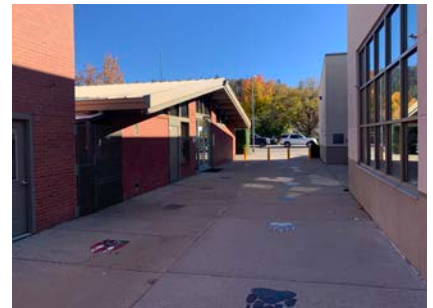
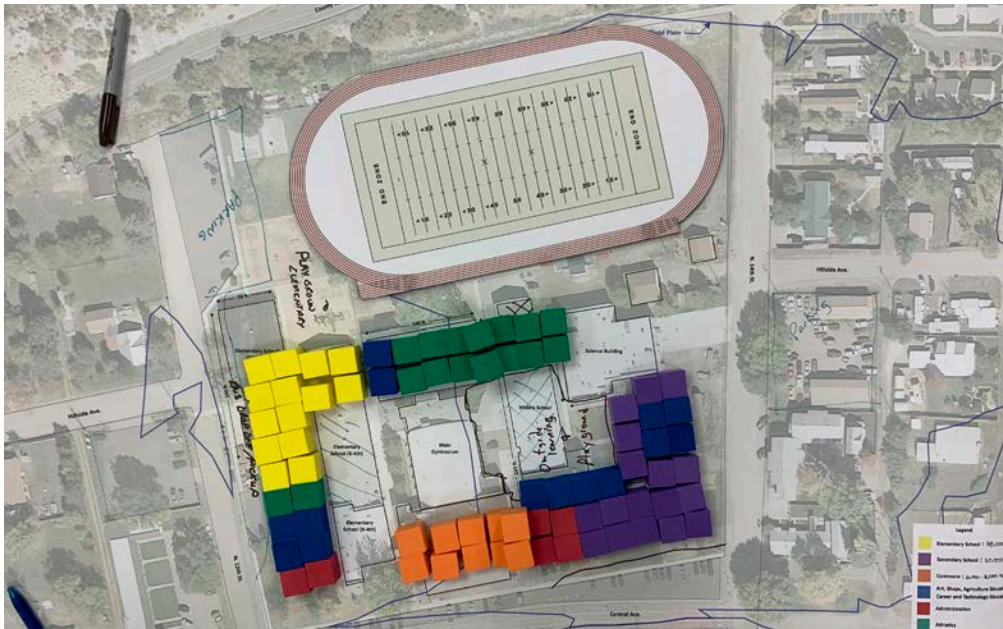


# 2022 AMENDMENTS TO 2019 DOLORES SCHOOL DISTRICT RE-4A FACILITIES MASTER PLAN

December 2022





## **ACKNOWLEDGMENTS**

The information contained within this document is a compilation of the data and feedback provided by multiple stakeholder groups as part of an ongoing Master Planning Process. Dolores School District previously worked with RATIO Architects in 2019 to update the initial Master Plan completed by Eidos Architects in 2012. Portions of their research and analysis have been incorporated into this working document. Significant contributions were made by various stakeholder groups including the Dolores Board of Education, District Administration, students, alumni, staff and various community members.

This Facilities Master Plan has been prepared by F&M Architects with support from Jaynes Corporation of Colorado. Individual key contributors to the 2022 Facilities Master Plan update are included below:

### **DOLORES SCHOOL DISTRICT**

Dr. Reece Blincoe – Superintendent

### **DOLORES BOARD OF EDUCATION**

Maegan Crowley - President  
Casey McClellan - Vice President  
Lenetta Shull - Treasurer  
Lori Raney - Director  
Clay Tallmadge - Secretary

### **DESIGN ADVISORY GROUP**

Alfonso Goad - Dolores Schools Director of Facilities  
Justin Schmitt - Dolores Schools Principal  
David Thorton - Dolores Schools Principal  
Alison Brown - Dolores Schools Teacher  
Pete Swingle - Dolores Schools Teacher  
Matt Walker - Dolores Schools - Athletic Director  
Mark Baxter Dolores Schools - Technology Staff  
Susan Lisak - Dolores Chamber  
David Dowdy - Town of Dolores  
Shawna Valdez - Community Member  
Travis Rantz - Parent  
Kim Parr - Parent  
Ryan Nichols - Parent

# ACKNOWLEDGMENTS

## DOLORES SCHOOL DISTRICT MASTER PLAN

### COLORADO DEPARTMENT OF EDUCATION

Meg Donaldson – Regional Program Manager

### F&M ARCHITECTS

Mike Bucchin - Principal in Charge  
Max McCloskey – Project Manager  
Isabella James – Project Designer

### PAYTON-SAVAGE CONSULTING

Monty Guiles - Owner Representative

### JAYNES CORPORATION OF COLORADO

Ryan Sorensen – Chief Estimator

The authors and contributors of the following documents shall be credited for their contributions to this working document:

Master Plan Report Dolores RE-4A School District – Eidos Architects, PC - 2011  
Revised Master Plan Report Dolores RE-4A School District – Eidos Architects, PC - 2012  
Revised Master Plan Report Dolores RE-4A School District - RATIO Architects, 2019  
2019 Civil Engineering consulting: Goff Engineering and Surveying, Inc  
2011 Mechanical & Electrical Engineering consulting: Bighorn Consulting Engineers, Inc  
2011 Structural Engineering consulting: McGlamery Structural Group, Inc



## **I. TABLE OF CONTENTS**

	ACKNOWLEDGMENTS	1
I.	TABLE OF CONTENTS	3
II.	EXECUTIVE SUMMARY	5
III.	HISTORY OF THE SCHOOL DISTRICT	10
IV.	LOCATION OF SCHOOL DISTRICT	11
V.	DISTRICT DEMOGRAPHICS	18
VI.	HISTORICAL SIGNIFICANCE	21
VII.	BEST FACILITY ASSESSMENTS	22
VIII.	EDUCATIONAL PROGRAMMING & ADEQUACY	28
IX.	COMPLETE INVENTORY OF FACILITIES	31
X.	FACILITY EVALUATION & FUTURE USE ANALYSIS	45
XI.	ENERGY, HVAC, O&M ANALYSIS	60
XII.	SQUARE FOOTAGE ANALYSIS	66
XIII.	SITE EVALUATION	76
XIV.	TECHNOLOGY	82
XV.	FUTURE USE ANALYSIS	83
XVI.	STRATEGIC PLAN FOR IMPLEMENTATION	84
XVII.	CONCLUSION	112
	APPENDIX A - STAKEHOLDER MEETING MINUTES	118
	APPENDIX B - HISTORICAL SIGNIFICANCE	150
	APPENDIX C - CONCEPTUAL STATEMENT OF COSTS	151
	APPENDIX D - ENGINEERING REPORTS	168
	APPENDIX E - COLORADO COMMUNITY COLLEGE ACCESSIBILITY REPORT	180

TABLE OF CONTENTS

DOLORES SCHOOL DISTRICT MASTER PLAN



## **II. EXECUTIVE SUMMARY**

### **FORWARD**

This document is intended to identify the present campus conditions of the Dolores School District RE-4A and to establish guidelines for facility upgrades or replacements to enhance safety, security, quality of education, and illustrate a holistic vision for the District's long-term growth on its current property. This Master Plan Report is a result of the research and analysis of several entities, as noted within the Acknowledgment section.

### **BACKGROUND**

In 2019 Dolores School District retained the services of RATIO | HPA Architects with the support of Goff Engineering and Surveying, and Jaynes Corporation of Colorado to build upon their 2011 Master Plan and provide an updated facilities vision based on the current campus needs. Due to District leadership changes and the effects of COVID-19, F&M Architects was procured in 2022 to revisit the decision made in the 2019 Master Plan. This document is designed as an amendment to the 2019 Master Plan report as it utilizes a large amount of previously compiled data while defining a fresh plan for the 50+ year development of the campus.

Phase-1 of the 2022 Master Plan is intended to serve as a basis for a 2023 Colorado Department of Education BEST Grant application. Throughout the process, the District's Design Advisory Group committed to making decisions that directly address the BEST Grant Priority-1 funding categories of health, safety, security, and technology. The Design Advisory Group was provided current and projected construction costs to support design decisions that would maximize the value of each Master Plan phase. The Design Advisory Group and School Board also met with the District's BEST Grant Regional Manager, Meg Donaldson, to gain insight into the available funds, and competitive nature of the grant in 2023. The result of the 4-month design process is a highly efficient plan that strategically re-uses existing facilities, while recommending the phased replacement of outdated facilities that minimize operational disturbance, and eliminates student displacement.

The 2022 Master Plan was successful in addressing some immediate safety and educational needs, however, in 2022 the campus continues to suffer from lack of educational space, unsafe areas, and antiquated facilities. Compounding the maintenance and future construction challenges is the fact that roughly 2/3rds of the campus is within a FEMA flood plain. The goals developed for this Master Plan by

# EXECUTIVE SUMMARY

## DOLORES SCHOOL DISTRICT MASTER PLAN

the Design Advisory Group include:

- Create a contiguous campus that improves student safety through the resolution of accessibility violations and the creation of consolidated, controlled entries.
- Improve campus safety through better design of parking and pedestrian infrastructure, including dedicated drop-off zones.
- Support Career and Technical Education curriculum through the addition of new CTE space.
- Improve arts curriculum through the addition of a dedicated performance building.
- Update building systems and utility infrastructure throughout campus facilities.
- Provide additional multi-purpose space through renovations and/or additions to the existing Commons Building.
- Consolidate and provide additional administration space on campus.
- Provide additional educational space in the Secondary School to accommodate current needs and long-term growth.
- Enhance student safety and support District growth by providing a new, CHSAA approved football field and 6-lane track.

The Dolores school District RE-4A is located in the southwest corner of Colorado. The majority of facilities in the District are located on a single campus, which includes:

- Administration. Built: 1938 (not on main campus) \*not included in 2022 Master Plan
- Secondary School (Middle School/ High School). Built: 1954. Addition 1971.
- Varsity Gymnasium. Built: 1954.
- Dolores Elementary School. Built: 1968. Additions: 1991, 1996.
- Auxiliary Gymnasium. Built: 1990.
- Teddy Bear Preschool (not on main campus): Built 1993 \*not included in 2022 Master Plan
- Commons (Library/ Cafeteria). Built: 1995
- Art / Wood Shop. Built: 2002.
- Band Room. Built: 1995.
- Science Building. Built: 2015.

\*The district also owns a bus maintenance facility located on Highway 184 as you enter town from the West.

The District has verified with the Colorado Historical Society that none of the facilities are historically significant structures.

The student population in the Dolores School District has been stable for the last twenty years with an average enrollment between 650 and 720 students. The District has a history of academic excellence: the average graduation rate is 89.5% with 80%



of graduates pursuing post-secondary educational opportunities. In recent years, the testing scores have gone down due to the declining facilities and reduced ability to provide the high academic programming within the existing buildings. After graduation, approximately 50% of these students return to the Dolores area. Statistically, Dolores School District is highly competitive amongst its peers:

- ACT scores are 10-30% above the State average.
- CSAP scores in Reading and Science are consistently 10-30% above the State average. The scores in Writing and Math typically meet or exceed the State average.
- This past year the District earned “Accredited with Distinction” due to high academic growth and post-secondary readiness under the new Accreditation system.

## **PROCESS**

The purpose of this Master Plan is to evaluate the existing facilities with respect to their overall condition, their adequacy from an educational standpoint and, their compliance with current building and life safety codes, security and potential energy conservation opportunities. In order to accomplish this, the Design Team first reviewed the Colorado Department of Education’s (CDE) Facilities Assessment Report conducted on May 29th, 2019 of the Dolores School Facilities. The team next conducted extensive walk-through of all the various facilities in order to examine and further assess the condition of the facilities.

To solicit stakeholder input, the Design Team developed DAGs (design advisory groups) comprised of parents, community members, town officials, administrators, teachers, and staff. The Design Team utilized the information received from the DAG meetings, along with the facilities observations, and advice of our consultants to make recommendations on how the campus facilities should either be remodeled, added onto or replaced. Multiple rounds of campus concepts were presented to the stakeholders and a final concept was approved by the DAG for recommendation to the School Board on December 7th, 2022. All concepts are described in detail in Section XVI “Strategic Plan for Implementation” in this report.

## **DOLORES SCHOOL DISTRICT HISTORY**

The Dolores School District RE-4A has served the Dolores area since 1930. The schools are currently located within the Town of Dolores (Population 885) but the District’s boundaries extend well into Montezuma County. Dolores School District has a vibrant preschool program that began in 1985 and continues to see yearly increases.

The Teddy Bear Preschool has attained NAEYC Accreditation, a national accreditation that only 3% of the preschools in the nation have attained. This accreditation is the mark of excellence and quality in early childhood education. Teddy Bear Preschool is a collaborative preschool that offers Head Start, Colorado Preschool Program and tuition. The preschool is currently out of space and operates on a consistent waiting list.

The Elementary School is the largest of the three schools with three cohorts of students at every grade level and continual growth concerns. The Elementary School staff are trained in Project-Based Learning methods and implement this with fidelity in grades 3-6. Assessments have proven that the foundational programs used in the lower elementary grade levels to be very successful. The staff and administration are committed to supporting the Secondary School (7th-12th grade) that has continually endeavored to keep abreast student needs.

The District has seen a consistent increase in student population since the 1970's, however student population at the secondary level has begun to decrease within the last ten years. One of the greatest deterrents to the secondary level growth is the safety concerns parents have in regard to the flood plain, security of the campus, and the declining state of the facilities.

Dolores School District has been a school of choice for many in the Montezuma County. The breakdown of current enrollment is as follows:

District-Wide:

Dolores out-of-district students:	31.4%	or	229 out of 729
Dolores in-district students:	68.59%	or	500 out of 729

High School Only:

Out-of-district High School students:	28.3%	or	51 out of 180
In-district High School students:	71.67%	or	129 out of 180

## EXECUTIVE SUMMARY

DOLORES SCHOOL DISTRICT MASTER PLAN

### III. HISTORY OF THE SCHOOL DISTRICT

Many parents have chosen Dolores School District because of the smaller class sizes, excellent performance of students, and quality of teachers. Other factors, including the smaller community environment, also appeal to parents in the area. Although demographics are provided for the Town of Dolores on the following pages, it is important to note that 31.4% of the current enrollment comes from surrounding areas. That number will increase when our buildings are able to meet safety standards and provide more conducive space for safety and learning.

The District currently has a state performance ranking of “accredited.” The Secondary School won the “Governor’s Distinguished Award” in 2019 for demonstrating such tremendous growth in assessments and participation. From 2014 to 2017, parents were not pleased with the state changes in assessments and standards, and were opting their students out of the assessments. This caused a decline in the ranking unfortunately. This was not due to student performance which remains above any national norms on all other assessments. Dolores is one of the higher-performing districts in the region.

Dolores High School is housed in the oldest building on campus and was built in 1954. The Colorado Historical Society has determined that this building does not have significant historical value. This is documented in an email from the 2012 Master Plan included in Appendix D of this Master Plan.

The Main Gymnasium was also constructed in 1954. In 1968, the northwest wing of the Elementary School was constructed and a few years later, the Middle School and High School received an addition (1971). The Main Gym added locker rooms in 1976. In 1990 and 1995, the southeast wing of the Elementary School was added, along with construction of the Band Room directly north of the Secondary School. The Wood Shop and Modular Building near the Elementary School were constructed in 2003. Ten years later, the Elementary School received another addition to the south providing more classrooms in response to the school’s steady growth in addition to the dedicated Science Building just north of the Wood Shop.



### IV. LOCATION OF SCHOOL DISTRICT

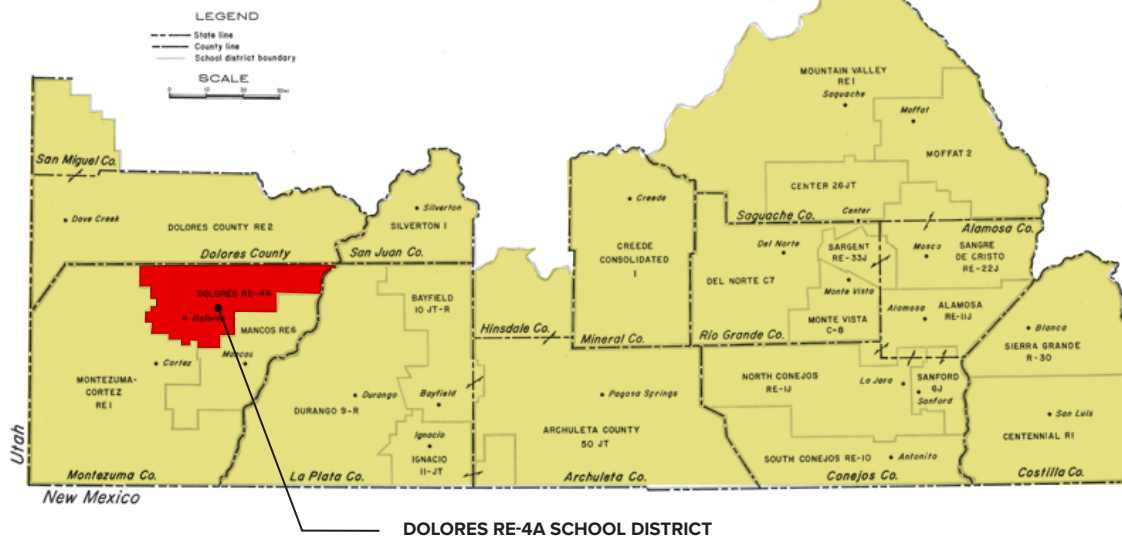
Dolores School District is located in the Southwest corner of Colorado in the town of Dolores, at an elevation of 6,980 feet. The District resides within the boundaries in Montezuma County. Montezuma County includes Mesa Verde National Park and Ute Mountain Reservation, and is bordered by Dolores, San Juan, and La Plata Counties, and New Mexico to the south, Utah to the West, and Arizona to the Southwest. The nearest major cities are Albuquerque, NM (256 miles), Denver, CO (381 miles) and Salt Lake City, UT (348 miles). The schools are located approximately 12 miles from Cortez, 45 miles from Durango, and 60 miles from Telluride.

The Regional Territory Maps depicted within this section indicate the regional location of the District as they relate to the Colorado Department of Education (CDE)'s Division of Construction Assistance Territory Maps.

#### CDE REGIONS



#### SOUTHWEST REGION



## DOLORES SCHOOL DISTRICT MASTER PLAN

An aerial photograph of a school district. A large red rectangle on the left side of the image encloses the 'ELEMENTARY SCHOOL' and 'SECONDARY SCHOOL' buildings, along with a large green sports field. To the right of this area, a smaller red rectangle highlights a building labeled 'PRESCHOOL'. Three black arrows originate from the text labels: one points to the elementary school, one points to the secondary school, and one points to the preschool building. The surrounding area includes residential houses, parking lots, and a road at the top.



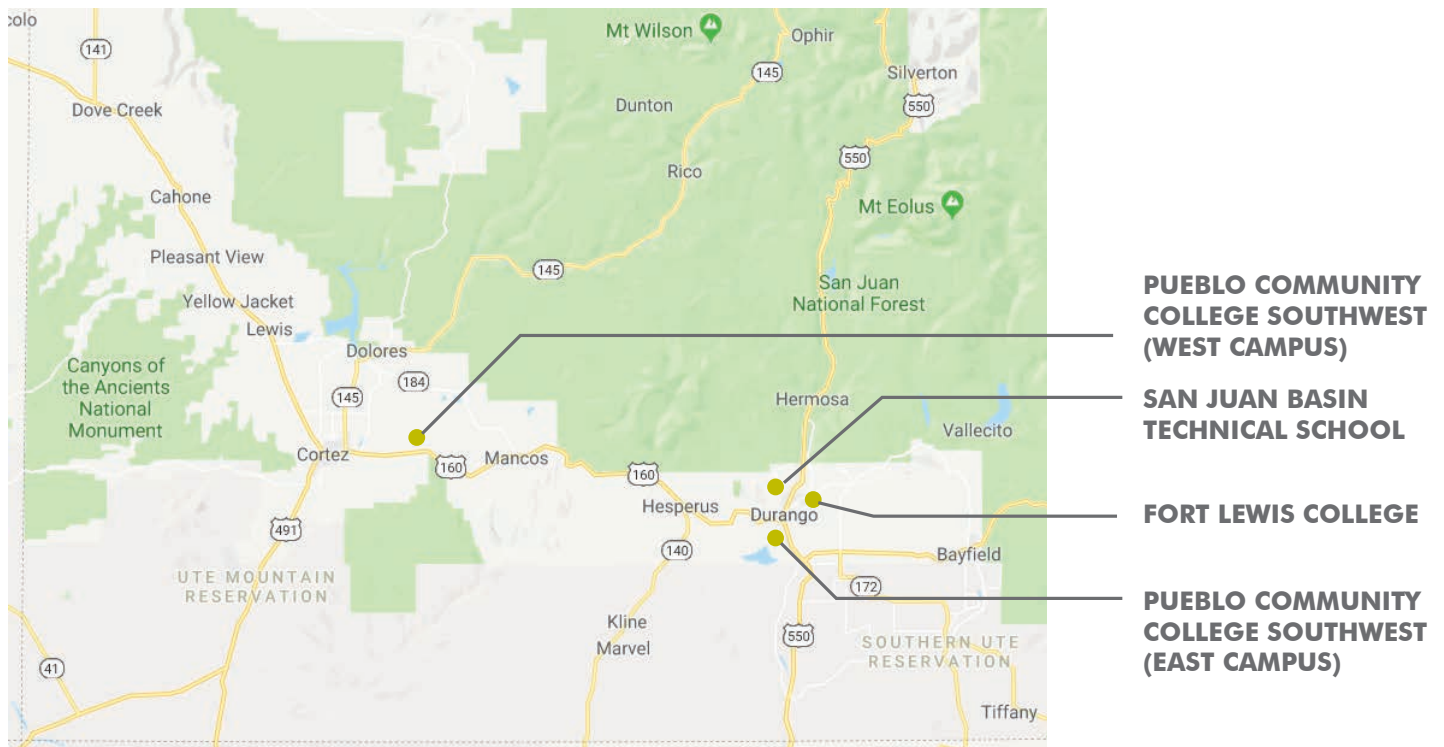
## PROXIMITY TO HIGHER EDUCATION

Nearby institutions of higher learning include:

Ft. Lewis College, located on a mesa overlooking downtown Durango, serves roughly 3,300 students and provides numerous educational and cultural advantages to the region.

The East Campus of Southwest Colorado Community College is located in Downtown Durango, and serves approximately 800 students. The SCCC is a subsidiary of Pueblo Community College, providing educational opportunities for residents of Archuleta, Dolores, La Plata, Montezuma and San Juan Counties. A second campus (West Site) is located nearby in Mancos, CO.

San Juan Basin Technical College, located just outside of Cortez, CO, offers classes to nearly 11,641 students (as documented in the 2016-2017 Annual Report Data).



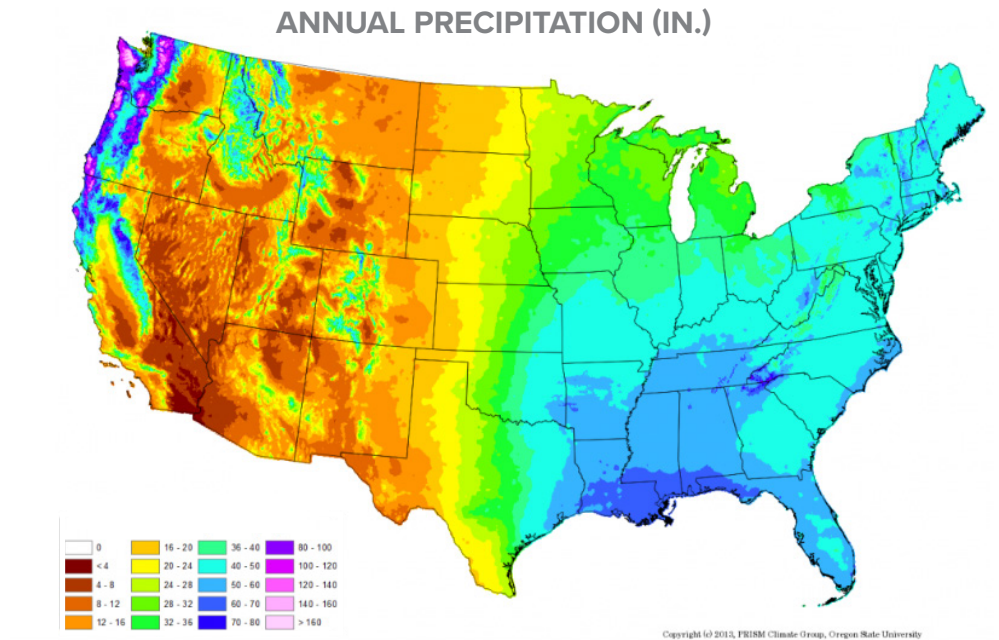


## LOCATION OF SCHOOL DISTRICT

### DOLORES SCHOOL DISTRICT MASTER PLAN

#### CLIMATE

In conjunction with the picturesque landscapes, the four-season climate and moderate temperatures found in the semi-arid southwest region of Colorado make it a destination place for outdoor enthusiasts. Dolores is located at an elevation of 6,980 feet above sea level. The altitude plays a significant role in the potential temperature variations between night and day. These fluctuations can range from 36 degree swing during the summer months and a 28 degree swing in the winter months. Summer high average temperatures are about 85°F, peaking in July. While known for moderate temperatures year round, winter lows can drop as low as 12.4°F in January. Total annual precipitation is roughly 18 inches and spread fairly evenly throughout the year. The rainiest month is August at an average of 1.9 inches, while June's average of 0.6 inches marks the driest month. Winter temperatures range from 12.4 to 42.3 degrees with average annual snowfall of 66 inches.



Dolores has a moderate climate in the late spring, summer and fall months and experiences severe weather in the winter. Extreme snow events cause major disruptions in facilities maintenance and operations. Building envelopes have experienced substantial deterioration from snow melt over the years. Due to the moderate summer climate, the mechanical systems in the majority of the facilities are heating and ventilating units with only limited cooling capabilities through the use of swamp coolers in some areas of the campus.

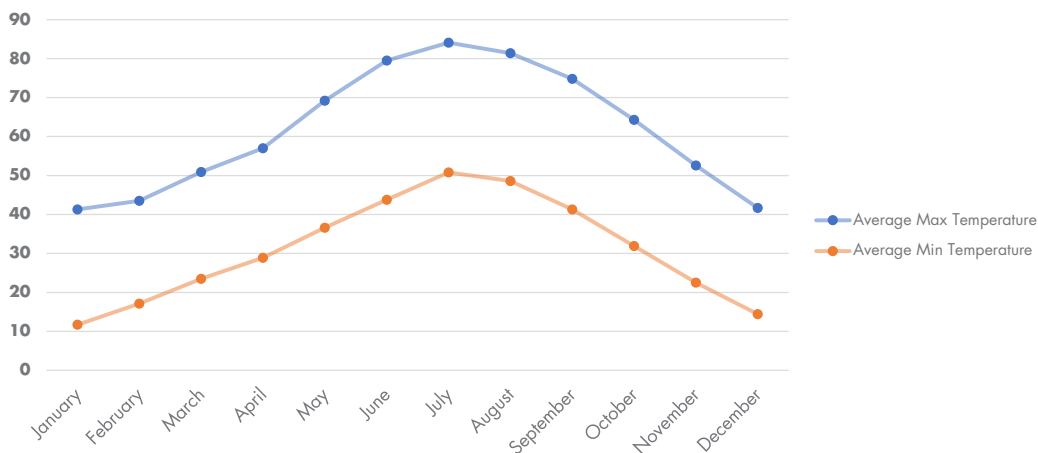


## LOCATION OF SCHOOL DISTRICT

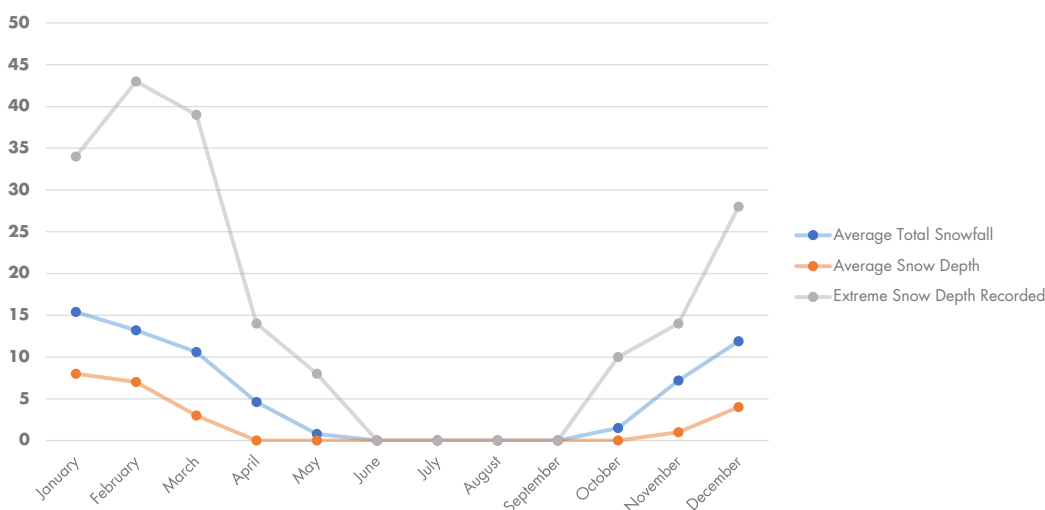
### DOLORES SCHOOL DISTRICT MASTER PLAN

The potential for the use of renewable energy savings was examined by the mechanical and electrical engineers as part of the 2011 Master Plan. The findings noted that the initial cost of systems such as a geothermal system and photo-voltaic systems were expensive and would require paybacks in the range of 25 to 30 years for a geothermal system and 15 to 20 years for a photo-voltaic system. The use of an active solar domestic water heating system was also examined and would result in paybacks ranging in the 10 to 15 year time-frame. The volume of water utilized by the District however, does not justify this system. Because Dolores is located in a valley, the wind speeds noted in the area are at or below average.

**AVERAGE TEMPERATURE IN DOLORES (°F)**



**AVERAGE SNOWFALL IN DOLORES (INCHES)**



The above monthly weather average graphs reference the Western Regional Climate Center (WRCC).

# LOCATION OF SCHOOL DISTRICT

## DOLORS SCHOOL DISTRICT MASTER PLAN

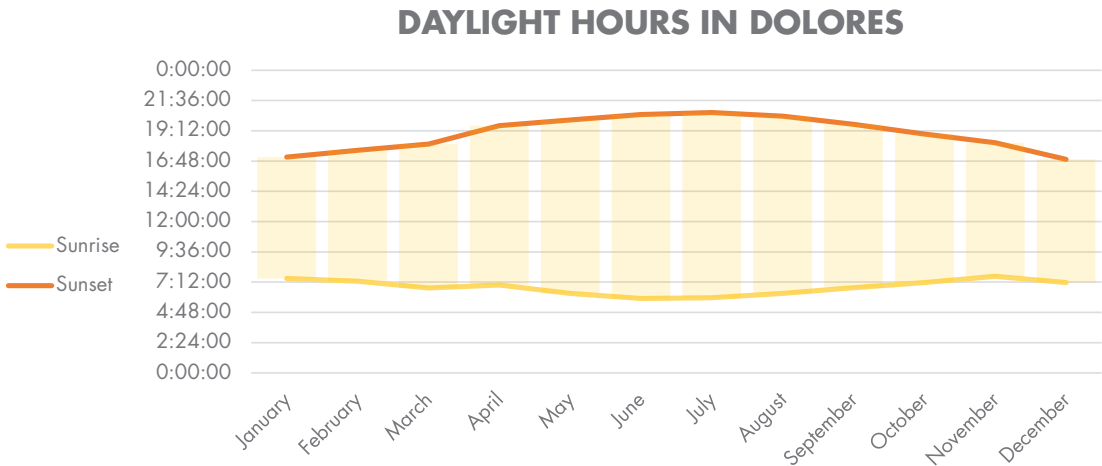
### RENEWABLE RESOURCE POTENTIAL

Montezuma County produced 162,469,946 MCF (1,000 cubic feet) of gas in 2017, the second highest county of gas production in the State of Colorado. Over the past 10 years, Montezuma County has also slightly increased their oil production to 76,315 barrels of oil in 2017. Both resources have contributed to the state’s collected revenue from resource extraction of \$494.6 million in addition to collecting and distributing these revenues within Montezuma County.

The potential for harnessing renewable resources in the area are high for solar and photo-voltaic applications as well as for geothermal. There is a great deal of solar exposure during the course of the year. There are known hydrothermal energy sites in the area, although harnessing this resource is likely cost-prohibitive for a small school project. The potential for wind and for biomass applications are very poor in Southwest Colorado. Ground-source energy in a heat pump loop could be a possibility pending soils tests, however, it is not anticipated at this time to be likely because of rocky soils and sloped terrain.

### Opportunities for Solar

Southwest Colorado has excellent solar potential, with nearly 300 days of sunshine annually. The length of the days varies over the course of the year. In 2019, December 21 will have 9 hours and 34 minutes of daylight, while June 21 had 14 hours and 45 minutes. The location is largely dominated by heating degree days, with around 900 heating degree days in peak December and January. The yearly average is 392 heating degree days per month. In 2009, Montezuma County Green Power sold 2,563,000 kWh, and 108,500 kWh were produced from solar power grid tied systems.



### Opportunities for Wind

As common with mountainous terrain, the wind experienced at any given location is dependent on the topography. Dolores is located within a valley and the wind speeds in the area are at or below average, not supporting wind energy use.

### Opportunities for Geothermal

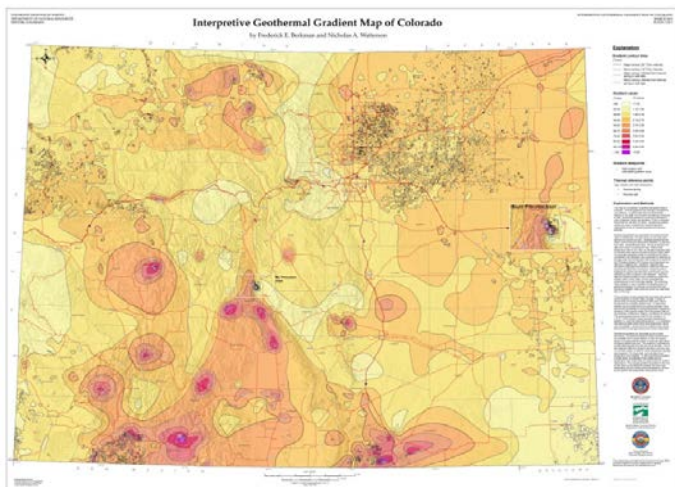
Despite the fact that Colorado currently does not have any facilities with geothermal electrical power generating capabilities, the use of small-scale geothermal heating and cooling is becoming more popular. The ground conditions in Southwest Colorado are prime targets for incorporating this renewable resource.

### Opportunities for Biomass

Biomass has not been dominant in Montezuma County. Neighboring areas such as Dolores County participated in a project in Dove Creek with San Juan Bio energy in 2007-2009 where they assisted in the purchase and lease of land, storage, and equipment for the establishment of a bio diesel production facility.

### Opportunities for Heat Exchange System

Due to the high water table in the valley, there is an opportunity to passively cool/heat existing and new facilities through a ground source heat exchange system that would circulate indoor air through the groundwater acting as a natural heat sink. In a cooling cycle, the groundwater will absorb the heat from the air returning cool air to the building, and in a heating cycle, cold outdoor air can be conditioned by conducting the heat from the warmer groundwater before being supplied to the building. This system can provide a quantifiable operating cost savings through the reduction of energy consumption.

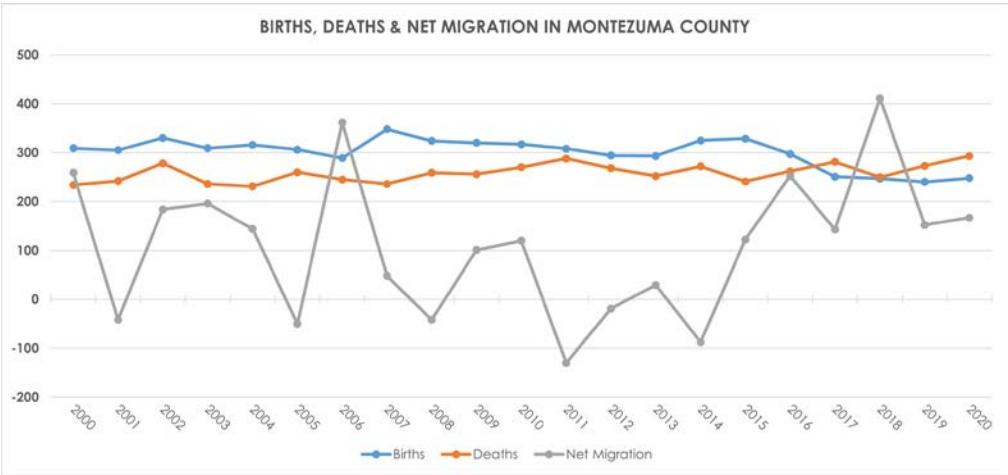
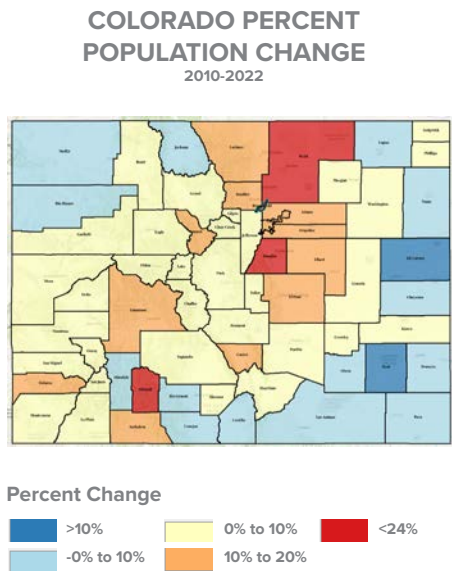


V. DISTRICT DEMOGRAPHICS

The population of Montezuma County has grown by 1.2% between 2000 and 2020. As of the 2020 Census, there are a total of 25,849 residents in Montezuma County and 885 residents in the Town of Dolores, Colorado. The population has been stable for the past ten years with minimal growth in the county.

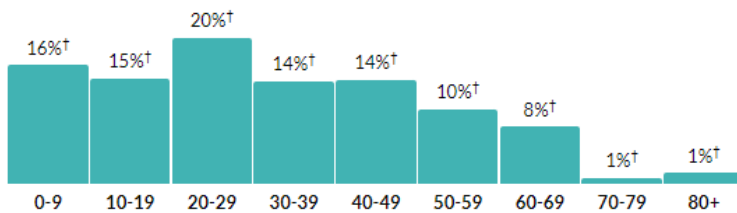
In Montezuma County, there is a slightly higher percentage of school-aged children (18 years old and under) than there is in La Plata County, but there is a slightly larger percentage of the population that is greater than 65 years old.

Population in Dolores (2000 Census):	857
Population in Dolores (2010 Census):	936
Population in Dolores (2020 Census):	885





**Population by age range**

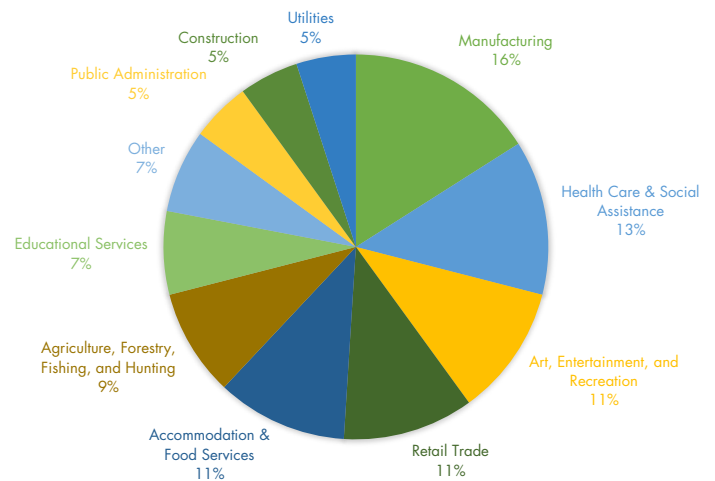


The population is stable with a median resident age of 40 years old.

The primary industries within the district boundary include:

- Manufacturing
- Health care and social assistance
- Arts, entertainment, and recreation
- Retail trade
- Accommodation and food services
- Agriculture, forestry, fishing, and hunting
- Educational services
- Other
- Public administration
- Construction
- Utilities

**DOLORES CAREERS**



## REGIONAL ECONOMICS & COMMERCE

The Dolores community is composed of business, agricultural, and service industry residents. The primary industries in and around Dolores and Montezuma County are made up of Healthcare, Retail, Manufacturing and Transportation. The tourism industry, including accommodation and food services account for a large economic contribution. The Southern Ute Indian Tribal activity, including gaming, real estate and oil & gas production, makes significant contributions to the economic activity of Montezuma County. Economics in the area are stable to strong. Access to technology and telecommunications in the area is strong for business and educational purposes.

## DISTRICT DEMOGRAPHICS

### DOLORES SCHOOL DISTRICT MASTER PLAN

#### ECONOMY & INCOME

The median household income in the District is \$54,404 per year with an average age of 29.7 years old. 84.8% of the employed are in the labor force. 81.5% of residents live in a single-family home and 18.6% live in multi-family housing or other. 32.3% of the current housing stock was built prior to 1970, 51.6% was built between 1970 – 1999, and 16.1% was built after 2000.

#### Student Population:

1980	488 Students
1990	554 Students
2000	692 Students
2010	689 Students
2018	724 Students
2022	726 Students

Due to COVID19 the District saw a Decline in student population from 2019-2021

#### Actual Student Counts:

FY	2006-2007	756
FY	2007-2008	734
FY	2008-2009	735
FY	2009-2010	710
FY	2010-2011	689
FY	2011-2012	722
FY	2012-2013	784
FY	2013-2014	775
FY	2014-2015	796
FY	2015-2016	790
FY	2016-2017	733
FY	2017-2018	749
FY	2018-2019	724
FY	2019-2020	692
FY	2020-2021	669
FY	2021-2022	726

## POPULATION RACE & ORIGIN DEMOGRAPHICS

The following table reflects the population Race & Origin statistical data, as reported by the US Census Bureau for both Montezuma County and La Plata County.

	<b>Montezuma County</b>	<b>La Plata County</b>
White	67.8%	76.2%
Black / African American	0.3%	0.3%
American Indian and Alaskan Native	12.2%	5.0%
Asian or Pacific Islander	0.6%	0.7%
Hispanic / Latino	12.0%	12.6%
Two or More Races	4.7%	4.4%
Other	0.4%	0.7%

## VI. HISTORICAL SIGNIFICANCE

The Dolores High School building was built in 1954. The District and the Colorado Department of Education (CDE) contacted the Colorado Historical Society and determined the building is not historically significant.

(Refer to the email included in the appendix)

### VII. BEST FACILITY ASSESSMENTS

The Colorado Department of Education conducted a Facilities Assessment Report of the Elementary School and Secondary School buildings on March 17, 2015, updated on May 29, 2019. The report was then revised on August 9, 2019 based on the Design Team's evaluation of the facilities of the Secondary School building and the Elementary School building. The Preschool building was also assessed at this time by the CDE.

To supplement the CDE Assessment and understand the realities of the day-to-day operations of maintaining the aging campus and building systems, the Design Team held a meeting with the Director of Maintenance, Alfonso Goad and his team on May 2, 2019 in which we had a detailed conversation about the mechanical, electrical, heating and cooling, IT, building envelope, and site maintenance deficiencies. The Mechanical, Plumbing, and Electrical engineering reports provided in the 2012 Master Plan were presented to the facilities team to confirm if any improvements had been made to the systems identified as deficient at that time. In general, a large majority of the deficiencies remain and have increased in severity in the last seven years. The meeting minutes and 2012 engineering reports are included in the appendix of this report. Items listed in the CDE 2015 Assessment the District has addressed include:

- Upgraded the IT capabilities in all the buildings.
- Replacement of several sidewalks which were badly spalling and damaged.
- Corrected structural concerns at the glulamined arches on the original Gym.
- Gym roof replacement.

While the CDE Facilities Assessment captures a large portion of the current deficiencies within the buildings and on the site, the Design Team has shared the following priority one deficiencies with the CDE and their assessment team has adjusted the FCI Scores provided in the March 2019 assessment report:

### SITE

#### Bus Drop-off:

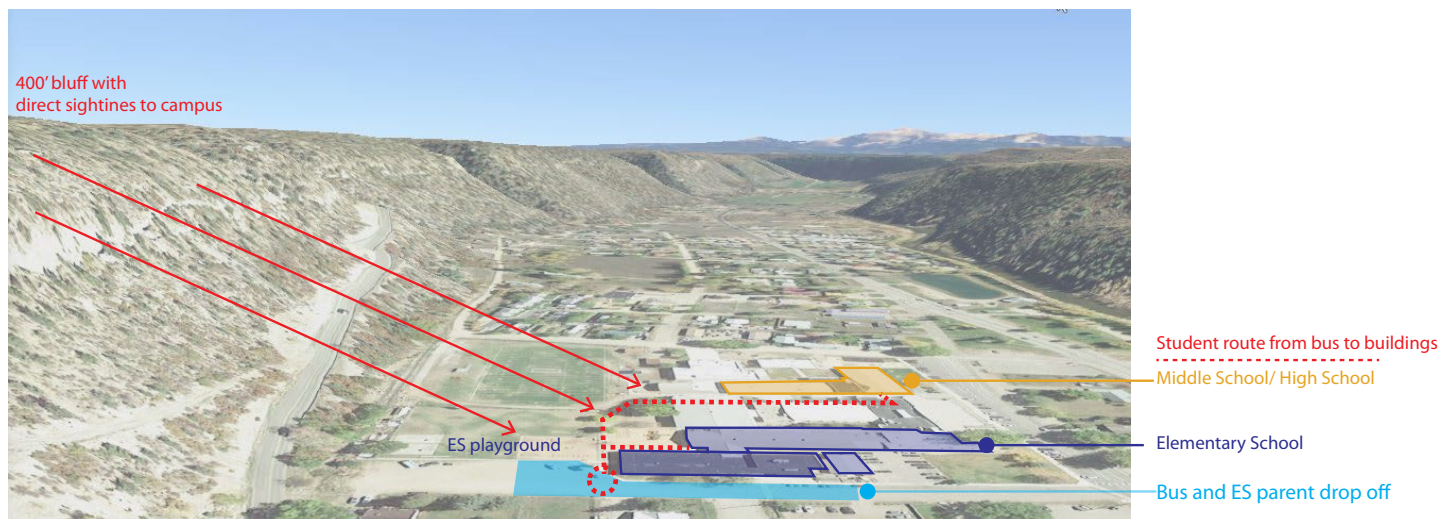
1. The Assessment identifies that the bus loading and unloading zones do not meet CDE guidelines, and confirmed the parent drop-off zone is located on-site. In fact, the mixing of parent drop-off, staff parking, and bus drop-off all occur simultaneously on the public street at the Elementary and Middle School/ High School and poses a safety hazard to students walking to and from school from the adjacent neighborhood and requires school staff resources to coordinate traffic within the congested public right-of-way.
2. There is not a security system around the campus and there is minimal site lighting. For a larger campus with a significant amount of entry points into each building in which students and staff are constantly traveling between, this also generates a threat for outsiders to enter the campus unidentified



Pick-up/Drop-off at Elementary School



Pick-up/Drop-off at Secondary School



# BEST FACILITY ASSESSMENTS

## DOLORES SCHOOL DISTRICT MASTER PLAN



### Athletic Fields:

1. The Adequacy Assessment states that the athletic fields meet CHSAA standards, however the grading does not. During storm events large areas of ponding are visible across the football field playing surface. Additionally, the football field and Elementary School play fields are in full view of the bluff to the North putting students at risk during athletics and recess.
2. The Adequacy Assessment states that “most of the site incorporates responsible storm water management and treatment design,” yet there have been significant drainage issues identified by the Civil Engineer across the campus. The quad between the Art/ Wood Shop building and the Secondary School experiences frequent ponding that backs up onto sidewalks and into the Band Room. This courtyard is one of the only open areas on campus with permeable surface to store snow increasing the amount of snow melt that must run through the 6” storm pipe which drains this courtyard. The ponding can sit for weeks in the winter consistently freezing and presenting a safety hazard for students who must travel through the courtyard to get to class.
3. The hard surface walkways noted in item 010.0 of the Adequacy Assessment frequently experience icing despite consistent maintenance from facilities staff due to poor roof drainage design at the Auxiliary Gym, Varsity Gym and Secondary School. This was also noted in the 2015 Master Plan.
4. The Facilities Assessment Report contains no mention of the site snow removal challenges. Due to the number of alleys and corridors between buildings, the maintenance staff must begin snow removal operations at 4:00 am during a snow event to open the campus by the start of school. There are minimal locations on campus to store all the snow. The new membrane roof on the Varsity Gym sheds snow directly onto one of the main campus paths and with minimal space to move snow the maintenance staff has to pile it against the gym walls to keep a clear egress route.
5. Staff and visitor parking is scored as “yes” within the Adequacy Assessment but the District is forced to lease two adjacent dirt lots as there are currently not enough parking spots on campus to accommodate all students, staff and visitors. These lots have no designated handicap stalls.





