

New Mexico Public Education Commission



Charter School Renewal Application Part E: Facilities

Charter Schools Division
Public Education Department
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Santa Fe, NM 87501
(505) 827-6909
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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: Dził Dít'ooí School of Empowerment, Action & Perseverance
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Facilities Narrative

DEAP is located in the rural Navajo Nation, where building infrastructure is a unique challenge due to limited access to resources and remote location. As a result, DEAP currently operates out of two leased portable buildings, supported by lease assistance. Despite these constraints, DEAP has intentionally expanded its campus to reflect its mission of reestablishing learning environments rooted in Navajo culture and the land itself.

A defining feature of DEAP's facilities is the addition of two Navajo hogans, which serve as classrooms and community gathering spaces. These structures were not only built in accordance with traditional methods, guided by local knowledge keepers skilled in earthen architecture, but were also a collective effort, with students, staff, and families contributing to their construction. These hogans embody the school's philosophy of blending education, community, and cultural heritage, offering a setting that nurtures both academic and personal growth.

Visitors to DEAP’s campus will notice that every space is thoughtfully designed with community healing and cultural engagement in mind. Recent developments include the creation of a dome greenhouse that supports the school’s land-based learning focus. Here, students engage in hands-on experiences growing food and medicinal plants year-round, deepening their connection to the land and their heritage.

Additionally, DEAP has expanded its learning opportunities with a newly established Career and Technical Education (CTE) lab, which offers courses such as Project Bike Tech and other manufacturing programs. This space provides students with practical, skills-based learning that aligns with future career pathways, further broadening their educational experience.

Over the years, DEAP has outgrown its portable buildings, and the school is actively working to revamp its Facilities Master Plan in collaboration with the PSFA, the Navajo Nation, and other funding partners. A recent milestone includes receiving the New Mexico School Kitchen Infrastructure grant, which will support the construction of a learning kitchen. This new addition will enable DEAP to integrate its wellness and community-centered mission even further, providing students with a space to learn about nutrition, food preparation, and sustainable food practices.

Through every addition and improvement, DEAP’s facilities have become more than just buildings—they are expressions of resilience, cultural pride, and a deep commitment to creating spaces that honor the past while fostering future generations.

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

All items have been uploaded into Epicenter

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

20835

_____ 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 E AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

Corner of Shepherd Springs Blvd & Mills Rd, Navajo, NM

BUILDING ADDRESS

Dzil Ditz'ool School of Empowerment, Action and Perseverance (DEAP), P.O. Box 156, Navajo

NAME AND ADDRESS OF OWNER

N.M. 87325

Sparkling Const. Company

NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)

N/A

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

GenC 2015014783

BUILDING PERMIT NUMBER

Portable Bldg.

PORTION OF BUILDING

Ron Hibner

INSPECTOR'S NAME

Oct 7, 2015

DATE

Wrong info on original COO # 20330

COMMENTS



AMENDMENT TO LEASE AGREEMENT
(LEASE TERM RENEWAL)

LESSEE:
DZIL DIT LOOI SCHOOL
ShepardSpringsBlvd
NAVAJO NM 87328

EQUIPMENT LOCATION:
corner of Shepard Springs Blvd
NAVAJO NM 87328

Contract Number: W1134223
Equipment Serial/Complex Number: CPX-110439
Insurance Replacement Value: \$89,890.92

By this Amendment, **Williams Scotsman, Inc.** and the Lessee (listed above) agree to modify the original lease agreement, dated 08/15/2018 (“Lease Agreement”) as set forth below.

- The rental term for the equipment identified above, shall be renewed from 10/15/2023 through 10/15/2025 (the “Lease Renewal Term”).
- The rental rate during the Lease Renewal Term shall be \$2382.00 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) RENT MULTI-SECTIONAL TOTAL: \$1792.36
QTY (1) RENTAL-RAMP TOTAL: \$214.40
QTY (2) INSURANCE US-DAMAGE WAIVER \$150 (EA) TOTAL: \$300.00
QTY (1) RENTAL-PERSONAL PROPERTY EXP TOTAL: \$75.24
- All other Terms and Conditions of the original Lease Agreement shall remain the same and in full force and effect.

Joseph Leppert
Legal Contract Specialist 5/9/2024

ACCEPTED: **6. The Owner Agrees to Maintain Facility.**

LESSEE: DZIL DIT LOOI SCHOOL

LESSOR: WILLIAMS SCOTSMAN, INC.

Signature: 
DocuSigned by: Kayla Begay
D0A62F1D2B294DD...

Signature: 
DocuSigned by: Michele Gatewood
7709FA8217EB435...

Print Name: Kayla Begay

Print Name: Michele Gatewood

Title: Head Administrator

Title: Customer Success Spec

Date: 08-15-2023

Date: 08-15-2023



INDIGENOUS DESIGN STUDIO + ARCHITECTURE



DZIL DITŁ'OOÍ SCHOOL OF EMPOWERMENT
ACTION AND PERSEVERANCE
FACILITY MASTER PLAN



FINAL | APRIL 26, 2024



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8008 Pennsylvania Cir. NE
Albuquerque, NM 87110

p 505.226.2565
f 505.226.2566
www.ids-a.com

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Acknowledgments

The information in this report is intended as guidance for Dził Dít'ooí School Of Empowerment Action And Perseverance (DEAP) in informing decisions related to this project. All photos, renderings, drawings or other content were taken or generated by Indigenous Design Studio + Architecture staff unless cited otherwise.

Indigenous Design Studio + Architecture

Tamarah Begay / Principal-in-Charge, Architect
Theodore Edaakie / Project Manager
Jan Tifrea / Project Architect
Charlotte Begay / Community Facilitator

DZÍŁ DIT'OOÍ School Of Empowerment Action And Perseverance (DEAP)

Kayla Begay / Head Administrator
Louella Polano / Former Head Administrator

NACA Inspired Schools Network (NISN)

Daniel Ulibarri / Director of Operations & Facilities
Troy Hunt / Community Outreach/Facilities

Executive Summary

- + **Project Summary**
- + **Project Site**
- + **Existing Facility Assessment**

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Existing Modular Classroom Buildings - Looking Northeast

Project Summary

This Facility Master Plan for the Dził Dít Ł'ooí School of Empowerment Action and Perseverance (DEAP) is used to analyze the 2.35 acre site, where the DEAP School currently resides in Navajo, New Mexico, and propose the developmental framework for future development aimed at ensuring the school's viability to provide new amenities that align with their strategic goals. The components that make up the Facility Master Plan include: site characteristics, analysis of educational goals and programs, design guidelines and a proposed site layout. This Master Plan is prepared as the culmination of analysis of existing data as well as the generation of recommendations for the current goals and vision of the DEAP School. A Master Plan should be considered a "living document" because the goals, vision, or constraints for development will evolve over time. As a result, it is recommended that the school periodically update the Master Development Plan every two to five years.

The existing Facility Master Plan was completed in 2018. NACA Inspired Schools Network (NISN) worked with Indigenous Design Studio + Architecture (IDS+A) to review and update the Facility Master Plan as the priorities and goals of the current school leadership would be incorporated in a new document. An updated collaborative design process would be reflective of the school's identity, vision, and goals. The overall site strategy of this Master Plan is to replace the majority of existing structures and site development with a new school and other site amenities in a phased approach that will present a school with a gymnasium, community hub, playground, basketball court, walking paths and outdoor spaces that have a grounding in the essence of the community's history, culture, and values.

Project Site

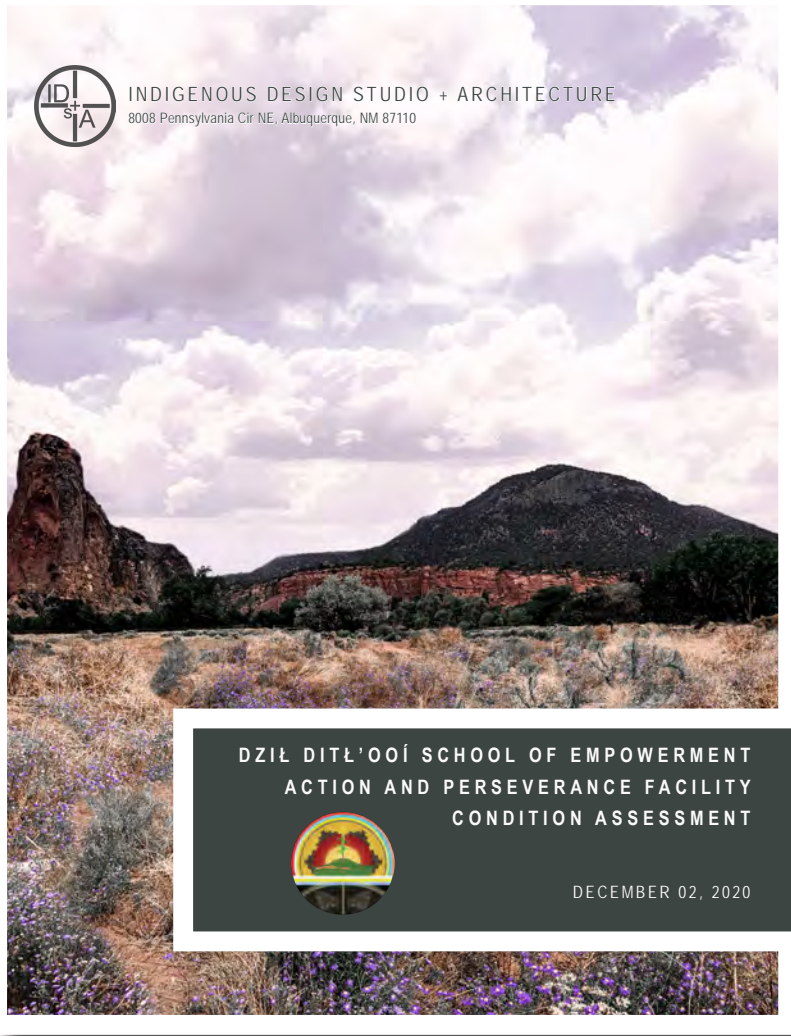
The site for planned development is located in Navajo, New Mexico in McKinley County on the Navajo Reservation. The 2.35 acre site is located on the north side of Indian Service Route 109 which is accessed by a main vehicular access point on the southern boundary and a secondary access point on the east; a road (Walnut Ave.) runs adjacent to the east property boundary and leads to the Red Lake Chapter House. The site is situated in a rural environment that has views of the mountains to the east of the site. Currently on-site are numerous built and site features which include two modular classroom buildings, two traditional hogans, shade ramadas, a parking area, storage container, and perimeter fencing.



Approaching Site Access on Indian Route 109 - Looking Northeast

Existing Facility Assessment

IDS+A conducted site and building observations to provide an existing facility assessment of the site, modular buildings, and hogan whose findings and recommendations were documented in a report dated December 2nd, 2020. The condition assessment was completed for many components of the site, building, code and user adequacy standards and then compiled in an overall metric which showed DEAP facilities to be in the “Borderline” category. Capital Improvement Projects and cost estimates for each proposed improvement was provided in the report. Detailed reports from site observations were also provided.



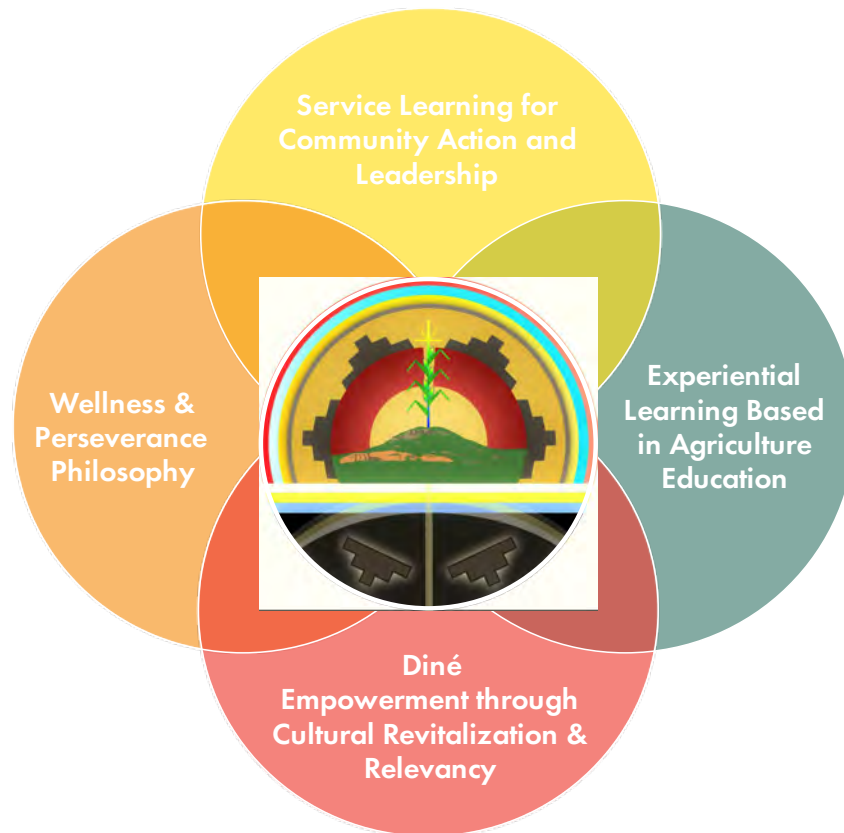
Process

- + **DEAP Mission and Values**
- + **Navajo Design & Planning Principles**
- + **Initial Data Gather**
- + **Meeting Summaries**

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Incorporation of DEAP Values to Master Plan Process

The Dził Dít Ł'ooí School of Empowerment Action and Perseverance approach to education and empowerment to their students through their sense of identity and culture provides guidance and alignment with an awareness of Navajo Design and Planning principles. Using the DEAP Mission and Core Values, the Master Plan will be guided by decisions that enable a learning environment that is grounded through history and sense of place.



DEAP Mission

“As a result of a DEAP education, students will be able to use their cultural, vocational, and academic skills to analyze their surroundings in order to plan the transformation of their community and their world, live a healthy life and use the tools they were taught to achieve holistic wellness, use their understanding of identity, and its impact on local and global communities to promote the restoration and perpetuation of Diné culture, and honor the history and the legacy of the Dził Dít'ooí area by consciously balancing the needs of the land with the needs of the people.”

DEAP Core Values

+K'É+

We are all connected. Our wellbeing is tied to our relationship with the land, people, spirits and all living things. Adééháníih.

+HÓZHÓ+

Be your best self. We are sacred beings of the earth. We must respect our bodies, minds, hearts and spirit by taking care of ourselves. Our destiny is to live long healthy lives. Ádaa Áháyá.

+EMPOWERMENT+

We are blessed with many gifts and talents. When we choose to our gifts for good, we create a cycle of empowerment. We inspire and help each other achieve our goals.

+ACTION+SERVICE+

Everyday we see things that could be better people, animals, the land, and all living things rely on us for help. We have the power to improve the world. We are our own heroes!

+PERSEVERANCE+

Life is full of challenges, and there will be times when we fail. However, we must remember to keep trying. We do not give up but learn from our mistakes. This means that we identify our needs and ask for help when we need it.

+REZILIENCE+

We come from a line of intelligent and strong ancestors. They have survived droughts, colonization, pain and uncertainty. We must continue their legacy and continue to fight for what is right for the land and our people. We are proud to be from the Rez and honor our ancestors by continuing traditions.

Navajo Design & Planning Principles

Navajo Design and Planning concepts stem from the deeply rooted Navajo culture, tradition, language, and teaching of living in beauty.

The Navajo people have a strong cultural connection to the four natural elements of earth, water, air, and fire, which resemble everything within mother earth and father sky, and are all connected to songs, prayers, and the creation stories of the Navajo People.

They design and plan according to their basic human and cultural needs, living within the natural landscapes, harvesting and hunting for food, utilizing cultural teachings for well being, and overall living in a truly sustainable environment.

Initial Data Gather

Indigenous Design Studio + Architecture reviewed the existing Facility Master Plan (dated October 2018, completed by Architectural Research Consultants, Inc.) to gain an understanding of prior investigation. The report included documentation of the Master Plan data gather process, needs analysis, space program, and planning goals among others. The report was noted by current DEAP leadership as needing re-evaluation due to the change in expected short-term and long-term goals i.e. enrollment expectations not as high as documented in 2018 report, size of proposed school and offerings should be updated with more current information.

IDS+A visited the project site to document existing conditions, requested available survey and utility information from the DEAP school, NISN, and local utility providers. Land information, such as surveys, were limited without a completed topographic survey. The project site resides within land that is owned by the Red Lake Chapter. The 2.35 acre area is shown on a boundary description as part of a Cultural Resources Compliance Form dated August 2004.

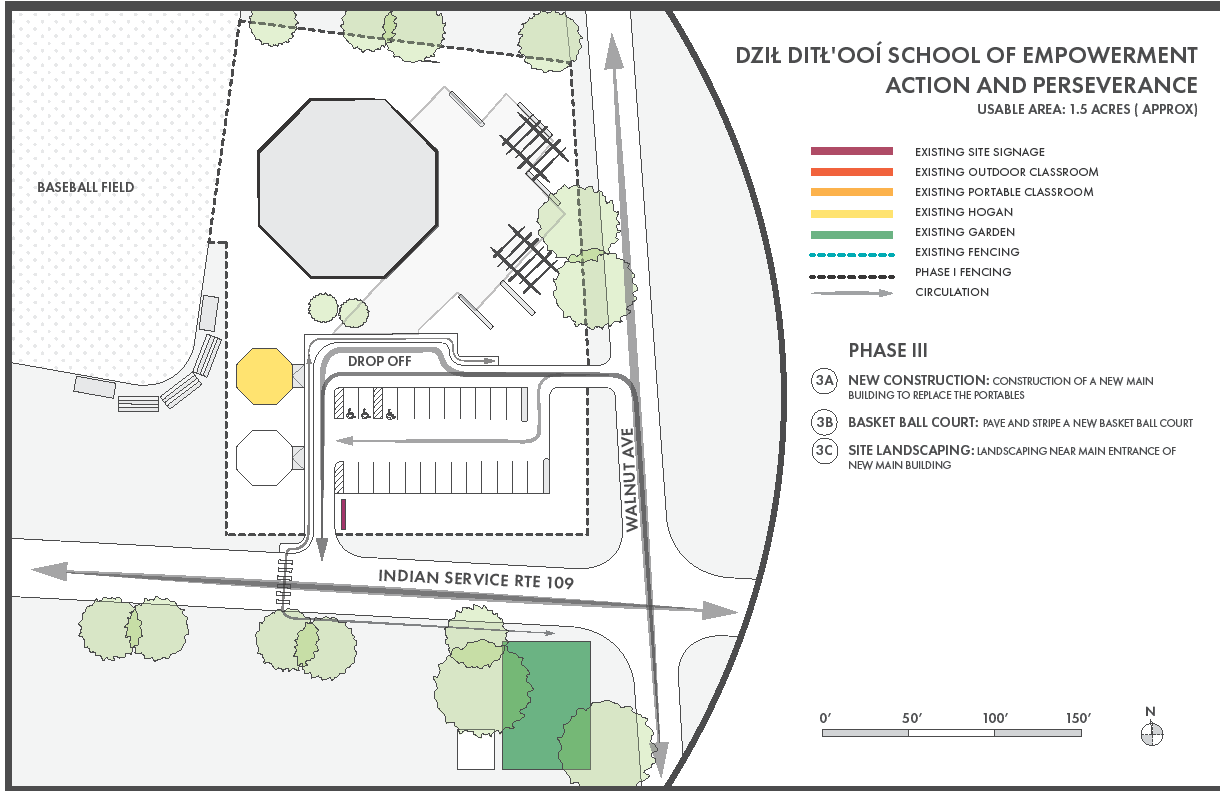
Meeting Summaries

Master Plan Process Intro and Confirmation of Goals - Jan. 12, 2021

This virtual meeting focused on a review of the Master Plan process as an introduction to the project. IDS+A outlined findings from the existing Facility Master Plan document (2018) to discuss feedback with DEAP school leadership. Review of DEAP Mission and goals as it relates to future development, site layout review, strategic goal categories were also completed.

Master Plan Charrette #1 – February 26, 2021

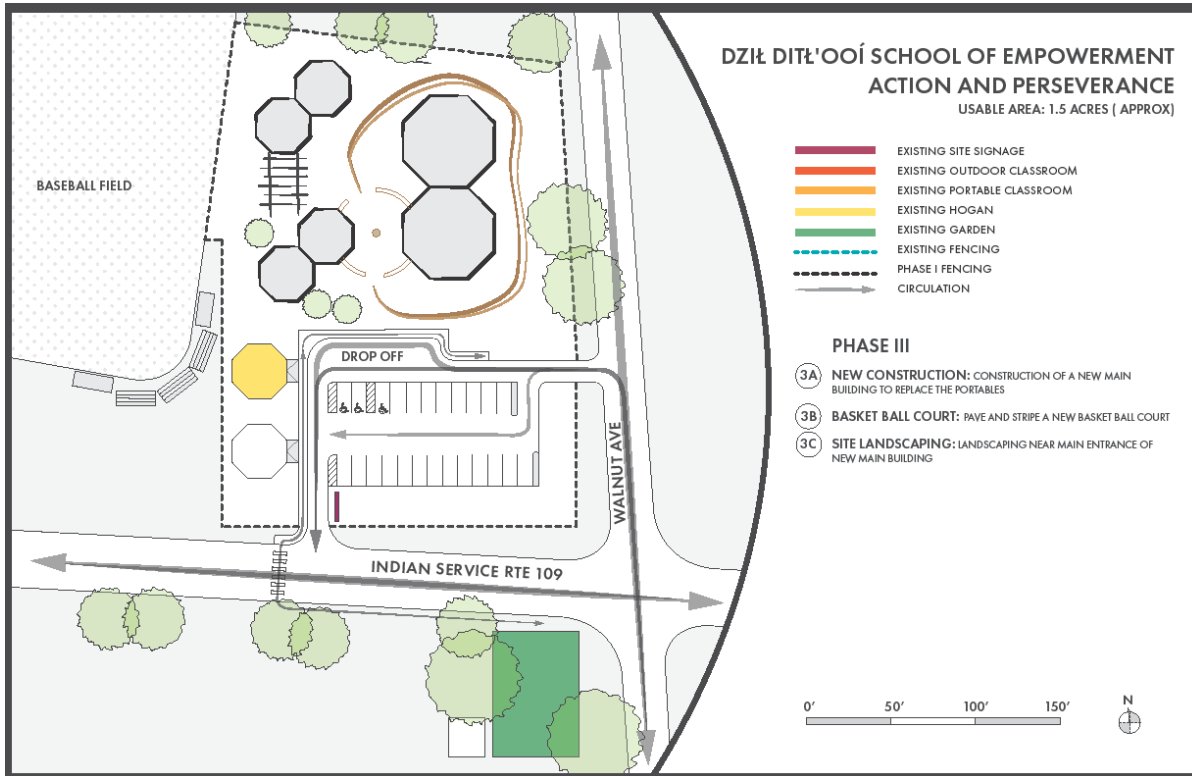
The first Master Plan Charrette was conducted virtually through the Microsoft Teams platform and included NISN leadership as well as DEAP administration, faculty, and staff. IDS+A completed preliminary site concept layouts for short-term and long-term options to receive input from DEAP on what they see as the vision of the school. IDS+A reviewed goals, mission, values and Navajo Design and Planning Principles before proceeding with preliminary site concept layouts. Concept options shown that accomplish future development in different ways – several smaller hogans connected, single large hogan, and a concept that takes lessons from Navajo culture and implements in a more cost effective manner.



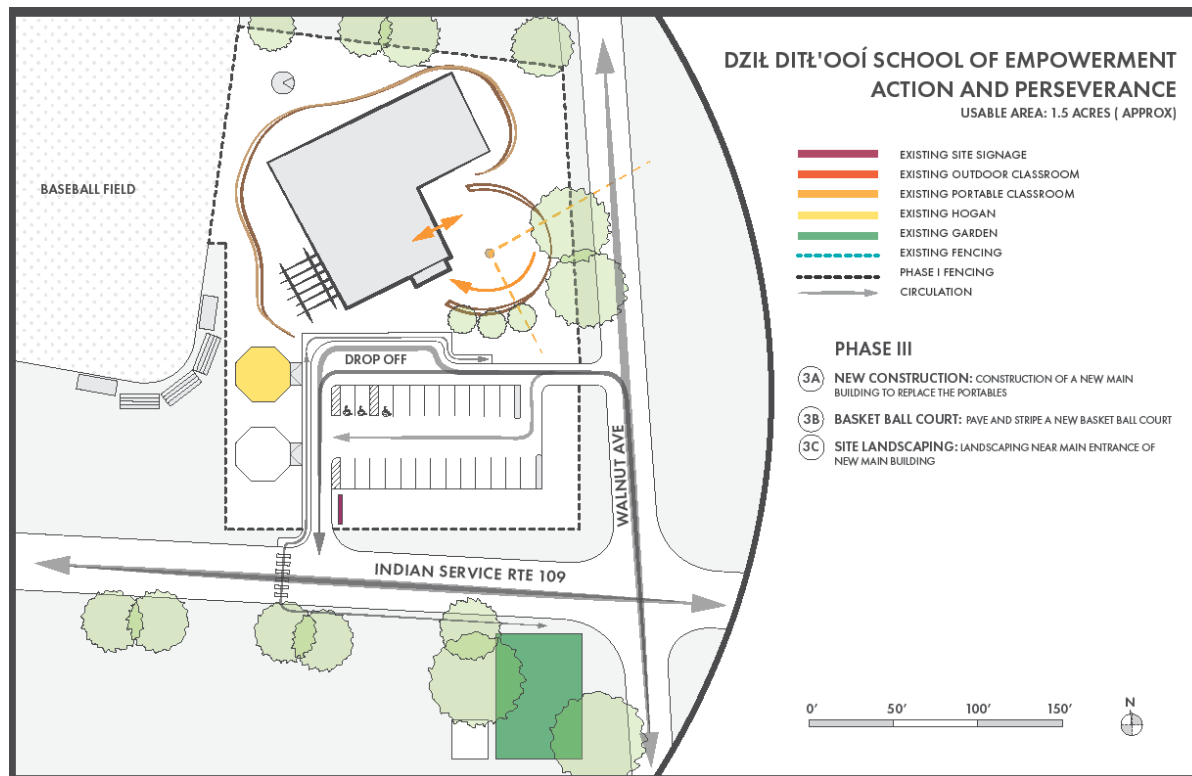
Classroom Concept - Single Hogan Building



Classroom Concept - Multi-hogan site plan sketch



Classroom Concept - Multi-hogan site plan



Classroom Concept - Navajo Design Principles

Master Plan Charrette #2 – November 28, 2022

The second master plan charrette was conducted on-site with NISN, DEAP administration, faculty and students. IDS+A reviewed project background, process, and how Master Plan fits into design process for future projects. Review of existing site and past charrette comments were reviewed. The second part of the meeting focused on planning exercises to gather input on concept statements, needs and priorities, and revisiting the site concept layouts presented at the previous charrette. Participants were given key questions to gather lists of ideas and IDS+A recorded the statements for space goals, priorities for the next 3-5 years. The final exercise involved review of printed site plans where faculty and students favored ideas centered around a hogan concept. IDS+A presented challenges for consideration to using a hogan form for a large school, though the main takeaway was that the centering of the gathering space and connection to key programs radiating outward.

*Other meetings were conducted with NISN / DEAP leadership as project update meetings, they were not as relevant to document relative to the Master Plan report.



Indigenous Design Studio + Architecture, Photograph of Community Present for a Master Plan Meeting, 28 Nov. 2022.

Site Analysis

- + **Site Characteristics**
- + **Regional Map**
- + **Site Photos**
- + **Existing Conditions**
- + **Climate Data**
- + **Existing Utilities**

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Site Conditions and Constraints

Site Photos

Documentation of existing site features is given with site photos shown on Figure 1-12 on pages 12-13.

Existing Conditions

The figures on pages 14-15 show an overview of existing conditions that are considered during the design phase. Composited with aerial views, the map shows project boundary, site access and roads, views, drainage, prevailing winds, and site features.

Topography

No site specific topographic data was available during the Master Planning process. IDS+A obtained a map of the general topographic conditions from the US Geological Survey (USGS). Site observations confirm the general sloping of the site to be a gradual downward flow from the southeast toward the northwest. Before further projects are completed, the school and/or NISN will need to complete a topographic survey for the proposed project location; it is also advisable that an updated boundary survey be completed.

Climate Data

The climate data, as shown in the figures on page 16, depict the rainfall, average temperatures, and sun path of the area. This data was obtained from a weather station located in Window Rock, AZ. These figures informed our design decisions for resilience against environmental factors.

Existing Utilities

The figure on page 17 (see also APPENDIX, page 51) provides a graphic representation for the existing water, electric, gas and sewer lines as provided by the Navajo Tribal Utility Authority (NTUA).

Site Circulation

Primary traffic – vehicular traffic along Indian Route 109 from West to East directly south of the project site. Secondary traffic – vehicular traffic adjacent to the east project boundary from North to South – continues toward Red Lake Chapter House. Pedestrian traffic – parking area at southern area of the site serves as parking for DEAP staff as well as public with students dropped off in parking area; pedestrian traffic also present at south access point and leading toward garden on opposite side of the street periodically.

Existing Reports

Cultural Resources Compliance Form (dated August 16, 2004) was supplied to IDS+A to document site boundary.

Future Studies / Reports

For future development, DEAP will need to further document land ownership/withdrawal and environmental clearance in collaboration with the Red Lake Chapter. Additionally, DEAP will need to procure geotechnical engineering services and surveying for proposed development areas. Local utilities will need to be aware of development so they can anticipate changes in service and work with design team to accommodate loading.





