

New Mexico Public Education Commission



2023 Charter School Renewal Application Part E: Facilities

Charter Schools Division
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Approved by the Public Education Commission: March 18, 2022

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Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit.

School Information

Name of School: Dream Dine' Charter School

Facilities Narrative

Provide a description of the charter school facilities. Enter applicant response in box below:

School response: Dream Dine is District Charter School, Central Consolidated Charter School (CCSD) located in Shiprock, NM. The school sits on a .69 Acre plat and was surveyed by the Navajo Nation General Land Department in 2020. Dream Dine currently has a Chapter Resolution allowing the school to operate within the community of Shiprock, 02-10-19-039-SHIP.
--

Dream Dine is District Charter School, Central Consolidated Charter School (CCSD) located in Shiprock, NM. The school sits on a .69 Acre plat and was surveyed by the Navajo Nation General Land Department in 2020. Dream Dine currently has a Chapter Resolution allowing the school to operate within the community of Shiprock, 02-10-19-039-SHIP.
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Dream Dine has worked with NM Public School Facility Authority (NMPFSA) and has adhered to 1978 NMSA 22-8B-4.2 standards with a valid permanent Certificate of Occupancy, NM #20322 and valid Facility Master Plan. Dream Dine has 5 portable structures that are used for educational purposes. There is a playground and surrounding gardens on the campus.

Dream Dine intends to remain at its current site for 23/24 and 24/25 academic school years. A new 3 acre site has been identified and Dream Dine will begin its planning stages for this area with Navajo Nation, NMPFSA, and Shiprock Chapter.

Appendices

Include the following appendices as PDFs, using the following naming conventions. In place of “School Name” please use a short form of the school’s name, with the same form used consistently for all appendices.

	File Name	Documentation
E-1	E-1 E-Occupancy School Name	E-Occupancy Certificate
E-2	E-3 Lease Agreement School Name	A copy of the facility lease agreement, if applicable
E-3	E-4 Facility Master Plan School Name	Facility Master Plan

STATE OF NEW MEXICO
REGULATION AND LICENSING DEPARTMENT
CONSTRUCTION INDUSTRIES DIVISION
GENERAL CONSTRUCTION BUREAU

20322

 X THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.
PERMANENT _____ TEMPORARY, _____ EXPIRATION DATE _____

~ CERTIFICATE OF OCCUPANCY ~

THE FOLLOWING BUILDING OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF
OCCUPANCY GROUP F AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

 0 Hwy 64 Shiprock NM 87420
BUILDING ADDRESS

 DREAM DINE Charter school
NAME AND ADDRESS OF OWNER

 Jinba' BA Inc.
NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)

IF NO LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S)

 2014022060
BUILDING PERMIT NUMBER

PORTION OF BUILDING

 Frank Blackmoon Zaul Plm
INSPECTOR'S NAME

 8-13-2015
DATE

 Portable buildings only
COMMENTS



AMENDMENT TO LEASE AGREEMENT
(LEASE TERM RENEWAL)

LESSEE:
Dream Dine
Hwy 64 Interstate Rd 57
Shiprock NM 87420

EQUIPMENT LOCATION:
Dream Dine
US HWY 64
SHIPROCK NM 87420

Contract Number: 1001898226
Equipment Serial/Complex Number: MDS-866573
Insurance Replacement Value: \$23.565

By this Amendment, **Williams Scotsman, Inc.** and the Lessee (listed above) agree to modify the original lease agreement, dated 05/17/2022 (“Lease Agreement”) as set forth below.

- The rental term for the equipment identified above, shall be renewed from 05/16/2023 through 07/09/2024 (the “Lease Renewal Term”).
- The rental rate during the Lease Renewal Term shall be \$1771.95 plus applicable taxes, which Lessee agrees to pay Lessor in advance as set forth in the Lease during the Lease Renewal Term.
- Knockdown and return freight shall be at Lessor’s prevailing rate at the time the Equipment is returned.
- Qty (1) -44x12 Mobile Office (40x12 Box) Monthly - \$800.40
Qty (1) -Prof. Entrance-Canopy Monthly-\$120.75
Qty (1) -ADA/IBC Ramp -w/ switchback Monthly-\$621.00
Qty (1) -General Liability - Allen Insurance Monthly \$26.40
Qty (1) -Data Hub Rental Monthly – \$96.60
Qty (1) -Property Damage Waiver – Monthly \$106.80
- All other Terms and Conditions of the original Lease Agreement shall remain the same and in full force and effect.

ACCEPTED:

LESSEE: Dream Dine

LESSOR: WILLIAMS SCOTSMAN, INC.

Signature: Nadine Chatto

DocuSigned by:
Michele Gatewood
7709FA8217EB435...

Print Name: Nadine Chatto

Print Name: Michele Gatewood

Title: Head Administrator

Title: Customer Success Spec

Date: August 8, 2023

Date: 08-08-2023

Dream Diné Charter School

Facility Master Plan, Educational Specifications & Condition Assessment 2018-2023



Final October 2018



Architectural Research Consultants, Incorporated

✉ Albuquerque, NM

☎ 505-842-1254

📠 505-766-9269

🌐 <http://arcplanning.com>



Acknowledgements

Governing Council

Telletha Valenski - *President / Secretary*

Clarence Hogue - *Vice President*

Jasper Joe - *Member*

Kimberly Mohs, MD - *Member*

Jeremy Simpson - *Member*

Steering Committee

Tina Deschenie - *Head Administrator*

Charlotte Archuleta - *Business Manager*

Rhonda Barbone - *Teacher*

Consuela Benally - *Office Manager*

Sylvia Garcia - *Educational Assistant*

Tasheena Gray - *Educational Assistant*

Carmelita Lowe - *Bilingual Resource Coordinator*

Marlena Peshlakai - *AmeriCorps*

Geraldine Pete - *Teacher*

Lynette Talk - *AmeriCorps*

Pauline Yazzie - *AmeriCorps*

Parent Advisory Committee

Sierra Frank Ignacio - *President*

Lisa Begaye - *Vice President*

Alita Cody - *Secretary*

Keith Benally - *Parent*

NACA Inspired Schools Network

Daniel Ulibarri - *Director of Operations and Facilities*

Public School Facility Authority

Bill Sprick - *Facilities Master Planner*

Planning Consultant

Architectural Research Consultants, Incorporated, Albuquerque, NM

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List of Abbreviations

ADA	Americans with Disabilities Act
ARC	Architectural Research Consultants, Incorporated
ASHRAE	American Society of Heating, Refrigerating, and Air-Conditioning Engineers
BIE	Bureau of Indian Education
CA	Condition assessment
Cap	Capacity
CCSD	Central Consolidated School District
CIP	Capital investment project
DDCS	Dream Diné Charter School
Ed Specs	Educational specifications
FAD	Facilities assessment database
FCI	Facilities condition index
FMP	Facilities Master Plan
GSF	Gross square feet
IBC	International Building Code
IECC	International Energy Conservation Code
LED	Light-emitting diode
LEED	Leadership in Energy and Environmental Design
Max	Maximum
MEM	Student member
M&O	Maintenance and Operations
NACA	Native American Community Academy
NEC	National Electronic Code
NFPA	National Fire Protection Association
NISN	NACA Inspired Schools Network
NM	New Mexico
NMAC	New Mexico Administrative Code
NMCI	New Mexico Condition Index
NMDOT	New Mexico Department of Transportation
PARCC	Partnership for Assessment of Readiness for College and Careers
PEC	Public Education Commission
Port	Portable
Prgm	Program
PSCOC / PSFA	Public School Capital Outlay Council / Public School Facilities Authority
SPED	Special Education
TPC	Total project cost

Executive Summary



This document is a Facilities Master Plan / Educational Specifications / Condition Assessment for the Native American Community Academy (NACA) Inspired Schools Network (NISN), Dream Diné Charter School (DDCS).

The Public School Capital Outlay Council (PSCOC) and the Public School Facilities Authority (PSFA) require that all New Mexico public schools have five-year FMP/Ed Specs as prerequisites for eligibility to receive state capital outlay assistance. The FMP/Ed Specs guides capital planning decisions to support the school's educational mission and comply with minimum New Mexico Statewide Adequacy Standards, including variances for charter schools.

Dream Diné Charter School is a state-chartered public school serving kindergarten through 4th grade, located in Shiprock, New Mexico. The school offers an academic program aligned with state standards and benchmarks, as well a place-based elementary school where Diné philosophy, wisdom, history and teachings are the foundation of a dual-language, experiential curriculum.

Original Site Request for Future School

Dream Diné Charter School campus is composed of five single portables purchased from the Santa Fe Public Schools district. The portables sit on an irregularly shaped site of less than 1 acre. The school shares the site with Navajo Nation Head Start - Shiprock.

Since the school will need a larger facility as its enrollment grows, DDCS needs to work with its local school board members, city government employees and potential real estate agents to identify possible future facilities.

On September 19, 2018, Dream Diné Charter School submitted a written request to Central Consolidated School District inquiring about available facilities where DDCS could potentially locate. Please see the Appendix for this request. The formal response from CCSD is pending.

School Profile

The school opened in the 2014/15 school year with 33 students. Enrollment has decreased since 2014, totalling 27 students in

Exhibit ES-1 DDCS Profile

School Profile	Current	Future Goal	Amendment Requested (Fall 2017)
Grades served	K - 4th	K - 8th	K-5th
2017/18 enrollment	27 (40-day)		
Enrollment cap	180		105
Initial charter	2014		
Charter renewed	2019		

2017/18. In the future, DDCS wishes to grow to its enrollment cap of 105 students.

DDCS currently occupies five portable buildings, purchased with a PSCOC grant, situated on leased land. The facilities have high utilization and limited ability to accommodate additional students. To reach its enrollment cap, DDCS requires additional educational program area. Therefore, DDCS' long-range capital plan focuses on design and construction of a new facility. Initial programming, included in this document, identifies a need of approximately 19,024 GSF, including six flexible general classrooms and two specialized instructional spaces. The preliminary preconceptual estimated total project cost is \$6.9 million for the school facilities and \$3.8 million for utility improvements.

DDCS financial options are to pursue funding through public-private partnerships, fundraising, donations, NISN grants, PSCOC awards after six years, and/or legislative appropriations. The school can request

funding from the New Mexico Department of Transportation (NMDOT) for paving.

Statewide Adequacy Standards

NMAC 6.27.30

The Facility Master Plan and Educational Specifications follow the Public School Facilities Authority (PSFA) Statewide Adequacy Standards NMAC 6.27.30, dated September 1, 2002.

Charter-Alternative School Statewide Adequacy Standard Variance

The Facility Master Plan and Educational Specifications address the Charter-Alternative School Statewide Adequacy Standard Variance.

Governing Council Approval

The Dream Diné Governing Council approved the Dream Diné Charter School Facility Master Plan during a meeting on September 25, 2018.



Mural by
James Joe

1 Goals / Mission



This section discusses the school's goals, mission and philosophy. It describes the process of gathering and analyzing data, including meetings and interviews with DDCS administrators, teachers, staff and Governing Council members to confirm goals to guide this Facilities Master Plan, Ed Specs and Condition Assessment.

1.1 Goals

As students progress through Dream Diné's place-based academic program, they develop an academic foundation that prepares them to participate in the local, tribal, national and global economy. Place-based education is rooted in the stories, history, geography, environment, science and arts of the local community. This curriculum is brought to life through hands-on activities, outdoor educational opportunities and service-learning projects within the larger community, providing students a culturally rich, meaningful space to apply and master content.

Dream Diné is meeting the following goals:

In preparation for entering an increasingly complex world, students develop their capacity each year to:

1. Identify contemporary challenges facing their communities, the Navajo Nation and the broader society. Students design strategic, creative solutions for these challenges, and present them to classmates, teachers, parents, and the community. Possible place-based issues include:
 - a. The management and protection of natural resources (i.e. fossil fuels, renewable sources of energy, historic / cultural landmarks, water rights)
 - b. Intergovernmental relationships, tribal governance, and treaties
 - c. Management of farm land and livestock
 - d. Development of sustainable economies in rural communities
 - e. Land management, usage and protection, including land dispute and grazing rights issues
 - f. Maintenance and revitalization of indigenous languages and cultures
 - g. Accessing resources for education, community and economic development (within the Navajo Nation and beyond)
2. Each year, students increase their proficiency in both formal and informal uses of the Navajo language. Using the Navajo Nation Department of Diné Education's Oral Diné Language Assessment, they demonstrate increasing vocabulary, language dexterity, nuance, and oratory skills.
 - a. An example of the informal use of Navajo is the ability to participate in a conversation with a fluent Navajo speaker, covering topics of interest within the community
 - b. An example of formal use is the ability to attend the monthly Chapter meeting, understand the conversation, and describe, summarize, and evaluate a project for the community
 - c. Understand and describe the interconnectedness of traditional

teachings and songs, social change, environmental science and community health

- d. Re-tell traditional Navajo stories in both Navajo and English, including important characters, major events and specific geography and landmarks. Relate the story to the values it teaches and the social and / or physical phenomenon it explains.

(Source: 2013 New Charter School Application Kit Part C: Application - D.1)

1.1.1 Mission

Dream Diné Charter School is a place-based elementary school where the Diné philosophy, wisdom, history and teachings are the foundation of a dual-language, experiential curriculum.

Through DDCS' dual-language, experiential learning program, it nurtures strong, compassionate, bilingual young people who are committed to their personal and community health, wellness, relationships and progress.

DDCS' goal is to matriculate bilingual students who can communicate fluently in both Navajo and English, in academic, social and political settings; have first-hand experience in applying cultural knowledge to address various challenges facing their own communities; and carry a strong sense of identity that allows them to pursue college, careers, and community service.

(Source: www.dreamdine.org)

1.1.2 Educational Philosophy , Focus Area, Educational Program and Curriculum

The school seamlessly weaves together Diné wisdom and philosophy, New Mexico Common Core Standards, and local

community resources into a unique curriculum that strengthens students' sense of identity.

This curriculum is grounded in the culture, geography and history of the area. Experiential learning opportunities and service learning projects provide students with the local context to apply classroom content, empowering them to become positive warriors for the community and the world.

At Dream Diné, professional educators use a bilingual methodology that uses both Diné and English to teach and reinforce concepts and content. The ultimate assessment of the school's success is measured by the health, wellness, relationships and progress of the children, families and local community. (Source: DDCS 2013 Charter School Application, Appendix I)

1.1.3 Serving the Community

Both before opening the school and during its initial year, DDCS has engaged Shiprock community members in consultation about the purpose and process of education. It has conducted numerous one-on-one interviews, small group conversations and talking circles, speaking so far with over 80 educators, elders, parents, and youth. The school's explicit intention has been to provide local community members an opportunity to voice their aspirations for their own children. The school's work has been to gather these ideas and to design a school that fully reflects this unique vision. It is expected 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 students can make healthy life choices with confidence.

DDCS' mission and vision reflect the values,

goals and aspirations of the people it has spoken with so far, and it has plans to continue this process with hundreds more people in the coming months and years to assure that the school is aligned with the community’s vision of success.