**Varsity Gymnasium:**

1. It should be taken into consideration that the Varsity Gymnasium - built in 1954 was combined with the recently constructed Band Room, Art / Wood Shop Building, and Science Building all under the same FCI score. This building has substantially more deficiencies than the more recently constructed facilities it is grouped with in the state assessment.
2. Finish grade around the gym is below the FEMA flood plain, and the court surface is recessed roughly 3' from finish grade making it well below the flood plain. The hardwood court was ruined in the spring of 2019 due to flooding. The proximity of the water table makes this an on-going conflict with the existing facility. There is no cost effective solution to resolving this issue.
3. Multiple ADA conflicts exist in the facility and there are no spaces provided in seating for wheelchairs.
4. Lighting does not meet CHSAA Basketball standards.
5. Acoustics are highly deficient for this building to be used as a performance space.
6. Concrete buttresses that support the roof structure are deteriorating.
7. A new membrane roof was installed in 2015 to address areas of leaking. The adverse effect is all the snow captured on the roof slides off onto the concrete walkways around the gym causing maintenance and safety issues.



Ice on Flat-work



Snow at Gym Membrane Roof

**Auxiliary Gymnasium:**

1. No ADA access is provided to wrestling room on upper level.
2. The facility lacks any secure entry vestibules. Students use the building as a connector to other areas of the campus regularly walking across the playing surface.
3. The Building Condition Details for the hardwood floor suggest the flooring is functioning and should be replaced within five years. Athletics staff noted the hardwood has multiple dead-spots with insufficient support below playing surface creating safety risks to student athletes.

# BEST FACILITY ASSESSMENTS

## DOLORES SCHOOL DISTRICT MASTER PLAN

4. The roof drainage system is comprised of aluminum gutters and downspouts and are not sufficient to handle the snow and ice loads on the standing seam metal roof. Maintenance staff regularly replace gutters that have been destroyed due to ice fall. During periods of snow melt, the volume of water exceeds the capacity of downspouts and they become encased in a thick layer of ice. The drainage issue is especially concerning on the North side of the building along the student route from the bus drop-off. The Building Conditions Detail suggests the system is functioning, yet it is beyond its life expectancy.

### Elementary School:



1. At an average of 380 sf per room, the Elementary School special education classrooms are far short of the CDE minimum space standards of 675 sf and are inadequate for the learning needs of special education. Students do not have proper space to move about the room and teachers are unable to safely handle any incidents during a full class. The smallest SPED Classroom only allows for 8 students based on the 37 sf requirement designated by the CDE, the largest SPED Classroom Size is 10 students. These classrooms are not all equipped with functioning sinks, further hindering teacher's ability to address classroom incidents.
2. Title-1 and BOCES programs are isolated from the rest of the Elementary School in a modular classroom built in 2003 and located on the South side of the Elementary School entrance. Up to 15 students at a time must exit the school throughout the day exposing these students to outside threats on their way to the modular facility. This space is also used as a teacher conference room given that the Elementary School has an undersized teacher work room and no dedicated meeting space.



### Secondary School (MS/ HS):

1. Item B10 on the Building Condition Detail indicates steel roof structure with a suggested renewal of 2029. The roof structure is wood and shows signs of rot at the exterior joist tails.
2. Item B2010 on the Building Condition Detail indicates replacement of the brick veneer in 2029. This veneer should be replaced as soon as possible as it has experienced years of freeze thaw cycles, evident by areas of deterioration and extensive efflorescence. Water runs down the face of the brick from downspouts, through wall cooling units, and ice damming at roof valleys.

3. Item B2020 on the building condition detail indicates replacement of aluminum windows in 2030. In most cases, the wood head, sill, and jamb around the windows are significantly deteriorated compromising the entire opening.
4. The canopy above the east entrance to the Middle School is severely damaged from years of moisture infiltration. It is visibly sagging, raising concerns about it's long-term structural integrity.
5. Student re-entry to buildings has become a large issue during the school day. For safety, exterior doors remained locked all day but this has an adverse affect for students who are locked out of the building and exposed to exterior threats. The access control strategy for the High School and Middle School building forces students to travel long distances outside to get to class or knock on exterior doors until a staff member can let them in. A teacher must interrupt instruction to open the door.
6. The classrooms in the High School and Middle School building have casework along some of the walls. Some of the power supplied to these rooms are through the casework with exposed wires or conduit, posing a safety concern to the students. The casework has also been noted by the teachers that they are not a sufficient amount of space. The CDE Requirements outline that each teacher should have 50 square feet of storage. These teachers limit the amount of supplies they have available to their students, constraining the learning materials and environment. Teachers do not have enough available space to display or hold projects for students to continue to work on or inspire other learners.
7. The classrooms in the High School and Middle School building do not meet CDE Requirements. The school has indicated that they will have at most 28 students in a given class. In the northern half, are two classrooms used for science in this building that are not adequately sized for 28 students at 44 square feet per student as required by the CDE. Additionally, the other standard classrooms are also shy of having adequate space for 28 students in their classrooms at 28 square feet per student.



### VIII. EDUCATIONAL PROGRAMMING & ADEQUACY

#### Colorado Model Content Standards

Courses				
	2016-17		2017-18	
	%	#	%	#
Civics	75	3	75	3
Comprehensive Health Education	75	3	75	3
Dance	25	1	25	1
Drama or Theater	50	2	50	2
Economics	25	1	25	1
Geography	75	3	75	3
History	75	3	75	3
Music	75	3	75	3
Physical Education	75	3	75	3
Visual Art	75	3	75	3
World Languages	50	2	50	2

In 2009, the Colorado State Board of Education adopted new academic standards for ten content areas that support all students in mastering the concepts and skills necessary for college, career and civic life. The content areas that are not assessed by the state but are required by law, to be part of the district's preschool through High School standards-based curriculum are included here on the "Courses" tab. The percentages included in the courses tab data refer to the number of schools reporting, not the number of courses offered per school. Please note that the information provided by the district and school is simply whether or not the district or school offers a course in the content area for which the state has adopted academic standards.

#### Drama and Theatre Arts

Only held at the High School Level. There is a great interest and lots of talent in the student population for a larger program, but their facilities do not provide sufficient space. The stage connects the Varsity Gym to the Commons, and the Varsity Gym is used as the Auditorium. The Gym was not designed for it to be an auditorium, resulting in terrible acoustics. The District would like to expand and provide additional opportunities for more performances and engage the younger grade levels, but as it is, the District does not have the available space to do so. The science classrooms frequently become practice spaces, and places to create and store props until the performance. Despite the challenges the District has with adequate time and space dedicated to Drama and Theater Arts, there is a great level of dedication to the program by staff and students. While Dolores does currently have a drama program, a choir and band program, it does not have a Dance program at this time. In the absence of a performing arts classroom, both the Middle School Drama class and the Dolores Theatre Troupe have to practice in one of the high school science rooms.

### **Comprehensive Health & Physical Education**

Dolores has one main Varsity Gym that also serves as a performance area, one Auxiliary Gym, a Wrestling Room, and a Weight Room. The Elementary School also has a small gym in the West Wing. The Varsity Gym sits below grade and consistently floods, causing the floor to warp. The acoustics in the Varsity Gym are also not great for performances. Theater Arts and Athletics are constantly trying to make ends meet with providing the adequate amount of time with the limited space they have.

### **English Language Proficiency**

There are no facility deficiencies which prohibit teaching this curriculum.

### **Mathematics**

One of the Middle School Math Classrooms in the Middle School Wing of the Secondary School is slightly smaller than the CDE Requirements limiting the teacher in the facilitation of specific activities throughout the year.

### **Reading & Writing and Communication**

There are no facility deficiencies which prohibit teaching this curriculum.

### **Music**

Elementary School Music classes are held in the music room in the modular building next to the little bear gym in the elementary school. The Secondary School students attend band classes in the Band Room Building located to the north of the Secondary School Building. The constant walking between buildings become a safety and security threat to the students. The building does not have any restrooms and students must walk across to the locked Secondary School Building, knock, and wait for a teacher, who is in the middle of teaching class, in order to use the building. This building has flooded numerous times.

### **Science**

In the Elementary School, teachers have expressed that it is difficult to facilitate various projects because not all of the classrooms have sinks, and the ones that have unreliable water temperatures. The Secondary School has a building dedicated to Science, Math VoAg, Classrooms, and a Welding Shop. The VoAg classroom is roughly half the size of CDE Science Classroom requirements. The Science classes in the middle school wing of the secondary school do not have chemical hoods, lab tables that are completed with water, gas, sinks, etc, or eyewash stations.

# EDUCATIONAL PROGRAMMING & ADEQUACY

## DOLORES SCHOOL DISTRICT MASTER PLAN

### **Social Studies**

One of the Secondary School Social Studies Classrooms in the High School Wing of the Secondary School is slightly smaller than the CDE Requirements and with the Schools Project Based Learning Goals, the classroom space limits the teachers to facilitate specific projects throughout the school year.

### **Visual Arts**

The Elementary School has an Classroom dedicated to Art Classes, but there is a lack of storage for the amount of supplies desired for the program. The Secondary School has a dedicated Art Classroom with a Kiln in the Wood Shop Building.

### **Special Education**

The two Secondary School Special Education Classrooms in the southern hallway of the Secondary School are smaller than the CDE Requirements, with a square footage of less than 600 SF.

### **Reading Intervention**

The Middle School Reading Intervention class that is taught in the middle school wing of the secondary school is smaller than the CDE requirement, with a square footage of less than 600 SF.



# COMPLETE INVENTORY OF FACILITIES

## DOLORES SCHOOL DISTRICT MASTER PLAN

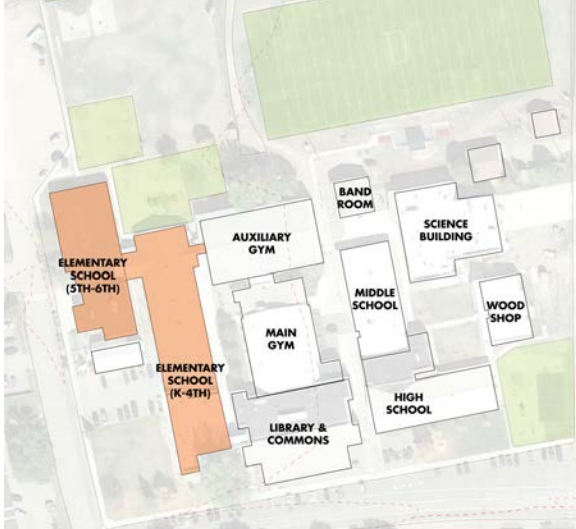
### IX. COMPLETE INVENTORY OF FACILITIES

The primary academic and athletic facilities for the District are all located on the main campus and listed in the table below. The other facilities that exist in the District are the Teddy Bear Preschool located at 1550 Hillside Ave., three blocks east of the main campus. The District Administration offices located at 100 N. 6th St. Six blocks west of the main campus and the District's storage/warehouses and bus facilities located on Highway 184 before you enter Dolores from the east. All facilities are located on land owned by the District.

ORIGINAL BUILDING						ADDITIONS	
Name	Address	Use	SF	Year Built	Construction Type	SF	Year Built
DOLORES ELEMENTARY SCHOOL	12th & Hillside Dolores, CO 81323	Elementary Classrooms, Elementary Administration, Elementary Art, Gymnasiums	25,150	1968	Brick and block masonry, open web truss/joist roof, timber pile system, slab-on-grade, EPDM single-ply membrane roof	12,000	1990
						27,452	1995
						5,452	2013
VARSITY GYMNASIUM	1301 Central Ave., Dolores CO 81323	Athletics/ Performance	11,000	1954			
		*Locker Rooms	1,710	1976			
CAMPUS COMMONS	1301 Central Ave., Dolores CO 81323	Performance, Cafeteria, Library	14,700	1995	Stucco on metal stud framing. Slab-on-grade w/ spread footings. Membrane roof.		
DOLORES SECONDARY SCHOOL	1301 Central Ave Dolores CO 81323	High School and Middle School Classrooms, High School and Middle School Administration	8,513	1954	Load bearing masonry with wood structure.	11,476	1971
BAND	1301 Central Ave., Dolores CO 81323	Band Room	1,870	1995	Stucco on metal stud framing. Slab-on-grade w/ spread footings. Standing seam metal roof.		
ART/WOOD SHOP	1301 Central Ave., Dolores CO 81323	Art / Wood Shop	4,808	2003	Corrugated metal siding on metal stud framing. Slab-on-grade w/spread footings. Steel structure with standing seam metal roof.		
SCIENCE/VO-AG	1301 Central Ave., Dolores CO 81323	Science and Vo-Ag Classrooms	11,209	2013	Stucco on metal stud framing. Slab-on-grade w/ spread footings. Membrane roof.		
DISTRICT ADMINISTRATION OFFICES	100 N. 6th Street, Dolores CO 81323	Administrative offices, board room	2,097	1938	Adobe load bearing walls with wood joist floor system. Basement with slab-on-grade. Foundation information unavailable.		
BUS FACILITY	17631 Hwy. 145, Dolores CO 81323						

# COMPLETE INVENTORY OF FACILITIES

## DOLORES SCHOOL DISTRICT MASTER PLAN



### ELEMENTARY SCHOOL

The original building is brick and block masonry-load bearing walls with a metal open web truss joist roof. The foundation is a timber pile system. The floor in the facility is a slab-on-grade and the existing roof is an EPDM single-ply membrane roof. At multiple locations around the perimeter of the original building storm runoff from the roof is draining back toward the foundation due to poor grading.

The additions to the facility in 1991 and 1996, which form the south and east wings of the Elementary School, are steel frame structures with a brick exterior on the south addition and a stucco exterior on the east. A shallow spread footing foundation system, a slab-on-grade floor and a standing seam metal roofing system were utilized on the east addition.



The mechanical systems in the original building were replaced in 2007 with individual high efficiency natural gas fired forced air furnaces which have a useful life of approximately 10-15 years. In 2009 the District upgraded all of these with digital controls to provide for fresh air and a night purge to assist with cooling. The system works well and allows the various areas to be zoned easily. The units are also readily available and easy to replace as the need arises. The original building is not air conditioned or sprinkled. The 1996 addition uses a central boiler and individual classroom controls for heat. This system was recommissioned with grant funds in 2009 to allow it to work as it was designed. This wing is also equipped with swamp coolers using a centralized plenum and includes a building fire sprinkler system.



The envelope insulation in the original building does not meet current energy code standards. The new additions have appropriate insulation levels and efficient window units. Finishes in both wings are in good condition with the exception of the carpeting.



# COMPLETE INVENTORY OF FACILITIES

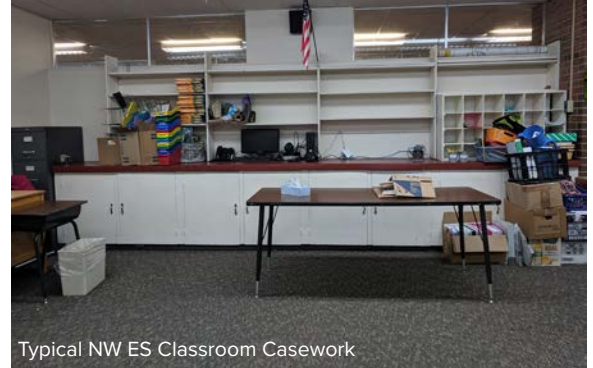
## DOLORES SCHOOL DISTRICT MASTER PLAN

Due to lack of classroom space, the District utilizes a modular facility on the south side of the school to accommodate the BOCES and Title programs.

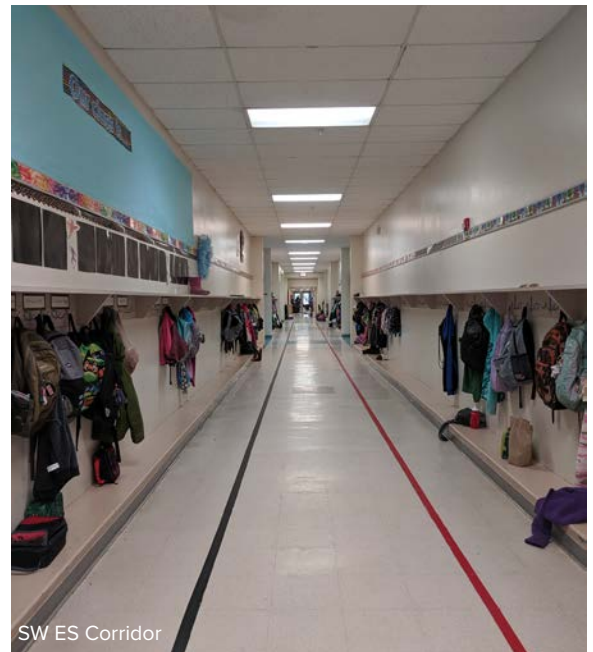
The plumbing infrastructure is primarily original construction, however it is functioning adequately. Some fixtures were updated based on recommendations from the 2012 Master Plan. There are no sinks in the classroom areas. The hot water heater is not able to keep up with demand during high use periods and sinks furthest from the heater produce lukewarm water consistently.

The electrical service is part of the original construction and the oldest on campus. It is operating adequately but has been added onto many times and is at capacity. The quantity of outlets in classrooms is deficient for contemporary education needs. It would be desirable to replace the electrical service as replacement parts are becoming harder to find. This would also give the District the capability, in the future, of adding electrical capacity as need increases or the building grows. All lighting fixtures were replaced in 2009 with high efficiency units under the Colorado State Governor's Energy Assistance Program.

The various areas of the Elementary School, including the restroom facilities, are ADA accessible.



Typical NW ES Classroom Casework



SW ES Corridor



ES Art Classroom



# COMPLETE INVENTORY OF FACILITIES

## DOLORES SCHOOL DISTRICT MASTER PLAN



Corridor Connecting East & West ES Wings



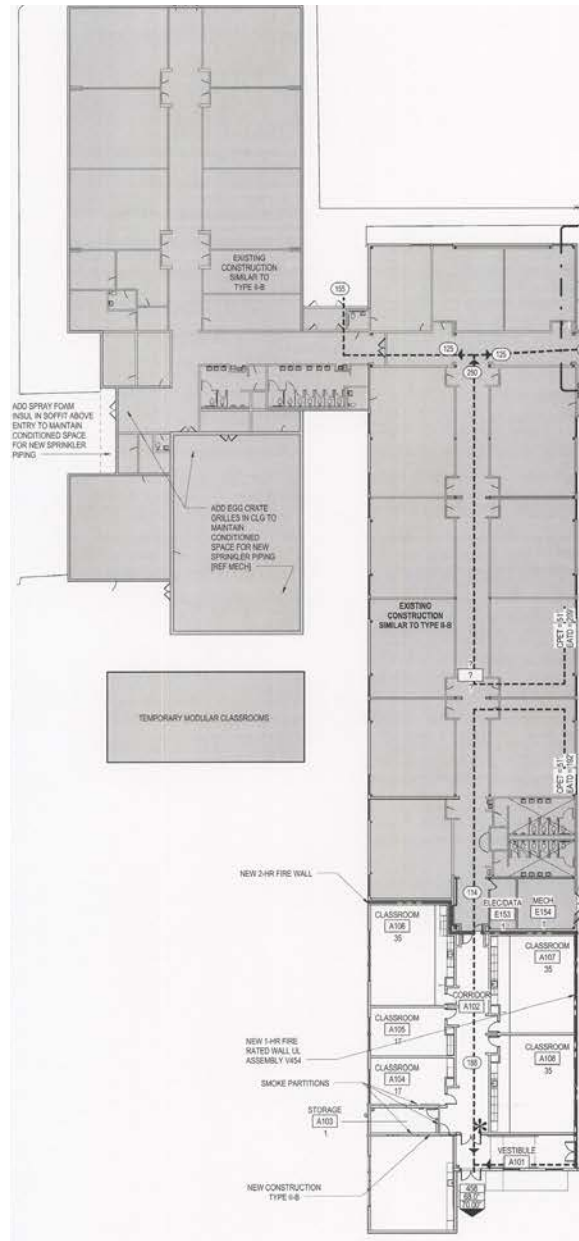
ES Gym



New S Addition Typical Classroom



Typical SW ES Classroom



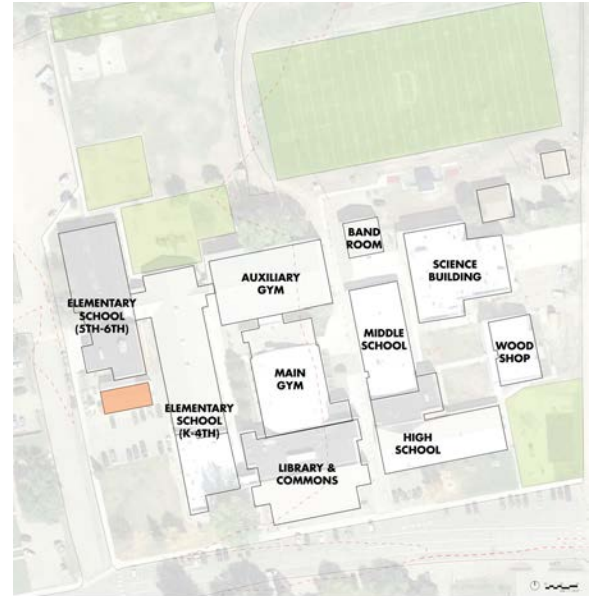
# COMPLETE INVENTORY OF FACILITIES

## DOLORES SCHOOL DISTRICT MASTER PLAN

### TEMPORARY MODULAR ELEMENTARY SCHOOL BUILDING

The District purchased a 1,680 sf two-room modular building unit, located on the south side of the Elementary School, to house the BOCES and Title programs due to lack of classroom space in the Elementary School Building.

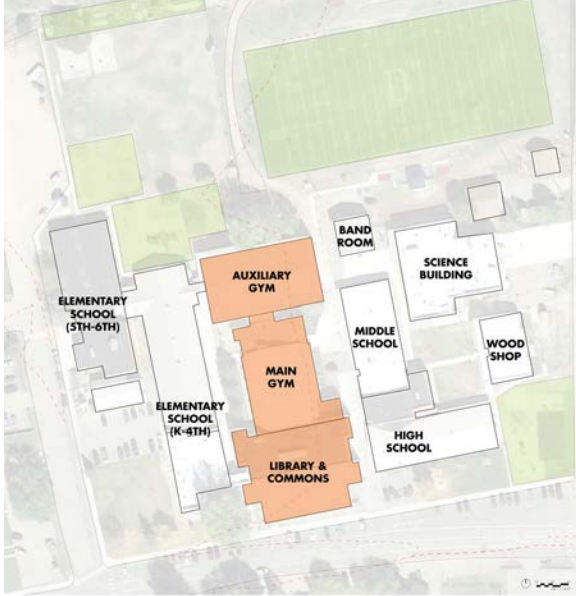
The envelope and systems are in good condition, but the building does not have plumbing and presents safety and security risks for students having to travel outside the Elementary School to use the facility.





# COMPLETE INVENTORY OF FACILITIES

## DOLORES SCHOOL DISTRICT MASTER PLAN



### COMMONS, LIBRARY, & GYMNASIUM BUILDINGS

Varsity Gymnasium: 1954, 9,480 sf

Auxiliary Gymnasium: 1990, 11,600sf

Commons and Library: 1995, 15,600 sf

Locker Rooms: 1976, 3000 sf

#### Varsity Gymnasium

The original gymnasium is a glu-laminated wood barrel-vaulted structure supporting a wood deck. The foundation system consists of spread footings with exterior buttresses and tensioned tie-rods supporting the wood arches and a slab-on-grade. The finish floor is roughly three feet below the FEMA flood plain boundary and the hardwood basketball court has been damaged by groundwater and replaced multiple times—most recently in May 2019.

The exterior walls are cast-in-place concrete. An EPDM membrane roof was installed in 2015. Snow slides off the barrel vault and piles up on adjacent walkways and against the exterior walls causing building damage and safety issues. The roof has no drainage system or snow guards.

The mechanical system in the building is natural gas fired radiant heat tubes. There is no cooling. The florescent fixtures are scheduled to be replaced with LEDs in the summer of 2019.

A new secure entry vestibule with accessible restrooms was added onto the gymnasium as part of the 1995 Commons addition. Handicapped access to the gymnasium floor is provided through a lift. The bleacher seating does not have code required spaces for wheelchair seating, and the court boundary lacks CHSAA minimum clearance around the perimeter.



Water Damage to Gym Floor



Deteriorating Buttresses

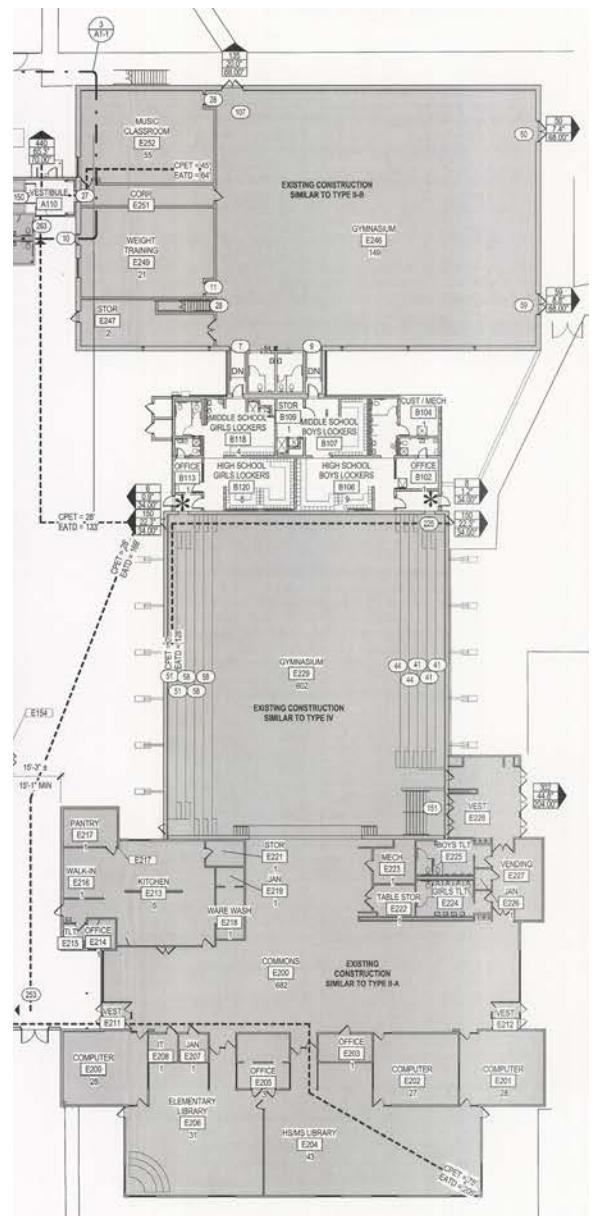
# COMPLETE INVENTORY OF FACILITIES

## DOLORES SCHOOL DISTRICT MASTER PLAN

### Locker Rooms

The locker rooms connect the Varsity and Auxiliary Gymnasiums. The building was renovated in 2015 to provide two rooms for each gender, with updated finishes and ADA compliance. The building is comprised of a spread footing foundation with masonry block walls and a slab-on-grade floor at the same level as the Varsity Gymnasium. The facility includes an accessible ramp to connect to the higher finish floor level of the adjacent Auxiliary Gymnasium. The roof is composite shingle with aluminum gutters and downspouts.

The forced air mechanical system was not updated with the renovation and consists of one roof top unit. New gas, plumbing, and fire suppression were provided with the renovation. The electrical service was not updated; fixtures and branch wiring was updated in 2015, but the service was not.



# COMPLETE INVENTORY OF FACILITIES

## DOLORES SCHOOL DISTRICT MASTER PLAN



Access to Second Floor



Exposed Electrical Lines



Ice at Downspouts and Sidewalks

### Auxiliary Gymnasium

The Auxiliary Gymnasium is a pre-engineered metal building with a spread footing foundation and a slab-on-grade floor with split face masonry block on the exterior walls up to 10' and corrugated metal on metal studs above. The roof is a standing seam metal system with aluminum gutters and downspouts.

The lighting, electrical and mechanical systems in this building are in good condition and the building is sprinkled. All lighting fixtures were replaced in 2009 with high efficiency units under the Colorado State Governor's Energy Assistance Program. The building also includes a two-story area with a classroom, weight room and an equipment storage area on the main level and a non-ADA compliant wrestling room on the upper level.



Second Floor Wrestling Room



# COMPLETE INVENTORY OF FACILITIES

## DOLORES SCHOOL DISTRICT MASTER PLAN

### Commons and Library

Constructed as an addition to the Varsity Gymnasium in 1995 this building is a steel framed structure with spread footing foundations and a slab-on-grade floor. Large cracking is visible in the Commons area on the slab and walls. The envelope consists of stucco on metal studs. The windows are aluminum thermal break systems with insulated glazing. The windows in the library are leaking. The east and west elevations of the commons contain storefront walls which are showing moisture infiltration - potentially due to slab settlement. The roofs on these facilities include a single-ply membrane EPDM roof on the Commons and standing seam metal roof on the Library. The drainage system includes internal roof drains on the commons and aluminum gutters and downspouts on the Library. The insulation levels in the buildings are adequate.

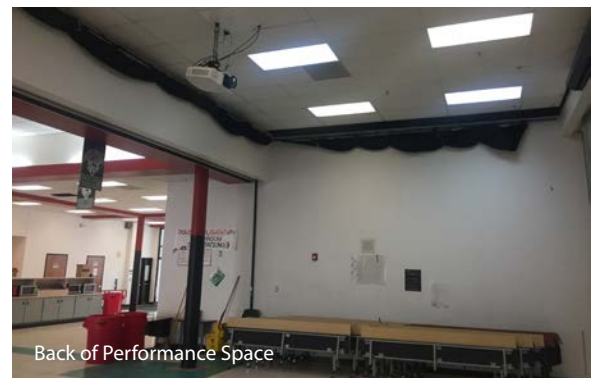
The mechanical system includes a large heating and ventilating unit mounted on the roof. Cooling is provided with a swamp cooler. The electrical supply is sufficient, but the number of outlets in both spaces is greatly lacking for contemporary educational environments. The lighting fixtures were replaced with high efficiency units in 2009 under the Colorado State Governor's Energy Assistance Program. There is a commercial kitchen located in the Commons. The building is sprinkled and ADA compliant throughout.



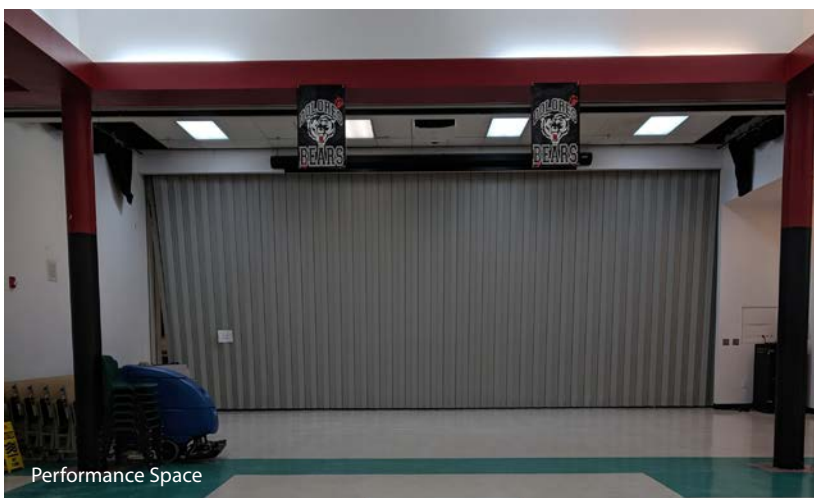
Library Entrance at Central Avenue



Children's Library



Back of Performance Space



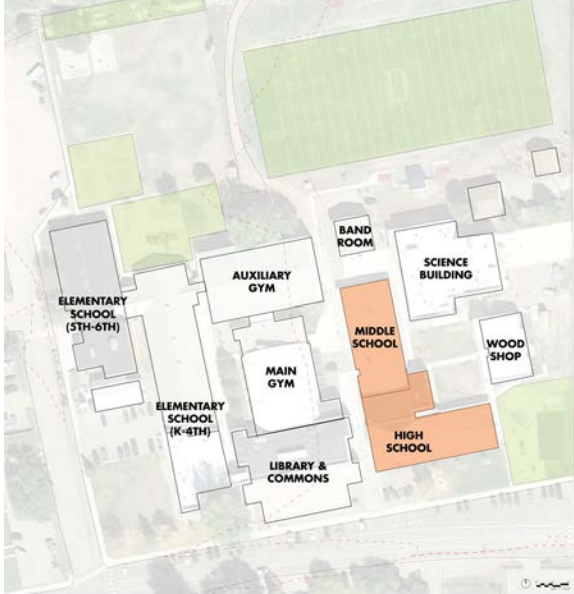
Performance Space



Commons

# COMPLETE INVENTORY OF FACILITIES

## DOLORES SCHOOL DISTRICT MASTER PLAN



### SECONDARY SCHOOL

Middle School: 1954, 11,800 sf

High School: 1954, 8,650 sf

Additions: 1971

The structure is masonry bearing exterior walls with brick veneer, wood beams and interior masonry block walls. Because there are limited drawings available on the 65-year-old building, the foundation systems are unknown, but assumed to be spread footings. The High School roof is a standing seam metal system, and the Middle School roof is built-up bitumen. The High School roof sheds water directly to the ground with no storm water management system in place. The Middle School sheds water to aluminum gutters and downspouts.

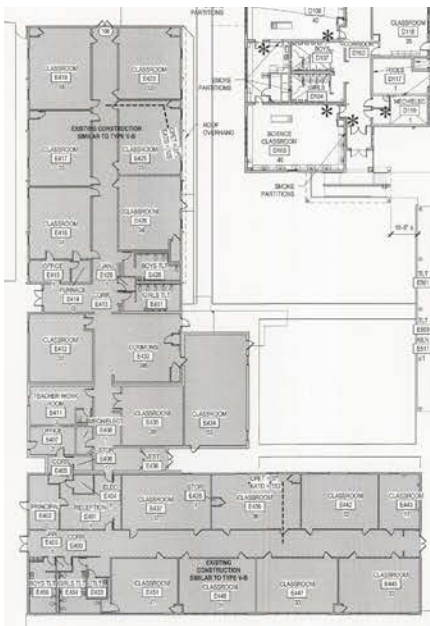


The exterior windows are severely deteriorated aluminum frames. Some windows are single-pane glazed and some are double-pane insulating glass. In general, the exterior walls and roof show signs of deterioration due to years of moisture infiltration. This condition is addressed in detail in “Section X. Facility Evaluation and Future Use Analysis.”

The mechanical systems include natural gas-fired furnaces between adjoining classrooms. The controls were upgraded in 2009 to include ventilation and night purging for cooling. The system functions adequately, however, the 2012 Master Plan recommended replacement of some units.

All lighting fixtures were replaced in 2009 with high efficiency units under the Colorado State Governor’s Energy Assistance Program. There is a need for more electrical outlets in the classroom areas and increased IT capabilities. Classrooms were retrofitted for projection and sound enhancement systems in 2010.

The water heater was replaced in 2017 and the plumbing infrastructure is original construction. The 2012 Master Plan recommended a fixture replacement plan but no action has been taken. The building is sprinkled. No accessibility violations were observed during building observation.





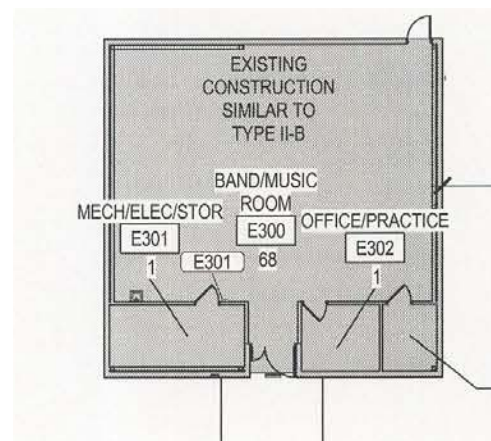
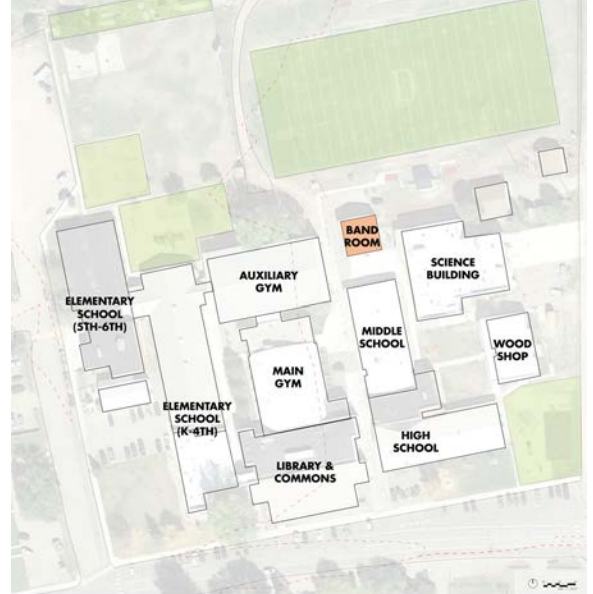
### BAND ROOM BUILDING

Year Built: 1995

Size: 1,870 square feet

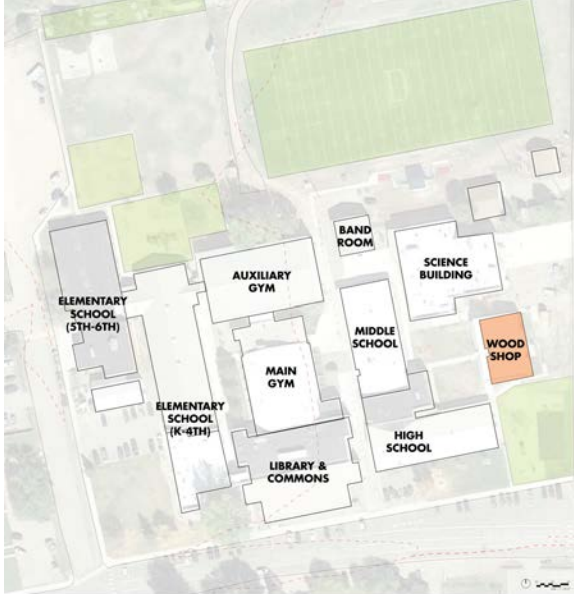
The music/band building was built as a separate building in 1995. The building contains a spread footing foundation with a slab-on-grade floor and metal stud walls with a stucco veneer and no windows. The roof structure is a gable standing seam metal roof with aluminum gutters and downspouts.

There are no plumbing fixtures and no restroom facilities in the building. The mechanical, heating and ventilation systems in the building are in good condition. All lighting fixtures were replaced in 2009 with high efficiency units under the Colorado State Governor's Energy Assistance Program. The building is sprinklered and ADA accessible.



# COMPLETE INVENTORY OF FACILITIES

## DOLORES SCHOOL DISTRICT MASTER PLAN



### WOOD SHOP/ ART BUILDING

Year Built: 2002

Size: 4,808 square feet

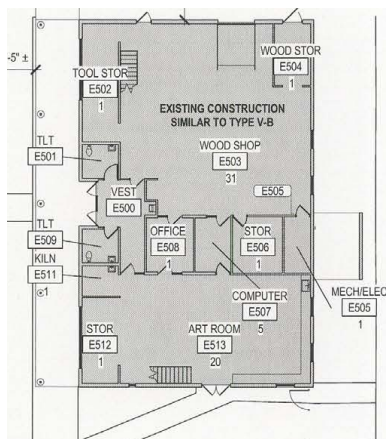
The Wood Shop and Art facility is a steel framed structure with spread footing foundations and a slab-on-grade floor. The exterior envelope is comprised of metal stud framing with corrugated metal panel siding. Windows on the facility are insulated and are aluminum thermal break units with insulated glazing. The building has a standing metal seam shed roof without a drainage system.

The building contains one art classroom, one administration office, a computer lab, and shop space for wood working.

The heating in the building is provided by a small boiler with hot water pipes to unit heaters in the spaces. Ventilation is not adequate, and a unit ventilator and exhaust was recommended in the 2012 Master Plan but not installed.

The dust collection system in the wood shop is located in the electrical/mechanical room and was recommended in the 2012 Master Plan to be relocated outside the building to due code requirements. The plumbing and electrical systems in the building are adequate, the building is sprinkled and ADA accessible.

The building is accessible to the physically handicapped and contains accessible restroom areas.



### SCIENCE BUILDING

Year Built: 2015

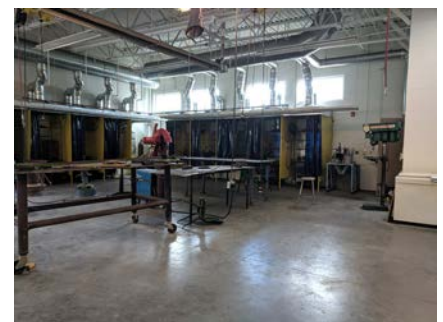
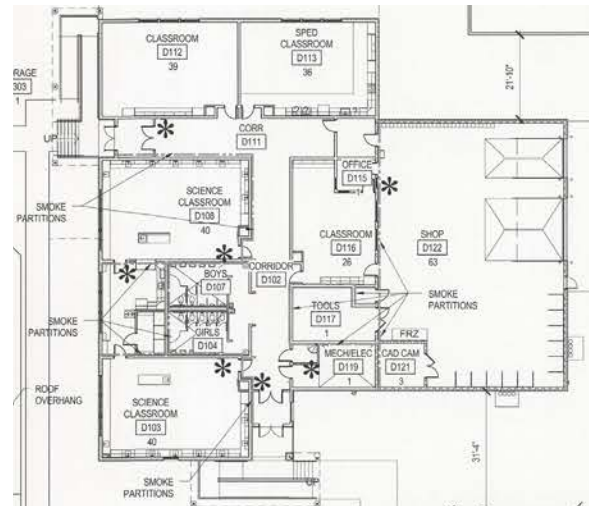
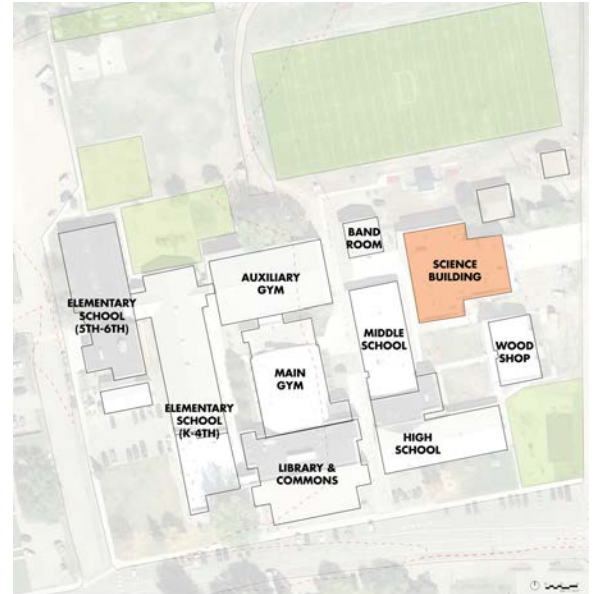
\*CD indicates 2013, but the Construction Documents show 2015

Size: 11,209 square feet

The building contains science classroom and lab spaces, and shop space for metal work and welding. It is comprised of a spread footing foundation system with a slab-on-grade floor system. The exterior envelope is a combination of stucco veneer of concrete block and stucco on metal studs. All the insulation appears to comply with current energy code minimums. Windows on the facility are insulated and are aluminum thermal break units with insulated glazing. The roof is a membrane system with internal drainage.

The HVAC system includes three rooftop units and operable windows in classrooms. The plumbing and electrical systems are adequate and the building is sprinklered.

Due to the fact the building was constructed subsequent to the FEMA floor plain being re-drawn, the finish floor sits roughly three feet above finish grade. ADA accessibility is achieved through ramping at the building egress routes.





# COMPLETE INVENTORY OF FACILITIES

## DOLORES SCHOOL DISTRICT MASTER PLAN

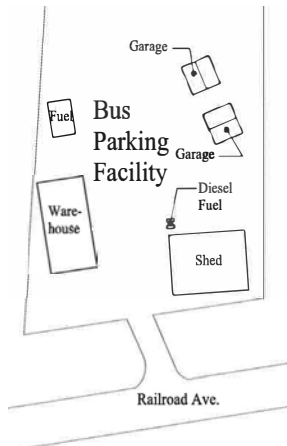
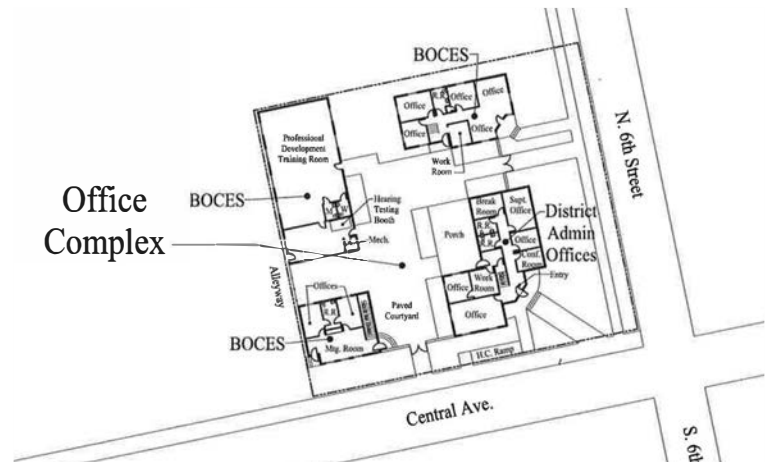


### DISTRICT OFFICES

Year Built: 1938

Size: estimated at 2,097 sf

The property was purchased by the District from the U.S. Forest Service to house the main District Administration offices. The facility is located off campus at 100 N. 6th Street. Due to its age and multiple owners, systems information and existing drawings are not available. At the time of this report, the District is in negotiations with the Town of Dolores to acquire a parcel adjacent to the main campus to the east for the potential of consolidating all the Administration offices within one new facility.



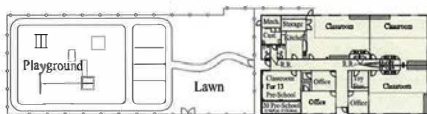
### BUS STORAGE/ MAINTENANCE FACILITY

The Bus Facility is located along Highway 184 just before you enter Dolores from the west. The facility recently received an addition and renovation. \*This building was not part of the 2022 Master Plan effort.

### TEDDY BEAR PRESCHOOL:

Year Built: 1993

Size: 5,580 sf



Preschool Complex

The Preschool is located on Hillside Ave near 16th St and is a single-story masonry structure with a raft slab foundation system. The roof is wood trusses held up by perimeter and interior bearing walls. The building is sprinklered and has mostly fluorescent fixtures. \*This building was not part of the 2022 Master Plan effort

## X. FACILITY EVALUATION & FUTURE USE ANALYSIS

### EVALUATION

In order to develop the Master Plan for the District, the facility assessment prepared by the Colorado Department of Education in 2019 was reviewed and used as a guideline for the assessment of the District facilities. Additional items were added to the list to include feedback from administrators, staff, parents, and various community members during the Design Advisory Group meetings. The outcome of these efforts, which are addressed in Section XVI Strategic Plan for Implementation include:

#### Facilities Snapshot

An unsecured campus with multiple points of entry that requires constant outdoor travel between buildings with a major safety concern from the bluff to the North.

A campus that exists within the boundaries of a FEMA flood plain and has experienced recent flooding events across multiple facilities.

Multiple areas of pedestrian and vehicular conflict including the Elementary School and Preschool.

An antiquated varsity Gymnasium that is roughly three feet below grade and recently had the hardwood court ruined due to a flood event.

A Secondary School that is undersized for the needs of the curriculum and contains building systems beyond their projected lifespan and an exterior envelope shows signs of water infiltration and deterioration throughout.

A Preschool facility that must share campus resources but is located off campus at the base of a natural drainage.

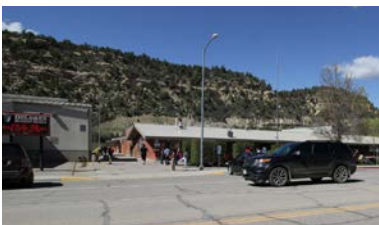
Facilities that have been piece-mealed together over multiple decades to create a campus comprised of unsafe pedestrian corridors and unsustainable maintenance requirements.

Multiple accessibility violations that have been documented by the Colorado Community College System, "Letter of Findings", dated November, 1st 2022. See Appendix-D of this report.