Figure 01: Looking Southeast of Site



Figure 02: Looking South of Site



Figure 03: View of Current Portables



Figure 04: Portables with Shadehouse Context



Figure 05: View of Fencing and Electric Lines



Figure 06: View of Dzilditloi Mountain



Figure 07: View of Baseball Field- West of Site



Figure 08: View of Fire Pit and Sweat Lodge



Figure 09: View of Hogan Exterior



Figure 10: View of Portable Interior



Figure 11: View of Hogan Interior



Figure 12: View of the "Hippo's Yawn"

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INDIAN SERVICE RTE 109, NAVAJO, NM 87328

TOTAL PROPERTY AREA: 7.39 ACRES

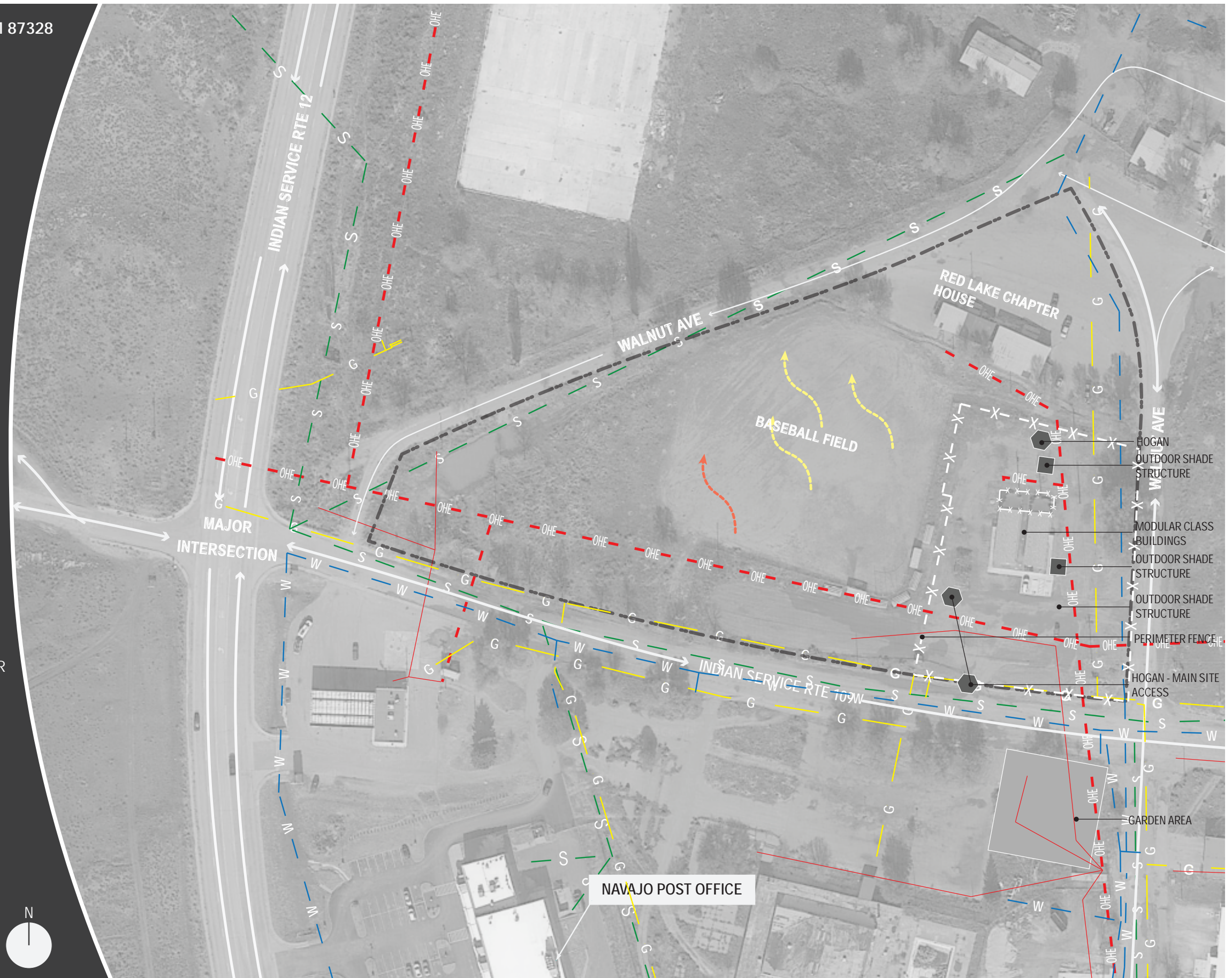
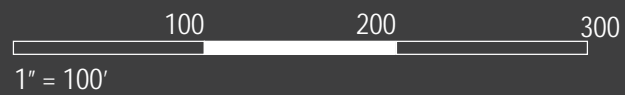
USABLE AREA: 1.5 ACRES (APPROX.)

KEY

- PROPERTY LINE
- PRIMARY TRAFFIC
- SECONDARY TRAFFIC
- PROJECT AREA


EXISTING SITE FEATURES

- FUTURE PRIMARY ENTRY WAY
- VIEWS
- DRAINAGE
- FENCING
- STEEP SLOPED GRADE
- SLOPED GRADE
- PREVAILING WINDS SUMMER AND WINTER
- W WATER
- OHE OVERHEAD ELECTRIC (NTUA)
- UE UNDERGROUND ELECTRIC LINE (NTUA)
- S SEWER (NTUA)
- G GAS LINE (NTUA)
- FENCE












KEY

-  PRIMARY TRAFFIC
-  SECONDARY TRAFFIC
-  PROPERTY LINE

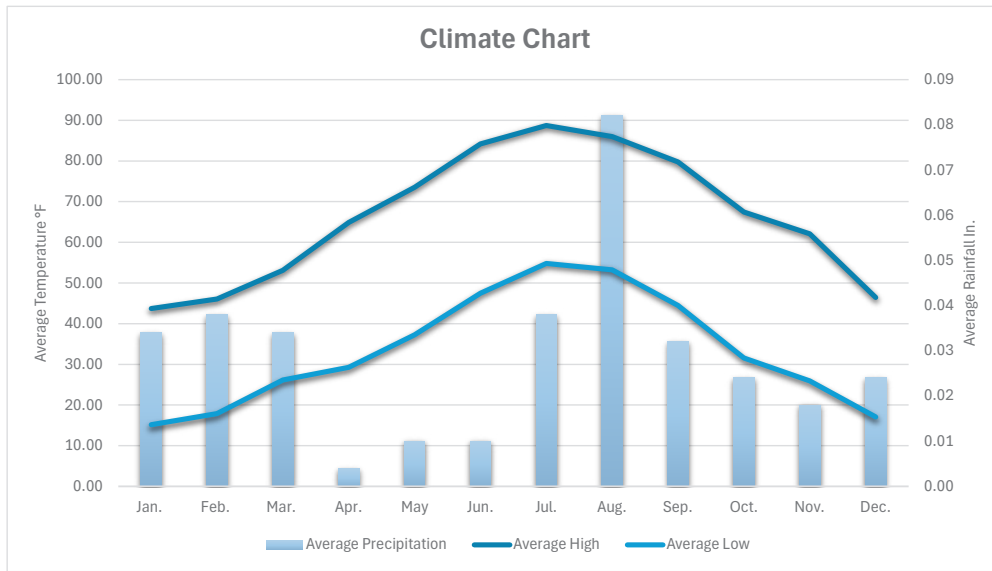
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EXISTING SITE FEATURES

-  VEHICLE ENTRY WAY
-  VIEWS
-  DRAINAGE
-  FENCING
-  STEEP SLOPED GRADE
-  SLOPED GRADE
-  PREVAILING WINDS SUMMER AND WINTER

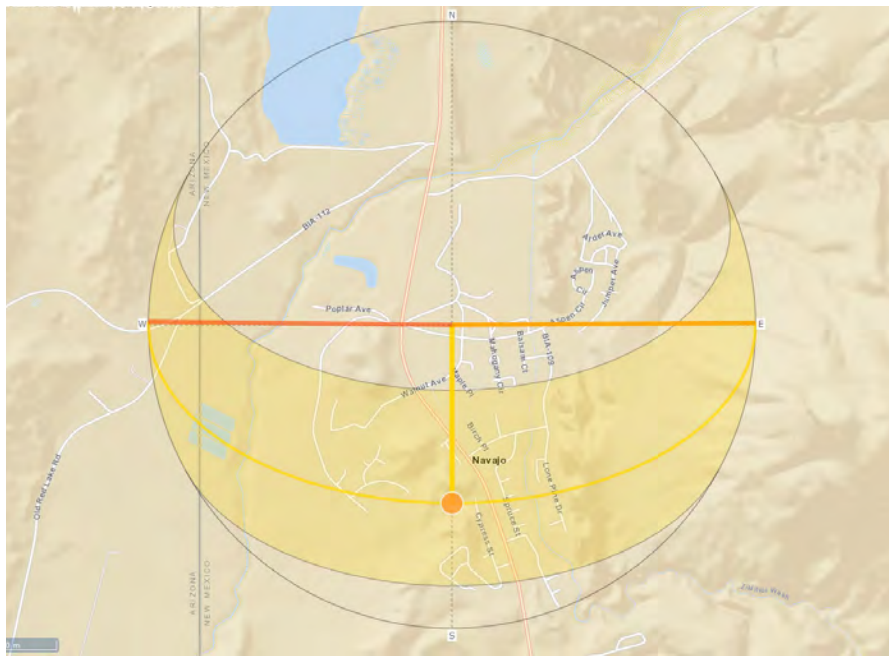
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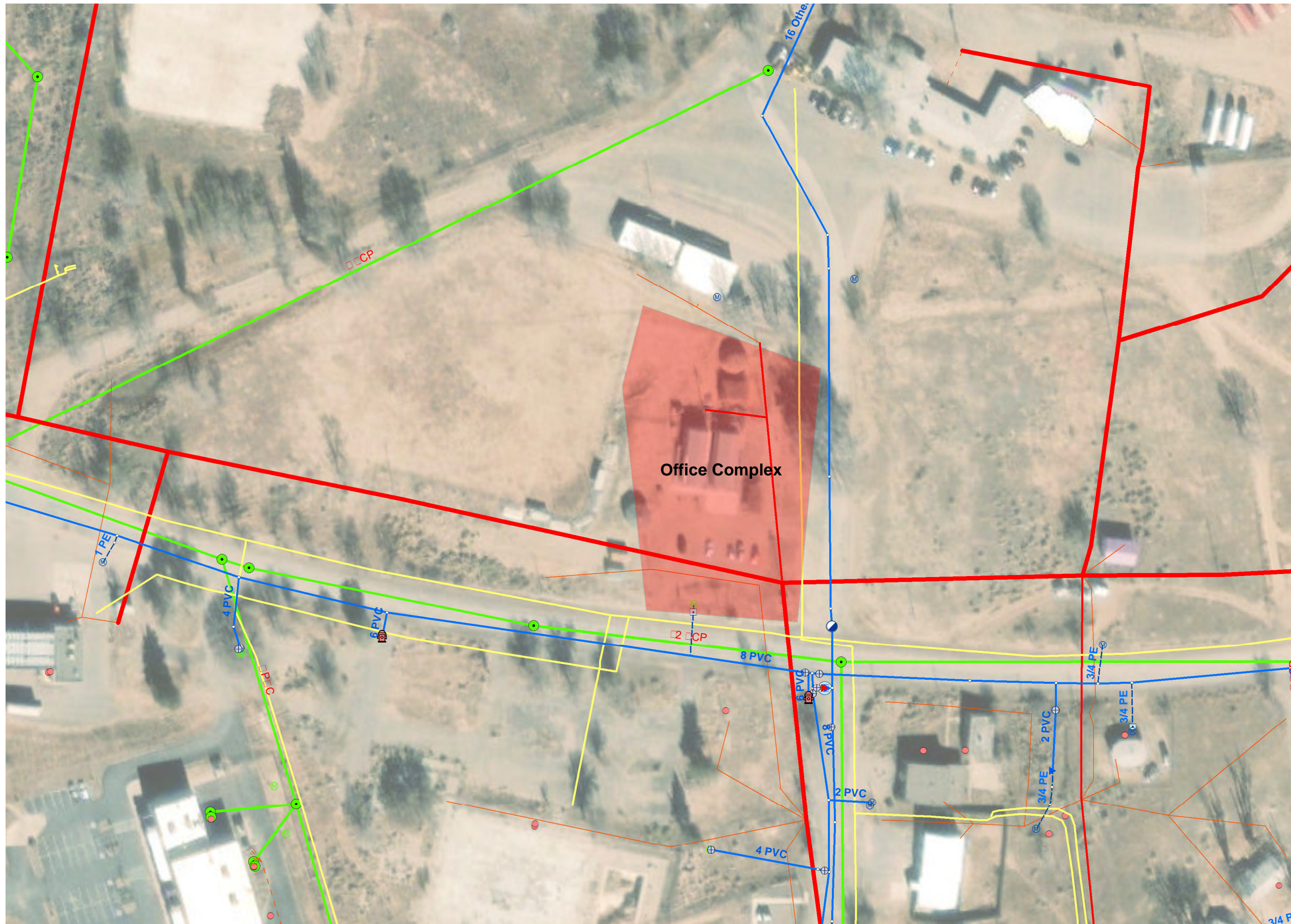
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.
Average High	43.72	46.04	53.10	64.89	73.55	84.17	88.72	86.00	79.75	67.45	62.10	46.46
Average Low	15.16	17.91	26.13	29.27	37.24	47.49	54.81	53.23	44.50	31.57	25.91	17.06
Average Precipitation	0.03	0.04	0.03	0.00	0.01	0.01	0.04	0.08	0.03	0.02	0.02	0.02

Wunderground. (2024, April 02). *Personal Weather Station Network*. Weather Underground. <https://www.wunderground.com/pws/overview>.

Sun Path Diagram



SunCalc. (2024, April 02). *SunCalc*. SunCalc. <https://www.suncalc.org/#/35.9083,-109.0316,15/2024.09.22/13:08/1/3>.



- Legend**
- PROPOSED DEVELOPMENT
 - Fire Hydrant**
SUBTYPECD
Hydrant
 - Pressurized Main**
SubtypeCD
DistributionMain
 - Service Lateral**
SubtypeCD
Domestic
 - Gas Main**
SubtypeCD
Intermediate
 - Primary Overhead Electric Line**
SubtypeCD
Single Phase Primary Overhead
Three Phase Primary Overhead
 - Primary Underground Electric Line**
SubtypeCD
Three Phase Primary Underground
 - Sewer Manhole**
SUBTYPECD
Sewer Manhole
 - Sewer Main**
SubtypeCD
Gravity

Strategic Priorities

- + **Planning Report**
- + **Concept Statements**
- + **Priorities**
- + **Background Data**

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DEAP Strategic Planning Meeting Report (2022)

DEAP administration completed an internal strategic planning meeting and documented their process in a report dated March 30, 2022. Exercises were completed to understand goals and vision for future. A combined opportunity map with ideas from all participants was created with some outlined tasks that would help to achieve goals in a stepped process. Survey backup information also provided further comments from participants for improvements that they see in line with DEAP mission and values.

The wishes expressed by the Strategic Planning report show a shared desire to continue building upon the school’s focus on culturally centered education and provide spaces that further that vision. There are comments about the space needed to accommodate the current enrollment and future programs and learning from traditional Navajo structures.

Dził Dítł’ooí School of Empowerment, Action, and Perseverance

Strategic Planning Meeting

Final Report



March 30, 2022

CONCEPT STATEMENTS

- Beautiful, inspiring
- Connection to land - trails, signage
- Safe, secure, near road
- Visual Access + Cameras
- Accessible
- Dine', Look and feel like the land - Respect
- Not Institutional
- Recreation
- Outhouse Area
- Welcoming, open, feel like family house
- Sustainable - Place for food/animals/agriculture, local materials, earth plaster
- Place is nourishing, healthy
- Engage senses
- Comfortable - light with connection to sun and seasons, air quality
- Calm, quiet for studies
- Technology/amenities - projection, whiteboards
- Showcase student / staff work - art, murals
- Sense of curiosity, usefulness, creativity
- Flexible, evolving
- Fireplaces - bring together

Concept statements are broad goals for the overall vision of the DEAP campus and reflect the vision that the community wants the DEAP facilities to take on.

PRIORITIES

- Land Allotment - identifying and evaluating potential land use for future development

1ST PRIORITY

- Storage - for classrooms and maintenance
- **Multi-use Classroom**
- Lighting
- **Kitchen**
- **Office Space**
- **Library within Hogan**
- **Gymnasium and Nurses Office**

2ND PRIORITY NEEDS

- Garage and Maintenance Area
- Walking Paths
- Basketball Court
- **Counselor Room with Isolation Room**
- Server Room
- Dome Greenhouse
- **Comm. Hub - Laundry, Shower, Pantry**
- Bus and Activities
- Playground for younger grades
- **Music Room**
- Sustainability - rain water harvesting, solar use
- Staff / Teacher Housing Quarters
- Student Housing / Dormitory

3RD PRIORITY NEEDS

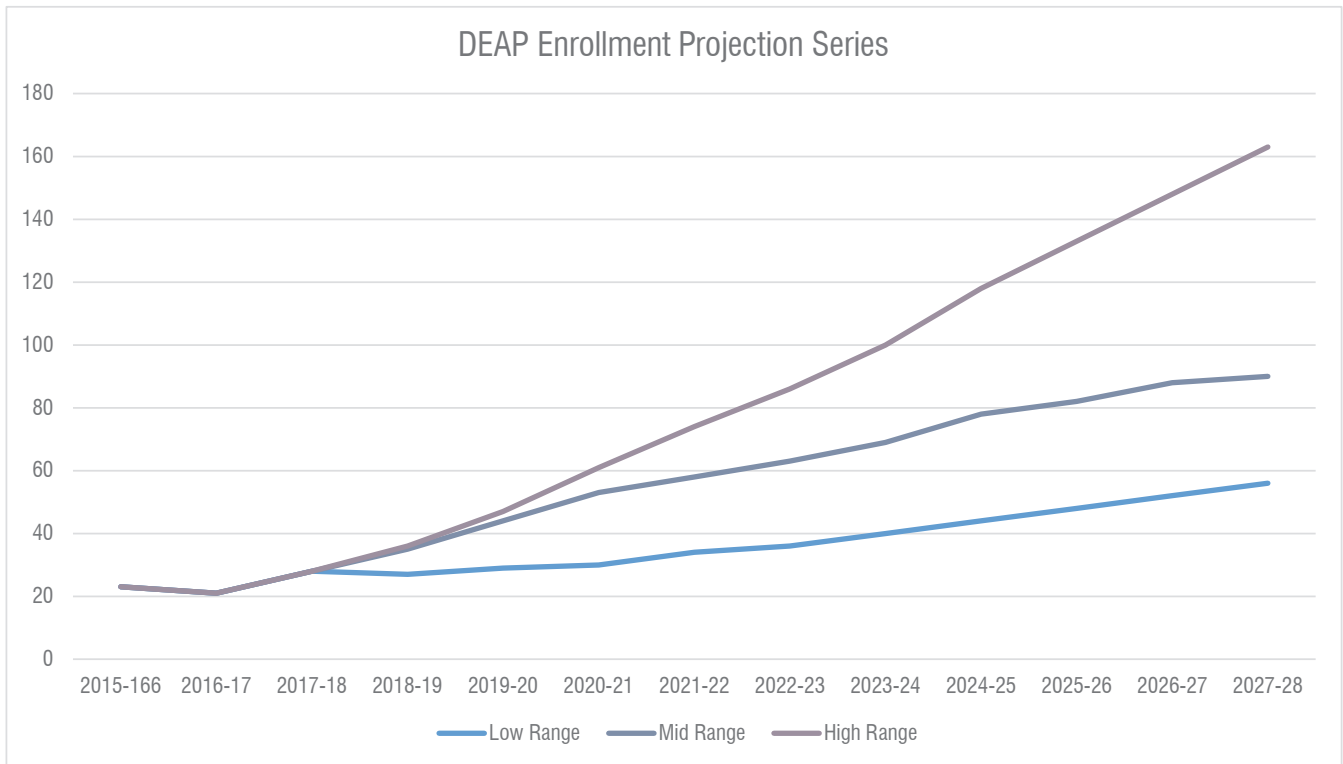
Priorities for development can depend on available funding, size/site constraints, and could be implemented in short-term or long-term timelines. The **bolded** priorities are needs that could be combined in a new Classroom building; un-bolded needs may be more flexible to execute as standalone projects or combined if the opportunity presents.

Background Data

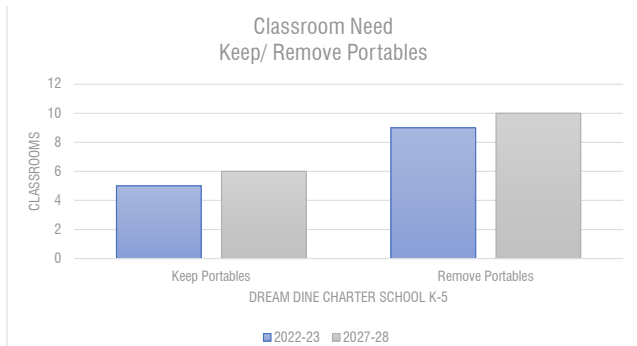
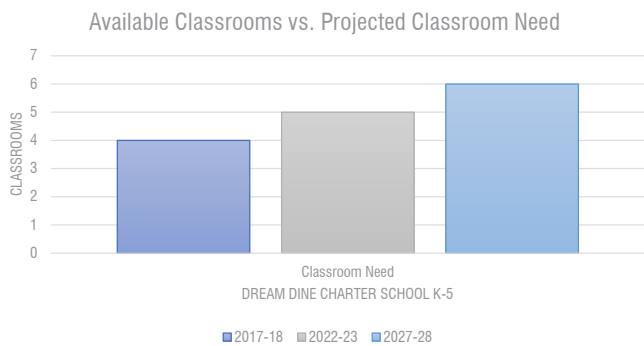
Block Schedule

Period	Monday	Time	Tuesday	Time2	Wednesday	Time3	Thursday	Time4	Friday	Time5
Há'a'áh	DEAP morning run to the East, morning circle and welcome		8:00-8:15 15 minutes							
1	Personal Wellness	8:15-9:15	Dine Studies	8:15-9:05	Personal Wellness	Dine Studies				
	8:45-9:05 20 minutes		Working Breakfast							
2	Block A Native Lit 6/7 Biology 9 ELA 8	9:17-10:17 60 minutes	Block A Native Lit 6/7 Biology 9 ELA 8	9:07-10:17 70 minutes	Block A Native Lit 6/7 Biology 9 ELA 8	Block A Native Lit 6/7 Biology 9 ELA 8				
3	Block B Math 6 Science 8 ELA 9 Study Skills 7	10:20-11:20 60 minutes	Block B Math 6 Science 8 ELA 9 Study Skills 7	10:19-11:29 70 minutes	Block B Math 6 Science 8 ELA 9 Study Skills 7	Block B Math 6 Science 8 ELA 9 Study Skills 7				
4	Block C Math 8 Science 8 ELA 6/7 Study Skills 9	11:23-12:23 60 minutes	Block C Math 8 Science 8 ELA 6/7 Study Skills 9	11:30-12:40 70 minutes	Block C Math 8 Science 8 ELA 6/7 Study Skills 9	Block C Math 8 Science 8 ELA 6/7 Study Skills 9				
LUNCH	Lunch	12:23-12:53 30 minutes	Lunch	12:40-1:10 30 minutes	Lunch			Lunch		
			Afternoon Wellness Task		1:10-1:20 10 minutes					
5	Block D Native Lit 8 Math 7 NM History 9 Study Skills 6	12:55-1:55 60 minutes	Block D Native Lit 8 Math 7 NM History 9 Study Skills 6	1:22-2:32 70 minutes	Block D Native Lit 8 Math 7 NM History 9 Study Skills 6	Block D Native Lit 8 Math 7 NM History 9 Study Skills 6				
6	Block E Science 6/7 Math 9 Study Skills 8	1:58-2:58 60 minutes	Block E Science 6/7 Math 9 Study Skills 8	2:32-3:42 70 minutes	Block E Science 6/7 Math 9 Study Skills 8	Block E Science 6/7 Math 9 Study Skills 8				
7	Elective	3:00-3:50 50 minutes	Reflection and End of Day Procedures	3:45-4:00 15 minutes						
END	Reflection	3:50-4:00 10 minutes								





Grades	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
6	10	5	3	8	10	11	12	14	16	17	18	18	18
7	13	8	11	5	11	14	13	13	15	17	18	19	19
8	8	9	10	4	10	12	11	11	13	15	16	16	17
9		5	8	8	8	3	9	11	10	10	11	13	14
10			4	7	7	3	7	9	9	8	10	10	10
11				4	5	5	2	6	7	6	6	7	7
12					3	4	5	2	5	6	6	6	5
Total	23	21	28	35	44	53	58	63	69	78	82	88	90



Classroom Needs Analysis

Dzil Dít'ooi School of Empowerment, Action, and Perseverance 6-12

Enrollment Data	
40-Day Enroll	28
5-Year Proj.	63
10-Year Proj.	90

Classroom Use by Subject	Dist. Perc**	DEAP PTRs*	School Data			
			Existing			Prgm. Sp.
			Perm	Port	Total	

Current 2016-2017		
40-Day Enroll	CR Need Calc.	
	Strt.	Rnd.

5th Year Projections 2021-2022		
Proj. Enroll	CR Need Calc.	
	Strt.	Rnd.

10th Year Projections 2026-2027		
Proj. Enroll	CR Need Calc.	
	Strt.	Rnd.

Required Education

NM History	2.58%	30		0.0	0.00	
Math	12.78%	30		0.5	0.50	
English/ LA	16.49%	30		0.5	0.50	
Science	10.93%	30		0.5	0.50	
Native Lit	10.93%	30		0.5	0.50	
Subtotal				2.0	2.00	0

1	0.02	0.00
4	0.12	0.25
5	0.15	0.25
3	0.10	0.25
3	0.10	0.25
16		1.00

2	0.05	0.00
8	0.27	0.50
10	0.35	0.50
7	0.23	0.50
7	0.23	0.50
34		2.00

2	0.08	0.0
12	0.38	0.50
15	0.49	0.50
10	0.33	0.50
10	0.33	0.50
49		2.0

DEAP Additional Program Classes

Elective	2.89%	30		0.1	0.10	
Venture in School	7.11%	30		0.2	0.20	
Venture After School	4.74%	30		0.1	0.10	
9th Grade Leadership	1.03%	30		0.1	0.10	
DEAP Core Values	5.77%	30		0.1	0.10	
Dine Studies	5.77%	30		0.1	0.10	
Personal Wellness	5.77%	30		0.1	0.10	
Study Skills	13.20%	30		0.2	0.20	
Subtotal				1.0	1.00	0

1	0.03	0.3
2	0.07	0.3
1	0.04	0.3
0	0.01	0.3
2	0.05	0.3
2	0.05	0.3
2	0.05	0.3
4	0.12	0.3
14		2.4

2	0.06	0.25
5	0.15	0.25
3	0.1	0.25
1	0.02	0.25
4	0.12	0.25
4	0.12	0.25
4	0.12	0.25
8	0.28	0.25
31		2.00

3	0.09	0.12
6	0.21	0.25
4	0.14	0.25
1	0.03	0.12
5	0.17	0.25
5	0.17	0.25
5	0.17	0.25
12	0.40	0.50
41		2.0

Special Education Programs

SPED Pullout Svcs.						
RTI Read/ Math						
Subtotal				0.0	0.00	0

0		0.00

		0.50
		0.50
0		1.00

		0.5
		0.50
0		1.0

Open Labs

Multi-Purpose						
Biology Labs 9-12	By 2019-20 sy					
Chemistry Labs 9-12	By 2020-21 sy					
Earth Sci. (12th)/ Physics Lab (9th)	Now					
Subtotal				0.0	0.00	0

0		0.00

		1.00
		1.00
		1.00
		1.00
0		4.00

		1.0
		1.00
		1.00
		1.00
0		4.0

Other Use

Administration				1.0	1.00	
Subtotal				1.0	1.00	0

		1.00
0		1.00

		1.00
0		1.00

		1.0
0		1.0

Grand Total	0	4	4	0
Total On Site	4			

30		4
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65	0	10
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90	0	10
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Classroom Need/ (Excess)

0 +
4 +

6.0 +
10.0 +

6.0 +
10.0 +

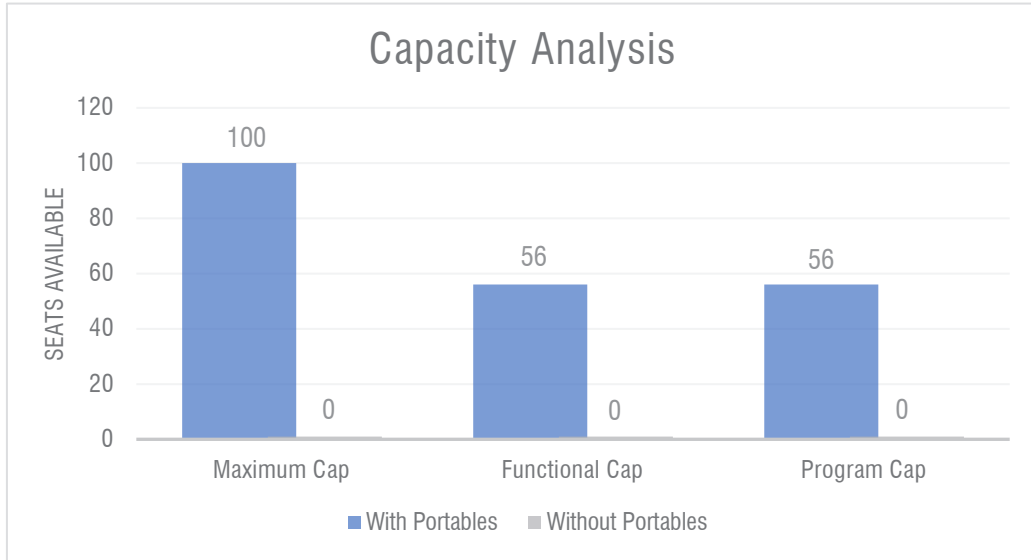
No PTR Factors applied

Distribution % = represents as a percentage thhe amount of time students spend taking a subject on the supplied master schedule

Calculatss on supplied PTR's

"+" indicate additional classrooms needed to accommodate expected enrollments





Detailed Capacity Report

School Data						Capacity Analysis								
Room	Teacher	Program Use	Perm CR	Port CR	PRGM SP+	Sq. Ft.	NMAC SF/Stat. Calc.	DEAP Charter PTR 30:1	Maximum Cap With Portables	Maximum Cap Without Portables	Functional Cap With Portables	Functional Cap Without Portables	Program ² With Portables	Program ² Without Portables
Core Subjects														
A	Elijah Allan	Math and Science Tchr 6-9		1		702	25	30	25	0	25	0	25	0
C	Kylee George	ELA and History Tchr 6-9		1		755	27	30	27	0	27	0	27	0
B	Kayla Begay	Native Literature 6-9		1		692	25	30	25	0	25	0	25	0
	C.L	Study Skills 6-9												
Subtotal						2149			77	0	77	0	77	0
Electives														
							0	30	0	0	0	0	0	0
							0	30	0	0	0	0	0	0
Subtotal						0			0	0	0	0	0	0
Special Programs														
							0	12	0	0	0	0	0	0
							0	12	0	0	0	0	0	0
Subtotal						0			0	0	0	0	0	0
Open Labs														
							0	30	0	0	0	0	0	0
							0	30	0	0	0	0	0	0
Subtotal						0			0	0	0	0	0	0
Other Use														
D		Administration/ Nurse		1		652	23	30	23	0	0	0	0	0
Subtotal						652			23	0	0	0	0	0
Total CR on Site						2801			100	0	77	0	77	0
CRS in Capacity														
Total Perm/Part														
Bell Schedule Factor 88%											66	0	66	0
Class Load Efficiency Factor 85%											56	0	56	0