Dream Diné Charter School is located near the Navajo Nation Head Start - Shiprock 1, which is behind the Shiprock Chapter House. In the future, the school will encourage interaction between the educational community and the broader community. DDCS would like to have “intergenerational meals” where elders and students can come together and laugh, share stories and learn together. In addition, the new school will be built around a central gathering space

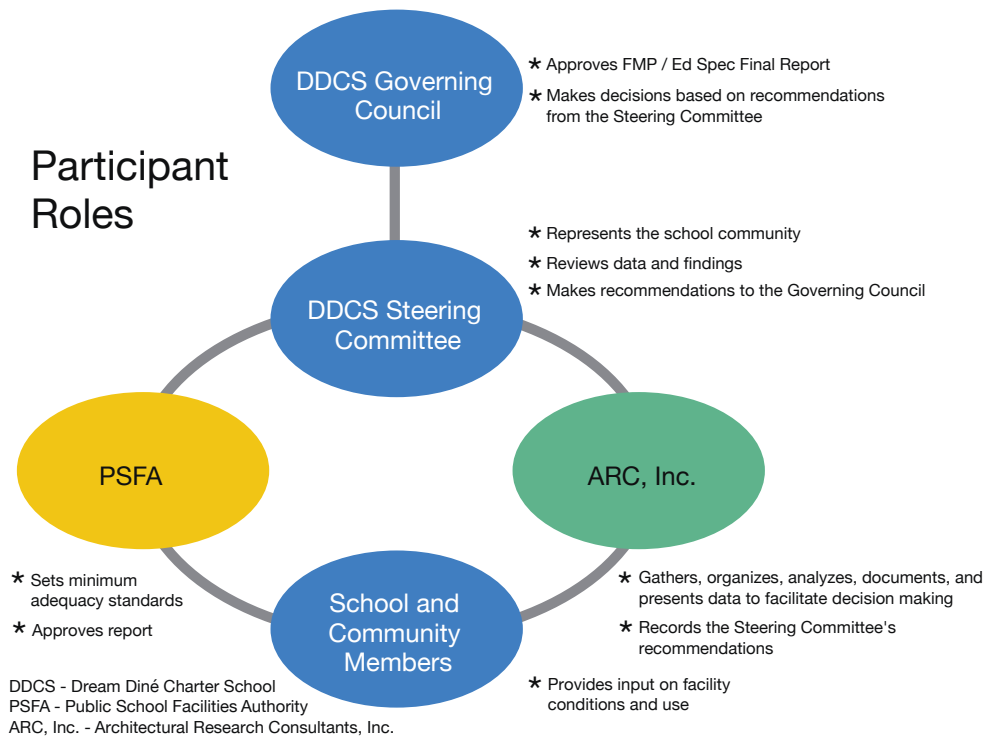
(amphitheater) where family and community events can be celebrated and honored. DDCS is excited to become a focal point of community life. (Source: www.dreamdine.org)

1.2 Process

1.2.1 Process for Data Gathering and Analysis

ARC uses a collaborative process to collect, review and analyze information about the school’s educational program and delivery, projected enrollment and anticipated future needs, and to determine capital priorities.

Exhibit 1-1 FMP / Ed Specs Collaborative Process



Steering Committee Involvement

DDCS assembled a steering committee of the school's teachers and administrators. ARC conducted two meetings on January 24, 2018 and March 12, 2018 with the steering committee to develop and gain consensus on the school's five-year capital needs.

The steering committee will make recommendations to DDCS' Governing Council at a future date, which has the

authority to make major operational and capital decisions for the school. ARC conducted a meeting on March 12, 2018 6:00 p.m. with the Governing Council.

Authorized Contact

The individual authorized to discuss this submission is Tina Deschenie, Head Administrator, P.O. Box 4386, Shiprock, NM 87420, phone: 505.368.2500, email: administrator@dreamdine.org

Steering Committee

Tina Deschenie, Head Administrator
Charlotte Archuleta, Business Manager
Rhonda Barbone, Teacher
Consuela Benally, Office Manager
Sylvia Garcia, Educational Assistant
Tasheena Gray, Educational Assistant
Carmelita Lowe, Bilingual Resource
Coordinator
Marlena Peshlakai, AmeriCorps
Geraldine Pete, Teacher
Lynette Talk, AmeriCorps
Pauline Yazzie, AmeriCorps

Governing Council

Telletha Valenski, President/Secretary
Clarence Hogue, Vice President
Jasper Joe, Member
Kimberly Mohs, MD, Member
Jeremy Simpson, Member

Parent Advisory Committee

Sierra Frank-Ignacio, President
Lisa Begaye, Vice-President
Alita Cody, Secretary
Keith Benally, Parent

2 Projected Conditions



This section presents an overview of DDCS' current educational programs, enrollment and facilities configuration.

2.1 Programs and Delivery Methods

2.1.1 Programs Overview

DDCS offers an elementary school program for students in kindergarten through 4th grades. The academic program is comprised of core subjects established by the Common Core State Standards, and aligned with the State of New Mexico's Benchmark and Performance Standards.

DDCS is a place-based elementary school where the Diné philosophy, wisdom, history and teachings are the foundation of a dual-language, experiential curriculum.

During its two-week testing window each spring, students take the PARCC assessment for 3rd and 4th graders, and participate in the oral Navajo language proficiency assessment annually. A proficient Navajo speaker administers pre- and post-tests, developed by the Navajo Nation Department of Diné Education, at the beginning and end of each academic year to assess student proficiency and growth in conversational and descriptive uses of Navajo.

Shared or Joint Use

DDCS has the use of other public facilities. A significant contribution by the school is showcasing the student's Diné talent to the community. The school has performed Diné

songs and dances for special Navajo calendar events at the Shiprock Chapter House, Diné College and Shiprock Community Center.

The Chapter House and Shiprock High School's performing arts theater have welcomed the school at their facilities for larger events such as traditional shoe games and winter performance.

Instructional Program

Students engage in context-specific, integrated curriculum that is thematically organized based on seasonal events. For each season, classroom lessons and experiential activities are grounded in the traditional livelihoods of Diné people (land management, livestock, weaving, farming, etc.), cultural stories, songs and activities, plant and animal life, astronomy, etc. Learning is grounded in and supports the development of identity through Diné kinship.

General Instructional Organization

DDCS organization is by mixed-age grade level. For example, the school combines kindergarten and 1st grade, and 2nd, 3rd and 4th grades.

Scheduling Approach

DDCS holds classes Monday through Friday. Hours of operation are 7:50 a.m. to 3:00 p.m. It schedules 12 half-days from 7:50 am to 11:30 am on Wednesdays throughout the school year for student instruction, which leaves the second half of the day for staff professional development.

Students in kindergarten through 4th grade receive single classroom curriculum instruction in core subjects, including Diné studies, language arts and math. Activity breaks include recess, lunch and physical education.

True to the traditional Diné lifeway, each morning begins with physical activity such as a run to the east. On Mondays and Wednesdays, kindergartners through 4th grade students take physical education and have daily recess. In addition, on Wednesday half-days, Yeego Garden provides instruction in gardening, nutrition and wellness.

Private Facility

A land lease agreement by and between Southwest Community Resources, Inc., a New Mexico nonprofit corporation has been fulfilled since the loan was paid in full. The school owns five portables that house two classrooms, one multipurpose room, one administration office and the restroom.

Special Curricular and Extracurricular Activities

Special Education (SPED)

DDCS is a full-inclusion school. It fully integrates SPED students into regular classrooms, although they may receive pullout support for occupational/physical therapy, speech and language, and other individualized services as required.

2.2 Proposed Enrollment

2.2.1 Enrollment Phasing

DDCS plans to implement enrollment incrementally each school year until it reaches its enrollment cap.

Projected Enrollment

Method

Enrollment projections used the cohort-survival method, which tracks the number of students in a cohort (a group of students of a certain age who move together through one grade level to the next) and the likelihood that they would progress from one grade to another within the same school. Calculation of survival rates (ratios of the number of students who remain from one year to the next) used the New Mexico Public Education Department's historic 40-day enrollment data for public and state-run charter schools.

Calculation of future enrollment is based on prevailing birth rates (for students entering kindergarten) and the averages of previous cohort survival rates (for other grades). Since Dream Diné's enrollment history is insufficient for calculating cohort survival rates, analysis used cohort survival rates from nearby schools in the Central Consolidated School District (CCSD) that have historically transferred students to or from Dream Diné.

Projection Scenarios

To refine projections into high-, mid-, and low-range scenarios, the planning team incorporated external information, such as demographic shifts, economic trends, and school program offerings and outreach efforts.

Planners prepared three enrollment projection scenarios, based on historical trends and expectations for future growth.

- *Mid-Range* (most likely) shows a gradual increase as classes matriculate through the 5th grade. Enrollment reaches 51 students by 2027-28.
- *Low-Range* reflects lower birth rates and increased out-migration. Enrollment reaches 37 students by 2027-28.

Exhibit 2-1 Dream Diné Enrollment Projections by Range

Dream Diné Charter School Enrollment Projection Series:
2015–2028

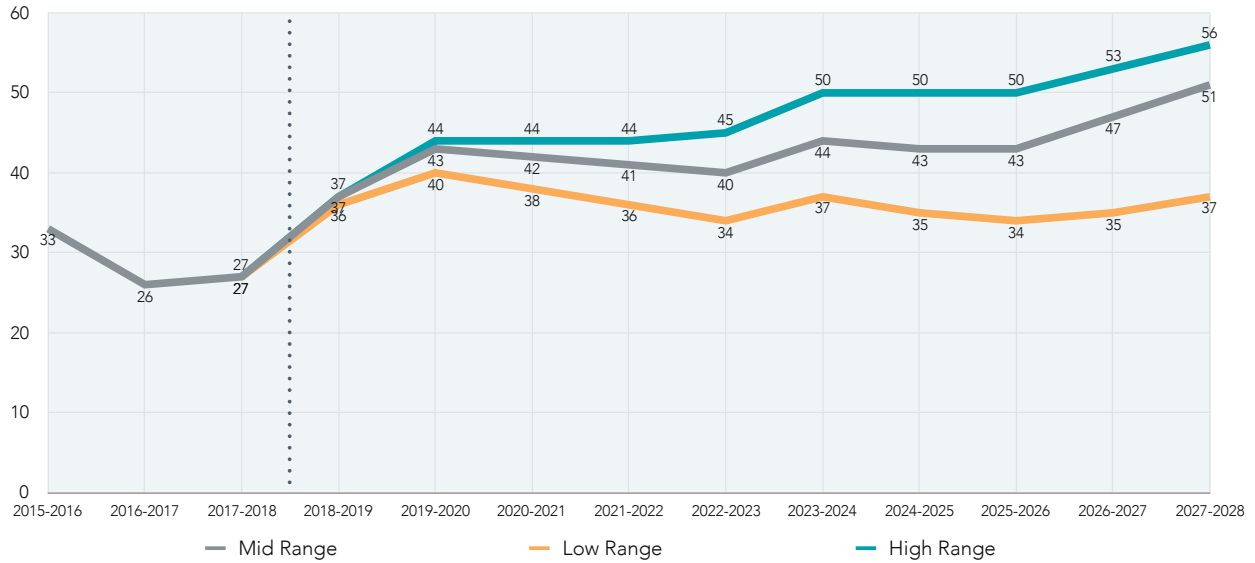


Exhibit 2-2 Dream Diné Mid-Range Enrollment Projections by Grade

	80-Day Count		40-Day Count		Projections								
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Kindergarten	10	4	2	11	10	6	7	7	8	9	10	10	11
1st Grade	11	7	8	2	11	10	6	7	7	8	9	10	10
2nd Grade	12	7	7	7	2	10	9	5	6	6	7	8	9
3rd Grade	0	8	6	7	7	2	10	9	5	6	6	7	8
4th Grade	0	0	4	6	7	7	2	10	9	5	6	6	7
5th Grade	0	0	0	4	6	7	7	2	9	9	5	6	6
Total	33	26	27	37	43	42	41	40	44	43	43	47	51

- *High-Range* anticipates increased awareness of the school through outreach efforts, with enrollment reaching 56 students by 2027-28.

Because Dream Diné’s distinct program sets it apart from CCSD and schools in the Bureau of Indian Education system, it might succeed in drawing students from those schools. However, Dream Diné must still compete for enrollment with public and Bureau of Indian Education (BIE) schools in the area. Please see Exhibits 2-1 and 2-2.

2.2.2 Classroom Loading Policy

DDCS’ small class size (15 students in kindergarten, 1st and 2nd grades; and 20 students in 3rd, 4th and 5th grades) and multi-age grouping strategy (kindergarten and 1st combined, 2nd and 3rd combined and 4th and 5th combined) are essential to developing language proficiency, providing individual attention, and creating a collaborative environment for students. The student teacher ratio is 15:3 with one teacher, one educational assistant and one AmeriCorps assistant per classroom. In small classes, students are

grouped by skills intervention. Teachers ensure that differential instruction is provided for students at varying skill / ability levels. The small class sizes reflect geographical and socioeconomic constraints, cultural factors, and the combined classes are more cost-effective, in view of a limited budget and space.

2.2.3 Classroom and Space Needs

ARC analyzed the school facilities to determine existing classroom use and the number of classrooms needed to accommodate a current and projected student enrollment. The analysis considered the supply of and demand for classrooms.

We based the supply of classrooms on identified use and a detailed inventory of all net instructional spaces (portables) available at

the school that house general education.

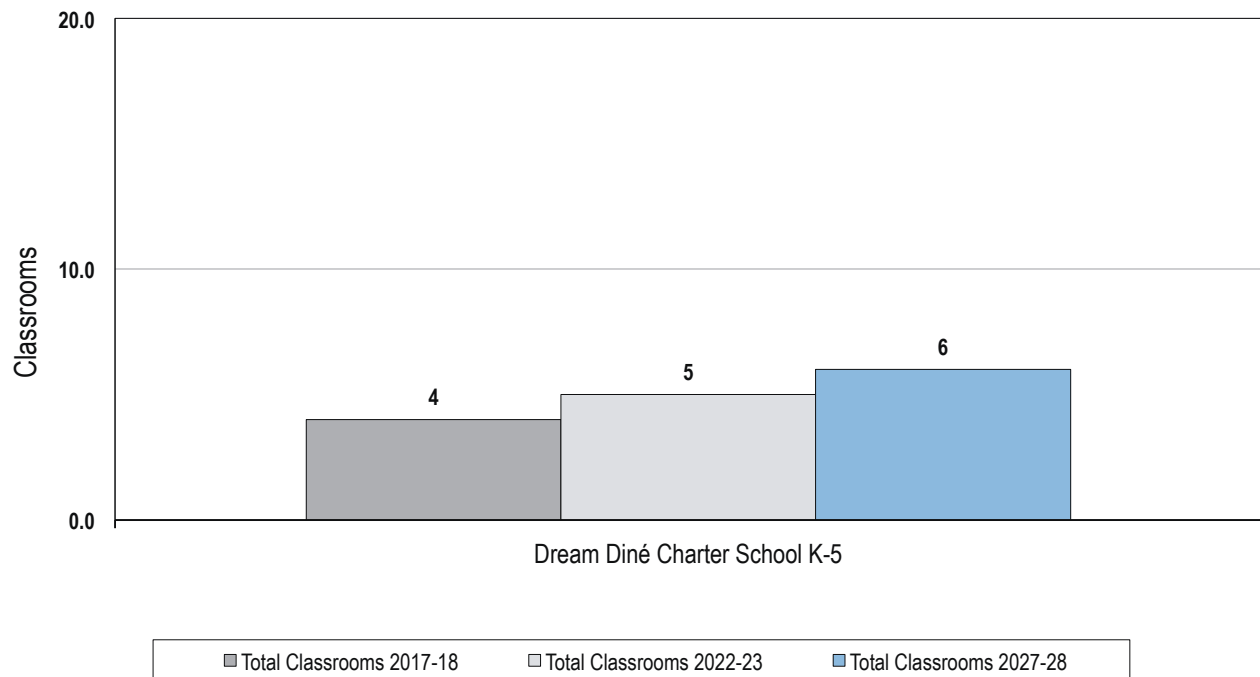
Analysis of the demand for classrooms calculated the need for general education classrooms. The calculation was based on the state-mandated pupil/teacher ratios and the special programs mix at the school, and used existing and projected enrollments. We assumed that future special program need reflects the enrollment ratios that exist at the school.

