildings". There are currently five (5) double classroom portable buildings and one (1) single classroom portable building in the District.

CHAPTER 6

RACIAL BALANCE

Chapter 6. Racial Balance

A. ETHNIC MINORITY ENROLLMENTS

Freeman School District has one elementary school and one high school District wide. The racial make-up of our student population is shown below.

School enrollment by race:

10/2006

Total	Asian	Native Am.	Hispanic	White	African Am.	Other
915	11	36	13	849	15	0
Percentage:	1.2%	3.8%	1.4%	92.2%	1.4%	0%

CHAPTER 7

EDUCATIONAL IMPROVEMENTS REQUIRED

Chapter 7. Educational Improvements Required

A. EDUCATIONAL AND FACILITY NEEDS

As Freeman School District's student population continues to increase and change, while at the same time its facilities become older, the adequacy of its educational buildings becomes more critical.

The District is facing a situation where instructional inadequacies exist at the K – 12 facilities and many of their systems and equipment.

In the fall of 2007 the School District Board of Directors conducted five (5) Community Forums, the first three in separate parts of the District. Patrons were asked for facilities and bond issue input focusing on "prior concerns" and "reasons to run the bond issue". Included in this chapter are notes from these community forums.

Modernization/new-in-lieu replacement/new construction will address the following issues:

1. Provide an educational, community use and recreational environment which will be supportive of the District's Educational Program for the next 30 to 50 years.

2. Provide adequate space and facilities to allow the District to offer new and enhanced educational programs.

The attached Freeman School District Facilities page summarizes the community input regarding facility priorities to support the educational program.

See also the enclosed Community Forum Minutes.

BOND ISSUE INPUT FROM COMMUNITY MEETINGS

Hangman Community Forum – May 30, 2007

Prior concerns:

- where the students were going to be housed during the construction period;
- the plan was not specific enough as to detail
- taxes going up
- working on the high school first and not the elementary
- someone actually thought we were taking the old high school and putting a new building on top of it
- one patron was concerned it was going to look exactly like a neighboring district

Reasons to run bond issue:

- Current bonds go off in December, 2008; taxpayers would get used to no bond tax and would be harder to sell later
- "I'm embarrassed by the high school and during home track meets."
- "I can't imagine walking into that high school and being excited about learning."
- We have to convince the patrons who don't come to the school that we need the bond issue.
- We want a better learning environment for our children.
- We have different families now with a fresh perspective and fresh ideas

Rockford Community Forum – March 28, 2007

Concerns:

- "How many out-of-district students do we have? If we're overcrowded, why are we bringing students in?"
- "Will a new high school allow us to have better scores in math, science and other subjects?"

- "Have you thrown out the last plan?"
- "The last two bond issues were full of half-truths. The superintendent stated the high school was built in 1957 but there have been changes and additions added later. Another half-truth is not mentioning the new junior high."
- "The biggest concern people have was that it was said they were going to wipe the whole school out and start over. There are some portions that need to be remodeled. The PR has not been very good. Why remove the bus garage and outbuildings when they could still be used?"

Valleyford Community Forum – April 25, 2007

Concerns:

- "I think the last failure was due to the increased cost of materials. The project went from $8 million to $11 million, and it was about the same time that assessed values were going up."
- "Maybe we shouldn't try to do the elementary and the high school at the same time. Maybe we should break it up to reduce the cost."
- "People really do want specifics. They want to know how you can conserve and save. Then explain to the public what needs to be replaced and why it needs to be replaced. If you have core issues or electrical, is it more practical to tear that section down and build new? People want to hear those types of specifics. I want to hear what can be saved, what doesn't need to be replaced and what is functional enough to be preserved. When I go to spend money at my house, we look at those things."
- "What about anticipated growth? Houses are popping up all over the place, and class sizes have gotten bigger. How do you anticipate growth ten years out, plus all the kids that are being Choiced out here?"
- "The comments I heard were that the plans weren't very specific. I heard they were vague." Response: "One of the dilemmas you run into, you can get too detailed. You are trying to give them a concept. Some people say they want to know exact particulars. The last drawing we had proposed had a second story over part of the high school with an additional gym. There was a common area between the middle school and elementary school, adding a lunchroom. It was shown as a concept, not detailed with how big the windows were. Until you go into the planning and bidding process, the plans aren't final. It's a tough line, and the architect is trying to do the best they can. And it costs money to get that detailed of a plan."
- "There was a faction in the last election who voted no because of the proposal to move students to University High." Response: "And that was not a final decision—it was an option."