# FACILITY EVALUATION & FUTURE USE ANALYSIS

## DOLORES SCHOOL DISTRICT MASTER PLAN

### SITE



- The most pressing needs for the campus are to secure the perimeter, reduce campus access points, increase interior circulation between facilities, and account for thoughtful locations of future buildings. Campus openings should be infilled with new buildings that contain administration and secure vestibules. Campus lighting and fencing should be added to increase security.
- Over decades, buildings have been constructed to create a campus that is comprised of unsecured pedestrian corridors and fragmented areas of open space. The layout creates multiple opportunities to hide in place, and does not allow for clear egress routes. Replacing deteriorating facilities with strategically-located new construction would enable the campus to develop a secure perimeter through the use of buildings that frame a safe and secure open quad at the center of the campus for playgrounds, sport fields, and outdoor learning.
- Dolores experiences significant snow and ice five months of the year. Students and staff are regularly injured due to slips and falls caused by snow and ice conditions as they walk across campus.
- The football field and play fields sit on the north edge of the campus and are fully exposed to any threat from the 400' bluff directly to the north. There is no track, sub-surface drainage system, and the football field is not adequately graded. Ponding occurs on the playing surface during rain events. It is recommended that the future use of the Athletic Fields is to replace them with a new sod, or artificial turf football field and seven lane synthetic track.
- The bus drop-off system is a primary safety concern for the Districts and does not meet CDE requirements. It should be removed from the public street and separated from vehicular parking/ drop-off. Eventually an additional on-campus, protected, bus drop off dedicated to the Elementary School should be constructed.
- Site drainage must be updated to eliminate the flooding experienced during weather events on the East side of campus. Flooding primarily seems to occur during the spring when snow melt is high.
- Multiple existing facilities are in violation of construction within the FEMA flood plain due to the finish floor elevations being below the minimum 3' height above the plain. Any future facilities must be built with finish floors above the flood plain. The 2022 Strategic Plan for Implementation include a series of ramps and stairs to connect new buildings to existing buildings.)



### ELEMENTARY SCHOOL

The future use analysis developed in the 2022 Strategic Plan for Implementation has the existing Elementary School being replaced with a larger, 2-story facility as the final phase of the Master Plan. Please refer to section XVI. Strategic Plan for Implementation.

#### Architectural Review

- The most pressing need at the Elementary School is additional classroom space to bring current classrooms to the right size and prepare for the future use of the building with future growth. Two additional core classrooms should be included in a future building addition.
- The Special Education classrooms do not meet the CDE minimum space standards of 675 sf and are inadequate for the learning needs of special education. Teachers are unable to safely handle incidents during a full class. An addition would allow these classrooms to grow to the appropriate area by moving other programs into the new construction.
- The use of the modular classroom for the BOCES and Title programs is a temporary solution that has become permanent due to lack of classroom space in the building. Students are escorted outside to the modular building multiple times a day to attend class, and due to lack of plumbing have to be escorted back to the Elementary School to use the restroom. This presents daily safety and security risks to students and staff and an addition should be built on the Elementary School to bring these spaces back into the building.
- Multiple classrooms have no sink.
- The main entry on the west side of the building contains no waiting area or secondary security check-point.
- The playground and fields are located on the north side of the school directly adjacent to the bluff posing safety threats to students. The 2022 plan for the campus will locate outdoor play space within a secure quad in the center of campus, bordered by a new, 2-story Elementary School constructed as the 5th and final phase of the comprehensive master plan.
- Access control to the building is challenging due to the length of the hallways and long travel distance between entry points.

#### Structural Review

- The original building and the additions are structurally sound with no noted deficiencies.



Special Education Classrooms



ES Leaking Windows



ES Roof Delamination

# FACILITY EVALUATION & FUTURE USE ANALYSIS

## DOLORES SCHOOL DISTRICT MASTER PLAN

### Building Envelope

- Roof downspouts in the original building are draining back toward the building foundation in various locations.
- The membrane roof on the original (west) wing of the school is past its useful lifespan but maintenance staff has maintained it well. The standing seam metal roof on the additions is in good condition.
- Efflorescence is visible in various locations on the brick masonry at the original building.
- Stucco shows signs of deterioration due to freeze and thaw within the wall assembly. Insulation is exposed at a small number of locations on the addition.
- Areas of south addition membrane roof delamination (see image on right).

### Mechanical/ Electrical/ Plumbing Review

- Swamp coolers on the original building should be replaced immediately. There is no cooling in the addition and is a top complaint for staff.
- Rooftop air handlers are nearing the end of their useful lifespan and maintenance staff struggle to find replacement parts for repairs.
- The electrical system is original and at capacity. The CDE assessment recommended replacement in 2022, however circuits are regularly tripped. Parts are not available and an outage would cause a major security event.
- The classrooms in the original building are not adequate for current educational needs and are severely deficient in electrical receptacles. Teachers utilize extension cords to charge devices creating a safety issue with young students.
- Two high efficiency condensing boilers were installed in 2014 and are functioning adequately.
- Water heaters are recommended for replacement in the CDE assessment in 2022, and facilities staff indicate fixtures at the end of line struggle to produce hot water.
- Plumbing infrastructure is original and backups occur at the addition vestibule to the cafeteria.
- The fire alarm system works accurately and the entire facility is sprinklered.

### SECONDARY SCHOOL

The future use analysis developed in the 2022 Strategic Plan for Implementation identifies the Secondary School as the primary facility for replacement. Based on the existing conditions described below, the existing Middle School wing is to be demolished and outdoor learning and a new Middle School playground will be constructed in its place. The existing High School wing will become the new Middle School and a new 2-story High School will be constructed on the southeast corner of campus - currently the middle school playground. This work is the primary scope for Phase-1 of the Master Plan and the District intends to apply for a 2023 Colorado Department of Education BEST Grant to fund the work.

#### Architectural Review

- The Secondary School is comprised of the Middle and High Schools, totaling 12 traditional classrooms. At an average of 670 sf per room, the existing learning spaces generally fail to meet CDE minimum standards and are far below the 800 sf of space used as the benchmark for contemporary classrooms. Of all the facilities on campus the envelope of the Middle School wing appears to be in the worst condition. Based on the extensive number of deficiencies listed below, the 2022 Design Advisory Group proposed that the District prioritize demolition of the Middle School, and conversion of the existing High School into the new Middle School. See section XVI Strategic Plan For Implementation for further detail.
- There is currently no break-out space outside of the classrooms. Students are forced to spill into narrow hallways for group work. The school should have flexible learning spaces of 300 sf shared by clusters of up to three classrooms to properly support a diversity of learning modalities.
- Classroom technology is limited to projectors and student tablets. The appropriate classroom technology to support contemporary learning would include items such as interactive smart-boards, video editing / instruction capability, and Learning Management Systems (LMS).
- The Middle School administration area has no sight lines to the building entrance. Guests are admitted through a PA system. The space is undersized to the extent the District was required to carve out space from an adjacent classroom for an additional office.
- The Middle School is designed as a long narrow double loaded corridor which is congested with students using the circulation space for group work. This is detrimental to the quality of education, creates long distances between building egress points, and presents a safety hazard.



Narrow Hallways



Street facing Windows



Small Classroom Windows

# FACILITY EVALUATION & FUTURE USE ANALYSIS

## DOLORES SCHOOL DISTRICT MASTER PLAN



- No student access through north doors of Middle School putting students at risk as they are required to walk south around the building to enter at the High School or wait outside the north entrance while a teacher interrupts instruction to let them in. This problem is compounded by the fact the band room (adjacent to the north MS entrance has no restroom facilities).
- The educational spaces are undersized, antiquated and not supportive of contemporary learning.
- High levels of noise pollution in classrooms from outdated HVAC systems.
- Classrooms contain small windows and low ceilings allowing for minimal natural light.
- The High School admin office location does not allow for sight lines to the main entrance, requiring a dedicated staff member to buzz people into the building. This space should be redesigned and relocated adjacent to a new secure entry.
- The High School administration office has no conference room for teacher or parent meetings.

### Structural Review

- Appears to be wood structure on load bearing exterior masonry walls, with load bearing interior concrete block walls. Original drawings do not exist.
- Exposed wood joist tails and wood soffits are rotted.

### Building Envelope

*\*The condition of the masonry envelope was discussed with the Rocky Mountain Masonry Institute on 05/01/19. The issues described below are a combination of field observation on input from the RMMI technical consultant.*

- The exterior envelope has minimal to no insulation and does not appear to be compliant with current energy codes.
- Aluminum windows are generally deteriorated beyond repair and should be replaced with new thermally broken glazing units.
- Wood sills and heads at masonry openings are exposed and show signs of rot and should be replaced with masonry or steel.
- Brick at masonry openings has deteriorated, suggesting years of freeze-thaw damage.
- The covered breezeway at the east entrance to the Middle School develops large snow loads despite constant attention from facilities staff, which then creates ice damming that melts and freezes on the concrete flat-work creating a



# FACILITY EVALUATION & FUTURE USE ANALYSIS

## DOLORES SCHOOL DISTRICT MASTER PLAN

dangerous entrance to the building.

- Due to the year of school construction, it is highly likely lead based paint was used in the building and has the potential of still being present. Lead based paint was regularly used until 1978. Given that the paint is chipping at multiple locations on the envelope, there is an opportunity for the existing lead-based paint to be exposed, providing a severe health risk to young students.
- Extensive efflorescence and deterioration of brick suggests years of water infiltration into the building envelope. Freeze/ thaw cycles with moisture present in the walls will continue to damage the envelope beyond repair.
- The District should consider tests, such as a key test to study the mortar strength impact, a hammer test to analyze brick strength, or an infrared camera test to detect moisture in wall.
- At through wall cooling unit penetrations, moisture is visibly running down the face of brick.
- Mechanical/Electrical/Plumbing Review
- Scarcity of electrical receptacles in classrooms forces teachers to use power strips, to charge devices and students to sit at perimeter of classroom to use electronic devices.
- Students charge Chrome Books on carts located in each classroom.
- Florescent lighting is throughout. The building ballasts are failing and should be upgraded to LED.
- Main power supply to the Middle School is deficient. Due to quantity of loads from devices, breakers are regularly tripped. Any additional mechanical loads would require additional or new service.
- Furnaces that serve classrooms are due for replacement in 2022.
- Classrooms lack cooling.
- Maintenance staff recommends full replacement of plumbing system as it is original. They anticipate significant failure.
- Plumbing fixture replacement was recommended in the 2012 Master Plan and has not been pursued. Fixtures are outdated.
- Exposed data cabling runs through the building and data flow is compromised by electro-magnetic forces from other equipment such as HVAC and lighting. This results in slow Internet speeds, lost information and is detrimental to the technology needs of contemporary learning.



### CAMPUS COMMONS (LIBRARY & CAFETERIA)

#### Future Use Analysis

The future use analysis developed in the 2022 Strategic Plan for Implementation includes in Phase-1 interior renovations and expansion of the dining area with the construction of the infill building to close the gap between the existing Secondary School and Commons. Some demolition is recommended on the east side of the Commons to allow for a clean connection to the new infill piece. The infill will be above the FEMA flood plain and stairs/ ramps will be added within the Commons to connect the two buildings. One existing computer lab on the east end of the Commons will be moved to the new High School and Middle School SPED classroom will move into it's space. A new admin office will be located at the new entrance to the commons (within the infill) to allow a dedicated entry for Middle School Students. The current lobby to the Varsity Gymnasium will be demolished and an expanded lobby with concessions and ticketing will be constructed. It is also recommended that the existing foundation on the east side of the building is inspected for settlement, and mitigation work is conducted if necessary while the infill is being built.

#### Architectural Review

- The direct adjacency of the Library computer labs and kitchen deliveries creates a safety and security conflict with Elementary students queuing to use the labs.
- The cafeteria is widely used as a connector to get across campus and is not functional as a communal space, yet it is the only dedicated performance space on campus. This space should be renovated to better serve it's intended purpose and enhance security within the building.
- In multiple areas the VCT flooring is damaged or cracked and should be replaced.
- The commercial kitchen functions well and is sized adequately. A renovation should seek to re-use this space to save cost.
- The library is used by all District students and is generously sized. The space should be renovated to include contemporary school library functions.
- Large street-facing windows on the south wall of the library should be considered for strategies that obscure sightlines directly into the space.
- Access control to the building is successful other than the issue with kitchen deliveries.

#### Structural Review

- Foundation settlement and visible cracking is a primary concern of the building.



Settlement may be damaging the seals within the storefront windows on the building's east elevation.

### Building Envelope

- Cracking in the slab and exterior walls is visible in the cafeteria. Structural remediation should occur at the foundation to prevent further damage.
- Storefront window systems are compromised due to settlement and moisture is visible in between glazing.
- Library windows on the south wall show signs of leaking at the sill and continue to damage finishes. This should be resolved as part of a renovation.
- Areas of deterioration are visible on the stucco due to water infiltration.
- The standing seam Library roof appears to be in good condition. Aluminum gutters are regularly destroyed due to snow sliding off the roof.
- The Cafeteria membrane roof is beyond it's functional lifespan and showing signs of deterioration.
- The top of wall coping is corroded and the sealant is failing.

### Mechanical/ Electrical/ Plumbing Review

- Rooftop units are beyond the manufacturer lifespan and components are corroded.
- Heat exchangers are corroded.
- The swamp cooler is undersized and does not adequately serve the space.
- Number of electrical receptacles in Cafeteria and Library is deficient. Receptacles on east wall of Cafeteria and south wall of Library do not work.
- Number of receptacles in the two Library computer labs is severely deficient. Power strips are connected to the limited receptacles in order to power the number of computers necessary for large class sizes.
- The location of receptacles in the two Library computer labs force workstations against the perimeter of the room, which has a negative effect on instruction by not allowing students to connect with the teacher. This space should be renovated to create a more supportive learning environment.



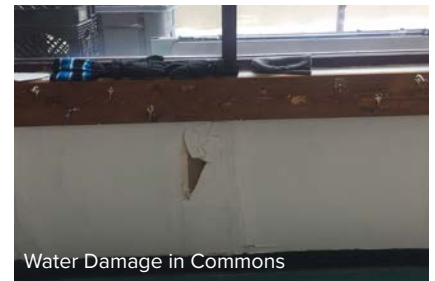
Leak Damage on Sills



Parapet Cracking on Library Building



Damaged Aluminum Gutters



Water Damage in Commons



Foundation Cracks in Commons

# FACILITY EVALUATION & FUTURE USE ANALYSIS

## DOLORES SCHOOL DISTRICT MASTER PLAN

### VARSITY GYMNASIUM

#### Future Use Analysis

The Design Advisory Group had multiple conversations about the demolition of the Gym and ultimately felt it was an important, historic, component of Dolores and the facility should not be demolished. When a new multi-gym athletics facility is constructed in the Master Plan Phase-II B, the existing Gymnasium will be re-purposed to a performing arts venue.

#### Architectural Review

- Due to its age, this building has become poorly suited to support the safety of athletes, specifically CHSAA required clearance around the perimeter of the court.
- The entry to the building is located at finish grade within the FEMA flood plain. The basketball playing surface is roughly three feet lower which presents a constant conflict with the high water table in the Dolores Valley. The basketball court was replaced in 2010 due to moisture damage. In May 2019, groundwater percolated through the recessed slab and destroyed the hardwood basketball court causing the facility to be shut down and the need to reschedule graduation. Unless a significant intervention is made, water infiltration can be expected to continue.
- A membrane roof was installed in 2015 to address leaking. Due to the barrel vault shape of the building, snow slides off the smooth membrane roof and accumulates against the exterior walls and on adjacent sidewalks causing constant safety and maintenance challenges.
- Acoustics in the gym are severely deficient, yet the space functions as the only performance venue on campus and includes a stage on the south side of the court that connects to the commons.
- The building is not capable of supporting all the athletic and performance needs of the District. Students are leaving the District due to inability to provide programming. A new multi-purpose gymnasium would resolve the programming deficiencies.



Warped Gym Floors



Snow Accumulation

### Structural Review

- Exterior concrete buttresses are deteriorating. Spalling is visible at multiple locations. This was discussed in the 2012 Master Plan and the deficiency has increased in severity.
- Cracking is present on the parapet of the south wall. Strapping has been added.

### Building Envelope

- The insulation in the envelope does not meet current energy code standards.
- At multiple locations, daylight can be seen at the connection between the exterior wall and bottom of structure.

### Mechanical/ Electrical/ Plumbing Review

- No ventilation system exists and the structure cannot support a roof mounted unit.
- Light levels are below CHSAA standards.
- There are only four receptacles in the gym and the use of cleaning equipment frequently trips the breaker.
- The four-ceiling mounted gas-fired radiant heat tubes are obsolete and were recommended for replacement in the 2012 Master Plan. They are frequently hit and damaged by basketballs.



# FACILITY EVALUATION & FUTURE USE ANALYSIS

## DOLORES SCHOOL DISTRICT MASTER PLAN



### AUXILIARY GYMNASIUM

#### Future Use Analysis

The future use analysis developed in the 2022 Strategic Plan for Implementation includes demolition of the Auxiliary Gymnasium. In Master Plan Phase-IIA, a new band room, field house, and concessions will be added onto the east side of the Auxiliary Gym. Phase-IIB will then demolish the Auxiliary Gym and build a new multi-gym athletics facility in its place.



#### Architectural Review

- The building is lacking secure vestibules at exterior entrances.
- The wrestling room is located on the second level. Low ceilings, lack of plumbing, and no ventilation provide a non-supportive environment for the activity.
- The basketball court contains multiple dead spots posing safety risks to students.
- There is no accessible access to the wrestling facility on the upper level.

#### Structural Review

- The gym is a prefabricated metal building and does not appear to have structural deficiencies. Some areas of corrosion are visible on the structure where drywall has deteriorated due to water infiltration.

#### Building Envelope

- Efflorescence is visible throughout the concrete block on the lower level of the exterior walls, suggesting the connection between the top of block and metal stud wall above is improperly flashed and allowing moisture to enter the wall assembly. Its unknown how long this has been happening and could have caused unseen deterioration or negative effects to indoor air quality based on the persistence of moisture causing mold within the wall cavity.
- The aluminum gutters and downspouts are incapable of handling large snow melts. Gutters are destroyed and replaced annually. On the north elevation of the building, ice damming is constant posing a safety risk to students walking on the adjacent concrete path from the bus drop-off.



#### Mechanical/ Electrical/ Plumbing Review

- Ventilation is inadequate.
- Receptacles are not properly installed.
- Light levels are below CHSAA standards. The 2012 Master Plan recommended adding a row of lights, but this work has not been completed.



### BAND ROOM

#### Future Use Analysis

The future use analysis developed in the 2022 Strategic Plan for Implementation includes demolition of the band room in Master Plan Phase-IIA to allow for the construction of a field house which will include locker rooms, restrooms, a new band room, and concessions.

#### Architectural Review

- The most pressing needs at the Band Room are access to restrooms and an indoor connection to the Secondary School.
- The building contains no windows.
- The building is located on the north side of campus isolated from all other academic facilities. Students are exposed to the bluff as they travel to class.

#### Structural Review

- The building has no known structural deficiencies.

#### Building Envelope

- This building has been affected with past flooding events on campus.
- The stucco veneer is generally in good condition.
- The standing seam metal roof is generally in good condition.
- sightlines lines of settlement are present at the drywall on the interior.

#### Mechanical/ Electrical/ Plumbing Review

- Lighting is florescent and should be upgraded to LED.
- The HVAC system has no cooling or ventilation.
- The building contains one sink and no other plumbing fixtures. The lack of dedicated restrooms requires students to travel outside—typically to the opposite side of campus—to use restrooms in the Secondary School.
- The building is sprinklered and connected directly to the city main water line. Pressure is inconsistent.
- Exterior gas connection is protected from falling snow from the roof by a small shed roof that could be compromised in a large snow event.



Isolated Band Room



Band Room Gas Meter Shed



Science Building South Entrance



Science Building ramp



# FACILITY EVALUATION & FUTURE USE ANALYSIS

## DOLORES SCHOOL DISTRICT MASTER PLAN

### SCIENCE BUILDING

#### Future Use Analysis

The future use analysis developed in the 2022 Strategic Plan for Implementation includes the addition of an accessible connection to the Shops building and the new High School. Academic space will include the addition of an VO/AG Lab and a dedicated office for the Science teacher. No work is considered in the interior of the existing Science Building.

#### Architectural Review

- The building is the result of a 2012 BEST grant and the newest construction on campus. In general, the building is functioning well as a science facility.
- Due to lack of space on campus, the large science labs double as rehearsal space for the theater department.
- Finish floor is roughly 3' above finish grade and is in compliance with FEMA flood plain construction requirements.
- It was determined through the 2022 Colorado Community College System accessibility review that the ramps do not meet ADA maximum slope requirements.

#### Structural Review

- Overall, the Building appears to be in good condition. There is small cracking in drywall at some door frames.

#### Building Envelope

- Envelope appears to be in good condition.

#### Mechanical/ Electrical/ Plumbing Review

- Lack of cooling is a problem and negatively affects the learning environment.
- RTU's should be rebalanced as positive pressure is so great when in operation it is difficult to keep exterior doors closed. This compromises security of the building.
- Maintenance only runs forced air heating in periods of extreme cold.
- No protection on the external gas connection to the building.



Shops - Covered Walkway



Shops - Southeast Area of Addition

### ART/ WOOD SHOPS

#### Future Use Analysis

After a facilities tour, the Design Advisory Group determined that the building is in adequate condition for its intended use and it should not be demolished, rather left in place, and incorporated into the new High School. The future use analysis developed in the 2022 Strategic Plan for Implementation includes infilling the covered walkway on the west side of the building to create a secure, interior connection to the new High School. Given that the Shops Building is below the FEMA flood plain, the new corridor will be required to ramp down from the new High School to hit the finish floor of the Shops Building, and ramp up again to the north to connect to the Science Building. HVAC and the dust control system should also be updated to meet code and thermal comfort needs.

#### Architectural Review

- No major architectural deficiencies were observed or presented to the design team.

#### Structural Review

- The building has no known structural deficiencies.

#### Building Envelope

- The low roof slope allows snow to sit for long periods causing leaks at penetrations. Flashing and caulking repairs are regular maintenance items.
- Corrugated metal siding is generally in good condition.
- A new coat of paint should be applied to structural steel to avoid future corrosion.

#### Mechanical/ Electrical/ Plumbing Review

- Ventilation is deficient in Art room. Odors are often present. It is recommended a unit ventilator be installed. Noted in the 2012 Master Plan as well.
- Dust collection system is located in the Electrical Room in violation of code. The system should be relocated outside. Dust from the system puts electrical equipment at risk.
- Boiler system is not appropriately sized for the size of the building. In the morning it takes four hours for system to reach 70 degrees.
- Boiler system is at the end of projected lifespan.
- No known deficiencies with plumbing system.
- The building becomes extremely hot in spring and fall. Cooling should be added.
- The wood shop does not have enough electrical receptacles.



Art Studio



Wood Shop



Wood Shop Dust Collection

## XI. ENERGY, HVAC, O&M ANALYSIS

### PRESCHOOL

#### Code Review

- The facility was constructed in 1993 and does not comply with the modern International Energy Conservation Code (IECC) which began in 1998.

#### Energy Efficiency

- The building does not have high efficiency roof top units.
- Light fixtures were upgraded to fluorescent tubes in 2009. At the time considered a high efficient fixture

#### Thermal comfort & envelope

- Envelope is concrete block and does not comply with 2015 IECC requirements of continuous insulation. The roof is membrane system is does not comply with 2015 IECC R-value requirements.
- Areas of compromise within the envelop include the connection between foundation stem wall and concrete block wall.

#### Systems analysis

- See section VII Best Facilities Assessment, for systems FCI score and replacement costs.
- Building includes 3 rooftop units are original and 28 years old with a manufacturer lifespan of 15 years. These units are not built to current efficient standards and are at risk of failure due to age and inability to find replacement parts.
- Light fixtures are fluorescent throughout building. Last upgraded in 2009. Do not meet efficiency levels of modern LED fixtures.

### ELEMENTARY SCHOOL

#### Code Review

- The facility was constructed in 1968 and does not comply with the modern International Energy Conservation Code (IECC) which began in 1998.
- Additions added in 1991 and 1996 do not comply with modern energy codes.
- The last addition to the South complies with 2015 IECC.

**Energy Efficiency**

- The HVAC system is antiquated and not efficient.
- A high efficiency boiler was installed in 2014.
- Light fixtures were upgraded to fluorescent tubes in 2009. At the time considered a high efficient fixture.
- Mini Splits A.C. Units were recently installed in all classrooms.

**Thermal Comfort & Envelope**

- The envelope of the existing building is load bearing masonry and contains little to no insulation.
- The envelope on the additions meets current standards for R value and includes thermally broken double pane windows.

**Systems Analysis**

- See section VII Best Facilities Assessment, for systems FCI score and replacement costs.
- Roof top air handlers were installed in the 90's and are nearing the end of their useful lifespan. New parts are not available.
- The electrical system is original and at capacity. Any new systems would require increased electrical service.
- Two high efficient condensing boilers were installed in 2014 and are functioning adequately.
- Water heaters will reach projected functional lifespan in 2022.

**SECONDARY SCHOOL****Code Review**

- The facility was constructed in 1954 and does not comply with the modern International Energy Conservation Code (IECC) which began in 1998.

**Energy Efficiency**

- Due to age of the facility and systems, and lack of insulation this building performs very poorly from an efficiency perspective.
- Light fixtures were upgraded to fluorescent tubes in 2009. At the time considered a high efficient fixture. No Occupancy sensors in building.

**Thermal Comfort & Envelope**

# ENERGY, HVAC, O&M ANALYSIS

## DOLORES SCHOOL DISTRICT MASTER PLAN

- Adjoining classrooms each share a furnace. The heating functions well. Controls were upgraded in 2009.

### Systems Analysis

- See section VII Best Facilities Assessment, for systems FCI score and replacement costs.
- Classroom furnaces will reach projected functional lifespan in 2022.
- Through wall cooling units were added to classrooms in 2016. The exterior wall mounted water supply to units is leaking onto face of brick at multiple locations.
- BAS installed in 2009. Software is outdated.

## CAMPUS COMMONS AND GYMS

### Code Review

- The Commons, Varsity Gym, and Auxiliary Gym were constructed in 1995, 1954, and 1990 respectively. None of the buildings comply with the modern International Energy Conservation Code (IECC) which began in 1998.

### Energy Efficiency

- The Commons contains appropriate insulation for a building of that time.
- All building systems are dated and not efficient.
- E/W orientation of Commons allows for significant solar exposure on the South elevation.
- Light fixtures were upgraded to fluorescent tubes in 2009. At the time considered a high efficient fixture.

### Thermal Comfort & Envelope

- Metal stud walls with rigid exterior insulation and roof insulation provide a reasonably efficient envelope at the Commons.
- Windows at the Commons are thermally broken double pane units and are in good condition.
- The Varsity Gym has no wall insulation and daylight can be seen between the roof structure and top of wall at various locations.
- The glulam beams in the Varsity gym connect to exterior buttresses conducting temperature through the concrete exterior wall.
- Auxiliary Gym has minimal insulation. Consistent with the nature of metal



buildings of that time.

**Systems Analysis**

- See section VII Best Facilities Assessment, for systems FCI score and replacement costs.
- The Commons heating and ventilation is provided through a single packaged rooftop unit nearing the end of it's projected functional lifespan. Mineral deposits are present due to corrosion of components.
- Ventilation for Gym is borrowed from the unit that serves the commons.
- Cooling at the Commons is provided through a roof mounted swamp cooler.
- The heating for the Gyms is provided through gas fired infrared heat tubes. The design is outdated and constantly gets damaged. Three tubes in the Varsity Gym were replaced in 2016. One tube is original.

**BAND ROOM****Code Review**

- The facility was constructed in 1954 and does not comply with the modern International Energy Conservation Code (IECC) which began in 1998.

**Energy Efficiency**

- No exterior windows in the building helps the overall efficiency.
- Light fixtures were upgraded to fluorescent tubes in 2009. At the time considered a high efficient fixture.

**Thermal Comfort & Envelope**

- Metal stud walls with rigid exterior insulation and roof insulation provide a reasonably efficient envelope.

**Systems Analysis**

- See section VII Best Facilities Assessment, for systems FCI score and replacement costs.
- Boiler heat with heat exchanger for heating.
- No mechanical ventilation
- No cooling.

### SCIENCE BUILDING

#### Code Review

- The facility was constructed in 2015 and is compliant with the 2015 IECC.

#### Energy Efficiency

- LED Fixtures, Continuous insulation, high efficiency systems, thermally broken efficient window units, daylighting in classrooms through solar tubes.

#### Thermal Comfort & Envelope

- Continuous exterior rigid insulation on metal stud exterior walls and roof insulation.

#### Systems Analysis

- See section VII Best Facilities Assessment, for systems FCI score and replacement costs.
- Condensing boilers control radiant panels in rooms.
- 3 RTU controls conditioned air. When one of the RTU's is running so much pressure doors are difficult to close.
- Ventilation is provided through fans in rooftop units.
- No cooling.

### ART/ WOOD SHOP

#### Code Review

- The facility was constructed in 2002 and is compliant with the 2000 IECC.

#### Energy Efficiency

- Aluminum double pane thermally broken exterior windows.
- Continuous exterior rigid insulation on metal stud exterior walls and roof insulation.
- Light fixtures were upgraded to fluorescent tubes in 2009. At the time considered a high efficient fixture.

#### Thermal Comfort & Envelope

- Interior spaces experience extreme heat in the spring, summer, and fall.
- The envelope is well insulated for a building of its time.

**Systems Analysis**

- No ventilation.
- No cooling.
- One boiler supplies hot water to unit heaters for classroom heating. This system will hit the end of its projected functional lifespan in 2020.
- Heat exchangers are deficient for volume of space and take over three hours in the morning to warm the indoor air to 70 degrees.
- 

**2020 UTILITY AND OPERATING COSTS**

Total utility costs for the 2020 for all District facilities have been provided in the table below. \*Please note that 20/21 operating costs were affected by remote learning due to COVID-19.

UTILITY	COST
Water & Sewage	\$18,610.28
Natural Gas	\$41,158.65
Electricity	\$85,068.86
<b>TOTAL</b>	<b>\$144,864.79</b>

**2021 UTILITY AND OPERATING COSTS**

Total utility costs for the 2021 for all District facilities have been provided in the table below.

UTILITY	COST
Water & Sewage	\$18,575.03
Natural Gas	\$40,947.46
Electricity	\$96,757.26
<b>TOTAL</b>	<b>\$156,279.75</b>

## XII. SQUARE FOOTAGE ANALYSIS

### **PRESCHOOL**

Constructed: 1993

Current Enrollment: 68

Square Footage: 5,580 gross sf

### **ELEMENTARY SCHOOL**

Constructed: 1993. Additions: 1991, 1996, 2015.

Current Enrollment: 384

Square Footage: 29,594 gross sf

### **SECONDARY SCHOOL**

Constructed: 1954. Addition: 1971

Current Enrollment: 288

Square Footage: 18,506 gross sf

### **CAMPUS COMMONS AND GYMS**

Constructed: 1995

Square Footage: 14,215 gross sf

### **BAND ROOM**

Constructed: 1995

Square Footage: 1,870 gross sf

### **SCIENCE BUILDING**

Constructed: 2015

Square Footage: 10,262 gross sf

### **ART/ WOOD SHOP**

Constructed: 2002

Square Footage: 3,748 gross sf

### **ADMINISTRATION**

Constructed: 1938

Square Footage: 2,097 gross sf

# SQUARE FOOTAGE ANALYSIS

DOLORES SCHOOL DISTRICT MASTER PLAN

## ELEMENTARY SCHOOL

\*Red text indicates space does not meet CDE standards

	Building	Square Footage	CDE Req.		Notes
			SF	SF/Pupil	
E100	Corridor	2090			
EL-2	5th Grade Classroom	715	540	30	
EL-1	5th Grade Classroom	712	540	30	
EL-4	K-5 SPED	712	540	30	
EL-3	5th Grade Classroom	715	630	30	
EL-6	Title I	711	630	30	
EL-5	Remedial Math and Reading, Title I	707	630	30	
E107	Nurse	218			
E108	Dean	106			
E109		65			
E110	Restroom	49			
E111	Principal	192	150		
EL-7	Speech Pathologist, Reading and Math Group	379	370	37	*Classrooms must be > 675 SF
E113	Counselor's Room	324	370	37	
E114	Office	161	150		
E115	Counselor	161	150		
E116		71			
E117		85			
E118	Restroom	23			
EL-10	Art	969		45	
EL-11	Gymnasium	2307	3000		
E121	Storage	96			
E122	Storage	94			
E123	Boys Restroom	211			
E124	Girls Restroom	328			
E126	Vestibule	87			
E127	Restroom	38			
E130	Restroom	46			
E131	Corridor	645			
EL-12	Teacher Workroom	482	250		
EL-13	BOCES SLP	525	259	37	*Classrooms must be > 675 SF
EL-14	Meeting Room	514			



# SQUARE FOOTAGE ANALYSIS

## DOLORES SCHOOL DISTRICT MASTER PLAN

EL-16	Kindergarten	983	697	38	
E137	Restroom	40	50		
EL-17	Kindergarten	975	697	38	
E139	Restroom	49	50		
E141	Corridor	1922			
EL-18	1st Grade Classroom	762	459	32	
EL-19	1st Grade Classroom	754	459	32	
EL-20	K-5 SPED	750	491	32	
EL-21	2nd Grade Classroom	755	491	32	
EL-22	2nd Grade Classroom	745	491	32	
EL-23	2nd Grade Classroom	756	459	32	
EL-24	3rd Grade Classroom	735	661	32	
E149	Boys TLT	258			
E151	Janitor	35			
E152	Girls TLT	256			
E153	Electrical / Data	121			
E154	Mechanical	154			
A101	Vestibule	371			
A102	Corridor	707			
A103	Storage	155	300	50	
A104	4th Grade Classroom	695	610	30	
A-EL-106	3rd Grade Classroom	733	661	32	
A-EL-107	3rd Grade Classroom	729	661	32	
A-EL-108	4th Grade Classroom	727	610	30	
A-EL-109	4th Grade Classroom	734	610	30	
A110	Vestibule	155			

# SQUARE FOOTAGE ANALYSIS

DOLORES SCHOOL DISTRICT MASTER PLAN

## MIDDLE SCHOOL

	Building	Square Footage	CDE Req.		Notes
			SF	SF/Pupil	
E414	Furnace	66			
M-8	Office	138	120		
M-6	8th Lang Arts Classroom	673	784	28	*Classrooms must be > 675 SF
M-4	7th Lang Arts Classroom	694	784	28	
E418	Mechanical	10			
M-2	Math Classroom	752	784	28	
E420	Mechanical	12			
M-3	Science Classroom	660	1232	44	*Classrooms must be > 675 SF
E423a	Mechanical	12			
M-5	Social Studies Classroom	687	784	28	Classroom not large enough for quantity of students
E425a	Mechanical	10			
M-7	Science Classroom	678	1232	44	Classroom not large enough for quantity of students
E426a	Mechanical	32			
E428	Boys TLT	198			
E429	Janitor	36			
E431	Girls TLT	215			
M-9	6th Math Classroom	636	640	28	*Classrooms must be > 675 SF
M-10	6th Lang Arts Classroom	521	640	28	*Classrooms must be > 675 SF
M-11	Teacher Workroom	324	250		
M-12	MS Interventionist	552	150		
E413	Corridor	1938			

# SQUARE FOOTAGE ANALYSIS

## DOLORES SCHOOL DISTRICT MASTER PLAN

### HIGH SCHOOL

	Building	Square Footage	CDE Req.		Notes
			SF	SF/Pupil	
E400	Corridor	1701			
H-3	Reception	457			
E402	Principal	236	150		
E404	Electrical	56			
E405	Corridor	65			
E406	Mechanical	41			
E407	Office	192	150		
E408	Mechanical / Electrical	66			
E410	Staff RR	32			
E432	Commons	4747	4200		
E432a	Mechanical	12			
E432b	Mechanical	19			
E436	Vestibule	82			
H-5	Social Studies Classroom	743	560	28	
E438	Mechanical	10			
H-7	MS/HS Spanish Classroom	706			
E440	Mechanical	11			
H-9	English Classroom	642	560	28	*Classrooms must be > 675 SF
H-11	MS SPED Classroom	339			*Classrooms must be > 675 SF
H-10	Social Studies Classroom	666	560	28	*Classrooms must be > 675 SF
E446	Mechanical	8			
H-8	Social Studies Classroom	670	560	28	*Classrooms must be > 675 SF
H-6	English Classroom	628	560	28	*Classrooms must be > 675 SF
E449	Mechanical	9			
H-4	SPED Classroom MS & HS	545	740	37	*Classrooms must be > 675 SF
E452	Mechanical	26			
E453	TLT	58	50		
E454	Girls TLT	223			
E455	Janitor	33			
E456	Boys TLT	206			

# SQUARE FOOTAGE ANALYSIS

DOLORES SCHOOL DISTRICT MASTER PLAN

## GYMNASIUMS

	Building	Square Footage	CDE Req.		Notes
			SF	SF/Pupil	
E246	Gymnasium	7473	7300		
E247	Storage	484			
E249	Weight Training	1065			
E251	Corridor	245			
E252	ES - Music Classroom	1093	640	35	
E260	Mechanical	484			
E261	Wrestling Room	2468			
B101	Vestibule	75			
B102	Office	119	120		Offices should be minimum 120 sf
B103	Toilet	64	50		
B104	Custodial / Mechanical	131			
B105	Toilet (HS Boys Lockers)	146			
B106	HS Boys Lockers	460			
B107	MS Boys Lockers	238			
B108	Vestibule	74			
B109	Storage	59			
B111	Shower	54			
B112	Vestibule	40			
B113	Office	82	120		Offices should be minimum 120 sf
B114	Toilet	41			
B115	Toilet	83			
B116	Lavatory	41			
B117	Vestibule	41			
B118	MS Girls Lockers	184			
B119	Shower	50			
B120	HS Girls Lockers	414			
B122	Ramp	66			
B124	Ramp	65			
B125	Girls	92			
B125a	Boys	94			
E229	Gymnasium	8048	7300		

# SQUARE FOOTAGE ANALYSIS

## DOLORES SCHOOL DISTRICT MASTER PLAN

### LIBRARY & COMMONS

	Building	Square Footage	CDE Req.		Notes
			SF	SF/Pupil	
E200	Commons	4747	4200		
c-2	Computer	651	896	32	
C-3	Computer	548	640	32	
E203	Office	134	120		
C-4	HS / MS Library	2133			
C-7	Office	260	120		
C-5	Elementary Library	1523			
E207	Janitor	73			
E208	IT	73			
C-6	Computer	561		32	
E211	Vestibule	67			
E212	Vestibule	64			
C-8	Kitchen	987			
E214	Office	77	120		
E215	TLT	52	50		
E216	Walk-In	253			
E217	Pantry	186			
E218	Ware Wash	132			
E219	Janitor	48			
E221	Storage	88			
E222	Table Storage	117			
E223	Mechanical	149			
E224	Girls TLT	222			
E225	Boys TLT	211			
E226	Janitor	31			
E227	Vending	311			
E228	Vestibule	517			



# SQUARE FOOTAGE ANALYSIS

DOLORES SCHOOL DISTRICT MASTER PLAN

## BAND BUILDING

	Building	Square Footage	CDE Req.		Notes
			SF	SF/Pupil	
C1	Band / Music Room	1376	700	35	
E301	Mechanical / Electrical / Storage	138		50	*per instructor
E302	Office / Practice	86	120		Offices should be minimum 120 sf
E303	Storage	59		50	*per instructor

## SCIENCE BUILDING

	Building	Square Footage	CDE Req.		Notes
			SF	SF/Pupil	
D100	Vestibule	84			
D102	Corridor	633			
SCI 2	Science Classroom	945	880	44	
D104	Girls	250			
D105	Science Prep	304			
D106	Chem Storage	84	50		*per instructor
D107	Boys	250			
SCI 1	Science Classroom	945	880	44	
D109	Vestibule	94			
D111	Corridor	490			
MATH 1	Math Classroom	828	560	28	
MATH 2	Math Classroom	822	560	28	
D114	Vestibule	99			
D115	Office	79	120		
AG	VoAg Lecture	572	560	28	*Classrooms must be > 675 SF
D117	Tools	264			
D118	Janitor	33			
D119	Mechanical / Electrical	207			
D121	CAD CAM	135			
D122	Shop	3119	1200	60	
D123	COMP	25			

# SQUARE FOOTAGE ANALYSIS

## DOLORES SCHOOL DISTRICT MASTER PLAN

### WOOD SHOP

	Building	Square Footage	CDE Req.		Notes
			SF	SF/Pupil	
E500	Vestibule	156			
E501	TLT	58	50		
E502	Tool Storage	202		50	
E503	Wood Shop	1563	1200	60	
E504	Wood Storage	106		50	
E505	Mechanical / Electrical	70			
E506	Storage	134		50	
E507	Computer	94		32	
E508	Office	122	120		
E509	TLT	60	50		
E511	Kiln	52	50		
E512	Storage	143		50	
E513	Art Room	988	900	45	

# SQUARE FOOTAGE ANALYSIS

DOLORES SCHOOL DISTRICT MASTER PLAN

### XIII. SITE EVALUATION

Over the last 60 years, the campus has expanded piece-by-piece on the same site to meet the changing needs of the District. The campus is at a point where new construction is necessary to support future student population growth and replace failing facilities, yet there is not enough open space on site to grow without a large intervention to the current campus layout. It was also clear through the multiple stakeholder meetings that the community has economic and emotional ties to the current location of the campus in the center of town. Therefore, the vision for the site described in the 2022 Master Plan addresses immediate deficiencies while providing the vision for a phased approach to the future development of the campus in its current location.



#### PRIMARY SAFETY AND SECURITY SITE DEFICIENCIES

- No separation between pedestrian, vehicle, and bus traffic at the Elementary School loading zone.
- Bus loading occurs on a dirt lot shared with the town recycling and does not include sidewalk, curb and gutter, or separation islands.
- Students walk long distances across campus without supervision, exposed to the elements and security threats to get to school facilities.
- The campus backs up to a 400' bluff on the north. This is a major security concern for staff and teachers. Existing buildings provide no shelter from potential threats from the bluff.
- The perimeter of the site is porous with multiple unsecured points of entry.
- The layout of buildings creates outdoor "corridors" and alleys, offering multiple opportunities to hide in place while obscuring clear routes of campus egress.
- The football field is not adequately graded or drained. Low points exist at multiple locations on the field and hold rainwater during storm events.
- Vehicle Pick-up and drop-off at the Secondary School occurs between parking and traffic lanes causing congestion and safety concerns.
- Remote location of the Preschool requires teachers to walk students along city streets each day to get to the Library.
- Roughly 1/3 of the campus sits within the FEMA flood plain boundary.
- The high water-table in the Dolores valley leaves the campus vulnerable to flooding during spring runoff.

- Snow removal is a maintenance and safety challenge. The layout of buildings makes it difficult to efficiently clear the campus. Maintenance staff starts snow removal in the middle of the night in order to open campus on-time. The lack of open space on campus requires maintenance to pile snow along circulation paths which impedes on egress routes and creates multiple areas of icing on sidewalks.

#### **Bus/Vehicle/Pedestrian Traffic Patterns**

- There is no organization to the bus and vehicle loading because no infrastructure exists for separation. The lack of dedicated bus lanes and separated parking is a code violation and does not meet CDE requirements. Vehicles are forced to stop in the public right-of-way impacting travel flow around the campus.

#### **Sports Fields**

- The football field and recreation fields are located on the north edge of campus and are vulnerable to external threats. Site grading is inadequate and ponding on the fields is present after weather events.
- The site does not allow room for is a CHSAA compliant track.

#### **Soft and Hard Playground Surfaces**

- The northwest corner of the main campus contains two Elementary playgrounds with cedar chip surfacing. North of the playgrounds is a large grass play field with basketball courts at the far north edge of campus. This play space is generously sized and connects to the Elementary School, but the grass field is isolated from buildings and fully exposed to the bluff.
- The preschool has a small playground with cedar chip surfacing and a small grass field surrounded by residential lots with exposure to the bluff.
- Directly east of the Elementary playground is an outdoor lunch area with a concrete pad and picnic tables. Due to grading and poor site drainage, this pad regularly floods after rain events.
- The southeast corner of the main campus contains a playground with cedar chip surfacing and a concrete half basketball court. The playground is within the campus fence but it's location compromises the secure perimeter of the site. Minimal sightlines to the playground exist from the adjacent High School and Wood Shop.



Piled Snow on Circulation Paths



No Dedicated Bus Lanes



Ponding on Football Field



Isolated Grass Play Field



Ponding around Lunch Patio



# SITE EVALUATION

## DOLORES SCHOOL DISTRICT MASTER PLAN



### Parking Lots

- There are not enough parking stalls on the campus to support all vehicles. The district must rent two lots that are dirt surface with no defined ADA stalls adjacent to the campus to accommodate overflow.
- The main parking is head-in along the south edge of the site. This causes challenges for snow removal along the sidewalk and creates a dangerous scenario during pick-up and drop-off as vehicles try to pull out of the head-in stalls while parents queue behind them to pick up students. Ultimately, traffic on the public right-of-way is forced to stop due to vehicular congestion.

### ADA Compliance

- In November of 2022 a comprehensive campus accessibility assessment was conducted by the Colorado Community College System. The complete findings are included in Appendix D. Findings pertinent to the scope of this report include:
  - updates at the Commons M/W Restrooms.
  - Minor updates to Shops Building Unisex Restroom.
  - non-compliant slope and cross slope of exterior ramps at the Science Building.
  - Lack of dedicated handicap stalls at campus parking lots.
- Additionally, at multiple locations around the site, concrete flat-work is spalling and heaving creating dangerous conditions for individuals with mobility challenges. Access to the football field is difficult for elderly citizens who have to park on the south edge of campus and walk to the field on the north edge of campus.

### Site Lighting/Security Cameras

- In general, site lighting is provided through halogen wall packs and is inadequate. Security cameras are located at primary building entrances and is inadequate with blind spots across the site.

### Emergency Access

- Access for emergency vehicles is adequate with multiple entry points and FDC locations on the west edge at N. 12th Street and the east edge at N. 14th Street. Through the center of campus, there is a dirt service road that runs along the north side of the football and connects to the central pedestrian walk between the commons/gym building and the Secondary School.

### Acreage of Site

- Main Campus = 10.4 acres.
- Preschool = 0.95 acres.



### GEOTECHNICAL REPORT

Trautner Geotech LLC prepared a report for the District in 2013, the Field Study is provided on the following pages with the results of their findings.

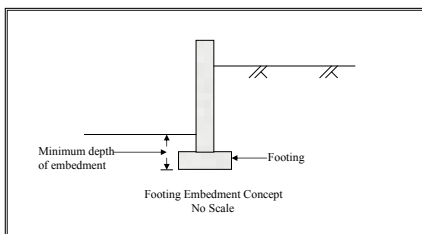
#### 5.0 FOUNDATION RECOMMENDATIONS

There are two general types of foundation system concepts, “shallow” and “deep”, with the designation being based on the depth of support of the system. More common deep foundation system concepts include driven piles, drilled piers and steel helical piers. Shallow foundation system concepts include mats or rafts, and conventional spread footings with stem walls. There are numerous similar foundation design concepts, but the concepts listed above are of the more common types used in western Colorado.

##### *Shallow Foundation System Considerations*

There are numerous types of shallow foundation systems and variants of each type. Generally the most common shallow foundation design concepts which have been used in western Colorado include spread footings, and mat (or raft) foundation systems.

The integrity and long-term performance of each type of system is influenced by the quality of workmanship which is implemented during construction. It is imperative that all excavation and fill placement operations be conducted by qualified personnel using appropriate equipment and techniques to provide suitable support conditions for the foundation system.



##### 5.1 Spread Footings

Conventional spread footing and stem wall foundation systems have been used successfully in western Colorado for most residential and many commercial applications. The spread footing foundation system consists of a footing which dissipates, or spreads, the loads imposed from the stem wall (or beam) from the structure above.

The soil samples tested from the anticipated support elevations in our test borings had little reaction due to addition of water at a 100 pound per square foot surcharge load, but the shallow soils have a relatively high consolidation potential under relatively light loads, therefore if shallow foundation systems are considered, we feel that the shallow soils and fill materials are not suitable for support of these structural components.

Footing excavation should be extended to the underlying cobble soils and the elevations of the shallow footings should be established at a convenient elevation to be supported by a granular fill material that is placed on the underlying cobble soils. Due to the potential for subsurface water to be encountered in some of the excavations near the interface of the shallow fill and/or cohesive soil, we feel a viable material option for support of the footings is a clean crushed and screened aggregate material. Generally this material should have 100 percent passing the two (2) inches sieve with not more than about five (5) percent assign the #4 sieve.

All footings should have a minimum depth of embedment of at least one (1) foot. The embedment concept is shown below.

### 3.2 *Site Characteristic and Discussion.*

The Dolores High School is located in a flat area within the historic waterway, and flat-bottomed valley of the Dolores River drainage system. We understand that there are areas within the town limits where ancillary drainage channels and possibly the main river channel existed prior to development of portions of the town. These areas were filled in as part of the original land improvement and development of the Town of Dolores. These areas of fill range from limited vertical and horizontal extent to more massive areas where fill was placed. Though the fill is relatively old, areas of loose and undesirable fill are occasionally encountered. Other loose and less-desirable shallow soils are a result of alluvial deposits from the Dolores River.