The analysis then compared the number of classrooms needed to meet current and projected enrollments to the number of available classrooms (considering the total number of classrooms, including permanent and portable units, and permanent classrooms only, excluding portable units).

Facility planners can estimate capital

Exhibit 2-3 Available Classrooms and Projected Classroom Need

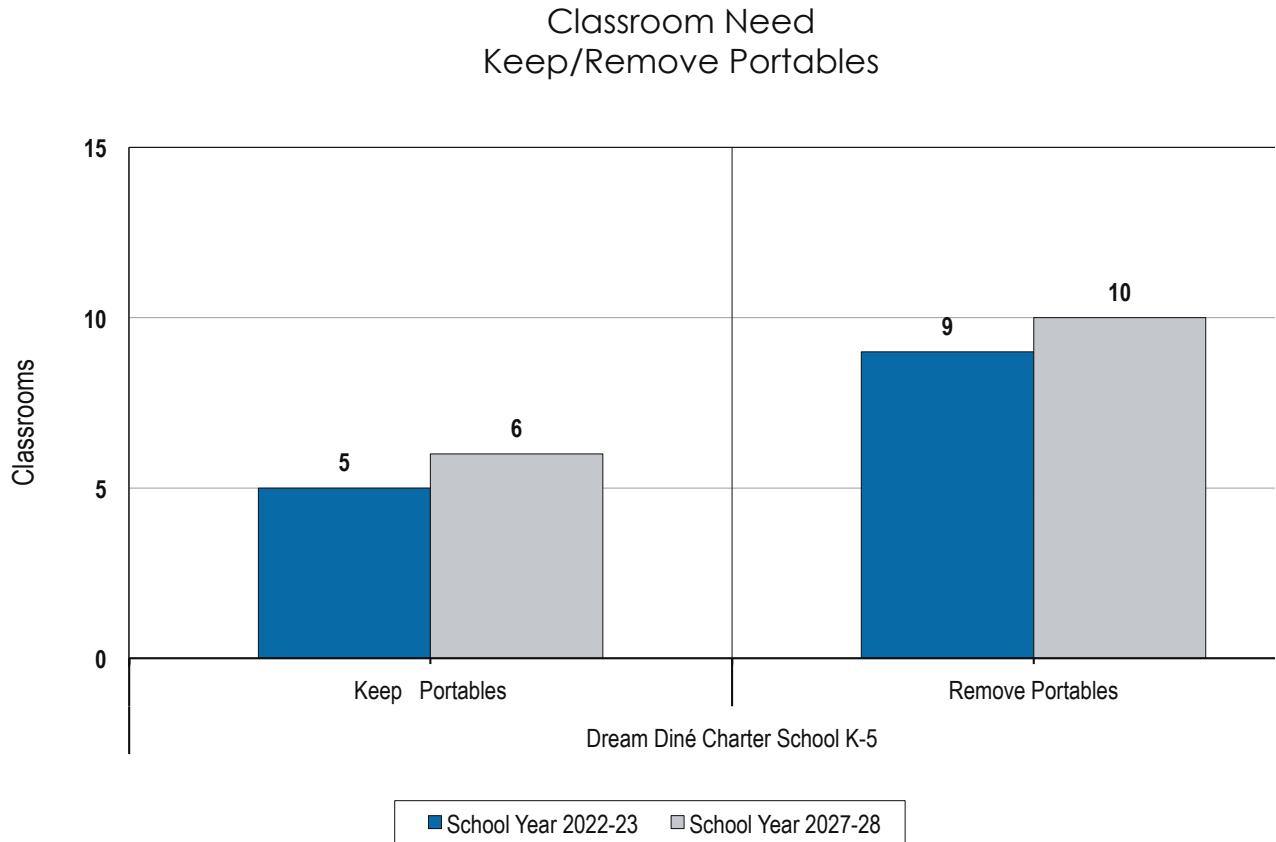
Available Classrooms vs. Projected Classroom Need



requirements based on the utilization information and the condition of the existing facilities. These requirements address classroom deficits. Planners can then consider various strategies to meet classroom need

projections, including a new school, classroom additions, portable classrooms, or grade reconfiguration.

Exhibit 2-4 Classroom Need with and without Portables



Classroom Need Analysis

Dream Diné Charter School has insufficient classrooms to meet its five-year and ten-year projected classroom need, assuming mid-range enrollment projections. It will need two

classrooms within ten years, as illustrated in Exhibit 2-5. The school has configured grades for kindergarten and 1st graders, and 2nd, 3rd and 4th graders.

Exhibit 2-5 Classroom Need Analysis

Classroom Need Analysis

Dream Diné Charter School K-5
Evaluation: 2017-18 sy

Enrollment Data	ES
40-Day Enrollment	27
5-Year Projections ES	40
10-Year Projections ES	51

School Data						Charter Enrollment Cap				5th Year Projections				10th Year Projections			
Classroom Use	DD PTRs	Existing			Prgm Sp	September 2017 Update				2022-23				2027-28			
		Perm	Port	Total		Chtr Cap	CR Need Calc		Avg PTR	Proj Enroll	CR Need Calc		Avg PTR	Proj Enroll	CR Need Calc		Avg PTR

Elementary K-5: per Charter PTRs K-2nd = 15:1 and 3rd-5th = 20:1

Classroom Use	DD PTRs	Perm	Port	Total	Prgm Sp	Chtr Cap	CR Need Calc Straight	CR Need Calc Round	Avg PTR	Proj Enroll	CR Need Calc Straight	CR Need Calc Round	Avg PTR	Proj Enroll	CR Need Calc Straight	CR Need Calc Round	Avg PTR
Kindergarten	15		0.5	0.5		15	1.00	1.0	15.0	7	0.47	0.5	7.0	11	0.73	1.0	11.0
1st Grade	15		0.5	0.5		15	1.00	1.0	15.0	7	0.47	0.5	7.0	10	0.67	1.0	10.0
2nd Grade	15		0.33	0.33		15	1.00	1.0	15.0	5	0.33	0.5	5.0	9	0.60	0.5	18.0
3rd Grade	20		0.33	0.33		20	1.00	1.0	20.0	9	0.45	0.5	9.0	8	0.40	0.5	8.0
4th Grade	20		0.34	0.34		20	1.00	1.0	20.0	10	0.50	0.5	10.0	7	0.35	0.5	7.0
5th Grade	20			0		20	1.00	1.0	20.0	2	0.10	0.5	2.0	6	0.30	0.5	6.0
Subtotal:	0	2	2	0		105		6		40		3.0		51		4.0	

Special Education/Programs

Classroom Use	DD PTRs	Perm	Port	Total	Prgm Sp	Chtr Cap	CR Need Calc Straight	CR Need Calc Round	Avg PTR	Proj Enroll	CR Need Calc Straight	CR Need Calc Round	Avg PTR	Proj Enroll	CR Need Calc Straight	CR Need Calc Round	Avg PTR
Subtotal:	0	0	0			0		0.0				0.0		0		0.0	
Total:	0	2	2	0		105		6		40		3.0		51		4.0	

Shared Programs

Classroom Use	DD PTRs	Perm	Port	Total	Prgm Sp	Chtr Cap	CR Need Calc Straight	CR Need Calc Round	Avg PTR	Proj Enroll	CR Need Calc Straight	CR Need Calc Round	Avg PTR	Proj Enroll	CR Need Calc Straight	CR Need Calc Round	Avg PTR
Multipurpose			1	1				1.0				1.0				1.0	
Subtotal:	0	1	1	0		0		1.0		0		1.0		0		1.0	

Other Use

Classroom Use	DD PTRs	Perm	Port	Total	Prgm Sp	Chtr Cap	CR Need Calc Straight	CR Need Calc Round	Avg PTR	Proj Enroll	CR Need Calc Straight	CR Need Calc Round	Avg PTR	Proj Enroll	CR Need Calc Straight	CR Need Calc Round	Avg PTR
Administration			1	1				1.0				1.0				1.0	
Subtotal:	0	1	1	0				1				1				1	
Grand Total:	0	4	4	0		105		8		40		5		51		6	

Classroom Need/(Excess) ¹ :	+4	+1	+2
Classroom Need/(Excess) w/o Port ¹ :	+8	+5	+6

Notes:
Calculations based on supplied PTRs
MS calculations by section = 3 Sections of each Subject plus prep period = 1 FTE per subject
¹ "+" Indicates additional classrooms need to accommodate expected enrollments.

2.3 Sites / Facilities

2.3.1 Location / Site

Dream Diné Charter School leases a portion of land adjacent to the Navajo Nation Head Start - Shiprock 1 campus in Shiprock, NM. All portables (4,224 GSF) are located near the intersection of US Hwy 64 and Old High School Road in Shiprock. (Please see Exhibits 2-6 and 2-7.)

DDCS' existing facilities have high utilization and limited ability to accommodate additional students. For DDCS to reach its enrollment cap of 105 students in the future, the school will need to expand its facility area.

2.3.2 Facility Evaluation

Please see Section 5.3.1 for the facilities assessment database (FAD) sheets.

ARC conducted a facility condition assessment of the site and existing portable buildings on November 14, 2017. The evaluation included ADA and IBC code compliance, as well as compliance with PSFA adequacy standards.

Please see the Appendix for PSFA facility condition assessment details with updates.

Exhibit 2-6 DDCS Vicinity Map



Exhibit 2-7 DDCS Site Map



2.4 Utilization Analysis

Utilization analysis identifies classroom use and needs, while capacity analysis determines the student capacity of a facility, given existing facilities and program constraints. See Exhibit 2-8 for a summary of school utilization.

ARC analyzed utilization of DDCS' existing instructional space (see the utilization spreadsheet in the Appendix). The analysis found:

- Classrooms are occupied 100% of the available time, on average
- 76% of available seats are filled in classes, on average
- General classrooms accommodate a variety of subjects throughout the day

Site capacity identifies the number of students the facility can accommodate. Capacity analysis is similar to utilization analysis and uses the same data. The capacity of the school is based on the number of students who can be accommodated in regular and special program classrooms, including spaces for pullout programs for special needs and low-incident disability students, and for classrooms that do not meet state adequacy standards.

Exhibit 2-8 Capacity Analysis for DDCS

Capacity Analysis
Dream Diné Charter School K-5
Evaluation: 2017-18 sy

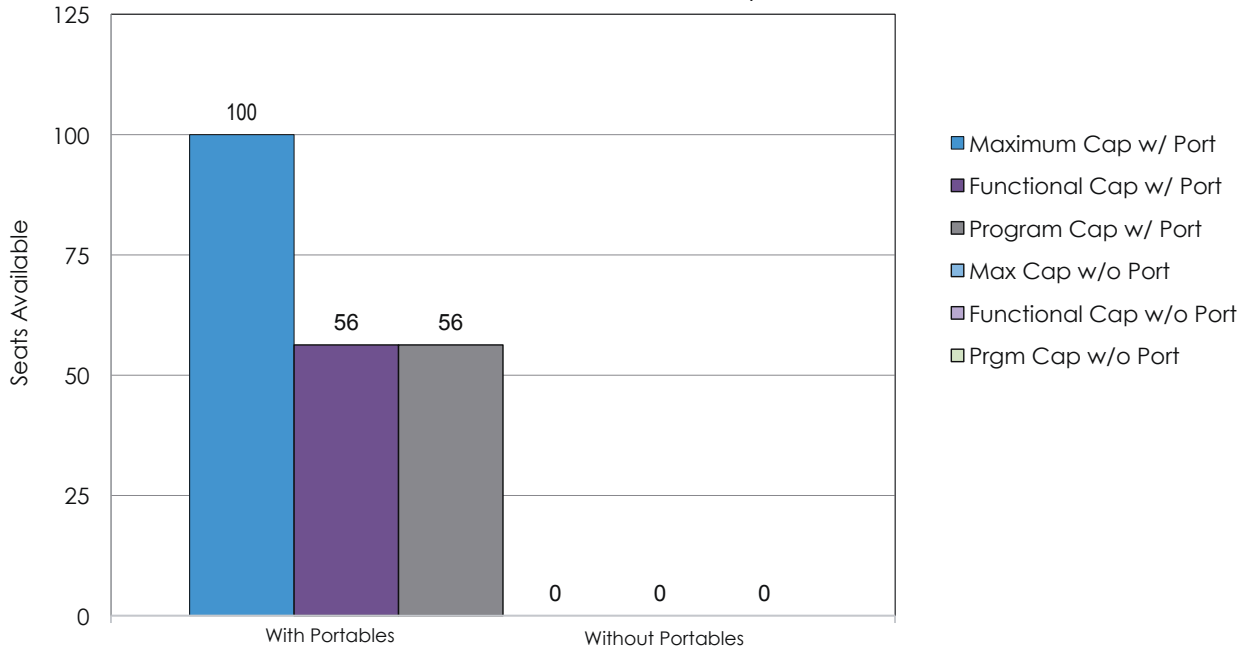


Exhibit 2-9 Detailed Capacity Report

Detailed Capacity Report

Dream Diné Charter School K-5

Evaluation: 2017-18 sy

School Data					
Room	Teacher	Program Use	Perm CR	Port CR	PRGM SP*

Capacity Analysis									
Sq.Ft.	NMAC SF ¹ /Std Calc	DD PTR	Maximum Cap		Functional Cap		Program ²		
			with Portables	without Portables	with Portables	without Portables	with Portables	without Portables	

General Education

C	Barbone	Kindergarten-1st Gr		1	
D	Pete	2nd Gr-5th Gr		1	
Subtotal:			0	2	

842	17	15	15	0	15	0	15	0
842	26	20	20	0	20	0	20	0
Subtotal:			35	0	35	0	35	0

Shared Programs

B	Multipurpose RM			1	
Subtotal:			0	1	0

842	26	20	20	0				
Subtotal:			26	20	20	0	0	0

Other Use

A	Admin			1	
Subtotal:			0	1	0
Total CR on Site:			0	4	0
Total CR in Capacity:			0	2	0
Total Perm/Port			4		

842	26	20	20	0		0		0
Subtotal:			20	0	0	0	0	0
Total CR in Capacity:			75	0	35	0	35	0
Loading Factor 95%:							33	0

¹NMAC sf per student = 32 sf 1st-6th; 50 sf Kinder/Pre-K

²For District Use only

*NOTE: A room is classified as a program space if the square footage is between 375 and 599 s.f.

NOTE: Spaces between 600 and 650 are considered full-size classroom with limited capacity

NOTE: A space below 375 is not counted for capacity purposes

2.4.1 Special Factors

The number of students attending school drives classroom need. ARC's analysis of facility utilization for DDCCS is based on:

- Existing program delivery (2017-18 block schedule)
- Classroom loading policy (20 students maximum)
- Proposed instructional spaces (as described in the Preliminary Program of Requirements Table, Exhibit 3-2)
- Design enrollment of 105 students

Class assignments for students are proportional to the current roster assignments. We calculated utilization without the library space.

DDCCS will add one grade each year for the next year to reach all grades, kindergarten through 5th, on site. If DDCCS meets its projected enrollment goal of 105 students, it will need to add portables or find another location to meet school needs.

ARC has provided short-, intermediate- and long-range strategic plans with time and cost goals. Please refer to Section 3.1.3.

Currently, the school has no under-utilized space available.

2.5 Facility Maintenance

2.5.1 Maintenance Projects

Dream Diné Charter School has not reached its first renewal, and therefore has not received a PSCOC/PSFA New Mexico Condition Index (NMCI) ranking.

3 Proposed Facility Requirements



This section presents DDCS' goals and concepts for needed new facilities.

3.1 Facility Goals and Concepts

The DDCS steering committee identified the following goals and concepts.

