



STATE OF NEW MEXICO
Public School Facilities Authority

Robert A. Gorrell
Director

☐ originating office
Santa Fe Main Office
410 Don Gaspar Ave
Santa Fe, NM 87501
Telephone: 505-988-5989
Facsimile: 505-988-5933

☒ originating office
Albuquerque Field Office
1312 Basehart SE, Suite 200
Albuquerque, NM 87106
Telephone: 505-843-6272
Facsimile: 505-843-9681

May 31, 2013

Mr. Gavin Sosa
Dream Dine Charter School
PO Box 4386
Shiprock, NM 87420

Dear: Mr. Sosa,

PSFA has received and reviewed the Facility Master Plan/Educational Specification (FMP/EdSpec's) for Dream Dine Charter School. The FMP/Ed Spec's purpose is to guide you in the planning of and/or selection of a facility to ensure that it is adequate to accommodate your educational program and method of instruction. Based upon our review, PSFA is pleased to announce that the Plan meets our requirements. In accordance with House Bill 283, your next step is to submit your charter school application to the New Mexico Public Education Department (PED) and include your plan.

Through our review of the FMP/Ed Spec's, PSFA understands the following:

- Dream Dine Charter School did request to locate in existing Central Consolidated Schools
- You plan to have a cap of 180 students and consist of pre- K thru 8th grades
- Anticipated number of 12 classrooms/spaces
- You have reviewed our adequacy standards, planning guide and HB 283

If you are a successful applicant, please remember to work closely with PSFA's Planning and Design team as you review potential facilities. You can reach us at (505) 843-6272.

Sincerely,

A handwritten signature in cursive script that reads "William W. Sprick".

William W. Sprick,
Facility Master Planner

cc: Ted Lasiewicz, PSFA Regional Manager
Martica Casias, PSFA Planning and Design Manager

Appendix I
Dream Dine' Charter School
 Cudei, New Mexico

Contact: Gavin Sosa
 PO Box 4386
 Shiprock, NM 87420
 505-948-2014
gavinsosa13@gmail.com

Overview:

Year of application: 2013

We have reviewed NMAC 6.27.30—the New Mexico Statewide Adequacy Standards as well as the Charter-Alternative School Statewide Adequacy Standard Variance

1. GOALS/MISSION

1.1 Goals

1.1.1 Mission

Dream Dine' will be a school where Dine' (Navajo) philosophy, language, values, culture and history are the heart of a place-based, experiential curriculum. We seek to nurture fearless young women and men who are fully committed to their personal and community health, wellness, relationships and progress.

1.1.2 Describe the general educational philosophy

We are excited to create a school that seamlessly weaves together Dine' wisdom and philosophy, New Mexico Common Core Standards, and local community resources into a unique curriculum that strengthens our students' sense of identity.

This curriculum will be grounded in the culture, geography and history of the area. Experiential learning opportunities and service-learning projects will provide our students the local context to apply classroom content, empowering them to become positive warriors for their community and the world. At Dream Dine' professional educators will use a bilingual methodology where both Dine' and English are used to teach and reinforce concepts and content. The ultimate assessment of the school's success will be measured by the health, wellness, relationships and progress of the children, families and local community.

1.1.3 Serving the community

For the past 2+ years we have been engaging Shiprock community members in consultation about the purpose and process of education. We have conducted numerous one-on-one interviews, small group conversations and talking circles, speaking with over 80

educators, elders, parents, and youth so far. Our explicit intention has been to provide local community members an opportunity to voice their aspirations for their own children. Our work has been to gather these ideas and to design a school that fully reflects this unique vision. It is our expectation that each participant has a voice, that all are given an opportunity to define their role in the process, that each knows what can be expected from the others, and that a clear and consistent vision is established through which our students can make healthy life choices with confidence.

Our mission and vision are a reflection of the values, goals and aspirations of the people we have spoken with so far, and we have plans to continue this process with hundreds more people in the coming months and years to assure that our school is aligned with the community's vision of success.