*NMAC sf per student = 28 6th-9th
 *For District Use Only
 Factors: Bell Schedule Efficiency 6 of 7 pds=86%; Master Schedule Class Loading Efficiency=85%
 NOTE: A room is classified as a program space if the square footage is between 375 and 599 sf
 NOTE: Spaces between 600 and 650 are considered full-size classroom with limited capacity



NISN DEAP- MASTER PLAN AND FACILITY ASSESSMENT

ROOM DATA SHEET	MEETING/CLASSROOM	
<p>REGULAR CLASSROOM (6TH - 12TH GRADE)</p> <p>“VIRTUAL LAB” CLASSROOM</p> <p>SCIENCE CLASSROOM</p> <p>MULTI-PURPOSE ROOM</p>	<p>CLS: 01-07, RESPECTIVELY</p>	<p>CLS 08</p> <p>CLS 09</p> <p>CLS 10</p>
<p>Normal Occupancy: Weekdays, 10 hours/day, 7:00a-5:00p After-hours use is likely so locate in lock-off zone Public access- required after hours- needs area lock-off from rest of school Activities: Classroom: Lectures, Seminars</p>		
<p>ENVIRONMENT Humidity control- do not exceed 50% except during storm activity Temperature control in space 68° to 75° Fahrenheit</p>		
<p>EQUIPMENT/FURNITURE (1) Chem resin 18”/18”/18” commercial sink unit (1) Eye/ Face wash unit; Floor drain (11) Instructor desk, W5, and chair (80) Adult chairs (12) 30” x 60” Classroom Tables (10) 30”x60” Specialty chem resin surface (5) Ceiling mounted WI-FI projector (10) 4’x4’ tackboard (9) 8’x4’ Whiteboard (1) Refrigerator (with ice maker hookup min 28 cu. Ft.) (1) Dishwasher (under counter, built-in ADA) (2) 36”x15”, 5 shelf tall book shelves</p>		
<p>INTERIOR CONSTRUCTION & FINISHES FLOOR: Carpet (CLS 01-07) VCT / sheet, polished concrete (All halls, CLS 08/09) Sports surface (CLS 10) WINDOWS: Skylights/ solar tubes DOOR: Slab 5C door; Full height view glass side (pull shade on unit) DOOR HARDWARE: Classroom, hinges, stop</p>	<p>ELECTRICAL Electrical outlets per code and equipment layout. Outlets may be on floor to power technology. Lighting systems to conserve energy, reduce glare on technology Occupancy sensors (When possible, with janitorial lamping settings, interfaced with natural light sensors) 6’x6’ AV manual screen, TV/ flat screen with wall/ ceiling bracket Accommodate up to 25 iBook laptops plugged into power cart/ WI-FI Ethernet/ VOIP jackets in teacher desk and each workstation location Power and ethernet to ceiling as defined in school’s Technology Plan All workstations and CR will have VOIP phone potential</p>	



NISN DEAP- MASTER PLAN AND FACILITY ASSESSMENT

<p>REMARKS</p> <p>CLS 10: Acoustically treat room floors for unique use</p> <p>Temperature control: Desire own space control; Follow ASHRAE 55-2004</p> <p>Windows: One unit operable with screen is preferred per occupiable space; Reduce glare/ heat transfer with blind/ shade; Provide cross ventilation.</p> <p>Design for IAQ: Follow ASHRAE 62.1-2004</p> <p>General classrooms to balance natural light and lighting to maximize available wall areas for display</p> <p>Natural light from northern window is ideal for the fine art classroom</p> <p>Keep backpacks out of lab area in science rooms</p> <p>Drying racks in science sink locations and flexible, high-density storage at science prep room</p> <p>All full sized classrooms to have a built in teaching unit with wardrobe units with base cabinet storage, flat file drawers and sliding whiteboards which enclose upper shelving units. All casework to be lockable.</p> <p>Provide room #/name signage for all occupied space for ADA; For specific language classes, include 2nd language.</p> <p>Areas of the school to be identified with color/ graphics scheme</p> <p>CR walls will not transfer impact noise on WB to adjacent CR. STC (Sound Transmission Rating) of at least 50 or more.</p> <p>All classrooms provide flexible furniture layout.</p> <p>Reuse existing furniture whenever possible.</p> <p>Provide all new bookshelves.</p>	<p>SPECIAL SYSTEMS</p> <p>Provide chemical hood in CLS 09</p> <p>In all CR's, provide pencil sharpener with block, US/ NM flag, space for overhead projector on cart (18" sq.), map hangers at reachable height</p> <p>PA, fire alarm, strobe lights call-back voice activated, emergency lighting systems to be in all CR and office areas</p> <p>Provide Digital clock on wall or TV/ Flat screen</p> <p>All spaces with doors or windows to exterior, file room, and computer labs to have security sensors</p> <p>Security cameras in circulation areas</p> <p>Run technology cabling in easy access cable trays and oversized conduit to make future changes convenient</p>	<p>PLUMBING NEEDS</p> <p>Fire suppression system</p> <p>Restroom fixtures per code</p> <p>Provide science lab faucet & acid waste piping system</p> <p>Provide eye/face wash in science classroom</p> <p>Natural gas in science lab; Provide at demonstration counter and at perimeter wall</p> <p>HVAC NEEDS</p> <p>Supply/return air system</p> <p>Separate HVAC Zone beyond normal system design</p>
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NISN DEAP- MASTER PLAN AND FACILITY ASSESSMENT

ROOM DATA SHEET	ADMIN/ STAFF SUPPORT	
NURSE OFFICE WITH COT AREA		OFF 01
ADA RESTROOM WITH SHOWER		OFF 02
STAFF WORKROOM/ LOUNGE		OFF 03
PARENT WORKSTATION		OFF 04
IT		OFF 05
<p>Normal Occupancy: Weekdays, 10 hours/ day, 7:00a-5:00p After hours use is likely so locate in lock-off zone; Locate so accessible for evening events Public access- required after hours- needs area lock-off from rest of school Activities: office tasks, break/snacks (away from stock room), document preparation, informal meeting</p>		
<p>ENVIRONMENT Temperature control in space 68° to 75° Fahrenheit Humidity control- do not exceed 50% except during storm activity</p>		
<p>EQUIPMENT/FURNITURE (2) Refrigerators with ice maker hookup min. 28 cu. Ft.; OFF 01/03 (1) Stackable washer/ dryer (with washer box, cold water, hot water, sanitary vent/ wall dryer vent, 4" dia. Outlet, electric); OFF 01 (2) Instructor desk, W5 and chair (4) File cabinets (16) Adult chairs (1) Health cot with medical curtain on ceiling track (3) 4'x4' tackboard; 1 each by WB</p>		
<p>INTERIOR ELEMENTS PREFERRED FLOOR: Carpet (Parent workstation) VCT / sheet, polished concrete (All halls, OFF 01-03) Acoustically treat room for unique use (OFF 02) WINDOWS: shading system DOOR: Slab 5C door; Full height view glass side (pull shade on unit)</p>	<p>ELECTRICAL NEEDS (2) outlets per wall plane; Outlet proximity to all equipment listed Lighting systems to conserve energy, reduce glare on technology Occupancy sensors (When possible, with janitorial lamping settings, interfaced with natural light sensors); Switch lighting in cot area so light for individual cots can be turned off Ethernet/ VOIP jackets in office, workroom, and each workstation location Center ceiling outlet for projector in workroom All outlets to have surge protection</p>	



NISN DEAP- MASTER PLAN AND FACILITY ASSESSMENT

REMARKS	SPECIAL SYSTEMS NEEDS	PLUMBING NEEDS
<p>Windows: No exterior windows expected, may borrow daylight from other space OFF 02/ OFF 05; One unit operable with screen is preferred per occupiable space; Reduce glare/ heat transfer with blind/ shade; Provide cross ventilation.</p> <p>Temperature control: Desire own space control; Follow ASHRAE 55-2004</p> <p>In nurse’s office, provide lockable wall type medicine cabinet. The nurse’s area needs lockable upper and lower base cabinets. Provide sufficient space to conduct eye examination (20”) minimal. Student health records must be maintained in secure storage.</p> <p>Workroom/ Lounge notes: Provide upper and lower cabinets. Provide break area and technology access.</p>	<p>Clock system: yes; OFF 01/03 Security system: yes Special exhaust in OFF 01</p> <p>PA, fire alarm, strobe lights call-back voice activated, emergency lighting systems to be in all major spaces and office areas</p> <p>Provide “help” buttons in nurse’s office and restroom areas; Alarm to sound in main administration front desk.</p> <p>Staff workroom will have electrical power needs for specialized equipment (TBD) such as printers, copiers, scanners, etc.</p>	<p>PLUMBING NEEDS Fire suppression system SS single drop-in unit for first aid: OFF 01 Porcelain single unit with sensor faucet; ADA restroom SS dbl drop-in unit with sensor faucet: OFF 03 ADA transfer shower unit with grab bars Dual flush toilet</p> <p>HVAC NEEDS Supply/return air system Separate HVAC Zone beyond normal system design Negative air pressure in OFF 01 Air Conditioning for OFF 05</p>

Space and Room Requirements	Operations				Technology/ Special Systems			Power		Lighting/ Daylighting			Acoustics	HVAC/ Plumbing					Flooring			Furniture and Equipment														Notes	
	School Day (0800-1600)	After School Programs (1600-1700)	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	Standard Kitchen Equipment	Fume Hood and Chemical Storage	Klin	Clay Trap at Sink(s)	Nurse's Station and Cot Area	Food Prep and Demonstration Equipment	Secure Storage		
1.0 Instructional Area																																					
General Classrooms	X				X	X		X		X		X								X	X					X									X	SPED space may be located within regular classrooms (inclusion program)	
SPED Space	X				X	X		X		X		X								X	X					X									X	Science labs include classroom area	
Science Labs	X				X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X			X									X	Accommodate 20 computer stations	
Tech Lab	X	X	X	X	X	X		X	X	X		X		X					X	X	X					X									X		
Consumer Science Lab	X	X	X	X	X	X	X	X	X	X		X										X						X							X		
Media Center	X	X			X	X	X	X	X	X	X	X										X		X	X	X									X		
2.0 Multipurpose																																					
Multipurpose Room	X	X	X		X	X	X	X	X	X		X		X			X		X		X														X		
Serving Kitchen	X	X						X	X	X	X			X		X	X		X		X							X							X		
Student Commons	X	X			X			X		X		X					X									X											
3.0 Other Support Space																																					
Lobby	X	X	X		X			X		X		X					X				X																
Reception	X				X			X		X	X						X				X															X	
Student Health	X				X			X		X	X			X		X			X														X			X	
Offices	X	X			X			X		X	X										X					X										X	



Strategic Priorities / Background Data

Utilization Worksheet

Dzil Ditt'ool School of Empowerment, Action, and Perseverance 6-12

Rm. Cnt.	Rm. #	Clim. NSF.	Max # of St./ s.f.	ADEQ s.f. CAP	PED MAX PTR/ Clrm.	A.S. Y/N	Period 1				Period 2				Period 3				Period 4				Period 5				Period 6				Period 7				Total St.	Charter Max. PTR/ Day	Tot. % Rm. Occ./ Day	Occ. # of Pd.'s/ Day	% Pd./ Day												
							8:15-9:15 am				9:17-10:17 am				10:20-11:20 am				11:23-12:23 pm				12:55-1:55 pm				1:58-2:58 pm				2:33-3:25 pm																				
							# of St.	% Rm. Occ.	Teacher Name	Subject	# of St.	% Rm. Occ.	Teacher Name	Subject	# of St.	% Rm. Occ.	Teacher Name	Subject	# of St.	% Rm. Occ.	Teacher Name	Subject	# of St.	% Rm. Occ.	Teacher Name	Subject	# of St.	% Rm. Occ.	Teacher Name	Subject	# of St.	% Rm. Occ.	Teacher Name	Subject						# of St.	% Rm. Occ.	Teacher Name	Subject								
Monday	C	400	28	14	25	N	7	49%		Personal Wellness	14	98%	Kayla Begay	Native Lit 6/7	3	21%	Kayla Begay	Math 6		0%	Kayla Begay	Prep	9	63%	Kayla Begay	Native Lit 8	14	98%	Kayla Begay	Science 6/7	7	49%	Kayla Begay	Elective	54	125	43%	7	100%												
	A	400	28	14	25	N	7	49%		Personal Wellness	5	35%	Elijah Allen	Biology 9	5	35%	Elijah Allen	Science 8	9	63%	Elijah Allen	Math 8	11	77%	Elijah Allen	Math 7	5	35%	Elijah Allen	Math 9	7	49%	Elijah Allen	Elective	49	125	39%	7	100%												
	B	400	28	14	25	N	7	49%		Personal Wellness	9	63%	Kylee George	ELA 8	9	63%	Kylee George	ELA 9	14	98%	Kylee George	ELA 6/7	5	35%	Kylee George	NM History 9		0%	Kylee George	Prep	7	49%	Kylee George	Elective	51	125	41%	7	100%												
		400	28	14	25	N	7	49%		Personal Wellness		0%	Louella Poblano	Prep	11	1%	Louella Poblano	Study Skills 7	5	35%	Louella Poblano	Study Skills 9	3	21%	Louella Poblano	Study Skills 6	9	63%	Louella Poblano	Study Skills 8	7	49%	Louella Poblano	Elective	42	125	34%	7	100%												
							Period 1				Period 2				Period 3				Period 4				Period 5				Period 6				Period 7																				
							8:15-9:05 am				9:07-10:17 am				10:19-11:29 am				11:23-12:23 pm				1:22-2:32 pm				2:32-3:42 pm				3:45-4:00 pm																				
Tuesday	C	400	28	14	25	N	7	49%		Dine Studies	14	98%	Kayla Begay	Native Lit 6/7	3	21%	Kayla Begay	Math 6		0%	Kayla Begay	Prep	9	63%	Kayla Begay	Native Lit 8	14	98%	Kayla Begay	Science 6/7									6	86%											
	A	400	28	14	25	N	7	49%		Dine Studies	5	35%	Elijah Allen	Biology 9	5	35%	Elijah Allen	Science 8	9	63%	Elijah Allen	Math 8	11	77%	Elijah Allen	Math 7	5	35%	Elijah Allen	Math 9									6	86%											
	B	400	28	14	25	N	7	49%		Dine Studies	9	63%	Kylee George	ELA 8	9	63%	Kylee George	ELA 9	14	98%	Kylee George	ELA 6/7	5	35%	Kylee George	NM History 9		0%	Kylee George	Prep									6	86%											
		400	28	14	25	N	7	49%		Dine Studies		0%	Louella Poblano	Prep	11	77%	Louella Poblano	Study Skills 7	5	35%	Louella Poblano	Study Skills 9	3	21%	Louella Poblano	Study Skills 6	9	63%	Louella Poblano	Study Skills 8									6	86%											
Wednesday	C	400	28	14	25	N	7	49%		Personal Wellness	14	98%	Kayla Begay	Native Lit 6/7	3	21%	Kayla Begay	Math 6		0%	Kayla Begay	Prep	9	63%	Kayla Begay	Native Lit 8	14	98%	Kayla Begay	Science 6/7									6	86%											
	A	400	28	14	25	N	7	49%		Personal Wellness	5	35%	Elijah Allen	Biology 9	5	35%	Elijah Allen	Science 8	9	63%	Elijah Allen	Math 8	11	77%	Elijah Allen	Math 7	5	35%	Elijah Allen	Math 9									6	86%											
	B	400	28	14	25	N	7	49%		Personal Wellness	9	63%	Kylee George	ELA 8	9	63%	Kylee George	ELA 9	14	98%	Kylee George	ELA 6/7	5	35%	Kylee George	NM History 9		0%	Kylee George	Prep									6	86%											
		400	28	14	25	N	7	49%		Personal Wellness		0%	Louella Poblano	Prep	11	77%	Louella Poblano	Study Skills 7	5	35%	Louella Poblano	Study Skills 9	3	21%	Louella Poblano	Study Skills 6	9	63%	Louella Poblano	Study Skills 8									6	86%											
Thursday	C	400	28	14	25	N	7	49%		Dine Studies	14	98%	Kayla Begay	Native Lit 6/7	3	21%	Kayla Begay	Math 6		0%	Kayla Begay	Prep	9	63%	Kayla Begay	Native Lit 8	14	98%	Kayla Begay	Science 6/7									6	86%											
	A	400	28	14	25	N	7	49%		Dine Studies	5	35%	Elijah Allen	Biology 9	5	35%	Elijah Allen	Science 8	9	63%	Elijah Allen	Math 8	11	77%	Elijah Allen	Math 7	5	35%	Elijah Allen	Math 9									6	86%											
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		400	28	14	25	N	7	49%		Dine Studies		0%	Louella Poblano	Prep	11	77%	Louella Poblano	Study Skills 7	5	35%	Louella Poblano	Study Skills 9	3	21%	Louella Poblano	Study Skills 6	9	63%	Louella Poblano	Study Skills 8									6	86%											
							Period 1-2-3-4								Period 5-6-7																																				
							8:15-12:23 pm								12:00-1:00 pm																																				
Friday	C	400	28	14	25	N	7	49%		Personal Wellness	14	98%	Kayla Begay	DEAP Core Value and Focus Area Experimental Learning through Agriculture Days								7	49%	Kayla Begay	DEAP Core Value and Focus Area Experimental Learning through Agriculture Days																7	100%									
	A	400	28	14	25	N	7	49%		Personal Wellness	5	35%	Elijah Allen	DEAP Core Value and Focus Area Experimental Learning through Agriculture Days								7	49%	Elijah Allen	DEAP Core Value and Focus Area Experimental Learning through Agriculture Days																7	100%									
	B	400	28	14	25	N	7	49%		Personal Wellness	9	63%	Kylee George	DEAP Core Value and Focus Area Experimental Learning through Agriculture Days								7	49%	Kylee George	DEAP Core Value and Focus Area Experimental Learning through Agriculture Days																7	100%									
		400	28	14	25	N	7	49%		Personal Wellness		0%	Louella Poblano	DEAP Core Value and Focus Area Experimental Learning through Agriculture Days								7	49%	Louella Poblano	DEAP Core Value and Focus Area Experimental Learning through Agriculture Days																7	100%									
		1600		343		600		168		49%				140		49%				140		49%				214		62%				168		59%				28		49%				196		500		39%		90%	

No. of Lunch Turns per Day	1
----------------------------	---

Grade Level	40-Day Enroll	SpEd Enroll	No. CRs.	No. Tchrs.
6th Grade	3		0.75	1.25
7th Grade	11		0.75	1.25
8th Grade	9		0.75	1.25
9th Grade	5		0.75	1.25
TOTAL	28		3	5



Strategic Priorities / Background Data

Dzil Diti'ooí School of Empowerment, Action, and Perseverance (DEAP)
Preliminary Program of Requirements

Space Description	Preliminary DEAP Programming			Traditional High 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									
6th Grade	1	840	840	1	18	28	504	504	-336
7th Grade	1	840	840	1	19	28	532	532	-308
8th Grade	1	840	840	1	17	28	476	476	-364
9th Grade	1	750	750	1	14	25	350	350	-400
10th Grade	1	750	750	1	10	25	250	250	-500
11th Grade	1	750	750	1	7	25	175	175	-575
12th Grade	1	750	750	1	5	25	125	125	-625
Technology	1	900	900	1	300	3	900	900	0
Storage	8	60	480	1	90	2	180	180	-300
<i>Subtotal</i>			6900					3492	-3408
Special Education Support Space									
Can be integrated w/ General Classrooms	2	450	900	2	15	30	450	900	0
<i>Subtotal</i>			900					900	0
Science Classroom/ Labs									
Science Lab (7-8 & 9-12)	2	720	1440	1	90	4	360	360	-1080
Dedicated Lab Prep and Storage	2	80	160	1	1	1	80	80	-80
<i>Subtotal</i>			1600					440	-1160
Career Education Classroom/ Lab									
Consumer Science	1	840	840	1	90	4	360	360	-480
Dedicated Storage	1	80	80	2			80	160	80
<i>Subtotal</i>			920					520	-400
Media Center									
Library	1	900	900	1	90	2.5	1000	1000	100
Office/ Workroom/ Storage	1	350	350	1			200	200	-150
<i>Subtotal</i>			1250					1200	-50
Multi-Purpose and Gathering									
Multi-Purpose Room	1	4500	4500	1	90	15	1350	1350	-3150
MP Storage and Office	1	150	150	1			150	150	0
Student Commons	Include with Tare			0			0	0	0
Kitchen	1	1700	1700	1			1700	1700	0
<i>Subtotal</i>			6350					3200	-3150
Faculty, Staff, Administration, and Other Support									
Reception and Lobby	1	400	400	1	Include in tare			0	-400
Lg. Conference Rm.	1	200	200						
Sm. Conference Rm.	1	140	140	1	90	1.5	135+150	285	-295
Head Admin's Office	1	120	120						
Registrar's Office	1	120	120						
Work Room	1	200	200	1	90	1	90+60	150	-250
Teacher's Lounge	1	200	200						
Health Suite	1	300	300	1	90	1	90+50	150	-150
Parent Room	Use Conference Spaces			1	90	0.5	95+45	150	150
IT Room	1	Include in Tare		1	Include in tare			180	0
<i>Subtotal</i>			1680					915	-945
Subtotal NSF			19600					10667	-9113
Tare (30%)			5333					3201	279
Total GSF			24933					13868	-8834

The proposed building footprint is subject to change due to enrollment projections. The current projections adhere to New Mexico minimum square footage standards.



Design Guidelines

- + Architectural and Sustainability Guidelines**
- + Building Materials & Maintenance**
- + Building Codes**

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Design Guidelines

Architectural Guidelines

The Architectural Character will align with the DEAP Master Plan in creating a healthy, safe, livable and educational environment based on the Diné Philosophy, Cultural Principles and Traditional Concepts of Design and Planning. The architectural design, building materials, and color palette should reflect the natural colors and landscapes of the nearby rock bluffs as well as the cultural heritage of the Dine' people as an overall theme.

Sustainability and Environmental Principles

DEAP will incorporate principles of Green Building to create an environmentally responsible and healthy place to learn and work. This includes the following:

1. Efficiently using water, energy and other resources
2. Protecting and improving occupant health and productivity
3. Reducing waste, pollution and environmental degradation

Rainwater Harvesting

With the natural drainage of the site rain harvest would be ideal, providing some control of the runoff, helping to reduce the erosion to the northeast. The two options of harvesting the water would be through a cistern or providing detention ponds. The cistern could be placed above or below ground. The water harvested could be used for irrigation in a garden or for landscape purposes. A detention pond is a shallow depression used to collect the runoff and allowing the water to percolate back to the natural aquifers underground.



Vivify Roofing. Rainwater tank attached to a steep roof. *Vivify Roofing*. 07 August 2023. www.vivifyroofing.com.au/roof-restoration/roof-cleaning/colorbond-deterioration-rainwater-and-drinking-water/

Solar Energy

Solar panels as known as photovoltaic (PV) panels could be used on the roofs of building structures or open-land areas on-site. These systems can also be integrated into overhangs or shade structures at open areas. Depending on storage methods, conduits will need to be considered to supply the harvested energy to storage units near a centrally located transformer. The panels could reduce the cost and dependence of electric provided from power company, however would incur an upfront investment. The solar panel technology continues to evolve in ways of implementation, efficiency, materiality constraints, and poses exciting developments.



ArchiEXPO. Modern home with solar panels and a green roof. *ArchiEXPO*. 07 August 2023. www.projects.archiexpo.com/project-244450.html

Passive Design Strategies

Other elements for passive energy design to consider would be the use of sunlight and natural ventilation. Sunlight into a building can be both welcoming and beneficial when used properly. The amount of solar gain is cooler from east and much more acceptable than the western sunlight. Window coverage to the east and south could be plentiful while windows to the west be kept at a minimal. Orientation of buildings on site will benefit more on an east-west orientation.

Daylight is best used for illuminating the interior building space, it helps reduce the dependence on artificial lighting. The desire is to have more daylight than sunlight, sunlight is considered the light that enters a space directly from the sun. This type of light is not desirable for lighting a space, it can produce glare and excessive heat gain. Daylight is typically brought into the building by use of a skylight or tubular daylight systems (i.e. Solatube). Daylight does not produce glare and is better for natural lighting.

Solar gain could be used as an element to heat a space or part of a building. For example on a south or west facing facades could use trombe walls (a trombe wall is a thermal storage wall) or use another high mass wall material such as rammed earth.

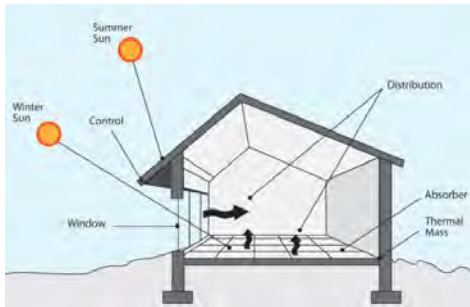
The region has an arid climate the design of future buildings should take advantage of the natural ventilation occurring on-site. Provide the buildings with covered breezeways on the exterior and high ceilings with fans on the interior. The use of open courtyards with the building areas, using evaporative cooling in the warmer months. If an inlet air is taken from the side of the building facing away from the sun, and is drawn over a cooling pond or spray of mist or through large area of vegetation, this can lead to several degrees cooler air than the outside temperature by the time it enters occupied spaces.



Nothingham, Sherry. Sunrays shining through skylight onto white wall. *decoist*. 07 August 2023. www.decoist.com/entryway-skylight-ideas/



Savoie, Gabrielle. Opaque sunshade yields soft glow on exterior walkway. *domino*. 07 August 2023. www.domino.com/content/round-skylights/



Green Energy Times. Passive Solar Heating Diagram. *Green Building Advisor*. 07 August 2023. www.greenbuildingadvisor.com/article/reassessing-passive-solar-design-principles



Attainable Home. Sunlight streams through windows to warm a stone wall. *Attainable Home*. 07 August 2023. www.greenbuildingadvisor.com/article/reassessing-passive-solar-design-principles

Building Materials

Building material selection creates an identity for the campus as it speaks to the visitors based on how those materials relate to them. Stone and masonry may convey durability and permanence, metal may read as contemporary or sleek. To take inspiration from traditional Navajo forms, building materials can mimic the look and feel of natural materials if natural, local materials are not appropriate for the intended concepts.

The campus is relatively remote. Consideration should be made for utilizing local building materials and methods where possible. Shipping materials to the site should be considered when selections are made. Selecting materials that will be in ready supply will aid the cohesive contextual growth of the campus.

Maintenance and Operation (M&O) costs during the life of a building are far greater than the first cost of construction. Choices made during the initial design can assist with keeping M&O costs down in the future by considering long-term life cycle cost.

Building Maintenance

After the construction is over and the classrooms are filled with students, the budget for maintenance becomes more apparent. DEAP will be responsible for routine, preventative, and emergency maintenance. The cost of maintaining a building on the Navajo Nation averages over \$3.75 per square foot. This cost does not include the cost of maintaining the HVAC system which can be upwards to \$3.00 per square foot. The cost does not include custodial expense which is \$0.50 per square foot. The cost is higher for the facilities on the Navajo Nation because of the remote location. It can take hours for a repair person to get to a site and the availability of parts or materials is decreased. Taking a proactive approach in material and building system selection can keep the facility healthy, maintain building efficiency and protect the investment.



Shabazz, Sai'iyda & Allen, Samatha. A simple wooden shade structure. *Forbes*. 07 August 2023. www.forbes.com/home-improvement/outdoor/modern-pergola-ideas/



Gunther, Steven. Irregular shaped path is edged by southwestern plants. *Sunset*. 07 August 2023. www.sunset.com/garden/backyard-projects/great-garden-paths-photos#design-a-garden-walkway-stairway-to-a-heavenly-view



Ellerslie, Carl Pickens. A curved gabion wall planter. *Garden Drum*. 07 August 2023. www.gardendrum.com/2013/01/14/gabion-design-ideas/



Shabazz, Sai'iyda & Allen, Samatha. Interior of a shadehouse. *Forbes*. 07 August 2023. www.forbes.com/home-improvement/outdoor/modern-pergola-ideas/



NanaWall. An interior shot of an open air classroom. *NanaWall*. 07 August 2023. www.nanawall.com/blog/school-design-open-air-classrooms-boost-learning-health-wellbeing



NanaWall. An exterior render of the Tarbut Torah School. *NanaWall*. 07 August 2023. www.nanawall.com/commercial/education#case_studies+All

Building Codes

The Design and Construction Documents will need to incorporate the requirements of the various codes pertaining to this type of occupancy and construction type. Since the Navajo Nation has not adopted any codes, the State of New Mexico references the 2015 International Building Code and this code can be referenced for development on the campus. Coordination with utility providers typically requires the most recent published version of the ICC codes; the more stringent of the code versions should be followed.

Master Plan

- + Phase I Development
- + Phase II Development
- + Site Concept Diagram
- + Adjacency Diagrams
- + Preliminary Layout

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Master Plan - Short Term Development

Timeline:

1/12/21 – Master Plan Process Intro & Goals

2/26/21 - Master Plan Charrette #1

11/28/22 - Master Plan Charrette #2

Short-Term Phase:

The design team proposes a phased master plan to optimize the immediate needs of the DEAP campus. Two modular classroom buildings (A) and a hogan (B) stand on the site. The short-term phase is to build the shade structures, dome green house, and storage unit, which are achievable goals. The hogans remain in their current locations, which eliminates demolition and new construction costs. Additional short-term goals are to purchase a portable classroom for 45 students, build a baseball field, and construct a parking lot with a shared parent drop-off / pick-up area.

The short-term phase is a three-to-five-year action plan. Developing a site on the Navajo Nation presents challenges. Acquiring land or the transfer of land takes time and must be approved by multiple agencies such as the Navajo Nation, Bureau of Indian Affairs, and Historic Preservation. Additional costs arise with infrastructure extensions (water, sewer / lagoon, and electrical) to the site and the availability of building materials and labor.

Revisions suggested:

Build a shade structure in the northwest site

Build dome green house (26' diameter in the north)

Build small green house (10' diameter in the east)

Design considerations:

Provide vehicle maintenance full access to site

Provide fire truck full access to site

Move parking lot off site to the north

Move storage containers off site to the south (near current parking area to the south of the site)



- (A)** MODULAR: CLASSROOM BUILDING
- (B)** HOGAN: MULTI-PURPOSE TEACHING SPACE
- (C)** OUTDOOR CLASSROOM: WOOD SHADE STRUCTURE
- (D)** GARDEN

PHASE I

- (1A)** GREENHOUSE: CONSTRUCTION OF DOME GREENHOUSES
- (1B)** BASEBALL FIELD: REVITALIZATION OF EXISTING BASEBALL FIELD
- (1C)** PORTABLE: THIRD PORTABLE TO BE ADDED ON PREPARED LAND
- (1D)** PARKING: PAVING OF PARKING AND DROP OFF AREA WITH PATH FOR PEDESTRIANS; SITE LIGHTING INCLUDED



Master Plan - Long Term Development

Long-Term Phase:

The long-term master plan phase is to construct a gymnasium with a basketball court and age-appropriate playground equipment. The gymnasium footprint is 13,000 Square feet (SF) reduced from 24,000 SF.