3.1.1 Goals to be Met by Your Facility

- Promote holistic well-being (intellectual, physical, social/emotional, community, spiritual harmony and beauty)
- Create an environment that supports student achievement in academics and celebrates Diné cultural expression
- Provide a safe, sound, and healthy learning environment
- Integrate the hogan form into common spaces in the school
- Create an environment that supports an outdoor cultural center, which includes a traditional hogan, shade structure and the existing cooking horno, and expands the cultural garden
- To comply with 22-8B-4-NMSA 1978, DDCS will contact Central Consolidated School District regarding the availability of facilities to accommodate the charter school.

3.1.2 Concepts

Safety

- Separate pedestrian and vehicle site access and circulation
- Replace cracked, worn, and uneven asphalt

walkway leading to the east entry gate

- Provide an Americans with Disability Act (ADA)-compliant walkway from west parking lot to the main school sidewalk
- Provide outdoor campus lighting

Security

- Enable opening the after-hours space for community use while securing the remainder of the school
- Limit exterior doors to increase security
- Fence the new campus

Sustainability

- “Right-size” the proposed facility to accommodate the school’s enrollment cap and educational program without over-building
- Incorporate energy-efficient systems and equipment in the proposed facility
- Reuse existing furniture and equipment, where possible, in the proposed facility

Flexibility

- Create flexible instructional spaces that can adapt to future educational program changes
- Incorporate movable furniture that can be reconfigured for various instructional delivery methods

Community Use

- Provide space for community use, such as gathering areas that can be secured separately from the rest of the school

Utilities

- Connect water lines to multipurpose Portable B and administration Portable A for single-occupant restrooms and double sink for clean up

Conceptual Building Layout

- The facilities will be contextually appropriate, energy-efficient, technology-rich and a flexible 21st century learning environment
- Design the main entry to the school to face east
- Organize the classroom sequence to begin with kindergarten and end with 5th grade
- Consider scaling elements of the school to accommodate the youngest students
- Permit limited public access to the multipurpose room and on a more limited basis, to the media center
- Provide a cultural garden area with a shade structure, as well as an adjacent but separate hornos / cultural education area

- Comply with LEED principles for building and site design, considering sustainable maintenance and lower utility costs. The building will teach sustainability, conservation and recycling.
- Comply with American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE), International Building Code (IBC), International Energy Conservation Code (IECC), National Electronic Code (NEC), National Fire Protection Association (NFPA) and other applicable codes and standards

Other Issues or Special Considerations

- Separate noisy areas from quiet areas (i.e., separate the multi-purpose room and art room from other instructional spaces)
- Provide a robust technology infrastructure to support the educational program and testing requirements
- Provide Special Education support space

3.1.3 Short-, Intermediate- and Long-Range Strategic Plans

▶ Short-Range Plan

The short-range plan considers priority 1 capital improvement projects, which will make an immediate impact and are most likely to be funded.

Site and Facility Strategy

The school needs ADA restroom improvements, drainage improvements and security window upgrades.

Time Goal – Contingent on Funding

DDCS could complete ADA restroom amenities installation, ponding correction at main entrance and security screen installation at all windows in fall of 2018, if funding is available.

Cost Goal – Contingent on Funding

Probable cost for priority capital improvement projects (CIPs) in 2018 dollars is \$20,441.

► Intermediate-Range Plan

The intermediate-range plan considers a site and facility strategy, and time and cost goals.

Site and Facility Strategy

The DDCS campus is collocated with Navajo Nation Head Start - Shiprock 1. An unmarked property line divides the campus near the Head Start playground. Installing two portables north of the restroom portable will visually and physically divide the two campuses. The school needs site improvements for a safe, secure and enriched sustainable campus.

Time Goal – Contingent on Funding

The school could complete the site design, portable purchase and installation in August 2019.

Cost Goal – Contingent on Funding

The probable cost for the two portables installed in 2018 dollars is \$136,448.00 and for the site improvements (excluding priority 1 capital improvement projects) in 2018 dollars, it is \$886,022.

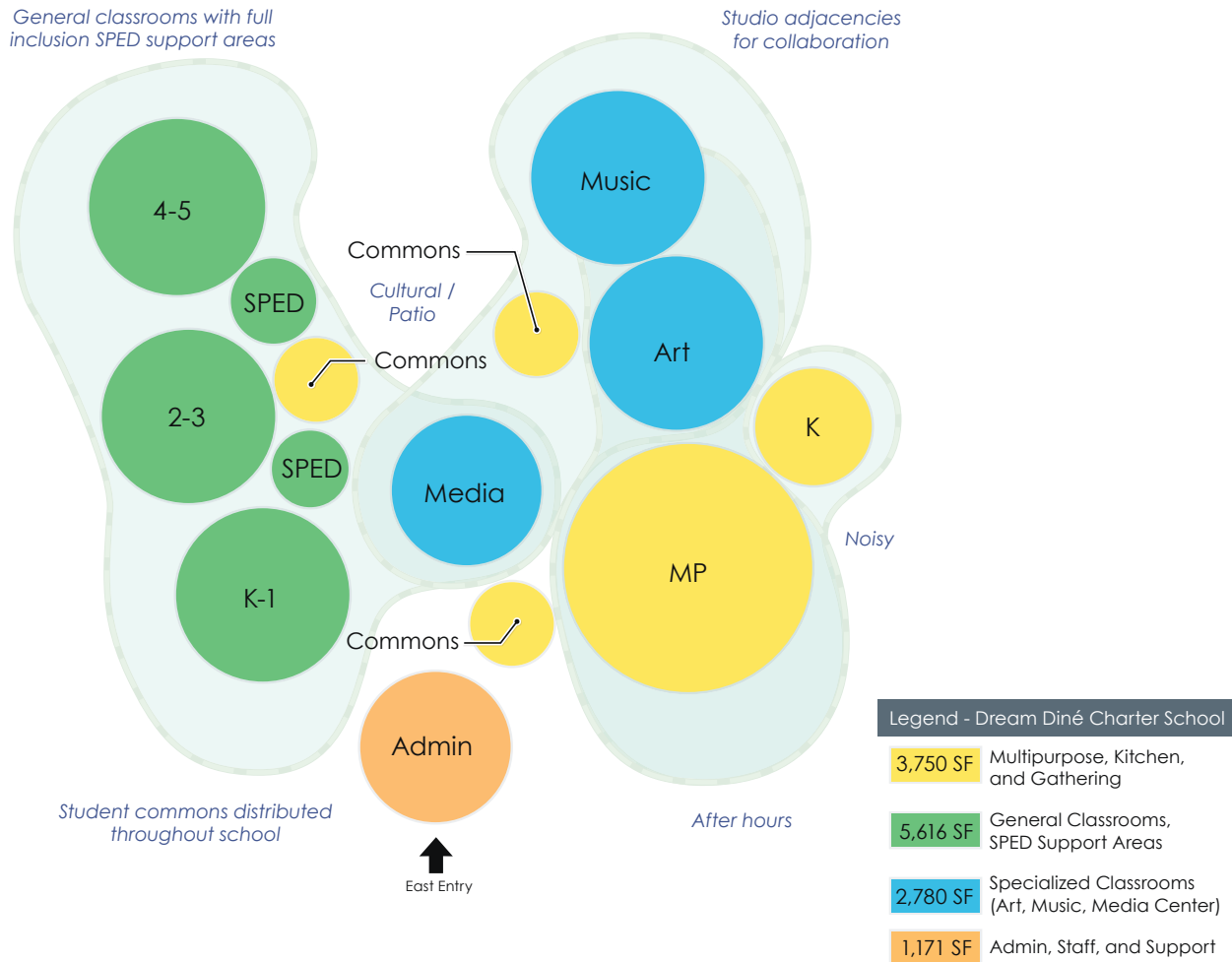
► Long-Range Plan

The long-range plan involves four general concepts for planning and constructing a new school facility on a new site: site, function, form and relationship guidelines. These concepts evolved from meetings with administrators and faculty.

Site Concepts

- Provide five defined school areas:
 - Primary area: K-1st classes with adjacent access to grade-level special education classrooms.
 - Intermediate area: 2nd and 3rd, and 4th through 5th grade classes with adjacent access to grade-level special education classrooms
 - Instructional support area: media center, multipurpose, art and music
 - School support area: administration and kitchen
 - Cultural area: shade structure, hogan, horno and cultural garden
- Connect the primary and intermediate classrooms, instructional and support areas by interior halls to eliminate the need to exit outside to reach other areas
- Separate playgrounds into kindergarten, 1st and 2nd, and 3rd through 5th grade areas, and join them using paving to control site drainage and mud into the building

Exhibit 3-1 Conceptual Facility Diagram



Functional Concepts

- Design the administration suite to be adjacent to the main entry, with a security vestibule for visitor check-in
- Provide maximum classroom display areas; consider below-window casework for plants and displays. Consider cubbies for student jackets and backpacks.

Form Concepts

- Incorporate varying window heights around the school, especially in halls. Window heights should be low, mid and high to capture a specific view or

accommodate younger students.

- Integrate the octagonal hogan form into the common spaces

Relationship Concepts

- Provide visual control from the administration suite to the main front entry
- Provide direct service access to the kitchen.
- Cluster the cultural area (shade structure, hogan, horno and cultural garden) near the art and music classroom to enable sharing uses and functions during special community events

Time Goal – Contingent on Funding

The new school will be a design-bid-build project.

- Bidding for school design could be as soon as October 2019 if the school obtains funding
- Estimated midpoint of construction could be April 2020
- School occupancy could be in October 2021

Cost Goal – Contingent on Funding

Estimated cost for the design and construction of the new DDCCS facility (105 students, 19,024 GSF) in 2018 dollars is \$6,906,663.00 in total project cost (TPC). Estimated site utility costs are \$3,825,000.00.

See the Exhibit 3-1 for a conceptual diagram of the spaces.



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Dream Diné Charter School (DDCS)

Preliminary Program of Requirements

Date: 05.17.18



Space Description	Preliminary DDCS Programming			Traditional Elementary School (Adequacy Standards)					NSF Above / Below Traditional		
	# of Spaces	Space Criteria	Total NSF	# of Spaces	# of Students	NSF per Student	NSF per Space	Total NSF			
General Classrooms											
Classroom, Kindergarten	1	750	750	1	20	50	1,000	1,000	-250		
Classroom, 1st grade	1	480	480	1	22	32	704	704	-224		
Classroom, 2nd grade	1	480	480	1	22	32	704	704	-224		
Classroom, 3rd grade	1	640	640	1	22	32	704	704	-64		
Classroom, 4th grade	1	640	640	1	24	32	768	768	-128		
Classroom, 5th grade	1	640	640	1	24	32	768	768	-128		
Classroom Storage	6	35	210	6	134	2	268	268	-58		
Classroom Technology	1	700	700	1			700	700	0		
SUBTOTAL			4,540							5,616	-1,076
Special Education Support Space											
Can be integrated w/ General CR	1	450	450	1	15	30	450	450	0		
SUBTOTAL			450							450	0
Arts Education Classrooms											
Art Classroom	1	605	605	1	105	6	605	605	0		
Art Storage	1	60	60	1			60	60	0		
Music Classroom	1	605	605	1	105	6	605	605	0		
Music Storage	1	60	60	1			60	60	0		
SUBTOTAL			1,330							1,330	0
Media Center											
Library	1	1,000	1,000	1	105		1,000	1,000	0		
Office / Workroom / Storage	0	0	0	1			0	0	0		
SUBTOTAL			1,000							1,000	0
Multipurpose and Gathering											
Multipurpose Room	1	2,400	2,400	1	105		2,400	2,400	0		
Dedicated MP storage	1	200	200	1			200	200	0		
PE office	1	150	150				150	150	0		
Student Commons				1		Include in Tare		0	0		
Serving Kitchen	1	1,000	1,000	1			1,000	1,000	0		
SUBTOTAL			3,750							3,750	0
Faculty, Staff, Administration and Other Support											
Reception and Lobby				1		Include in Tare		0	0		
Large Conference Room	1	200	200								
Principal's Office	1	120	120	1 Suite	105	1.5	158 + 150	308	242		
Registrar's Office	1	120	120								
Record Storage	1	100	100								
Faculty Workroom	1	150	150	1	105		150	150	0		
Teachers' Lounge	1	150	150	1	105		150	150	0		
Health Suite	1	150	150	1	105		150	150	0		
Parent Room	1	150	150	1	105		150	150	0		
General Storage	1	105	105	1	105	1	105	105	0		
Textbook Storage	1	105	105	1	105	1	105	105	0		
Custodial closet	1	53	53	1	105	0.5	53	53	0		
IT Room	1	100	100	1		Include in Tare		0	100		
SUBTOTAL			1,503							1,171	332
Subtotal (NASF)			12,573							13,317	-744
Tare (30%)			5,388							5,707	-319
Total GSF			17,961							19,024	-1,062

Tare includes lobby, student commons and IT storage

30%

30%

Exhibit 3-2 DDCS Preliminary Program of Requirements

Room and Space Characteristics

The following photos describe visually the desired attributes for spaces to create 21st century learning environments for students and staff.

Classrooms



▲ Carlisle Indian Industrial School Classroom from 1900

▼ The classroom today is more flexible and more collaborative, and has more technology, and better lighting



Classrooms



▼ Areas where small groups can meet



▲ Flexible classrooms and furniture arrangement



▼ Tohatchi Elementary School's student cubbies



▲ Tohatchi Elementary School's teaching wall

Art Classroom



▲ Multiple art sinks with clay traps

▼ Tibbetts Middle School's art classroom outdoor work area



Music Classroom



▲ Nina Otero Elementary School's stage connection

▼ Storage options, open lockable cage or enclosed lockable wardrobe. Top: Tohatchi Elementary School; bottom: Chaparral Middle School



Culturally Enhanced Rooms



▲ Dilcon Community School

▼ Navajo cardinal directions



▼ Crownpoint Elementary School



▲ Hogan-influenced ceiling, rug design features and Diné language signage

Culturally Enhanced Rooms



▲ Twin Lakes Elementary School

▼ Storytelling area with celestial accent lighting



Lobby and Corridor



▲ Ernest Stapleton Elementary School's inviting entry and corridor

▼ Carlos Rey Elementary School's colorful corridor



Media Center



▼ Corrales Elementary School's well-lit, student-centered media center



▲ Catherine A. Miller Elementary School

Cultural Site Amenities



▲ Outdoor cooking, shade structure, and irrigated garden area



Recreation Areas



▲ Carlos Rey Elementary School's shaded play area with age-appropriate play equipment

▼ Catherine A. Miller Elementary School's basketball play area



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4 Capital Plan



4.1 Total Capital Needs

ARC obtained funding data from DDCS. The school does not receive maintenance and operations (M&O) funding. Its capital funding covers salaries and benefits, insurance, utilities and other expenses. The teaching staff provides janitorial services.

DDCS needs about \$3.00 per square foot annually to maintain the current facilities.

ARC identified a total of \$906,433 of potential capital improvement projects (CIPs) to rectify deficiencies in the existing site and facilities.

DDCS does not currently have funding for annual maintenance, or capital funds to address needs at the existing site and facilities, acquire additional portables, or construct a new facility.

Short-Range Plan

The short-range plan recommends completing CIP priority 1 improvements, which include ADA restroom upgrades, drainage remediation and security window grate installation. The probable cost for these CIPs in 2018 dollars is \$20,441.

Intermediate-Range Plan

The intermediate-range plan is to obtain two additional portables within the next two years. The probable cost for the portables installed is \$136,448 and for the site improvements in 2018 dollars is \$886,022.

Long-Range Plan

The long-range plan is to build a new school in Gadii'ahi, NM. The probable cost for the design and construction of a new facility in 2018 dollars is \$6,906,663. Utility improvement probable costs are \$3,825,000.

Funding Sources

NACA Inspired School Network (NISN) provided grant funding and professional support during the planning stage of the charter school. It also contributed funding to purchase school security gates.

The list below summarizes potential capital funding sources.