The land where Dream Dine' will be located in Gadii'ahi (Cudei), New Mexico. We will encourage interaction between our educational community and the broader community. We would like to have "inter-generational meals" where elders and students can come together and laugh, share stories and learn together. In addition, the school will be built around a central gathering space (amphitheater) where family and community events can be celebrated and honored. We are excited to become a focal point of community life.

1.2 Process

1.2.1 Process for data gathering and analysis

Our planning team is an open-minded group of passionate educators, elders, youth and community members. Initially this team was meeting at least bi-monthly to discuss high level concepts regarding the history of education on the Navajo Nation, Dine' Philosophy, and community-based approaches to education. We have utilized a variety of methods for gathering community input.

Members of our planning team have facilitated one-on-one conversations, small group dialogues, and community talking circles with approximately 80 individuals in order to solicit input from parents, educators, youth and elders. During the one-on-one and small group conversations we ask a short series of questions and record individual responses. During the talking circles we have handed-out questionnaires to each participant, asking them to first answer the questions individually. This independent reflection is followed by a group discussion where participants can expand on their responses and build upon each other's ideas. We strive to accurately record these group conversations to capture the depth of the ideas provided. At the conclusion of such conversations and gatherings we have collected the questionnaires and combined them with our own notes as we seek to identify common/unifying themes.

The planning group is responsible for analyzing responses and incorporating these ideas into the mission, vision, goals, and curriculum of the school. This is an ongoing process that will continue for years to come.

1.2.2 Authority and facilities decision making

The current members of our planning team/steering committee include:

Contact Member: Gavin Sosa: BA, MA Ed Leadership; Teacher and Instructional Coach (7+ years)

Lula Begay: BS, MEd, EdD; Teacher and Instructional Coach, Navajo Language and Culture (38 years, retired)

Michael Thompson: BA, MEd, EdS; Teacher and Curriculum Developer, English/LA (35 years), English and Native Studies Instructor-San Juan College

Roselyn Begay: BA, MEd; Teacher, Navajo Language and Culture (30+ years), Licensed School Administrator

Rose Nofchissey: BA, MEd; Teacher and Instructional Coach, Navajo Language and Culture (25+ years), Licensed School Administrator

Celeste Yazzie: BA History, MA Elementary Ed; Teacher-Elementary and Personal Wellness, Adult Education (5 years)

Ravis Henry: Interpretive Cultural Educator (3+ years @ Canyon De Chelly National Monument)

Community Members: Telletha Valenski and Terri Deale

Navajo Facilities Designer/Consultant: Alfred Kahn Jr: BA, MA-Architecture

These individuals are responsible for any capital planning and facilities needs at this time. A Governing Board, officially empowered upon approval of the Charter, will ultimately be responsible for decision-making authority of the school.

2. PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

2.1.1 Programs overview

Dream Dine' will be a place-based school in the fullest sense. Our teachers will access and utilize the natural, human and cultural resources of the surrounding area to empower our students to apply classroom learning to their local environment. Our culturally-based, experiential curriculum requires that the school itself reflects the community in which it exists: in its instructional programs, physical design and layout, organization and activities.

Following the Dine' Philosophy of Life, each academic unit begins with Nitsaakees "Envisioning" (to the East). Teachers will collaborate with students and families to specifically identify the "Enduring Understandings" that students must internalize. A series of teacher and student generated "Essential Questions" will outline the knowledge and skills that our students will strive to master during the course of each unit of study. The focus here is to envision and define the wisdom that students will carry with them for a lifetime. By its very nature, Nitsaakees is an interdisciplinary concept that requires collaboration and the integration of Dine' culture and language, academic content, and the ability to apply these teachings within the community.

Nahata "Planning" follows (to the South), in which modeling and direct instruction will occur. Classroom activities, assignments, lectures and presentations, aligned with the New Mexico Common Core Standards, will provide students the opportunity to engage in the skills and knowledge necessary to grasp the academic content. This resembles what most of us think of as traditional classroom learning, with the introduction and instruction of discreet pieces of information, although at Dream Dine' both teachers and students will understand from the outset that mastery of this knowledge is necessary not for its own sake, but for its potential impact on their community.