- "You should have a specific plan for students during construction."
- "I heard people say they weren't against the bond but really wanted to hear specifics and details about where their money is going. They need to hear that economically it would be safer, wiser to spend money on a new facility instead of patching up and repairing old plumbing. That's to me, building a second story on a first story that is about to crumble over."

Reasons to run the bond issue:

- "Our buildings need to be addressed next year as we're obviously overrun."
- "With rumors of new development, we need to get it on the ballot with information passed around on the bond. We have four kids going to the district and we're going to be here 18 years. Let's get the schools fixed up."
- "I was down at Colfax. They built a new gym, a practice gym, to me very similar to our B gym. I asked how they sold that to the community since they have three more gyms than us. They put a walking track around the inside and its open every morning at 6:00 a.m. It's a steel structure, very minimal. I know we need a bigger gym, especially when new bleachers will take away a third of our seating.
- "Safety is number one. The high school is an unsafe environment."
- "I was in sixth grade when Freeman Elementary started. It's amazing for me to go in there because it's got the same tile floors. It is so outdated and behind."
- "Major savings in operating costs might be a selling point."
- "The economy is so drastically different than 50 years ago. There are a lot of options to enhance learning at the high school."
- "It could open up so many doors to add a second story. Not only does Freeman lose students to Running Start and other schools, we need more classes. If we expand, people would want to stay. Hallways are like a tuna fish can. If there were more options or a more exciting environment, I would stay."

ALSC ARCHITECTS

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Project No.: 0737

Project Name: Freeman School District Study & Survey

Subject: Freeman Middle School
Meeting Minutes
7:00 – 9:30 p.m.
October 22, 2007

By: Troy Bishop

Purpose: Open forum on the upcoming school bond issue, the purpose is to understand the needs and wants of the community of Freeman, Washington in regards to their school facilities

Those Present:	Representing:
Sergio Hernandez	Superintendent
Board Members	Freeman School District
Freeman Community and School Staff	
Dave Huotari	ALSC Architects
Troy Bishop	ALSC Architects

This report is not intended to provide a transcript of proceedings, but rather to record the general content of the discussion that took place.

The account of the meeting last night was and will be recorded in bullet format due to the informality of the meeting.

INITIAL CONCERNS

- What is the difference in the District's tax increase due to the bond campaign compared to other districts such as the Central Valley and Mead School Districts?
- Does the community need to attempt to pass a bond issue for the entire amount they are eligible for or should they be more modest and only attempt to pass the absolute necessities (possibly separate projects at separate times)?

SPECIFIC CONCERNS / NEEDS

Campus

- Water flow for all buildings needs to be analyzed for code related to adding fire sprinklers to the buildings. Also, water storage could improve irrigation for playfields.
- Both the High School and the Elementary School have antiquated heating and cooling systems which need future improvement.
- Campus-wide safety upgrades are needed in respect to Jackson Road. The road currently divides the campus and is treacherous for both sides to cross to get to needed classroom and athletic facilities.
- Campus bus delivery and pick-up presents safety hazards for drop off and idling emissions (which enter the building's air intake systems).

- A desire to utilize recently purchased land to the Northeast corner of the campus was expressed. Possibilities for this land are a bus maintenance facility, District administration, or High School square footage. This land utilization may aid in easing traffic congestion for the entire campus.

- The entire campus would benefit by adding designated special instruction and education teaching spaces.

- The entire campus has maximized all tech capabilities and is in need to improve all technology spaces and electrical capacity (infrastructure lacking).

- Campus safety and security needs improvement. Lack of fencing creates potential problems for intruders to access the campus. Also multiple entries and exits allow individuals to move freely through the facilities. Access points need to be consolidated and improved upon. Overall vision needs to be included in the design of access points so they may be monitored by staff and faculty.