- **PSCOC Lease Assistance Programs:** Based on student full-time equivalent enrollment (per student membership, or MEM), the State allocates funding to DDCS for lease payments. (Source: NM Statutes 22-24-4)
- **PSCOC awards:** The State ranks public school buildings according to facility condition, and prioritizes funding for facilities at the top of the list. DDCS' existing facilities are not ranked. Due to limited state funding for capital improvements to schools, a state capital outlay award is unlikely at this time, as is funding for a new building by 2019, but could be a consideration in the future, should state revenues improve.
- **New Mexico Department of Transportation award:** provides funding for roads and parking lots

- **State Legislature appropriation**
- **Public-private partnerships, fundraising and donations**
- **The Public School Capital Improvement Act, also known as SB-9 Mill Levy Funds:** Revenue from 6 MCS SB-9 mill levy is distributed on a per MEM rate. (Source: N.M. Statutes 22-25-3 and 22-25-7)
- **Charter School Stimulus Fund:** The fund provides financial support to charter schools for initial start-up costs and initial costs associated with renovation or remodeling.

Exhibit 4-1 summarizes capital funds projected to be available annually, starting in 2018/19.

DDCS may reach out to Central Consolidated School District to provide necessary information to CCSD for including in the HB-33 resolution that identifies CIPs for DDCS. DDCS will use revenue for those projects.

The estimated costs for design and construction of the new DDCS facility and site utilities is \$10,731,663.00.

Exhibit 4-1 Projections for Capital Funding

Capital Funding Projections (2018/19)

PSCOC Lease Assistance	\$0
SB-9 Funds	\$0
HB-33 Funds	\$10,731,663.00
Total	\$10,731,663.00

5 Master Plan Support Material



5.1 Sites and Facilities Data Table

Exhibit 5-1 DDCS Site and Facility Inventory Data

Site and Facility Inventory Data

Facility Name	Dream Diné Charter School
State Identification Number	559-001
Address	P.O. Box 4386, Shiprock, NM 87420
School Opening Date	2014
Construction Dates	2014
Facility Condition Index	Not Available
Site Owned or Leased	Leased
Total Building Area Gross Square Feet (GSF)	4,224 GSF
Site Acreage	0.09
Total number of permanent general classrooms	0
Total number of permanent specialty classrooms	0
Total number of portable classrooms	2
Total number of classrooms	2
Percentage of portable classrooms compared to total number of permanent classrooms	200%
Total enrollment current year (40th day count)	27
Number of GSF per student per school facility	156.4 SF per Student

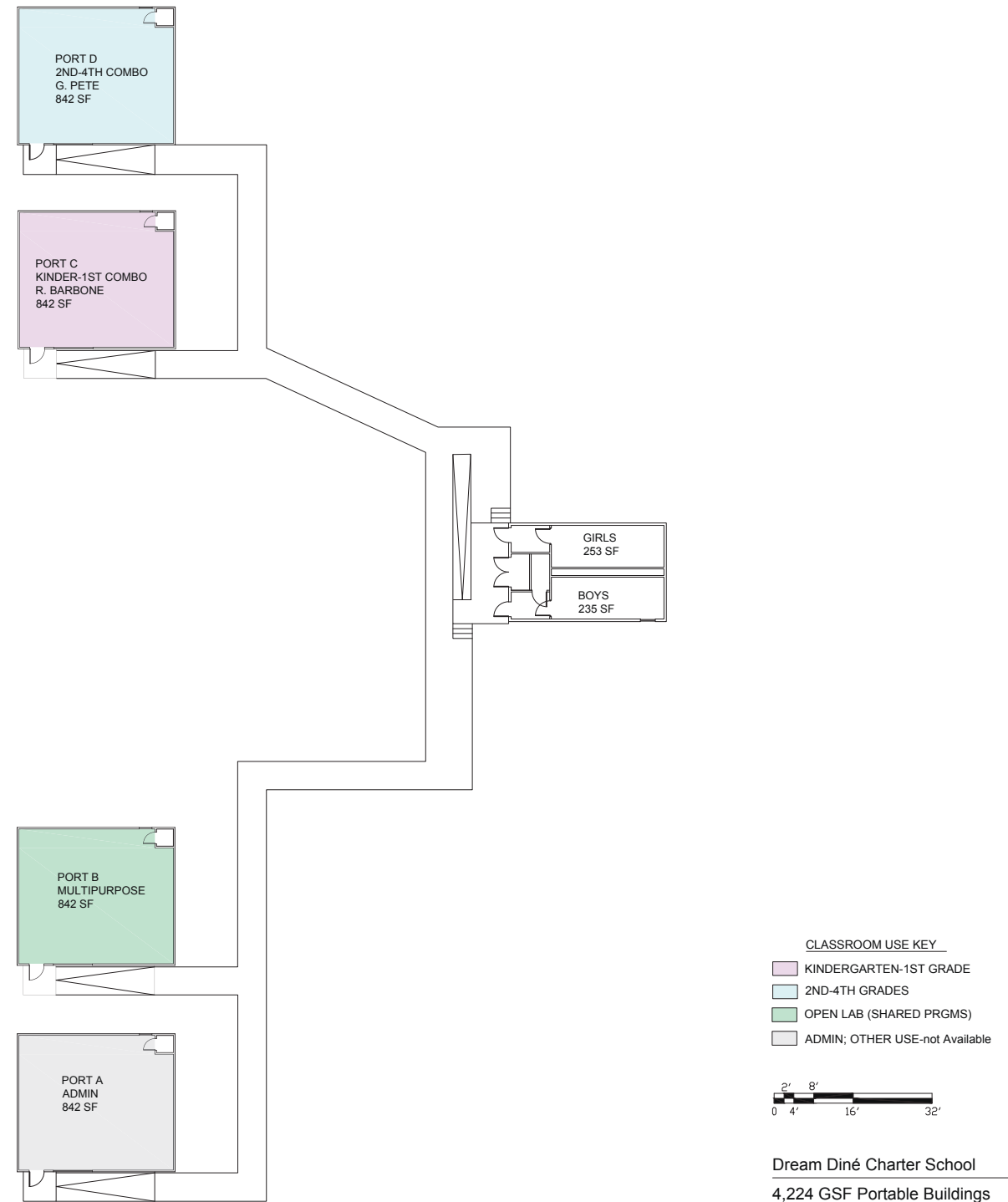
5.2 Site Plan

Exhibit 5-2 DDCS Site Plan Aerial Photo Map



5.3 Floor Plan

Exhibit 5-3 DDCS Floor Plan



Dream Diné Charter School
4,224 GSF Portable Buildings
For Planning Purposes Only

5.3.1 Updated Facilities Assessment Database Sheets

The following data sheets show our current updates marked in red.



Executive Summary Report

District: **State Chartered Schools** School: **NRC - Dream Dine' Charter School** School ID: **559001**

High Level Overview

General Information

Location: Shiprock, NM 87420 Ed. Adequacy Model: Charter School Educational Adequacy
 School Type: Elementary Ed. Adequacy CCI: 100.00%
 School Category: Charter School CCI City: RSMEANS2018.; US

NMCI Statistics

Number of Students: 27
 Growth Factor: 1.00
 Total Gross Square Feet: 5,936
 Site Size (Acres): 0.90
 Number of Buildings: 1
 Number of Portables: 5
 Building Square Feet: 5,936
 Portable Square Feet: 4,224

NMCI School Metrics

Replacement Cost: \$389,402
 Weighted Repair Cost: \$192,308
 Weighted Educational Adequacy Cost: \$0
 Total Weighted Cost: \$192,308
 Weighted NMCI Score: 49.39
 Unweighted Repair Cost: \$315,931
 Unweighted Educational Adequacy Cost: \$0
 Total Unweighted Cost: \$315,931
 Unweighted NMCI Score: 81.13

NMCI Facility History

Last Assessment Date: -
 Closed: No
 Previous Award, Yes or No, Year If Yes: No





State Chartered School: **NRC - Dream/Dine Charter School** School ID: **559001**
District: Schools

Facility Description

Dream Diné Charter School is a state-chartered public school serving kindergarten through 4th grades. The school is located in Shiprock, NM and within the Central Consolidate School District. The campus is leased and shares the site with Navajo Nation Head Start. The school owns 4,224 GSF of portables located off of Interstate 64.

Site: The portables sit on an irregularly shaped site of less than 1 acre. The parking lot is undefined and there are no ADA parking stalls. The site lacks concrete sidewalks leading to the entrance gates. Vegetables and flowers grow in garden planters, barrels and planter pots. Young deciduous trees grow along the main sidewalk. Drainage is inadequate at the east entrance gate. The site needs age-appropriate play equipment and site furnishings.

Structural/Exterior Closure: The portables rest on reinforced concrete footings. Each has ADA-compliant metal ramps.

Interior: Portables have painted metal panel walls. Ceilings are 2' x 4' acoustic ceiling tile and painted metal panels. Flooring is vinyl composition tile (VCT) and carpet flooring. Exterior doors are hollow metal-framed with no panic hardware.

Mechanical/ Plumbing: Each portable has a heating furnace and a wall-mounted evaporative cooling unit. Each portable has a bottled water dispenser for drinking water. The only portable with running water is the restroom portable, which also houses the custodial closet.

Electrical: A pad transformer feeds the electrical system. The fluorescent lighting provides adequate illumination. The school does not have a generator for emergency lighting. Classrooms are not equipped with phones and a PA system. The facility is hard wired for Internet service with wireless connections.

Fire Protection: The facility has emergency lights, illuminated exit signs, smoke detectors, fire alarm system and wall-mounted fire extinguishers.

Accessibility: Neither ADA stall has vertical grab bars. Insulated pipe wraps are missing.

Education Adequacy: The gross square footage is inadequate for the current enrollment.

End of Facility Description



State Chartered **School: NRC - Dream Dine' Charter School** **School ID: 559001**
District: Schools

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size Type	Use
Portables (1994) Including Restroom Bldg	Elementary School Building	\$302,202	\$188,876	1994	5,886 Building 4,224	Educational
Site	Elementary School Site	\$13,729	\$3,432	2014	5,886 Building 4,224	Site
Building Totals		\$315,931	\$192,308			
Educational Adequacy Need	Charter School Educational Adequacy	\$0	\$0			
School Totals		\$315,931	\$192,308			



State Chartered **School: NRC - Dream/Dine' Charter School** **School ID: 559001**
District: Schools

Asset Detail

Building Name: Portables (1994) 7 Including Restroom Bldg

Cost Model: Elementary School Building

Size: 5,936

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Weight	Repair Cost (Weighted)	Comments
Portable Building	\$50.91	15	100%	1994	2009	100%	33.25%	\$302,202	4	.625	\$188,876	
Total:								\$302,202			\$188,876	



Executive Summary Report

State Chartered School: **NRC - Dream/Dine' Charter School** School ID: **559001**

Asset Detail

Building Name:	Site	Cost Model:	Elementary School Site	Size:								
				5,936								
Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Fencing	\$0.60	100	90%	2014	2114	4%	33.25%	\$128	9	.25	\$32	
Parking Lots	\$5.11	20	110%	2014	2034	20%	33.25%	\$6,672	8 6	.25 1.0	\$1,668	
Playground Equipment	\$1.38	15	80%	2014	2029	27%	33.25%	\$1,741	8 8	.25 .5	\$435	
Site Domestic Water Utility	\$2.18	50	120%	2014	2064	8%	33.25%	\$1,244	9	.25	\$311	
Site Lighting	\$2.79	40	100%	2014	2054	10%	33.25%	\$1,656	8 8	.25 .5	\$414	
Walkways	\$2.63	30	110%	2014	2044	13%	33.25%	\$2,287	8 6	.25 1.0	\$572	
Total:								\$13,729			\$3,432	

No ADA parking spaces provided. Damaged asphalt near site east entrance.

Age appropriate play equipment needs

Site lighting needed

ADA access to east entrance difficult.



District: State Chartered Schools School: NRC - Dream/Dina Dine' Charter School School ID: 559001

Educational Adequacy Detail

Population				
Growth Factor:	1	Number of Kindergarten Students:	2	
Number of Staff:	10	Number of 1-5 Students:	25	
Number of Students:	27	Number of 6-8 Students:	0	
Number of Special Education Students:	0	Number of 9-12 Students:	0	
Square Footage				
Permanent GSF:	0	General Storage NSF:	0	
Portable GSF:	5,986	Maintenance or Janitorial Space NSF:	0	
Admin NSF:	8,842	Media Center NSF:	0	
Art/Music NSF:	0	Parent Work Space NSF:	0	
Assembly NSF:	0	Physical Ed NSF: (Multi-Purpose Room)	842	
Career Ed NSF:	0	Science Classroom NSF:	0	
Computer Lab NSF:	0	Science Storage NSF:	0	
Faculty Work Area NSF:	0	Special Education Classroom NSF:	0	
Food Service NSF:	0	Student Health NSF:	0	
General Classroom NSF:	5,376			
Classrooms				
Number of Classrooms:	82	Number of Special Education Classrooms:	0	
Parking				
Number of Paved Parking Spaces:	0	Number of Bus Drop Offs:	0	
Number of Handicap Parking Spaces:	0	Number of Student Drop Offs:	0	
Number of Gravel Parking Spaces:	0			
Miscellaneous				
Number of Chemical Storage Rooms:	0	Number of Multi-Use Playgrounds:	0	
Playground Equipment:	NO YES			



State Chartered **NRC - Dream/VFA Dine'** **School ID: 559001**
District: Schools **Charter School**

EA Deficiencies

EA Cost Model: Charter School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)
Missing or Inadequate Multi-use Play Area	0	0	\$11,436	\$11,436.30	\$0	8	.5	\$0
Insufficient Total Parking	0	0	\$1,322	\$1,321.66	\$0	6	1	\$0
Insufficient Student Health Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Student Drop Off	0	0	\$21,000	\$21,000.00	\$0	6	1	\$0
Insufficient Special Education Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Storage Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Physical Education Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Parent Work Space	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Janitorial Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Storage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Classroom Square Footage	5,376	900	\$80	\$80.00	\$0	7	3	\$0
Insufficient Food Service Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Computer Lab Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Career Ed Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Bus Drop Off	0	0	\$20,800	\$20,799.69	\$0	6	1	\$0
Insufficient Administrative Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Handicap Spaces	0	0	\$144	\$143.52	\$0	6	1	\$0
Inadequate Number of Chemical Storage Units	0	0	\$1,464	\$1,464.30	\$0	8	.5	\$0
Total					\$0			\$0

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5.4 FMAR Reports and How Major and Minor Findings Are Addressed by the Capital Plan

No FMAR report is available.

5.5 Detailed Space and Room Requirements (Ed Spec)

5.5.1 Technology and Communications Criteria

Network access and wireless Internet service should be available throughout the school building, including in classrooms, common spaces, and administrative offices. The network and Internet should accommodate high-capacity use, particularly during assessment cycles. An adequate two-way communication system, preferably telephones, should be available in all classrooms and offices. Administrative offices will house high volume copiers and printers for staff use.

5.5.2 Power Criteria

The school facility should have adequate electrical power sources. All classrooms and common learning spaces should have sufficient outlets to meet the educational needs of students and teachers (i.e., laptop computers, projectors, etc.).

5.5.3 Lighting and Daylighting Criteria

New Mexico Statewide Adequacy Standards require at least 50 foot-candles of well-distributed light at classroom work surfaces.

5.5.4 Classroom Acoustics Criteria

Each general classroom must maintain a sustained background sound level of less than 55 decibels. The sound level is measured at a work surface in the center of the classroom.

5.5.5 Furnishing and Equipment Criteria

All general classrooms will have at least 20 student-designated workspaces, in addition to teacher-designated workspaces, as necessary.

Please see the tables in Exhibits 5-4a and 5-4b for detailed information about the criteria above.