Iina "Living" to the West, is a unique feature of the Dream Dine' school. This is the time to apply the knowledge that has been learned. Our students will participate in experiential/service-learning projects that begin in the class and extend outward into the broader community. These might include testing water and soil samples to evaluate the impact of the two local power plants, composting and recycling school waste and working in our community garden, investigating the geological features of the local landscape, interviewing elders at the local senior citizen center, visiting important historical and cultural sites of the Dine' and attending/participating in local Chapter and Tribal government meetings. These experiences will provide our students opportunities to supplement and synthesize classroom learning activities, and gain the firsthand experiences necessary to become positive warriors in their community and in the world.

Sihasin "Reflection", to the North completes the circle. Students, teachers and staff will evaluate the student learning experiences using numerous metrics. Norm-referenced and criterion-referenced assessments will be combined with student reflections, family satisfaction surveys, and community-impact surveys to assess the 360-degree impact of our school and our academic program. The results of such assessment/reflection will guide the next cycle of learning.

Project Specifics:

Dream Dine' will be located in Gadii'ahi (Cudei), NM approximately 4 miles west of Shiprock. The community has already withdrawn several hundred acres of land from the Navajo Nation as a part of their community master development plan and is currently planning and conducting archeological and resource surveys. *During the May 19th Gadii'ahi Chapter Meeting, the community passed a supporting resolution for Dream Dine' Charter school, committing to helping us locate and secure 10 or more acres of land for the school.* This space would house classrooms, the administration building, the central amphitheater, a gym/food service building, a community garden, outdoor recreation space, parking, etc. It is our hope to continue developing strong relationships between the school, our youth, the elders, families and local leaders.

Our 12 classrooms are Navajo-inspired educational spaces. Five independent, circular classroom structures will be divided in half, each housing 2 mixed-aged classrooms. Between the two classrooms will be space for storage and restrooms at the lower elementary grades or lab space at the upper grades. The sixth structure will house 2 elective classrooms—science and art. Each structure will have a covered, outdoor instructional space (see **Appendix A** for classroom/school design).

Classroom organization:

Structure 1—Classrooms 1 and 2: Pre-K and Kindergarten (15 in each class; 30 total students)

Structure 2—Classrooms 3 and 4: 1st and 2nd Grades (15 in each class; 30 total students)

Structure 3—Classrooms 5 and 6: 3rd and 4th Grades (20 in each class; 40 total students)

Structure 4—Classrooms 7 and 8: 5th and 6th Grades (20 in each class; 40 total students)

Structure 5—Classrooms 9 and 10: 7th and 8th Grades (20 in each class; 40 total students)

Structure 6—Classrooms 11 and 12: Electives (Science, Arts)