Generally the proposed additions are located either within landscaped areas and are situated within flat areas adjacent to portions of the existing structures. We anticipate that foundation excavation backfill in addition to the previously placed (“historic”) fill associated with general site improvements will be encountered during the construction of the various additions currently planned. The age of the individual existing structures varies widely across the project site. We anticipate that the existing structures are supported by conventional shallow foundation systems; however the particular structural designs of individual structure foundation systems are likely variable.

### 3.3 *Subsurface Soil and Water Conditions*

We advanced seven (7) continuous flight test borings in the vicinity of the proposed structure. A rough sketch of the outline of the proposed structure and the test boring locations are shown on Figure 1. The logs of the soils encountered in our test borings are presented in Appendix A.

We encountered man-placed fill in Test Borings One, Two and Seven to depths of about one and one-half to three and one-half (3½) feet below the ground surface. As mentioned above, in Section 3.2 of this report we suspect that variable depth and quality existing fill material may be encountered throughout this project.

We encountered cohesive soils, generally sandy clay and sandy silt soils, in our test borings to depths as deep as about seven (7) feet below the ground surface. Although we did not encounter cohesive soil in Test Boring Three, these soils can generally be considered as having an average depth of nominally six (6) to seven (7) feet in our test borings. Our laboratory tests of this soil layer indicate that the material is relatively low density with a high consolidation potential under relatively light loads. We do not know if this layer is previously placed (historic) fill material, or if it was naturally placed soils from fluvial processes associated with the Dolores river, however regardless of the depositional history of this material, it is undesirable for support of foundation components.

We encountered dense gravel and cobble soil in the test borings below the cohesive soils (and from the ground surface in Test Boring Three. These soils have a low swell potential when wetted and may consolidate under high loads.

We encountered free subsurface water in our test borings at depths ranging from five (5) to nine (9) feet below the ground surface at the time of the advancement of our test borings at the project site. We suspect that the subsurface water elevation and soil moisture conditions will be influenced by snow melt and/or precipitation and local irrigation.

The logs of the subsurface soil conditions encountered in our test borings are presented in Appendix A. The logs present our interpretation of the subsurface conditions encountered exposed in the test borings at the time of our field work. Subsurface soil and water conditions are often variable across relatively short distances. It is likely that variable subsurface soil and water conditions will be encountered during construction. Laboratory soil classifications of samples obtained may differ from field classifications.

### XIV. TECHNOLOGY

#### NETWORK TOPOLOGY

- Main campus includes fiber optic lines connecting all of the buildings with cat 5 cables from network closets to classrooms.
- 14 Procurve network switches(purchased between 2016 and 2020), 1000 MBS fiber backbone with 1000MBS over cat 5 to most classrooms.
- Bandwidth and connectivity is supplied by Cedar Networks in Durango CO.
- Telephone system is Voice over IP, District wide
- Preschool has 1000MBS fiber connection to main campus for data and voice
- District Administration has 1000MBS fiber connection to main campus for data and voice.
- The network includes a firewall, security systems, and backup/recovery systems.

#### SPECIFICATIONS

- (3) servers running windows server.
- Active directory standards, email services, and Wi-Fi services (secure & guest access)

#### EDUCATIONAL TECHNOLOGY

- Some classrooms contain smart-boards and interactive white-boards.
- Secondary Students are provided with Chrome-books
- All Elementary classrooms have Chrome-book carts.
- Two computer labs in the Library.
- Multi-media digital projectors in every classroom.
- Document cameras and instructor laptops in every classroom.
- Science building contains three full lab classrooms.



## **XV. FUTURE USE ANALYSIS**

Include analysis regarding the District's and/ or community's current and future use of any facilities that are changing usage as a result of the planning process.

### **SECONDARY SCHOOL**

Phase-1 of the Strategic Plan for Implementation includes construction of a new 2-story High School wing and demolition of the existing Middle School wing. When the new High School is complete the existing High School will be renovated to become the Middle School. The new High School will be built where the current Middle School playground exists. In place of the demolished Middle School a new safe and secure Middle School playground, in the center of campus, will be built in addition to space for outdoor learning.

### **14TH ST. LOT**

The purchased lot adjacent to the east side of campus, on 14th street will be used as a gravel dedicated High School parking lot. In Phase-1 of the Strategic Plan for Implementation at least one existing structure will be demolished to allow for parking.

### **BAND ROOM**

Phase-2A of the Strategic Plan for Implementation includes demolition of the existing Band Room to make room for a new field house which will include a new Band Room, team locker rooms and spectator restrooms, concessions, and facilities maintenance storage.

### **AUXILIARY GYM**

Phase-2B of the Strategic Plan for Implementation includes demolition of the existing Auxiliary Gym to make room for a new comprehensive athletics facility which will include two basketball courts, weight room, and wrestling room.

### **VARSITY GYM**

With the construction of the new athletics facility in Phase-2B the existing varsity gym will no longer be required for athletics and will be re-purposed to a much needed performance space utilizing the existing stage on the south end of the building.

### **ELEMENTARY SCHOOL**

The final two phases of the Strategic Plan for Implementation (phase 3 and 4) replace the existing Elementary School with a contemporary 2-story facility. The thought behind this is by the time the District is prepared to move forward with phase 4 and 5 the existing Elementary will be outdated and in need of replacement. The proposed location of the new Elementary will finalize the 2022 Design Advisory Group's primary goal of eliminating openings at the edge of the campus and shifting outdoor place spaces to the center of the campus.

### XVI. STRATEGIC PLAN FOR IMPLEMENTATION

From the findings, develop a strategic plan that establishes options for specific directions and actions to implement the District's Master Plan.

The Dolores School District has gone to the Colorado Department of Education twice before to secure grants that addressed immediate needs, yet did not provide a holistic solution for the long-range future. Through our Design Advisory Group and community meetings, it was made clear to the Design Team that it was time for a vision that described the road-map to success for the next fifty years and beyond.

The Design Team held three stakeholder meetings which included workshops where participants created groups to develop their own Master Plan concepts. The Design Team presented multiple iterations of the Master Plan to the Design Advisory Group before finalizing a comprehensive Master Plan that will be administered through 4-phases intended to prioritize immediate safety and security needs and account for minimal student displacement and operational interruptions. Phase-1 of the Master Plan is intended to be the basis of a Colorado Department of Education BEST Grant application in spring of 2023 and was approved by the Dolores School Board on December 8th, 2022. The subsequent Master Plan phases serve as a road map for strategic capital improvements over time, and reflect the goals and opinions of the stakeholders involved at this time.

This section includes a detailed description of the Master Plan iterations (concepts), culminating with the final and approved Strategic Plan for Implementation:

### PRELIMINARY CONCEPT-1 (KEEP THE FOOTBALL FIELD ON-CAMPUS)

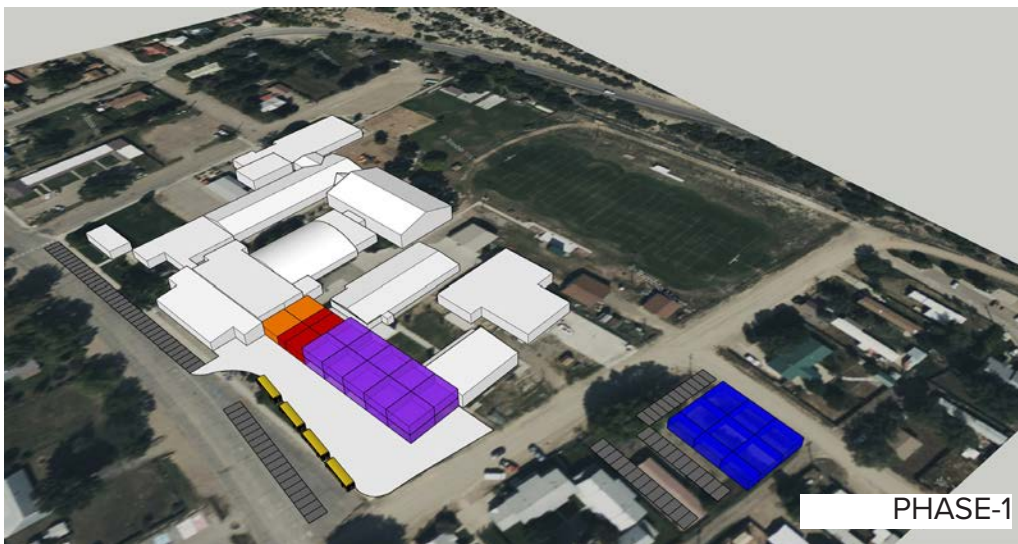
presented 11/09/22

#### PHASE-1

- Demolish High School wing of secondary school
- New 2 story secondary school
- New dedicated bus lane & visitor parking
- New entry plaza
- Fill pedestrian breezeway with secure
- Entry: administration and commons addition.
- New cte/ ag facility on 14th st. Lot.

#### Legend

<span style="display:inline-block; width:15px; height:15px; background-color:yellow; border:1px solid black;"></span>	Elementary School
<span style="display:inline-block; width:15px; height:15px; background-color:purple; border:1px solid black;"></span>	Secondary School
<span style="display:inline-block; width:15px; height:15px; background-color:orange; border:1px solid black;"></span>	Commons
<span style="display:inline-block; width:15px; height:15px; background-color:blue; border:1px solid black;"></span>	Art, Shops, Agriculture Education, Career and Technology Education
<span style="display:inline-block; width:15px; height:15px; background-color:red; border:1px solid black;"></span>	Administration
<span style="display:inline-block; width:15px; height:15px; background-color:green; border:1px solid black;"></span>	Athletics

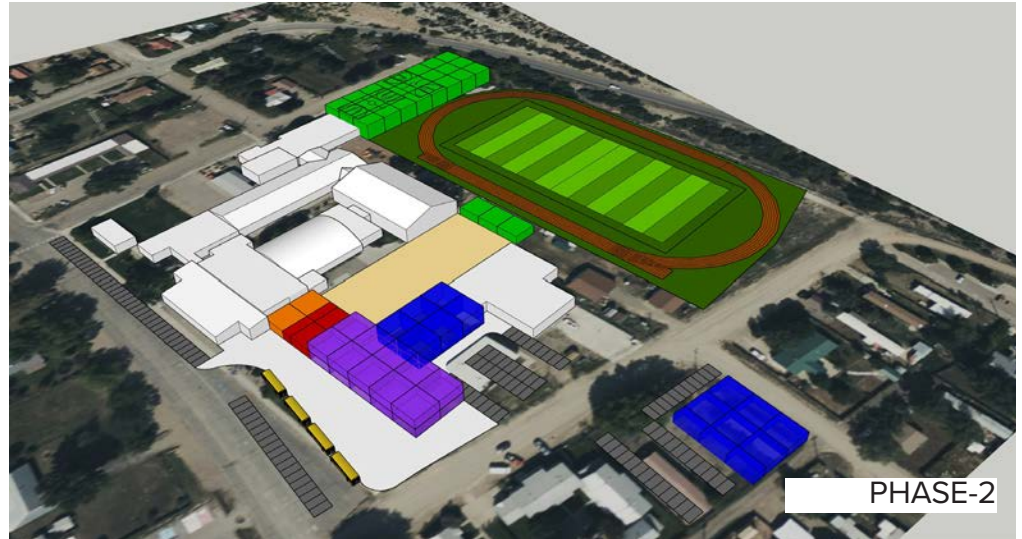


#### PHASE-2

- Demolish shops building
- Demolish middle school
- New outdoor learning/ Middle School playground in place of old Middle School
- New High School parking lot in place of old shops building
- New arts/ shops wing connecting to science Building
- New football field & track, gymnasiums, locker rooms, weight room, wrestling
- Concessions and stands (potential to re-purpose existing band room)

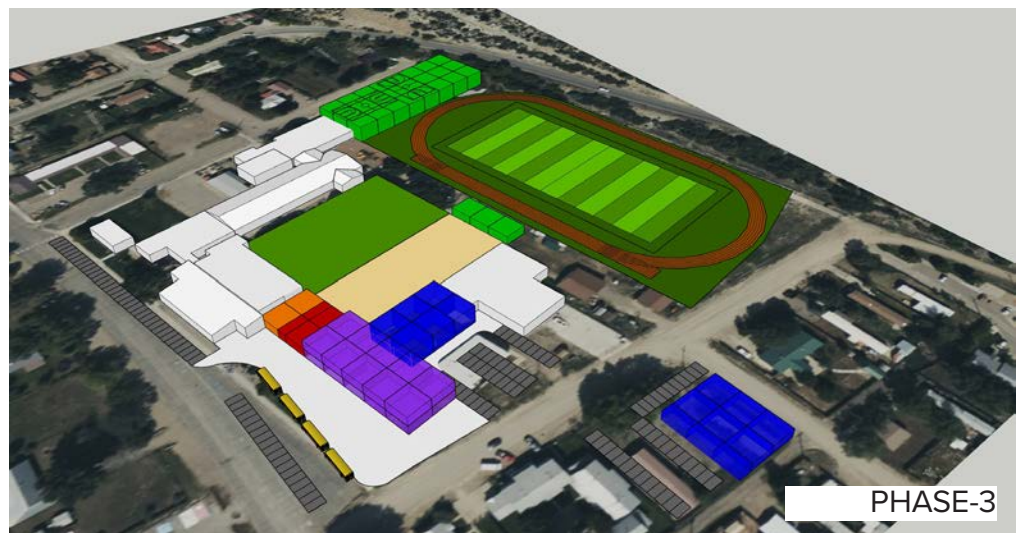
# STRATEGIC PLAN FOR IMPLEMENTATION

## DOLORES SCHOOL DISTRICT MASTER PLAN



### PHASE-3

- Demolish existing gyms.
- New landscaping/ outdoor learning





# STRATEGIC PLAN FOR IMPLEMENTATION

## DOLORES SCHOOL DISTRICT MASTER PLAN

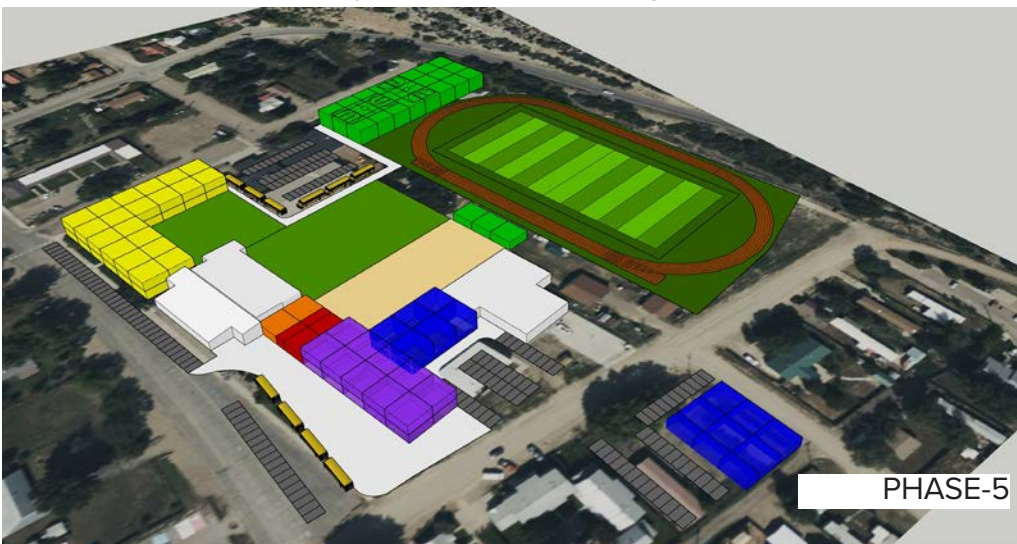
### PHASE-4

- Demolish Health Services building
- New 2-story Elementary School



### PHASE-5

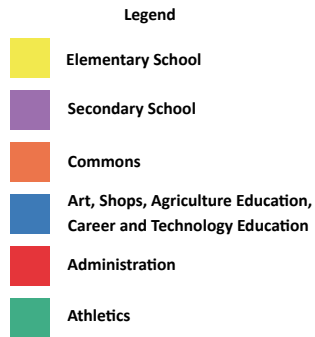
- Demolish existing Elementary School
- New Elementary playgrounds
- New dedicated Elementary bus drop-off and parking





# STRATEGIC PLAN FOR IMPLEMENTATION

## DOLORES SCHOOL DISTRICT MASTER PLAN



### PRELIMINARY CONCEPT-2 (MOVE THE FOOTBALL FIELD OFF-CAMPUS)

Presented 11/09/22

#### PHASE-1

- Demolish hs wing and admin: secondary school
- Demolish shops building
- New 1 story secondary school w/ secure entry at sw corner connect to science building
- New dedicated bus lane & visitor parking
- New entry plaza
- New dedicated high school parking
- New cte/ ag facility on 14th st. Lot.



### PHASE-2

- Demolish middle school wing of existing secondary school
- New secondary school quad/ outdoor learning
- Demolish band room
- New gymnasiums, locker rooms, weight room, wrestling
- New dedicated athletics parking



### PHASE-3

- Demolish varsity gym
- Renovate and add performance/ flex space onto commons. Address foundation settlement



# STRATEGIC PLAN FOR IMPLEMENTATION

## DOLORES SCHOOL DISTRICT MASTER PLAN

### PHASE-4

- Demolish health services building
- New elementary - phase 1



### PHASE 5

- Demolish original Elementary wing and southwest Elementary addition Elementary addition
- Complete Elementary school and demolish the rest of the existing Elementary
- New dedicated bus lane and parking





### PRELIMINARY CONCEPT- ALTERNATIVE PHASE-1

A Third scheme was presented to the Design Advisory Group that studied a more cost effective approach to the BEST Grant scope: Phase-1 by renovating the existing High School instead of demolishing it. This approach was widely accepted by the group in an effort to be as competitive as possible in the BEST Grant request.

Presented 11/09/22

- Renovate existing High School wing of Secondary School
- Demolish Middle School wing of Secondary School
- Demolish existing Shops building
- Build new High School wing on southeast corner of campus. Currently occupied by the Middle School playground
- New CTE facility on the 14th st. lot
- New infill building between the Commons and Secondary School to provide new, secure front door to the campus and dedicated entrance to the Middle School
- New protected, dedicated bus lane in front of the Secondary School



# STRATEGIC PLAN FOR IMPLEMENTATION

## DOLORES SCHOOL DISTRICT MASTER PLAN

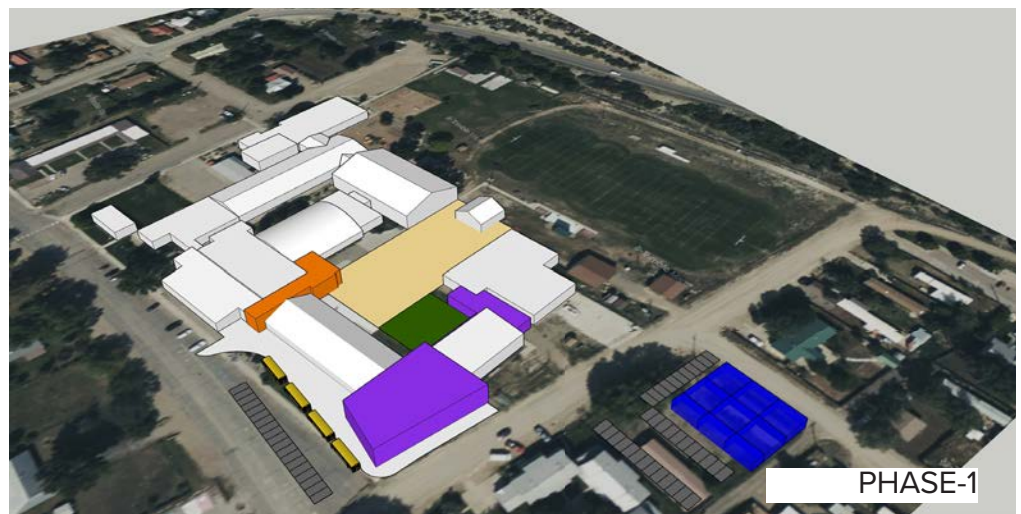
### REFINED CONCEPT - DESIGN WORKSHOP #2

Building on the feedback from the initial workshop, the design team refined the phasing and facilitated a second workshop to evaluate single concept:

Presented 12/07/22

#### PHASE-1

- Best grant scope
- Demolish existing Middle School wing of Secondary School and relocate the Middle School playground, and create a new plaza in it's footprint
- New dedicated bus lane and entry plaza in front of Secondary School
- New 2-story High School wing on southeast corner of campus and addition to the Science building to enclose the east edge of campus, provide an enclosed corridor from the High School to the Science building, and provide an Ag Lab and Science teacher office.
- Dedicated High School parking area at the 14th St. Lot
- New infill building between the Commons and Secondary School to provide a secure front door to the campus and dedicated entrance to the Middle School
- **DAG comments: remove the 14th. CTE facility from the scope of Phase-1 due to lack of BEST Grant funding for CTE curriculum. Show the 14th. St. Lot as a gravel parking area for the High School.**





### PHASE-1B ATHLETICS

- New football field and 7-lane track with dedicated parking on the southeast corner of the field
- Demolish existing band room
- New grandstands, restrooms, and concessions on the south side of the football field
- New Athletics Facility, connected to the Elementary School on the west end of the football field to include: a practice and a competition basketball court, weight room, wrestling room, locker rooms, band & performance space
- **DAG comments: relocate the new athletics facility to the south side of the football field for shorter travel distances across campus and break the football field and athletics facility into two separate phases to be realistic about cost. Half of the new athletics facility will be built in phase-1 to allow for continued operations of the band room and provide concessions for the new football field. The second half of the new athletics facility will be built second to allow for continued operations of the existing gyms.**
- **Remove the new parking on the southeast corner of the football field.**



# STRATEGIC PLAN FOR IMPLEMENTATION

## DOLORES SCHOOL DISTRICT MASTER PLAN

### PHASE-2

- With the new athletics facility complete the existing gyms will be demolished
- New protected and secure Elementary playground and open space in the footprint of the existing gyms
- **DAG comments:** The existing varsity gym should not be demolished. It is a critical component of the campus and important to the community that it remains. It should be converted into a performance space once the new athletics facility is complete.



### PHASE-3

- Demolish Health Services Building
- Demolish small portion of the south addition to the Elementary
- New, 2-story Elementary School on the undeveloped southwest corner of campus. This location will effectively secure the southwest corner of the campus and ensure the new school is completely out of the FEMA flood plain boundary. It will also allow the existing Elementary School to remain operational during construction



# STRATEGIC PLAN FOR IMPLEMENTATION

## DOLORES SCHOOL DISTRICT MASTER PLAN

### PHASE-4

- When the new Elementary is complete the existing Elementary can be demolished
- Build a new protected and secure playground and a dedicated parking lot/ bus drop off in the footprint of the existing Elementary





### FINAL CONCEPT - APPROVED BY THE DESIGN ADVISORY GROUP AND PRESENTED TO DOLORES SCHOOL BOARD

For the final Master Plan concept, modifications were made based on DAG comments from workshop #2 and presented to the Dolores School Board for approval at their December meeting. The Board chose to approve Phase-1 and elected to approve the Master Plan Report and subsequent phases at their January 2023 meeting.

Presented 12/08/22

#### PHASE-1

- Best grant scope
- Demolish existing Middle School wing of Secondary School and relocate the Middle School playground, and create a new plaza in it's footprint
- New dedicated bus lane and entry plaza in front of Secondary School
- New 2-story High School wing on southeast corner of campus and addition to the Science building to enclose the east edge of campus, provide an enclosed corridor from the High School to the Science building, and provide an Ag Lab and Science teacher office.
- Dedicated High School parking area at the 14th St. Lot
- New infill building between the Commons and Secondary School to provide a secure front door to the campus and dedicated entrance to the Middle School





# STRATEGIC PLAN FOR IMPLEMENTATION

## DOLORES SCHOOL DISTRICT MASTER PLAN

### PHASE-2A ATHLETICS

- New football field and 7-lane synthetic track
- Demolish existing band room and replace with new grandstands, concessions, restrooms, facilities storage, and band room. This will be the first phase of the new athletics facility allowing gyms to remain operational



### PHASE-2B ATHLETICS

- Demolish existing auxiliary gym to build second phase of new athletics facility which will include a practice and a competition basketball court, weight room, wrestling room, and locker rooms



# STRATEGIC PLAN FOR IMPLEMENTATION

## DOLORES SCHOOL DISTRICT MASTER PLAN

### PHASE-3

- With the new athletics facility complete the existing Varsity Gym can be re-purposed to a performance venue.
- Demolish Health Services Building
- Demolish small portion of the south addition to the Elementary
- New, 2-story Elementary School on the undeveloped southwest corner of campus. This location will effectively secure the southwest corner of the campus and ensure the new school is completely out of the FEMA flood plain boundary. It will also allow the existing Elementary School to remain operational during construction



# STRATEGIC PLAN FOR IMPLEMENTATION

## DOLORES SCHOOL DISTRICT MASTER PLAN

### PHASE-4

- When the new Elementary is complete the existing Elementary can be demolished
- Build a new protected and secure playground and a dedicated parking lot/ bus drop off in the footprint of the existing Elementary



### DETAILED DESIGN - PHASE 1

The Design Team developed Phase-1 at a much higher level to provide a detailed cost estimate and scope for the BEST Grant application. Key features further developed within the design include: accessible ramping strategy for elevating the new construction above the flood plain, conceptual code analysis of program areas, egress routes, life safety requirements, and zoning analysis. It is important to note that the Town of Dolores classifies the campus as P-2 (Public 2) zoning. Our analysis of the Dolores Land Use Code indicates that all buildings within P-2 zone require a 25' setback from the primary street, and a 25' setback from any secondary streets.



Town of Dolores zoning map

Article 3: Zone Districts

#### Section 3.9. Public Districts

Public districts are intended to identify and allow for the establishment of public, quasi-public, and civic uses in the community.

##### A. Purpose and Intent

###### 1. Parks and Open Space (P1)

The P1 Parks and Open Space district is intended to protect and preserve open spaces that are held in either public or private ownership. P1 districts may include parks, open spaces, trails, wetlands, floodplains, environmentally sensitive areas, and unique habitats and landscapes. To preserve access to clean air, pure water, natural recreation areas, and scenic natural beauty, the subdivision and development of land is restricted in P1 districts.

###### 2. Public, Civic, and Institutional, Small (P2)

The P2 Public, Civic, and Institutional district is intended to be used for civic and community service structures and uses, such as religious assembly, public safety facilities, and schools, within either a neighborhood or commercial setting.

##### B. Uses

- Permitted and conditional uses are identified in Table 4.1: Primary Uses.
- Accessory uses are identified in Table 4.3: Accessory Uses.

##### C. Dimensions

Each lot and structure in a public district shall comply with the dimensional standards in Table 3.5:

Table 3.5: P1 and P2 Dimensional Standards		
Standard	P1	P2
<b>Min. Lot Dimensions</b>		
Lot Area/unit (sq. ft. or ac.)		n/a
Min. Lot Width (ft.)		n/a
Max. Lot Coverage (%)		50
<b>Min. Setbacks (ft)</b>		
Front Yard		25
Street Side		25
Interior Side Yard		10
Rear Yard		10
<b>Structure Dimensions</b>		
Min. Area/residential unit (sq. ft.)		400
Max. Height, Principal Bldg (ft.)		35
Max. Height, Accessory Structure		[1]
Notes : [1] Height of principal building		

setback excerpt from Town of Dolores Land Use Code

When studying the square footage needs of the new High School it was clear that the building would not fit within the required setbacks. Members of District leadership then met with the Town where there was no immediate push back on the opportunity to be granted a setback variance. As such, the following floor plans include portions of the High School addition that exist within the 25' setback on the east edge of the campus - along 14th street.



# STRATEGIC PLAN FOR IMPLEMENTATION

DOLORES SCHOOL DISTRICT MASTER PLAN

## OVERALL PHASE-1 SITE PLAN

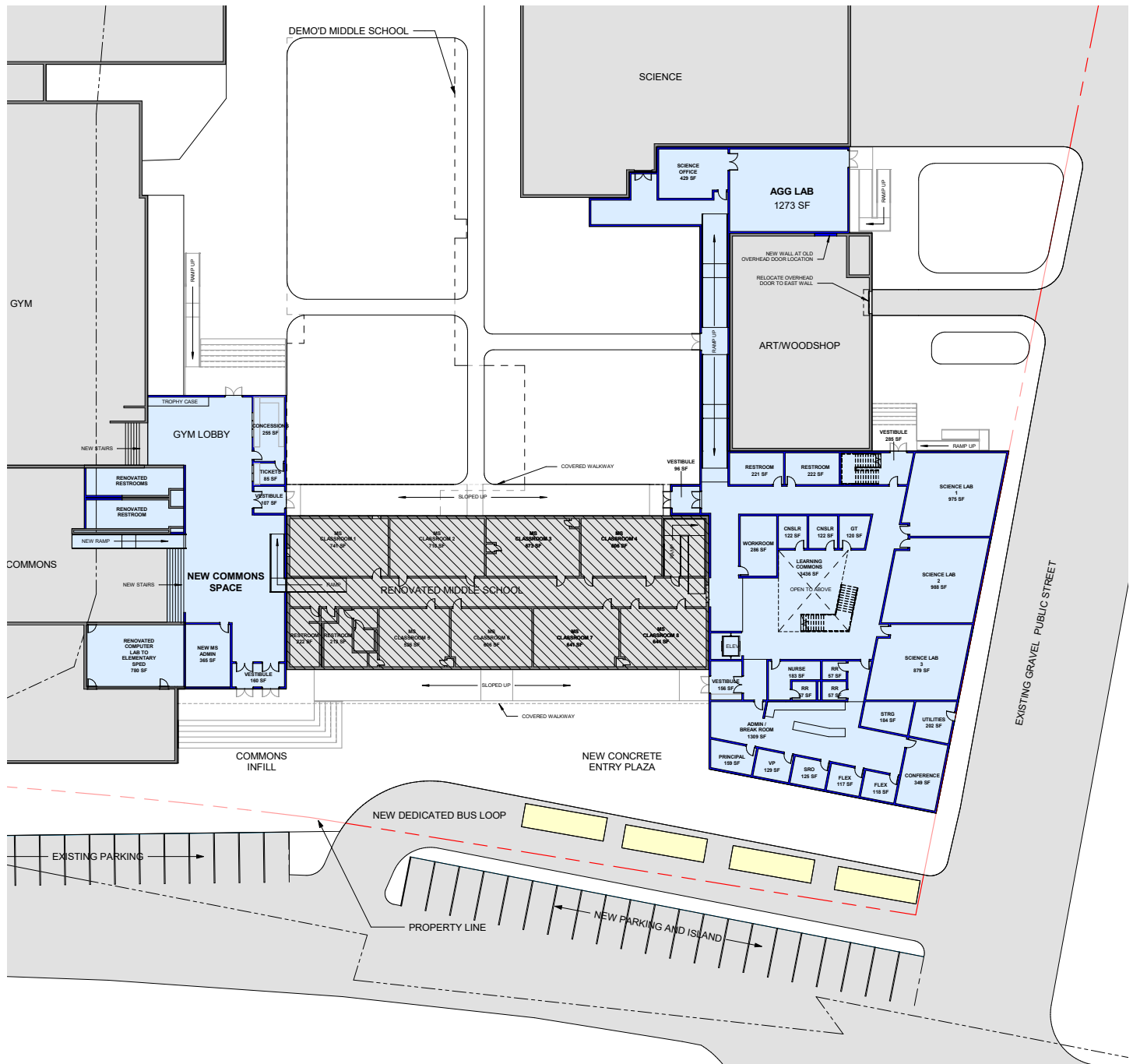




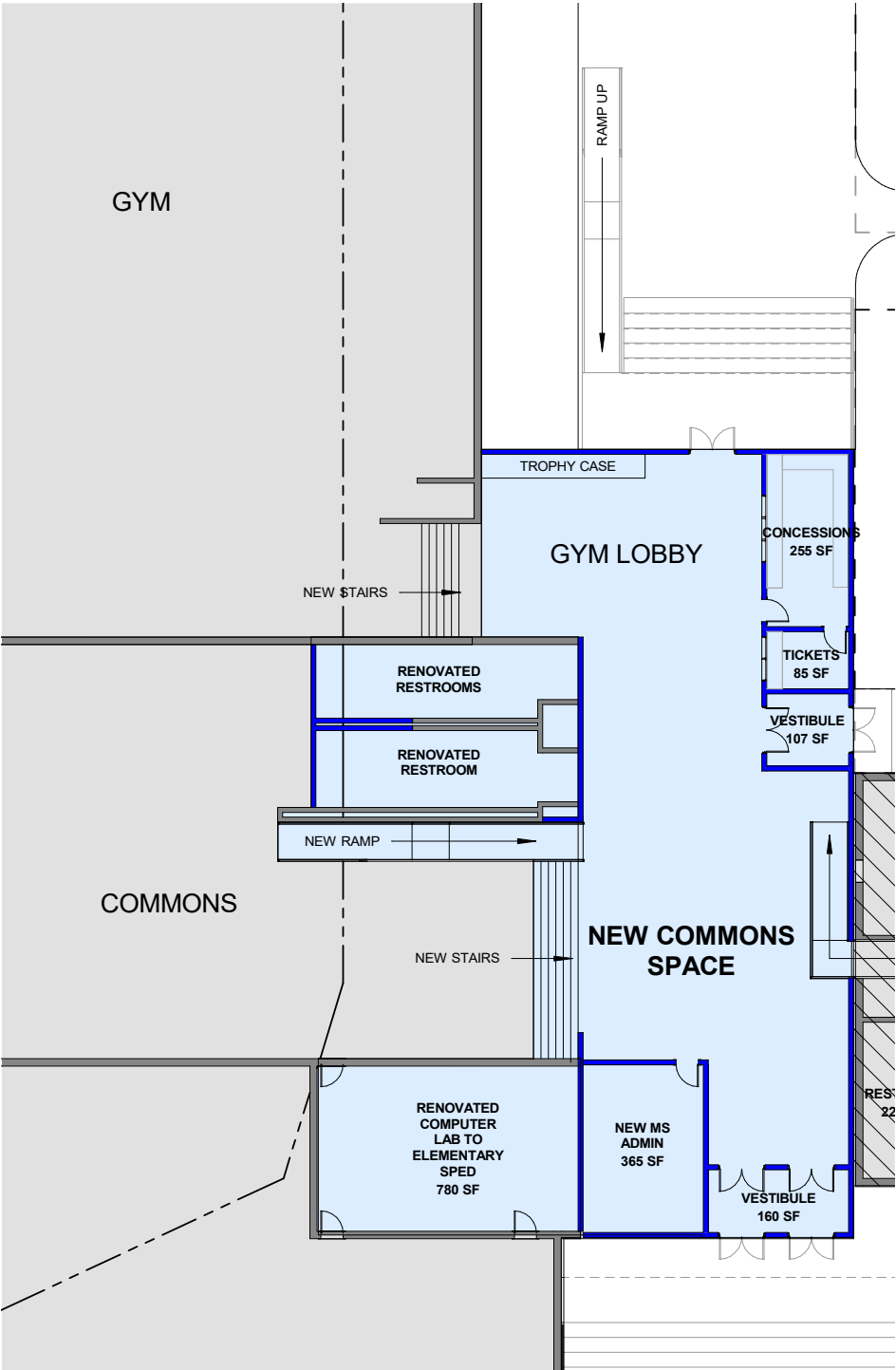
# STRATEGIC PLAN FOR IMPLEMENTATION

## DOLORES SCHOOL DISTRICT MASTER PLAN

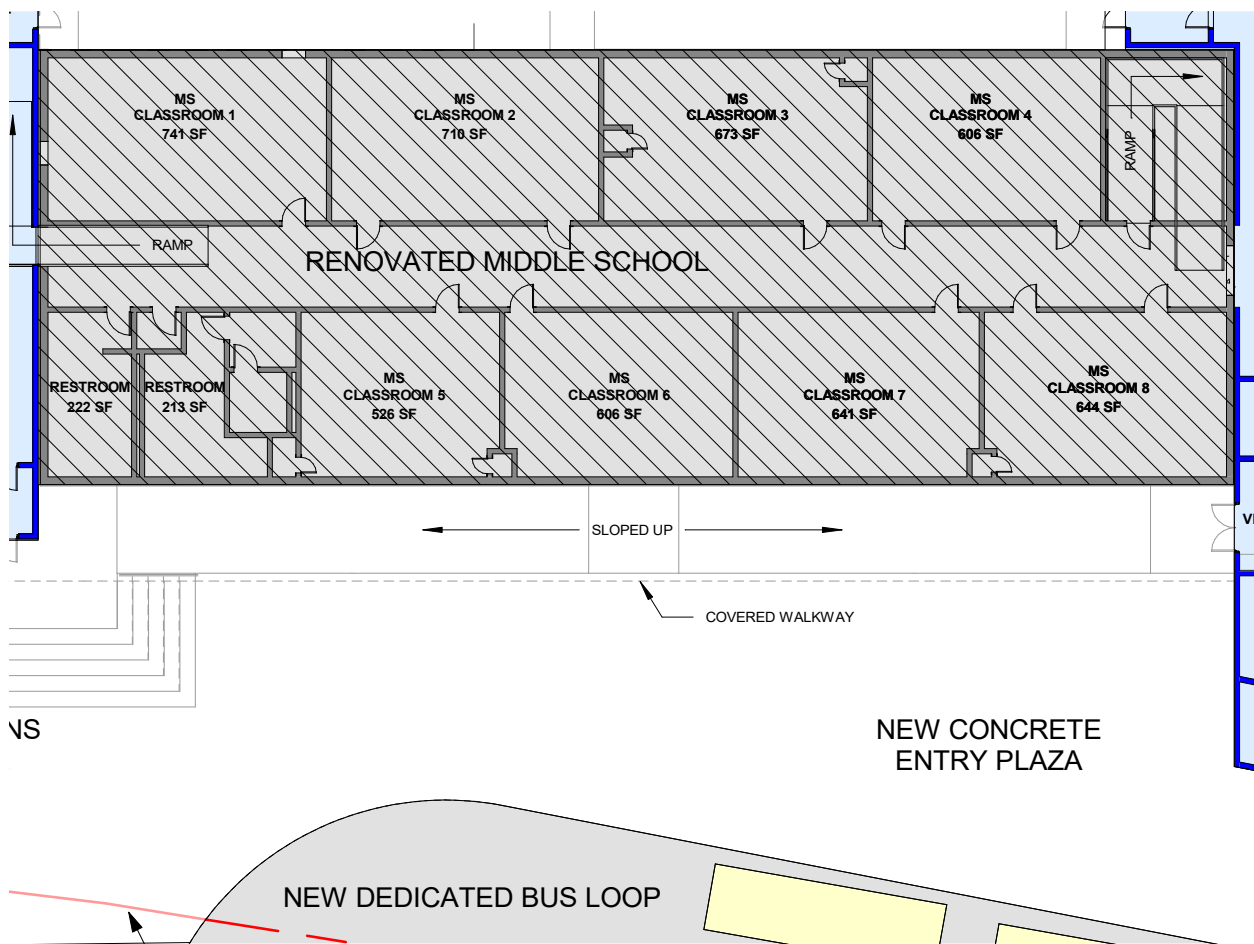
### OVERALL PHASE-1, FIRST FLOOR PLAN



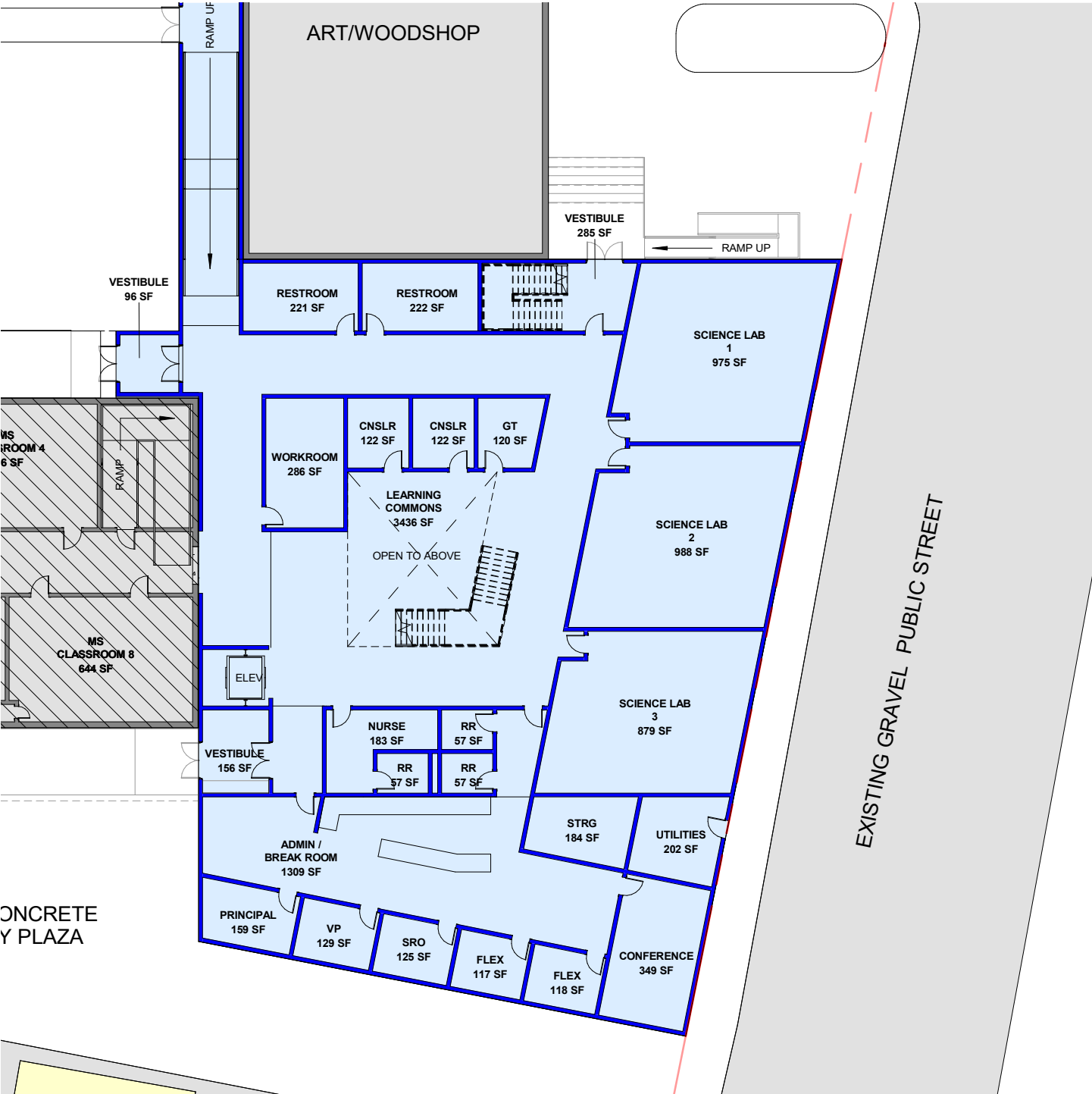
PHASE-1 COMMONS INFILL PLAN



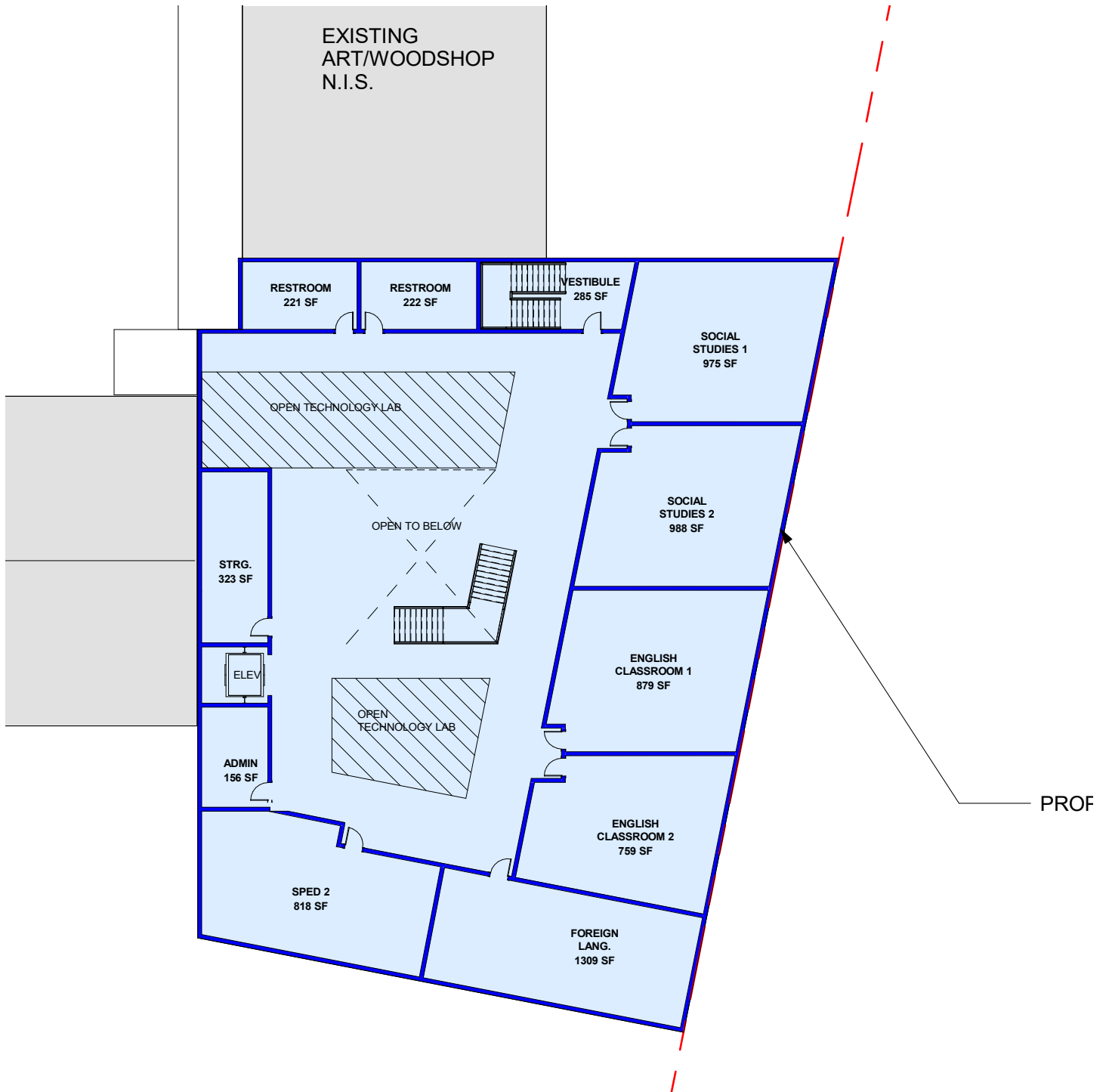
PHASE-1 MIDDLE SCHOOL RENOVATION PLAN



PHASE-1 HIGH SCHOOL FIRST FLOOR

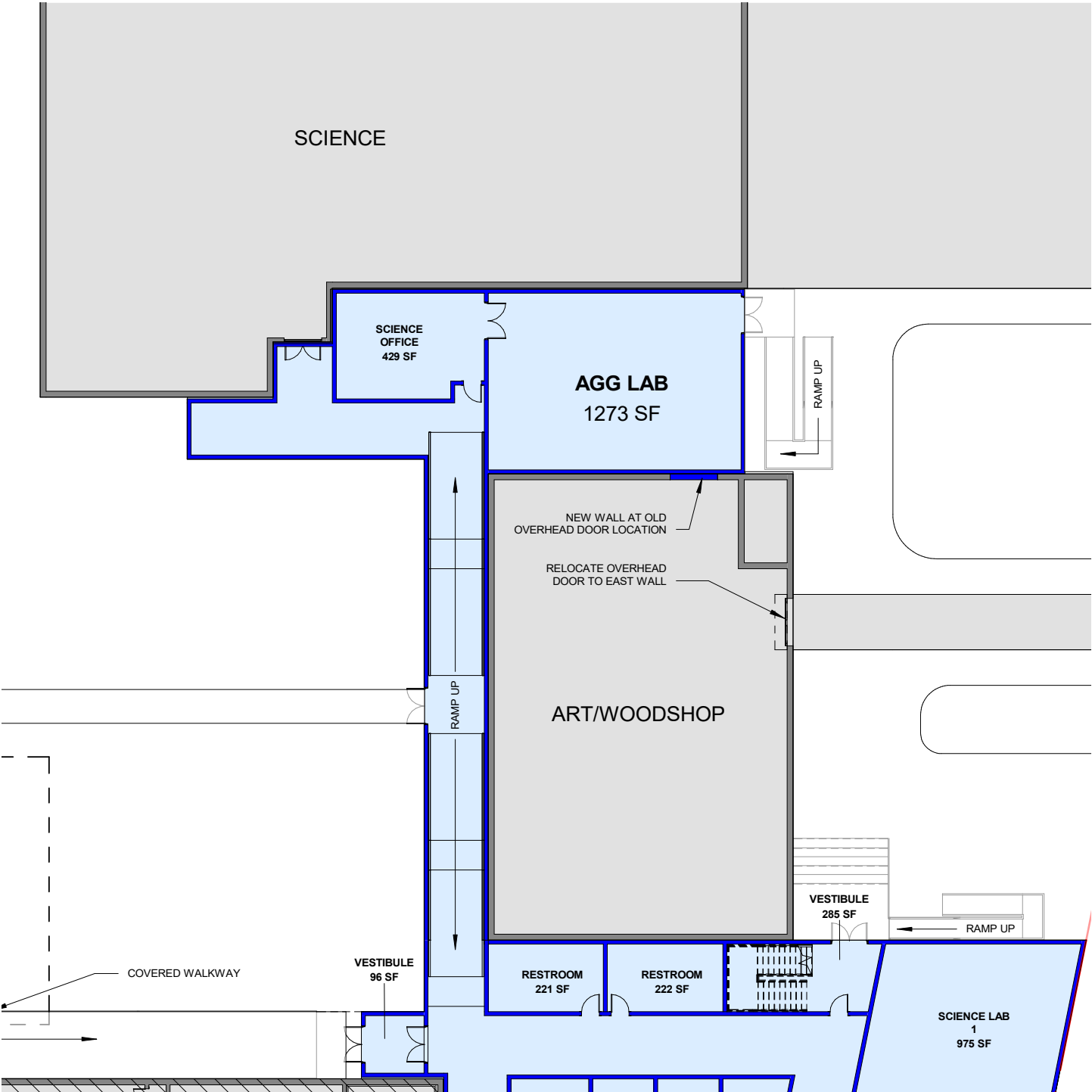


## PHASE-1 HIGH SCHOOL SECOND FLOOR





PHASE-1 HIGH SCHOOL CONNECTION TO SCIENCE BUILDING



### HIGH PERFORMANCE OBJECTIVES

High performance objectives/components should be evaluated and included as part of the master planning process, including a LEED or CO-CHPS scorecard (if applicable) and narrative of high performance opportunities that can be achieved.