5.5.6 - 5.5.7 Criteria Sheets

Exhibit 5-4a DDCS Criteria Sheet for Classroom Spaces

5.5.6 Classrooms

Ref #	Space Name	# Spaces
1	Classroom, Kindergarten	1
2	Classroom, 1st grade	1
3	Classroom, 2nd grade	1
4	Classroom, 3rd grade	1
5	Classroom, 4th grade	1
6	Classroom, 5th grade	1
7	Classroom, Technology	1
8	Classroom, Music	1
9	Classroom, Art	1
10		

Classroom Layout



Daily Occupancy Use

7 Hours (7:50 - 3:00)

After Hours Use - is likely - so locate in lock-off zone

Public Access - required after hours - needs area lock-off from rest of school

Yes / No	Notes
Yes	All
Yes	All
Yes	All

Environmental Conditions - w/ DAC and energy management system

Temperature Control in Space 68° to 75° fahrenheit

Humidity Control - do not exceed 50% except during storm activity

Separate HVAC Zone beyond normal system design

Enhanced Air Filtration Requirements Needed for :

Room Air Pressure Positive

Negative

Special Exhaust

Windows: Exterior Windows / Skylights / Solar Tubes

One unit operable with screen is preferred per occupied space

No Exterior Windows Expected. May Borrow Daylight from other Space

Yes / No	Notes
Yes	Desire own space control. Follow ASHRAE 55-2004
Yes	
No	
No	Design for IAQ to follow ASHRAE 62.1-2004
Yes	
n/a	
No	
Yes	Reduce glare / heat transfer, with blind / shade
Yes	Provide cross ventilation
N/A	

Plumbing

Restroom fixtures per code

Sink: SS single drop-in unit w/ faucet ledge Commercial unit

Sink: SS single floor mounted utility unit No Clay trap needed

Emergency Unit: Floor drain

Natural Gas:

Yes / No	Notes
	Provide Hot Water / Cold Water in all sinks
Yes	Provide goose neck faucet
Yes	Provide goose neck faucet

Electrical / Special Systems Performance Notes

The electrical system in a CR will be per code, provide min 2 outlets per wall plane, provide outlet proximity to all equipment listed in this Criteria Sheet, be able to accommodate up to 20 iBook laptops plugged into power cart, have an outlet and ethernet / VOIP jacks in the teacher desk location, have power and ethernet to ceiling projector location (future equipment) and interface ability between laptop, SmartBoard / Panel screen, ELMO / ceiling projector, etc. as defined in the School's Technology Plan. The room will have high speed WiFi access capable of serving 20 laptops accessing search engines simultaneously. Offices will have outlets per code and outlet ethernet / VOIP jacks for each workstation location. Where possible, all lighting will have occupancy sensors with janitorial lamping settings, and where possible, be interfaced with natural light sensors to modulate the room's light levels. Design lighting systems for energy conservation and to reduce glare on laptops used by each student in each CR. PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all CR and office areas. All workstations and CR will have VOIP phone potential. Run technology cabling in easy access cable trays and oversized conduit to make future changes convenient. Provide digital clock on wall or on TV / flat screen. All spaces with doors or windows to exterior, file room, and computer labs to have security sensors. Provide security cameras in all circulation areas.

Appliances (Residential Models)

Refrigerator (with ice maker hookup min. 28 cu.ft.) Undercounter w/o ice

Freezer (min. 28 cu.ft.)

Ice Maker (on or under counter type)

Dishwasher (under counter built-in ADA)

Washer (1 each), with washer box, cold water, hot water, sanitary vent

Dryer (1 each), with wall dryer vent, 4" dia outlet, electric

Gas Range with Oven with Hood (Training Kitchen) All ADA units

Electric Range with Oven with Hood (Training Kitchen) All ADA units

Gas or Electric Cook Top, with Hood (Training Kitchen) All ADA units

Gas Range with Oven, Commercial Hood and Fire Suppression All ADA units

Microwave / Oven Wall Unit MW Counter Unit

Yes / No	Notes

Furnishings/Equip/Surfaces

	Space Ref #	Elem Sch CR	Music	Art	Mult-Purpose					
	# of Spaces	3	1	1	1					
Instructor Desk, WS, & Chair:	EA Space	1	1	1	1					
Office 'L' Desk with Credenza & Chair										
Student Desk / Chair Combo with book shelf	Opt									
Student Chairs		20	20	20						
Adult Chairs										
Table: Classroom	30" by 60"	1		1						
Table: Specialty chem resin surface										
Table: Specialty mar-resistant surface, standing height	30" by 60"									
Ceiling-Mounted WiFi Projector		1	1	1	1					
Tackboard 4' by 4'	2 by WB	2	2	2	2					
Whiteboard 8' by 4'		2	2	2	1					
	Carpet									
VCT / Sheet Floor, Polished Concrete	All halls	Yes	Yes	Yes						
Sports Surface Floor					Yes					
Acoustically treat room for unique use		Yes	Yes	Yes	Yes					

Special Equipment Notes: In all CR provide pencil sharpener with block, US / NM flags, space for overhead projector on cart (18" sq), map hangers at reachable height, 6' by 6' AV manual screen, and TV / flat screen with wall / ceiling bracket.

Acoustical Conditions					
HVAC Background Noise level (preferred)	dBa Level	45	45	45	55
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No				
Sound Transmission to Neighbor	STC Level	50	50	50	50
Reverberation	Seconds	0.6-1.1	0.6-1.1	0.6-1.1	0.8-1.5

Storage and General Notes

General CR Notes: All full sized general classrooms to have a built-in teaching unit with flaking wardrobe units with base cabinet storage and flat file drawers and sliding whiteboards which enclose upper shelving units. All casework to be lockable. Provide two 36"W, 15"D, 5 shelf tall book shelves. Teachers prefer a tack or magnetic wall on one wall plane for large displays, and 2 walls with whiteboards and tactboards. Provide a minimum 4' by 4' display surface in the hall for each CR. Doors to CR to be slab SC door with full height view glass side lite adjacent (provide pull shade on unit). Provide room # / name signage for all occupied space per ADA. For specific language classes include in second language also. Areas of the school to be identifiable with color / graphics scheme. CR walls will not transfer impact noise on WB to adjacent CR.

All classrooms must provide flexible furniture layout. Program requires rearrangement of student furniture daily for lecture, seminar and group activities. Existing student furniture in good condition. Reuse existing furniture whenever possible. Provide all new bookshelves.

Speciality Notes:
 General classrooms to balance natural light and lighting to maximize available wall areas for display.
 Natural light from northern window is ideal for the art classroom.
 Keep backpacks out of lab area in science rooms.
 Drying racks at science sink locations and flexible, high-density storage at science prep room.
 Storage area to accommodate musical instruments.

Exhibit 5-4b DDCS Criteria Sheet for Administrative Spaces

5.5.7 Administration and Support Areas

Ref #	Space Name	# Spaces
1	Nurse office with cot area	1
2	ADA restroom with shower	1
3	Staff workroom / lounge	1
4	Parent Workstation	1
5	IT	
6		
7		
8		
9		
10		

Administration Suite



Daily Occupancy Use

7 Hours (7:50 - 3:00)
 After Hours Use - is likely - so locate in lock-off zone
 Public Access - required after hours - needs area lock-off from rest of school

Yes / No	Notes
Yes	
Yes	Locate so accessible for evening events
No	

Environmental Conditions - w/ DAC and energy management system

Temperature Control in Space 68° to 75° fahrenheit
 Humidity Control - do not exceed 50% except during storm activity
 Separate HVAC Zone beyond normal system design
 Enhanced Air Filtration Requirements Needed for :
 Room Air Pressure Positive

Yes / No	Notes
	Exterior door allowed into: None
Yes	Desire own space control. Follow ASHRAE 55-2004
Yes	Air Conditioning for IT / Server Room
No	Design for IAQ to follow ASHRAE 62.1-2004
No	

Windows: Exterior Windows / Skylights / Solar Tubes
 One unit operable with screen is preferred per occupied space
 No Exterior Windows Expected. May Borrow Daylight from other Space

Yes	Nurse's suite
Yes	Nurse's suite
Yes	Reduce glare / heat transfer, with blind / shade
Yes	Provide cross ventilation
Yes	#2 and 5

Plumbing

Restroom fixtures per code			
Sink:	SS single drop-in unit for first aid	No	Commercial unit
Sink:	Porcelain single unit with sensor faucet	No	Clay trap needed
Sink:	SS dbl drop-in unit with sensor faucet	No	Disposal needed
Shower:	ADA transfer shower unit with grab bars		
Toilet:	Dual flush		

Yes / No	Notes
	Provide Hot Water / Cold Water in all sinks and showers
Yes	Nurse's suite
Yes	ADA restroom
Yes	Staff Workroom / lounge
Yes	ADA restroom
Yes	ADA restroom

Electrical / Special Systems Performance Notes

The electrical system in a space will be per code, provide min 2 outlets per wall plane, provide outlet proximity to all equipment listed in this Criteria Sheet. Office and workroom will have outlets per code and outlet ethernet / VOIP jacks for each workstation location. Where possible, all lighting will have occupancy sensors with janitorial lamping settings, and where possible, be interfaced with natural light sensors to modulate the room's light levels. Design lighting systems for energy conservation and switch lighting in cot area so lights for individual cots can be turned off. Include outlet for digital clock on wall in Nurs's office and workroom, and center ceiling outlet for projector in workroom. All outlets to have surge protection. PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all major spaces and office areas. All workstations will have VOIP phone potential. Provide "help" buttons in nurse's office and restroom areas. Alarm to sound in main administration front desk. Staff workroom will have electrical power needs for specialized equipment (TBD) such as printers, copiers, scanners, etc.

Appliances (Residential Models)

Refrigerator (with ice maker hookup min. 28 cu.ft.)	<input type="checkbox"/>	Undercounter w/o ice
Freezer (min. 28 cu.ft.)		
Ice Maker (on or under counter type)		
Dishwasher (under counter built-in ADA)		
Washer (1 each), with washer box, cold water, hot water, sanitary vent		
Dryer (1 each), with wall dryer vent, 4" dia outlet, electric		
Gas Range with Oven with Hood (Training Kitchen)	<input type="checkbox"/>	All ADA units
Electric Range with Oven with Hood (Training Kitchen)	<input type="checkbox"/>	All ADA units
Gas or Electric Cook Top, with Hood (Training Kitchen)	<input type="checkbox"/>	All ADA units
Gas Range with Oven, Commercial Hood and Fire Suppression	<input type="checkbox"/>	All ADA units
Microwave / Oven Wall Unit	Yes	MW Counter Unit

Yes / No	Notes
Yes	#1 and 3
	with refrigerator
Yes	Provide stackable unit in Nurse's suite
Yes	
Yes	#1 and 3

Furnishings/Equip/Surfaces

	Space Ref #	Nurse office with cot	ADA restroom shower	Staff Workroom / Lounge	Parent Workstation	IT	6	7	8	9	10
# of Spaces		1	1	1	1	1	0	0	0	0	0
Instructor Desk, WS, & Chair & 2 file cabinets		1			1						
Office 'L' Desk with Credenza & Chair & 2 file cabinets											
Student Desk / Chair Combo with book shelf											
Adult Chairs		2		12	2						
Health cots with medical curtains on ceiling track		1									
Table: Classroom with book shelf	36" by 72"										
Table: Conference w/ 12 Chairs	36" by 84"										
Table: Office with 4 chairs	Rnd 48"										
Ceiling-Mounted WiFi Projector											
Tackboard 4' by 4'	1 each by WB	1		2							
Whiteboard 8' by 4'											
					Yes						
Carpet											
VCT / Sheet Floor, Ceramic Tile, Polished Concrete	All halls	Yes	Yes	Yes							
Wood											
Acoustically treat room for unique use			Yes								

Special Equipment Notes:

Acoustical Conditions					
HVAC Background Noise level	dBa Level	55	35	55	55
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No	Yes	Yes		
Sound Transmission to Neighbor	STC Level	45	45	50	50
Reverberation	Seconds		0.4-0.6	0.4-0.6	

Storage and General Notes

General Suite Notes: Doors to rooms to be slab SC door with full height view glass side lite adjacent (provide pull shade on unit). Provide room # / name signage for all occupied space per ADA.

Nurse Suite Notes: In nurse's office provide lockable wall type medicine cabinet. The nurse's area needs lockable upper and lower base cabinets with a hand sink. Provide a residential refrigerator / freezer and stacked washer / dryer unit. Provide sufficient space to conduct eye examinations (20' minimal). Student health records must be maintained in secure storage.

Workroom / Lounge Notes: Provide upper and lower storage cabinets, a counter sink and a residential refrigerator / freezer. Provide a break area and technology access.

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Exhibit 5-5 captures desired space and room requirements and characteristics as discussed by the steering committee. This criteria is intended to guide and support, but not limit, the design process

Exhibit 5-5 DDCS Detailed Space and Room Requirements

DDCS Space Criteria
Draft 05.18.18

DDCS Space and Room Requirements	Operations				Technology / Special Systems			Power		Lighting / Daylighting			Acoustics	HVAC / Plumbing					Flooring			Furniture and Equipment													Notes					
	School Day (7:50 - 3:15)	After-School Programs	Community Access	Other	WiFi	Projection Capabilities	Sound System	Convenience Outlets (wall)	Convenience Outlets (floor and/or ceiling)	General Area Illumination	Task Lighting	Daylight	Noise Generating Space (Separate from quiet areas)	Enhanced Ventilation	Group Workstations with Water and Gas (plus power and data)	Sink(s)	Easy Access to Drinking Fountain(s)	Eye Wash	Non-Absorptive	Athletic	Other / To Be Determined	Moveable / Flexible Workstations	Heavy Duty Tables and Chairs	Collaboration Tables and Chairs	Casual Seating	Tiered Seating (portable)	Whiteboard / Teaching Wall	Wall-Mounted Mirrors	Barres / Dance Equipment	Fume Hood and Chemical Storage	Kiln	Clay Trap at Sink(s)	Nurse's Station and Cot Area	Food Prep and Demonstration Equipment		Secure Storage				
1.0 Instructional Areas																																								
General Classrooms	✓				✓	✓		✓		✓		✓									✓						✓												✓	
SPED Space	✓				✓	✓		✓		✓		✓									✓						✓												✓	SPED space may be located within regular classrooms (inclusion program).
Music Classroom	✓				✓	✓	✓	✓		✓		✓	✓				✓				✓					✓	✓	✓											✓	
Art Classroom	✓				✓	✓		✓		✓	✓	✓				✓				✓				✓			✓							✓	✓				✓	
Media Center	✓	✓			✓	✓	✓	✓	✓	✓		✓					✓				✓			✓	✓		✓											✓		
2.0 Multipurpose																																								
Multipurpose Room	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓			✓				✓			✓			✓										✓	✓	Provide flexibility for small-scale performance.	
Warming Kitchen	✓	✓						✓	✓	✓	✓	✓		✓		✓				✓																		✓	✓	
Student Commons	✓	✓			✓			✓		✓		✓					✓							✓	✓		✓													
3.0 Other Support Space																																								
Lobby	✓	✓	✓		✓			✓		✓		✓	✓				✓							✓	✓															
Reception	✓				✓			✓		✓	✓	✓					✓				✓																		✓	
Student Health	✓				✓			✓		✓	✓	✓		✓		✓				✓															✓				✓	
Administration and Staff Offices	✓	✓			✓			✓		✓	✓	✓												✓			✓												✓	
Faculty Open Work Areas	✓	✓			✓			✓		✓	✓	✓									✓			✓	✓		✓												✓	

Exhibit 5-6 DDCS Utilization Worksheet

GRADE LEVEL	40-Day Enroll	SpEd Enroll	No. CRs	No. Tchrs
Kindergarten	2		1	1
1st Grade	8			
2nd Grade	7		1	1
3rd Grade	6			
4th Grade	4			
TOTALS	27	0	2	2