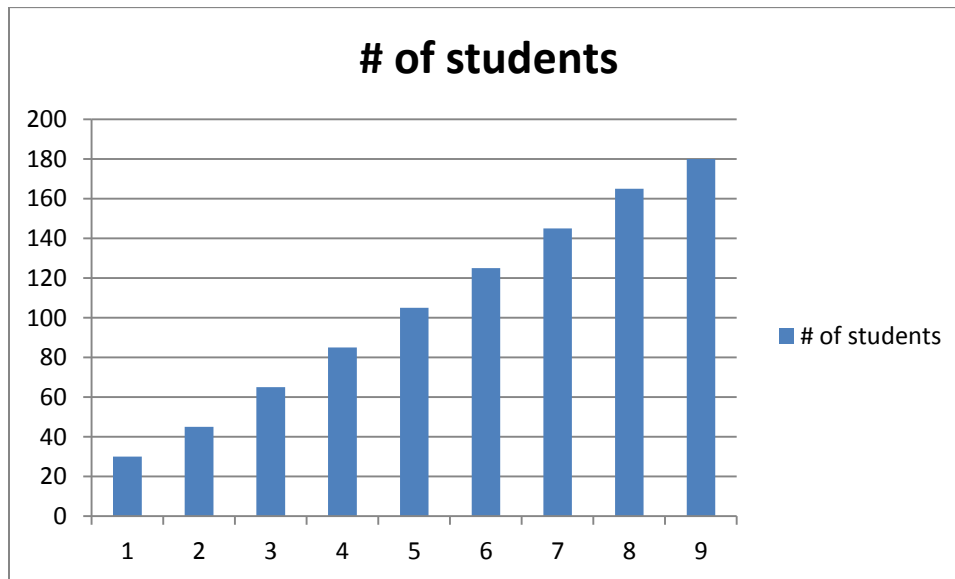
The school's structure and organizational layout reflect the Dine' culture as well as principles of child development. Hogans are the traditional dwellings of the Dine', where family and clan relationships are taught and honored. Our unique circular classrooms honor these teachings, provide teachers and students both indoor and outdoor education space, encourage collaboration, and are energy efficient. The mixed-aged grouping structure of the school allows students daily opportunities to learn from age-level peers as well as those slightly younger and slightly older. This system also allows individual students with minor developmental delays the opportunity to master academic and social skills over the course of 2 years, without arbitrary time constraints imposed by the traditional school calendar. This will limit the number of students inappropriately labeled as 'special education' and minimize the harmful life-long effects of such labels.

2.2 Proposed Enrollment

2.2.1 Indicate proposed enrollment cap

School Enrollment Cap: 180 students total, Kindergarten through 8th Grade, and Pre-K

2.2.2 Describe any plans for phased enrollment



Year 1: 30 total students (15 Kindergarten, 15 First Grade)

Year 2: 45 total students (15 Kindergarten, 15 First Grade, 15 Second)

Year 3: 65 total students (15 Kindergarten, 15 First, 15 Second, 20 Third)

Year 4: 85 total students (15 Kindergarten, 15 First, 15 Second, 20 Third, 20 Fourth)

Year 5: 105 total students (15 Kindergarten, 15 First, 15 Second, 20 Third, 20 Fourth, 20 Fifth)

Year 6: 125 total students (15 Kindergarten, 15 First, 15 Second, 20 Third, 20 Fourth, 20 Fifth, 20 Sixth)

Year 7: 145 total students (15 Kindergarten, 15 First, 15 Second, 20 Third, 20 Fourth, 20 Fifth, 20 Sixth, 20 Seventh)

Year 8: 165 total students (15 Kindergarten, 15 First, 15 Second, 20 Third, 20 Fourth, 20 Fifth, 20 Sixth, 20 Seventh, 20 Eighth)

Year 9: 180 total students (15 Pre-K, 15 Kindergarten, 15 First, 15 Second, 20 Third, 20 Fourth, 20 Fifth, 20 Sixth, 20 Seventh, 20 Eighth)

2.2.4 Classroom loading policy

Pre-K and Kindergarten—15 student max per grade level (60 sq/ft. per student)

1st and 2nd Grade—15 student max per grade level (40 sq/ft. per student)

3rd through 5th Grade—20 student max per grade level (40 sq/ft. per student)

6th through 8th Grade—20 student max per grade level (35 sq/ft. per student)

2.2.5 Classroom needs (see subsection 2.2.2 for grade-level specifics)

Year 1: 4 classrooms (2 general classrooms, 2 elective classrooms), 30 total students

Year 2: 6 classrooms (4 general and 2 elective), 45 total students

Year 3: 6 classrooms (4 general and 2 elective), 65 total students

Year 4: 8 classrooms (6 general and 2 elective), 85 total students

Year 5: 8 classrooms (6 general and 2 elective), 105 total students

Year 6: 10 classrooms (8 general and 2 elective), 125 total students

Year 7: 10 classrooms (8 general and 2 elective), 145 total students

Year 8: 12 classrooms (10 general and 2 elective), 165 total students

Year 9: 12 classrooms (10 general and 2 elective), 180 total students

Administration Building:

The Administration Building will be 3200 sq. ft. with a Hogan style entry, leading into an administrative space housing the following spaces:

1. Principal's office
2. Reading Specialist's office
3. Secretary/Reception area
4. Nurse
5. Special Education Coordinator
6. Faculty Workroom and Teacher's Lounge
7. Conference Room
8. Storage

Multi-purpose Building:

Ideally we would like to build our own facility, as outlined below. If that is not financially feasible, our second option would be to share space with the Gadii'ahi Community Center/Gym, which has been approved as part of the community's master development plan.