- The entire campus would benefit by eliminating the usage of portables. The desire is to limit portables both for visual compatibility and due to their potential security hazards due to remote locations and disconnection from the school proper.

- The overall campus would like to investigate the possibility of bridging Jackson Road or tunneling beneath for the safety of the pedestrians who cross the road daily.

High School

- The High School has extremely narrow hallways and this creates congestion in both directions in between periods and before and after school.

- The High School has limited common/breakout space and the access to this space is quite understated and funneled.

- The High School has an insufficient Performing Arts venue both for class, practicing and performances.

- Hallway lockers in the High School are small and only add to the congestion problem in the hallways.

- The High School Weight Room has dated equipment and the cleanliness of the facility is questionable.

- The High School 'Vo-Ag' Building is a candidate for replacement due to its poor structural capabilities and lack of insulation.

- The High School Biology Department is currently using the Wood Shop for some experiments and dissections. The Department could use a consolidation of spaces to improve education.

- The High School Band, Performing Arts, and PTA groups need more storage space to successfully run their programs.

- The High School 'B' Gym currently is too small to successfully house high school athletics and PE.

- The High School needs improved windows and roofing as the current materials are antiquated and beginning to fail.

- The current High School Gym has a sense of community about it but does not have the current and future capacity capabilities. Ideas on the Gymnasium are to change it to the 'B' gym and create a new gym sized to house current and future capacity standards.

Middle School

- The Middle School has conflicts between the usage of Performing Arts and Athletics/PE spaces.
- The Middle School currently is lacking sufficient counseling space.
- Middle School band members must cross Jackson Road to attend their classes which is a safety hazard.

Elementary School

- The choir space in the Elementary has insufficient acoustics for practicing and performances, currently the Director must face the smaller commons space because the adjacent gym does not possess the qualities of choral acoustics.
- The Elementary School needs more space for public gathering. The current conflicts of Middle School lunch and Elementary physical education space is limiting options for both needs.
- Elementary School band members must cross Jackson Road to attend their classes which is a safety hazard.
- The Elementary School needs improved windows and roofing as the current materials are antiquated and beginning to fail.

If you have any additions or corrections to these minutes, please bring them to the attention of the editor within two weeks of the date of this meeting.

TB:gam:0737

Distribution: Sergio Hernandez, Superintendent
DLH/TB/File

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Project No.:	0737
Project Name:	Freeman School District Study & Survey
Subject:	Rockford City Hall Meeting Minutes 7:00 – 8:30 p.m. October 23, 2007
By:	Troy Bishop

Purpose: Open forum on the upcoming school bond issue, the purpose is to understand the needs and wants of the community of Freeman, Washington with regard to their school facilities.

Those Present:	Representing:
Sergio Hernandez	Superintendent
Board Members	Freeman School District
Freeman Community and School Staff	
Dave Huotari	ALSC Architects
Troy Bishop	ALSC Architects

This report is not intended to provide a transcript of proceedings, but rather to record the general content of the discussion that took place.

The account of the meeting last night was and will be recorded in bullet format due to the informality of the meeting.

INITIAL CONCERNS

- How does the District's overall square footage in respect to the amount of students using the buildings compare to other school districts? Does Freeman School District need additional square footage?

- When the bond campaign occurs will there be detailed presentation graphics for the project or broad concepts with little detail? What has worked better in the past for Freeman School District bond campaigns? What has worked better for other school districts?

SPECIFIC CONCERNS / NEEDS

Campus

- The overall campus has a lack of public gathering spaces during and after school hours. Often parents and community groups have limited options as to where they can conduct community meetings on the Freeman campus.

- Water flow for all buildings needs to be analyzed for code related to adding fire sprinklers to the buildings. Also, water storage could improve irrigation for playfields.

  Water storage on the campus is insufficient for current fire flow standards. Current water storage of 200,000 gallons is not only light as far as fire protection but also does not satisfy irrigation needs for the playfields. Water storage could be improved by larger capacity tanks and future investments in well drilling on multiple locations on the campus.