The design considerations include a full-sized classroom with control room walls for noise reduction and to allow for flexibility and maximum space utilization (Refer to Strategic Priorities/Background data pg. 25).

The parent drop-off/ pick-up lane shares the parking lot entrance and exit. The shade structure(s) stand in the west, and the playground and the hogan stand in the north.

A proposed path leads to the Red Lake Chapter House and overflow parking on the north. The shade structure (C) defines the outdoor classroom / general meeting area, which delineates public and restricted school areas.

Revisions suggestions:

Move the parking lot off the site (share the parking area with Red Lake Chapter/ north of the site).

Design considerations:

Provide vehicle maintenance full access to site

Provide fire truck full access to site



0' 50' 100' 150'

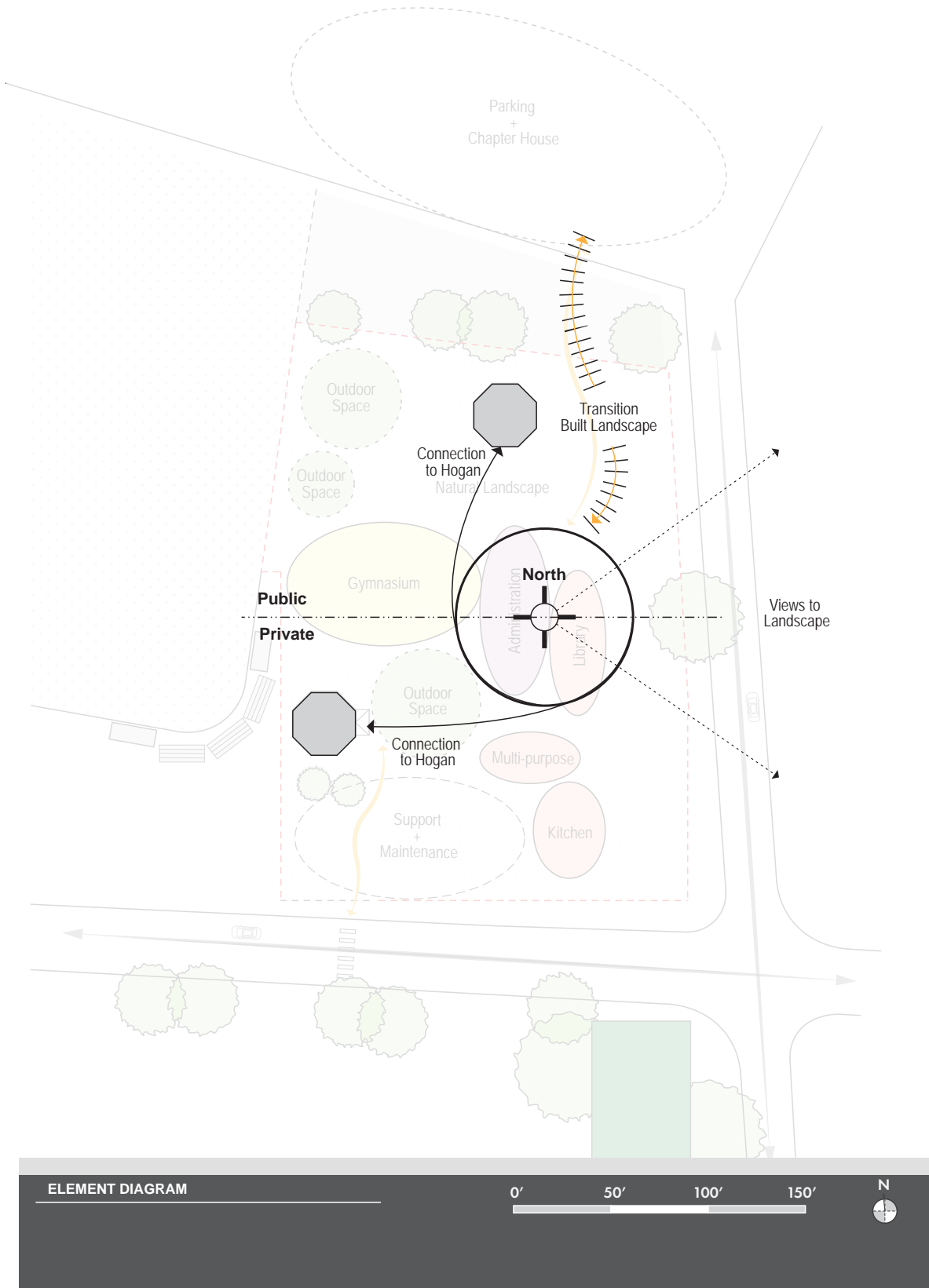
N

PHASE II

- (2A) CLASSROOM BUILDING: NEW CONSTRUCTION, REPLACEMENT SCHOOL
- (2B) OPEN GATHERING / ENTRY: MIX OF LANDSCAPE, WALKWAY AND SEAT WALLS
- (2C) OUTDOOR CLASSROOMS: WOOD SHADE STRUCTURE



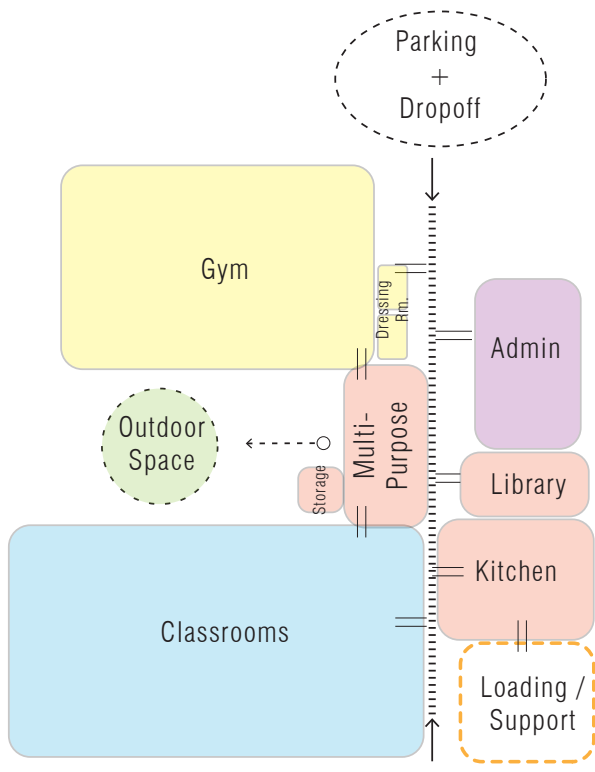
Site Concept Diagram



ELEMENT DIAGRAM

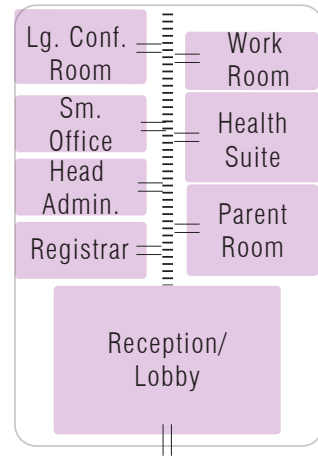
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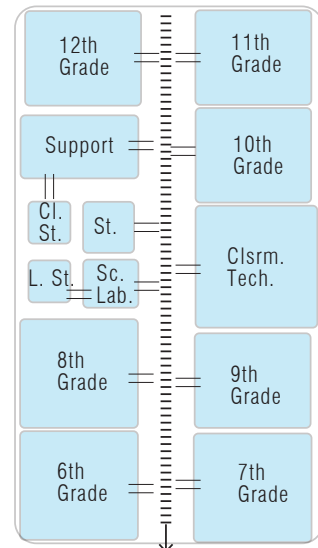


Adjacency Diagram

- Key:
- - -> Visual Connection
 - ≡ Physical Connection
 - ⋮ Circulation Space
 - Flow
 - ⊂ Staff Only Space
 - ⊂ Enclosed Space
 - ⊂ Open Office/ Workstation



Administration Adjacency

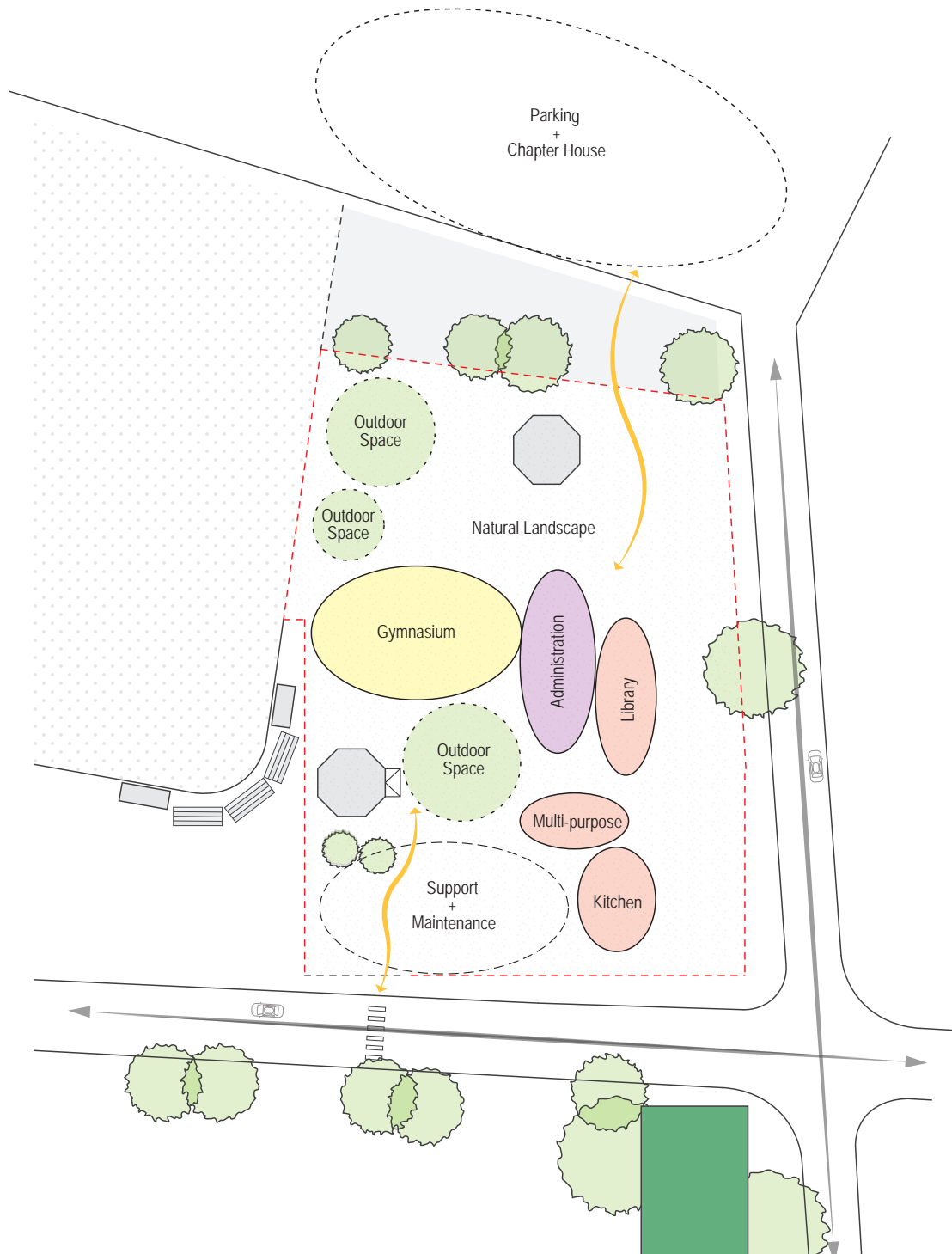


To Multi-purpose, Library, Main Building Circulation

Classroom Adjacency

Note: Adjacency diagrams are not to be read as a footprint, but to map out adjacencies and circulation.





GROUND LEVEL

0' 50' 100' 150'

N

PRIMARY TRAFFIC

SECONDARY TRAFFIC

PROPERTY LINE

PEDESTRIAN WALKWAY





SECOND LEVEL

0' 50' 100' 150' N

PRIMARY TRAFFIC

SECONDARY TRAFFIC

PROPERTY LINE

CIRCULATION



Probable Construction Cost

+ Preliminary Statement of Probable Cost

+ Cost Options

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Preliminary Statement of Probable Cost

As design begins and building materials selected, more detail will be available to determine the Probable Construction Cost, in programming we do a conceptual estimate based on square footage costs taking into account the project complexity and the location of Navajo. During a recent renovation project in the area, our team found construction cost was considerably higher on the Navajo Nation than in the cities of Farmington or Gallup.

Other influences to consider is that cost can vary from one region to another with factors including geographical location, condition of the site, regulations, and market place. We have experienced that construction costs on the Navajo Nation has increased as high as forty percent (40%) over RS means data. The cost data from RS means is derived from urban cities throughout the United States; therefore, cost data on Navajo Nation increase due to location and isolation. These two factors impact the workforce for labor and the readily available materials for construction.

Probably Construction Cost / Cost Options

NISN DEAP PHASE I DEVELOPMENT

Estimated Overall Project budget

Updated: APRIL 23, 2024

CONSTRUCTION COSTS		Item	Notes
\$2,600,000.00		Maximum Allowable Construction Costs (MACC)	5,200 sf x \$500/sf (RS Means Data)
\$1,404,000.00		Location Factor - 54%	ADDED FOR RURAL LOCATION
\$400,400.00		Estimate Contingency - 10%	
\$264,264.00		Navajo Nation Sales Tax @ 6%	
\$4,668,664.00		CONSTRUCTION COST TOTAL WITH TAX	
SOFT COSTS		Item	Notes
\$466,866.40		Furniture, Furnishings, and Equipment (FF&E)	Estimated @ 10% of Construction Cost
\$93,600.00		Technology	\$18/sf
\$3,000.00		Fire flow investigation	
\$50,000.00		Landscaping and site improvements	
\$35,000.00		Special inspection and testing during construction	Estimated, code requirement, structural will outline the scope of testing during CDs
\$25,000.00		Third party plan review	
\$40,407.98		Navajo Nation Sales Tax @ 6% on soft cost items above	
\$466,866.40		Owner's contingency	10% of the Construction Cost
\$250,000.00		Site/utilities contingency	Estimated
\$1,430,740.78		SOFT COST TOTAL	
\$6,099,404.78		TOTAL ESTIMATED PROJECT COST	

NISN DEAP PHASE I DEVELOPMENT

Estimated Overall Project budget

Updated: APRIL 23, 2024

CONSTRUCTION COSTS		Item	Notes
\$9,100,000.00		Maximum Allowable Construction Costs (MACC)	14,000 sf x \$650/sf (RS Means Data)
\$4,914,000.00		Location Factor - 54%	ADDED FOR RURAL LOCATION/ NAVAJO NATION
\$1,401,400.00		Estimate Contingency - 10%	
\$924,924.00		Navajo Nation Sales Tax @ 6%	
\$16,340,324.00		CONSTRUCTION COST TOTAL WITH TAX	
SOFT COSTS		Item	Notes
\$1,634,032.40		Furniture, Furnishings, and Equipment (FF&E)	Estimated @ 10% of Construction Cost
\$252,000.00		Technology	\$18/sf
\$3,000.00		Fire flow investigation	
\$80,000.00		Landscaping and site improvements	
\$35,000.00		Special inspection and testing during construction	Estimated, code requirement, structural will outline the scope of testing during CDs
\$25,000.00		Third party plan review	
\$121,741.94		Navajo Nation Sales Tax @ 6% on soft cost items above	
\$1,634,032.40		Owner's contingency	10% of the Construction Cost
\$250,000.00		Site/utilities contingency	Estimated
\$4,034,806.74		SOFT COST TOTAL	
\$20,375,130.74		TOTAL ESTIMATED PROJECT COST	

Appendix

- + **Boundary Survey**
- + **Utility Maps**
- + **Meeting Minutes**
- + **Meeting Presentations**

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CULTURAL RESOURCES COMPLIANCE FORM
HISTORIC PRESERVATION DEPARTMENT
 PO BOX 4950
 WINDOW ROCK, ARIZONA 86515

ROUTING: COPIES TO
 NM
 SHPO
 REAL PROPERTY MGT/330
 DCD1

NNHPD NO. **HPD-04-816**
 OTHER PROJECT NO.
DCD1 04-098

PROJECT TITLE: **A Cultural Resource Inventory of the Red Lake Chapter Office Complex Tract, Red Lake Chapter, McKinley County, New Mexico**

LEAD AGENCY: BIA/NR

SPONSOR: Alfred Barney, Chapter Coordinator, Red Lake Chapter, PO Box 130, Navajo, New Mexico 87328

PROJECT DESCRIPTION: The proposed undertaking will involve the construction of a new chapter office building with associated facilities/utilities & paving of parking lots within the 2.35 acre tract. Ground disturbance will be intensive & extensive with the use of heavy equipment.

LAND STATUS: Tribal Trust
 CHAPTER: **Red Lake**
 LOCATION: T19N, R21W, Sec. 1; Buell Park Quadrangle, McKinley County, New Mexico NMPM

PROJECT ARCHAEOLOGIST: **Maxine L. Yazzie**
 NAVAJO ANTIQUITIES PERMIT NO.: NTC

DATE INSPECTED: **06/10/04**
 DATE OF REPORT: 07/15/04
 TOTAL ACREAGE INSPECTED: **2.35 ac**

METHOD OF INVESTIGATION: Class III pedestrian inventory with transects spaced **15** m apart.

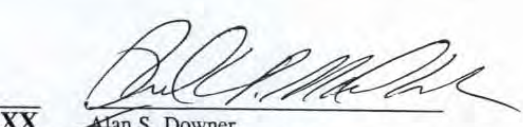
LIST OF CULTURAL RESOURCES FOUND: **None**
 LIST OF ELIGIBLE PROPERTIES: **None**
 LIST OF NON-ELIGIBLE PROPERTIES: **None**
 LIST OF ARCHAEOLOGICAL RESOURCES: **None**


EFFECT/CONDITIONS OF COMPLIANCE: **No historic properties will be affected.**

In the event of a discovery ["discovery" means any previously unidentified or incorrectly identified cultural resources including but not limited to archaeological deposits, human remains, or locations reportedly associated with Native American religious/traditional beliefs or practices], all operations in the immediate vicinity of the discovery must cease, and the Navajo Nation Historic Preservation Department must be notified at (928) 871-7132.

FORM PREPARED BY: TAMARA BILLIE
 FINALIZED: August 2, 2004

Notification to
 Proceed Recommended: Yes No
 Conditions: Yes No


 Alan S. Downer
 Navajo Nation Historic Preservation Officer
8-4-04
 Date

Navajo Region Approval: Yes No

 ACTING Regional Director
08/16/04
 Date



ARCHAEOLOGICAL INVENTORY REPORT DOCUMENTATION PAGE (HPD JAN/91)

1. HPD REPORT NO:	2. (FOR HPD USE ONLY)	3. RECIPIENT'S ACCESSION NO.
4. TITLE OF REPORT: A Cultural Resource Inventory of the Red Lake Chapter Office Complex Tract, Red Lake Chapter, McKinley County, New Mexico Author (s): Maxine L. Yazzie		5. FIELDWORK DATES June 10, 2004
7. CONSULTANT NAME AND ADDRESS: Gen'l Charge: Denise R. E. Copeland, Principal Archaeologist Org. Name: Capital Improvement Office Org. Address: P.O. Box 2150 Shiprock, New Mexico 87420 Phone: (505) 368-1059		6. REPORT DATES July 15, 2004
10. SPONSOR NAME AND ADDRESS Ind. Responsible: Mr. Alfred Barney, Chapter Coordinator Org. Address: P. O. Box 130 Navajo, New Mexico 87328 Phone: (505) 777-2810		8. PERMIT NO. NTC
13. LOCATION (MAP ATTACHED) a. Agency: <u>Ft. Defiance</u> e. UTM: Zone <u>12</u> <u>1/N 3975 420 E 677 740</u> <u>2/N 3975 400 E 677 920</u> <u>3/N 3975 280 E 677 800</u> <u>4/N 3975 300 E 677 720</u> <u>5/N 3975 380 E 677 720</u> b. Chapter: <u>Red Lake</u> f. Land Owner/User Name: <u>Tribal Trust</u> c. County: <u>McKinley</u> g. Area: <u>T 19 N, R 21 W NW 1/4 of Sec. 01 N.M.P.M.</u> d. State: <u>New Mexico</u> h. 7.5' Map Name(s): <u>Buell Park, Ariz-N. Mexico 1982</u>		9. CONSULTANT REPORT NO. DCD1 04-098
14. REPORT /x/ OR SUMMARY (REPORT ATTACHED) // OR PRELIMINARY REPORT // a. Description of Undertaking: The undertaking consists of the construction of a new chapter office building complex with associated utilities and the paving of parking lots. Ground disturbing activities will include building construction and the installation of utilities. BIA/NR is the lead agency for the project. b. Existing Data Review: As part of this project, the archival data of the Navajo Nation Historic Preservation Department (NNHPD) in Window Rock were consulted. The projects that have been previously completed within 1 km include HPD#'s 80-57, 80-402, 83-140, 84-278, 84-360, 84-378, 85-676, 87-245, 89-360, 90-1886, 91-037, 91-231, 96-190.3, 97-587, 01-355, and 03-1158. The documented sites include NM-P-8-1, NM-P-8-2 and SJC 2574. c. Area Environmental & Cultural Setting: The project area is located within the community of Navajo, NM, on the south portion of the former Navajo Forest Products Industry Compound. The project area tract is located across the street from the present chapter office. The tract is mostly level and undisturbed. Mill Road runs along the west edge and Shepherd Springs Road runs along the south edge. The vegetation consists of beeweed, cheat grass, Chinese Elm, wild four o'clocks, globemallow, gramma grass, Indian rice grass, Russian Olive, snakeweed, and wild mustard. d. Field Methods: Mr. Alfred Barney, Chapter Coordinator, showed the project area to the author and all corner stakes were found. The investigation was conducted by (100%) Class III level pedestrian inventory of transects spaced 15 m apart. A total of 2.35 acres was inventoried. Mr. Barney was interviewed about Traditional Cultural Properties and none were identified within or near the area. Window Rock Navajo Land Office had surveyed the tract and supplied the project map		11. SPONSOR PROJECT NO. N/A
15. CULTURAL RESOURCE FINDINGS: b. Evaluation of Significance of Each Value (above): None a. Location/Identification of Each Value: No historic properties were found		12. AREA OF EFFECT <u>02.35</u> ac AREA SURVEYED <u>02.35</u> ac
16. MANAGEMENT SUMMARY (Recommendations): Notice to proceed is recommended.		
17. CERTIFICATION: SIGNATURE: <u>Maxine L. Yazzie</u> Date: <u>July 15, 2004</u> Direct Charge Name: Maxine L. Yazzie SIGNATURE: <u>Denise R. E. Copeland</u> Date: <u>July 19, 2004</u> General Charge Name: Denise R. E. Copeland		





Figure 1: Specific location of the Red Lake Chapter Office Complex Tract. Numbers are UTM coordinate locations. Map is after U.S.G.S. quad Buell Park, Ariz-N. Mexico 1982. DCD1 04--098

Land Withdrawal No. R-

TRACT DESCRIPTION

A PARCEL OF LAND SITUATE WITHIN THE NORTHWEST QUARTER (NW/4) OF SECTION 01, TOWNSHIP 19 NORTH, RANGE 21 WEST, NEW MEXICO PRINCIPAL MERIDIAN IN THE VICINITY OF RED LAKE, MCKINLEY COUNTY, STATE OF NEW MEXICO, AND IS BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS:

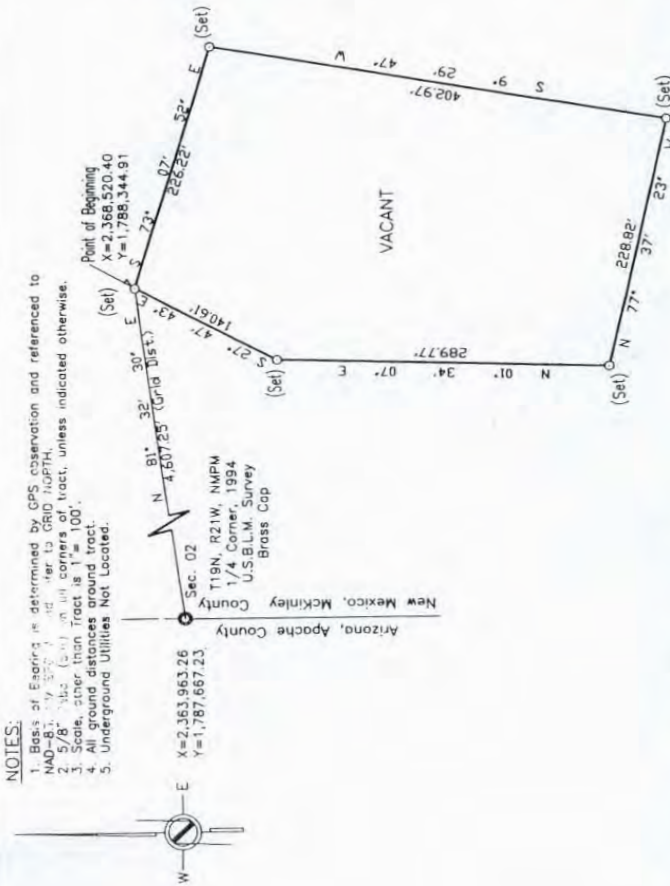
COMMENCE at the west one-fourth corner of section 02, T19N, R21W, N.M.P.M. a UNITED STATES BUREAU OF LAND MANAGEMENT SURVEY brass cap dated 1994.

THENCE run N 81° 32' 30" E, 4,607.25 feet to the POINT OF BEGINNING of the herein described parcel of land.
 THENCE S 73° 07' 52" E, 226.22 feet;
 THENCE S 9° 29' 47" W, 402.97 feet;
 THENCE N 77° 37' 23" W, 228.82 feet;
 THENCE N 01° 34' 07" E, 289.77 feet;
 THENCE N 27° 47' 43" E, 140.61 feet;
 to the Point of Beginning.

Being 2.35 acre(s), more or less, in area, and being subject to any and all existing easements for underground utilities located therein.

Surveyed March 29, 2004 by the Navajo Land Department, The Navajo Nation, Window Rock, Arizona.

EXHIBIT "A"



NOTES:

1. Basis of Bearing is determined by GPS observation and referenced to NAD-83. (N, S, E, W) and refer to GRID NORTH.
2. 5/8" = 1/4" on all corners of tract, unless indicated otherwise.
3. Scale, other than tract is 1" = 100'.
4. All ground distances are indicated.
5. Underground Utilities Not Located.



4/13/04
 I, TOMMY R. CONLEY, A REGISTERED PROFESSIONAL LAND SURVEYOR, UNDER THE LAWS OF THE STATE OF NEW MEXICO HEREBY CERTIFY THAT THIS PLAT WAS PREPARED FROM FIELD NOTES AND STANDARDS FOR LAND SURVEYS AND IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEFS.