Utilization Worksheet
 Dream Diné Charter School K-5
 Evaluation: 2017-18 sy

Number of Lunch Turns Per Day	1
-------------------------------	---

Rm #	Clrm NSF	Max # of St./ Sq Ft	ADEQ SQ FT CAP	PED MAX PIR/ Clim	A. S. Y / N	PERIOD 1 7:50-8:15					PERIOD 2 i) 8:40-11:30 T, TH, F ii) 8:40-11:00 M,W					PERIOD 3 i) 12:15-145 T, TH, F ii) 1:15-1:45 M, W					PERIOD 4 1:45-3:00					Tot. St.	Charter Max. PTR /Day*	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	% Pd. / Day					
						# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject	# of St.	% Rm Occ.	Grade	Teacher Name	Subject										
						A	842	32	26	20	Y		0%			Administration Office		0%			Administration Office		0%								Administration Office		0%		
B	842	32	26	20	Y		0%			Multipurpose RM	17	85%			2-4 PE using Diné 10:30-11:00 M,W	10	50%			K-1 PE using Diné 1:15-1:45 M,W		0%				Multipurpose RM									
C	842	32	26	20	Y	17	85%		Rhonda Barbone	2-4 Diné Vocabulary	17	85%		Rhonda Barbone	i) 2-4 Diné Studies (oral Lang, Culture/ History); ii) 2-4 Diné Studies (oral Lang, Culture/ History; @ 10:30 PE	17	85%		Rhonda Barbone	i) 2-4 Literacy Block (read, listen, speak,write; ii) 2-4 PE using Diné	17	85%		Rhonda Barbone	2-4 Math	68	80	85%	4	100%					
D	842	32	26	15	Y	10	67%		Geraldine Pete	K-1 Diné Vocabulary	10	0%		Geraldine Pete	i) K-1 Diné Studies (oral Lang, Culture/ History); ii) K-2 Diné Studies (oral Lang, Culture/ History; w/ Eng Lit from 11:00-11:30 to make up for PE @1:15	10	67%		Geraldine Pete	K-1 Literacy Block (read, listen, speak,write; ii) PE using Diné 1:15-1:45	10	67%		Geraldine Pete	K-1 Math	40	60	67%	4	100%					
	3,368		105	75		27	38%				44	43%				37	50%				27	38%				108	140	76%					100%		

Condition Assessment

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Dream Diné Charter School

P.O. Box 4386
Shiprock, NM 87420

Evaluated

Grade Levels: K-4

Site Data

Site acres: 0.85
No/type of parking spaces: Undefined parking lot

Building Data

Permanent building area: 0 GSF Number of floors: 1
Modular building area: 4224 GSF Students on site: 22
Modular buildings: 100.0% of GSF GSF/student: 192.00

Scoring Category	Possible Points	Actual	Earned	% (E/A)
The Site	271	243.5	171.0	70.2
Physical Plant Assessment	354	322.0	262.0	81.4
Adequacy and Environment for Education	375	315.0	221.0	70.2
Total	1000	880.5	654.0	74.3

Excellent=90-100% Satisfactory=70-89% Borderline=50-69% Poor=30-49% Very Inadequate <= 29%



Participants:

Tina Deschenie, Head Administrator
Michele Pfeiffer, ARC Facility Evaluator

Date: 2017-11-14

Notes from Principal Meeting and Questionnaire

- * Site lighting is inadequate on campus.
- * Water is provided at the restroom portable only.
- * Age appropriate play equipment and furnishing are needed.
- * Ponding occurs at the east main entrance.
- * Public and private administration suite separation is needed.
- * Proper multipurpose material finishes are needed.
- * Chapter House elections and holiday events restrict use of site by the school.

Summary Notes and Comments

Site Assessment:

Dream Diné Charter School (DDCS) sits on an irregularly shaped site of less than one acre. The school shares the site with Shiprock Head Start. An imaginary boundary west of the Head Start covered play structure separates the site in a north-south axis. An abandoned teen center south of the school and the Shiprock Chapter House east of the school hide it from the primary road. The Chapter House garage and warehouse are west of the school and residential farmland and scattered housing is north of the school.

Murals painted on the portables depict Diné children working at traditional morning chores, caring for the land and animals, and engaging in the artistic expressions of dance, music and singing. Some also show children appearing on the moon.

Access

New Mexico Interstate 64 is the main thoroughfare through Shiprock, New Mexico. Sidewalks are provided along Interstate 64; however, asphalt paving connects to the school site.

Asphalt gravel-base parking lots are on the east and west sides of the campus; however, they are not striped. The access road near the teen center is rutted with potholes and cracked asphalt. Heavy equipment from the Chapter House warehouse uses this road, which is a secondary thoroughway to the residential farmland to the north. The secondary access road is locked at night. The Chapter House, school and residents use a dirt road, located between the school and teen center, as a short cut.

Students arrive to school by vehicle. Parents park, walk and sign in students within the campus. The flow of traffic is slow with no congestion. After school, vehicles form a line along the orange cones in front of the east entrance to pick up students. Parents sign out students with a volunteer parent stationed at the vehicles. She communicates via a walkie-talkie to a teacher stationed at the playground, who ushers students to the pick-up area.

Site Development

Vegetables and flowers grow in garden planters, barrels and planter pots around the campus. Young deciduous trees grow along the main sidewalk. All vegetation is hand-watered. A greenhouse stores gardening equipment; it is not equipped with a fan system to grow seedlings. A small plastic shed also houses garden equipment. Three compost bins supply fertilizer to the

garden, and a garden hose connected under the restroom portable supplies water. A large rain-catcher barrel is stationed at the northeast corner of the restroom portable for future water harvesting. Combinations of concrete and dirt rows north of the restroom portable are for future gardening.

A natural tributary runs along the north site boundary, supplying water to residential farmland. Pedestrian foot traffic travels along the tributary, which is a shortcut to the Chapter House. Ponding occurs at the east entrance where the asphalt has settled, so to reach the front gate, pedestrians walk on wood pallets placed over the resulting water and mud.

The site has sidewalks that run to the portables, and outdoor learning areas are located along the path. A triangular woven fabric shades a small child-size picnic table near Portable A. Wood benches and painted tree stumps are arranged in rows for outdoor learning near a chalkboard that leans against a fence. A picnic table is in the garden area, surrounded by garden planters and a gravel base surface. A bread oven (horno) used for Diné cooking instruction is near Portable C. Near the east entrance is a miniature free-book stand. The west entrance gate to the school has pavers that do not continue to the sidewalk.

Recreation / Athletics

The multiplay structure is centrally located between the portables and belongs to the Shiprock Head Start program. The play structure has a rubber cushion surface, a large shade canopy and a ramp to the rubber surface. No sidewalk connects to the ramp. The play equipment is not age-appropriate for older students. A basketball hoop is set up on a dirt surface near the play structure. Metal benches sit near the play structure.

Students begin each morning with an off-site run around a grove of trees north of the Chapter House. DDCS does not have a play field.

Safety / Security

A six-foot chain link fence with open knuckles encloses the campus. Site access occurs over the north fence, which is along the tree line tributary. The top of the north fence has a section of barbed wire strands. The east and west side entrance gates have key-pad access panels, however, they are easily bi-passed.

The main access to the school site is through the Chapter House parking lot. During elections or holiday events, the site is closed to through-traffic, in which case, the school uses the west entrance where staff park. The parking area is constricted and its configuration is not ideal for maneuvering multiple cars.

Site lighting is inadequate, with light poles against the southeast fence line. Building surface-mounted lights provide additional lighting on the campus, however shadowed and dark spots remain.

The transformer is fenced and located near the play structure. Water and sewer connects to the restroom portable. A gas meter is located in the northeast corner and obstructs the path of travel out of the gate. A steel bollard fence protects a cleanout outside the northeast gate and prevents the gate from fully opening.

The campus has no fire hydrants within 300 feet of the site.

Keypunch security entrance gates are located on the east and west sides of the campus. Surveillance cameras are located on each portable facing the sidewalks.

No trash dumpsters are provided and staff alternate with the task of taking trash off site.

Accessibility Attributes

The sidewalks are ADA-compliant, except at the sidewalk turn near the transformer. A wood structure which houses the sign-in sheet and announcement bulletin board obstructs the path of travel. Outdoor learning centers do not have an ADA path or concrete landing for seating. All portables have an accessible ramp with handrails.

ADA parking is not provided.

Building Assessment:

Dream Diné Charter School campus is composed of five single portables purchased from the Santa Fe Public Schools district. The central play structure separates two sets of portables to the south and north, with the restroom portable to the east. Portable A houses administration, Portable B is multi-purpose, Portables C and D are for classrooms, and the fifth portable houses the restrooms. Murals depict Diné children working at traditional morning chores, caring for the land and animals, engaging in artistic expression and a lunar imagination.

Exterior

All portables are elevated a few feet off the ground and have a metal, ADA-compliant ramp that connects to a sidewalk. The portables are sheathed with metal wall and roof panels in good condition. The roof downspouts drain onto splash blocks adjacent to the sidewalk. Portable B downspouts drain into residential rain barrels for watering vegetation planters.

All portable exit doors are hollow metal-framed, with solid metal doors without panic hardware. Portable D's lever door handle is broken and not fully operational. Portable A has a secondary door enclosed with mastic wallboard. Windows are double-hung and double-glazed with interior miniblinds and no screens. (A portable experienced a break-in through a window.)

Interior

Portables A, B, C and D have a combination of carpet and VCT flooring or carpet only, 2'x4' suspended ceiling tiles or painted metal panel ceilings, and painted metal panel walls. The portables have marker boards, chalk boards, tack boards and coat hooks, but no built-in casework for storage. DDCS uses an ink marker to draw building signage by hand directly on portables.

Systems

The academic and classroom portables have heating furnaces, wall-mounted evaporative cooling systems and bottled drinking water. The restroom portable utility closet houses the split system and water heater. The door lock is broken. Motion sensor faucets or flush valves are not provided.

Each portable has its own electrical panel with open circuits for expansion.

Safety / Security

Portable A is equipped with a phone, and communication between portables is by radio. Internet service for Portables A, B and C is hardwired and in portable D is wireless.

Security cameras are mounted on Portable B and are aimed towards the east and west entrance gates.

All portables are equipped with a smoke detector, fire alarm system and fire extinguisher.

ADA and Code Compliance

The restroom portable is located at the center of the campus. Reach ranges for accessories are correct, however, the ADA stalls lack vertical grab bars. Insulated pipe wraps are missing and no urinal privacy screens. Students and teachers share the restrooms, separately.

Exit doorss do not have tactile and Braille signage. Each portable has a water bottle stand.

Adequacy and Environment for Education:

Dream Diné Charter School serves kindergarten through fourth grade students. The school is hidden from the primary road. The east school entrance is through the Chapter House parking lot and the west entrance at the stop light. Parked vehicles constrict maneuvering vehicles in the west parking lot.

Support

The administration portable houses the administration suite. During the day and week, administration conducts small meetings while various other activities take place. The portable's open plan is distracting to administrators who need of private work offices and conduct confidential meetings. In the center of the room, three folding tables are used for meetings, as worktables and for eating lunch. The portable has no parent room, staff restrooms, nurse's station, workroom or lounge.

DDCS does not have a kitchen, cafeteria or refrigeration. Eva B. Stokely Elementary School prepares breakfast and lunch. Dream Diné staff pick up and prepare food in Portable B. This portable has no running water and the carpet is stained.

Indoor and outdoor storage is limited. Portable B stores craft materials, custodial supplies, office supplies, and 5-gallon water bottles. Storage of outdoor garden equipment is in the green house or a plastic shed, and neither is lockable.

Program Spaces

The school uses Portable B as the cafeteria, and for alternative meetings, intervention meetings and school storage. OT / PT / SLP also uses Portable B.

DDCS does not have a media center, gym, performance area, or music and art classrooms. It presents scheduled performance events at the Chapter House.

General classrooms are housed in Portable C and D. Interior carpets are worn and dated.

2017 CIP List of Projects for Dream Diné Charter School

Project No.	Code	Project Name	MACC	Project Budget
100.2001	8.06.B03.2.	ADA Parking Improvement	\$8,169	\$10,415
100.2002	8.06.B03.2.	ADA Signage Improvement	\$2,711	\$3,457
100.2003	8.05.B03.1.	ADA Restroom Improvements	\$2,807	\$3,761
100.2004	4.06.E03.2.	Parking Improvements	\$166,729	\$212,580
100.2005	4.06.E07.3.	Site Lighting Improvements	\$5,304	\$6,763
100.2006	4.06.E09.2.	Parent Drop-off Improvement	\$34,664	\$44,196
100.2007	4.06.E05.1.	Drainage Improvements	\$11,725	\$14,949
100.2008	4.06.E06.2.	Playground Upgrades	\$180,593	\$230,256
100.2009	4.06.E04.2.2.	Fence Improvement	\$2,336	\$2,979
100.2010	6.06.A09.3.	Fire Hydrant Installation	\$20,629	\$26,301
100.2011	4.06.E09.3.	Trash Enclosure Improvement	\$9,481	\$12,089
100.2012	4.04.F07.3.	Portable A Renovation	\$85,174	\$114,133
100.2013	4.05.F07.3.	Portable B Refurbish	\$15,667	\$20,994
100.2014	4.05.F01.3.	Portable C and D Refurbish	\$30,740	\$41,191
100.2015	4.06.D05.4.	Cultural Building Elements Upgrade	\$123,277	\$157,178
100.2016	4.05.C06.2.1.	Security Window Upgrade	\$3,875	\$5,192
100.2017	1.03.F02.3.	Alternate: Intermediate-Range New Portables	\$0	\$0
100.2018	2.01.F01.4.	Alternate: Long-Range New School	\$0	\$0
100.2019	1.00.E07.4.	Allowance: Utility Improvements	\$0	\$0
Total of Project Budgets				\$906,433

Facility: Dream Diné Charter School

ID: 100 **Project Number:** 100.2001

Category: 8. **Type 1:**

06. Type 2: B03. **P/Class:** 2.

Project: ADA Parking Improvement



Project Description

The west parking lot does not have an ADA parking stall. The west entry gate has pavers that do not extend to the existing concrete sidewalk.

Install an ADA parking stall with ADA signage close to the west entry gate. Replace the pavers with a concrete sidewalk extended to the existing sidewalk.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Install ADA parking stall	10.002	1.0	Space	1.0000	\$5,633.66	\$5,634
2 Replace paver path	1.150	250.0	SF	1.0000	\$10.14	\$2,535
Maximum Allowable Construction Cost						\$8,169
Total Project Cost						\$10,415

Facility: Dream Diné Charter School

ID: 100 **Project Number:** 100.2002

Category: 8. **Type 1:**

06. Type 2: B03. **P/Class:** 2.

Project: ADA Signage Improvement



Project Description

No building mounted signage identifies the school and tactile and Braille signage is not posted at entrances and permanent spaces.

Install building identification signage and ADA tactile and Braille signage.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Install building signage	10.865	5.0	Each	1.0000	\$273.67	\$1,368
2 Install tactile and Braille signage	10.867	12.0	Each	1.0000	\$111.89	\$1,343
Maximum Allowable Construction Cost						\$2,711
Total Project Cost						\$3,457

Facility: Dream Diné Charter School

ID: 100 **Project Number:** 100.2003

Category: 8. **Type 1:**

05. **Type 2:**

B03. **P/Class:** 1.

Project: ADA Restroom Improvements

Project Description

The restrooms are missing vertical grab bars in the ADA stalls, lavatory insulated pipes, urinal privacy screens and a toilet paper dispenser in the boys restroom.