- Both the High School and the Elementary School have problems with the emissions created by buses. The air intake systems vacuum the emissions into the buildings and distribute them throughout the school, promoting poor indoor air quality. Both bus vicinity and location of fresh air intake need to be rethought and changed.

- The current bus facility has reached its maximum capacity. The amount of buses has also caused congestion close to the High School. A new location for this service on the campus may be beneficial both for the bus facility and for the High School.

- Campus vehicular congestion is apparent at all three buildings. No clear separation between buses, students and parents aids in a loose free-for-all which creates inefficient traffic patterns and safety hazards.

- Jackson Road, which unites the campus, also poses safety hazards. Students currently must pass the road during the day to get to special classes and athletic events and practices. The road has high traffic at certain times of the day and is currently poorly lit. A consensus is this road needs change to improve the usage for the pedestrian as well as for the vehicular traffic.

- A unification of entrance at the Middle School and Elementary School could pose a great location for a new common cafeteria. The single entrance, located at the current void between structures, could also pose positive changes as far as security and monitoring of individuals entering the school facilities.

- Campus-wide security needs to be improved. All buildings have multiple entries and exits which allow individuals to move freely in and out of the buildings, posing safety and security problems. Direct vision from front office functions to entrances needs improvement so faculty can be aware of all visitors entering and leaving all facilities.

- Indoor lighting in all facilities could be improved. The indoor lighting quality can be achieved through updated light fixtures and increased glazing for access to more natural light.

High School

- The High School has regular maintenance issues which need to be addressed. Antiquated HVAC systems promote inefficient heating and cooling for the building. Due to numerous remodels and additions, various systems have been patched together to create the current systems.

- The High School hallways are narrow currently which create overcrowded 'log-jams' in between class and before and after school. The overcrowding prevents positive flow through the circulation of the school.

- Extreme weather points out flaws in the High School. Extreme cold has caused freezing of pipes and the need to 'block' fresh air intake due to the temperature of the school. The extreme weather is a hindrance on the everyday education and comfort of the staff and students.

- The current 'Vo-Ag' Building has an inefficient floor plan and is currently being used by too many departments. An antiquated HVAC system, poor insulation, questionable structural capabilities, and lack of sufficient power make this structure a questionable remodel, comments of abandoning this building were made.

- The Performing Arts Department needs allocated space and improvement of the quality of that space in respect to acoustics and performance procession.

Middle School

- Currently, the Middle School children must migrate over to the Elementary School for a shortened lunch period which hinders the ability for the Elementary to use this space for its other primary function, which is physical education.

Elementary School

- Antiquated HVAC systems pose inefficiencies for the heating and cooling for the building.
- The current use of Middle School children using the Elementary Gymnasium for cafeteria usage has caused a lack of large public gathering and physical education space for the school.

If you have any additions or corrections to these minutes, please bring them to the attention of the editor within two weeks of the date of this meeting.

TB:gam:0737

Distribution: Sergio Hernandez, Superintendent
DLH/TB/File

ALSC ARCHITECTS

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Project No.:	0737
Project Name:	Freeman School District Study & Survey
Subject:	Moran Prairie Fire Station Meeting Minutes 7:00 – 8:30 p.m. October 24, 2007
By:	Dave Huotari

Purpose: Open forum on the upcoming school bond issue, the purpose is to understand the needs and wants of the community of Freeman, Washington with regard to their school facilities.

Those Present:	Representing:
Sergio Hernandez	Superintendent
Board Members	Freeman School District
Freeman Community and School Staff	
Dave Huotari	ALSC Architects
Steve Walther	ALSC Architects

This report is not intended to provide a transcript of proceedings, but rather to record the general content of the discussion that took place.

The account of the meeting on October 24, 2007 was and will be recorded in bullet format due to the informality of the meeting.