TOMMY R. CONLEY, N.MEX. LIC. No. 4797

Window Rock NLD

SURVEY BY:	AM
DRAWN BY:	EG
APPROVED BY:	7C
FIELD BOOK NO.:	552.68
JOB NUMBER:	8600
S C A L E:	1" = 100'

RED LAKE CHAPTER OFFICE COMPLEX

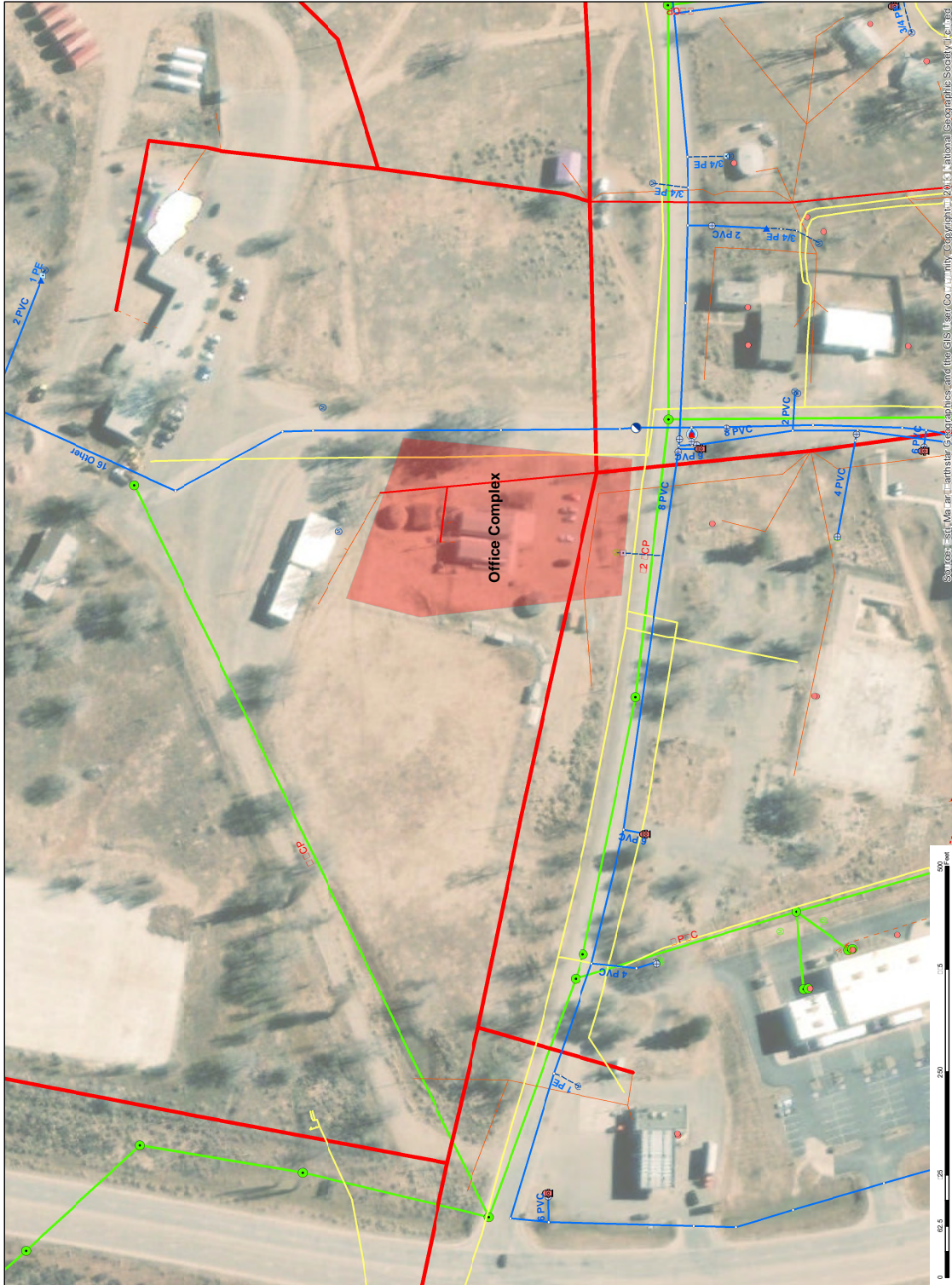
2.35 Ac. ±
 District 17, Navajo Indian Reservation
 NW/4 of Section 01, T19N, R21W, N.M.P.M.
 Red Lake, McKinley County, New Mexico





Proposed
Office Complex
Red Lateral Sewer Main

Legend	
	PROPOSED DEVELOPMENT
	Fire Hydrant SUBTYPECD
	Hydrant
	Pressurized Main SUBTYPECD
	Distribution Main SUBTYPECD
	Service Lateral SUBTYPECD
	Distribution Main SUBTYPECD
	Gas Main SUBTYPECD
	Intermittent
	Primary Overhead Electric Line SUBTYPECD
	Single Phase Primary Overhead
	Three Phase Primary Overhead
	Primary Underground Electric Line SUBTYPECD
	Three Phase Primary Underground
	Sewer Manhole SUBTYPECD
	Sewer Manhole SUBTYPECD
	Sewer Main SUBTYPECD
	Gravity





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Meeting Minutes

Project Name: NISN DEAP Master Plan and Facility Assessment
Project Number: 2020.007
Meeting Date: January 12, 2021
Meeting Time: 11:00 am – 12:30 pm
Attendance: IDS+A: Tamarah Begay, Theodore Edaakie, Naomi Nagurski,
NACA: Daniel Ulibarri, Troy Hunt, Kenaba Hatathlie
DEAP: Louella Poblano, Kayla Dawn-Begay, Becki Jones, Michaela Shirley
Prepared by: Naomi Nagurski

Discussion Items

1. Roll Call
2. Master Plan Process
 - a. Master Plan Process
 - i. Master Plan
 1. A completed existing facility assessment will indicate steps moving forward
 2. Site Characteristics
 3. Sustainability and Environmental Characteristics
 4. Navajo Design and Planning Principles
 5. Overall Site Spatial needs will show how things are going to be arranged and looks at how much area each space will need
 6. Master Plan/ Sit Plan Concepts are going to shape where the spaces are going to exist
 7. Phasing will indicate priority spaces that need to be addressed first and will also look at existing spaces if they need to be phased with the future facility moving forward
 8. Design Guidelines are early overall goals that are set before a building is considered
 9. Building Massing will show what the space needed for a facility and how it will look like on the site.
 10. Strategic Goals, Documents what the space needs to be why the spaces are shaped the way they are.
 11. Probable Construction Cost: Based on the type of building a rough estimate can be determined.
 - ii. Programming

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1. Will be the next major stage of development
 2. There could be recommendations for the building, this phase would inform the building design
 - iii. Building Design
 1. This will be the Phase where the design is worked through and finalized.
3. Mission & Goals
 - a. Mission Statement Review and Determine Vision for Site Development
 - i. The Facility Master Plan needed to be updated.
 1. The mission of the space indicates identity of the school
 2. Indicates key words that need to be referenced
4. Enrollment
 - a. Review Current and Predicted Enrollment
 - i. Current Enrollment Cap discussed is 100 Students
 1. DEAP is considering moving backward with the grade levels
 2. School is not in a stable position, so the school wants to provide spaces the community could utilized if the facility was no longer used for a school
 3. Currently cannot grow enrollment due to lack of space
 4. The Future of DEAP needs to be looked at in terms of facility goals
 5. DEAP is currently not large enough for its 45 students that are currently enrolled
 6. DEAP needs to look at facility goals in long and short term
5. Future Development Goals
 - a. Option 1 Renovation
 - i. CIPs help to dictate if the building is worth renovating, there would still not be enough space
 - ii. DEAP – Renovation may not be an option because the portables are leased
 - b. Option 2 Additional Modular
 - i. DEAP – Easiest and most cost effective but only for the short term
 - c. Option 3 Construction of a New Facility
 - i. DEAP- Most complicated
 - ii. IDS+A's Recommendation moving forward
6. Site Layout Concepts

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- a. DEAP –
 - i. Desired Spaces
 1. Classrooms, Kitchen, Parking lot, exterior space, land-based learning space, cultural learning spaces Basketball court, outdoor eating area, outdoor butchering area, shade house, science lab, roof top greenhouse, small meeting rooms, Baseball field
 - ii. There are many hurdles to overcome and pieces that need to be put in place,
 - iii. The space could be a two-story Hogan where the 1st floor includes Heath office, Admin, and Kitchen and the 2nd floor would include meeting spaces, roof access for wellness spaces, Cultural learning, and education space.
 - iv. A facility master plan would be useful for plans for capital
 - v. Having spaces for the school and the community
 - vi. Could the space grow vertically?
 - vii. There is parking space that the chapter is using so could that be utilized
 - viii. DEAP team needs a refresher as to what is needed in schools
 - ix. Review Approaches viewed at other schools
 - b. NISN
 - i. **Action Item: IDS+A to present multiple site concept layouts including one that shows a second story options and one that reduces the parking area**
 - ii. IDS+A to set up a community review session to gather more information
 - c. Area Available for development is the area directly surrounding the current facility which shrinks the site to an approx. 1.5 Acres
 - d. The Admin would be the main point of entry and security
 - e. An online Survey may be away to get information from other people like parents, and Community leaders.
7. Community Session
- a. Session would meet as a virtual team; Zoom
 - i. Utilizing a virtual interactive platform where people can draw on would be ideal
 - ii. Some type of online survey could also be sent out
 - iii. Presenting some presidents including building structures that represent a Hogan structure may be useful for reference and initial cost would be useful to DEAP for reference
 - b. **Action Item: Tentatively a community session will be set for Saturday 01-30-2021**

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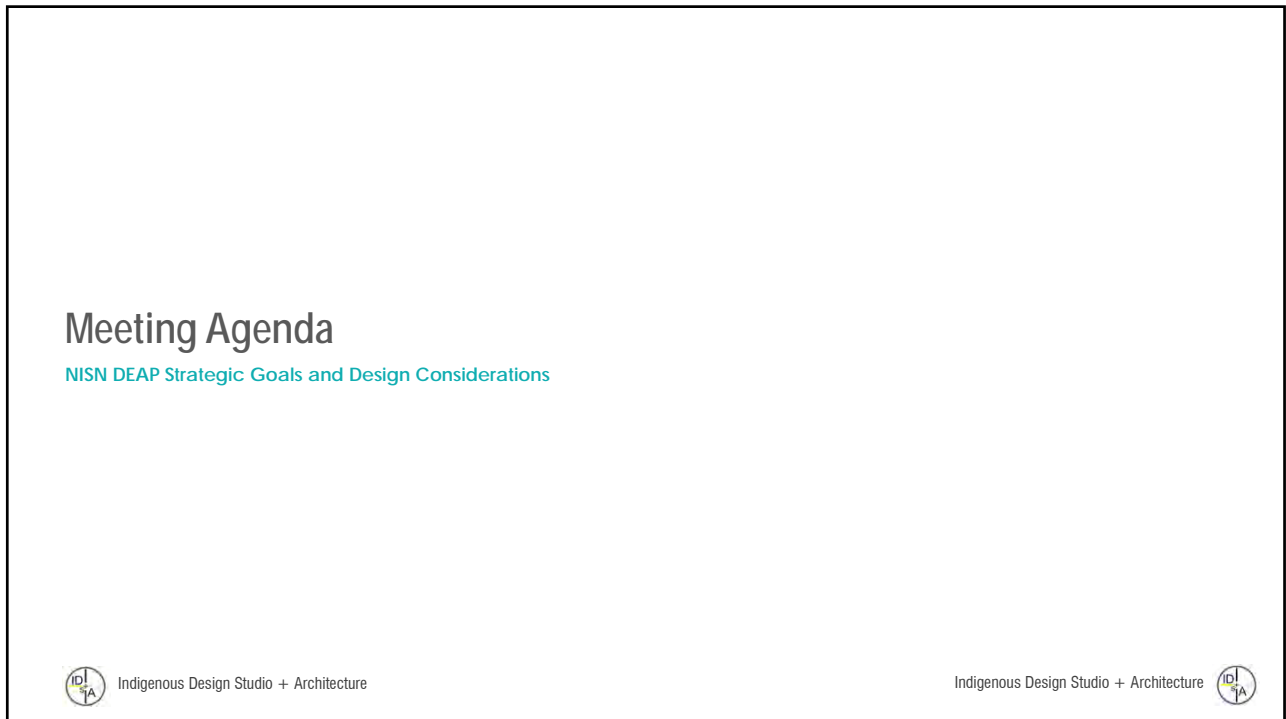


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8. Strategic Goals
 - a. IDS+A to schedule a follow up meeting to review Strategic Goals
9. Discussion
10. Adjourn



1



2



Meeting Agenda

NISN DEAP Strategic Goals and Design Considerations



Project Name: NISN DEAP Master Plan and Facility Assessment
Project Number: 2020.007
Meeting Date: January 12, 2021
Meeting Time: 11:00 am – 12:30 pm
Meeting Location: Microsoft Teams

Strategic Goals Meeting

1. Welcome & Introductions
2. Master Plan Process
3. Mission & Goals
 1. Mission Review
 2. Enrollment
 3. Future Development
4. Site Layout Review
5. Strategic Goals
6. Questions

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3

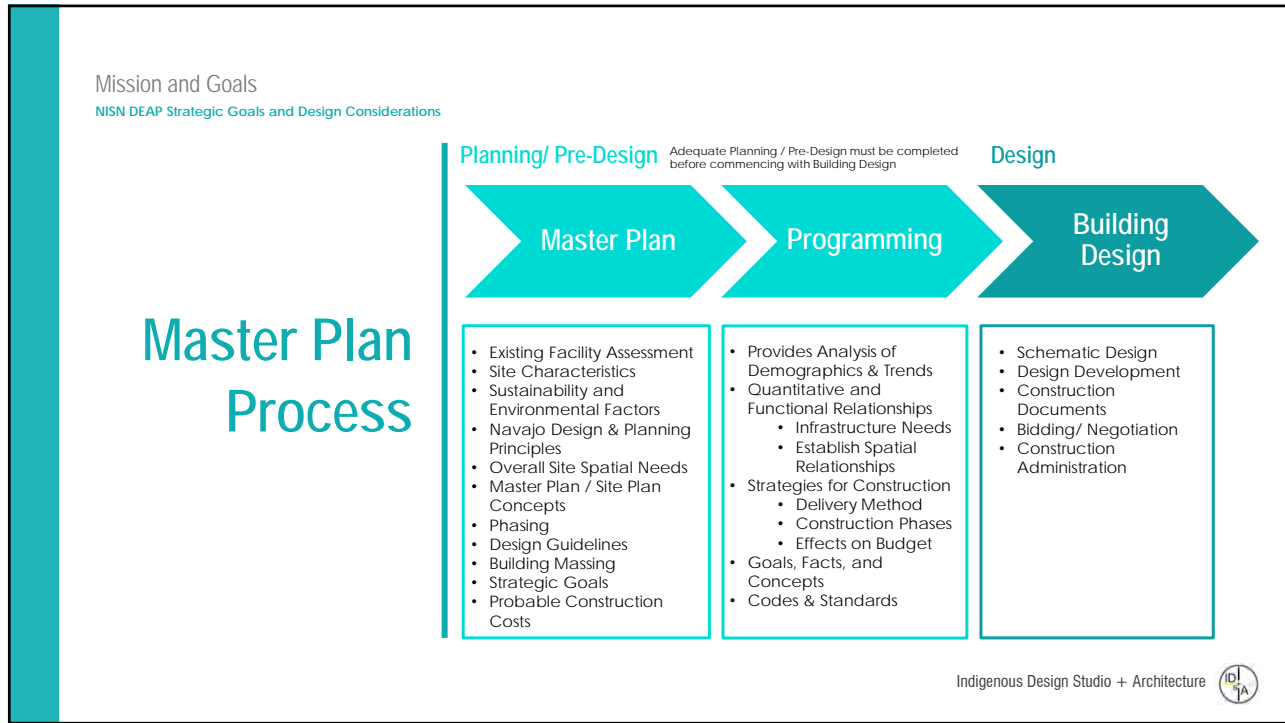
Master Plan Process

NISN DEAP Strategic Goals and Design Considerations

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4



5



6


Mission and Goals
 NISN DEAP Strategic Goals and Design Considerations

DEAP Mission

"As a result of a DEAP education, students will be able to use their cultural, vocational, and academic skills to analyze their surroundings in order to plan the transformation of their community and their world, live a healthy life and use the tools they were taught to achieve holistic wellness, use their understanding of identity, and its impact on local and global communities to promote the restoration and perpetuation of Diné culture, and honor the history and the legacy of the Dził Dít Ł'ool area by consciously balancing the needs of the land with the needs of the people".

Vision

Future, where are we headed?

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Mission and Goals
 NISN DEAP Strategic Goals and Design Considerations

Enrollment

Enrollment Phasing

"DEAP plans to implement enrollment incrementally each school year until enrollment cap is reached".
 -Facility Master Plan, Educational Specific & Condition Assessment

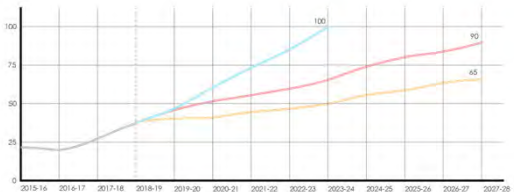
2020 Enrollment Cap

100 Students


Enrollment Over Time

2015/2016 – 23 Students
 2016/2017 – 21 Students
 2017/2018 – 28 Students
 2018/2019 – 40 Students
 2019/2020 – --

Estimated Enrollment



School Year	2020 Enrollment Cap	Estimated Enrollment (Red Line)	Estimated Enrollment (Yellow Line)
2015-16	100	23	23
2016-17	100	21	21
2017-18	100	28	28
2018-19	100	40	40
2019-20	100	--	--
2020-21	100	50	50
2021-22	100	60	60
2022-23	100	70	70
2023-24	100	80	80
2024-25	100	85	85
2025-26	100	88	88
2026-27	100	90	90
2027-28	100	90	65

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Mission and Goals
NISN DEAP Strategic Goals and Design Considerations

Future Development Goals

Option 1: Renovation
Capital Improvement Projects (CIPs) that could be undertaken as projects that improve deficiencies found in the facility assessment. A list of the CIPs are included in the *Facilities Assessment Report*.

Option 2: Additional Modular (Portables) Classrooms
Once the CIPs are completed additional portables could be used to increase the square footage.

Option 3: Construction of New Facility
The construction of a new facility would allow for the space to be built around the needs of the school. This would result in removing the portables.

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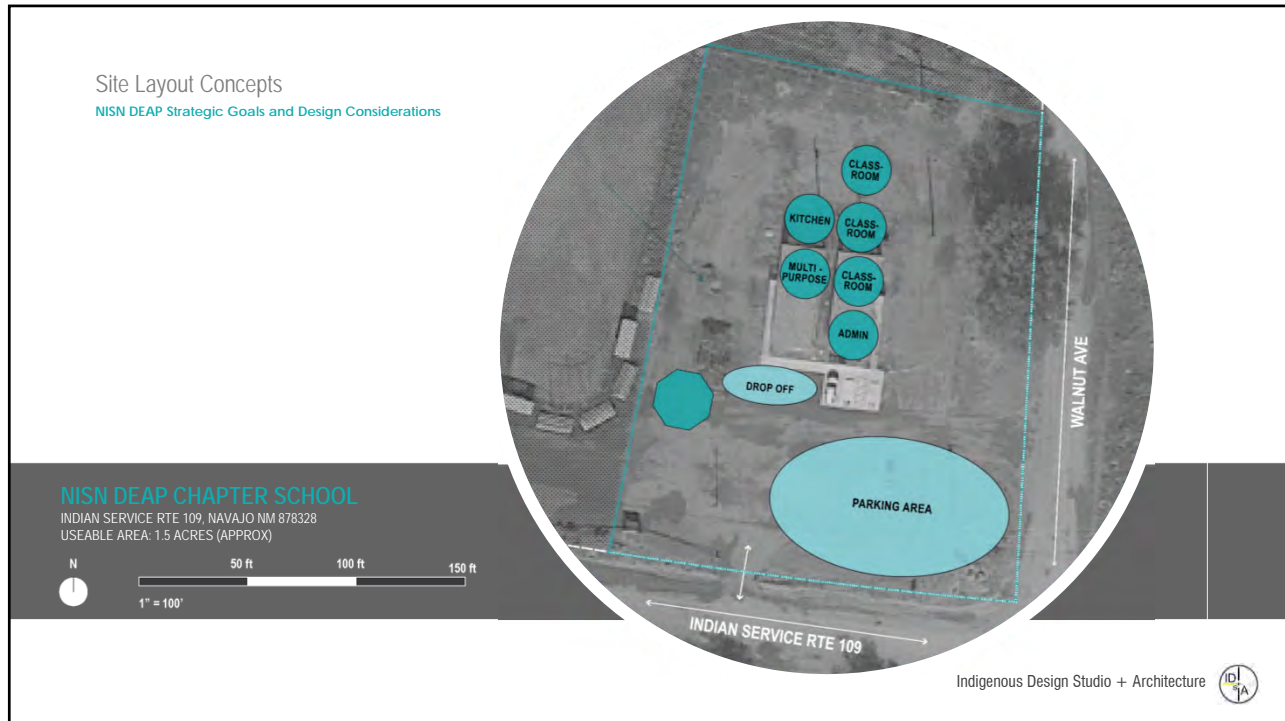
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Site Layout Concepts

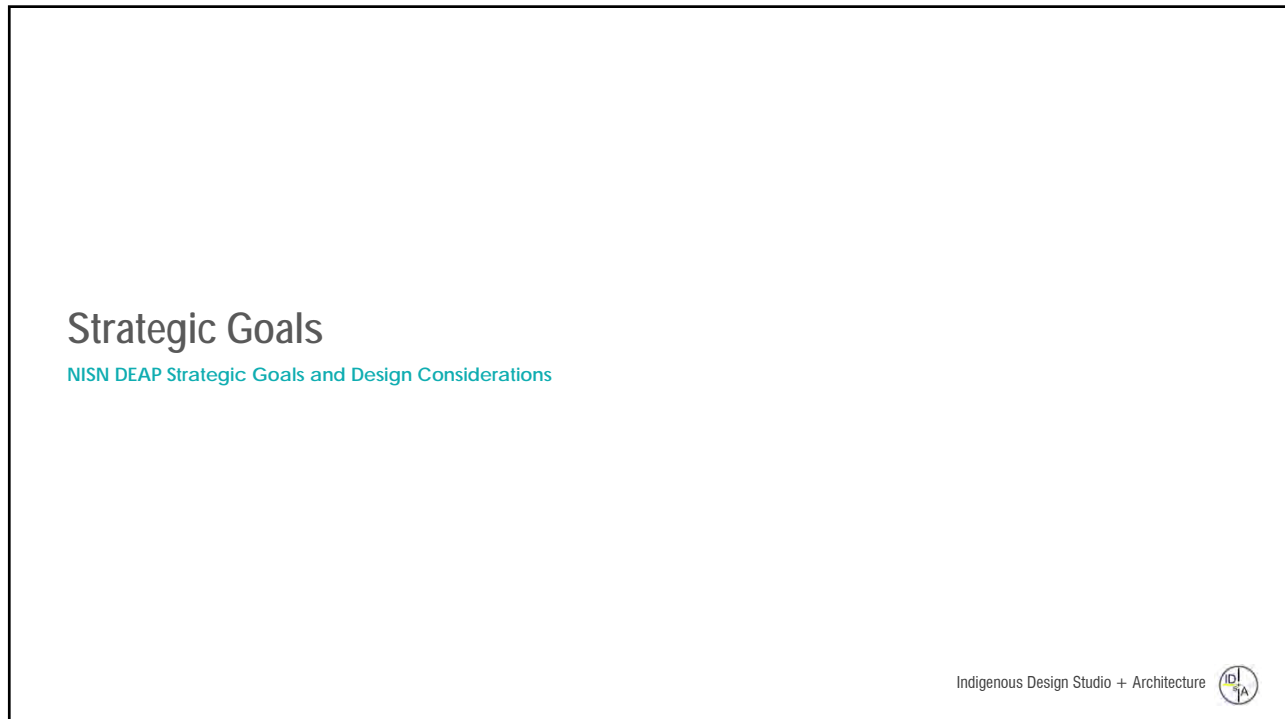
NISN DEAP Strategic Goals and Design Considerations

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10




11



12

Strategic Goals
NISN DEAP Strategic Goals and Design Considerations


STAFF + FACULTY	SHARED	STUDENTS
<p>Resources + Amenities</p> <ul style="list-style-type: none"> Increased availability to students <p>Transportation</p> <ul style="list-style-type: none"> How/ where do staff/ faculty commute from? <p>Maintenance</p> <ul style="list-style-type: none"> Storage Ease of Maintenance 	<p>Open / Social</p> <ul style="list-style-type: none"> What events should be accommodated? <ul style="list-style-type: none"> Lounge Areas Special Events <p>Technology</p> <ul style="list-style-type: none"> Computer and technology access Printer Spaces <p>Food Areas</p> <ul style="list-style-type: none"> Kitchen/ Food Storage <p>Culture</p> <ul style="list-style-type: none"> Integration of Navajo culture, History, Language, and traditions <p>Security + Safety</p> <ul style="list-style-type: none"> Outdoor Lighting Adequate Site Space Single Point Entry adjacent to reception <p>Community Engagement</p> <ul style="list-style-type: none"> Provide space for after hours community usage. 	<p>Resources + Amenities</p> <ul style="list-style-type: none"> Student Services Academic Advisement Tutoring <p>Transportation</p> <ul style="list-style-type: none"> Bus Student Drop off <p>Clubs + Activities + Sports</p>

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Strategic Goals
NISN DEAP Strategic Goals and Design Considerations

INFRASTRUCTURE + ENVIRONMENTAL	ACADEMIC
<p>Sustainability</p> <ul style="list-style-type: none"> Avoid overbuilding. Incorporate energy efficient systems and equipment. Reuse existing furniture and equipment. Use electronic media in classrooms to reduce use of printed materials. Utilize renewable resources where feasible. Incorporate a recycling program. <p>Utilities</p> <ul style="list-style-type: none"> Incorporate energy-efficient systems and equipment. Provide on-site storm water retention for easier access along east face of the structures. Harvest rainwater for landscape use to reduce run-off to the municipal storm sewer. 	<p>Education Goals</p> <ul style="list-style-type: none"> Space for extracurriculars Specialized educational spaces <p>Growth</p> <ul style="list-style-type: none"> Space for higher enrollment <p>Special Needs</p> <ul style="list-style-type: none"> ADA Standards Layout that enables teaches to access student areas easily Reduced amount of visual and auditory stimuli in the classroom environment. Special Education Support Space

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Meeting Minutes

Project Name: NISN DEAP Master Plan and Facility Assessment
Project Number: 2020.007
Meeting Date: February 26, 2020
Meeting Time: 09:00 am – 11:30 am
Attendance: **IDS+A:** Tamarah Begay, Jan Tifrea, Theodore Edaakie, Naomi Nagurski
NISN: Daniel Ulibarri, Troy Hunt, Kenaba Hatathlie
DEAP: Louella Poblano, Kayla Dawn-Begay, Tierra Bia, Terrance Clark, Charlotte Archuletta, Vidal Barragan
Prepared by: Naomi Nagurski

Discussion Items

Master Plan Meeting #1

1. Welcome and Introductions.
 - a. IDS+A – Selected Architectural/Planning firm to develop updated Facility Master Plan
 - b. DEAP School Administration and Staff
 - c. NISN Facilities and Operations
2. Purpose of the Project – Project scope- IDS+A will give an overview of project background.
 - a. Facility Master Plan Document is prepared and updated periodically by the school to document educational and site development goals based on staff/student needs.
 - b. IDS+A was contracted in 2020 to update DEAP's existing Master Plan document based on existing operations and reflection of current goals.
 - c. For purposes of our project, we are focusing on the existing leased property (1.5 acres) where existing DEAP school is situated.
 - i. IDS+A is aware that some of the school activities take place off the leased land such as the community garden.
 1. If there are any other spaces outside of this site that DEAP has It would be beneficial for IDS+A to know about
 - 2.
 - ii. For the master plan IDS+A is focusing on space that DEAP has control of through the lease
 - iii. 2018 Master

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1. Documentation of Site Analysis, Goals, Mission, Needs based on number of students, Phasing, facility requirements.
2. As IDS+A works on the master plan
3. NISN approached ARC to do the second master plan but ARC was unable to update facility master plan.
 - a. ARC's work was beginning to look like a "cookie cutter template" which is why NISN decided to begin working with IDS+A
4. IDS+A has done similar projects in the past like with NTU Chinle.
 - a. There are lots of factors that impact it, IDS+A will need to document the whole process.
 - b. The NTU Document is a letter sized document that is bound
 - c. IDS+A will provide NISN/DEAP with the letter sized document printed and bound as well as in the digital format.
3. Purpose of this meeting
 - a. IDS+A has prepared Preliminary Site Master Plans to gain feedback on placement of site structures and functional needs, IDS+A will review and ask DEAP school to give their impressions of what can be improved.
 - i. IDS+A is seeking input from perspective of school administrators and staff for how they work daily, what do you observe in how you currently use your school spaces? Walk us through how you use your space from arrival until you leave. Input will frame what is done with the Facility Master Plan
 - ii. IDS+A will review proposed layouts of short term and long-term development ideas.
 1. Phase I and II – Use of existing modular classrooms with site improvements and additional outdoor learning spaces.
 - a. Perimeter fencing, Gates, Parking.
 2. Phase III – Replacement of modular with a new building
4. Project Schedule
 - a. Where is our team now on the schedule and what do we have to complete?
 - i. IDS+A is currently in the owner meeting #1, what is left are additional owner meetings, a final presentation and then the document will get pulled together.
 - b. Working for Completion in May.
5. Presentation

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- a. Master Plan Goals
 - i. Navajo Planning Principles
 - 1. Cultural influence is incorporated from the beginning of the process, it is not something that can be tacked on later.
 - 2. Stem from Navajo language and teaching is a guide for how IDS+A approaches design and planning.
 - a. It is not superficial or too literal.
 - ii. DEAP Mission
 - 1. Connection to Navajo Design and Planning
 - 2. Connection between students, staff, and Philosophy for how DEAP Teaches.
 - 3. How can this translate to the built environment into the site and building?
 - 4. How can this philosophy be made stronger through the environment?
 - iii. Core Values
 - 1. Important to how DEAP operates and how students are taught.
- b. Preliminary Site and Master Plan
 - i. Phase I and Phase II
 - 1. Diagramming of suggestions for short term Phase I and Phase II
 - 2. This shows safety and security,
 - a. Security Fencing
 - b. Parking to help establish a clear drop off zone.
 - c. Site lighting and some landscaping could be beneficial as well.
 - 3. Future Structures
 - a. Outdoor learning and Agriculture are heavily incorporated to the space, incorporating a second.
 - b. Hogan (25 ft) is a space that frames the context of what is being taught.
 - c. There is a setback of about 50 ft from center of the road for any structures.
 - d. Increase Classroom Capability: a third Modular would be an easy short-term way to expand.
 - e. Green House: near the community garden
 - i. Able to construct a second hogan.

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- ii. Mobile Bike shop possibly in another shipping container
- iii. Kitchen space where the best place is to put it, so it is not in the way of future development.
 - 1. Is it better to do a food truck?
 - 2. Is it better as a single wide trailer?
- iv. Currently where the second Hogan is placed is where the shipping container and trash bin are.
- v. The space behind the portables could be suitable for future development.
 - 1. There is enough space, but it would need to be looked at from a utility standpoint.
- f. Fencing
 - i. IDS+A will be leaving the entrance to the baseball field open.
 - 1. Paving allows for designated walking path, along the paved walkway there could be a gate allowing for pedestrians to park in the parking lot and still have access to the baseball field.
- g. Additional Modular Classrooms
 - i. Modular are not wanted, but they could just be a short-term solution.
 - ii. DEAP may want to skip adding modular and jump to adding a long-term building sooner.
 - 1. DEAP feels as though they have wasted money on leasing the Modular so moving to a more stable long-term solution is ideal.
 - iii. An immediate need is an addition classroom by the fall. Or to free up space by moving or condensing the office and kitchen spaces.
- 4. Current reality is the school year is ending as a remote school. DEAP will need a kitchen.
 - a. DEAP wants to know if a mobile kitchen will fill the requirements of state guidelines, or will they need to purchase a modular if the mobile food truck will not work.

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- b. DEAP will need more classroom space, having an extension to the outdoor classroom would help to have extra learning space.
5. Will need to accommodate 45 students and future staff as a minimum
6. Security and Access
 - a. Keeping additional spaces in the back will maintain public and private spaces.
 - i. Keeping a singular point of access will be important for security.
7. DEAP wants guidance in figuring out how to balance short term solutions with what they will need for the long-term facility.
 - a. Will a mobile kitchen be a worthwhile investment?
 - b. What are the short term and long-term investments DEAP starts to work toward?
 - c. In short-term the facilities master plan can state that space will be prepared for a future kitchen, so the options remain open until a decision can be made.
8. Green House
 - a. On the current plan it is located near the community garden
 - b. DEAP does not have a lease to the south so if the investors decide to do something with the land then the investment is lost.
 - c. DEAP is looking to launch a nonprofit arm to the school.
 - i. Different types of structures will be spread out through the community. Maybe the green house could stay near the community garden as the start of the nonprofit side of the school.
9. Shipping container on the property is currently used for storage.
10. To resume in person schooling DEAP would need more classroom space.
11. This could be achieved by moving the Office space and kitchen space.
 - a. Current office space serves as the main office, a meeting area (which is not ideal), and a student health center, which is essentially a couch in a somewhat privet corner of the office.
 - b. Modular office space or small mobile office space would free up space for students to use as classrooms.
 - c. The health space is very limited with the built-in cabinets.