#### Sustainable Features

The ultimate goal for the project will be achieving an energy-efficient facility that minimizes maintenance costs and maximizes the performance of the students. The following goals should be addressed as a road-map to high performing facilities:

- Maximize energy and water conservation
- Energy efficient building envelope
- Appropriate day lighting in all learning environments
- High level of acoustic performance in learning environments
- Improved indoor air quality
- Use local and lowest “embodied energy” materials
- Eliminate toxic and hazardous substances
- Use materials and products with recycled content
- Provide recycling and composting programs for the school

#### Daylight

Of all the elements that make up a high performance school, none has greater impact on quality of learning than daylight. Daylight can be introduced into school buildings in many ways — including windows, skylights and light shelves. Sometimes, entire outside walls can disappear through the use of overhead doors and movable panels so that daylight can penetrate deep into interior spaces.

#### Durability

Educational facilities should be constructed with the longevity in mind. That means not only using durable materials but also designing the facility with as much built-in flexibility as possible.

When considering the materials to be used, the most durable, such as masonry, also become the most sustainable. The issues of resource control - what to build, where to build, and budget, are basic to sustainability in design. The use of materials that are timeless in nature as well as durable will lead to a structure that retains its usefulness for an extended period of time.

### **Sustainability Program Certification**

Should project funding be secured through a State of Colorado BEST grant, the project will be required to adhere to LEED for schools or the Collaborative for High Performing Schools certification, based on Senate Bill 07-051. The total size of the new construction will be over 5,000 square feet in area, and state funds will account for more than 25% of the project's budget. The proposed scope and budget contain specific allowances for achieving a certification. These strategies will exceed 5% of the project budget, so the requirement is subject to review. The sustainability program the District elects to include should be developed with the District at the schematic phase of the design process.

Some items to consider include:

- Focusing on water efficiency will earn the project bonus points due to the regional considerations of LEED for Schools.
- Low-flow faucets and plumbing fixtures will contribute to an above-average use reduction. Local, recycled and renewable materials are possible for the school, as is construction waste management.
- Specification of proper interior finishes to support indoor air quality.
- Construction Indoor Air Quality Management Plan – During Construction
- Thermal Comfort
- Mold Prevention
- Highly efficient HVAC systems

# STRATEGIC PLAN FOR IMPLEMENTATION

DOLORES SCHOOL DISTRICT MASTER PLAN

### I. CONCLUSION

Participation by parents, students, teachers, community stakeholders, and administrative staff is crucial to ensuring that the design philosophy and initiatives reflect the needs, concerns, and priorities of the community. Involving the community in the planning process takes time and effort, but we have found it results in a facility that is optimal for serving current and future users. The 2022 amendment to the 2019 Master Plan was unique in that F&M Architects was able to build on a thorough understanding of needs and hopes for the future of the campus. This knowledge allowed our team to quickly move into the design process with the current Design Advisory Group (DAG): testing previous design solutions and establishing an updates set of Master Plan goals for the project. The series of workshops our team facilitated through the fall of 2022 directly informed the overall Master Plan as well as the detailed plan for Phase-1 and the subsequent BEST Grant application. This design is something that we feel authentically reflects that desires of the Dolores School District community. The following information provides an overview of our process to gather feedback, test design concepts, and translate District data into usable information to shape the development of the Dolores School District campus for the next 50+ years. Detailed meeting minutes from the design workshops are included in Appendix A.

#### DAG WORKSHOP-1. (RE) INTRODUCTION 10.20.22

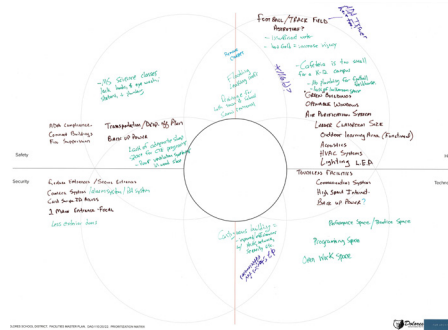
Our first workshop served as an opportunity to introduce the DAG and the F&M Design Team. We revisited the goals and design solution for the 2019 Master Plan and reviewed the overall project schedule for the 2022 amendment. F&M shared a presentation explaining what a Master Plan is and what the BEST Grant requires. The DAG was then asked to participate in a World Cafe workshop in which members rotated around the room meeting in different teams for (3) rounds of 15 minute conversations intended to develop a comprehensive list of current campus deficiencies. Teams were asked to write or draw on diagrams at each table that listed deficiencies into BEST Grant priority-1 categories of Health, Safety, Security, and Technology. To end the World Cafe the DAG participated in a group discussion to define similar deficiencies shared amongst the teams to understand which deficiencies should be the focus as we begin to design the new Master Plan. Lastly, the DAG wrote individual Master Plan goals on post it notes under the BEST Grant Priority-1 categories. F&M translated these into a word cloud to draft a comprehensive list to be shared at the next workshop.







DAG goals word cloud



Priority-1 deficiencies diagram

## DAG WORKSHOP-2. PLACE MAKING 11.09.22

The second workshop kick-offed with a tour of the existing campus to provide the DAG with an understanding of the comprehensive facilities challenges. The BEST Grant Regional Manager, Meg Donaldson was on-site to observe the conditions and answer questions.

The DAG reconvened in the evening for the Workshop which focused on developing multiple concepts - generated by the DAG - for the Master Plan.

The workshop started with a review of the Master Plan goals. Members of the DAG provided minor feedback to finalize the list. To establish an environment of exploration and creativity, F&M then shared (3) concepts based on the previous deficiencies feedback. The DAG then broke into small design teams and collaborated on their own Master Plan concepts. To end the workshop, the team came together to present concepts and identify shared design features that F&M would synthesize into a single concept for the next workshop.



## DAG WORKSHOP-3. CONFIRMATION 12.07.22

In the third workshop the DAG reviewed a single concept for the Master Plan which gathered all previous design input and common themes amongst the multiple previous versions with the goal of gaining a final round of feedback and ultimate approval of a preferred design to present to the School Board. F&M presented the design and the DAG held a town hall style conversation in which the group went into great detail on a number of items. By the end of the workshop the DAG came to consensus on a handful of modifications to the design and endorsed the Master Plan for presentation to the School Board.

### MASTER PLAN GOALS

---

#### DOLORES SCHOOL DISTRICT RE-4A

Create a contiguous campus that improves student safety through the resolution of accessibility violations and the creation of consolidated, controlled entries.

Improve campus safety through better design of parking and pedestrian infrastructure, including dedicated drop-off zones.

Support Career and Technical Education curriculum through the addition of new CTE space.

Improve arts curriculum through the addition of a dedicated performance building.

update building systems and utility infrastructure throughout campus facilities.

Provide additional multi-purpose space through renovations and/or additions to the existing Commons Building.

Consolidate and provide additional administration space on campus.

provide additional educational space in the Secondary School to accommodate current needs and long-term growth.

Enhance student safety and support District growth by providing a new, CHSAA approved football field and 6-lane track.

**SCHOOL BOARD MEETING. 12.08.22**

F&M presented the Master Plan approved by the DAG at the December Dolores School Board meeting. The intent of the presentation was to solicit Board approval of the complete Master Plan to allow F&M to finalize the 2022 amendments to the 2019 Master Plan Report. Multiple School Board members sat on the DAG which provided continuity for the District and helped the School Board understand the design decisions that were made throughout the process. The result of the Board presentation was approval of phase-1 allowing the BEST Grant application to proceed. **The School Board elected to defer approval of the complete Master Plan Report until the January 2023 meeting.**

**Preferred Master Plan Concept:**

The 2022 Master Plan is premised on resolving the most impactful deficiencies affecting safety and security on the campus, and providing additional academic space needed to support adequate contemporary education. Primary design elements include:

- Creating a safe drop off environment at the Secondary and the Elementary Schools by separating traffic, pedestrians, and buses.
- Eliminating large openings at the perimeter of the campus and increasing interior circulation through the phased construction of new facilities that will connect existing buildings and create a boundary at the edge of the property. This construction will further enhance campus safety through the relocation of playgrounds to the interior of the campus.
- Building a new High School that will provide a safe, modern learning environment for the Dolores students, and appropriate space for Administration and educators.
- Upgrading the District's athletics facilities, and enhancing student-athlete safety through the construction of a new football field, 7-lane synthetic track, and multi-sport gymnasium building.

**FEMA Flood Plain**

Throughout the design process it was critical to account for the need to construct all new facilities proposed in the Master Plan above the FEMA flood plain. This means finish floor of new buildings must be 3' above existing finish grade, on average, when built within the flood boundary. The 2019 Master Plan suggested raising the entire portion of campus that sits within the boundary 3'. Due to current construction costs and economic inflation, the 2022 approach recommends a series of ramps and stairs to connect new and existing buildings, and provide ADA compliant entrances.

## CONCLUSION

### DOLORES SCHOOL DISTRICT MASTER PLAN

#### **BEST Grant Approach/ Phase-1**

The roll out of the Master Plan begins with a successful BEST Grant application that will fund Phase-1. The DAG was acutely aware of the enhanced competition in the 2023 BEST Grant cycle due to a significant reduction in the overall grant funds, and previously awarded Districts returning for supplemental grants due to the unforeseen construction cost escalations that began in 2020. The team maintained close communication with our BEST Grant regional manager and the DAG made a series of financially prudent decisions in the reduction of scope and re-use of existing facilities to provide the most competitive BEST proposal possible that would strictly adhere to the BEST Grant Priority-1 funding categories of health, safety, security, and technology. Ultimately, the Phase-1 represents a highly efficient design that prioritizes student safety and supports contemporary learning.

Refer to Section XVI: Strategic Plan for Implementation for a detailed description of each phase.



2022 MASTER PLAN: MASSING DIAGRAM. Refer to Section XVI: Strategic Plan for Implementation for a detailed description of each phase.



# APPENDIX A - STAKEHOLDER MEETING MINUTES

## DOLORES SCHOOL DISTRICT MASTER PLAN

# APPENDIX A - STAKEHOLDER MEETING MINUTES

## FACILITIES TEAM MEETING SUMMARY

### Meeting Minutes

#### Dolores RE-4a Master Plan – Facilities Team Meeting

<b>Date</b>	02 MAY 2019 and 20 OCTOBER 2022		
<b>Project</b>	Dolores School District Master Plan		
<b>Project No.</b>	22047		
<b>Re:</b>	Facilities Team Meeting		
<b>Location</b>	District Offices		
<b>Participants</b>	Name (Initials)	Company Name (Initials)	Year Present
	Max McCloskey (MM)	Prev. RATIO, Currently F&M (FM)	2019 and 2022
	Isabella James (IJ)	F&M Architects (FM)	2022
	Alfonso Goad (AG)	Dolores School District (DSD)	2019 and 2022
	Jose Barrera (JB)	Dolores School District (DSD)	2019
	Roseta Vandever	Dolores School District (DSD)	2019
	Nick Martinez	Dolores School District (DSD)	2019
	Gee Scott	Dolores School District (DSD)	2019
	Luke Godwin	Dolores School District (DSD)	2019
	Roberto Vaca	Dolores School District (DSD)	2019

These meeting minutes represent the combined notes from two facilities meetings with Dolores School District. The first meeting was in May of 2019 and the second meeting occurred in October 2022.

These meeting minutes represent our record of the issues discussed and/or action items identified during the meeting. The following summarizes the minutes of the meeting: Legend (Resp – Responsibility, IP – In Progress, C - Closed, Info. - Information) ES – Elementary School, MS – Middle School, HS – High School, PS – Preschool, CC – Campus Commons, L – Library, MG – Main Gym, AG – Auxiliary Gym,

Item	Description	Due
<b>1. PRE-SCHOOL</b>		
1.0	- Original Building 1993	
1.1	MECHANICAL: - There are (3) mechanical units from the original construction in 1993 and have not been replaced. Their parts have been an issue. The building has both heating and cooling. - No additional issues, parts and filters have been maintained and changed regularly.	
1.2	PLUMBING: - The restroom counts are deficient for the number of students the school is serving. - Due to the amount of water the kitchen uses, there is a desire for on-demand just for the kitchen. - The water heater was replaced in 2014. - The building is sprinklered; it is a dry system. The parts are hard to find, and they would like to move to a wet system.	
1.3	ADDITIONAL NEEDS: - There is not a designated custodial closet. - There is not a sufficient amount of storage. - Currently have a modular to house the infant program which has a new structure but is not sprinklered. These classrooms should be included in the Pre-School building.	
1.4	ENVELOPE: - The EPDM Membrane Roof is as old as the building and has not been replaced and needs to be replaced. - Natural drainage path from the mountain runs directly behind the Pre-School Building. A retaining wall currently keeps the water from coming into the building. - During the winter months there is ice build-up on the back sidewalk of the Pre-School Building.	

# APPENDIX A - STAKEHOLDER MEETING MINUTES

## DOLORES SCHOOL DISTRICT MASTER PLAN

Item	Description	Due
	<ul style="list-style-type: none"> <li>- The dirt parking lot is not sufficient for the school's needs. New gravel is placed down every year and is consequently removed every year with the necessity to plow for snow removal. There is not an adequate amount of spaces and not a safe way to navigate during pick up and drop off. With a new security fence, this parking lot will be in the way. A lot is available for purchase adjacent to the pre-school, which could serve as a new parking lot and place for snow removal storage.</li> <li>- A separate bus drop-off is desired, away from the parking to alleviate congestion.</li> <li>- The current playground is antiquated. The district is working on getting grant money for a new play area include new fencing to replace the inadequate fencing that currently exists.</li> <li>- There is a waiting list of 45 students, with additional classrooms, the Pre-School could serve these students. The school was remodeled in 2014 to provide (1) additional classroom.</li> </ul>	
<b>2. ELEMENTARY SCHOOL</b>		
2.1	<ul style="list-style-type: none"> <li>- Original building 1968</li> <li>- Additions: 1991, 1996</li> </ul>	
2.2	<p><b>LIGHTING:</b></p> <ul style="list-style-type: none"> <li>- Currently there are florescent lights that were installed in 2009. Most ballasts now need to be replaced. There is a desire to change to LED.</li> <li>- The previous MP notes that this is the oldest service on campus. Although the current system is working fine, the teachers lounge is overburdened with equipment.</li> <li>- Current system is a CAT-5 with Fiber.</li> <li>- Mark Baxter runs the districts IT.</li> </ul>	
2.3	<p><b>MECHANICAL:</b></p> <ul style="list-style-type: none"> <li>- The building has heating (furnace and controls) that is original to the building's construction. There are unit ventilators in each classroom. The Trane units are forced air on the north side in the 3-5 wing. This building also includes boilers.</li> <li>- The building has cooling with evaporative coolers throughout the roof, only in the K-3 wing, which is original to the building's construction. The new addition does not have cooling. The areas without cooling are a big complaint from the teachers.</li> <li>- The original building is ventilated through the operable windows while the addition has unit ventilators that bring the outside air in.</li> <li>- The boilers were replaced in 2014 with (2) Lock and Var Knight highly efficient condensing boilers</li> <li>- The air handling units are likely done in the 1990's and cannot find the parts anymore.</li> <li>- Recently received new mini splits in each classroom which work well but do not purify air which is a concern.</li> </ul>	
2.4	<p><b>PLUMBING:</b></p> <ul style="list-style-type: none"> <li>- (3) faucets have been updated since the original construction</li> <li>- Hot water heater has not been replaced since the 2011 MP report and it is not able to keep up with the demand from the restrooms. Due to the demand and the distance from the restrooms, the water is lukewarm in the K-3 hallway.</li> <li>- Sprinklers were added in the 2014 renovation / grant.</li> <li>- 1-2 times per year there is a backup in the breezeway between the gym and ES. It is assumed there is not enough fall. Nothing has been done to remedy this.</li> <li>- The restrooms need to be remodeled and additional fixtures need to be added. The demand for the restrooms during lunch hour creates a line in the hallway.</li> </ul>	
2.5	<p><b>ENVELOPE:</b></p> <ul style="list-style-type: none"> <li>- The original building is brick and the addition is stucco. There is some stucco damage due to water. The entire north side of the building is damaged from snow during the winter months and water draining from the roof onto the face of the envelope.</li> <li>- The roof is metal seam and membrane with the addition having only a membrane. The additional roof is in acceptable condition while the roof on the original building has had some ice damming damage causing leaks in various locations including the ES Gym and the new building and needs to be replaced.</li> </ul>	

# APPENDIX A - STAKEHOLDER MEETING MINUTES

## DOLORES SCHOOL DISTRICT MASTER PLAN

Item	Description	Due
2.6	<p>ADDITIONAL:</p> <ul style="list-style-type: none"> <li>- Consider the health apart of the ES</li> <li>- This was built with no landscaping - an item on to do list for maintenance.</li> <li>- District would like a secure vestibule at the west entrance of the ES.</li> <li>- Interior ramp from the CC to the ES is too steep and not ADA compliant</li> <li>- The district would like the flooring in the main circulation area of the ES to be replaced.</li> </ul>	
<b>3. MIDDLE SCHOOL</b>		
3.1.	<ul style="list-style-type: none"> <li>- Original Building 1971</li> <li>- Finishes Remodel 2010 (tongue and groove ceiling and laminate tile only)</li> </ul>	
3.2.	<p>LIGHTING:</p> <ul style="list-style-type: none"> <li>- Fluorescent lighting throughout</li> <li>- Same issues as ES, the ballasts are going out and would like to switch over to LED</li> <li>- Wall Pack LED to be added this summer</li> <li>- There is quite a bit of overloading, breakers are frequently tripped, and outlets are not enough to serve the classrooms. The surface stop mounted outlets are located inefficiently for today's classroom uses. Each student has a chrome book or tablet and charging carts in each classroom.</li> </ul>	
3.3.	<p>MECHANICAL:</p> <ul style="list-style-type: none"> <li>- Classrooms are served by furnaces, which are nearing the end of their life span and are due for replacement.</li> <li>- Previous 2011 MP noted the furnaces would need to be replaced within 10 years, but they have not yet been replaced.</li> <li>- Trane units with on-going minor maintenance.</li> <li>- Controls only have 4-degree variance, causing constant complaints from teachers about the temperature.</li> <li>- Overall building automation system is outdated</li> <li>- Hardware needs to be updated.</li> </ul>	
3.4.	<p>COOLING:</p> <ul style="list-style-type: none"> <li>- Cooling is provided through wall mounted (hotel) units in classrooms (3 years ago)</li> </ul>	
3.5.	<p>PLUMBING:</p> <ul style="list-style-type: none"> <li>- The fixtures are original to the building, although there are not any current issues, maintenance anticipates their failure and they need to be replaced</li> <li>- The hot water heater has not been replaced since the last MP report</li> <li>- The building is sprinklered and a fire suppression system was recently installed.</li> <li>- A recent flooding event occurred and there was moving water in the floor ducts in classrooms of the north end of the MS wing.</li> </ul>	
3.6.	<p>ENVELOPE:</p> <ul style="list-style-type: none"> <li>- The East wall of MS commons / counselor has water seeping at roof and floor.</li> <li>- Exposed stem wall is deteriorating.</li> <li>- The Breezeway with the shed roof at entry directly south of the commons has ice dams and poor drainage from roof</li> <li>- MS N wing roofs been replaced with EPDM (2014)</li> <li>- Roof above commons, south of firewall needs to be replaced. (currently membrane - likely original)</li> <li>- Brick damage with efflorescence</li> <li>- Snow sits on roof for long periods of time due to low slope</li> <li>- Fire wall separating HS may not meet code</li> <li>- Water damage in the ceiling of classroom M-10</li> </ul>	
3.7.	<p>OTHER:</p> <ul style="list-style-type: none"> <li>- During this year's thaw, water leaked into the floor ducts</li> </ul>	

# APPENDIX A - STAKEHOLDER MEETING MINUTES

## DOLORES SCHOOL DISTRICT MASTER PLAN

Item	Description	Due
	<ul style="list-style-type: none"> <li>- Janitorial storage is inefficient. Chemicals are at the bus garage; paper is in a shed. Custodians running all over town. Must walk all over campus for specific supplies. A central supply facility to service all buildings would be ideal. They have been pushed out of spaces.</li> <li>- There is a security concern about too many exterior access points in the MS. The district would like one secure entry point for the MS.</li> <li>- Safety concerns include a blocked fire exit, and improperly equipped science classrooms. Teachers would like, eye wash stations, water, gas, and a hood.</li> <li>- Recent finishes upgrade covered asbestos floor tiles in classrooms.</li> <li>- Additional needs include flexible and outdoor learning spaces and more classrooms.</li> </ul>	
<b>4. HIGH SCHOOL</b>		
4.1	Original building: 1954 Addition: 1971 Finishes remodel: 2010	
4.2	<b>ELECTRICAL:</b> <ul style="list-style-type: none"> <li>- Fluorescent lighting throughout</li> <li>- Same issues as ES, the ballasts are going out and would like to switch over to LED</li> <li>- Wall Pack LED to be added this summer</li> <li>- Same as MS Service issues</li> </ul>	
4.3	<b>MECHANICAL:</b> <ul style="list-style-type: none"> <li>- Classrooms served by furnaces - previous master plan indicated replacement in 10 years, but they have not been replaced.</li> <li>- (Trane) Forced air in classrooms with transfer grills to hallway.</li> <li>- Roof exhaust fans (some are non-operational, likely need motors replaced.) and through wall fresh air to classroom furnaces.</li> <li>- Controls have same issues as MS.</li> </ul>	
4.4	<b>COOLING:</b> <ul style="list-style-type: none"> <li>- Wall mounted (hotel) units at classrooms three years ago similar to the MS. Admin.</li> <li>- The offices have rooftop heating / cooling unit.</li> </ul>	
4.5	<b>PLUMBING:</b> <ul style="list-style-type: none"> <li>- None of the fixtures have been replaced.</li> <li>- The hot water heater was replaced in 2017; the hot water is warm, not hot.</li> <li>- The building is sprinklered</li> <li>- There is water damming</li> </ul>	

## APPENDIX A - STAKEHOLDER MEETING MINUTES

### DOLORES SCHOOL DISTRICT MASTER PLAN

4.6	<b>ENVELOPE:</b> <ul style="list-style-type: none"> <li>- See comments in MS</li> </ul>	
4.4	<b>OTHER:</b> <ul style="list-style-type: none"> <li>- Secure entry between the CC and HS is desired by the district.</li> <li>- Undersized classrooms do not meet CDE minimum requirements. Classroom H-5 has 26 students in 500sf. The Special Ed Classroom is 300 SF.</li> <li>- The district needs more administrative offices as well as breakout spaces for teaching and group work.</li> </ul>	
<b>5. GYM / COMMONS / LIBRARY</b>		
5.1.	Library Built as addition to gym: 1995 Original Gym building: 1954 Second gym addition: 1990 Commons addition: 1995 Locker rooms: 1976 (remodeled 2014?) Additions: 1991, 1996 (vestibule on east side of original gym)	
5.2.	<b>LIGHTING / ELECTRICAL:</b> <ul style="list-style-type: none"> <li>- Gyms to get LED lighting this summer</li> <li>- Wall Packs to be LED this summer</li> <li>- Current gym lighting is inadequate</li> <li>- Ballasts need to be replaced</li> <li>- Would like to have LED lighting throughout</li> <li>- The gym lacks adequate amounts of outlets; there are only (4) in gym proper</li> <li>- When polishing the floor with 2 pieces of equipment breaker is tripped.</li> <li>- South wall of commons - outlets don't work.</li> <li>- East wall of library - some outlets don't work.</li> <li>- Computer labs in commons don't have enough outlets for workstation computers. Currently plugging surge protector into strip outlets. Not enough outlets for the number of students per class. District would like to modernize the computer labs - currently all outlets are on perimeter of room - kids sit at computers facing walls and it becomes hard for the teacher to instruct their students since the students are not looking at her or the teaching wall. (There are two labs.)</li> </ul>	
5.3.	<b>MECHANICAL:</b> <ul style="list-style-type: none"> <li>- The Commons is served by the rooftop unit for ventilating and the unit is shared by the library and Gym. It is served by gas fired tube heaters that are ceiling mounted in the space. The previous master plan recommended these units to be replaced, but it has not been replaced yet - these tubes are constantly getting damaged.</li> <li>- There is corrosion in the lines due to mineral deposits in the components in the system for commons eating space and library. The Heating unit is on top of kitchen along with the swamp cooler</li> <li>- Heating tubes for gym replaced three years ago - one is still original.</li> </ul>	
5.4.	<b>COOLING:</b> <ul style="list-style-type: none"> <li>- There is a swamp cooler on the kitchen roof, but there is not a reservoir, therefore the supply water runs through the pads and onto the roof.</li> <li>- The cooler does not service the volume appropriately.</li> <li>- The previous MP suggested replacement for the gym and locker rooms, but it was not replaced.</li> <li>- There is not a ventilations system for the gym, the pressure from the commons pressurizes the gym.</li> </ul>	
5.5.	<b>PLUMBING:</b> <ul style="list-style-type: none"> <li>- Locker rooms are connected to same waste line as ES. During sporting events backup frequently occurs. This line was previously replaced with 2014 BEST. Issues began after warranty expired.</li> </ul>	
5.6.	<b>ENVELOPE:</b> <ul style="list-style-type: none"> <li>- The building is settling and there are structural cracks throughout commons floor and wall.</li> <li>- Library has significant structural cracking. Visual increase is cracking since 2012.</li> <li>- Library/ commons roof needs replaced.</li> </ul>	



# APPENDIX A - STAKEHOLDER MEETING MINUTES

## DOLORES SCHOOL DISTRICT MASTER PLAN

	<ul style="list-style-type: none"> <li>- The gutters are replaced every year. Snow falls from the roof and onto the front sidewalk (south facing). Maintenance has suggested heated sidewalks.</li> <li>- Ice Damming on the north side of auxiliary gym.</li> <li>- Auxiliary gym has water running down the walls in the gym and the girl's locker rooms.</li> <li>- Water damage at main structural columns of auxiliary gym.</li> <li>- There is a deterioration of buttresses at Main Gym. Snow removal in this area is an issue due to snow sliding off the EPDM barrel roof</li> </ul>	
5.7.	<p>ADDITIONAL:</p> <ul style="list-style-type: none"> <li>- Storage for lunch tables is needed</li> <li>- Additional space for eating is needed since the commons is the hub for the public and the main eating area for the students. MAIN COMMON SPACE USED ON CAMPUS. Too many uses for the commons spaces creates scheduling issues.</li> <li>- The curtains for the stage are deteriorating and the manufacturer is out of business.</li> <li>- Locker rooms: The previous BEST grant remodel did not replace AHU, which needs constant maintenance, it has exceeded its expected lifespan. It's the original unit (resnar)</li> <li>- There are too many exterior doors which is a security concern.</li> <li>- Computer classrooms C-2 and C-6 do not meet minimum CDE requirements for SF.</li> <li>- The gym flooring in the main gym was replaced due to recent flooding events and water damage. The gym floor is currently below the flood plain.</li> <li>- The district would like new flooring the Cafeteria.</li> </ul>	
<b>6. BAND ROOM</b>		
6.1	Original building: 1995	
6.2	<p>ELECTRICAL:</p> <ul style="list-style-type: none"> <li>- Fluorescent lighting updated in 2009</li> </ul>	
6.3	<p>MECHANICAL:</p> <ul style="list-style-type: none"> <li>- Boiler heat with heat exchanger for heating.</li> <li>- No mechanical ventilation</li> <li>- No cooling.</li> </ul>	
6.4	<p>PLUMBING:</p> <ul style="list-style-type: none"> <li>- One sink with Hot Water</li> <li>- No Restrooms</li> <li>- The building is sprinklered and the system is run off of the city main and has affected the town's use of water</li> </ul>	
6.5	<p>ENVELOPE:</p> <ul style="list-style-type: none"> <li>- Stucco - no leaks.</li> <li>- Gas meter needs shed on.</li> <li>- Roof is standing seam metal with a pitch without gutters.</li> </ul>	
6.6	<p>ADDITIONAL:</p> <ul style="list-style-type: none"> <li>- Security concern with detachment from the rest of campus and visibility and vulnerability from the bluff.</li> <li>- Safety concern with students leaving the building during class to use the restrooms.</li> <li>- No windows in this building.</li> </ul>	
<b>7. WOOD SHOP</b>		
7.1	Original building: 2002	
7.2	<p>ELECTRICAL:</p> <ul style="list-style-type: none"> <li>- The proximity to dust collector is a problem.</li> <li>- Fluorescent lighting updated in 2009</li> <li>- Service still seems to be adequate for the building</li> <li>- Additional outlets in the woodshop area are needed.</li> </ul>	
7.3	<p>MECHANICAL:</p> <ul style="list-style-type: none"> <li>- The Boiler providing Hot Water to the unit heaters in rooms was suggested to be replaced in 7-10 years from the Pervious master plan in 2011</li> <li>- The current system is adequate, often, parts are breaking but Facilities is still able to find the necessary parts and pieces.</li> <li>- There is not cooling in this building, although it should be added because the building gets incredibly hot especially during the hot months (May and August).</li> <li>- The previous Master plan had suggested adding a small ventilation unit and exhaust fans in classrooms.</li> </ul>	

## APPENDIX A - STAKEHOLDER MEETING MINUTES

### DOLORES SCHOOL DISTRICT MASTER PLAN

	<ul style="list-style-type: none"> <li>- The Dust collector located inside is code violation</li> <li>- The heat exchangers are struggling because it's such a large volume and the boiler is too small for the output needed. When the unit is in night mode it shuts down. When teachers arrive 7:30 am it takes four hours to get back up to 70 degrees.</li> <li>- <b>There is no ventilation for the paint and staining room.</b></li> </ul>	
7.4	<b>PLUMBING:</b> <ul style="list-style-type: none"> <li>- No issues identified from previous master plan</li> <li>- The sinks have traps and there are drainage issues. Traps are cleaned at least 3 times a year.</li> </ul>	
7.5	<b>ENVELOPE:</b> <ul style="list-style-type: none"> <li>- There are leaks around the ventilation system due to flashing inefficiencies. Every couple of years there is a need to re-flash and re-caulk; this is caused by a low slope of roof and buildup of snow, primarily on east side of roof</li> <li>- The roof is a metal roof with no insulation.</li> <li>- There is corrugated metal factory painted siding that is in acceptable condition.</li> </ul>	
7.6	<b>ADDITIONAL:</b> <ul style="list-style-type: none"> <li>- Additional STORAGE for art and woodshop is needed.</li> <li>- Egress being blocked.</li> <li>- When kiln is not being used its storage.</li> </ul>	
<b>8. SCIENCE BUILDING</b>		
8.1	2014 BEST Grant funded building	
8.2	<b>MECHANICAL:</b> <ul style="list-style-type: none"> <li>- Condensing boilers control radiant panels in rooms.</li> <li>- 3 RTU controls conditioned air. When one of the RTU's is running so much pressure doors are difficult to close.</li> <li>- There is not cooling in this building and it is a major issue with the teachers</li> <li>- HVAC is a large issue with this building. Primarily heating is through the boiler, and only when outdoor temps are below zero is when RTU's are used.</li> <li>- Outdoor air is provided through fans in RTUs.</li> </ul>	
8.3	<b>PLUMBING:</b> <ul style="list-style-type: none"> <li>- The electronic sensors get vandalized by students and the school must frequently buy an entire new fixture.</li> </ul>	
8.4	<b>ENVELOPE:</b> <ul style="list-style-type: none"> <li>- Roof and envelope are in good condition. There is some snow build up, but the roof's drains are better than the other buildings.</li> <li>- <b>Settling of the foundation at entrance E1 is causing cracking issues with the door frame.</b></li> </ul>	
8.5	<b>ADDITIONAL:</b> <ul style="list-style-type: none"> <li>- <b>ADA violations at the ramps and entrances E1 and E3. Ramp is currently at a 13-degree slope.</b></li> <li>- <b>Currently three shops (Metal, VoAg and Autobody Shop) share one building and programming could be more efficient.</b></li> </ul>	
<b>9. CAMPUS</b>		
9.1	<b>DRAINAGE:</b> <ul style="list-style-type: none"> <li>- Worst area includes the north edge of campus with Ice damming.</li> <li>- There is nowhere to put snow, and no storm drainage.</li> <li>- With the 2014 remodel, the retaining ponds at east courtyard is not working efficiently during water events. With a snowstorm the city infrastructure backs up and the 8" storm drain cannot handle storm runoff. The east side of campus runoff water backs up into courtyard retaining ponds which pushes water all the way back to the MS/ band room.</li> <li>- The west side of campus area drains work well a product of the 2014 construction.</li> <li>- With the 2019 Gym flooding since the playing surface is 4-5 below finish grade, the entire gym floor was warped. 9 years ago, the gym floor was redone with a membrane.</li> <li>- <b>The football field has an uneven play surface due to water damage. Currently this poses a safety risk to the students.</b></li> </ul>	
9.2	<b>SECURITY:</b>	

# APPENDIX A - STAKEHOLDER MEETING MINUTES

## DOLORES SCHOOL DISTRICT MASTER PLAN

	<ul style="list-style-type: none"> <li>- Emergency lights have not been updated and the school district is always replacing the batteries.</li> <li>- There is a stand-alone fire alarm system.</li> <li>- There are over 100 doors on campus, and it is difficult to keep every door secure. Campus needs to be walked 2-3 times a day to ensure doors are closed. The only buildings that got access control in last BEST Grant were the Science and new ES addition with electronic strikes. The District installed their own electronic access control with cameras and fobs.</li> <li>- The Science Building has full access controlled; however, the south main entrance is pinned up for student circulation.</li> <li>- The weak point in perimeter is the south walk between library and HS &amp; north between gym &amp; MS.</li> <li>- Access to the campus from the north side near the Football Field is not secure.</li> <li>- Access to the football field is not ADA compliant.</li> </ul>	
9.3	<p><b>LIGHTING:</b></p> <ul style="list-style-type: none"> <li>- Currently all exterior security lighting is consistent of wall packs with some additional lighting at the breezeway between the gym and ES, the HS courtyard, and the north edge of campus.</li> <li>- There is inadequate lighting at the field and the north side of campus for evening events.</li> </ul>	
9.4	<p><b>PARKING:</b></p> <ul style="list-style-type: none"> <li>- Teachers use the front (south parking area) and across street and is completely full.</li> <li>- Teachers also park at the southwest corner of campus for ES teachers and it is currently a sufficient size. The lot across 12th is additional parking for both parents and teachers.</li> <li>- HS student parking is at the southeast corner across the street and is sufficient for their current needs. Their largest parking issue is on the west side of campus. The pickup and drop off area gets very congested; cars park along both sides of 1 way street.</li> <li>- Bus drop off and pick is on the northwest corner of the site. There is a lot of pedestrian and vehicle congestion at this location.</li> <li>- Parking at HS (south) has conflicts with pull in parking and parents dropping off HS students simultaneously; Parked cars can't pull out. There have been multiple fender benders in this location.</li> <li>- The Preschool is a not efficient and there is not enough parking. The parking lot is a dirt lot without any striping, causing conflicts with bus drop off and creates safety concerns for students getting dropped off by bus and from cars. There are also concerns about cars hitting the building because there is not a barrier.</li> <li>- There are not enough pedestrian crosswalks for students crossing Central Ave.</li> <li>- The Handicap parking spots in front of the HS are currently on a slope and inaccessible.</li> </ul>	
<b>10. OTHER NOTES AND CONCERNS</b>		
10.1	- There is lots of separation between buildings with so many paths and routes to maintain. The staff arrives at 3 am (2 staff) and will work until 10:30am to clear pedestrian paths, to the school. The parking has not been addressed by this point in the morning. Parking has been outsourced to private snow removal company. Total staff = 7.	
10.2	- Snow removal is an issue with the constant question of where does snow on all the paths go? It could be piled in street, unless there's more than 8", then it either goes in plantings or out to the football field.	
10.3	- Rock landscaping requires a ton of labor to remove weeds. The school does not use poison. An alternative option could be native seed or flatwork.	

End of Meeting Minutes

**By:** Alisa Penkala, Designer (RATIO)  
Max McCloskey, Project Architect (Prev. RATIO, Currently F&M)  
Isabella James (F&M)

**Cc:** Attendees, Project Team, file

# APPENDIX A - STAKEHOLDER MEETING MINUTES

## DOLORES SCHOOL DISTRICT MASTER PLAN

F & M ARCHITECTS

### MEETING AGENDA

**DATE:** 20 OCTOBER 2022, 5:30 – 8:30 PM  
**PROJECT/ NO.** DOLORES SCHOOL DISTRICT RE-4A FACILITIES MASTER PLAN / **22047**  
**RE:** Design Advisory Group (DAG) kick-off  
**LOCATION** DSD Administration office. 100 N 6<sup>th</sup> St, Dolores, CO 81323

1. **Introductions (15 minutes)**
  - Name, role, and describe your best memory of the school you attended as a child.
2. **Review 2019 master plan (20 minutes)**
  - Where have we been? Where are we going?
3. **F&M to share design schedule (10 minutes)**
4. **Master Plan prioritization workshop. World Café (1 hour)**
  - A world café workshop is intended to generate dialogue and create a unified vision within a large group of stakeholders. DAG members will break into small groups for 3-rounds of 15-minute conversations related to the question “With limited resources, what are the primary areas of the campus that need to be improved, replaced, or created within the master plan.”
5. **Develop Project goals (30 minutes)**
  - Based on the feedback from the prioritization workshop, we will close with a group discussion and draft list of project goals that will serve as our guide through the master planning process.
6. **Next Steps:**
  - DAG Meeting #2: Week of November, 7<sup>th</sup>.
  - Potential CDE presentation to School Board: November, 10<sup>th</sup>.



## DOLORES SCHOOL DISTRICT MASTER PLAN

Date: 20 October 2022, 5:30 - 8:30 PM

Project: Dolores School District RE-4A Facilities Master Plan

Project No. 22047

Re: Design Advisory Group (DAG) Kick-off

Location: DSD Administration Office, 100 N. 6th St, Dolores CO 81323

## PROJECT GOALS





# APPENDIX A - STAKEHOLDER MEETING MINUTES

DOLORES SCHOOL DISTRICT MASTER PLAN

F & M ARCHITECTS

## MEETING MINUTES

DATE:	20 OCTOBER 2022, 5:30 – 8:30 PM		
PROJECT/ NO.	DOLORES SCHOOL DISTRICT RE-4A FACILITIES MASTER PLAN / 22047		
RE:	Design Advisory Group (DAG) kick-off		
LOCATION:	DSD Administration office. 100 N 6 <sup>th</sup> St, Dolores, CO 81323		
PARTICIPANTS:	Name (Initials)	Company (Initials)	Email
	Max McCloskey (MM)	F&M Architects (FM)	max@fandmarchitects.com
	Isabella James (IJ)	F&M Architects (FM)	isabella@fandmarchitects.com
	Monty Guiles (MG)	Peyton-Savage (PM)	mlg@peyton-savage.com
	Reece Blincoe (RB)	Dolores Schools (DSD)	rblincoe@dolores.k12.co.us
	Alfonso Goad (AG)	Dolores Schools (DSD)	agoad@dolores.k12.co.us
	Justin Schmitt (JS)	Dolores Schools (DSD)	jschmitt@dolores.k12.co.us
	Maegan Crowley (MC)	Dolores Schools (DSD)	mcrowley@dolores.k12.co.us
	Alison Brown (AB)	Dolores Schools (DSD)	abrown@dolores.k12.co.us
	Pete Swingle (PS)	Dolores Schools (DSD)	pswingle@dolores.k12.co.us
	Matt Walker (MW)	Dolores Schools (DSD)	mwalker@dolores.k12.co.us
	Susan Lisak (SL)	Dolores Chamber (DC)	slisak@hotmail.com
	David Dowdy (DD)	Town of Dolores (TD)	david@townofdolores.com
	Shawna Valdez (SV)	Community Member	srvaldez001@gmail.com
	Travis Rantz (TR)	Parent	travis.rantz@gmail.com
	Kim Parr (KP)	Parent	starneskim@yahoo.com
	Ryan Nichols (RN)	Parent	nichols.crn@gmail.com

### A. Introductions (15 minutes)

- All participants introduced themselves, describe their role, and shared their best memory of school.
- MM gave a presentation introducing the Master Planning process and the BEST grant application.

### B. Review 2019 master plan (20 minutes)

- Where have we been? Where are we going?
  - Option 1 – Keep the football field on campus
  - Option 2 – Preservation Approach
  - Option 3 – The Gateway
  - Approved Master Plan

### C. F&M to share design schedule (10 minutes)

- The next in-person DAG meeting will be held the week of November 7<sup>th</sup>. This will be a design workshop.
- The Deadline is a Strategic plan for implementation before Christmas

## APPENDIX A - STAKEHOLDER MEETING MINUTES

### DOLORES SCHOOL DISTRICT MASTER PLAN

- c. Cost estimating will begin after our second workshop. Main cost estimating comes after we develop the preferred plan.
- d. BEST Grant writing starts in the New Year.
- e. Feb 6th, applications are due.
- f. BEST Board meets in May for a three-day interview session.

#### D. Master Plan prioritization workshop. World Café (1 hour) –

- a. A world café workshop is intended to generate dialogue and create a unified vision within a large group of stakeholders. DAG members will break into small groups for 3-rounds of 15-minute conversations related to the question **“With limited resources, what are the primary areas of the campus that need to be improved, replaced, or created within the master plan.”**
- b. Discussion with the entire group
  - i. Monty Guiles - Master Plan should encompass everything a school should have and need. Then we ask for what we want in the BEST cycle. The flood plain is the main issue. Use the area of the football field to manage the stormwater and move the football field. Where would it go?
  - ii. DAG discussed the concept of managing the stormwater before it gets to the school site.
    - 1. TR– Groundwater and flooding event issues
    - 2. DAG agreed that the majority of the historic flooding on campus has been contributed to storm water coming down the bluff
      - a. County culvert was plugged to deter children from entering
      - b. Town storm infrastructure is undersized
        - i. Town owns the area directly to the north of the football field before the slope of the bluff begins.
        - ii. MC – would the town partner with us to mitigate flood risk?
        - iii. DD Noted, the Town estimated storm infrastructure to be roughly \$6M.
        - iv. DD: Drainage systems are not designed for the 100 year flood event, or the 500 year. Just for the average water load.
    - 3. RB – water flows right through the football field, with some dirt work, that can be mitigated
    - 4. DAG discussed the pros and cons of adding a plinth of 3” fill to get the campus out of the FEMA flood plain and installing new fill vs. leaving grade as is and trenching a new storm.
      - a. MM notes the in 2019 the plinth concept was estimated at \$5M for the total site work.
      - b. MM also noted that with construction escalation that cost would be higher today.
- c. Group 1
  - i. Safety concerns
    - 1. Roof in the locker room recently failed
    - 2. Flooding in the gym
    - 3. Football field is dangerously uneven
    - 4. Traffic flow of busses and drop off, multiple accidents in the parking lot.
      - a. Not enough parking
    - 5. No crosswalks, kids walk out in front of traffic
      - a. High schoolers park to the south and there is no crosswalk to their parking lot.
      - b. Do students need their own parking lot?
        - i. MM suggested a student parking lot off 14<sup>th</sup> street on the NE side of campus could eliminate parent/student congestion.

## APPENDIX A - STAKEHOLDER MEETING MINUTES

### DOLORES SCHOOL DISTRICT MASTER PLAN

- 6. No well-marked pedestrian pathways
        - a. No traffic flow, people reverse out of those spots in front of the school while others are driving past in the drop off line, resulting in fender benders.
      - 7. ADA compliance throughout campus
    - ii. Health Concerns
      - 1. HVAC system improvements
    - iii. Secure entrances and connecting existing buildings
      - 1. Decreased number of entrances
    - iv. Shared facilities in the commons with theater and sports sharing spaces
    - v. Insufficient classroom space, not meeting CDE square footage requirements
    - vi. Loosing students to other districts with better athletic facilities.
      - 1. No track and students must leave campus or run on the street.
      - 2. No restrooms in the field house and the band room.
      - 3. Concession stand is not adequate
      - 4. Insufficient locker-room space in the field house
    - vii. Still need separation between the middle school and high school
      - 1. Middle school electives are taught by high school teachers, so there will be co-mingling of students.
      - 2. No sharing of common space between middle school and high school.
    - viii. MM noted; Two story secondary school is required if football field stays.
  - d. Group 2
    - i. Safety Concerns
      - 1. Middle school science rooms do not have safety features
        - a. Hoods, gas, eye wash and plumbing are all needed
      - 2. Lack of adequate shop space
      - 3. Poor ventilation in the wood shop.
      - 4. Larger classrooms to meet CDE requirements
    - ii. Security Concerns
      - 1. Card swipe system for access to all the buildings and classrooms
      - 2. One main entrance with less exterior doors
    - iii. Health and Safety Concerns
      - 1. Remove carpeting for health and safety
      - 2. Drainage issues lead to mold problems
      - 3. Proper acoustics, HVAC and lighting systems
        - a. Mini splits for AC for each room – does not include air filters.
          - i. Not enough fresh air
    - iv. Technology
      - 1. Touchless facilities in the bathrooms
      - 2. Prepare for changes in the 21<sup>st</sup> century learning environment
    - v. Programming space
      - 1. Don't have the spaces that are needed. Students are on top of each other
        - a. Theater practices in the science room. Commons space is overused for too many programs
    - vi. Functional outdoor learning area
      - 1. Security concerns
        - a. Currently uses the lawn in front of the secondary school – not secure at all
      - 2. Elementary has a small, covered pavilion for outdoor learning but it is not used very much
      - 3. Secondary school likes outdoor learning.
      - 4. Likes the Mancos solution with the natural landscape as a barrier.
      - 5. Interior courtyard
        - a. Concern for the snow removal in an interior courtyard.