Gym/Cafeteria

Kitchen/Food Storage/Staff toilets w/lockers/Office

Library (including main room with stacks and reference area)

Parent/Community Workspace

2.3 Site and Facilities (if applicable)

2.3.1 Location/site

We are looking to build Dream Dine' at the northwestern corner of the junction of HWY 64 and IR-57 in Gadii'ahi, NM (see **Appendix C** for Google image of potential site location). The designated land is currently undeveloped. Dream Dine's 23,000+ sf. facility, including 12 classrooms, an administrative building, a multi-purpose building and a central amphitheater will be located here. We will need to work with the Navajo Tribal Utilities Authority regarding infrastructure needs.

2.3.4 Facility evaluation (If applicable)

Not applicable at this time.

3. PROPOSED FACILITY REQUIREMENTS (Ed Spec)

3.1 Facility Goals and Concepts

3.1.1 What are the goals to be met by your school facility?

Our facilities will encourage and facilitate the implementation of our mission and vision. The classrooms themselves (circular structures honoring the 4-directions, with both indoor and outdoor educational space) will provide culturally relevant spaces for our Dine'-centered curriculum. The amphitheater will provide a space to host community cultural activities. These spaces, along with the community garden and elective classrooms (for the sciences and arts) will provide on-site spaces to engage in experiential education activities. We would like our multi-purpose building, with cafeteria, gym, parent/community workspace, library and computer lab to be utilized for educational purposes by our students as well as elders, families, and friends. We would like to encourage community meals to provide an informal time and space for intergenerational dialogue and for our students to practice their Navajo language fluency.

In collaboration with the Cudei Chapter we expect to enter into a 99-year lease agreement with the Navajo Nation for the project land, at fair market value.

3.1.2 Concepts

Our school will be located in Gadii'ahi (Cudei), New Mexico, a small rural community of approx. 1000 people in the northeast corner of the Navajo Nation. Based on community input, it has been decided that instead of the typical large, rectangular structures that are symbolic of an educational system imposed upon Navajo communities for generations, our school is designed to more accurately/holistically represent Dine' Culture.

The school will be laid out around a central “amphitheater”—a gathering place for the entire school, made by students, families and staff out of rammed earth and honoring the 4 cardinal directions. From this central space, the over-all layout follows the Dine' Philosophy of Life, which is circular. To the easterly direction, the school site will stand open, reflecting life's beginning. According to traditional Dine' teachings, human life starts to the East and moves from infant-hood to childhood to adolescence to mature adult to elder following the sun (clockwise, or sun-wise). Our classrooms follow a similar pattern with the youngest children to the southeast, moving to the older grade levels as we move around the circle. Additional structures such as the community garden/farm, playgrounds and fields, the community center, the Administration building and cafeteria would surround the school and are organized using the same principles—moving from life's earliest seeds (the garden/farm in the southeast) to youth (playgrounds and the community activity center in the west/southwest) to maturity (Administration in the west) and to old age (the cafeteria in the north).

Our Navajo-inspired design provides each mixed-aged cohort of students a familiar space and a sense of ownership over their educational environment. This unique design is meant to facilitate collaboration between teachers as they share age cohorts, a central space between classrooms, an amphitheater in the center of the school, and office space. The structures themselves are designed to be southern/southeastern-facing with large glass windows to maximize energy efficiency through natural light and heating.

The administrative office has a hogan-shaped entry that houses various administrative offices including, a nurse's clinic, a teachers' lounge, faculty workspace and a large conference room.

Site Recreation/Outdoor play area

Basketball courts: For small middle schools with less than 200 students, one (1) 40 ft. x 60 ft. concrete pad with six basketball goals should be provided (approx. .6 acres).