INITIAL CONCERNS

- How do we gain input from the voters who do not have students in the schools?
- Safety and security for all of the buildings, as well as the site, is a primary concern.
- Students conflicting with buses and cars at the High School, as well as the Elementary School, are a major concern.
- Buses located behind the High School are unable to easily leave the site during times of an emergency due to the location of the High School parking.
- Idling buses, dropping off, picking up or starting in the morning, contribute to indoor air quality issues as exhaust fumes are sucked into building outside air intakes.
- The District needs to consider the impact of facilities related to universal preschool, all day kindergarten and year-round school.

SPECIFIC CONCERNS / NEEDS

Campus

- Throughout all buildings on the campus there is inadequate space for technology labs and inadequate infrastructure to serve these labs.

- Many educational program areas are not served by intercom, and therefore not included in public address type situations, including emergencies.
- Water storage and water pressure issues will need to be addressed as all buildings that are remodeled will need to have fire sprinkler systems.
- The electrical system is generally inadequate campus-wide.
- There is a lack of performing arts type space in the District.
- The phone system capacity has issues and it all originates in the High School.

High School

- The High School needs to be more safe and secure. This can be accomplished by reducing the number of uncontrolled entry points, while still providing a number of suitable exits. (This is true at all buildings).
- The Gymnasium seating capacity and accessibility is not adequate for current needs.
- The width of the hallways at the High School are inadequate to serve the number of students now in the facility.
- The ventilation in the Gymnasium is unsatisfactory.
- There are numerous roof leaks, especially in the area of the Gymnasium.
- Handicap accessibility throughout the facility is basically nonexistent.
- There is not enough space in the Student Commons for all students to eat. Many students eat their lunches in the hallways.
- Wrestling and weights occur in a portion of the Vo-Ag Building. Due to low ceiling heights, inappropriate wall, floor and ceiling finishes, and exposed structural members, this space is generally not suited for these activities.

Middle School

- Para-educators testing students typically must use custodial spaces and storage areas (behind the Science Room on the ground floor).
- The Middle School Office (where administrators are located, with the responsibility of supervising the building) is located dead center in the building. There are no windows and these individuals are unable to see any of the building entries or exits.
- While the District Offices are near the entry to the lower level of the building, they are not necessarily positioned to see people coming and going from the building.
- There are challenges related to Middle School students needing to use the Elementary School Gymnasium for lunches.
- When the Elementary School Gym/Cafeteria is used for eating, it is not available for physical education and vice versa.

- There are no designated breakout spaces at the Middle School for small group work or Para-educator/student interaction.
- There is inadequate parking at the Middle School playfields south of the Middle School.
- Due to the location of preschool classes south of the Middle School (on the tennis courts), safety, security, supervision and access to both vehicles and the playground are issues.

Elementary School

- The windows in the Elementary School are unsafe and hard to secure due to old hardware.
- The intercom doesn't extend to all rooms, which creates problems in a lockdown or emergency situation where individuals in rooms without intercoms (including portables) are not notified of issues.
- "Brownout" electrical conditions have occurred at the Elementary School in the recent past.
- The phone system capacity at the Elementary School is challenged due to its dependence on the High School.
- There is breakout space for Para-educator/student interaction and student activities in the "Pod" or extreme end of the primary wing. However, the remainder of the building has no such space. A custodial room across the hallway from the office is frequently used for testing.
- There are constant challenges with the Gymnasium when coordinating its use as both a Cafeteria and a Gymnasium.
- There have been many roof leaks, especially in the southeast corner of the Gymnasium.
- Safety of students is a concern near the main entry to the building. Due to parents dropping off children, staff and visitor parking, potential conflicts are numerous. It was reported that there were 62 cars and 16 buses in the Elementary School parking lot during a 25 minute span of time.
- There is no solution/resolution type space in the building available for students and staff.

If you have any additions or corrections to these minutes, please bring them to the attention of the editor within two weeks of the date of this meeting.

DLHL:jw:0737

Distribution: Sergio Hernandez, Superintendent
DLH/TB/WSW/File

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Project No.:	0737
Project Name:	Freeman School District Study & Survey/ Facility Planning Community Forum
Subject:	Freeman High School Multi-Purpose Room (Cafeteria) Meeting Minutes 7:00 – 9:00 p.m. November 13, 2007
By:	Dave Huotari

The purpose of this community forum was to summarize input received from community members at the three community forums occurring on October 22nd, 23rd and 24th, 2007.