## APPENDIX A - STAKEHOLDER MEETING MINUTES

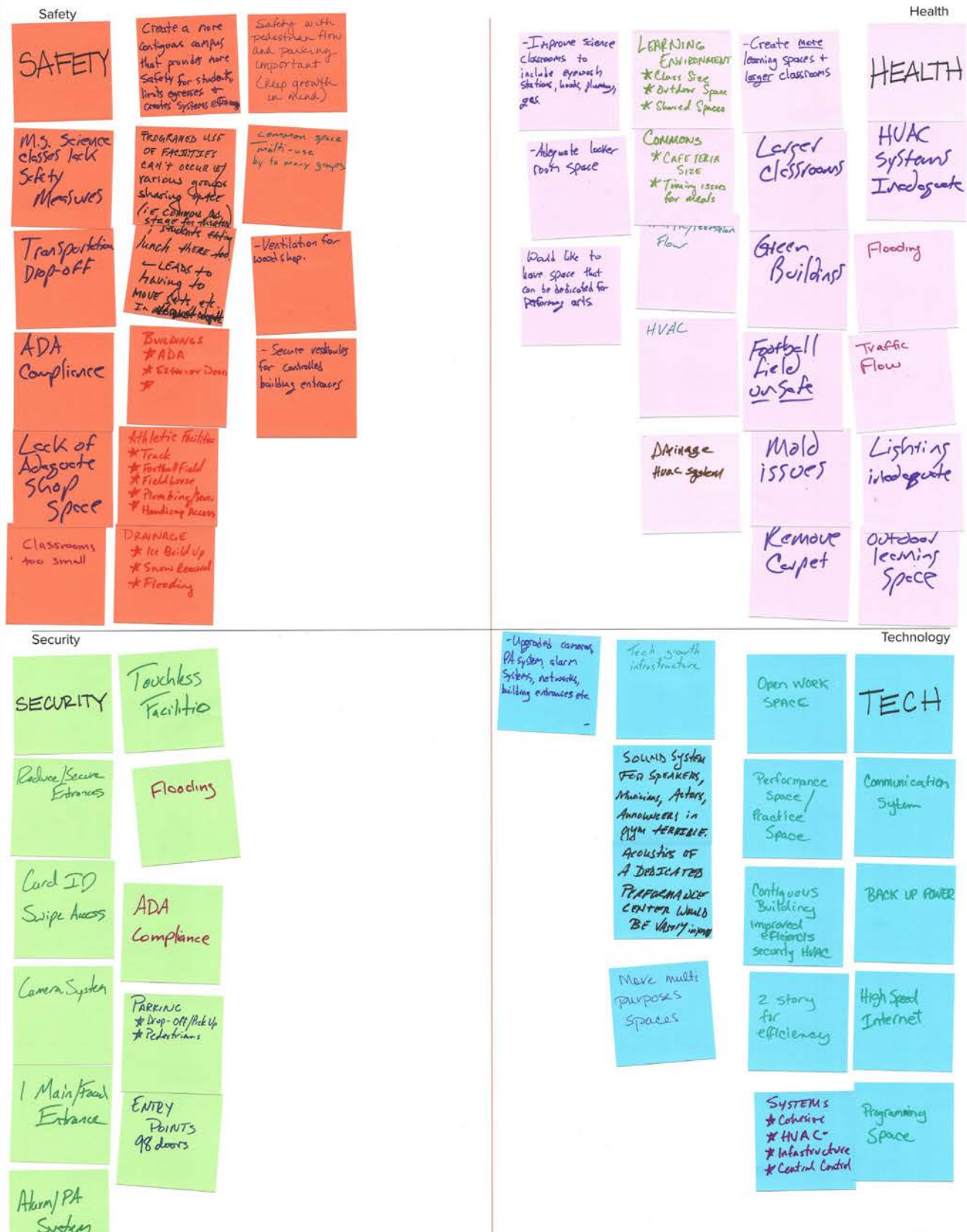
### DOLORES SCHOOL DISTRICT MASTER PLAN

- b. Noise from the courtyard provides a distraction to students in the room.
          - i. Needs to be mitigated by scheduling of activities, and teachers managing their classrooms.
      - vii. Agricultural Science facility on the new property Greenhouse
        - 1. Alarm, PA systems need upgrading.
    - e. Group 3
      - i. Football field takes up too much space outside of the flood plain. How can we get that space back? Move or rotate the football field.
        - 1. Drainage issues at the football field.
      - ii. Need for HVAC upgrades
        - 1. New spaces for extracurriculars
      - iii. Connect existing buildings, need for cohesive systems, and continuous buildings
        - 1. Design to prioritize security around security
        - 2. Pedestrian flow through campus improvements.
      - iv. Gym currently houses too many programs. Need for more shared flexible space.
      - v. Security concern over northern bluff
    - f. Group 4
      - i. Safety Concerns
        - 1. Snow removal is an issue and so is ice buildup and ice damming
        - 2. Metal shop shares too many students
          - a. Students are doing metal work outside
          - b. No ventilation in metal shop rooms
      - ii. Security Concerns
        - 1. Would like a connected building. Eliminate exterior movement between existing buildings.
        - 2. Currently there are 98 exterior doors on campus
        - 3. Access through the north by the football field is not secure
      - iii. Health Concerns
        - 1. Carpet in science rooms, agriculture science, and food prep
      - iv. Cafeteria and Commons space
        - 1. Too small
        - 2. Shared space means students are eating earlier in the day. Sharing the program is a scheduling problem.
          - a. RB: Notes, if the districts didn't have open campus the dining facilities would not work due to space needs.
        - 3. Two cafeterias served by one kitchen could be a solution.
          - a. More time for students to eat, right now they don't have enough time to eat and they're eating too early in the day.
          - b. This could exist in the breezeway between the gym and the elementary school to the west.
      - v. Concern about main gym
        - 1. Structural issues
        - 2. Liked how Mancos got an addition for the concessions and restrooms.
        - 3. Water is coming from underneath and the sides. The groundwater is incredibly close to the gym floor.
        - 4. Below grade gym floor is a major issue.
  - E. Develop Project goals (30 minutes)
    - a. DAG members wrote goals that the Master Plan should include on post-it notes and added them to the four prioritization categories reviewed in the workshop: safety, security, health, and technology. (See Attached)

# APPENDIX A - STAKEHOLDER MEETING MINUTES

DOLORES SCHOOL DISTRICT MASTER PLAN

## PROJECT GOALS

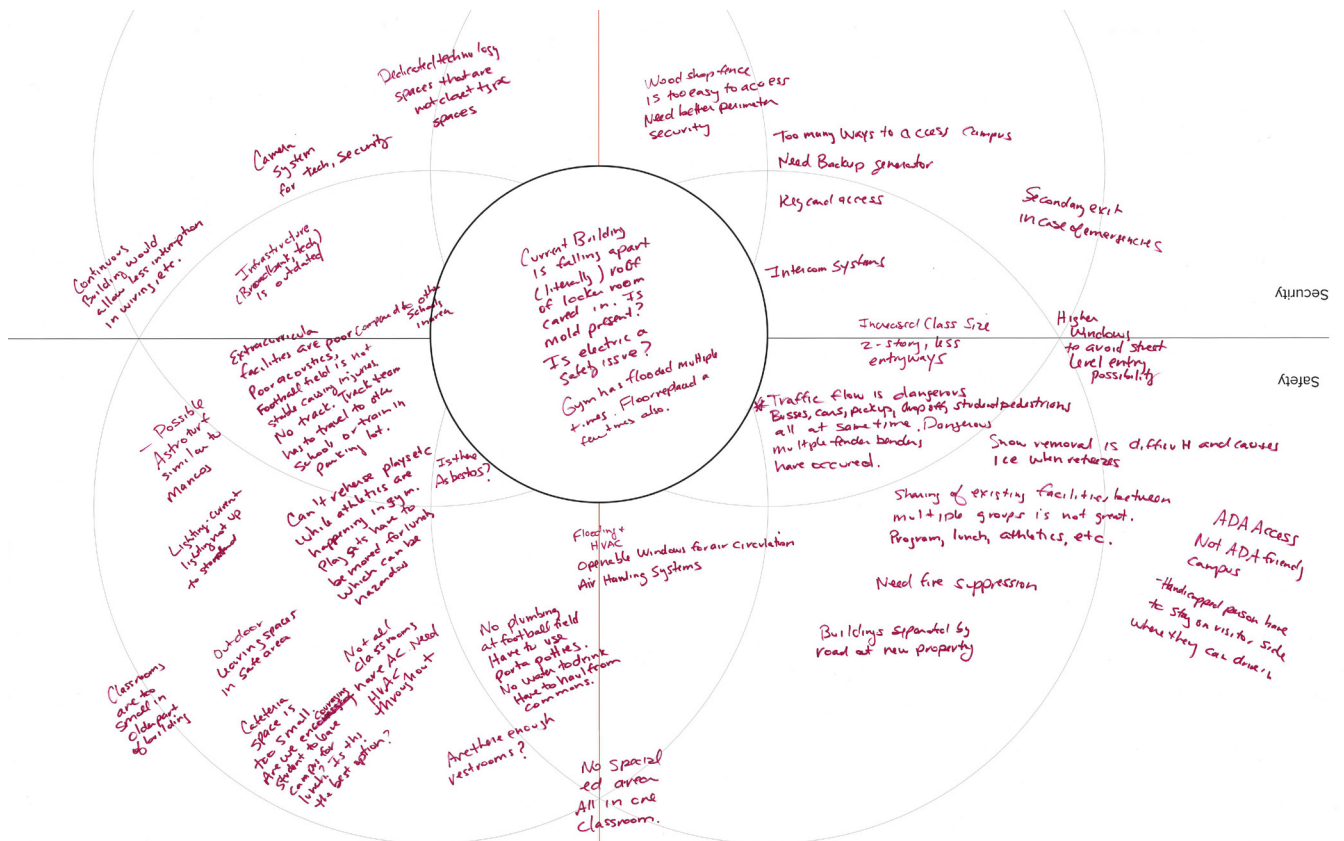




## DOLORES SCHOOL DISTRICT MASTER PLAN

**US DEFICIENCIES**

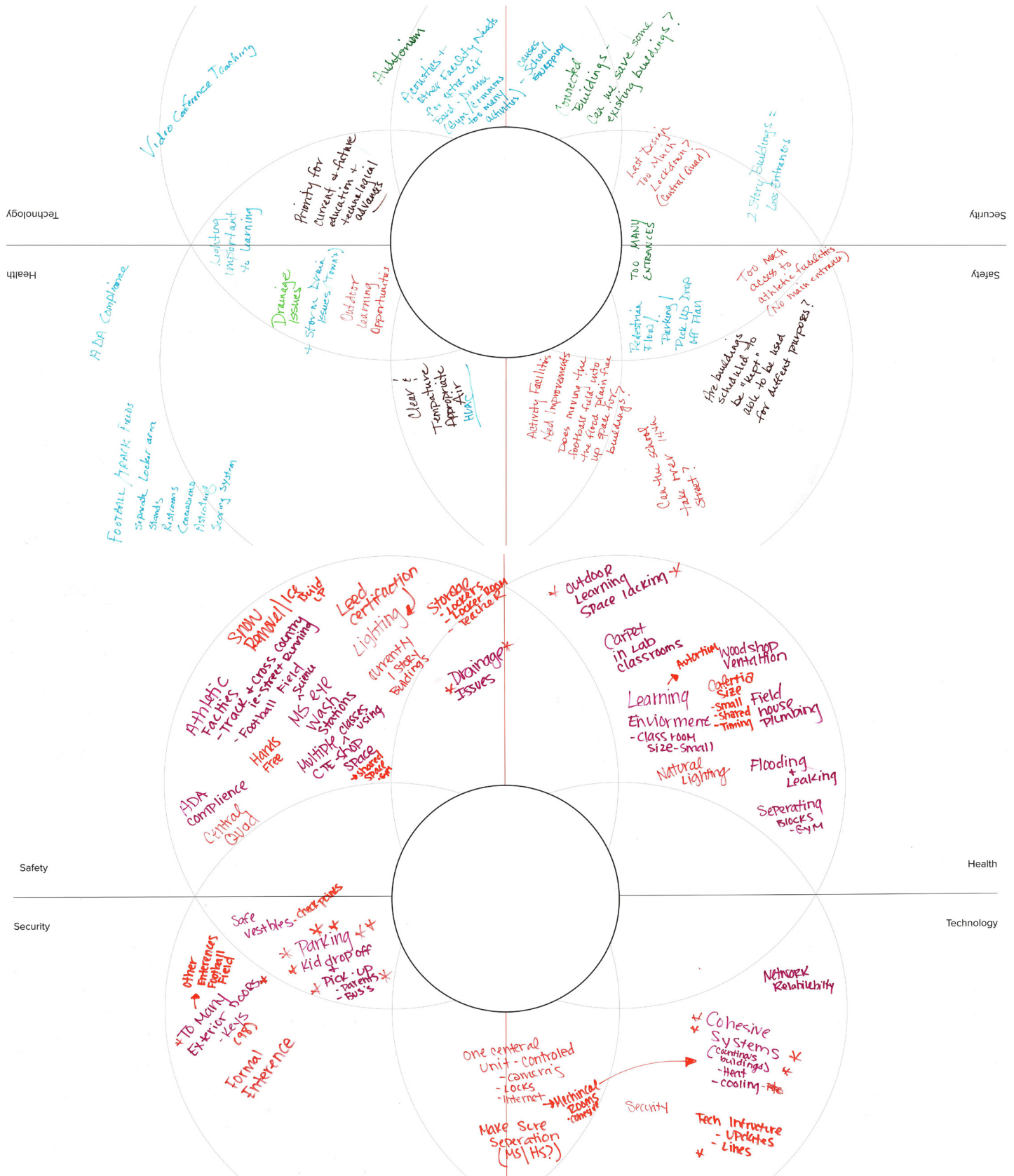
- FOOTBALL/TRACK FIELD**
  - ASTROTURF?
  - insufficient water
  - hard field = increase injury
  - Reface CARPET
  - Flooding Leaking roofs
  - Drainage for both town & school
  - Snow removal
- GREEN BUILDINGS**
  - Cafeteria is too small for a K-12 campus
  - No plumbing for football fieldhouse
  - lack of locker room space
  - OPENABLE WINDOWS
  - AIR PURIFICATION SYSTEM
  - LARGER CLASSROOM SIZE
  - Outdoor learning Area (Functional)
  - Acoustics
  - HVAC Systems
  - Lighting L.E.D.
- TOUCHLESS FACILITIES**
  - Communication System
  - High Speed Internet
  - BACK UP POWER?
  - Performance Space / Practice Space
  - Programming Space
  - Open Work Space
- CARBONOUS BUILDING**
  - improved efficiency w/ HVAC, networks, security etc.
  - remediate old CRIPs CRP
- SECURITY**
  - Reduce Entrances / Secure Entrances
  - Camera System / alarm system / RA system
  - Card Swipe ID Access
  - 1 MAIN ENTRANCE - FOCAL
  - Less exterior doors
- TRANSPORTATION/DROP OFF PLAN**
  - BACK UP POWER
  - Lack of adequate drop space for CTE programs
  - Roof ventilation systems in wood shop
- ADA COMPLIANCE**
  - MS Science classes lack hooks, & eye wash, stations, + plumbing
- BACK UP POWER**
  - ADA Compliance
  - Connect Buildings
  - Fire Suppression



# APPENDIX A - STAKEHOLDER MEETING MINUTES

## DOLORES SCHOOL DISTRICT MASTER PLAN

### CAMPUS DEFICIENCIES



# APPENDIX A - STAKEHOLDER MEETING MINUTES

DOLORES SCHOOL DISTRICT MASTER PLAN

F & M ARCHITECTS

## MEETING AGENDA

DATE: 09 NOVEMBER 2022

FACILITIES WALK: 3:00 – 4:30

WORKSHOP: 5:30 – 8:30

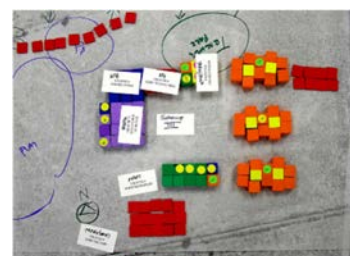
PROJECT/ NO. DOLORES SCHOOL DISTRICT RE-4A FACILITIES MASTER PLAN / 22047

RE: Design Advisory Group (DAG) Workshop no. 2

LOCATION Facilities Walk: Secondary School, main campus

Workshop: DSD Administration office. 100 N 6<sup>th</sup> St, Dolores, CO 81323

1. **Project Goals (15 minutes)**
  - Review information provided from Workshop no. 1 and draft of Master Plan goals.
2. **F&M Master Plan concepts (30 minutes)**
  - F&M to share concepts developed from feedback received during Workshop no. 1.
    - Based on the conversations we had at the last DAG meeting, F&M will share multiple Master Plan concepts that address campus needs and project goals in different ways. The DAG will be asked to provide feedback on each concept as to what seems to be working and what changes and/or additions may be needed. This exercise is intended to get each member of the DAG thinking creatively about what should be included in the Master Plan. This exercise also serves as a segway into the primary activity of the evening's workshop.
3. **Campus Master Planning exercise (90 minutes)**
  - using a campus site plan and scaled blocks of program space, the DAG will break into small teams to develop conceptual master plan schemes that support the Master Plan goals. Teams should consider opportunities such as:
    - demolition/ preservation of existing facilities
    - new construction vs renovation
    - How to address the flood plain
    - Phasing: What is included in a BEST grant application, how does learning occur throughout phases, what existing facilities are prioritized for replacement or renovation.



4. **Group Discussion (30 minutes)**
  - Each team will share their preferred concept(s) with the DAG.
  - After all teams have shared the DAG will come together to study common design elements amongst the concepts that should be included in the final Master Plan design.
5. **Next Steps/ closing comments: (10 minutes)**

F&M ARCHITECTS

## APPENDIX A - STAKEHOLDER MEETING MINUTES

### DOLORES SCHOOL DISTRICT MASTER PLAN

#### SIGN IN

Date: 09 November 2022, 5:30 - 8:30 PM  
Project: Dolores School District RE-4A Facilities Master Plan  
Project No. 22047  
Re: Design Advisory Group (DAG) Workshop No. 2  
Location: DSD Administration Office. 100 N. 6th St, Dolores CO 81323

Name	Department/Title	Email
Reece Blincoe	Dolores Schools Super Int.	rblincoe@dolores.k12.co.us
Justin Schmitt	Dolores Schools HS Admin.	jschmitt@dolores.k12.co.us
Maegan Crowley	School Board President	mcrowley@dolores.k12.co.us
Alison Brown	Dolores Schools Teacher	abrown@dolores.k12.co.us
Pete Swingle	Dolores Schools Teacher	pswingle@dolores.k12.co.us
Matt Walker	Dolores Schools Teacher	mwalker@dolores.k12.co.us
Susan Lisak	Dolores Chamber	slisak@hotmail.com
David Dowdy	Town of Dolores	david@townofdolores.com
Shawna Valdez	Community Member	srvaldez001@gmail.com
Travis Rantz	Parent	travis.rantz@gmail.com
Kim Parr	Parent	starneskim@yahoo.com
Ryan Nichols	Parent	nichols.crn@gmail.com
Casey McClellan	School Board	caseynmcc@gmail.com
Lenetta Shull	School Board	lshull@dolores.k12.co.us
Amorina Lee-Martinez	Grant Writer	aaguaadulce@gmail.com
Meg Donaldson	Colorado Dept. Ed.	Donaldson_M@CDE.state.co.us

# APPENDIX A - STAKEHOLDER MEETING MINUTES

DOLORES SCHOOL DISTRICT MASTER PLAN

F & M ARCHITECTS

## MEETING MINUTES

DATE: 09 NOVEMBER 2022

FACILITIES WALK: 3:00 – 4:30

WORKSHOP: 5:30 – 8:30

PROJECT/ NO. DOLORES SCHOOL DISTRICT RE-4A FACILITIES MASTER PLAN / **22047**

RE: Design Advisory Group (DAG) Workshop no. 2

LOCATION Facilities Walk: Secondary School, main campus

Workshop: DSD Administration office. 100 N 6<sup>th</sup> St, Dolores, CO 81323

PARTICIPANTS:	Name (Initials)	Company (Initials)	Email
	Max McCloskey (MM)	F&M Architects (FM)	max@fandmarchitects.com
	Monty Guiles (MG)	Peyton-Savage (PM)	mlg@peyton-savage.com
	Reece Blincoe (RB)	Dolores Schools (DSD)	rblincoe@dolores.k12.co.us
	Justin Schmitt (JS)	Dolores Schools (DSD)	jschmitt@dolores.k12.co.us
	Maegan Crowley (MC)	School Board	mcrowley@dolores.k12.co.us
	Alison Brown (AB)	Dolores Schools (DSD)	abrown@dolores.k12.co.us
	Pete Swingle (PS)	Dolores Schools (DSD)	pswingle@dolores.k12.co.us
	Matt Walker (MW)	Dolores Schools (DSD)	mwalker@dolores.k12.co.us
	Susan Lisak (SL)	Dolores Chamber (DC)	slisak@hotmail.com
	David Dowdy (DD)	Town of Dolores (TD)	david@townofdolores.com
	Shawna Valdez (SV)	Community Member	srvaldez001@gmail.com
	Travis Rantz (TR)	Parent	travis.rantz@gmail.com
	Kim Parr (KP)	Parent	starneskim@yahoo.com
	Ryan Nichols (RN)	Parent	<u>nichols.crn@gmail.com</u>
	Casey McClellan	School Board	<u>caseynmcc@gmail.com</u>
	Lenetta Shull	School Board	<u>lshull@dolores.k12.co.us</u>
	Amorina Lee-Martinez	Grant Writer	<u>aaguaadulce@gmail.com</u>
	Meg Donaldson	Colorado Dept. Ed.	Donaldson_M@CDE.state.co.us

### 1. Project Goals (15 minutes)

- MM shared draft list of goals based on conversations from the previous DAG workshop.
- Feedback included:
  1. Include language about upgrades to utility infrastructure and building systems.
  2. Broaden the scope of administration space to include consolidation of all District Admin.
  3. (see updated goals list attached)



# APPENDIX A - STAKEHOLDER MEETING MINUTES

## DOLORES SCHOOL DISTRICT MASTER PLAN

### 2. F&M Master Plan concepts (30 minutes)

- MM shared 3 master plan concepts:
  - Option-1: Keep the football field on campus.
  - Option-2: Relocate football field off campus. Location TBD
  - Option-3: focused on a BEST Grant: consider keeping and renovating the existing High School wing of the Secondary School, and add a new wing to the Secondary School on the east edge of campus. Potential to connect to and save the existing wood shop. This would require a 2-story addition.

### 3. Campus Master Planning exercise (90 minutes)

- The DAG divided into 4 teams to develop their own master plan concepts. Highlights from each team included:

#### Team-1:

- MP Phase-1 = new 2-story Secondary School addition.
- Demolish existing Middle School. Remodel High School.
- Keep/ renovate existing Auxiliary Gym and build an addition to the east to house concessions, weights, wrestling, band.
- Intent is to save money through additions and renovations vs new construction.
- Connect commons and Secondary School.
- Connect Shops facility and Science Building.
- Build new CTE facility on 14<sup>th</sup> St. lot.



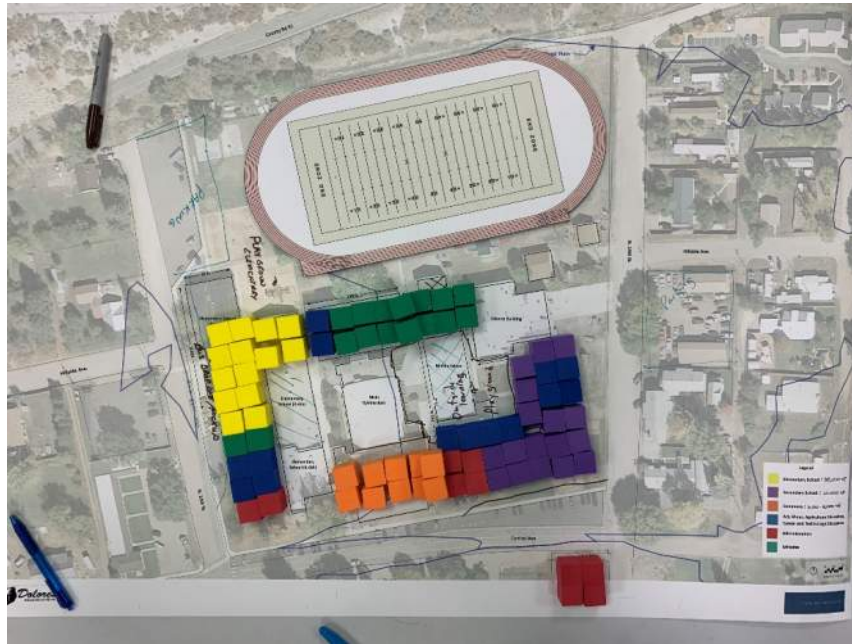
#### Team-2:

- MP Phase-1 = new 2-story Secondary School addition.
- Concept is focused on creating a perimeter of buildings around the edge of the campus and opening up outdoor space in the center.
- Remodel High School.
- Build new Secondary School. Keep existing Shops Facility and connect to existing Science Building.
- Remodel or demolish existing Auxiliary Gym.
- Demolish Band room and build a new comprehensive Athletics Facility. (gyms, wrestling, weights, locker rooms, concessions, field house) The location and scale of the building would provide best architectural deterrent to safety threats from the bluff.
- Remodel/ expand Commons Building and connect to Secondary School.
- Keep the existing Varsity gym and renovate to a performance space.

## APPENDIX A - STAKEHOLDER MEETING MINUTES

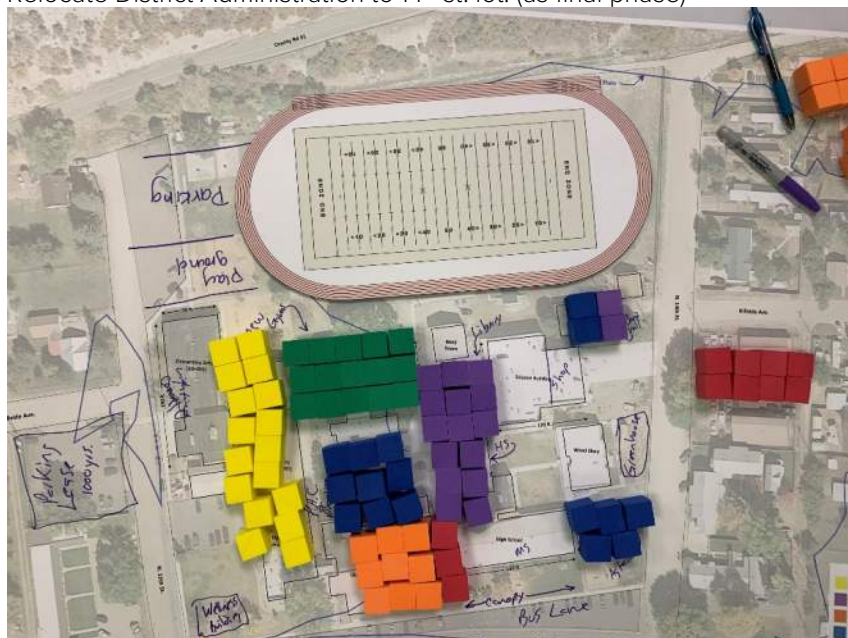
### DOLORES SCHOOL DISTRICT MASTER PLAN

- Team-2 looked at a final phase that would rebuild the Elementary School out of the flood plain and connected to the Athletic Facility.



#### Team-3:

- MP Phase-1 = Demolish Middle School, Build new High School, convert existing High School to a new Middle School once High School moves into new building.
- Concept is focused on consolidating buildings to the center of campus.
- 2 dedicated campus drop-off zones. One in front of the Secondary School. One at the Elementary (for buses)
- Renovate Historic Gym to performance space.
- Demo existing Auxiliary Gym and Band Room. build new comprehensive Athletics Facility . (gyms, wrestling, weights, locker rooms, concessions, field house)
- Build new Band Room on SE corner of football field.
- Relocate District Administration to 14<sup>th</sup> st. lot. (as final phase)



## APPENDIX A - STAKEHOLDER MEETING MINUTES

### DOLORES SCHOOL DISTRICT MASTER PLAN

#### Team-4:

- MP Phase-1 = renovate existing High School, demolish Middle School, add new 2-story High School connected to existing wood shop. Connect woodshop to Science building with new CTE space.
- New MS playground at footprint of old MS building.
- Concept is focused on Master Plan phase-1.
- Connect Common to Secondary School with multi-use space.
- Provide addition multi-use space on south end of Elementary.
- Use 14<sup>th</sup> St. lot for modular classrooms while Secondary School is being constructed. Potential to convert modulars to permanent admin space.
- Phase-2: new athletic facilities. Increase footprint of Band Room to include / field house/ concessions.



#### 4. Group Discussion

- Based on the design from each team, the DAG came together to confirm consistent themes that will be used to move forward in developing a single concept for the Master Plan:
  1. Keep the football field on campus
  2. Renovate, instead of demolishing High School.
  3. Keep the shops building.
  4. Convert the existing Main Gym into performance space with secondary athletic uses.
  5. Build new, 2-story Secondary School wing that secures the east edge of campus by connecting to the existing Shops Building and Science Facility.

#### 5. Next Steps/ closing comments:

- F&M to develop a single Master Plan concept from the decisions made at workshop-2.
- Next DAG: Wednesday, 12/7. DAG to approve Master Plan design.
- Potential presentation to School Board, Thursday, 12/8.

## MASTER PLAN GOALS

---

### DOLORES SCHOOL DISTRICT RE-4A

Create a contiguous campus that improves student safety through the resolution of accessibility violations and the creation of consolidated, controlled entries.

Improve campus safety through better design of parking and pedestrian infrastructure, including dedicated drop-off zones.

Support Career and Technical Education curriculum through the addition of new CTE space.

Improve arts curriculum through the addition of a dedicated performance building.

update building systems and utility infrastructure throughout campus facilities.

Provide additional multi-purpose space through renovations and/or additions to the existing Commons Building.

Consolidate and provide additional administration space on campus.

provide additional educational space in the Secondary School to accommodate current needs and long-term growth.

Enhance student safety and support District growth by providing a new, CHSAA approved football field and 6-lane track.

# APPENDIX A - STAKEHOLDER MEETING MINUTES

DOLORES SCHOOL DISTRICT MASTER PLAN

F & M ARCHITECTS

## MEETING AGENDA

DATE: 07 DECEMBER 2022  
WORKSHOP: 5:30 – 8:30  
PROJECT/ NO. DOLORES SCHOOL DISTRICT RE-4A FACILITIES MASTER PLAN / 22047  
RE: Design Advisory Group (DAG) Workshop no. 3  
LOCATION: DSD Administration office. 100 N 6<sup>th</sup> St, Dolores, CO 81323

- 
1. **Workshop Goals:**
    - Review and approve complete Master Plan phasing strategy. (Strategic Plan for Implementation)
    - Review and approve detailed plan for Phase-1.
  2. **Review Master Plan Goals.**
  3. **Complete Master Plan phasing strategy:**
    - F&M to present phasing – defined in the CDE Master Plan Guidelines as: Strategic Plan for Implementation.
  4. **Phase-1 detailed plan:**
    - F&M to present detailed plan for Phase-1 which will represent the scope of the BEST Grant application.
  5. **Group Discussion and DAG approval of Master Plan design.**
    - Opportunity to provide any modifications/ alterations to the Master Plan.
  6. **Next Steps:**
    - Presentation to School Board based on outcome of this workshop.
    - Completion of Master Plan Report.
    - Phase-1 cost estimating to support BEST Grant application.
    - Continued support and collaboration on BEST Grant application.
    - We're continuing this process with you.
    - THANK YOU!



## APPENDIX A - STAKEHOLDER MEETING MINUTES

DOLORES SCHOOL DISTRICT MASTER PLAN

### SIGN IN

Date: 07 December 2022, 5:30 - 8:30 PM  
Project: Dolores School District RE-4A Facilities Master Plan  
Project No. 22047  
Re: Design Advisory Group (DAG) Workshop No. 3  
Location: DSD Administration Office. 100 N. 6th St, Dolores CO 81323

Name	Department/Title	Email
Reece Blincoe	Dolores Schools Super Int.	rblincoe@dolores.k12.co.us
Justin Schmitt	Dolores Schools HS Admin.	jschmitt@dolores.k12.co.us
Maegan Crowley	School Board President	mcrowley@dolores.k12.co.us
Mark Baxter	Dolores Schools Teacher	mbaxter@dolores.k12.co.us
Pete Swingle	Dolores Schools Teacher	pswingle@dolores.k12.co.us
Matt Walker	Dolores Schools Teacher	mwalker@dolores.k12.co.us
Susan Lisak	Dolores Chamber	slisak@hotmail.com
David Dowdy	Town of Dolores	david@townofdolores.com
Shawna Valdez	Community Member	srvaldez001@gmail.com
Travis Rantz	Parent	travis.rantz@gmail.com
Kim Parr	Parent	starneskim@yahoo.com
Ryan Nichols	Parent	nichols.crn@gmail.com
Casey McClellan	School Board	caseynmcc@gmail.com
Lenetta Shull	School Board	lshull@dolores.k12.co.us
Amorina Lee-Martinez	Grant Writer	aaguaadulce@gmail.com
Monty Guiles	Owners Representative	mlg@payton-savage.com

# APPENDIX A - STAKEHOLDER MEETING MINUTES

DOLORES SCHOOL DISTRICT MASTER PLAN

F & M ARCHITECTS

## MEETING MINUTES

**DATE:** 07 DECEMBER 2022

WORKSHOP: 5:30 – 8:30

**PROJECT/ NO.** DOLORES SCHOOL DISTRICT RE-4A FACILITIES MASTER PLAN / **22047**

**RE:** Design Advisory Group (DAG) Workshop no. 3

**LOCATION:** DSD Administration office. 100 N 6<sup>th</sup> St, Dolores, CO 81323

<b>PARTICIPANTS:</b>	<b>Name</b>	<b>Company</b>	<b>email</b>
	Mark Baxter	Dolores SD	<a href="mailto:mbaxter@dolores.k12.co.us">mbaxter@dolores.k12.co.us</a>
	Casey McClellan	School Board	<a href="mailto:caseynmcc@gmail.com">caseynmcc@gmail.com</a>
	Travis Rantz	Parent/ Coach	<a href="mailto:travis.rantz@gmail.com">travis.rantz@gmail.com</a>
	Reece Blincoe	Dolores Supt.	<a href="mailto:rblincoe@dolores.k12.co.us">rblincoe@dolores.k12.co.us</a>
	Maegan Crowley	School Board	<a href="mailto:mcrowley@dolores.k12.co.us">mcrowley@dolores.k12.co.us</a>
	Shawna Valdez	Community member	<a href="mailto:srvaldez001@gmail.com">srvaldez001@gmail.com</a>
	Ryan Nichols	Parent	<a href="mailto:Nichols.crn@gmail.com">Nichols.crn@gmail.com</a>
	Susan Lisak	Dolores Chamber	<a href="mailto:doloreschamber@gmail.com">doloreschamber@gmail.com</a>
	David Dowdy	Town of Dolores	<a href="mailto:david@townofdolores.com">david@townofdolores.com</a>
	Monty Guiles	Owner's Rep	<a href="mailto:mlg@payton-savage.com">mlg@payton-savage.com</a>
	Kim Parr	Parent	<a href="mailto:starneskim@yahoo.com">starneskim@yahoo.com</a>
	Amorina Lee Martinez	Grant Writer	<a href="mailto:aaguaadulce@gmail.com">aaguaadulce@gmail.com</a>
	Lenetta Schull	School Board	<a href="mailto:lschull@dolores.k12.co.us">lschull@dolores.k12.co.us</a>
	Justin Schmitt	HS Principal	<a href="mailto:jschmitt@dolores.k12.co.us">jschmitt@dolores.k12.co.us</a>
	Pete Swingle	Teacher	<a href="mailto:pswingle@dolores.k12.co.us">pswingle@dolores.k12.co.us</a>
	Matt Walker	Athletic Director	<a href="mailto:mwalker@dolores.k12.co.us">mwalker@dolores.k12.co.us</a>

### 1. Workshop Goals:

- F&M shared the goals for the evening:
  - Review a single vision for the Master Plan – developed from the feedback provided at the last Workshop.
  - Provide opportunity for DAG to share comments/ modifications/ additions to the Master Plan.
  - Come to consensus on a Master Plan recommendation to present to the School Board.

### 2. Review Master Plan Goals.

- F&M reviewed Master Plan goals with the DAG.

### 3. Complete Master Plan phasing strategy:

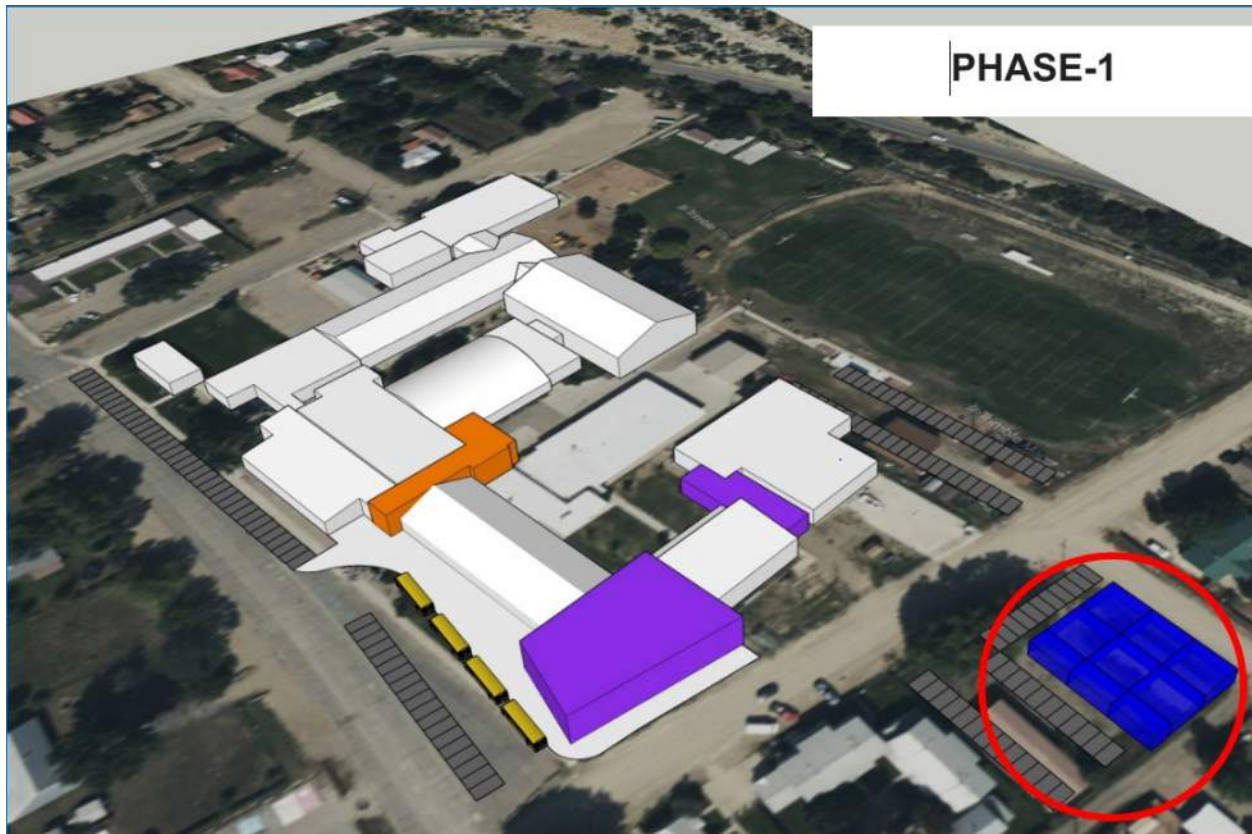
- F&M shared the complete phasing strategy for the full campus Master Plan and the DAG engaged in an open dialogue regarding modifications:

## APPENDIX A - STAKEHOLDER MEETING MINUTES

DOLORES SCHOOL DISTRICT MASTER PLAN

### ○ **PHASE-1:**

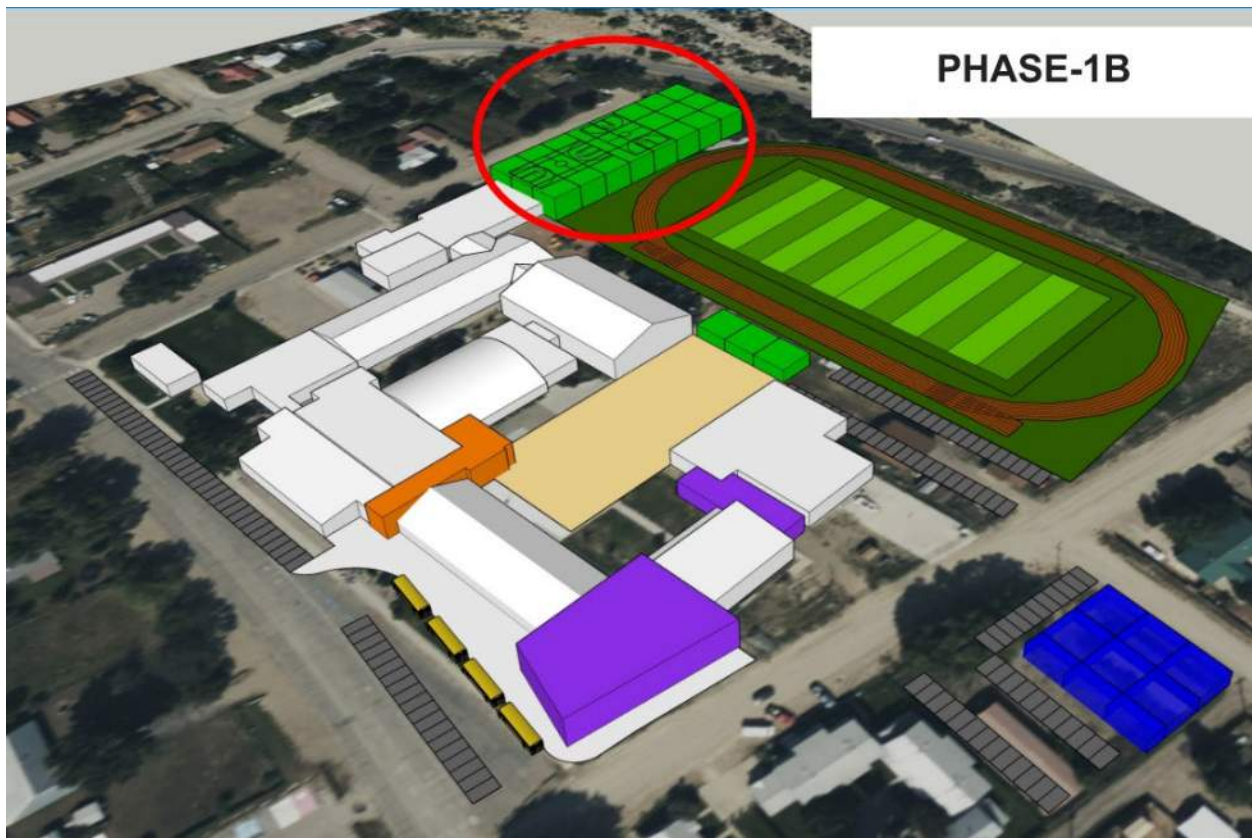
- *FOCUSES ON BEST GRANT SCOPE*
- NEW HS ADDITION ON SE CORNER OF CAMPUS
- DEMO EXISTING MIDDLE SCHOOL PLAYGROUND
- DEMO EXISTING MIDDLE SCHOOL
- NEW PROTECTED BUS LANE
- DEDICATED HS PARKING ON NORTH SIDE OF SCIENCE BUILDING.
- COMMONS/ SECONDARY SCHOOL INFILL
- NEW MIDDLE SAFE/ PROTECTED MIDDLE SCHOOL PLAYGROUND AT FOOTPRINT OF OLD MIDDLE SCHOOL.
- Also includes construction of new CTE Facility on 14<sup>th</sup> st lot, but this component will not be part of the BEST Grant scope.
  - **DAG comments: remove the new CTE facility. This lot will be shown as a gravel parking lot for HS instead of north side of Science.**



## APPENDIX A - STAKEHOLDER MEETING MINUTES

### DOLORES SCHOOL DISTRICT MASTER PLAN

- **PHASE-1B:**
  - "ATHLETICS PHASE"
  - DEMO OF EXISTING BAND ROOM
  - NEW FOOTBALL FIELD & TRACK
  - NEW CONCESSION AND GRANDSTANDS IN PLACE OF EXISTING BAND ROOM.
  - NEW ATHLETIC BUILDING AT WEST END OF FB FIELD TO INCLUDE: VARSITY AND AUXILIARY GYMS, WRESTLING RM, WEIGHT RM, LOCKER RMS, PERFORMANCE SPACE
    - DAG comments: CHANGE TO PHASE 2. Relocate the new athletics building to center of campus, directly south of the football field. Break the new athletics building into two phases: phase-1 to include field house, locker rooms, band room, concessions, facilities/ maintenance space, and grandstands. Phase-2 to include new gyms, weight room, wrestling room.

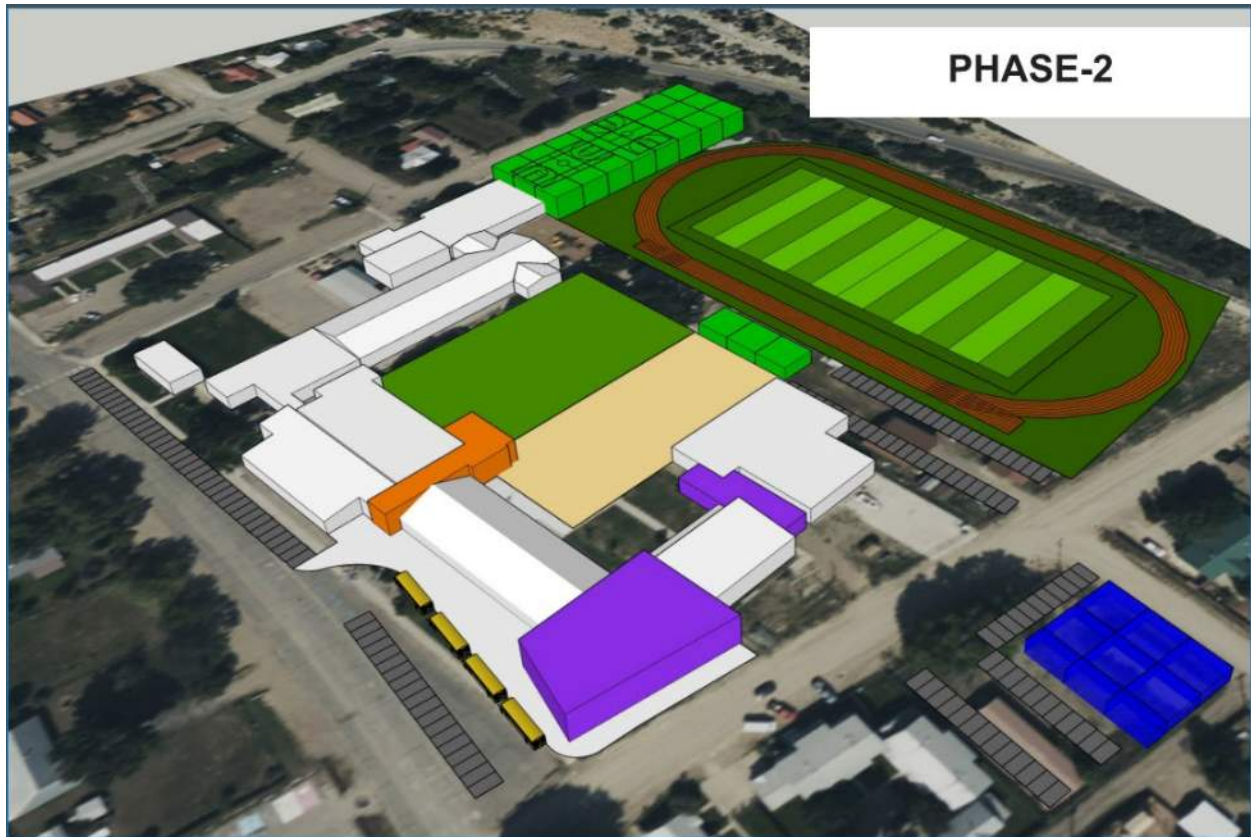




## APPENDIX A - STAKEHOLDER MEETING MINUTES

DOLORES SCHOOL DISTRICT MASTER PLAN

- **PHASE-2:**
  - DEMO EXISTING GYMS.
  - NEW SAFE/ PROTECTED ELEMENTARY PLAYGROUND IN FOOTPRINT OF OLD GYMS.
    - DAG comments: do not demolish the historic gymnasium – renovate as a Performing Arts Facility.

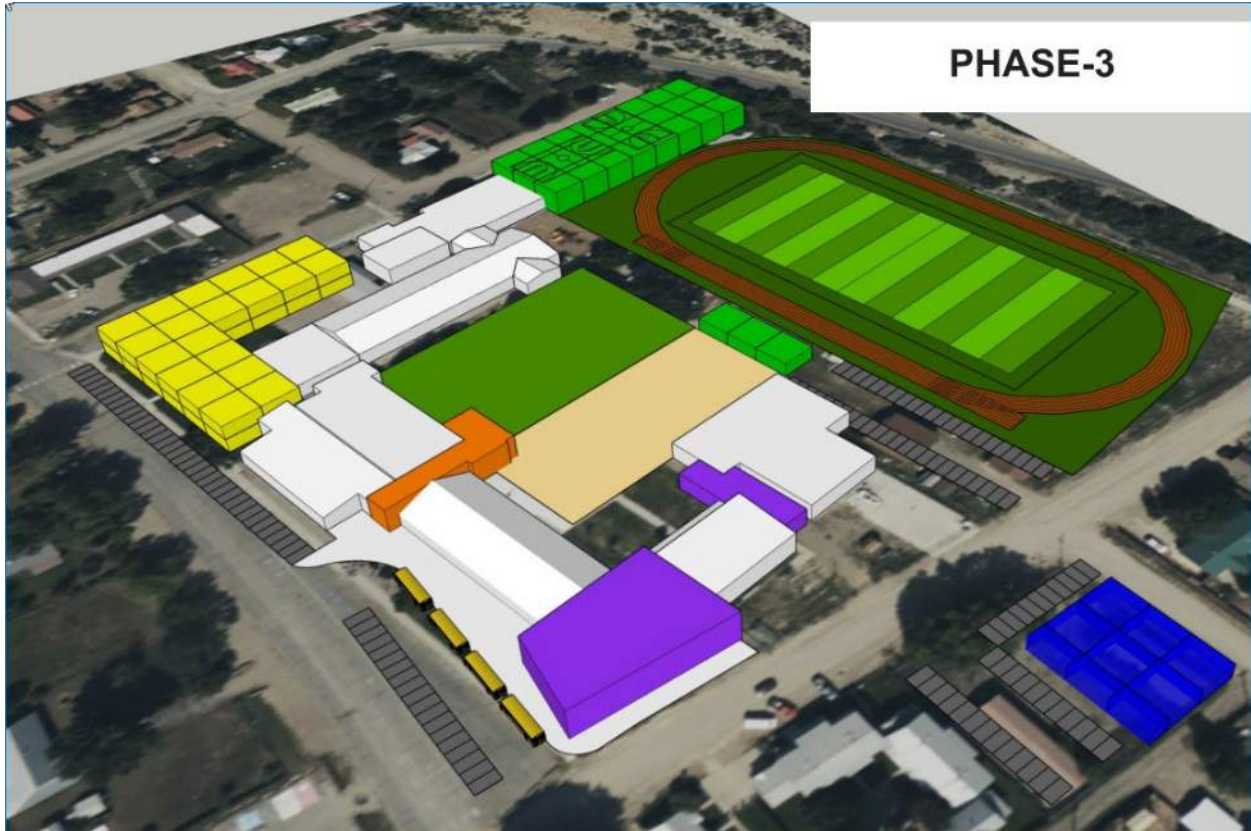




## APPENDIX A - STAKEHOLDER MEETING MINUTES

### DOLORES SCHOOL DISTRICT MASTER PLAN

- **PHASE-3:**
  - NEW 2-STORY ELEMENTARY SCHOOL ON SW CORNER OF CAMPUS – ALLOWING EXISTING ES TO REMAIN OPERATIONAL DURING CONSTRUCTION. THE LOCATION OF THE NEW ES ALSO MEETS A DAG MASTER PLAN GOAL OF ELIMINATING OPENINGS AT THE PERIMTER OF THE CAMPUS. ADDITIONALLY, THE NEW ES WILL BE OUT OF THE FLOOD PLAIN BOUNDARY.
  - No DAG comments.