Main field: We would like to provide an eight-lane, 400 meter dirt track on a 570 feet x 250 feet multi-purpose playing field (about 3.27 acres). Based on community input, we may choose to use the same space for a multi-purpose playing field and track, a baseball or soccer field.

*We hope to partner with the Gadii'ahi community for the first few years to utilize their indoor gym space.

The entire complex will be housed in a rural area enclosed with a fence. Parking will be located to the north-west of the school, so that all visitors must pass by the administration offices before entering the school itself. All employees will be expected to undergo both Navajo Nation and federal background checks, ensuring the presence of numerous adults in the vicinity who can help monitor the presence of visitors on or near the complex.

Major Facility Concepts:

Design Concept: The design of the classrooms is based on Navajo cultural design principles and traditional building methods.

Sustainability Concept: The buildings are oriented southeast to maximize solar gain in the winter and minimize gain in the summer. The buildings utilize a radiant floor heating system and windows designed to maximize passive cooling systems.

Safety/Security Concept: Sightlines from the administration building are maximized to allow for auditory and visual connection to the students. The buildings are clustered and positioned on the site to limit external access.

Community Use: A semi-private community amphitheater and gymnasium space has been designed to be open to the community for events.

Flexibility: The buildings are designed to be tailored to the teachers and administrators by furniture and temporary solutions. The buildings can be adapted to varying evolving conditions. The site plan is expandable as well by connecting to the radial clustering pattern.

Utilities: Because of the scarcity of water on the Navajo Reservation all plumbing systems will meet or exceed LEED standards for water conservation. Electrical systems will be on a system to reduce waste and minimize plug load waste in off hours.

3.2 Space Requirements

3.2.1 Space Summary (proposed)

<u>Structures</u>	<u>Square footage</u>
Administrative Building	3200 total
Principal	(150)
Instructional Coach	(150)
Secretary/Reception area	(900)
Nurse	(400)
SPED Administrative offices	(100)
Faculty Workroom	(500)
Teachers' Lounge	(500)
Conference room	(200)
Record Storage	(100)
General Storage	(200)

Double Classroom Buildings (6)	9400 total
Pre-K and Kindergarten	(1800: 900 each, 60 sq/ft. per student)
1 st and 2 nd Grades	(1200: 600 each, 40 sq/ft. per student)
3 rd and 4 th Grades	(1600: 800 each, 40 sq/ft. per student)
5 th and 6 th Grades	(1400: 700 each, 35 sq/ft. per student)
7 th and 8 th Grades	(1400: 700 each, 35 sq/ft. per student)
Electives (Science and Art)	(2000: 1000 each)
Multi-Purpose Facility	10385
Gym/Food Service	(5200)
Kitchen	(1800)
Storage: Food and Dry	(360)
Staff toilets w/lockers	(150)
Office	(75)
Library	(2000)
Parent/Community Workspace	(800)

Rationale:

Classrooms (indoor educational space): Total—9400 nsq/ft of instructional space

Pre-Kindergarten: 15 students, one (1) classroom, 900 nsq/ft. (60 sq/ft per student). The additional space is requested to accommodate play-based learning opportunities, student centers, reading area and snack/nap area.

Kindergarten: 15 students, one (1) classroom, 900 nsq/ft. (60 sq/ft per student). The additional space is requested to accommodate play-based learning opportunities, student centers, reading area and snack/nap area.

First and Second Grades: 30 total students, two (2) classrooms, 1200 nsq/ft. (600 sq/ft. per classroom, 40 sq/ft. per student). The additional space is requested to accommodate for cooperative learning, group projects and physical movement.

Third and Fourth Grades: 40 total students, two (2) classrooms, 1600 nsq/ft (800 sq/ft per classroom, 40 sq/ft per student). The additional space is requested to accommodate for cooperative learning, group projects and physical movement.

Fifth-Eighth Grades: 80 total students, four (4) classrooms, 2800 total nsq/ft (700 sq/ft per classroom, 35 sq/ft per student). The additional space is requested to accommodate for exploratory learning opportunities.