Those Present:	Representing:
Sergio Hernandez	Superintendent
Board Members	Freeman School District
Freeman Community and School Staff	
Dave Huotari	ALSC Architects

This report is not intended to provide a transcript of proceedings, but rather to record the general content of the discussion that took place.

1. Superintendent Sergio Hernandez thanked everyone for coming. He stated that feedback is very important and your participation in this meeting is critical. Sergio stated that the goals for the meeting were:

   A. Summarize the three community forums held in October to make sure we heard input correctly.
   B. Start prioritizing the scope of work utilizing Dave Huotari of ALSC Architects as our facilitator and also utilizing the results of the recently completed on-line survey.
   C. Consider the possible timeframes for the project and discuss some of the options that may present themselves. Sergio stated that he will invite John Gores of D. A. Davidson, our bond counsel, to look at the dollar figures and present options.

2. Sergio shared a Power Point presentation regarding District finances and comparisons to neighboring and similar School Districts.

3. Dave Huotari thanked all those in attendance at the three prior community forums as well as the members joining us for the first time tonight. "It's not too late to get involved."

4. The work we are currently doing is related to completing the Study & Survey for Board approval and submittal to the Office of the Superintendent of Public Instruction (OSPI) and prepare necessary scope of work, schedule for work and budget for work for a possible bond campaign in the spring of 2008. Work accomplished by these four community forums will allow the District to do just that.

5. A Power Point presentation was shared that summarized the initial concerns from the prior three community forums. Illustrations were shared of the overall campus site plan, the High School floor plan, the Elementary School floor plan and the Middle School floor plan. While reviewing each of these plans, three components were considered and discussion from the prior community forums were shared; safety improvements, building system improvements and educational improvements. There was much discussion regarding previous comments as well as new thoughts related to these facilities and these three components.

6. Sergio shared the results of the on-line survey that community patrons had the opportunity to participate in. He then asked the group in attendance to consider the three major issues; safety improvements, building system improvements and educational improvements as they related to the site, the High School, the Elementary School and the Middle School. He asked them to assist in prioritizing which of these items should be considered the highest priority.

   By consensus of the group, it was agreed all three components are equally important at the site and each of the buildings.

7. A significant amount of discussion occurred regarding the possibility of land for a new High School building. Several possible alternatives were presented and discussed.

   It was questioned as to why the Study & Survey was not going into great detail about new construction opportunities.

   Dave Huotari shared with everyone that the primary focus of Chapter 1 in the Study & Survey is an Analysis of Existing Facilities. Chapter 2 is the Analysis of Educational Program Objectives.

   While new construction alternatives certainly need to be considered, the State (who is paying for this Study) requires the District to first determine suitability of existing facilities.

   This Study & Survey and bond planning process is allowing the District and the community patrons to evaluate both; remodel or modernization potential and new construction potential.

8. Patron Comments:

   A. Emphasis seems to be on fixing up rather than looking at an entirely new structure. Are we making a silk purse out of a sow's ear?
   B. Is State money the same on new or remodeled? *Dave responded that the State provides matching funds for remodel work or replacement of spaces to be remodeled with some specific limitations that could be discussed at a later date.*
   C. A remodel might cost less in the beginning, but do we need to take into consideration the on-going costs?
   D. Putting new bleachers in the Gym reduces space by 25% to 30% due to new code requirements and handicap accessibility issues.
   E. If we did build a new High School, the current facility could house students during the construction process which would give us a lot more flexibility.
   F. We need a High School really bad. The biggest problem is walking down the hallways which are very crowded. Lunches are overcrowded – kids eat on the stage and in the hallways. It's hot in the summer and freezing in the winter. (This was reported by a Freeman High School student.)
   G. If the capacity has been doubled, how is it meeting fire codes? *Dave responded that construction likely met all codes at the time they originally occurred. However, remodeled or new construction will have to meet current codes.*
   H. There are problems limiting access to other parts of the building during after-hours use. There are no locks on the Gym doors.
   I. The taxpayers want to hear what it is going to cost. We have lost bonds because of too many maybes.
   J. With three different buildings, we could have a 3-phase plan and a reasonable amount of time to more into other buildings.
   K. Emphasize to taxpayers that the Middle School bond goes off in December 2008.
   L. Discussion over whether there is enough property to construct a new High School. Possibility of trading land? Randy Premer stated that one of the reasons the additional property was purchased at the northeast corner of the District site was for the water wells that currently exist on the property.