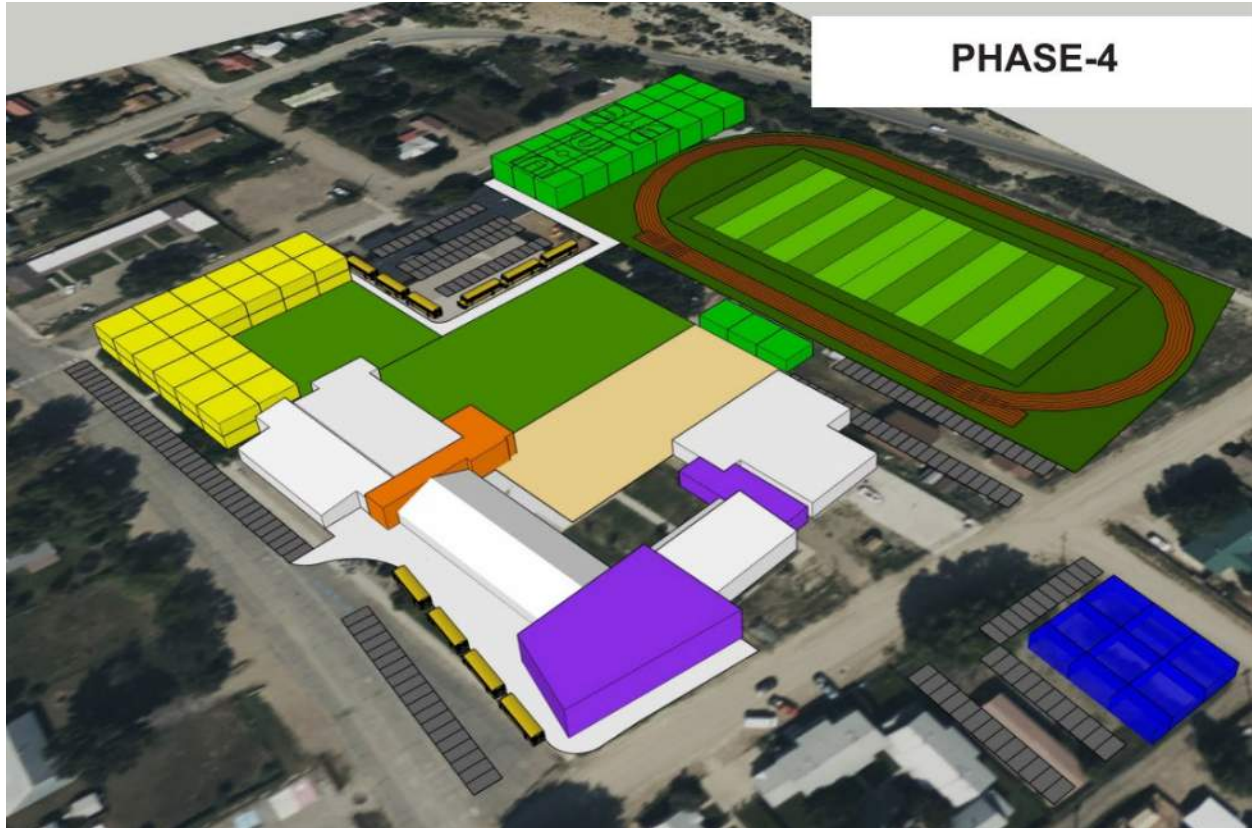


## APPENDIX A - STAKEHOLDER MEETING MINUTES

DOLORES SCHOOL DISTRICT MASTER PLAN

### **PHASE-4:**

- WHEN NEW ELEMENTARY IS COMPLETE, DEMO EXISTING ELEMENTARY.
- NEW DEDICATED ELEMENTARY SCHOOL PARKING AND ON-CAMPUS BUS LANE.  
- No DAG comments.



## APPENDIX B- HISTORICAL SIGNIFICANCE

### DOLORES SCHOOL DISTRICT MASTER PLAN

## APPENDIX B- HISTORICAL SIGNIFICANCE

**From:** Mark MacHale  
**Sent:** Friday, September 03, 2010 12:19 PM  
**To:** Lortie, Kristin  
**Cc:** Diane Koenig  
**Subject:** RE: Dolores RE-4 - MS-HS

Thanks. We will be sure to include the findings in our plan.

---

**From:** Lortie, Kristin [[mailto:Lortie\\_K@cde.state.co.us](mailto:Lortie_K@cde.state.co.us)]  
**Sent:** Friday, September 03, 2010 12:13 PM  
**To:** Mark MacHale  
**Cc:** Diane Koenig  
**Subject:** FW: Dolores RE-4 - MS-HS

Mark,

Please find below the determination from the historical society regarding the 1954 MS-HS. This should be included and documented in the master plan for the district.

Kristin

---

**From:** Corson, Dan [<mailto:Dan.Corson@chs.state.co.us>]  
**Sent:** Friday, September 03, 2010 12:08 PM  
**To:** Lortie, Kristin  
**Subject:** RE: Dolores RE-4 - MS-HS

Kristin:

We do not believe that this building has historical significance.

Thanks.

Dan W. Corson  
Intergovernmental Services Director  
Office of Archaeology and Historic Preservation  
History Colorado [Colorado Historical Society]  
Civic Center Plaza  
1560 Broadway, Suite 400  
Denver, Colorado 80202  
(303) 866-2673  
[www.coloradohistory-oahp.org](http://www.coloradohistory-oahp.org)

---

**From:** Lortie, Kristin [[mailto:Lortie\\_K@cde.state.co.us](mailto:Lortie_K@cde.state.co.us)]  
**Sent:** Friday, September 03, 2010 12:02 PM  
**To:** Corson, Dan  
**Subject:** Dolores RE-4 - MS-HS

Dan,

The Dolores RE-4 School District is undergoing a master planning study, and I am writing to request a determination of historical significance for this building. Please find attached photos of the Dolores MSHS (1954).

Thank you,

**Kristin Lortie**  
Senior Consultant  
Public School Capital Construction Assistance (BEST)  
Colorado Department of Education  
303-866-6184 Phone  
303-866-6186 Fax  
<http://www.cde.state.co.us/cdefinance/CapConstMain.htm>

# APPENDIX C - CONCEPTUAL STATEMENT OF COSTS

DOLORES SCHOOL DISTRICT MASTER PLAN

## APPENDIX C - CONCEPTUAL STATEMENT OF COSTS

This conceptual statement of cost has been developed for PHASE-1 of the Preferred Master Plan concept. The complete project cost is estimated at **\$27, 504, 068.94**.

Since the option for the design and construction of the new Dolores School District Phase-1 has not been completed beyond a conceptual stage, probable costs have been based on estimates provided by (2) general contractors: FCI Constructors, and Jaynes Corp. of Colorado. The District elected to move forward with the lower of the two contractor estimates based primarily on escalation assumption provided by the cost estimators. At the time of the report it is believed that the recent extreme escalation we've seen as a result of COVID-19 is lessening in the region, and will continue to remain level through 2024. The design team consulted with the international cost estimating firm RLB, to gain a third-party opinion of anticipated construction escalation. Lastly, two recent BEST Grant recipient projects of similar scope in the region were analyzed as peer comparisons. Costs are based upon a hypothetical construction start date of the third quarter 2024. In the event the project does not start until after this hypothetical start date, we would recommend budgeting a 5% per year construction cost escalation. If the design should be modified from the Master Plan included in this report the costs should be proportionately adjusted. Other expenses not included in the Statement of Probable Costs but might be considered in the development of this initiative are costs associated with increase in staff and operating

<b>Applicant:</b>	<b>Dolores RE-4A School District</b>					<b>Date of Report:</b>	<b>February, 1st 2023</b>	
<b>City, County:</b>	<b>Dolores, Colorado</b>					<b>Revision Date:</b>		
<b>Project Title:</b>	<b>campus safety upgrades, HS replacement, MS renovation</b>					<b>Revision Date:</b>		
<b>Contact:</b>	<b>Dr. Reece Blincoe</b>					<b>Affected Sq. Ft.:</b>	<b>41,925</b>	
- All cells in this spreadsheet with a green background can be filled in by the applicant.								
- The Sugg. Responsible Party (A/E, GC, Owner) section demonstrates the firms the applicant typically obtains costs from for that line item.								
- To insert a row click a cell in the green shaded area where you wish to insert the row, select Insert from the top menu, select rows.								
- The applicant must include each cost associated with each item below that is budgeted for your project. If a line item does not pertain to your project, type NA or leave blank.								
- If the applicant is requesting more than 25% of the funding for this project to be provided by the State of Colorado, and if the project includes an HVAC system, and if the project is more than 5,000 sq. ft. and if the total project costs exceed 25% of the replacement value of the facility they must comply with SB07-51 (High Performance Certification Program) and the costs for implementing a HPCP project must be reflected in the budget.								
Group Header	Category	Sub-Category	Sugg. Responsible Party			Enter Cost Here	Applicant Notes for CCA -enter in any clarifying statements here-	
			A/E	GC	Owner			
SOFT COSTS								
Design/ Consulting Fees								
	Architectural/ Design Fees	Architectural				\$ 642,827.00		
		Structural				\$ 241,060.00		
		Mechanical				\$ 321,413.00		
		Electrical				\$ 160,706.00		
		Landscape Design				\$ 80,354.00		
		Code and Accessibility Review				\$ -	included in architectural fee	
		Interiors				\$ -	included in architectural fee	
		Printing/ Reimbursables/ Mileage				\$ 60,000.00	travel/ printing	
		3D Modeling/ Computer Animation/ Model				\$ -	included in architectural fee	
		Acoustical Design				\$ 48,212.00		
		Lighting Design				\$ -	included in electrical fee	
		Food Service Design				\$ -	NA	
		Health Dept. Review				\$ -	NA	
		Historical Reviews				\$ -	NA	
		Civil Engineering				\$ 112,495.00		
		Drainage Study				\$ -		
		Zoning				\$ -		
		PUD				\$ -		
		Special Use Permit Costs				\$ -		
		Colorado Geological Survey				\$ -		
		Transportation Improvement Plan				\$ -		
		Traffic Study/Parking				\$ -		
		High Performance Energy Modeling				\$ 30,000.00		
		High Performance Commissioning (Cx/A)				\$ 50,000.00		
		LEED/CHPS Design & Coordination				\$ 30,000.00	assuming CHPS Verified Leader	
		LEED/CHPS Certification				\$ 15,000.00		
		Project Management/ Owners Representative				\$ 286,976.00		
		Other:				\$ -		
		Other:				\$ -		
Design Fees Subtotal						\$ 2,079,043.00		
City and Planning Fees								
	Preliminary Development Plan (PDP)					\$ -		
	Official Development Plan (ODP)					\$ -		
	Amendment to PDP of ODP					\$ -		
	Rezoning Fee (if applicable)					\$ -		
	Public Right-of-Way Easement Vacation					\$ -		
	Park Development Fees					\$ -		
	Street Excavation Permit					\$ -		
	Submittal Fees					\$ 20,000.00	CDFFC and local AHJ permit fees	
	Other:					\$ -		
	Other:					\$ -		
	City Planning Fees Subtotal						\$ 20,000.00	

# APPENDIX C - CONCEPTUAL STATEMENT OF COSTS

## DOLORES SCHOOL DISTRICT MASTER PLAN

Group Header		Category	Sub-Category	Sugg. Responsible Party			Enter Cost Here	Applicant Notes for CCA -enter in any clarifying statements here-
				A/E	GC	Owner		
Utility and Development Costs	Utility and Development Costs							
	Water Tap and Development Review Assessments						\$ -	
			Well Permits (water)				\$ -	
			Fire Protection Water Tap				\$ 40,000.00	
			Fire Hydrants				\$ -	
			Water Reserve for Fire Protection				\$ -	
			Water Tap Fees				\$ 65,000.00	
			Existing Water Tap Credits				\$ -	
			Special Metro Districts				\$ -	
	Sanitary Sewer Review and Assessment						\$ -	
			Septic System/ Leach Fields				\$ -	
			Metro District				\$ -	
			County (as applicable)				\$ 10,000.00	
			City				\$ -	
			State (as applicable)				\$ -	
	Storm Sewer						\$ 50,000.00	
	Utility Services						\$ -	
			Utility Extensions				\$ -	
			Gas				\$ 50,000.00	
			Fuel Storage/ Propane/ Wood?				\$ -	
			Electric				\$ 100,000.00	
			3 Phase Power				\$ -	
	Existing Solar Panel Removal & Reconnection						\$ -	
	Phone Cabling						\$ -	
	Cable Television Cabling						\$ -	
	City Traffic Impact Fee						\$ -	
	City Development Excise Tax						\$ -	
	Metro District Fees						\$ -	
	Street Lighting Fees						\$ -	
	Traffic Control Devices						\$ -	
	Extraordinary Offsite Utility Costs						\$ -	
	Other:						\$ -	
	Other:						\$ -	
	Utility & Development Costs Subtotal						\$ 315,000.00	
Site Survey and Soils Report	Site Survey and Soils Report							
	Site Survey						\$ 20,000.00	
	Geo Technical Report						\$ 20,000.00	
	Other:						\$ -	
	Other:						\$ -	
	Site Survey and Soils Report Subtotal						\$ 40,000.00	
Material Testing/ 3rd Party Inspections	Material Testing/ 3rd Party Inspections							
								*Included but not limited to the noted below.
	Caisson Inspection						\$ -	
	Soils Compaction						\$ 20,000.00	
	Rebar Inspection						\$ 20,000.00	
	Concrete Testing						\$ 20,000.00	
	Steel Welds & Bolted Connections						\$ 20,000.00	
	Asphalt Testing						\$ 10,000.00	
	Spray Fireproofing						\$ 10,000.00	
	Other:						\$ -	
	Other:						\$ -	
	Other:						\$ -	
	Other:						\$ -	
	Other:						\$ -	
	Material Testing Subtotal						\$ 100,000.00	
Environmental	Environmental							
	ACM Abatement						\$ 60,000.00	known ACM in middle school floor tiles
			Block Filler				\$ -	
	Underground Tanks/Contaminated Soils						\$ -	
	Lead						\$ -	
	CFCs						\$ -	
	Storm Water Management						\$ 10,000.00	
	State Demolition Permit						\$ 10,000.00	
	State Fugitive Dust Permit						\$ -	
	Animal Removal/Relocation						\$ -	
			Endangered Species Act				\$ -	
	Other:						\$ -	
	Other:						\$ -	
	Other:						\$ -	
	Environmental/Hazmat/Testing Subtotal						\$ 80,000.00	
Additional Costs	Additional Costs							
								* The owner is tax exempt
	Builder's Risk Insurance (If by owner)						\$ -	
	Leasing Fees						\$ -	
			Rental costs during construction				\$ -	
	Legal Fees						\$ 10,000.00	
	Finance Costs						\$ -	
	Moving & Relocating Costs						\$ -	
	Land Purchase						\$ -	
	Site Development						\$ -	
	Colo. Dept. of Transportation Costs						\$ -	
	Easement Dedications						\$ -	
	Construction Loan Interest						\$ -	
	Other:						\$ -	
	Other:						\$ -	
	Other:						\$ -	
	Additional Costs Subtotal						\$ 10,000.00	
Building Systems Infrastructure (by owner)	Building Systems Infrastructure (by owner)							
	Sound System/Audiovisual/TV-DVD						\$ 50,000.00	hardware
	Telecommunications						\$ 25,000.00	hardware
			Phone Systems Cabling				\$ -	included in hard costs
			Data Systems Cabling				\$ -	included in hard costs
			Equipment				\$ -	
	Security Systems						\$ 25,000.00	hardware
	Fire Alarm System						\$ -	
	Other:						\$ -	
	Other:						\$ -	
	Building Systems Subtotal						\$ 100,000.00	



# APPENDIX C - CONCEPTUAL STATEMENT OF COSTS

## DOLORES SCHOOL DISTRICT MASTER PLAN

			Sugg. Responsible Party			Enter	Applicant Notes for CCA
Group Header	Category	Sub-Category	A/E	GC	Owner	Cost Here	-enter in any clarifying statements here-
Furniture/ Fixtures and Equipment							*Items may or may not be included with the grant application, to be reviewed.
	Window Coverings					\$ -	included in hard costs
	Parking Lot Signage					\$ -	
	Permanent Interior Signage					\$ -	
		Interior Plaque				\$ -	
	Permanent Exterior Signage					\$ -	
		Monument Signage				\$ -	
	Technology					\$ -	
		Computers/Laptops/Tablets				\$ 150,000.00	
		Projection Equipment				\$ -	
		Smart boards, LED Touch Screens, Etc.				\$ -	
	School Desks/ Tables/ Chairs					\$ 300,000.00	assuming some re-use of existing classroom furniture
	Cafeteria Chairs and Tables					\$ -	
	Office Furniture					\$ -	
	Office Equipment					\$ -	
	Display Cases					\$ -	included in hard costs
	Marker & Tack Boards					\$ -	included in hard costs
	Foodservice Equipment					\$ -	NA
	Indoor Sports Equipment					\$ -	NA
		Bleachers				\$ -	NA
		Scoreboards				\$ -	NA
	Site Furnishings					\$ 50,000.00	
		Site Furniture				\$ -	
		Outdoor Sports Equipment				\$ -	
		Playground Equipment				\$ -	reusing existing ms playground equipment
	Other:					\$ -	
	Other:					\$ -	
Project Furniture/ Fixtures and Equipment Subtotal						\$ 500,000.00	
SOFT COST TOTAL						\$3,244,043.00	
HARD COST							
Permits, Taxes, Bonds							*Public School Facilities are tax exempt
	Building, Mechanical, Plumbing, Electrical Permit Fees					\$ 22,208.00	
	Plan Review Fee (State)					\$ -	included in soft costs
	Fire Department Review Fee					\$ -	included in soft costs
	State Inspections by 3rd Party					\$ -	included in soft costs
	Storm Water Permit Fees					\$ -	
	Land Disturbance Fee					\$ -	
	Other:					\$ -	
	Other:					\$ -	
	Other:					\$ -	
	Other:					\$ -	
Permits, Taxes, Bonds Subtotal						\$ 22,208.00	

Direct Cost of Work by Division		Cost per SF			Totals	
Division 00	Procurement and Contracting Requirements	\$ -			\$ -	
Division 1	General Requirements	\$ 28.75			\$ 1,205,220.00	
Division 2	Existing Conditions	\$ 6.02			\$ 252,489.00	
Division 3	Concrete	\$ 18.66			\$ 782,301.00	
Division 4	Masonry	\$ 18.86			\$ 790,537.00	
Division 5	Metals	\$ 37.76			\$ 1,583,163.00	
Division 6	Woods, Plastics & Composites	\$ 9.96			\$ 417,626.00	
Division 7	Thermal and Moisture Protection	\$ 23.48			\$ 984,284.00	
Division 8	Openings	\$ 27.71			\$ 1,161,870.00	
Division 9	Finishes	\$ 56.43			\$ 2,365,661.00	
Division 10	Specialties	\$ 4.13			\$ 173,159.00	
Division 11	Equipment	\$ 5.43			\$ 227,593.00	
Division 12	Furnishings	\$ 6.44			\$ 270,064.00	
Division 13	Special Construction	\$ -			\$ -	
Division 14	Conveying Systems	\$ 2.03			\$ 85,000.00	
Division 21	Fire Suppression	\$ 5.86			\$ 245,820.00	
Division 22	Plumbing	\$ 22.74			\$ 953,448.00	
Division 23	Heating, Ventilating, and Air Conditioning (HVAC)	\$ 62.24			\$ 2,609,302.00	
Division 25	Integrated Automation	\$ -			\$ -	
Division 26	Electrical	\$ 36.07			\$ 1,512,285.00	transformer not included
Division 27	Communications	\$ 8.84			\$ 370,422.00	
Division 28	Electronic Safety and Security	\$ 6.34			\$ 265,888.00	
Division 31	Earthwork	\$ 21.29			\$ 892,670.00	
Division 32	Exterior Improvements	\$ 16.95			\$ 710,643.00	
Division 33	Utilities	\$ 6.35			\$ 266,320.00	
Division 34	Transportation	\$ -			\$ -	
Division 35	Waterway and Marine Construction	\$ -			\$ -	
Division 40	Process Integration	\$ -			\$ -	
Division 41	Materials Processing and Handling Equipment	\$ -			\$ -	
Division 42	Process Heating, Cooling, and Drying Equipment	\$ -			\$ -	
Division 43	Process Gas and Liquid Handling, Purification and Storage Equipment	\$ -			\$ -	
Division 44	Pollution and Waste Control Equipment	\$ -			\$ -	
Division 45	Industry-Specific Manufacturing Equipment	\$ -			\$ -	
Division 46	Water and Wastewater Equipment	\$ -			\$ -	
Division 48	Electrical Power Generation	\$ -			\$ -	
Single Scope	Lump Sum Bid (use if no divisions provided)	\$ 43.10			\$ 1,807,071.00	estimating contingency

# APPENDIX C - CONCEPTUAL STATEMENT OF COSTS

## DOLORES SCHOOL DISTRICT MASTER PLAN

Group Header	Category	Sub-Category	Sugg. Responsible Party			Enter Cost Here	Applicant Notes for CCA -enter in any clarifying statements here-	
			A/E	GC	Owner			
Contingencies in Hard Costs	Subtotal for Direct Cost of Work		\$	432.34		\$	19,932,836.00	
	Escalation			3.00%		\$	597,985	
	Construction Contingency			4.00%		\$	797,313	
Subtotal for Direct and Indirect Cost of Work			\$	508.72		\$	21,328,134.52	
Fees, Insurance, and Bonds	General Liability Insurance			1.00%		\$	213,281.35	
	Builder's Risk Insurance			0.10%		\$	21,328.13	
	Fees for Overhead and Profit			4.13%		\$	880,851.96	
	Performance and Payment Bonds			0.48%		\$	103,228.17	
	Total Construction Hard Costs			537.7894842		\$	22,546,824.13	
Owner's Contingency on Construction				7.50%		\$	1,691,011.81	
			Building Construction Costs Subtotal			\$	24,237,835.94	
Other Costs Not Listed Above	Please list:							
		1)				\$	-	
		2)				\$	-	
		3)				\$	-	
		4)				\$	-	
		5)				\$	-	
		6)				\$	-	
		7)				\$	-	
			Excluded Items Subtotal			\$	-	
HARD COST TOTAL						\$24,260,043.94		
PROJECT SUMMARY								
				Cost Totals		Cost Per Sq. Ft.		
Soft Cost Total				\$3,244,043.00		77.37729278		
Hard Cost Total				\$24,260,043.94		578.6534034		
TOTAL PROJECT COST				\$27,504,086.94		656.0306961		

## APPENDIX C - CONCEPTUAL STATEMENT OF COSTS

DOLORES SCHOOL DISTRICT MASTER PLAN

### GENERAL CONTRACTOR COST ESTIMATE -1



January 31, 2023

Monty Guiles  
Circle Z Construction, LLC  
[mlg@circlezconstruction.com](mailto:mlg@circlezconstruction.com)  
P: (970) 565-3800

Max McCloskey, AIA A4LE  
F&M Architects  
[max@fandmarchitects.com](mailto:max@fandmarchitects.com)  
P: (773) 844-9152

Project: Dolores School District RE-4A  
Budget for 2022 Master Plan

Dear Monty & Max:

Thank you for reaching out to FCI regarding construction estimate needs for Phase I of the 2022 Master Plan for the Dolores School District. Per your request we have reviewed the proposed first & second floor plans dated December 5, 2022, the 2022 Amendments to the 2019 master plan, as well as our knowledge of similar projects in southwest Colorado.

Our budget estimate for your project is **Twenty-Two Million Nine Hundred Fifty-Eight Thousand Eighty-One. (\$22,958,081)**. Based on a gross building area of **41,925sf** (31,315sf addition and 10,610sf renovation) this represents a cost per square foot of approximately **\$547.60/sf**. A breakdown by CSI Spec Section is attached as well as a list of Inclusions & Exclusions.

The pricing above represents hard construction costs only. We have included 3% escalation in anticipation of bidding this project out in June of 2024. Design/Engineering Fees, FFE, Owner Contingencies, and other soft costs are not included. If you need additional assistance or have any questions, please do not hesitate to contact us.

Sincerely,

A handwritten signature in blue ink that reads "Tim Smith".

Tim Smith  
Preconstruction Manager  
FCI Constructors, Inc.

## APPENDIX C - CONCEPTUAL STATEMENT OF COSTS

### DOLORES SCHOOL DISTRICT MASTER PLAN



Trust • Hard Work • Honest • Professional

January 31, 2023

Dolores School District RE-4A  
1301 Central Ave Addition  
Dolores, Co 81323

#### BUDGET for 2022 MASTER PLAN

##### Inclusions, Exclusions, Allowances, Alternates, Assumptions, and Clarifications

##### General Clarifications & Inclusions:

1. We anticipate a total project duration of 22 months.
  - 12 months to building the new 2-story high school addition.
  - 7 months is included for the middle school renovation.
  - 3 months for building demolition & sitework.
2. We assume a late Summer 2024 start date.
3. Preconstruction Services Fee of \$80,000.
4. Since the project is in its early phases, we are carrying an estimating contingency of 10%. As the design progresses and the overall project scope gets refined, this percentage will be reduced at each level of design.
5. Contingency of 4% to be used during construction.
6. We will provide a one-year warranty for our scope of work only from the date of substantial completion.
7. Performance & Payment Bond is included.
8. General Liability Insurance is included.
9. Builder's Risk Insurance is included, however since this project includes additions and renovations, we recommend the Owner ultimately carry this policy to cover both the new additions and existing structures.
10. We have included State of Colorado Building construction permit fee.
11. We assume the existing site utilities are adequate & in functioning order and do not need to be replaced. We have included costs only to provide service to the addition and remodel areas only. Major rerouting of existing utilities is not included.
12. We have included 3' of fill to get the building finish floor out of the floor plane.
13. We have included the interior and exterior stairs/ramps and covered walk-ways to accommodate the elevated finished floor.
14. Removal of the existing middle school and renovation of the existing high school into the middle school is included.
15. Looking at similar K-12 education facilities, we have assumed 33% of the exterior wall area will consist of aluminum windows and storefront and the remaining exterior cladding will be brick veneer.
16. We have assumed that the middle school renovation will include new MEP systems.

##### Allowances, include in base pricing:

1. **\$250,000** for Gym Foundation Settlement Repair.
2. **\$200,000** for Playground replacement.



Trust • Hard Work • Honest • Professional

### Alternates

None at this time

### Exclusions:

1. Modifications, replacements, repairs to any other campus facility or building on the school's campus.
2. Replacement of the existing football field and track – future phase.
3. Offsite upgrades or improvements.
4. Owner's or Designer's Contingencies.
5. Owner's Representative Fees.
6. Owner administrative costs or fees.
7. Legal fees or expenses.
8. Design & Engineering Fees (Architect, Interiors, Civil, Structural, Mechanical, Electrical).
9. Delegated Design other than fire alarm and fire sprinkler design.
10. Empire Electric Fees.
11. Electric primary power, trenching, backfill conduit & transformer.
12. Traffic Impact Fees.
13. CDOT Fees.
14. Natural gas Fees.
15. Geotechnical Investigation.
16. Legal and Topographic Survey.
17. 3rd Party Materials Testing, IE: soils compaction, grout, concrete, steel, asphalt testing.
18. Commissioning Agent.
19. Roofing Consultant.
20. Hazardous Materials (IE: Asbestos, Mold & Lead Paint) Investigation & Remediation Costs.
21. Furnishings, Furniture, Artwork, or exhibits.
22. Buy America Act requirements.
23. Prevailing and/or Davis Bacon Wages.
24. Level 5 Drywall Finish.
25. Fire Alarm, fire protection, or other special systems upgrades to other district facilities or buildings on the current campus.
26. Water purification, filtration, or treatment systems.
27. Snowmelt systems for heated pavement.
28. Lightning Protection.
29. Seismic bracing.
30. Radon mitigation.
31. Wetlands delineations.



# APPENDIX C - CONCEPTUAL STATEMENT OF COSTS

## DOLORES SCHOOL DISTRICT MASTER PLAN

### BUDGET for 2022 MASTER PLAN FINAL CONCEPT APPROVED by DAG & BOARD JANUARY 2023

	TOTAL	\$/SF of GBA
<b>WORK NOT INCLUDED</b>		
ELECTRIC SERVICE FEES	N.I.C.	
NATURAL GAS TAP FEE	N.I.C.	
WATER TAP & PLANT INVESTMENT FEES	N.I.C.	
SANITATION DISTRICT FEES	N.I.C.	
TRAFFIC IMPACT FEE	N.I.C.	
DESIGN & ENGINEERING	N.I.C.	
COMMISSIONING AGENT	N.I.C.	
GEOTECHNICAL INVESTIGATION	N.I.C.	
OWNER'S REPRESENTATIVE FEE	N.I.C.	
OWNER'S CONTINGENCY	N.I.C.	
3RD PARTY MATERIALS TESTING	N.I.C.	
HAZARDOUS MATERIAL INVESTIGATION COSTS	N.I.C.	
HAZARDOUS MATERIAL REMEDIATION COSTS	N.I.C.	
TELEPHONE/DATA/COMPUTER HEAD END EQUIPMENT	N.I.C.	
FURNITURE, FURNISHINGS, & EQUIPMENT	N.I.C.	
<b>010000 GENERAL CONDITIONS</b>		
010000 GENERAL CONDITIONS	\$ 1,205,220	\$ 28.75
<b>SUBTOTAL</b>	<b>\$ 1,205,220</b>	<b>\$ 28.75</b>
<b>012000 ALLOWANCES</b>		
012000 ALLOWANCES	\$ 250,000	\$ 5.96
<b>SUBTOTAL</b>	<b>\$ 250,000</b>	<b>\$ 5.96</b>
<b>020000 EXISTING CONDITIONS</b>		
024110 DEMO BUILDING	\$ 116,210	\$ 2.77
024200 SELECTIVE DEMOLITION	\$ 136,280	\$ 3.25
<b>SUBTOTAL</b>	<b>\$ 252,489</b>	<b>\$ 6.02</b>
<b>030000 CONCRETE</b>		
032100 REINFORCING STEEL	\$ 102,338	\$ 2.44
033100 CAST-IN-PLACE CONCRETE	\$ 623,422	\$ 14.87
034500 PRECAST ARCHITECTURAL CONCRETE	\$ 46,825	\$ 1.12
036000 GROUTING	\$ 9,717	\$ 0.23
<b>SUBTOTAL</b>	<b>\$ 782,301</b>	<b>\$ 18.66</b>
<b>040000 MASONRY</b>		
040520 MASONRY REBAR	\$ 4,703	\$ 0.11
042100 BRICK MASONRY	\$ 562,752	\$ 13.42
042210 SITE CMU	\$ 7,080	\$ 0.17
042252 INTERIOR WALLS	\$ 216,002	\$ 5.15
042270 CONCRETE UNIT VENEER MASONRY	N/A	

# APPENDIX C - CONCEPTUAL STATEMENT OF COSTS

## DOLORES SCHOOL DISTRICT MASTER PLAN

	TOTAL	\$/SF of GBA
044200 EXTERIOR STONE CLADDING	N/A	
<b>SUBTOTAL</b>	<b>\$ 790,537</b>	<b>\$ 18.86</b>
<b>050000 METALS</b>		
051210 STRUCTURAL STEEL FRAMING	\$ 973,832	\$ 23.23
052130 ROOF JOISTS	\$ 98,550	\$ 2.35
053120 STEEL FLOOR DECKING	\$ 70,290	\$ 1.68
053121 STEEL ROOF DECKING	\$ 156,715	\$ 3.74
055000 METAL FABRICATIONS SITE	\$ 88,123	\$ 2.10
055050 METAL FABRICATIONS BUILDING	\$ 57,832	\$ 1.38
055062 METAL LADDERS	\$ 5,482	\$ 0.13
055120 METAL STAIRS, PAN TREADS, & RISERS	\$ 132,340	\$ 3.16
<b>SUBTOTAL</b>	<b>\$ 1,583,163</b>	<b>\$ 37.76</b>
<b>060000 WOOD, PLASTICS, &amp; COMPOSITES</b>		
061130 BLOCKING	\$ 108,544	\$ 2.59
064120 PLASTIC-LAMINATE CLAD ARCHITECTURAL CABINETS	\$ 309,082	\$ 7.37
<b>SUBTOTAL</b>	<b>\$ 417,626</b>	<b>\$ 9.96</b>
<b>070000 THERMAL &amp; MOISTURE PROTECTION</b>		
071110 BITUMINOUS DAMPROOFING	\$ 17,150	\$ 0.41
071410 COLD-FLUID APPLIED WATERPROOFING	\$ 4,532	\$ 0.11
072110 FOUNDATION BOARD INSULATION	\$ 13,536	\$ 0.32
072120 BOARD INSULATION	\$ 76,229	\$ 1.82
072130 BATT INSULATION	\$ 31,659	\$ 0.76
072140 FOAMED-IN-PLACE INSULATION	\$ 12,520	\$ 0.30
072500 WEATHER BARRIERS	\$ 11,675	\$ 0.28
072610 VAPOR BARRIER	\$ 17,469	\$ 0.42
075420 MEMBRANE ROOFING	\$ 588,172	\$ 14.03
076200 SHEET METAL FLASHING & TRIM	\$ 112,230	\$ 2.68
076530 DOOR & WINDOW FLEXIBLE FLASHING	\$ 1,201	\$ 0.03
077230 ROOF HATCHES	\$ 4,513	\$ 0.11
078400 FIRESTOPPING	\$ 12,260	\$ 0.29
079200 JOINT SEALANTS	\$ 41,602	\$ 0.99
079500 EXPANSION CONTROL	\$ 39,536	\$ 0.94
<b>SUBTOTAL</b>	<b>\$ 984,284</b>	<b>\$ 23.48</b>
<b>080000 OPENINGS</b>		
081110 HM DOOR FRAMES	\$ 84,354	\$ 2.01
081115 HM DOOR LEAVES	\$ 62,026	\$ 1.48
081410 FLUSH WOOD DOORS	\$ 105,636	\$ 2.52
083100 ACCESS DOORS & PANELS	\$ 3,500	\$ 0.08
083320 OVERHEAD COILING DOORS	\$ 16,545	\$ 0.39
084111 ALUMINUM STOREFRONT DOORS	\$ 167,447	\$ 3.99
084130 ALUMINUM STOREFRONT WINDOWS	\$ 434,750	\$ 10.37
084510 TRANSLUCENT WALL ASSEMBLIES	\$ 67,500	\$ 1.61
085660 SERVICE & TELLER WINDOW UNITS	\$ 2,450	\$ 0.06
087110 DOOR HARDWARE	\$ 175,091	\$ 4.18
087130 AUTOMATIC DOOR OPERATORS	\$ 28,806	\$ 0.69
088111 DOOR VISION PANEL GLAZING	\$ 13,764	\$ 0.33
<b>SUBTOTAL</b>	<b>\$ 1,161,870</b>	<b>\$ 27.71</b>
<b>090000 FINISHES</b>		
092400 PORTLAND CEMENT STUCCO	\$ 53,900	\$ 1.29
092910 EXTERIOR GYPBOARD WALLS	\$ 396,340	\$ 9.45
092920 INTERIOR GYPBOARD WALLS	\$ 390,872	\$ 9.32
092921 GYPBOARD ELEVATOR SHAFT LINER	\$ 20,415	\$ 0.49
092930 GYPBOARD CEILINGS	\$ 40,100	\$ 0.96
092950 GYPBOARD SOFFITS	\$ 76,000	\$ 1.81
093000 TILING	\$ 157,039	\$ 3.75
095100 ACOUSTICAL CEILINGS	\$ 279,620	\$ 6.67
096510 RESILIENT BASE & ACCESSORIES	\$ 23,625	\$ 0.56
096520 RESILIENT TILE FLOORING	\$ 318,673	\$ 7.60
096530 RESILIENT SHEET FLOORING	\$ 55,001	\$ 1.31
096720 RESINOUS FLOORING	\$ 40,073	\$ 0.96
096810 WALK-OFF CARPET	\$ 6,300	\$ 0.15
096830 CARPET TILE	\$ 146,312	\$ 3.49
098410 ACOUSTICAL WALL TREATMENT	\$ 31,450	\$ 0.75
099000 PAINTING	\$ 329,941	\$ 7.87
<b>SUBTOTAL</b>	<b>\$ 2,365,661</b>	<b>\$ 56.43</b>

## APPENDIX C - CONCEPTUAL STATEMENT OF COSTS

### DOLORES SCHOOL DISTRICT MASTER PLAN

<b>100000 SPECIALTIES</b>		
101100 VISUAL DISPLAY SURFACES	\$ 27,560	\$ 0.66
101200 DISPLAY CASES	\$ 12,960	\$ 0.31
101400 PANEL SIGNS	\$ 15,634	\$ 0.37
101410 CAST LETTERS	\$ 6,150	\$ 0.15
102110 TOILET COMPARTMENTS	\$ 66,100	\$ 1.58
102130 CUBICLE TRACK & CURTAINS	\$ 5,215	\$ 0.12
102600 WALL & DOOR PROTECTION	\$ 10,675	\$ 0.25
102810 TOILET ACCESSORIES	\$ 23,955	\$ 0.57
104410 FIRE EXTINGUISHERS & CABINETS	\$ 4,910	\$ 0.12
<b>SUBTOTAL</b>	<b>\$ 173,159</b>	<b>\$ 4.13</b>
<b>110000 EQUIPMENT</b>		
113100 RESIDENTIAL APPLIANCES	\$ 14,560	\$ 0.35
115300 LABORATORY EQUIPMENT	\$ 13,033	\$ 0.31
116810 PLAYGROUND EQUIPMENT	\$ 200,000	\$ 4.77
<b>SUBTOTAL</b>	<b>\$ 227,593</b>	<b>\$ 5.43</b>
<b>120000 FURNISHINGS</b>		
122410 ROLLER WINDOW SHADES	\$ 48,580	\$ 1.16
123550 LABORATORY CASEWORK	\$ 171,240	\$ 4.08
129300 SITE FURNISHINGS	\$ 50,244	\$ 1.20
<b>SUBTOTAL</b>	<b>\$ 270,064</b>	<b>\$ 6.44</b>
<b>140000 CONVEYING EQUIPMENT</b>		
142400 HYDRAULIC ELEVATORS	\$ 85,000	\$ 2.03
<b>SUBTOTAL</b>	<b>\$ 85,000</b>	<b>\$ 2.03</b>
<b>210000 FIRE PROTECTION</b>		
211000 FIRE SUPPRESSION SYSTEMS	\$ 245,820	\$ 5.86
<b>SUBTOTAL</b>	<b>\$ 245,820</b>	<b>\$ 5.86</b>
<b>210000 PLUMBING</b>		
220000 PLUMBING	\$ 953,448	\$ 22.74
<b>SUBTOTAL</b>	<b>\$ 953,448</b>	<b>\$ 22.74</b>
<b>220000 HVAC</b>		
230000 HVAC	\$ 1,841,612	\$ 43.93
232000 HYDRONIC PIPING & EQUIPMENT	\$ 767,690	\$ 18.31
<b>SUBTOTAL</b>	<b>\$ 2,609,302</b>	<b>\$ 62.24</b>
<b>260000 ELECTRICAL</b>		
260000 ELECTRICAL	\$ 1,512,285	\$ 36.07
<b>SUBTOTAL</b>	<b>\$ 1,512,285</b>	<b>\$ 36.07</b>
<b>270000 COMMUNICATIONS</b>		
272000 DATA COMMUNICATIONS	\$ 153,136	\$ 3.65
274000 AUDIO-VISUAL COMMUNICATIONS	\$ 167,820	\$ 4.00
275140 INTERCOM SYSTEM	\$ 31,466	\$ 0.75
275310 CLOCK SYSTEMS	\$ 18,000	\$ 0.43
<b>SUBTOTAL</b>	<b>\$ 370,422</b>	<b>\$ 8.84</b>
<b>280000 ELECTRONIC SAFETY &amp; SECURITY</b>		
281300 ACCESS CONTROL	\$ 106,000	\$ 2.53
282320 CLOSED CIRCUIT TV SYSTEM	\$ 40,000	\$ 0.95
283100 FIRE DETECTION & ALARM	\$ 104,888	\$ 2.50
285320 EMERGENCY RESPONDER RADIO SYSTEM	\$ 15,000	\$ 0.36
<b>SUBTOTAL</b>	<b>\$ 265,888</b>	<b>\$ 6.34</b>

# APPENDIX C - CONCEPTUAL STATEMENT OF COSTS

DOLORES SCHOOL DISTRICT MASTER PLAN

	TOTAL	\$/SF of GBA
<b>310000 EARTHWORK</b>		
310010 TEMPORARY EROSION CONTROL	\$ 36,372	\$ 0.87
310020 CONSTRUCTION STAKING	\$ 35,000	\$ 0.83
311000 SITE CLEARING	\$ 204,079	\$ 4.87
312200 GRADING	\$ 303,919	\$ 7.25
312310 BUILDING EXCAVATION & FILL	\$ 300,771	\$ 7.17
312320 SITE CONCRETE EXCAVATION & FILL	\$ 12,530	\$ 0.30
<b>SUBTOTAL</b>	<b>\$ 892,670</b>	<b>\$ 21.29</b>
<b>320000 EXTERIOR IMPROVEMENTS</b>		
321110 AGGREGATE BASE COURSE	\$ 193,009	\$ 4.60
321210 ASPHALT PAVING	\$ 116,802	\$ 2.79
321320 SITE CONCRETE	\$ 220,161	\$ 5.25
321710 PARKING BUMPERS	\$ 7,920	\$ 0.19
321720 PAVEMENT MARKINGS	\$ 3,365	\$ 0.08
322000 TRAFFIC SIGNAGE	\$ 4,219	\$ 0.10
328110 IRRIGATION	\$ 52,600	\$ 1.25
329100 LANDSCAPING	\$ 112,567	\$ 2.68
<b>SUBTOTAL</b>	<b>\$ 710,643</b>	<b>\$ 16.95</b>
<b>310000 EARTHWORK</b>		
331120 SITE WATER SERVICE	\$ 69,175	\$ 1.65
333110 SITE SANITARY UTILITY SEWERAGE	\$ 62,514	\$ 1.49
334110 STORM UTILITY DRAINAGE PIPING	\$ 42,336	\$ 1.01
334610 SUBDRAINAGE SYSTEMS	\$ 26,394	\$ 0.63
334612 ROOF DRAINS	\$ 17,354	\$ 0.41
335000 NATURAL GAS SERVICE	\$ 12,852	\$ 0.31
335110 SITE ELECTRICAL (TRENCH & BACKFILL ONLY)	\$ 35,696	\$ 0.85
<b>SUBTOTAL</b>	<b>\$ 266,320</b>	<b>\$ 6.35</b>
<b>DIRECT CONSTRUCTION COSTS</b>	<b>\$ 18,375,764</b>	<b>\$ 438.30</b>
<b>ESTIMATING CONTINGENCY, 10%</b>	<b>\$ 1,837,576</b>	<b>\$ 43.83</b>
<b>CONSTRUCTION CONTINGENCY, 4%</b>	<b>\$ 808,534</b>	<b>\$ 19.29</b>
<b>ESCALATION to SUMMER 2024, 3%</b>	<b>\$ 630,656</b>	<b>\$ 15.04</b>
<b>STATE of COLORADO BUILDING PERMIT</b>	<b>\$ 22,208</b>	<b>\$ 0.53</b>
<b>BUILDERS RISK INSURANCE</b>	<b>\$ 21,381</b>	<b>\$ 0.51</b>
<b>GENERAL LIABILITY INSURANCE</b>	<b>\$ 195,666</b>	<b>\$ 4.67</b>
<b>PRECONSTRUCTION SERVICES FEE</b>	<b>\$ 80,000</b>	<b>\$ 1.91</b>
<b>PERF. &amp; PAYMENT BOND</b>	<b>\$ 103,292</b>	<b>\$ 2.46</b>
<b>OVERHEAD / FEE</b>	<b>\$ 883,003</b>	<b>\$ 21.06</b>
<b>TOTAL CONSTRUCTION COSTS</b>	<b>\$ 22,958,081</b>	<b>\$ 547.60</b>

# APPENDIX C - CONCEPTUAL STATEMENT OF COSTS

## DOLORES SCHOOL DISTRICT MASTER PLAN

### GENERAL CONTRACTOR COST ESTIMATE -2



### *Dolores Schools Conceptual Best Grant Estin*

Item	Description	Total
		Amount
		Dolores Schools
<b>1 Base</b>		
<b>01_0000</b>	<b>GENERAL CONDITIONS</b>	
10	General Requirements	1,560,000
03	Permit Fees (By Owner)	
04	Plan Check Fees (By Owner)	
40	Construction Entrance	1,800
40	Concrete Washout	1,200
50	SWPPP Maintenance Sub	6,300
60	SWPPP Development	14,613
	<b>GENERAL CONDITIONS</b>	<b>1,583,913</b>
<b>02_0000</b>	<b>EXISTING CONDITIONS</b>	
001	Site Demolition	132,271
001	Special Demo & and Shoring at Exterior of Existing Buildings	42,797
001	Interior Demolition at Renovated Middle School & Commons	48,960
b005	Remove Buildings	140,577
b005	Remove Existing Building	
	<b>EXISTING CONDITIONS</b>	<b>364,606</b>
<b>03_0000</b>	<b>CONCRETE</b>	
01	Building Concrete, Foundation, Slab on Deck, Ramps at Additions	943,719
01	Site Concrete including covered walks	281,428
01	Building Concrete Foundation Repair Allowance	100,000
01	Spot Footings at Covered Walks	18,650
	<b>CONCRETE</b>	<b>1,343,797</b>
<b>04_0000</b>	<b>MASONRY DIVISION</b>	
20	Brick Veneer	663,835
	<b>MASONRY DIVISION</b>	<b>663,835</b>