Two (2) Elective Classrooms: Science (physical, biology, earth) and Visual Arts (includes storage space and kiln), 2000 nsq/ft (1000 sq/ft per classroom). Science lab will be utilized for the investigation of soil, water and air contaminants, plant and animal life, etc. Art instruction will include traditional Navajo crafts, including ceramic work, weaving, silver-smithing, moccasin-making, etc.

Gym/Food Service (dual usage space), Library, Computer Lab, Parent/Community Workspace: Total—10385 sq/ft.

Ideally we would like to build our own facility, as outlined below. If that is not financially feasible, our second option would be to share space with the Gadii'ahi Community Center/Gym, which has been approved as part of the community's master development plan.

Gym/Food Service—5200 sq/ft.

Kitchen—1800 sq/ft.

Food Storage—180 sq/ft.

Dry Storage—180 sq/ft.

Staff toilets w/lockers—150 sq/ft.

Office—75 sq/ft.

Library—2000 sq/ft. (main room with stacks and reference area); consider including outdoor reading spaces as well

Parent/Community Workspace—800 sq/ft.

4. CAPITAL PLAN

Using the NMPSFA adequacy standard guide, the Maximum Building Gross Square Footage would be 37,800 sq/ft. (this is using the middle school maximum building gross square footage: 180 students @ 210 gross sft/student). Considering the unique design of our school, our designer estimates the “hard costs” of Dream Dine' Charter School to be between \$140 and \$160 per square foot.

Therefore we estimate the total hard costs to be somewhere between \$5,292,000 and \$6,048,000. Since we will be building this school on the Navajo Nation we will not need to purchase land, although we will enter into a 99-year lease agreement with the Tribe.

Once our Governing Board is officially formed they will create a temporary Capital Funding Committee to begin the process of identifying possible sources of funding for the building of Dream Dine'. Initially our funding for a temporary school site will come from lease reimbursement payments, but we hope to access federal impact aid and capital grants through the Navajo Nation to help pay for the building of a unique educational facility. In addition, we intend to apply for grants from outside funders such as the Daniels Foundation, Kellogg Foundation, Partners and others.

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table (if applicable)

- Name: Dream Dine'
- Physical address: intersection of HWY 64 and IR-57
- Total site acreage: 10+ acres in the community of Gadii'ahi, NM
- Expected opening date: August, 2014
- Dates of additions and renovations: the Capital Plan includes hard costs for the entire school facility. No large additions or renovations are expected, although we hope that every 2 years families and community members will assist in the rebuilding of the outdoor shade houses that provide shelter for the outdoor educational space adjacent to each classroom.
- We do not have a FCI or NMCI
- The land will be leased from the Navajo Nation for 99 years at fair market value
- Maximum facility square footage is estimated at 37,800 square feet.
 - This includes 6 Navajo-inspired educational structures, each housing 2 classrooms. The indoor instructional space of each structure is between 1200 and 2000 sq/ft. including storage and restrooms for the lower elementary grades or lab space for upper grades. Total square footage for all 12 classrooms is 9,400/ In addition each class will have outdoor, covered space (not included).
 - The administration building housing offices, teacher's lounge, nurse, etc. is estimated to require 3,200 sq/ft.
 - A large, multi-purpose building housing a gym and cafeteria space, a kitchen, food storage space, library and computer lab, parent/community workspace is estimated to be 10,385 sq/ft.
- Dream Dine' will have 10 permanent general classrooms and an additional 2 permanent elective classrooms (a science lab and art facility)
- No portable classrooms will be required upon completion of the school site, but we may require them for the first 2-3 years if we can secure land.