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- b. Looking at portables because they are not permanent and could possibly be resold in the future.
 - c. Images provided by DEAP.
14. Growing vertically may be the best way to open space.
- ii. Phase III
 - 1. A school of hogans, how can that be achieved so that it is a meaningful layout on the site.
 - a. A stepped orientation with a gathering space in the middle, would allow for eastern access.
 - b. Larger hogans create issues for infrastructure, making the spaces very costly.
 - i. There is more structural support that is needed.
 - ii. HVAC and plumbing systems get complicated.
 - iii. Hogans may need to be all spread out, but with that comes concerns with safety. Multiple entrances make it difficult to secure the facility.
 - iv. Separate buildings become more costly because there are multiple sets of infrastructures and multiple building envelopes. The form could more than double a conventional building.
 - v. Safety does become compromised with multiple entrances.
 - vi. The hogan shape is often twice as much as a conventional building, you are looking at \$600 per sqft as appose to \$300 per sqft.
 - c. It will be more important to take the lessons of the hogan and incorporating it into the school than to have a literal hogan shaped building.
 - iii. The Existing structures are placed in a logical sense, and not tradition.
 - 1. Eastern views are not maximized.
 - 2. How can the outdoor learning space?
 - 3. Based in outdoor elements.
 - iv. Lessons behind the Hogan



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- i. Inspiration can be drawn from the core principles of more traditional structures, not just the one hogan type.
- ii. There are lessons behind the emergent stories, the pathing of the sun, the seasons, the stages of life, and colors, that can all be incorporated in a contemporary structure.
- iii. Using Contemporary Materials, you can figure out how to think about the future and the youth and how they would envision these structures being used today.
- iv. Putting contemporary uses into a traditional hogan begins to take away the meaning of the sacred space. It is important to maintain the connection to the tradition and the culture, when the hogan form is used for all types of purposes it takes away the feeling of being grounded and knowing you are in a sacred space.
- v. Option A
 - 1. Traditional hogans that form a central space in the center, a pathway would group the space altogether.
 - 2. It becomes difficult to dictate a single main entry.
 - a. Less secure because of multiple structures
 - 3. Security and safety are more difficult to achieve.
- vi. Option B
 - 1. Large Hogan, possibly multiple levels.
 - 2. Has limitations.
 - 3. Can be more secure, with landscaped walls.
 - 4. Would be very expensive.
- vii. Option C
 - 1. Orthogonal structure would be easier and cheaper to build.
 - a. It would still be developed in a way to express the philosophy of the school.

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- b. This building would still be taking the teachings of the traditional structures and other elements in Diné culture.
- c. Orientation
 - i. The building be oriented towards North East. This would honor the rising sun and provide views of the surrounding landscape.
 - ii. The outdoor classroom can honor cardinal East using landscaped walls that can be shorter to the east allowing for the space to open up while still defining public and private areas.
 - 1. Texture, openings, and materiality can all be used to connect to the culture.
 - iii. The outdoor learning space can also the clockwise motion, so it has that connection and grounding to bring all the spaces all together.
 - iv. A trail can wind around the building connecting the public spaces to the more private sacred, and hidden spaces.
- d. Preservation
 - i. It is important to keep existing hogans in place.
 - 1. This could represent the honor of traditions.
 - 2. They are to be located along the west along with the shade structure and the sweat lodge and that can represent the seed of honor. Orienting tradition to the west of the site symbolizes that organization.
- e. Orientation
 - i. If there is the connection to honoring the views of the landscape and honoring the views of the rising sun, the summer and winter solstice,

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it shows that there is thought regarding the outside context of the site.

- ii. Honoring the landscape and shows grounding to the seasons the cardinal directions, and movements of the sun.
- f. Fire Pit and Gathering Area
 - i. The existing site has this area, and it shows how important these spaces are to Diné culture.
 - ii. This can be a central element of the site in the same way it is a central element to how DEAP teaches.
 - iii. Keeping the fire pit and gathering area up front and center gives anyone who enters the site the sense of the space's importance to the grounding of the school.
 - iv. Creates space for gating and the fire pit acts as something symbolic.
 - v. Both the clockwise motion and the opening to the east gestures to the seasons, the cycles of life.
 - vi. Creates indoor-outdoor classroom by opening up the classroom with an operable glass wall system like NanaWall.
- g. Protection and Strength
 - i. New building provides protection to the fire pit, as the sun moves west and as it gets the hottest in the afternoon the firepit/gathering area becomes protected and shaded.
 - ii. Landscape walls and trees will help to protect from the sun and prevailing winds from the south.
 - iii. Orienting the traditional structures to the west shows the sacredness of those areas,
- h. Weaving together
 - i. Connection to organic, motion, sun
 - ii. A natural feeling walking path would act as connection from tradition to the more contemporary spaces.

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iii. It would be important to take contemporary ideas and incorporating them into traditional items.

viii. Comments:

1. Want the Core values to be aligned with the is building so the school can be a cultural learning space.
2. **Action Item:** IDS+A to send copies of the PDF, and the presentation to the NISN & DEAP teams

6. Discussion

7. Adjourn




1



2




Meeting Agenda
NISN DEAP Strategic Goals and Design Considerations



Project Name: NISN DEAP Master Plan and Facility Assessment
Project Number: 2020.007
Meeting Date: February 26, 2021
Meeting Time: 09:00 am – 11:00 am
Meeting Location: Microsoft Teams

Strategic Goals Meeting

1. Welcome & Introductions
2. Project Scope
 1. Facility Master Plan Document
 2. Master Plan Process
3. Master Plan Goals
4. Preliminary Site Master Plans
 1. Phase I and Phase II
 2. Phase III
5. Questions

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3



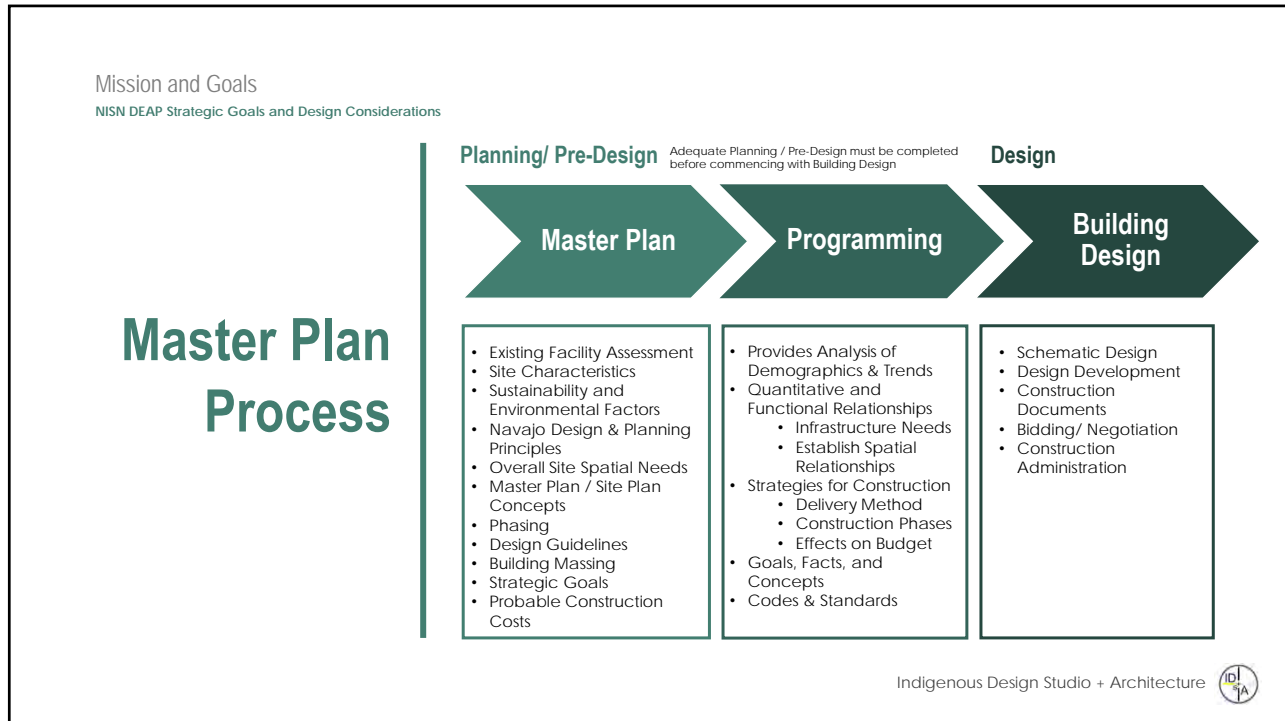
Master Plan Process

NISN DEAP Master Planning



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4



5



6

Mission and Goals
NISN DEAP Strategic Goals and Design Considerations

Navajo Planning Principles

- Navajo Design and Planning concepts stem from the deeply rooted Navajo culture, tradition, language, and teaching of living in beauty.
- The Navajo people have a strong cultural connection to the four natural elements of earth, water, air, and fire, which resemble everything within mother earth and father sky, and are all connected to songs, prayers, and the creation stories of the Navajo People.
- They design and planned according to their basic human and cultural needs, living within the natural landscapes, harvesting and hunting for food, utilizing cultural teachings for well being, and overall living in a truly sustainable environment.

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7

Mission and Goals
NISN DEAP Strategic Goals and Design Considerations

Mission

As a result of a DEAP education, students will be able to use their cultural, vocational, and academic skills to analyze their surroundings in order to plan the transformation of their community and their world, live a healthy life and use the tools they were taught to achieve holistic wellness, use their understanding of identity, and its impact on local and global communities to promote the restoration and perpetuation of Diné culture, and honor the history and the legacy of the Dził Dít'óolí area by consciously balancing the needs of the land with the needs of the people.

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8


Mission and Goals
NISN DEAP Strategic Goals and Design Considerations

DEAP Core Values

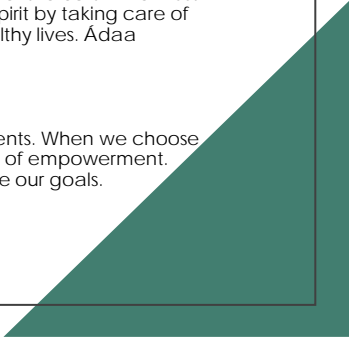
+K'É+
We are all connected. Our wellbeing is tied to our relationship with the land, people, spirits and all living things. Adééháníih.

+HÓZHÓ+
Be your best self. We are sacred beings of the earth. We must respect our bodies, minds, hearts and spirit by taking care of ourselves. Our destiny is to live long healthy lives. Ádaa Áháyá. ++102++

+EMPOWERMENT+
We are blessed with many gifts and talents. When we choose to our gifts for good, we create a cycle of empowerment. We inspire and help each other achieve our goals.



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9


Mission and Goals
NISN DEAP Strategic Goals and Design Considerations

DEAP Core Values

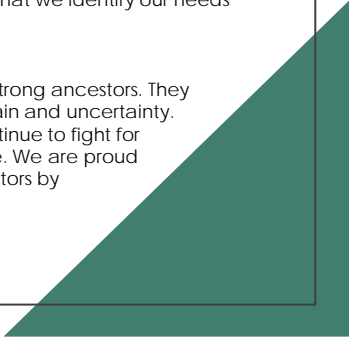
+ACTION+SERVICE+
Everyday we see things that could be better people, animals, the land, and all living things rely on us for help. We have the power to improve the world. We are our own heroes!

+PERSEVERANCE+
Life is full of challenges, and there will be times when we fail. However, we must remember to keep trying. We do not give up but learn from our mistakes. This means that we identify our needs and ask for help when we need it.

+REZILIENCE+
We come from a line of intelligent and strong ancestors. They have survived droughts, colonization, pain and uncertainty. We must continue their legacy and continue to fight for what is right for the land and our people. We are proud to be from the Rez and honor our ancestors by continuing traditions.




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10

Preliminary Site Master Plan

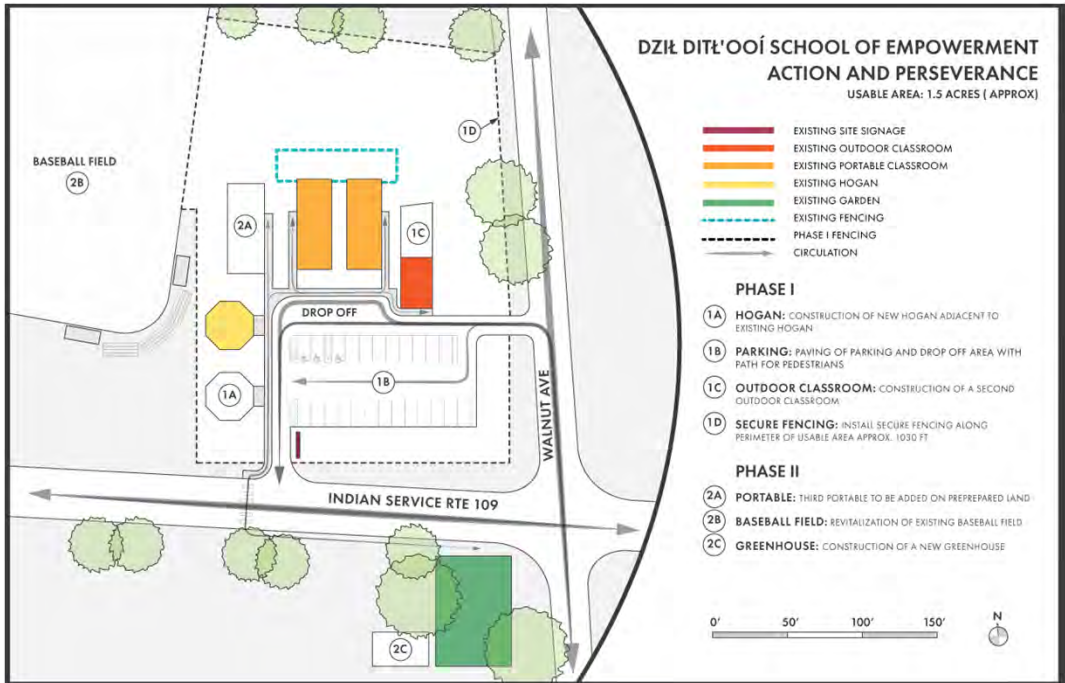
NISN DEAP Master Planning

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DZĪ DITĒ'OOÍ SCHOOL OF EMPOWERMENT ACTION AND PERSEVERANCE

USABLE AREA: 1.5 ACRES (APPROX)



BASEBALL FIELD (2B)

1A

2A

DROP OFF

1B

1C

1D

INDIAN SERVICE RTE 109

WALNUT AVE

2C

- EXISTING SITE SIGNAGE
- EXISTING OUTDOOR CLASSROOM
- EXISTING PORTABLE CLASSROOM
- EXISTING HOGAN
- EXISTING GARDEN
- EXISTING FENCING
- PHASE I FENCING
- CIRCULATION

PHASE I

- (1A) HOGAN:** CONSTRUCTION OF NEW HOGAN ADJACENT TO EXISTING HOGAN
- (1B) PARKING:** PAVING OF PARKING AND DROP OFF AREA WITH PATH FOR PEDESTRIANS
- (1C) OUTDOOR CLASSROOM:** CONSTRUCTION OF A SECOND OUTDOOR CLASSROOM
- (1D) SECURE FENCING:** INSTALL SECURE FENCING ALONG PERIMETER OF USABLE AREA APPROX. 1030 FT

PHASE II

- (2A) PORTABLE:** THIRD PORTABLE TO BE ADDED ON PREPARED LAND
- (2B) BASEBALL FIELD:** REVITALIZATION OF EXISTING BASEBALL FIELD
- (2C) GREENHOUSE:** CONSTRUCTION OF A NEW GREENHOUSE

0' 50' 100' 150' N

Master Plan Concepts
 NISN DEAP Strategic Goals and Design Considerations
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12



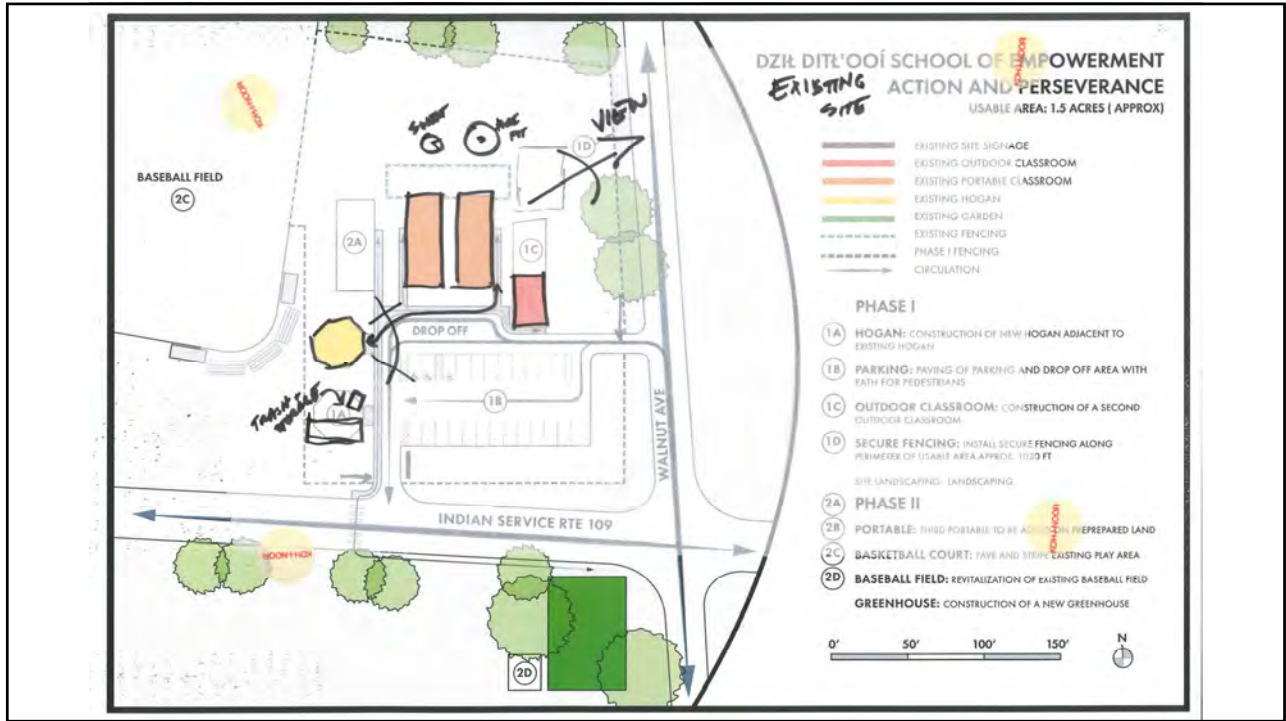
Phase I/II Model

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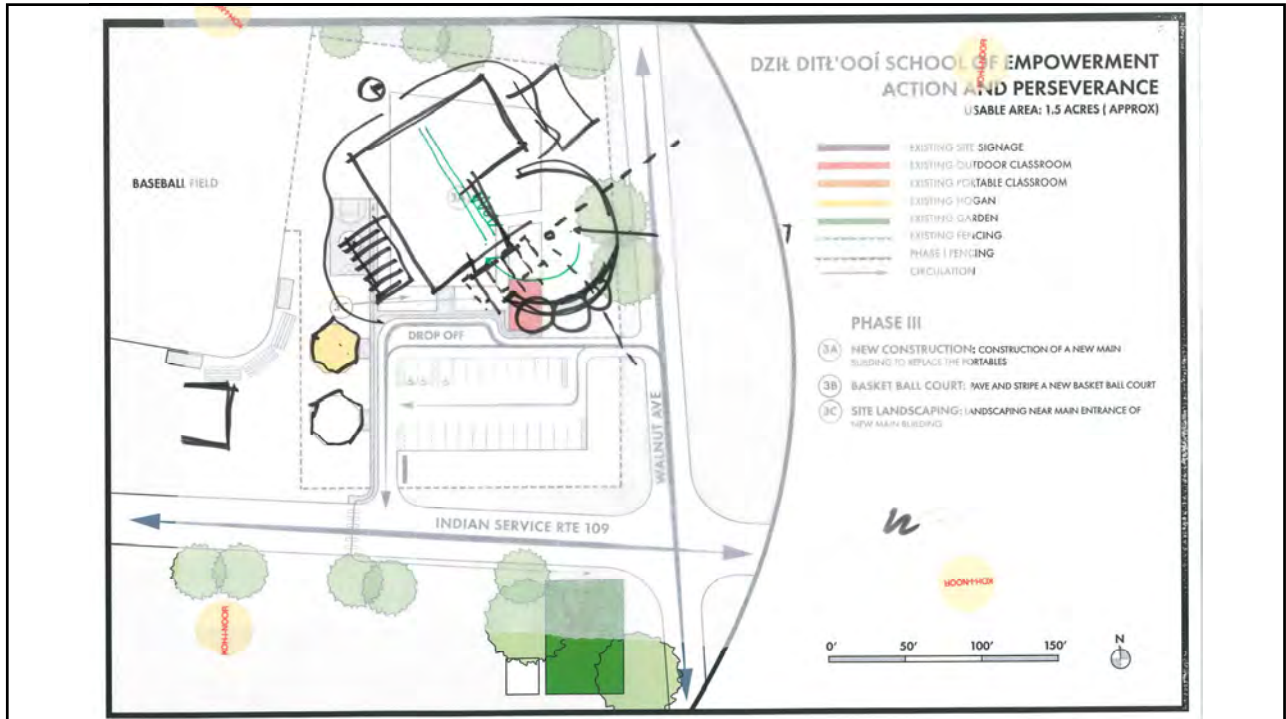


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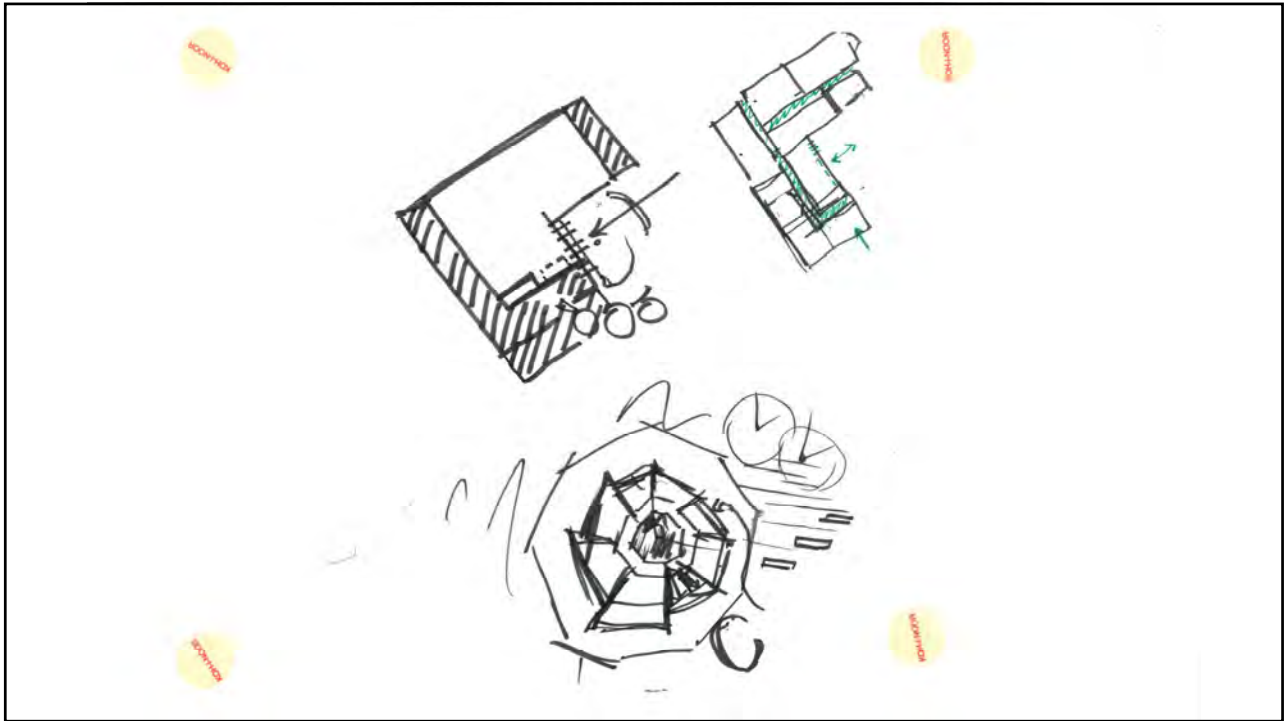