M. How long can we keep bandaiding the buildings?

9. Sergio stated he will work closely with Dave to develop cost alternatives for both remodel and new construction. This will be forwarded to John Gores of D. A. Davidson so that he may be able to provide cost impact to the taxpayer information for the next meeting. The next meeting is scheduled for November 28, 2007.

If you have any additions or corrections to these minutes, please bring them to the attention of the editor within two weeks of the date of this meeting.

DLHL:gam:0737

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DLH/File

FREEMAN School District #358

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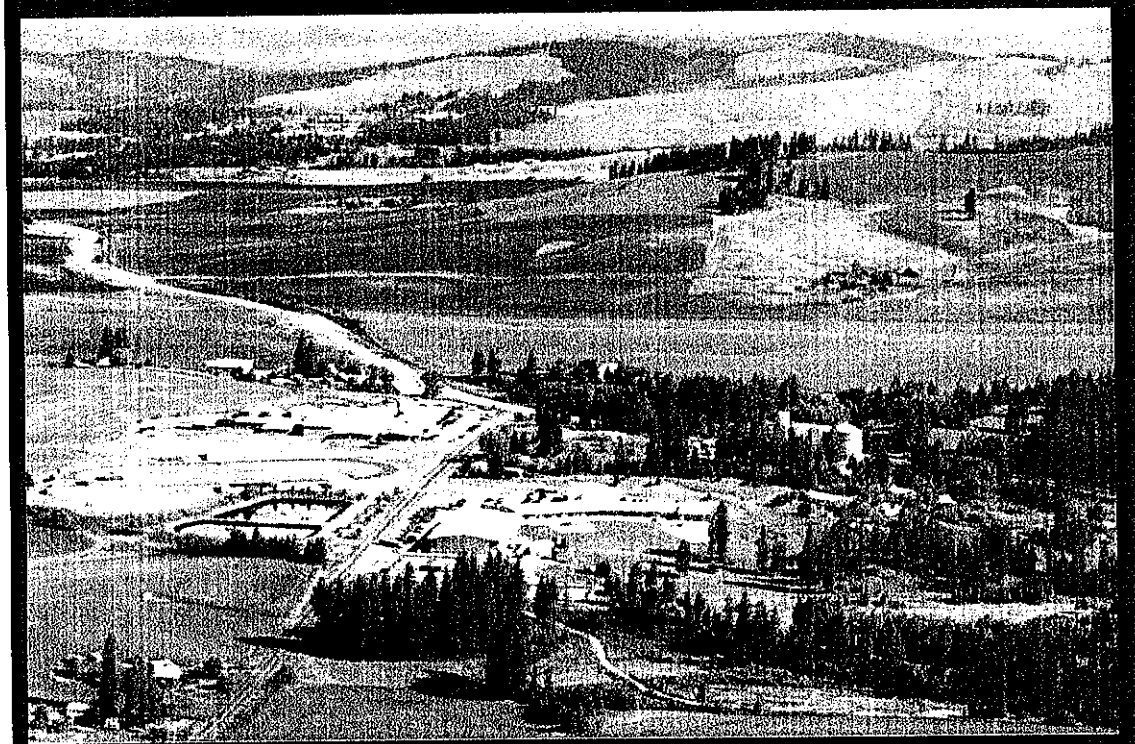
Freeman School District Facilities



SCOPE OF THE WORK

- What building issues need to be addressed?

SCHEDULE FOR THE WORK

- When can or should these issues be addressed?

BUDGET FOR THE WORK

- How much will it cost?

The Community has established three (3) priorities:

- **Safety & Security Improvements**
- **Building & Infrastructure Improvements**
- **Educational Needs & Improvements**