- Instructional/Classroom square footage per student:
 - 60 sq/ft. for Pre-K and Kinder (capped at 15 students per grade level)
 - 40 sq/ft. for 1st and 2nd grades (capped at 15 students per grade level)
 - 40 sq/ft. for 3rd and 4th grades (capped at 20 students per grade level)
 - 35 sq/ft. for 5th-8th grades (capped at 20 students per grade level)
 - 2 Elective classrooms—1000 sq/ft. per classroom

5.2 Site Plan (if applicable)

See below for site design and layout

5.8 Detailed Space and Room Requirements (Ed Spec) if applicable

5.8.1 Technology and communications criteria

- School-wide wireless internet access, smart boards in each general ed. Classroom. We are also considering the feasibility of I-pads for upper grade-level students

5.8.2 Power criteria—N/A at this time

5.8.3 Lighting and day lighting criteria

- Southeast facing sliding glass doors and sky lights in each classroom will supplement overhead lighting

5.8.4 Environmental conditioning criteria—N/A at this time

5.8.5 Classroom acoustics criteria

- No specific requirements, except in Structure 6 (elective classrooms 11 and 12) where we hope to offer a music/dramatic arts program

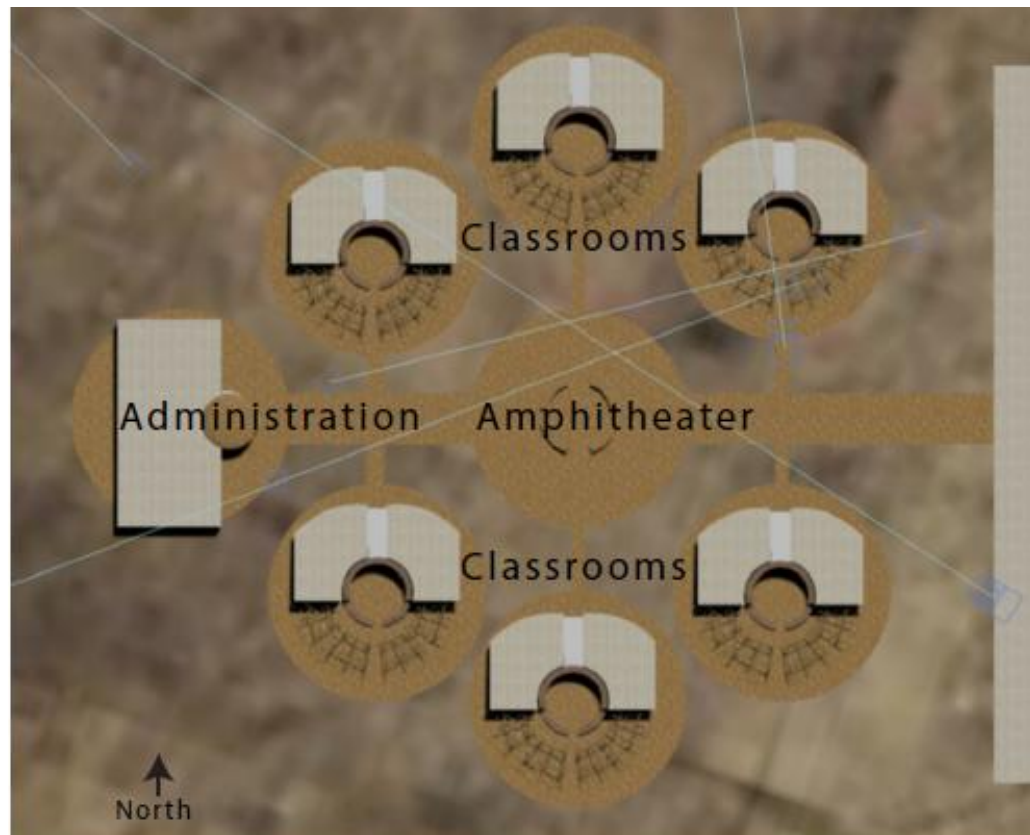
5.8.6 Furnishing and equipment criteria—to be determined by instructional staff

5.8.7 Table types—to be determined by instructional staff depending on subject area, age level, and instructional methodology

5.8.8 Storage types—common space between classrooms will offer some structural storage space

5.8.9 Criteria sheets—N/A at this time

Dream Dine' topographical layout



Dream Dine' southeast perspective