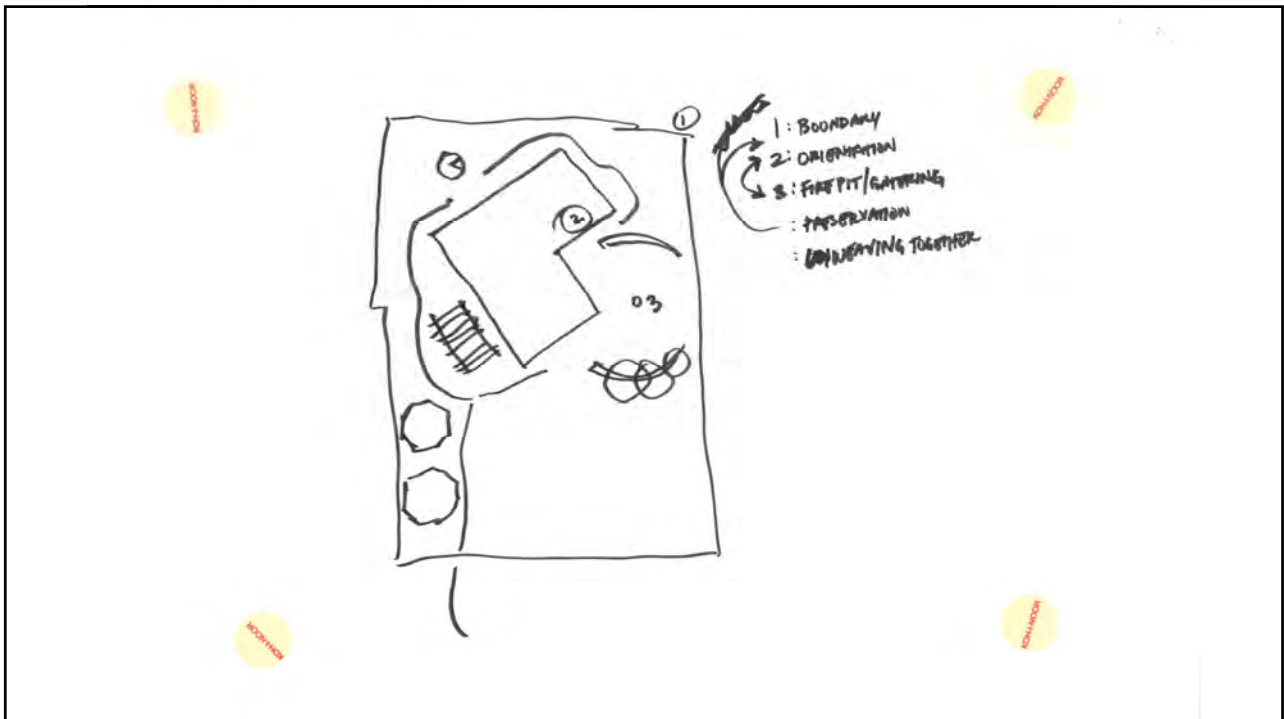
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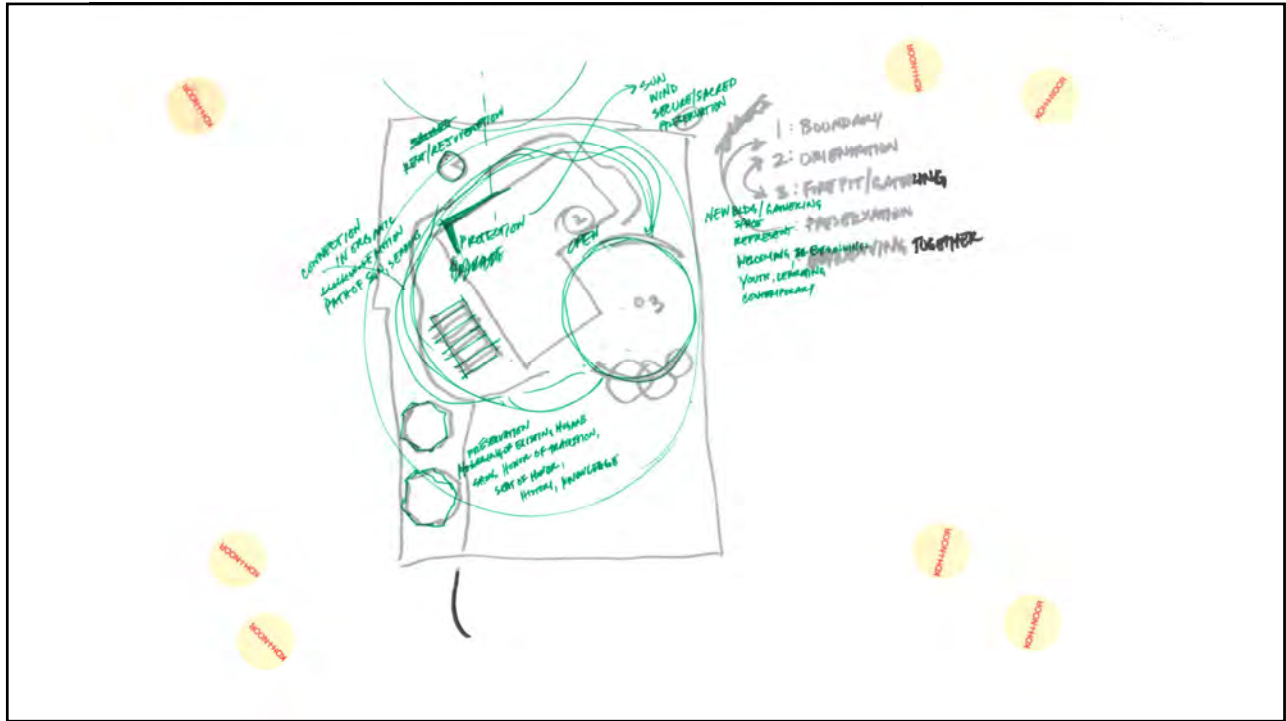
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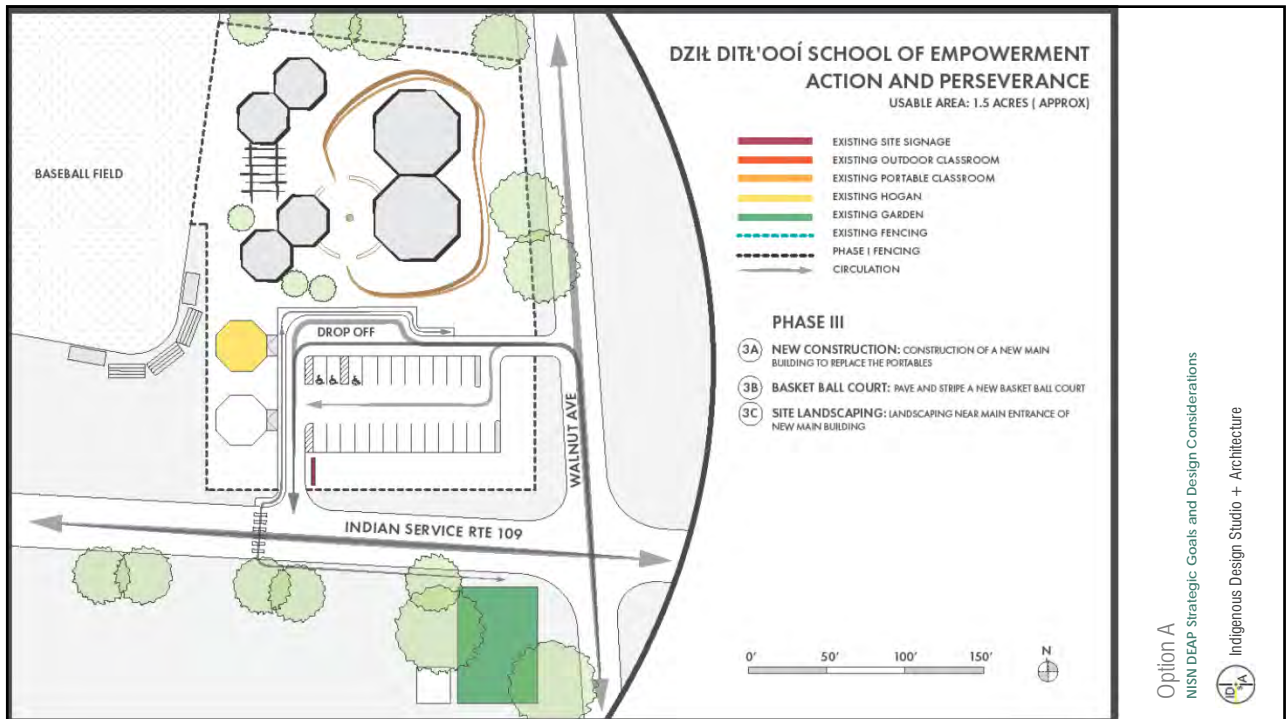
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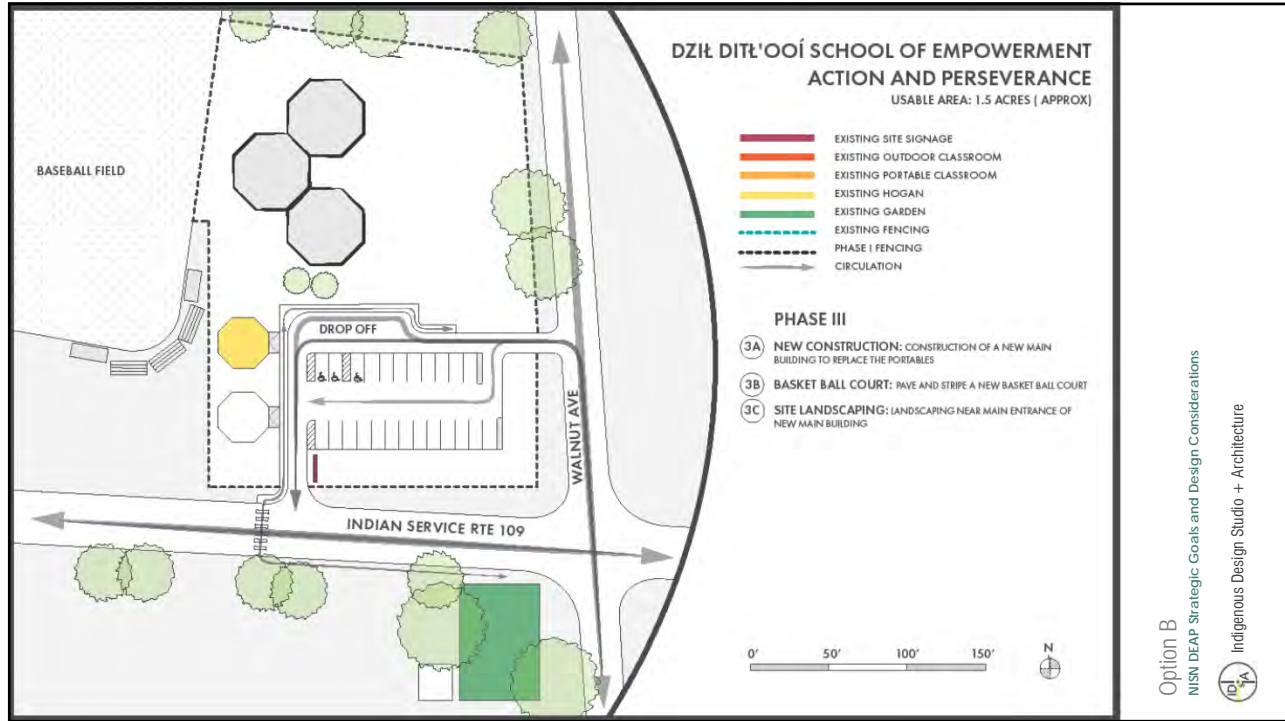
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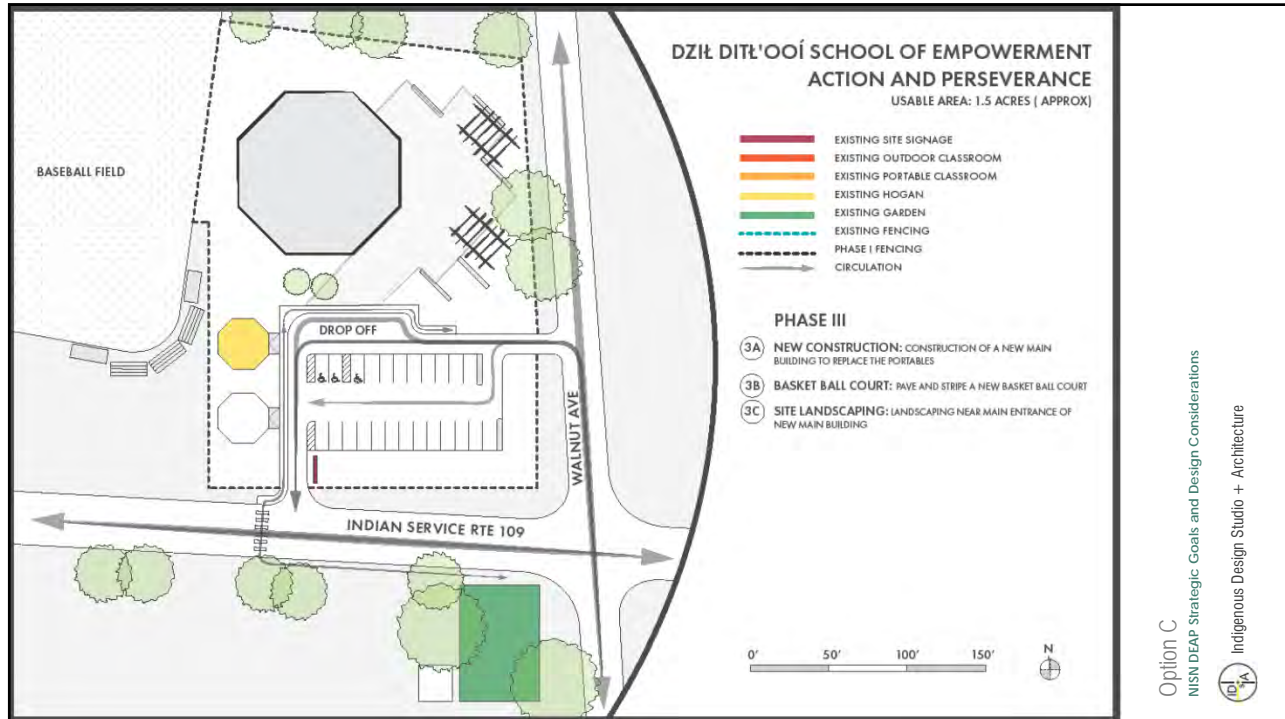
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Option A
NISTV DEAP Strategic Goals and Design Considerations
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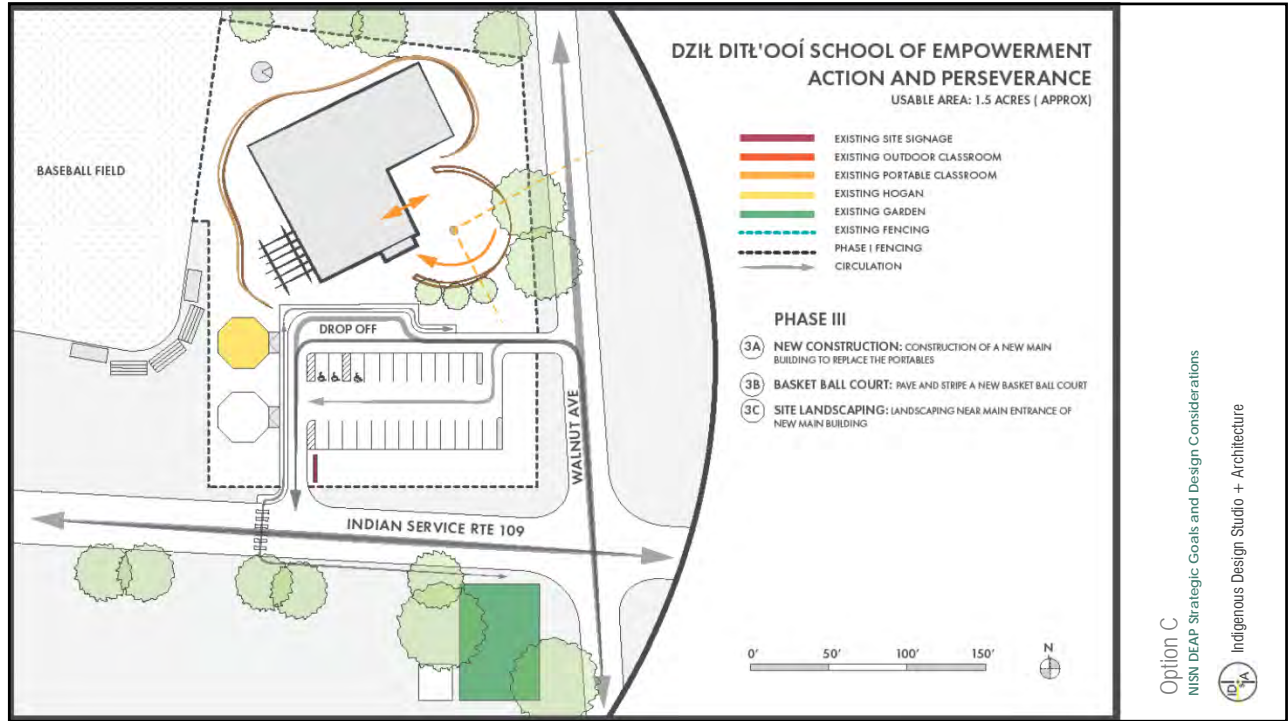


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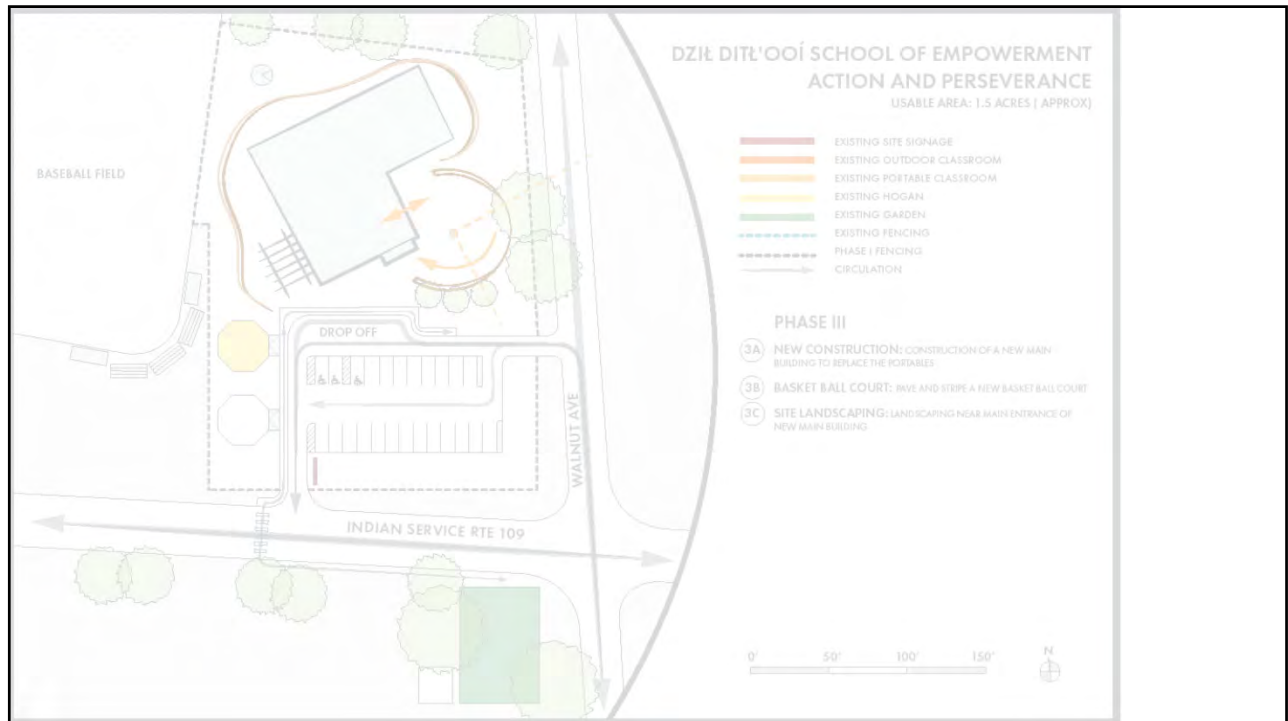


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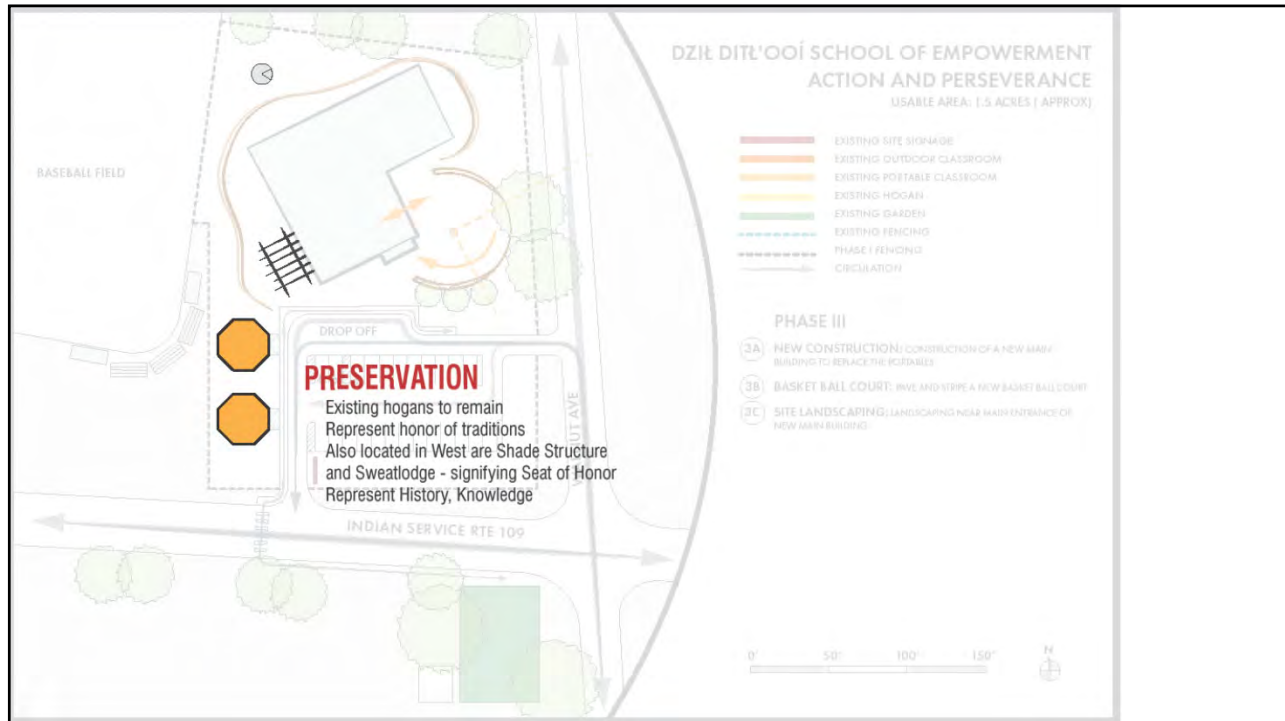




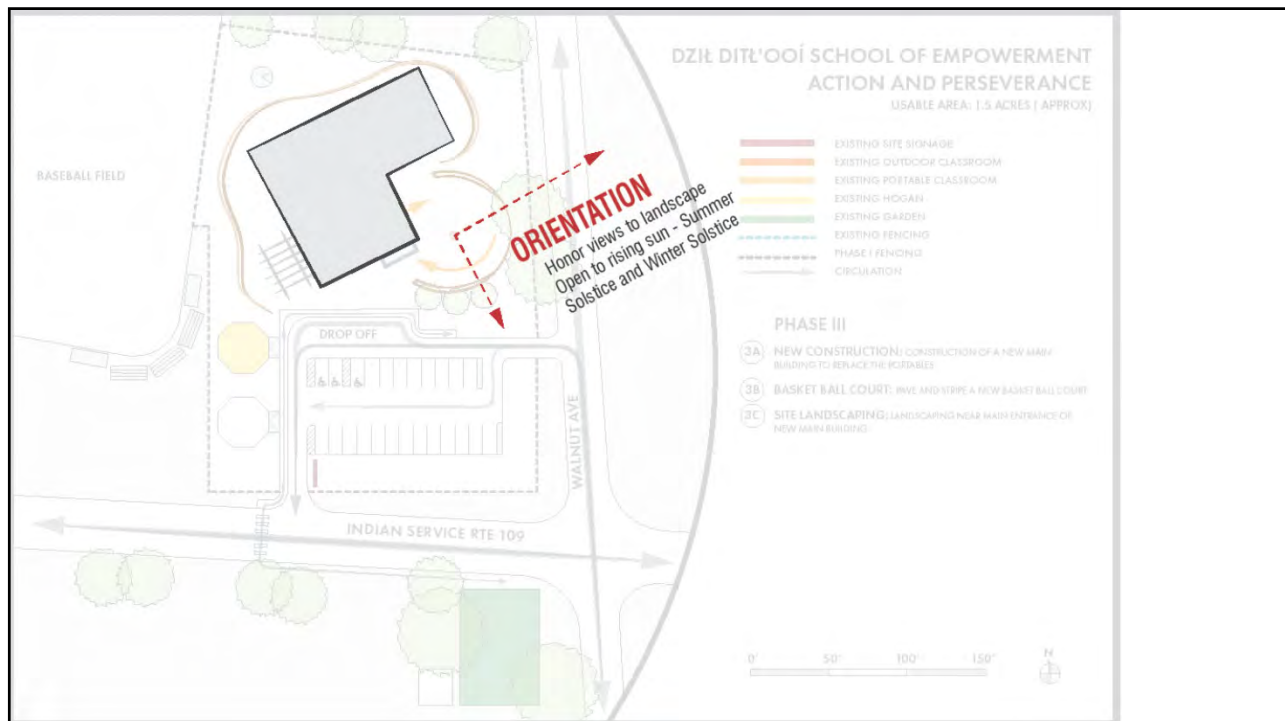
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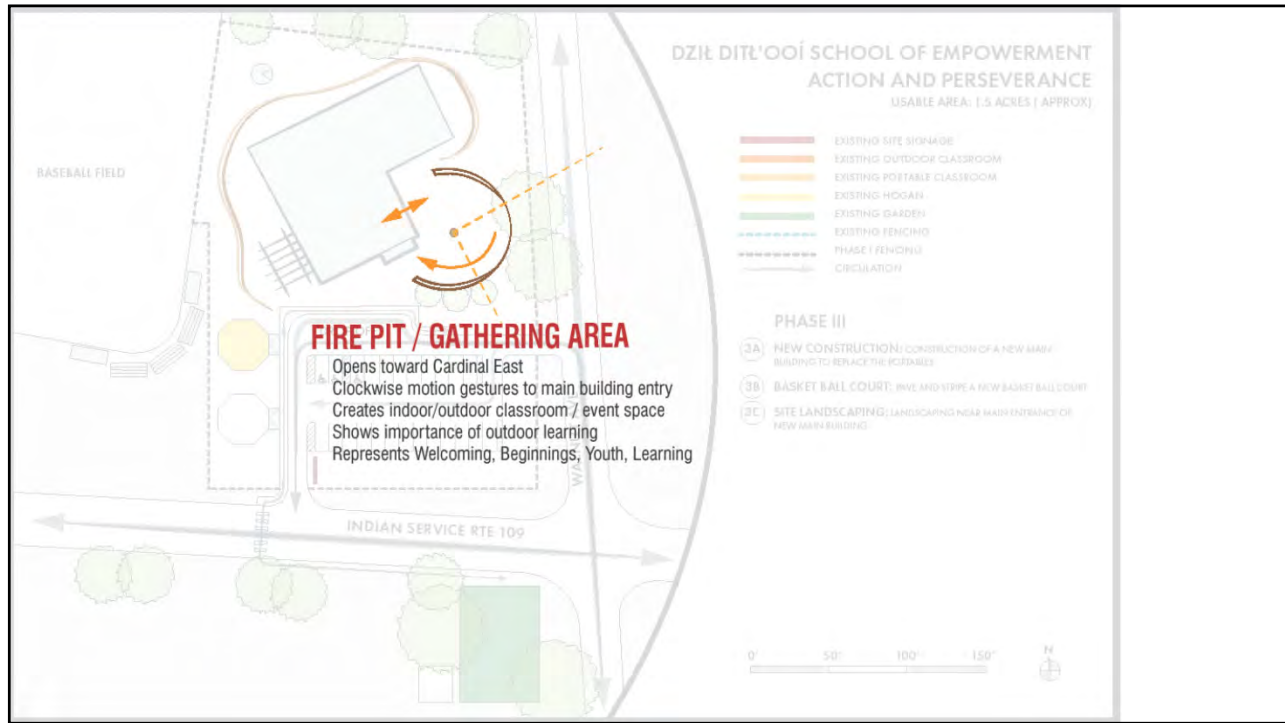


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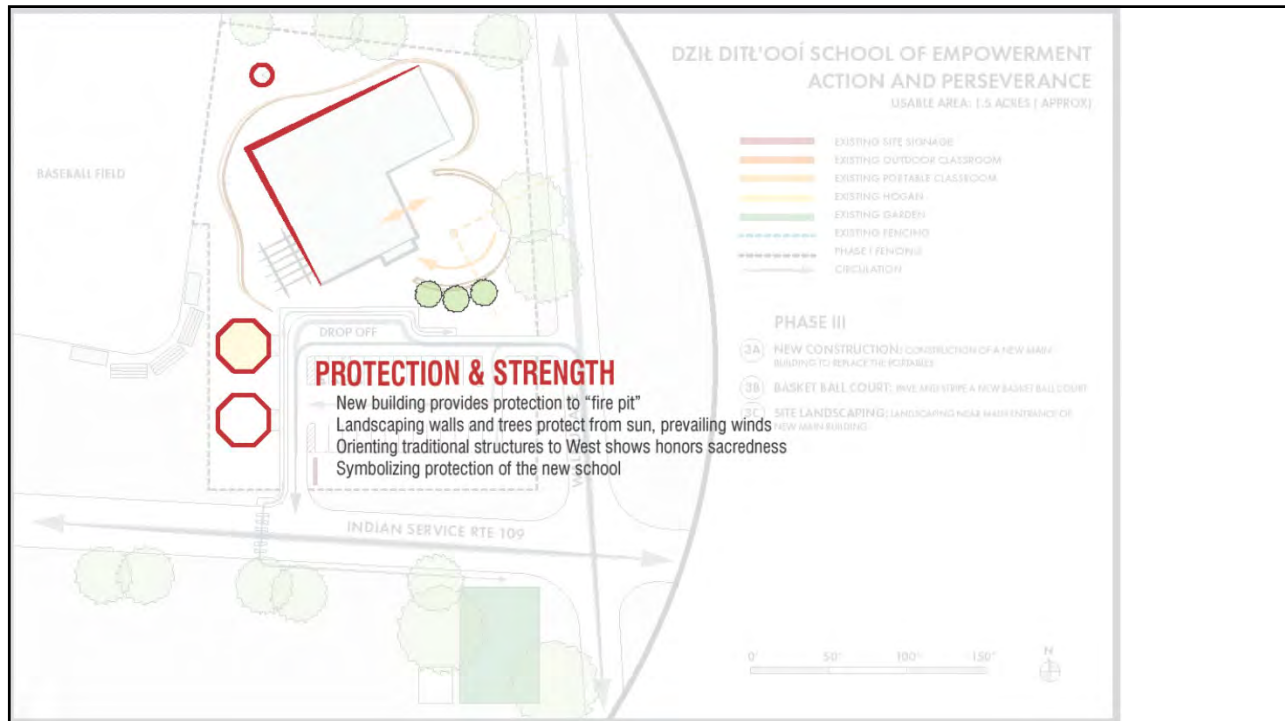


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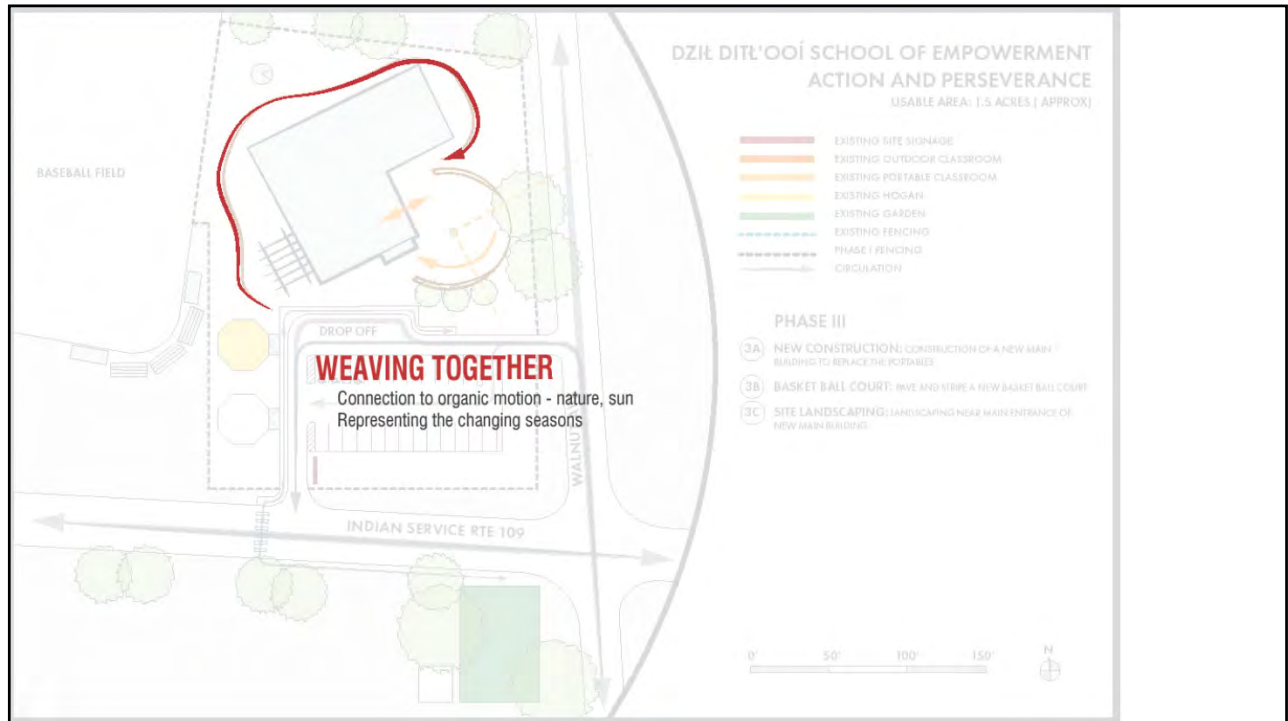




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1



2

Meeting Agenda

NISN DEAP Master Plan Charrette



Project Name: NISN DEAP Master Plan and Facility Assessment
Project Number: 2020.007
Meeting Date: November 28, 2022
Meeting Time: 10:00 am – 12:00 pm
Meeting Location: DEAP School – Navajo, NM

Master Plan Charrette

1. Welcome & Introductions
2. Project Background and Status Update
3. Site Planning Exercises
 1. Building Types and Uses – Existing Site
 2. Concept Statements
 3. Priorities and Timelines
 4. Site Master Plan Concepts
4. Discussion
5. Adjourn

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3

Master Plan Process

NISN DEAP Master Planning

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4



Mission and Goals
NISN DEAP Strategic Goals and Design Considerations

Mission

As a result of a DEAP education, students will be able to use their cultural, vocational, and academic skills to analyze their surroundings in order to plan the transformation of their community and their world, live a healthy life and use the tools they were taught to achieve holistic wellness, use their understanding of identity, and its impact on local and global communities to promote the restoration and perpetuation of Diné culture, and honor the history and the legacy of the Dził Dít'ooí area by consciously balancing the needs of the land with the needs of the people.

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Mission and Goals
NISN DEAP Strategic Goals and Design Considerations

DEAP Core Values

+K'É+
We are all connected. Our wellbeing is tied to our relationship with the land, people, spirits and all living things. Adééháníih.

+HÓZHÓ+
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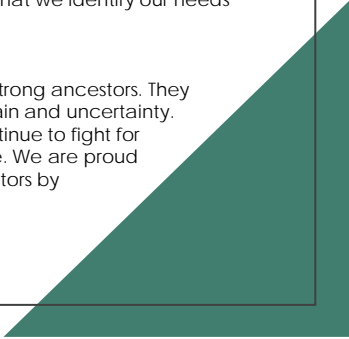
Mission and Goals
NISN DEAP Strategic Goals and Design Considerations


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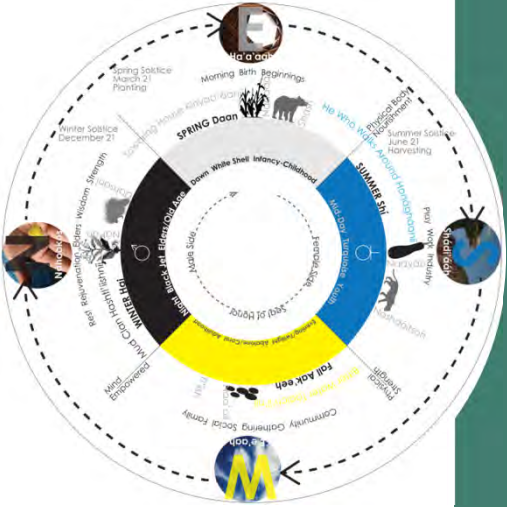
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8

Mission and Goals
NISN DEAP Strategic Goals and Design Considerations

Navajo Planning Principles

- Navajo Design and Planning concepts stem from the deeply rooted Navajo culture, tradition, language, and teaching of living in beauty.
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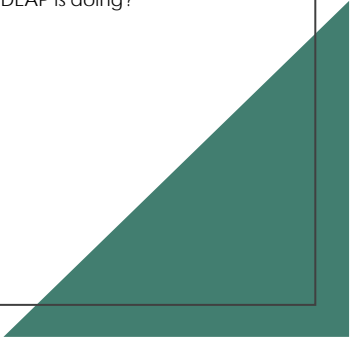
Mission and Goals
NISN DEAP Strategic Goals and Design Considerations

Facility Master Plan & Strategic Planning

IDS+A's Scope of Work
How does our work fit into the work that DEAP is doing?