Install vertical grab bars, insulated pipe wraps, urinal privacy screens and toilet paper dispenser.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Install vertical grab bar	10.921	1.0	Set	1.0000	\$422.08	\$422
2 Install insulated pipe wraps	10.922	1.0	Each	1.0000	\$83.16	\$83
3 Install privacy screens	10.927	4.0	Each	1.0000	\$548.10	\$2,192
4 Install toilet paper dispenser	10.915	1.0	Each	1.0000	\$109.00	\$109
Maximum Allowable Construction Cost						\$2,807
Total Project Cost						\$3,761

Facility: Dream Diné Charter School

ID: 100 **Project Number:** 100.2004

Category: 4. **Type 1:**

06. Type 2: E03. **P/Class:** 2.

Project: Parking Improvements



Project Description

The west parking lot is gravel based and not striped. The access road near the Teen Center is rutted with potholes and cracked asphalt. The road is used by heavy equipment from the Chapter House warehouse.

Pave the parking lot and stripe eleven parking stalls with parking bumpers. Pour a heavy duty reinforced concrete slab at the west driveway entrance.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Pave parking lot	1.202	1,686.0	SY	1.0000	\$68.20	\$114,985
2 Stripe parking stalls	1.240	11.0	Space	1.0000	\$32.76	\$360
3 Install parking bumpers	1.214	11.0	Each	1.0000	\$246.53	\$2,712
4 Pour a heavy duty concrete slab	1.150	4,800.0	SF	1.0000	\$10.14	\$48,672
Maximum Allowable Construction Cost						\$166,729
Total Project Cost						\$212,580

Facility: Dream Diné Charter School

ID: 100 **Project Number:** 100.2005

Category: 4. **Type 1:**

06. **Type 2:** E07. **P/Class:** 3.

Project: Site Lighting Improvements



Project Description

One light pole is located near the garden gates. Site lighting consists of portable mounted lights at the door entrance. Dark spots and shadows are present.

Install site lighting at each entrance gate and near each set of portables.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Install site lighting	1.281	2,400.0	SF	1.0000	\$2.21	\$5,304
Maximum Allowable Construction Cost						\$5,304
Total Project Cost						\$6,763

Facility: Dream Diné Charter School

ID: 100 **Project Number:** 100.2006

Category: 4. **Type 1:**

06. **Type 2:** E09. **P/Class:** 2.

Project: Parent Drop-off Improvement



Project Description

A dedicated parent drop-off is not provided for safe and controlled access to the school.

Install a parent drop-off.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Install parent drop-off	1.120	1.0	Project	0.5000	\$69,327.25	\$34,664
Maximum Allowable Construction Cost						\$34,664
Total Project Cost						\$44,196

Facility: Dream Diné Charter School

ID: 100 **Project Number:** 100.2007

Category: 4. **Type 1:**

06. Type 2: E05. **P/Class:** 1.

Project: Drainage Improvements



Project Description

Ponding occurs at the main east entrance. Wood pallets are placed for pedestrians to walk over to get to the front gate.

Remove asphalt and correct ponding area for positive drainage away from the main entrance. Install a concrete sidewalk to the asphalt pavement.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Remove asphalt	4.410	800.0	SF	1.0000	\$1.73	\$1,384
2 Correct ponding area	1.420	800.0	SF	1.0000	\$8.87	\$7,096
3 Install concrete sidewalk	1.150	320.0	SF	1.0000	\$10.14	\$3,245
Maximum Allowable Construction Cost						\$11,725
Total Project Cost						\$14,949

Facility: Dream Diné Charter School

ID: 100 **Project Number:** 100.2008

Category: 4. **Type 1:**

06. **Type 2:** E06. **P/Class:** 2.

Project: Playground Upgrades

Project Description

The play structure is not age appropriate and belongs to the Shiprock Head Start. The hard court is a dirt surface. No play field is provided. The outdoor teaching areas don't have accessible tables or benches, a shade structure or walkways to play equipment.

Relocate the Head Start's play structure near their building. Develop age appropriate playground with shade. Install walkways to play equipment. Construct a basketball court with goals. Construct a small artificial turf play area. Install six picnic tables near the horno.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Relocate multi-play structure	0.000	1.0	Project	1.0000	\$10,000.00	\$10,000
2 Develop playground	1.611	1.0	Project	0.4000	\$207,237.59	\$82,895
3 Install sidewalks	1.150	30.0	SF	1.0000	\$10.14	\$304
4 Construct basketball court & goals	1.660	1.0	Project	0.5000	\$79,747.10	\$39,874
5 Construct artificial turf play area	1.675	2,500.0	SF	1.0000	\$11.30	\$28,250
6 Install picnic tables	1.354	6.0	Each	1.0000	\$1,732.50	\$10,395
7 Install shade structure	1.664	500.0	SF	1.0000	\$17.75	\$8,875
Maximum Allowable Construction Cost						\$180,593
Total Project Cost						\$230,256

Facility: Dream Diné Charter School

ID: 100 **Project Number:** 100.2009

Category: 4. **Type 1:**

06. **Type 2:** E04.2. **P/Class:** 2.

Project: Fence Improvement



Project Description

The site perimeter has chain link fencing with open-knuckled tops. The north chain link fence has partial barbed wire top.

Close the knuckles on the chain link fencing. Remove the barbed wire.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Close chain link knuckles	1.350	644.0	LF	0.1000	\$32.72	\$2,107
2 Remove barbed wire	1.350	70.0	LF	0.1000	\$32.72	\$229
Maximum Allowable Construction Cost						\$2,336
Total Project Cost						\$2,979

Facility: Dream Diné Charter School

ID: 100 **Project Number:** 100.2010

Category: 6. **Type 1:**

06. **Type 2:**

A09. **P/Class:** 3.

Project: Fire Hydrant Installation

Project Description

No fire hydrant is within 300 feet of the building.

Install a fire hydrant and water supply line.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Install fire hydrant	6.505	1.0	Each	1.0000	\$3,276.00	\$3,276
2 Install water supply line	6.372	250.0	LF	1.0000	\$69.41	\$17,353
Maximum Allowable Construction Cost						\$20,629
Total Project Cost						\$26,301

Facility: Dream Diné Charter School

ID: 100 **Project Number:** 100.2011

Category: 4. **Type 1:**

06. Type 2: E09. **P/Class:** 3.

Project: Trash Enclosure Improvement



Project Description

The school has no trash bin nor a trash enclosure.

Provide a trash enclosure and bin.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Construct trash enclosure	1.360	1.0	Each	0.5000	\$14,412.47	\$7,206
2 Provide a trash bin	0.000	1.0	Each	1.0000	\$2,275.00	\$2,275
Maximum Allowable Construction Cost						\$9,481
Total Project Cost						\$12,089

Facility: Dream Diné Charter School

ID: 100 **Project Number:** 100.2012

Category: 4. **Type 1:**

04. Type 2: F07. **P/Class:** 3.

Project: Portable A Renovation

Project Description

The administration portable is an open plan housing various daily activities. Administrators need isolated work time and confidential meetings. No nurse office is provided. No staff restrooms and drinking fountains (2) are provided.

Renovate the portable for a staff restroom 80 SF, drinking fountains, a reception and waiting room 150 SF, an office 150 SF, a nurse room 150 SF and a parent room 150 SF. The rest of the portable can be open with a designated copy area and staff meeting area. Extend water and sewer lines.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Renovate administration portable, adj for water services	4.100	896.0	SF	2.8000	\$33.95	\$85,174
Maximum Allowable Construction Cost						\$85,174
Total Project Cost						\$114,133

Facility: Dream Diné Charter School

ID: 100 **Project Number:** 100.2013

Category: 4. **Type 1:**

05. **Type 2:**

F07. **P/Class:** 3.

Project: Portable B Refurbish



Project Description

Portable B houses lunch for students as well as small to medium size meetings. It also stores school supplies, water bottles and craft materials. The carpet flooring is not conducive to program use. No refrigeration is provided.

Replace the carpet with vinyl composition tile (VCT) and add a wall of wardrobe lockable cabinets for storage. Purchase a two-door commercial refrigerator.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Replace carpet with VCT	4.590	896.0	SF	1.0000	\$5.24	\$4,695
2 Install wardrobe cabinets	4.625	20.0	LF	1.0000	\$448.62	\$8,972
3 Purchase commercial refrigerator	0.000	1.0	Each	1.0000	\$2,000.00	\$2,000
Maximum Allowable Construction Cost						\$15,667
Total Project Cost						\$20,994

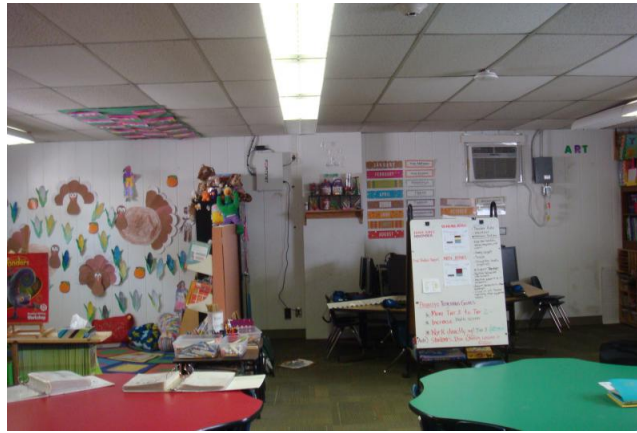
Facility: Dream Diné Charter School

ID: 100 **Project Number:** 100.2014

Category: 4. **Type 1:**

05. Type 2: F01. **P/Class:** 3.

Project: Portable C and D Refurbish



Project Description

Portable C and D are classrooms with worn carpet and limited storage.

Replace the carpet and add wardrobe lockable casework for storage.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Replace carpet	4.570	1,792.0	SF	1.0000	\$7.14	\$12,795
2 Install lockable casework	4.625	40.0	LF	1.0000	\$448.62	\$17,945
Maximum Allowable Construction Cost						\$30,740
Total Project Cost						\$41,191

Facility: Dream Diné Charter School

ID: 100

Project Number:

100.2015

Category:

4. **Type 1:**

06. **Type 2:**

D05. **P/Class:**

4.

Project: Cultural Building Elements Upgrade



Project Description

The cultural curriculum requires a hogan for regular instruction in language, singing and history. Provide a shade structure for outdoor learning.

Co-locate the hogan (28' in diameter) and shade structure near the bread-oven.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Construct hogan	3.197	615.0	SF	1.0000	\$151.26	\$93,025
2 Construct shade structure	3.197	200.0	SF	1.0000	\$151.26	\$30,252
Maximum Allowable Construction Cost						\$123,277
Total Project Cost						\$157,178

Facility: Dream Diné Charter School

ID: 100 **Project Number:** 100.2016

Category: 4. **Type 1:**

05. **Type 2:**

C06.2. **P/Class:** 1.

Project: Security Window Upgrade



Project Description

Burglaries have occurred through the portable building windows.

Secure all windows with welded wire grill system.

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Secure windows	4.792	384.0	SF	0.5000	\$20.18	\$3,875
Maximum Allowable Construction Cost						\$3,875
Total Project Cost						\$5,192

Facility: Dream Diné Charter School

ID: 100 **Project Number:** 100.2017

Category:

1. **Type 1:**

03. **Type 2:**

F02. **P/Class:**

3.

Project: Alternate: Intermediate-Range New Portables



Project Description

The school needs additional portables to accommodate future student enrollment.

Demolish linear rows of concrete, north of the restroom portable. Install refurbished portables with basic infrastructure, metal ramps and sidewalks.

Estimated total project cost of construction is \$136,448.00

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Purchase APS portables	0.000	2.0	Each	0.0000	\$1.00	\$0
2 Transport portables	0.000	2.0	Each	0.0000	\$10,000.00	\$0
3 Demolish concrete rows	4.411	1,386.0	SF	0.0000	\$3.13	\$0
4 Install basic portable infrastructure	2.501	1.0	Per classr	0.0000	\$52,057.66	\$0
5 Refurbish interior finishes	0.000	2.0	Each	0.0000	\$5,000.00	\$0
6 Install metal ramps	2.601	2.0	Per Classr	0.0000	\$10,309.90	\$0
Maximum Allowable Construction Cost						\$0
Total Project Cost						\$0

Facility: Dream Diné Charter School **ID:** 100 **Project Number:** 100.2018
Category: 2. **Type 1:** 01. **Type 2:** F01. **P/Class:** 4.

Project: Alternate: Long-Range New School

Project Description

The school plans to outgrow the leased campus and purchased portables.

The new school will house six general classrooms, two specialty classrooms, a media center, a multi-purpose room with a serving kitchen and an administration suite. Site development will include a student drop-off, staff and parent parking, recreational area (age appropriate playgrounds & a basketball court) and a cultural outdoor area (shade structure). The estimated size of the school is 19,024 GSF.

Estimated total project cost of construction is \$6,906,663.00

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Construct new school	0.000	19,024.0	Project	0.0000	\$265.00	\$0
Maximum Allowable Construction Cost						\$0
Total Project Cost						\$0

Facility: Dream Diné Charter School **ID:** 100 **Project Number:** 100.2019
Category: 1. **Type 1:** 00. **Type 2:** E07. **P/Class:** 4.

Project: Allowance: Utility Improvements

Project Description

Dream Diné Charter School's future school site utility locations are unknown. Electrical, natural gas, water and waste-water connections are needed. An elevated water tank is needed for the new school fire suppression systems and fire hydrants. Data connections are needed to support WIFI and technology.

ARC recommends an allowance is provided for site utility improvements.

Estimated total project cost of construction is \$3,825,000.00

Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1 Allowance: utility improvements	0.000	1.0	project	0.0000	\$3,000,000.00	\$0
Maximum Allowable Construction Cost						\$0
Total Project Cost						\$0

Appendix

Attachment A: written request to Central Consolidated School District to locate in existing facilities, per Charter - Alternative School Standards, Section 22-9 B-4, NMSA 1978



DREAM DINÉ CHARTER SCHOOL

P.O. Box 4386 Shiprock, NM 87420
505-368-2500 –Phone

September 19, 2018

Dear Superintendent Benn,

On behalf of the Governing Council for the Dream Diné Charter School, I am writing to formally and respectfully inquire about Central Consolidated School district facilities, per requirements of the State of New Mexico Public Schools Facilities Authority (PFSA). The Dream Diné Charter School Governing Council wishes to request a list of Central Consolidated School District owned facilities that are presently unoccupied, partially unoccupied and/or anticipated to become unoccupied within the next 16 months. In particular, we are interested in any vacant, semi-vacant, or soon to be vacant facilities located in the 87420 zip code area.

Thank you in advance for your continued communication and willingness to collaborate with our Governing Council as we seek future facilities for our charter school in Shiprock, and for the purpose of completing documentation for our Master Facility Plan. If you have any questions or updates on information, please feel free to contact me. On behalf of the entire Dream Diné Governing Council, thank you for your time.

Sincerely,

A handwritten signature in cursive script that reads "Quintina Deschene".

Quintina Deschene
Administrator, Dream Diné Charter School
(505) 368-2500

xc: Telletha Valenski, President, Dream Diné Governing Council



DREAM DINÉ CHARTER SCHOOL

P.O. Box 4386 Shiprock, NM 87420

505-368-2500 –Phone

September 25, 2018

Michele Pfeiffer
Architectural Research Consultants Inc.
220 Gold Avenue S.W.
Albuquerque, New Mexico 87102

Dear Ms. Pfeiffer,

The Dream Diné Governing Council met on September 25, 2018 during a duly called meeting at which a quorum was present and voted to accept the draft Dream Diné Charter School Facility Master Plan dated August 2018, by a vote of 4 in favor and 0 opposed.

Thank you.

Respectfully,

A handwritten signature in black ink, appearing to read 'Telletha Valenski'. The signature is fluid and cursive.

Telletha Valenski
President, Dream Diné Charter School



 **Architectural Research Consultants, Incorporated**

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