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10

Mission and Goals
NISN DEAP Strategic Goals and Design Considerations

Master Plan Process

Planning/ Pre-Design

Adequate Planning / Pre-Design must be completed before commencing with Building Design

Design

Master Plan

Programming


Building Design

- Existing Facility Assessment
- Site Characteristics
- Sustainability and Environmental Factors
- Navajo Design & Planning Principles
- Overall Site Spatial Needs
- Master Plan / Site Plan Concepts
- Phasing
- Design Guidelines
- Building Massing
- Strategic Goals
- Probable Construction Costs

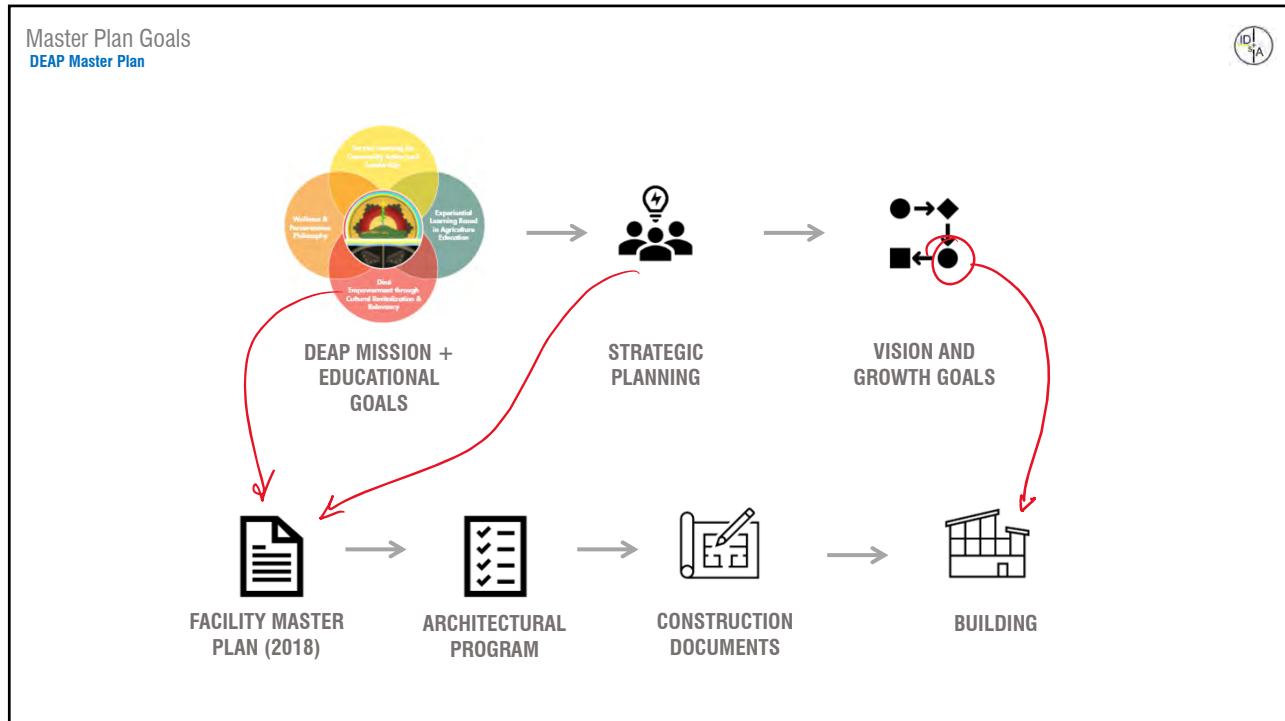
- Provides Analysis of Demographics & Trends
- Quantitative and Functional Relationships
 - Infrastructure Needs
 - Establish Spatial Relationships
- Strategies for Construction
 - Delivery Method
 - Construction Phases
 - Effects on Budget
- Goals, Facts, and Concepts
- Codes & Standards

- Schematic Design
- Design Development
- Construction Documents
- Bidding/ Negotiation
- Construction Administration

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11



12

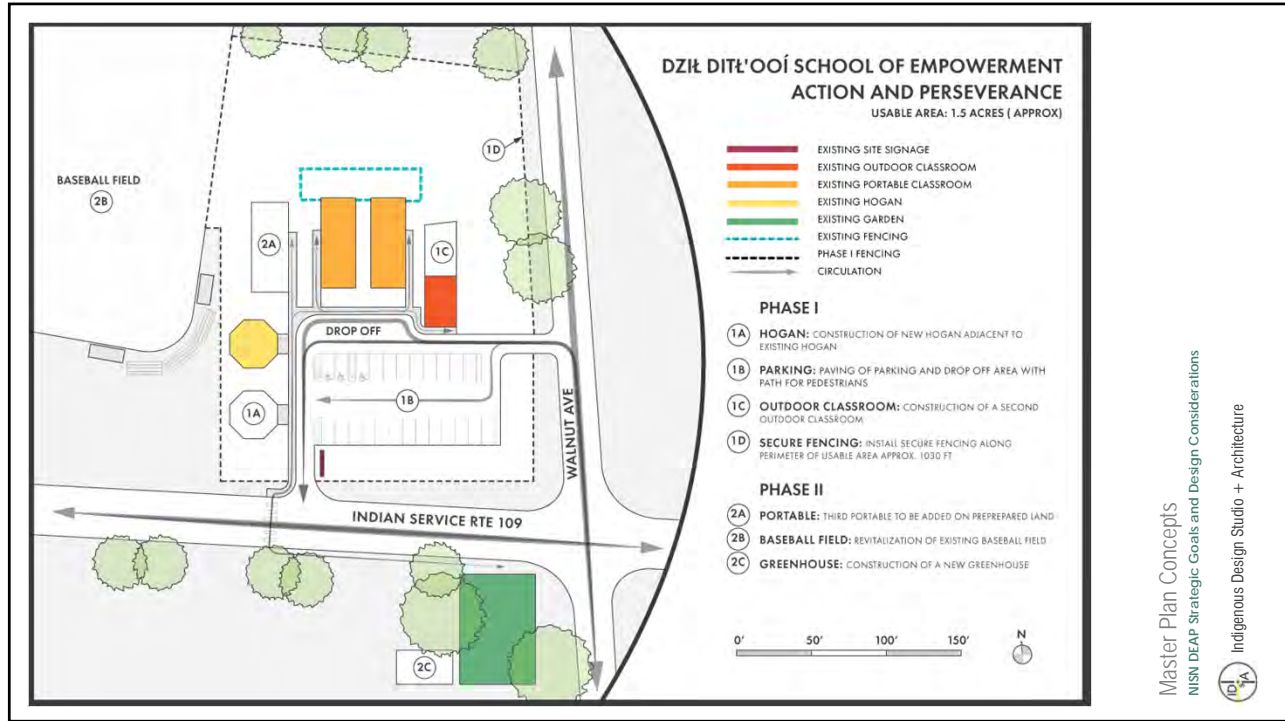
Site Layout – Existing Uses / Phasing

NISN DEAP Master Planning

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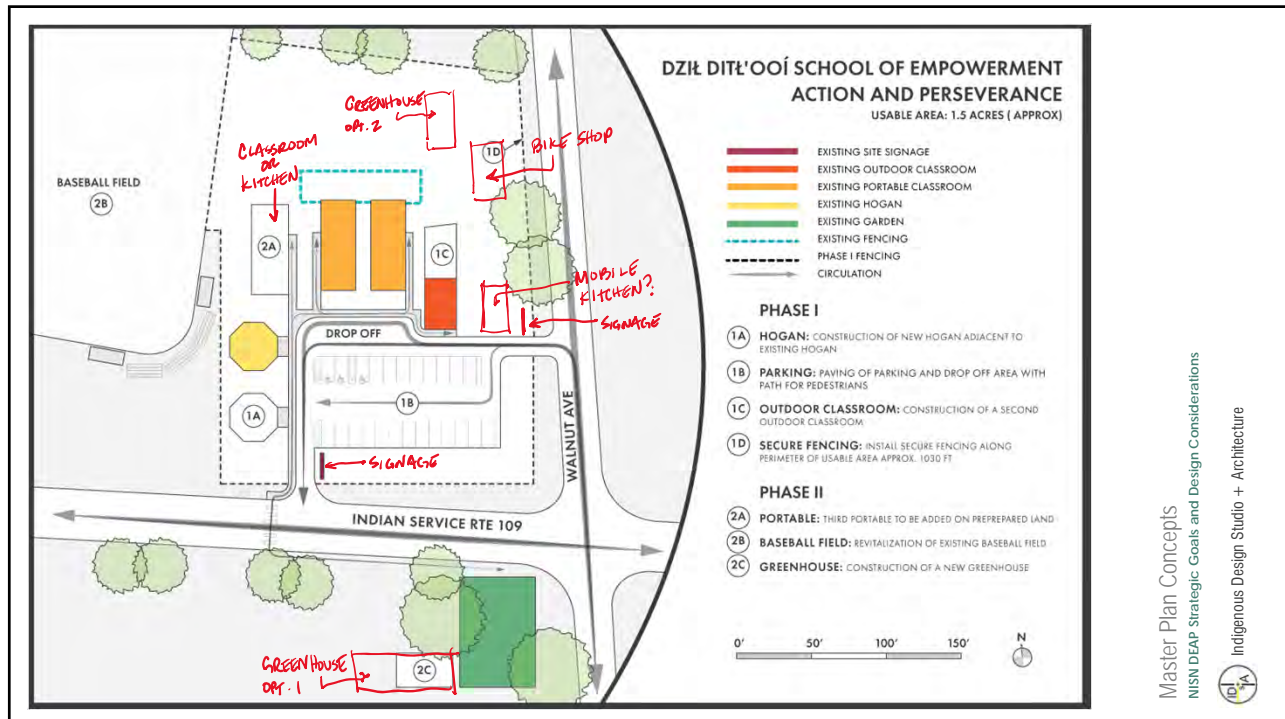
IDS+A

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Master Plan Concepts
NISN DEAP Strategic Goals and Design Considerations
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14



Master Plan Concepts
NISN DEAP Strategic Goals and Design Considerations
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DEAP Master Plan

Site Master Planning Exercises:

Concept Statements,
Needs & Priorities,
Master Plan Layout Options

16

Site Master Planning Exercises
DEAP Master Plan



Space Goals

CONCEPT STATEMENTS

In a few words – What should be goals for the site/building spaces?

CONSIDER

What should it look like?


What should it feel like when you come here?

How will it enable the type of educational vision that you want to achieve?

17



Site Master Planning Exercises
DEAP Master Plan



Existing & Future Needs

EXISTING

What short term needs are priorities to change in next 3-5 years?

FUTURE

What long term plans fit into strategic vision?

18

Site Master Planning Exercises
DEAP Master Plan



Master Plan Layout Options

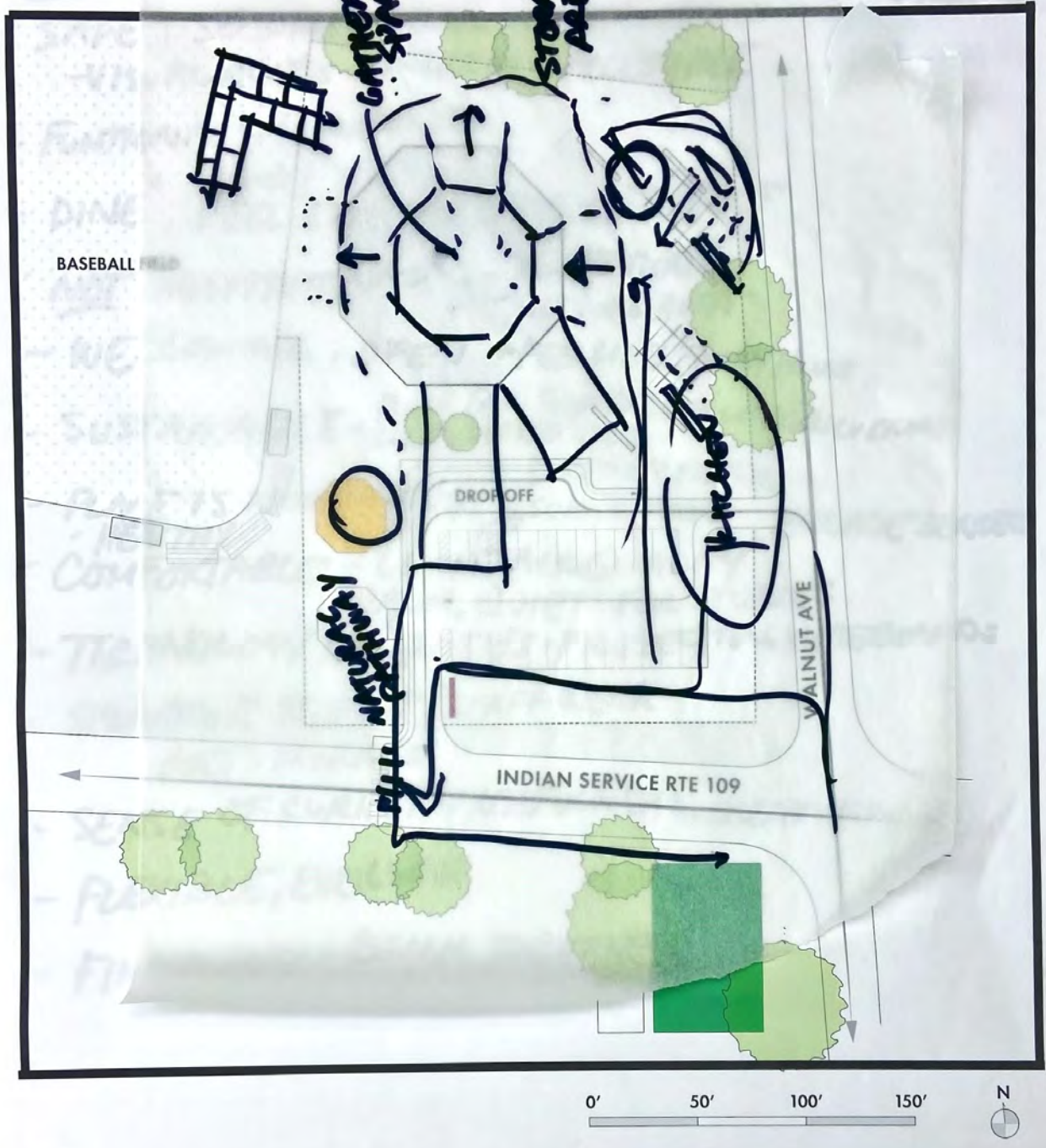
Review Layout Options and Discuss Opportunities for future development

19

CONCEPT STATEMENTS

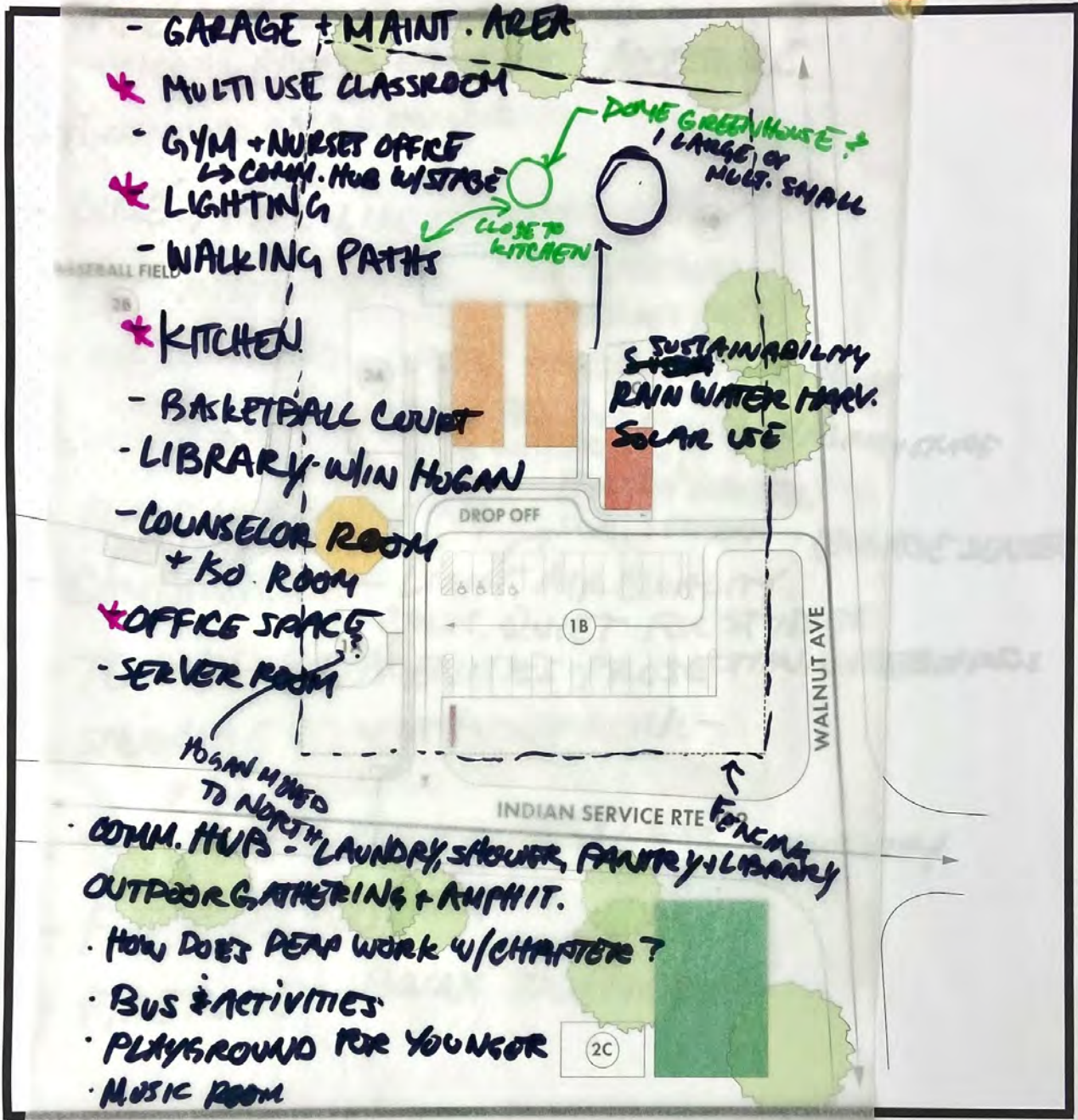
- SAFE, SECURE, NEAR ROAD
 - VISUAL ACCESS + CAMERAS; ACCESSIBLE
- FUNCTIONAL + MAINTAINED
- DINE, ^{LOOK!} FEEL LIKE THE LAND - RESPECT
- NOT INSTITUTIONAL
 - RECREATION
 - OUTHOUSE AREA
- WELCOMING, OPEN + FEEL LIKE FAMILY HOME
- SUSTAINABLE - PLACE FOR FOOD / ANIMALS / AGRICULTURE
 - LOCAL MATERIALS
- PLACE IS NOURISHING
 - HEALTHY
 - EARTH / PLASTER
 - SUN, SEASONS
 - ENGAGE SENSES
- COMFORTABLE - LIGHT, AIR QUALITY
 - CALM, QUIET FOR STUDIES
- TECHNOLOGY / AMENITIES - PROJECTION, WHITEBOARDS
- SHOWCASE STUDENT / STAFF WORK -
ART - MURALS
- SENSE OF CURIOSITY, USEFULNESS, CREATIVITY
- FLEXIBLE, EVOLVING
- FIREPLACES - BRING TOGETHER

MASTER PLAN CHARRETTE
DZİŁ DIT'ŌOÍ SCHOOL OF EMPOWERMENT ACTION & PERSEVERANCE
NAVAJO, NEW MEXICO



MASTER PLAN
 DZIK DIT L'OOI
 NAVAJO

PRIORITIES
*** STORAGE - FOR CLASSES + MAINT.**



- GARAGE + MAINT. AREA
- * MULTI USE CLASSROOM
- GYM + NURSE OFFICE
 ↳ COMM. HUB + STAGE
- * LIGHTING
- WALKING PATHS
- * KITCHEN
- BASKETBALL COURT
- LIBRARY - WIN HOGAN
- COUNSELOR ROOM + 150 ROOM
- * OFFICE SPACE
- SERVER ROOM
- DONE GREENHOUSE + 1 LARGE OR MULT. SMALL
- CLOSE TO KITCHEN
- SUSTAINABILITY
 RAIN WATER HARV.
 SOLAR USE
- HOUSING TO NORTH
- COMM. HUBS - LAUNDRY, SHOWER, PANTRY + LIBRARY
- OUTDOOR GATHERING + AMPHIT.
- HOW DOES DEAP WORK W/ CHAPTERS?
- BUS ACTIVITIES
- PLAYGROUND FOR YOUNGER
- MUSIC ROOM



INDIGENOUS DESIGN STUDIO + ARCHITECTURE





Indigenous Design Studio + Architecture, LLC

Project Name: NISN / DEAP Master Plan and Facility Assessment
Project Number: 2020.007
Meeting Date: Friday, February 10, 2023
Meeting Time: 10:00 am – 12:30 pm
Meeting Location: Microsoft Teams (Virtual Meeting)
Meeting Attendees: TE, TB
Kayla, Troy, Daniel, Terrance Clark, Amberia Tolino

Master Plan Meeting Agenda

1. **Welcome, Introductions, and Roll Call**
 - a. IDS+A – Architectural/Planning firm to develop updated Facility Master Plan
 - b. DEAP School Administration and Staff
 - c. NISN Facilities and Operations
2. **Purpose of the Meeting** – Review Master Plan Draft and receive feedback from DEAP on direction of final draft
3. **Master Plan Priorities** –
 - a. Strategic priorities developed from previous meeting – short term and long term goals
 - b. Kayla – sees the list as a full wish list for school to “dream”
 - c. This list can give list of opportunities for future development
 - d. Kayla – add Teacher housing and student housing
 - i. Site constraints of acreage may not support housing, but we can include in narrative about housing located on another site
 - ii. Kayla – would be good to document for funding
 - e. IDS+A – can add another priority category of land allotment – seeking land for future projects and current limitations of overdevelopment – within 3-5 year time frame
 - i. IDS+A – Add a new section – more info on challenges to developing on rural, Navajo location – include; acquiring land – transfer of land (takes time and process), infrastructure (bring new water, electric, sewer lines to site), availability of materials, maintenance and durability of flooring
 - f. Should IDS+A include facility assessment and strategic planning meeting report into appendix? They are referenced, but depends on DEAP if we need to include full reports into appendix.

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- iv. Kayla – during some larger events there are situations where cars are parked across the street
- v. IDS+A – concern about that would be the safety of people crossing the street as there were concerns of speeding cars
- vi. Troy – there has been concerns of flooding in the area – water collects between school and Chapter House, if there was any parking near baseball field could this be a concern for development.
- vii. IDS+A – is the land across the street to the South owned by the Chapter?
 - 1. Kayla – land was owned by NFPI and could be owned by the Chapter, not sure if the transfer was completed; this may be something for Kayla to follow up with Troy on in the future
- viii. Kayla – possibility for future parking could be utilizing the Chapter parking to the north and thereby avoiding crossing the street – road is also not in good condition (as a long term development goal)
- ix. Additional shade structure is located near north hogan – this will need to be added to the Master Plan for consistency with existing conditions
- x. Greenhouses – greenhouse near hogan is probably going to be 26' diameter; DEAP was looking at smaller hogan to be located near shade structure to east (10' diameter)

7. Adjourn





Indigenous Design Studio + Architecture, LLC

Project Name: NISN / DEAP Master Plan and Facility Assessment
Project Number: 2020.007
Meeting Date: Tuesday, September 19, 2023
Meeting Time: 2:30 pm – 3:45 pm
Meeting Location: Microsoft Teams (Virtual Meeting)
Meeting Attendees: IDS+A – Theodore Edaakie, Tamarah Begay, Trevina Martinez
DEAP School/ NISN – Kayla Begay, Troy Hunt, Daniel Ulibarril, Natashia Tsosie, Kylee George, Becki Jones, Terrance

Master Plan Meeting Agenda

1. **Welcome, Introductions, and Roll Call**
 - a. IDS+A – Architectural/Planning firm to develop updated Facility Master Plan
 - b. DEAP School Administration and Staff
 - c. NISN Facilities and Operations
2. **Purpose of the Meeting** – Review Master Plan Draft Document and receive feedback from DEAP on direction of final draft.
3. **Status Overview** –
 - a. Master Plan draft document has been developed since last review meeting; overall site programming and data needed from school to determine classroom sizes and overall building needs based on NM State Adequacy Standards
 - b. IDS+A – today's meeting will do a general overview of the parts of the document as it stands as well as point out the new progress that has been made.
 - c. K. Begay – looking forward to completing the project; receiving new funding sources and Master Plan will be important to future plans.
4. **Master Plan Document Review**
 - a. T. Edaakie reviewed Table of Contents as overview of each section of the document.
 - b. Executive Summary – no significant changes since last review
 - c. Process – no significant changes since last review
 - d. Site Analysis – no significant changes since last review

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- e. Strategic Priorities – significant changes
 - i. Background data – received information from K. Begay; tables generated from that data – Classroom Schedule, Enrollment Projections, Classroom Needs Analysis, Capacity Analysis, Room Data Sheets, Utilization Worksheet, Program of Requirements (amount of building square footage needed for classroom building based on capacity and needs of future enrollment).
 - ii. Building footprint is significantly lower than previous Master Plan due to change in enrollment projections (Proposed building SF ~ 13,000; Previous Master Plan building SF ~24,000)
 - 1. T. Hunt states that he would like the chart labelled with “Subject to Change Due to Enrollment”.
 - 2. T. Edaakie asks if IDS+A is to include the two hogans into calculation and reduce amount of new construction needed.
 - a. K. Begay states that they would like to keep the hogans separate.
 - iii. The projected enrollment shows that there should be 10 classroom spaces.
 - 1. There is a projected enrollment of 90 students within the next 10 years that dictates the square footage of spaces.
 - 2. Other spaces are dictated by a minimum square footage amount instead of students so they are a larger square footage.
 - 3. T. Hunt asks if these are subject to change due to enrollment or DEAP added grades.
 - a. T. Edaakie confirms that these numbers are subject to change.
- f. Design Guidelines – largely unchanged
 - i. Overall direction regarding sustainability, building material, building maintenance, and building codes.
- g. Master Plan – largely unchanged
 - i. Two revisions – a greenhouse and shade structure were requested to be added to the plan from our last meeting.
 - 1. IDS+A to keep the existing hogans and connect the site to the Chapter house to the north.
 - 2. The parking could be excluded from future site development.
 - ii. IDS+A completed adjacency diagrams for the building.
 - 1. Parking and drop-off are connected to the administration areas. The gymnasium, multi-purpose classrooms, library, and kitchen are centrally located with multi-purpose space.
 - a. T. Edaakie states that these adjacency diagrams are not to be read as a footprint, but to map out adjacencies and circulation.
- h. Site layout – contingent on the square footage derived from Strategic Priorities section.
 - i. T. Hunt asks how the site layout responds with existing DEAP facilities.

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1. T. Edaakie responds - The main bubbles are to be read as a large facility.
 - ii. K. Begay asks if the kitchen could be closer to the gym to act as a dining space or if the kitchen has a dedicated dining space.
 1. T. Edaakie responds – the square footage calculation from state standards has the gym as its own space. The multipurpose space will act as a dining space, which is why the adjacencies pair the multipurpose space with the kitchen space.
 - iii. T. Edaakie notes that there is not a minimum square footage of space for the outdoor area. In a previous meeting, DEAP school had discussed a multipurpose play service like a basketball court.
 1. K. Begay states that they do not have information for outdoor space requirements. They think a half court basketball area would be a minimum requirement. It is a low priority.
- i. Future Development – site diagrams
 - i. It is a site layout with a building footprint of sized spaces but they are not a plan set to allow for freedom in future design. They are modeled from the adjacency diagrams.
 1. The support and maintenance spaces are outdoor spaces. This can be used as a trash enclosure, kitchen delivery, and other back house type spaces for the building.
 2. The entry on the southeast of the building correlates with the parking in the north.
 3. IDS+A has kept the hogans in place. The circulation within the building leads to the hogans.
 4. T. Edaakie notes that 13,000 SF will not fit a single level with the site size constraints so the classrooms will be placed on a second level.
 - ii. T. Hunt asks if there are cost projections; T. Edaakie responds – There are currently no cost projections.
 1. T. Edaakie states that IDS+A may determine cost if we agree 13,000 SF is feasible. Currently, we can estimate a cost of ~\$900 / SF for a quick baseline, but it may be lower or higher when we look at the numbers closer based on current construction market. This school would be ~\$12 million, which will include soft costs (contingency).
- j. Site Concepts – the ideas and concepts
 - i. A transition between the landscape and built environment from the north into the center of the school. The administration suite becomes the entry into the site.
 - ii. Celebrate views of the landscape and to the east.
 - iii. Organization aligns to the cardinal directions.
 - iv. A transition between public and secure spaces, from the north of the site to the south. The organization follows a clockwise pattern.
 - v. The gymnasium will be a greater height and occupy the second level with the classrooms.
- k. Discussion - questions or concerns?

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- i. K. Begay states that they are unsure about the availability of funds in consideration of the estimated \$12 million – Are there opportunities to consolidate or reduce these costs?
 1. T. Edaakie states that there are opportunities that can be considered to make the design cost efficient. Regarding the construction market, IDS+A has not seen a change in price yet.
 2. Reducing the square footage from 24,000 SF to 13,000 SF has an impact on the cost.
- ii. T. Hunt asks if we have start date when this document is finalized.
 1. T. Edaakie responds that the existing master plan shows as 2023 and we could assume 2024.
 2. K. Begay states that they will have to review the date because it must be renewed every 5 years and will get back to us with an answer.
 3. T. Edaakie states that we can put in a tentative start date as starting in 2023 to 2028.

5. Adjourn

Action Items:

- IDS+A to add narratives to address the square footage numbers using the projected enrollment information or minimum square footage per state standards.
- IDS+A to show a direct connection between the multipurpose space and the kitchen.
- IDS+A to include the earlier version of the layout as an appendix item.
- IDS+A to send the draft document to K. Begay for review.



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