# APPENDIX C - CONCEPTUAL STATEMENT OF COSTS

DOLORES SCHOOL DISTRICT MASTER PLAN

<b>05_0000</b>	<b>METALS</b>	
	03 Structural Steel Erection	671,263
	03 Structural Steel Material	1,312,124
	03 Special Handrail/Guardrail at upper level	42,000
	03 Post and Beams at covered walks (Furnish and Install)	176,623
	<b>METALS</b>	<b>2,202,010</b>
<b>06_0000</b>	<b>WOOD &amp; PLASTICS</b>	
	01 Rough Carpentry	140,810
	25 Exterior Sheathing (See Div 9)	
	01 Casework	388,717
	<b>WOOD &amp; PLASTICS</b>	<b>529,526</b>
<b>07_0000</b>	<b>THERMAL&amp;MOISTURE PROTECT</b>	
	20 Foundation WaterProofing	21,967
	14 2.0" Rigid Insulation at Ext Walls at Veneer and Metal Wall Panel	87,128
	14 2" Extruded Polystyrene 2.0" at Foundation Walls	25,288
	05 Fluid Applied Water & Air Barrier at Veneer and Metal Wall Panels	77,447
	10 TPO Roof	313,769
	10 Standing Seam Roof at Covered Walk	122,278
	10 Metal Wall Panels	224,019
	10 Misc Flashing Allowance at Brick/MWP	37,000
	12 Roof Hatch 48"x48" 14ga Mtl - N/A	5,017
	14 Exterior Ladder to Roof	2,213
	01 Penetration Firestopping	70,666
	02 Building Sealants, Concrete Joint Sealants	55,898
	<b>THERMAL&amp;MOISTURE PROTECT</b>	<b>1,042,690</b>
<b>08_0000</b>	<b>DOORS, WINDOWS, HARDWARE</b>	
	01 Hollow Metal, Wood, HM	204,960
	70 Distribute Doors & hardware	880
	55 Fire Department Key Box (Knox Box Series 3200)	1,023
	05 Install Doors & Hardware	14,640
	02 Alum Doors,Storefront Systems,Glazing,Security Film	831,762
	20 Storefront Door (Standard Hdw,2 Auto Door Openers, Panics) See Above	
	<b>DOORS, WINDOWS, HARDWARE</b>	<b>1,053,265</b>
<b>09_0000</b>	<b>FINISHES</b>	
	20 2 Coat Stucco/Synthetic Finish with Rigid Insulation at Stucco Only	137,606
	1 Cold Formed Metal Framing & Densglass, Insulation, Interior Framing/Drywall	1,801,275
	20 Various - Tile,Carpet,VCT, Polished Conc, Sealed Conc, Other	526,113
	01 Acoustical Ceilings at Renovated Middle Schools. 1/2 of ceilings in new additions	132,501
	01 Sound Absorbing Wall Panels	140,400
	01 Acoustical Ceilings (Clouds in New Commons Space)	52,500
	02 Painting Interior and Exterior Items	232,158
	02 Dry Erase Painted Walls - N/A	
	02 Graphics Supply and Install	32,000
	02 Painting at Middle School Front and Rear Covered Walkways	14,153
	<b>FINISHES</b>	<b>3,068,705</b>

F&M ARCHITECTS

## APPENDIX C - CONCEPTUAL STATEMENT OF COSTS

### DOLORES SCHOOL DISTRICT MASTER PLAN

<b>10_0000</b>	<b>SPECIALTIES</b>	
12	Glass Marker Boards (15), Porcelain Marker Boards (15)	46,152
21	Tack Board	12,099
01	I D Devices, Int & Ext	59,037
01	Toilet Part.	39,242
13	Operable Partitions (2)	54,974
11	Corner Guards	12,512
01	Toilet Accessories	31,337
10	Double Toilet Paper Holder (Surface)	3,317
14	Combo Towel Disp/Recptical	5,797
18	Robe Hook	749
21	Sanitary Napkin Vendor	1,304
22	Soap Dispenser	3,773
50	Electric Hand Dryer	9,444
80	Mirrors	17,536
22	St. Steel Mtl Cabinet & Fire Ext	11,688
22	Defibrillator Cabinet	3,049
	<b>SPECIALTIES</b>	<b>312,011</b>

<b>11_0000</b>	<b>EQUIPMENT</b>	
01	Trash and Recycle Bins (4)	4,060
20	Break Room Refrigerator	1,702
20	Break Room Dishwasher	852
35	Break Room Microwave	502
35	Break Room Countertop Ice/Water Dispenser - OFOI	
35	Break Room Commerical Drip Coffee Maker - OFOI	
35	Break Room Commercial Espresso Machine - OFOI	
35	Refrigerator Counter Display Case - OFOI	
20	Break Room Share Food Display - OFOI	
12	Projection Screen (Allowance) - CFCI	37,030
12	Projection (Allowance) - CFCI	42,120
80	Clg/Wal Mtd TV Brackets - OFCI	57,120
80	Wall Mounted Monitors - OFCI	2,272
	<b>EQUIPMENT</b>	<b>145,658</b>

<b>12_0000</b>	<b>FURNISHINGS</b>	
01	Manual Window Shade Treatments w/ front fascia	129,441
50	Recessd Entry Mat w/Frame	11,348
	<b>FURNISHINGS</b>	<b>140,789</b>

<b>13_0000</b>	<b>SPECIAL CONSTRUCTION DIV.</b>	
10	CHPS Record Documentation (By Owner)	
10	Virtual Design Construction Specialist, Arch & MEP	115,748
10	CHPS Engineer (By Owner)	
10	Final Cleanup (Sub)	19,297
10	Forklift	51,960

# APPENDIX C - CONCEPTUAL STATEMENT OF COSTS

DOLORES SCHOOL DISTRICT MASTER PLAN

<b>13_0000</b>	<b>SPECIAL CONSTRUCTION DIV.</b>	
10	General Shared Use & Roadway Maintenance - Sweeper	16,281
10	General Shared Use & Roadway Maintenance - Bobcat	57,862
10	Weather Protection, Temp Heat, Snow Removal (Allowance)	100,000
10	Temp Fence including relocating between phases	13,942
10	Acoustical Testing for CHPS (Allowance)	8,500
10	Building Enclosure Testing Agency (Allowance)	12,000
10	Professional Printing Services	1,500
10	Final Professional Photos 20 Images	1,000
10	Professional Drone Photos and Video	4,828
10	Time Laps Camera System - N/A	
	<b>SPECIAL CONSTRUCTION DIV.</b>	<b>402,918</b>
<b>14_0000</b>	<b>CONVEYING SYSTEMS</b>	
01	Elevator (TK Elevator)	143,522
	<b>CONVEYING SYSTEMS</b>	<b>143,522</b>
<b>21_0000</b>	<b>FIRE SUPPRESSION</b>	
10	Fire Sprinklers new throughout	296,041
10	Flow Testing Fire Sprinklers	1,200
	<b>FIRE SUPPRESSION</b>	<b>297,241</b>
<b>22_0000</b>	<b>PLUMBING</b>	
01	Plumbing, Hydronics	1,033,436
	<b>PLUMBING</b>	<b>1,033,436</b>
<b>23_0000</b>	<b>HEATING, VENTILATING and AIR CONDITIONING</b>	
01	H V A C, Blower Coils, Roof mounted Energy Recovery Ventilator	2,309,052
	<b>HEATING, VENTILATING and AIR CONDITIONING</b>	<b>2,309,052</b>
<b>26_0000</b>	<b>ELECTRICAL</b>	
05	Temp Electricity	1,670
05	Temp Lighting (Sub)	21,664
05	Temp Power Fee, Connection	1,050
05	Electrical & Special Systems (Sub)	2,667,727
05	PV System - 60kW? (By Owner)	
05	Transformer (Not Included)	
05	Electrical Sub Temp Power	16,795
05	Light Fixture Wires (Sub)	12,196
05	Fire Alarm System (See Electrical)	
05	Tech Structured Cabling, Data, Telecom Complete (See Electrical)	
05	Access Control System (See Electrical)	
05	Video Surveillance System (See Electrical)	

## APPENDIX C - CONCEPTUAL STATEMENT OF COSTS

### DOLORES SCHOOL DISTRICT MASTER PLAN

<b>26_0000</b>	<b>ELECTRICAL</b>	
	05 Intrusion Detection System N/A	
	05 Clock Paging System (See Electrical)	
	05 A/V System Smartboards - N/A	
	05 PSD-WAP Devices - By Owner	
	<b>ELECTRICAL</b>	<b>2,721,102</b>
<b>31_0000</b>	<b>EARTHWORK</b>	
	01 Survey and Layout	18,000
	01 Temp Water Connection Only (Sub)	1,100
	01 Foundation Earthwork & French Drain	538,231
	01 Site Earthwork	387,064
	<b>EARTHWORK</b>	<b>944,395</b>
<b>32_0000</b>	<b>EXTERIOR IMPROVEMENTS</b>	
	36 Asphalt and Base Course	187,130
	01 Landscaping	181,012
	01 Playground Allowance	300,000
	<b>EXTERIOR IMPROVEMENTS</b>	<b>668,142</b>
<b>33_0000</b>	<b>UTILITIES</b>	
	01 Utilities (Allowance)	351,108
	<b>UTILITIES</b>	<b>351,108</b>
<b>1 Base</b>		<b>21,321,721</b>
Labor		1,709,643
Material		1,661,280
Subcontract		17,816,603
Equipment		96,573
Other		37,621
		<b>21,321,720</b>
Material Testing (By Owner)		
Design & Escalation Contingency (See Soft Costs)		
Base GMP Construction Contingency		1,229,192
Sub Default Insurance		267,249
Builders Risk Insurance		36,876
GL Insurance		368,758
Surety Bond		108,439
		<b>23,332,234</b>
Contractor Fee % Percentage		1,166,612
Pre-con Fee		85,000
<b>Total</b>		<b>24,583,846</b>

## APPENDIX C - CONCEPTUAL STATEMENT OF COSTS

DOLORES SCHOOL DISTRICT MASTER PLAN



## APPENDIX D - ENGINEERING REPORTS

### **GOFF ENGINEERING REPORT DISCLAIMER**

The engineering report on the following page was written for the 2019 Master Plan with RATIO | HPA in reference to the Final Concept in the 2019 Strategic Plan for Implementation. While the Plinth concept for raising the campus buildings above the FEMA flood plain is no longer relevant the existing storm infrastructure conditions, recommendation for new drainage design, and ramping remain relevant to the 2022 concept..



## Memo

Project: Dolores School District Master Plan  
Date: 08 August 2019  
To: Max McCloskey of Humphries Poli Architects  
Re: Conceptual Design of Civil Features for BEST Application  
From: Thomas W. Engel, P.E.

The discussion herein describes the site needs for the expansion of the Dolores School Site at a concept level regarding stormwater, grading, hardscape, and utilities. Please see attached *Conceptual Civil Improvements Exhibit* for orientation.

Existing drainage conditions for this area consist of stormwater runoff draining in a sheet flow manner across the football field area and eventually into a Town of Dolores maintained grate inlet and storm drain system beginning at the 12<sup>th</sup> Street and Hillside Avenue intersection. Along that route, significant water from the hillside to the north and building roof runoff contribute to the regular saturation of this low-lying area, rendering the play areas and sports field unusable during snowmelt season and frequent storm events. Some drainage is conveyed to the North 14<sup>th</sup> Street and Central Avenue intersection.

Proposed drainage will need to be upgraded to prevent standing water from disrupting school function. A majority of stormwater in the developed condition will be conveyed with pipes and surface swales to temporary ponding areas (P1, P2, & P3), required by state regulations and CHPS/ LEED mandates. These ponds will filter and attenuate the captured runoff from proposed roof and parking lot areas and release the mitigated water into the surrounding Town storm conveyance systems.

The intent of the new grading scheme is to bring the finished floor of the new buildings above the elevation of the published FEMA AH floodplain, similar to the elevation of the 2013 Science Building. Zone AH is described as shallow sheetflow during the 100-year storm, devoid of the erosive velocities closer to the Dolores River. The adjacent earthen courtyard areas will also be elevated to the new FFE, adding functionality to the new campus. The grade raise (plinth) of the new buildings contributes to security of the revised campus layout, as described in the architectural narrative.

Due to the concept plan tying into existing buildings and Town streets, there will need to be some accessible ramps and stairs on campus to tie each feature together with hardscaping. It is intended to preserve the large concrete driveway at the Sciences Building, potentially making it dual use as a delivery area and loading zone during pickup & dropoff times. A new bus loading area will be established in front of the school (Central Ave) utilizing as much of the existing concrete and asphalt as feasible. The current parking stripes on Central will be moved to a reallocated gravel lot and a new asphalt lot in the north periphery of campus. Additional concrete pathways will likely be added in the commons areas that are not shown conceptually. A raised pedestrian crosswalk with "pop-outs" tied into the curb & gutter system on North 12<sup>th</sup> Street will be added. This feature will prevent parked cars from obstructing the view of students exiting the elementary school who are crossing into the parking lot pickup area. The raised concrete surfacing will make crossing children more noticeable to passing vehicles.

New 6" waterlines will be stubbed into each new building for fire suppression and culinary use. New tee connections or taps to the Town main will likely be needed, in addition to a looped watermain loop extension around the north side of campus. Two additional hydrants are forecasted, along with two sewerline connections to Town infrastructure. Upgrades and connections to gas, water, and other dry utilities are also expected, but are not described in the civil narrative.



### ***Bighorn Consulting Engineers, Inc.***

569 South Westgate Drive, Suite 1, Grand Junction, CO 81505  
Phone 970-241-8709 Fax: 970-241-9514

Dolores Schools Mechanical and Electrical Assessment  
October 12, 2010

Performed by:  
Bighorn Consulting Engineers  
Grand Junction, CO

M. Blaine Buck and Richard Callaway

Blaine Buck and Richard Callaway visited the Dolores Schools buildings on Wednesday September 29, 2010. The purpose of the visit was to assess the state of the mechanical and electrical systems in the buildings.

#### **Preschool Building:**

The preschool building was built in 1991. It is approximately 5,500 square feet and contains classrooms, offices, toilet rooms and a small serving space.

#### **Mechanical:**

The building is served with a series of 3 packaged rooftop units that provide heating and cooling to the spaces. These packaged rooftop units date to the original construction of the building and are approaching 20 years old. The published life of these kind of units is 12 to 15 years. The units are past their useful life and should be considered for replacement as soon as possible to avoid an emergency situation in the winter if one breaks down and can't be repaired. The replacement would involve a total of 12 tons in packaged units. The units need to be rebalanced when installed. The exhaust fans in the space should be replaced at the time the other equipment is replaced.

#### **Plumbing:**

The plumbing in the school is in fairly good shape. The water heater should be replaced when it gives out, but this is a readily available item at hardware stores and should not be considered an emergency item. Fixtures should be monitored with regard to repair and maintenance. Problem fixtures should be replaced when the mechanical system is complete. The fixture replacement would be approximately 8 to 10 fixtures and should be replaced with low water flow fixtures.

#### **Electrical:**

Electrically the preschool building is in fairly decent shape. There has been upgrades to the lighting and the electrical system is not antiquated or in disrepair. There is of course a need for more electrical receptacles (plug-ins) at locations where equipment has been placed. This would eliminate some cords that pose a tripping hazard. Exterior lighting could be upgraded to more energy efficient lighting if monies were available.

**Elementary School:**

The elementary school is a combination of a 1966 building and a 1995 building. These buildings are a total of approximately 22,500 square feet and consists of a gym, classrooms, offices, toilet rooms and corridors.

**Mechanical:**

The mechanical system in the older space has been replaced with heating only furnaces and controls. These units seem to be working very well for the school district and should be operational for another 10 years. The district should have a replacement plan as furnaces will start to fail in a school application in about 10 years from installation. The outside air requirement in the school is met through operable windows. The mechanical system in the newer portion of the building is a series of unit ventilators providing outside air and heat to the rooms. The cooling portion of the building is a series of evaporative coolers on the roof. The evaporative cooling provides air to the plenum in the building and provides some cooling late in the year and early in the year (May and August). Controls have been added to the system in the recent past and seem to be working well for the school district. The boiler system in the new portion of the building should be considered for replacement. The boilers are reaching the end of their useful life. This boiler system should be replaced with a high efficiency system and be re-piped to provide two system pumps and two boiler pumps. The redundancy in the pumps and boilers will allow the maintenance department a chance to get things fixed if something goes wrong. Currently when a boiler is down and/or a pump is down, the whole system is down and it becomes an emergency in the winter. All mechanical systems should be re-balanced to provide the best comfort possible for the heating only system installed. The owners group also mentioned that the ventilation needs to be addressed in the art room. This room would need to add an exhaust fan that would operate from a switch in the room.

**Plumbing:**

The plumbing in the building seems to be in fairly good shape. The water heater and the fixtures should be monitored for high maintenance items and should be replaced at such a time when the maintenance is out of the ordinary. A plan should be developed to replace a certain amount of fixtures per year to make sure not all the fixtures have to be replaced at once. The owners group suggested the elementary school needs sinks in every classroom. This would require adding waste lines, water lines, water heaters, etc to the existing system. The old portion of the elementary school should have fire sprinklers added to the facility.

**Electrical:**

The elementary school appeared to have the oldest electrical service. The electrical service has been added onto several times and it is of a vintage that if replacement parts were needed they would not be readily available. If at all possible the best scenario would be to replace the service with a newer service that would be installed with spare capacity. This would be necessary if there was a mechanical upgrade.

There is of course a need for more electrical receptacles (plug-ins) at locations where equipment has been placed. This would eliminate some cords that pose a tripping hazard.

This school as with others was built pre-computer, therefore the infrastructure for data cabling and wifi access has been added. The problem that surfaces with adding data cabling to an existing building is that access to already enclosed areas is limited, therefore cabling is installed wherever it can be fitted in. This type of installation is more prone to electro-magnetic interference. This can happen when data cabling has to cross in close proximity a large current carrying conduit or is laid along a string of fluorescent lights or any electro-magnetic generating piece of equipment. The transmission of data is broken into packets of information and electro-magnetic interference disrupts this packet flow and this leads to slower internet connections and lost information.

## APPENDIX D - ENGINEERING REPORTS

### DOLORES SCHOOL DISTRICT MASTER PLAN

#### **High School/Middle School:**

These buildings are a combination of multipurpose, gyms, classrooms, cafeteria, toilet rooms and locker rooms. These buildings also include the Music/Band building. The square footage of the buildings are approximately 52,000 square feet. Multiple additions and renovations have been done to these buildings and they are all of different ages.

#### **Mechanical:**

Most of the mechanical in these buildings have been re-done over the last decade. This may have been done as part of a mechanical remodel or an addition to the buildings. The classroom areas are served with a series of furnaces providing heating to the spaces. The Commons/Library space is served with a large heating and ventilating unit mounted on the roof and the gyms are served with small gas fired infrared tube heaters mounted in the space. Controls have been done on these buildings in the last couple of years and seem to be working well for the district. The furnace equipment should be planned for replacement approximately 10 years out as these system have a life of approximately 10-12 years. The gymnasiums and locker areas need to have ventilation and the heating system replaced. The heating system is a series of infrared tube heaters that constantly get damaged. The ventilation is inadequate in the gyms and locker rooms as well. The suggestion is to provide heating and ventilating units on the roof. The oldest gym would not be able to support a unit on the roof, but a unit on the adjacent locker area would be adequate. The distribution in the gym spaces could be spiral duct or duct sox material hung from the structure.

The Foreign Language classroom has mechanical noise that needs to be remediated. This would require a new mechanical space and new mechanical unit for this classroom. All the mechanical systems need to be re-balanced for maximum comfort available with the heating only system installed. It was suggested by the owners group that air conditioning be installed in the classrooms. This is a very expensive undertaking, but could be done if desired. It would require a complete mechanical replacement of systems and an electrical service upgrade to the building. The office areas are in need of dedicated heating and ventilating equipment.

#### **Plumbing:**

The plumbing in the building seems to be in fairly good shape. The water heater and the fixtures should be monitored for high maintenance items and should be replaced at such a time when the maintenance is out of the ordinary. A plan should be developed to replace a certain amount of fixtures per year to make sure not all the fixtures have to be replaced at once. The locker room areas should have showers and fixtures replaced as soon as is reasonable for budget purposes. The old portions of the high school and middle school should have fire sprinklers added to the building. The kitchen area needs some upgrades including fire protection under the hoods and a sewer smell problem fixed. The owners group suggested that some snowmelt be provided at strategic areas around the site for safety reasons. This could be accomplished with a new boiler system and new sidewalks.

#### **Electrical:**

The existing electrical system appears adequate at this time if any mechanical upgrades were considered an evaluation of the usage would be in order to determine if the existing system needed upgraded.

There has been some lighting upgrades, but in the oldest gym the light levels appeared to be low for this type of usage. The lighting over the bleachers is antiquated and not energy efficient. On the exterior of the older gym conduits were unsupported and hanging loose and because of that joints had separated and wiring was exposed. The newer gym had a lighting upgrade, but an additional row of lights would bring the light levels up to recommended levels for this usage.



There is of course a need for more electrical receptacles (plug-ins) at locations where equipment has been placed. This would eliminate some cords that pose a tripping hazard.

This school as with others was built pre-computer, therefore the infrastructure for data cabling and wifi access has been added. The problem that surfaces with adding data cabling to an existing building is that access to already enclosed areas is limited, therefore cabling is installed wherever it can be fitted in. This type of installation is more prone to electro-magnetic interference. This can happen when data cabling has to cross in close proximity a large current carrying conduit or is laid along a string of fluorescent lights or any electro-magnetic generating piece of equipment. The transmission of data is broken into packets of information and electro-magnetic interference disrupts this packet flow and this leads to slower internet connections and lost information.

#### **Wood Shop/Art Building:**

The wood shop and art building was built in 2002. This building is approximately 4,000 square feet with a partial mezzanine. The building is comprised of the art space, woodshop space, toilet rooms and offices.

#### **Mechanical:**

The heating for the space is provided by a small boiler with hot water piped to the unit heaters in the space. All the equipment is in good shape as it should be for being 7 to 8 years old. Equipment will start needing replacement in 7 to 10 years. It should be considered to add more ventilation to the classroom spaces. On our visit, the air was stale and smells of the art room and woodshop were heavy in the spaces. A small ventilation unit with some small exhaust fans would be all that is needed to improve the air quality in the space. The dust collector system should also be looked at to be placed outside. It appears this is a code issue being mounted inside. It is also installed in a room with sensitive equipment in it. This dust could cause premature damage to these systems.

#### **Plumbing:**

The plumbing in the space is consistent with the age of the building and is in good shape. Nothing should be done to the plumbing system.

#### **Electrical:**

The dust collection system is located in the electrical room. The electrical equipment in the room is not rated for dust environments. The biggest concern is fine dust entering into circuit breakers and collecting. Over time this could impact the breakers ability to function in a proper manner. There are case studies available on just this occurrence.

There is of course a need for more electrical receptacles (plug-ins) at locations where equipment has been placed. This would eliminate some cords that pose a tripping hazard.

#### **Vocational Building:**

The Vocational Building is approximately 5,000 square feet and includes vehicle bays, science classrooms and offices.

#### **Mechanical:**

The mechanical in the space is a series of gas fired make up air units and unit heaters. One make up air unit has been replaced in the past year and is in excellent working condition. The remainder of the mechanical system is in poor condition and in need of replacement. This includes the welding exhaust, general exhaust, heating, etc. The replacement system should be heating and ventilating units to provide code required outside air and heating. The ventilation in most spaces is poor. It was noted by the owners group that fumes are at times brought into the building from adjacent properties.



## APPENDIX D - ENGINEERING REPORTS

### DOLORES SCHOOL DISTRICT MASTER PLAN

#### **Plumbing:**

The plumbing in the building is in poor condition and should be replaced. Some of the main piping could be saved for re use. The roof drainage should be replaced. The gas lines could be re used if the layout of the new system is similar to the old. There does not seem to be gas shut offs in the classrooms with gas provided for science. Fire sprinklers should be added to this building.

#### **Electrical:**

The vocational building is in need of a complete lighting upgrade. All lighting fixtures in the shop area need upgraded.

This area with the most equipment and the highest electrical usage is the only area that has single phase power. This alone accounts for higher electrical bills and inefficient operation of present equipment. Three phase power is available at approximately 200 feet. If the school district continues operation of this area the savings in energy cost would pay for the upgrade in a short period of time.

There is of course a need for more electrical receptacles (plug-ins) at locations where equipment has been placed. This would eliminate some cords that pose a tripping hazard.

Some receptacles are not grounded and this is a potential risk.

#### **Maintenance Sheds:**

The maintenance sheds are simple buildings. They operate well mechanically and there is no plumbing in the space. The unit heaters in the space should be considered for replacement.

#### **Administration Complex:**

The administration complex consists of an administration office, bus shed, and old maintenance building. The square footage on these buildings is unknown.

#### **Mechanical/Plumbing:**

The administration building is served by a gas fired furnace that should be replaced. The plumbing in the space should also be replaced with water conserving fixtures. The bus shed does not have any associated mechanical and plumbing. The old maintenance building has a series of gas fired unit heaters in the space that serve the space well for heating. There is no ventilation in the space and if it is used as a maintenance shop in the future, ventilation should be added to bring the building up to code.

#### **Electrical:**

Start over electrically if any large maintenance projects are considered in the shop area.

Drop down reels for bus heaters would be an ideal way to supply power to buses and would do away with all the electrical cords running across the ground now needed for this function.



**McGlamery Structural Group, Inc.**  
CONSULTING STRUCTURAL ENGINEERS

October 14, 2010

Structural Assessment Based on Visual Inspection (1)

Property Inspected:     Dolores, CO School District  
                                 Three (3) Campuses  
                                 Dolores, CO

Prepared for:        Eidors Architects, PC

Prepared by:        Richard B Klein, PE

A site visit was made on September 29, 2010 to perform a visual inspection of all buildings on the three (3) separate campuses of the Dolores, Colorado school district. The three campuses are the main school complex, consisting of the elementary, middle and high school; the preschool building, on a separate property; and the administrative campus.

**A.     Pre-school Building / Campus**

The building is a one-story structure with no basement. A full set of construction documents, dated 1992, was provided and the existing construction appears to be consistent with the drawings. (Photo 1)

The foundation, based on the drawings provided, appears to be a shallow foundation consisting of a ribbed, raft slab with perimeter and interior bearing wall footings. The roof structure is wood trusses. Overall, the building appears to be performing well, with no noticeable structural problems.

**B.     Administrative Campus**

**1. Administrative Office Building (Photo 2)**

The office building is a modular, double wide building. Based on discussions with school district personnel, the building is 20-30 years old. In the center, rear of the building the floor is sagging and there are signs of moisture deterioration.

On the exterior, rear, there is a wood deck with significant deflection. It appears that there may be foundation issues, as settlement of the perimeter wall and floor is evident. (Photo 3)

While it is possible that the structure could be jacked back to level and the foundation reinforced, it is our preliminary recommendation that this structure be abandoned and replaced. Even with repair, the existing modular construction is at the end of its useful life.

## APPENDIX D - ENGINEERING REPORTS

### DOLORES SCHOOL DISTRICT MASTER PLAN

Structural Assessment  
Dolores School District  
Dolores, CO  
Page 2

#### 2. Bus Storage Shed (Photo 4)

This building is an open wall, pre-engineered metal building. There were no drawings or engineering data provided for this structure.

The existing rigid frames and roof structure appear to be sound and performing well, however, there may be lateral design issues with the building as it currently exists. Normally, these types of building rely on the rigid frames to resist lateral (wind or seismic) loads in the transverse direction. In the longitudinal direction, there would either be shear walls or "X" bracing along the perimeter. None of these lateral force resisting elements exist, and therefore, there is little or no lateral strength in that direction. (Photo 5)

Without any walls, the amount of wind load to which the structure is subjected to is minimal, however, it does exist and further engineering investigation and probable reinforcement is needed.

#### 3. Garage (x2) (Photo 6)

These buildings are conventionally framed wood construction, with stud bearing walls and wood roof trusses. There is no ceiling in either building.

The gable end walls are framed to plate height, with a gable end truss above. In the absence of a ceiling, there is no lateral bracing for this "hinge" in the wall. Lateral "X" bracing should be added to stabilize these end walls. Further analysis and design is warranted.

There are no hold downs provided at the ends of the roof trusses. Based on limited inspection, the trusses are toe-nailed to the top plate (Photo 7). Hold down straps or clips should be provided to resist uplift forces.

#### 4. Warehouse Building (Photo 8)

This structure has the outward appearance of a pre-engineered metal building, however, it is likely that it was site fabricated and constructed without benefit of valid construction drawings. The main structural frames have been fabricated from steel pipe (Photo 9), and based on a visual inspection and our experience these main frames and trusses may not have adequate capacity to resist required snow loadings.

The secondary roof framing members are cold formed channels acting in their minor (weak) axis and are most likely deficient, structurally. These channels are also visible in Photos 9 & 10. The exterior walls are framed with 2 x 4 wood studs, spaced at 24 inches. There are no apparent shear walls, as the metal siding has little to no diaphragm capacity. There is no evidence of any longitudinal "X" bracing.

While the existing structure could certainly be reinforced, it may be cost prohibitive. At the present time, we believe the main structural frames, the roof framing, and the wall framing are deficient. It may be better to demolish

Structural Assessment  
Dolores School District  
Dolores, CO  
Page 3

this structure and proceed with a replacement that is properly designed and constructed. In the interim, it is our professional judgment that this structure should not be occupied during periods when there is more than six (6) inches of snow accumulation on the roof.

In addition to the snow restriction outlined above, the existing overhead hoist should not be used at all. (Photo 35)

### C. Main Campus

#### 1. Temporary Portables (x2) (Photo 11)

The two (2) portable classrooms appear to be in good condition with no apparent signs of distress or deterioration.

#### 2. Elementary School Gym & Art Room

This building was originally constructed from drawings prepared in 1966. Based on these drawings, the structure is supported on driven timber piles, with masonry bearing walls and an open web trus-joist roof. Overall, this building appears to be performing well with no noted structural deficiencies.

#### 3. Elementary School Classrooms – West (Photo 12)

The west wing of the elementary school is outlined in the same drawing package as the gym and art room outlined above in #2. The construction is the same – driven timber piles, load bearing masonry with interior steel beams, and wood trus-joist roof. Overall the building appears to be performing well, with no noted deficiencies.

#### 4. Elementary School Classrooms – East (Photo 12)

This classroom addition, constructed in 1995, consists of shallow spread footings with steel joist roof structure. Construction documents are available. Overall this building appears to be in good condition with no noted problems.

#### 5. New Gym & Weight Room (Photos 12, 13)

This building, constructed in 1990, is a pre-engineered metal building and appears to be performing well, with no noted issues.

#### 6. Original Gym (Photos 14 & 15)

The original gym, shown in drawings dated 1954 (which are largely unreadable) consists of glued-laminated wood arches and structural decking. Overall the building appears sound, however, the bases of the arches extend to the ground, outside the building envelope. Several of these wood bases exhibit advance rot and must be repaired. (Photos 16 & 17). One of the arches on the east side is concealed within the new foyer area (Photo 18),

## APPENDIX D - ENGINEERING REPORTS

### DOLORES SCHOOL DISTRICT MASTER PLAN

Structural Assessment  
Dolores School District  
Dolores, CO  
Page 4

constructed as part of the 1995 additions. This arch should be inspected to determine if any deterioration exists, and if so, repairs should be considered.

#### 7. Locker Rooms (Photo 19)

The locker room area appears to have been added to the original gym in 1976. There is a hard ceiling so the structure was not visible, however, there were no noted issues.

#### 8. Commons / Library Addition (Photo 20)

Constructed in 1995, this addition is steel framed on shallow foundations and appears to be performing well.

#### 9. High School Classrooms (Photo 21)

There are no drawings available for the high school classrooms. The roof is wood framed, and there is no data on the foundation. Several areas of water intrusion exist, resulting in damaged roof decking (Photo 22 ), and in one case, water appears to have caused damage to the existing brick veneer (Photo 23).

#### 10. Middle School Classrooms

There are no drawings for the middle school. There are some areas of water damage to the roof decking, similar to that outlined for the high school building above. Additionally, there are double cantilever corners that are currently being reinforced by means of steel columns being bolted to the outside of the building (Photo 24). Diagonal kickers from the new column to the roof beam were on site, but not yet installed. These columns were bolted to the existing brick veneer (Photo 25), which is a detail we would not normally utilize, however, there were no design documents available for this repair, so it was not possible to evaluate. The load is minimal, and it appears to be addressing only a deflection issue.

#### 11. Music / Band

This building was constructed as part of the 1995 additions and appears to be in good condition with no noted problems.

#### 12. Vocational Building (Photo 30)

No drawings are available for the vocational building. Based on visual examination, it appears to be load bearing masonry with wood framed roof. The rear wall of the north-west three classrooms has some significant structural issues that have been present since the building was constructed. There appear to be no structural tie between the top of wall and the roof structure (Photo 33) and the rear wall is leaning out (Photo 34). The corners of the building were reinforced with through bolts and steel plate at the time of construction (Photo 31 & 32) and the two interior walls should have been



Structural Assessment  
Dolores School District  
Dolores, CO  
Page 5

attached. There is significant movement, resulting in a condition that must be repaired. (Photo 33 )

#### 13. Wood Shop / Art Room (Photos 26 & 27)

This building was constructed in 2002, with drawings available. The building appears to be in good condition with no noted structural problems.

#### 14. Maintenance Sheds (Photo 28 & 29)

The two maintenance sheds are wood framed, similar to the two (2) garages described on the administrative campus above. There are ceilings in most areas, and therefore the structure is not visible. Further examination should be conducted to determine if hold down clips or straps are needed.

This report does not express nor imply any warranty of the structure, but only addresses the condition of the portion which was readily accessible and observable at the time of inspection.

(1) Visual Inspection defined - an inspection performed by a structural engineer of an existing facility, using only the engineer's primary senses. The inspection may be brief in scope. It has the limitation that only conditions that are readily visible and accessible can be evaluated. In many facilities, the structure is covered by finished materials, earth, or other items and cannot be observed directly, and must, therefore, be excluded from the inspection. Such an inspection is based on the philosophy that a qualified structural engineer can frequently find conditions, damage, or structural concerns in a brief period of time for minimal cost, without conducting extensive testing, field measuring existing framing, or performing calculations.

## APPENDIX E - CCCS ACCESSIBILITY REPORT

DOLORES SCHOOL DISTRICT MASTER PLAN

## APPENDIX E - CCCS ACCESSIBILITY REPORT



November 1, 2022

Reece Blincoe, Superintendent  
Dolores RE-4A  
100 N. 6<sup>th</sup> Street  
Dolores, CO 81323

Dear Reece Blincoe:

I would like to express the Colorado Community College System's appreciation for the cooperation afforded to the Civil Rights On-Site Monitoring Team during the September 2022 visit to Dolores High School in the Montezuma-Dolores RE-4A (aka Dolores RE-4A) School District.

The Colorado Community College System is charged with the responsibility of monitoring all approved Career and Technical Education programs in the State of Colorado for compliance with federal statutes and regulations which prohibit discrimination and denial of services on the basis of race, color, national origin, sex, and handicap.

Attached you will find the draft "Letter of Findings" that is based upon a thorough review of materials, practices, policies, procedures, interviews with staff and on-site observations of program and facility accessibility in School facilities. Items of noncompliance have been identified along with their statutory authority. I will contact you in the near future to discuss the findings and any concerns you may have. At that time you will have the opportunity to correct any misinformation we may have relied upon while compiling our report.

After the report is finalized, federal regulations require a response from you in the form of a Voluntary Compliance Plan (VCP). In order to meet the federally established deadline, we are requesting a draft of the VCP within 14 days of the finalization of this report. Be advised that your School has a continuing obligation to maintain compliance with all civil rights requirements. Please do not hesitate to contact me if there are questions at (720) 858-2866 or [Becky.Giacomelli@cccs.edu](mailto:Becky.Giacomelli@cccs.edu).

Sincerely,

A handwritten signature in black ink, appearing to read "Becky Giacomelli".

Colorado Methods of Administration Coordinator, CCCS

cc: Alesa Reed, District Office Curriculum Directory, Dolores RE-4A  
Justin Schmitt, Principal, Dolores High School  
Danielle Bundy, Director of Internal Audit, CCCS  
David Summerlin, Assistant Director of Internal Audit, CCCS

Enclosures

Page 1 of 22



**Montezuma-Dolores RE-4A (aka Dolores RE-4A)  
Dolores High School  
Letter of Findings  
September 2022**

### **JURISDICTION, ISSUES AND STANDARDS OF THE MONITORING**

The Office for Civil Rights (OCR) delegated the responsibility of monitoring compliance through 34 C.F.R. Part 100 App B. As the institution responsible for administering career and technical education (CTE) in the State of Colorado, the State Board for Community Colleges and Occupational Education holds this responsibility and has delegated it to the Colorado Community College System (CCCS) (C.R.S. 23-60-301 to 303 and the State Board for Community Colleges and Occupational Education Policy 9-73).

### **INTRODUCTION**

Prior to accepting any financial assistance from or funds made available through the United States Department of Education, all recipients of federal funds, including the Carl D. Perkins grant or other source of funding, have agreed to comply on an ongoing basis with the following regulations:

- Title VI of the Civil Rights Act of 1964 (34 C.F.R. Part 100, hereafter identified as "Title VI")
- Title IX of the Educational Amendments of 1972 (34 C.F.R. Part 106, hereafter identified as "Title IX")
- Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Part 104, hereafter identified as "Section 504")
- Title II of the Americans with Disabilities Act of 1990 (28 C.F.R. Part 35, hereafter identified as "Title II")

All public entities are required to comply with the federal requirements cited above, regardless of whether they offer CTE programs; however, our procedures were planned in accordance with these statutes and the U.S. Department of Education Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs (34 C.F.R. Part 100 Appendix B), which explains the civil rights responsibilities of those recipients offering Career and Technical Education programs. There may be requirements in addition to those noted in our report with which the subrecipient must comply. Dolores RE-4A School District's Dolores High School has an ongoing obligation to comply with federal civil rights statutes and regulations which prohibit discrimination and the denial of services on the basis of race, color, national origin, sex, and handicap.

For example, Title II requires that each facility or part of a facility constructed or altered "by, on behalf of or for the use of a public entity" meets the requirements outlined in Title II (28 C.F.R. § 35.151). The scope of this review is limited by 34 C.F.R. Part 100 Appendix B (II-B.2), to facilities or portions thereof that students participating in a CTE program would need to access in order to complete their CTE program rather than a review of all of the subrecipient's facilities, which would also be subject to these same requirements.

CCCS staff interviewed site administrators and program-related staff, inspected facilities for accessibility and examined documentation for verification of services. An on-site visit to Dolores High School ("School") in the Dolores RE-4A School District ("District") was conducted on September 21, 2022.

# APPENDIX E - CCCS ACCESSIBILITY REPORT

## DOLORES SCHOOL DISTRICT MASTER PLAN



### PROCEDURAL REQUIREMENTS AND OCR GUIDELINES

#### ASSURANCES

The information presented is related to the following site:

SCHOOL: **Dolores High School**  
**1301 Central Avenue**  
**Dolores, CO 81323**

DATES OF VISIT: **September 21, 2022**

#### CIVIL RIGHTS MONITORING TEAM MEMBERS

Jacky Giacomelli, Colorado Methods of Administration Coordinator, CCCS

#### FINDINGS & CORRECTIVE ACTIONS

##### Summary of Findings

CCCS performs standard audit procedures at each on-site monitoring review. These procedures are designed to test compliance through a review of data and supporting documentation, inquiry, and measurements taken on-site. Procedures are based on the requirements set forth in the U.S. Department of Education Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs (34 C.F.R. Part 100 Appendix B) in which recipients of federal funds are required to comply. The review covers the following areas:

Administrative Requirements (34 C.F.R. Part 100 Appendix B Section IV.O; 34 C.F.R. Part 100.6(d); C.F.R. Part 104.7 and 104.8; C.F.R. Part 106.8 and 106.44-45; 28 C.F.R. Part 35.106 and 107)  
Recruitment, Admissions, and Counseling (34 C.F.R. Part 100 Appendix B Section IV and V; 34 C.F.R. Part 100.3(a) and (b); 34 C.F.R. Part 104.4(a) and (b) and 104.37(b); 34 C.F.R. Part 106.23 and 106.34 – 106.36; 28 C.F.R. Part 35.130)  
Services for Students with Disabilities (34 C.F.R. Part 100 Appendix B Section IV and VI; 34 C.F.R. Part 104.4(a) and 104.33 – 104.36; 28 C.F.R. Part 35.130)  
Financial Assistance (34 C.F.R. Part 100 Appendix B Section VI.B; 34 C.F.R. Part 106.37; 34 C.F.R. Part 100.3(a) and (b); 34 C.F.R. Part 104.4(a) and (b))  
Work Study, Cooperative Programs, and Job Placement (34 C.F.R. Part 100 Appendix B Section VII; 34 C.F.R. Part 106.38)  
Employment (34 C.F.R. Part 100 Appendix B Section VIII; 34 C.F.R. Part 104.11 -104.14; 34 C.F.R. Part 106.51 – 105.61)  
Comparable Facilities (34 C.F.R. Part 100 Appendix B Section VI.D; 34 C.F.R. Part 106.33)  
Accessibility (34 C.F.R. Part 100 Appendix B Section IV; 34 C.F.R. Part 104.21 – 104.23; 28 C.F.R. Part 35.149 - 35.151)

The bullets below summarize specific findings noted with regard to the areas of compliance reviewed. The following conditions were noted:

- Incomplete Communication of Annual Notice of Nondiscrimination
- Incomplete Communication of Required Information and Coordinators for Compliance
- Partial Noncompliance in Grievance Procedures
- Partial Noncompliance in Title IX Grievance Procedures
- Lack of a Process for Identifying Non-English Speaking Communities in the Service Area



- Lack of a Process to Ensure Nondiscriminatory Selection of Scholarship Recipients
- Partial Noncompliance in Administering Reasonable Accommodations
- Physical Accessibility for Students with Disabilities

### **I. Administrative Requirements**

#### **A. Annual Notice of Nondiscrimination including Designation of Compliance Coordinators**

#### **Finding 1: Incomplete Communication of Annual Notice of Nondiscrimination**

##### **Condition:**

Annual notification of nondiscrimination as required by Title VI (34 C.F.R. § 100 Appx B (IV-O)) had been made via the District and School websites, however it was incomplete as it did not list the compliance coordinator by name or title and did not include contact information for the compliance coordinator including address, telephone number, and email. Additionally, the publication did not reference grievance procedures as required.

##### **Criteria:**

In addition to the continuing notification requirements below, annual notification guidelines require that the District [Title VI (34 C.F.R. § 100 Appx B (IV-O))]:

- a. State that CTE opportunities will be offered without regard to race, color, national origin, sex, or handicap.
- b. Include the name and/or title, address, and telephone number of the person designated to coordinate Title IX and Section 504 compliance activity.
- c. Include a brief summary of CTE programs and admission criteria.
- d. If applicable, be written in a language or media other than English and include an assurance that the lack of English skills will not be a barrier to admission and participation.
- e. Issue all of the above on an annual basis prior to the beginning of the school year in a manner that reaches students, parents, employees and the general public.

The Office for Civil Rights 2010 "Notice of Nondiscrimination" Pamphlet provides that if a recipient designates two or more different people to coordinate compliance then all names or titles should be included in the notice.

##### **Corrective Action:**

The District is required to provide annual notification of nondiscrimination that includes all protected classes and required components. At a minimum, this would include modifying the statements in the footer of the District and School websites to list the compliance coordinator by name or title and including complete contact information for the compliance coordinator including telephone, address, and email address. Additionally, the statement should include reference to grievance procedures and include a brief summary of CTE program offerings and admission criteria.

#### **B. Continuous Notice of Nondiscrimination including Designation of Compliance Coordinators**

#### **Finding 2: Incomplete Communication of Required Information and Coordinators for Compliance**

##### **Condition:**

Notice of nondiscrimination was not made as required. Communication to the public and constituents should be made in all required formats on a continuing basis as required by Title IX (34 C.F.R. § 106.8(a); Section 504 (34 C.F.R. § 104.8(a)) and Title II (28 C.F.R. § 35.107(a)).

# APPENDIX E - CCCS ACCESSIBILITY REPORT

## DOLORES SCHOOL DISTRICT MASTER PLAN



The Career Pathways publication did not include a statement of nondiscrimination as required by Title IX (34 C.F.R. § 106.8; Section 504 (34 C.F.R. § 104.8(a)) and Title II (28 C.F.R. § 35.107(a))).

The Secondary Handbook did not list the compliance coordinator by name or title, and did not include contact information for the compliance coordinator including telephone number, physical address, or email address as required by Title IX (34 C.F.R. § 106.8; Section 504 (34 C.F.R. § 104.8(a)) and Title II (28 C.F.R. § 35.107(a))).

The following publications did not list the compliance coordinator by name or title, and did not include contact information for the compliance coordinator including telephone number, physical address, or email address. Additionally, grievance procedures were not referenced as required by Title IX (34 C.F.R. § 106.8); Section 504 (34 C.F.R. § 104.8(a)) and Title II (28 C.F.R. § 35.107(a)).

- Staff Handbook
- Employment Webpage
- Family Information Sheet
- Individual Student Information Sheet
- Certified Staff Application
- Classified Staff Application
- Administrator Application
- Board Policy JB - Equal Educational Opportunities
- Board Policy JF - Admission and Denial of Admission
- Board Policy JFBA - Intra-District Choice/Open Enrollment
- Board Policy JFBB - Inter-District Choice/Open Enrollment
- Board Policy GBA - Open Hiring/Equal Employment Opportunity
- Board Policy GDE/GDF - Support Staff Recruiting/Hiring

### Criteria:

The OCR encourages institutions to provide one combined notice to comply with the regulations; in 2010 OCR published a pamphlet with a sample of a combined notice on its website. Summarized below are the key requirements from the guidance for compliance with continuing notification.

In order to satisfy the continuing notification requirements, publications must:

- a. Notify students, parents/guardians, employees, applicants for admission and employment, all unions or professional organizations holding collective bargaining or professional agreements, and the general public that it will not discriminate in its programs or activities. [Title IX (34 C.F.R. § 106.8(a)), Section 504 (34 C.F.R. § 104.8(a)) and Title II (28 C.F.R. § 35.106)].
- b. Explicitly state race, color, national origin, gender, and disability as the basis of nondiscrimination. [Title VI (34 C.F.R. § 100.3(a)); Title IX (34 C.F.R. § 106.8(a)), Section 504 (34 C.F.R. § 104.8(a)) and Title II 28 C.F.R. § 35.106)].
- c. Include the name or title, office address, and telephone number of the Title IX, Section 504, and Title II coordinator(s). [Title IX (34 C.F.R. § 106.8(a) ); Section 504 (34 C.F.R. § 104.8(a)) and Title II (28 C.F.R. § 35.107(a))].
- d. Publish the information on a continuing basis in the following [Title IX (34 C.F.R. § 106.8); Section 504(24 C.F.R. § 104.8); and Title II (28 C.F.R. § 35.106)].

Required:

1. Student handbook
2. Parent/guardian handbook
3. Employee handbook
4. Course catalogs (booklets)





- 5. Program/employee application forms
  - 6. Recruitment materials for students or employees
- Optional:
- 7. Newspapers/magazines operated by the subrecipient, student, or alumni groups
  - 8. Newsletters/memoranda
  - 9. Bulletins/postings
  - 10. Other written communications
  - 11. Electronic format

Notifications required by Title IX must contain information about “inquiries concerning the application of Title IX.” [Title IX (34 C.F.R. § 106.8(b))]

The 2010 Pamphlet on Notices of Nondiscrimination states that a combined notice of nondiscrimination should include “the name and/or title of the responsible employee.”

“The recipient must notify applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator pursuant to this paragraph.” [Title IX (34 C.F.R. § 106.8(a))]

### Corrective Action:

The District is required to provide notice of nondiscriminatory policies that includes all protected groups and required components. At a minimum, this would include adding a complete statement of nondiscrimination that also includes a compliance coordinator by name or title, the contact information (phone number, address, and email) for the compliance coordinator and reference to grievance procedures to the following publications:

- Career Pathways publication
- Secondary Handbook
- Staff Handbook
- Employment Webpage
- Family Information Sheet
- Individual Student Information Sheet
- Certified Staff Application
- Classified Staff Application
- Administrator Application
- Board Policy JB - Equal Educational Opportunities
- Board Policy JF - Admission and Denial of Admission
- Board Policy JFBA - Intra-District Choice/Open Enrollment
- Board Policy JFBB - Inter-District Choice/Open Enrollment
- Board Policy GBA - Open Hiring/Equal Employment Opportunity
- Board Policy GDE/GDF - Support Staff Recruiting/Hiring

# APPENDIX E - CCCS ACCESSIBILITY REPORT

## DOLORES SCHOOL DISTRICT MASTER PLAN



### C. Grievance Procedures including Designation of Compliance Coordinators

#### **Finding 3: Partial Noncompliance in Grievance Procedures**

##### **Condition:**

We reviewed the following grievance policies and procedures related to discrimination complaints available for students, employees, and other program beneficiaries and noted noncompliance in seven of them:

- Board Policy AC – Nondiscrimination/Equal Opportunity
- Board Policy AC-E-1 – Nondiscrimination/Equal Opportunity
- Board Policy AC-R-1 – Nondiscrimination/Equal Opportunity
- Board Policy AC-R-2 – Sexual Harassment Investigation Procedures
- Board Policy GBK – Staff Concerns/Complaints/Grievances
- Board Policy GBAA – Sexual Harassment
- Copy of Board Policy GBAA on page 27 of the Staff Handbook
- Board Policy JII – Student Concerns, Complaints and Grievances
- Board Policy JBB – Sexual Harassment

The following publications do not include a compliance coordinator by name or title, or contact information for the compliance coordinator including telephone number, email address, and physical address:

- Board Policy AC – Nondiscrimination/Equal Opportunity
- Board Policy AC-R-1 – Nondiscrimination/Equal Opportunity

Board Policy AC-R-2 – Sexual Harassment Investigation Procedure includes the Title IX Coordinator by title, but does not include contact information for the Title IX Coordinator including telephone number, email address, and physical address. Additionally, the procedure requires the complaint to be in writing and signed by the complainant which may be difficult for an individual with a disability. The procedure includes a statement that, "the complainant will receive assistance as needed in filing a complaint", however it is not clear if "filing" includes writing the complaint.

Board Policy GBAA – Sexual Harassment as well as the copy of Board Policy GBAA on page 27 of the Staff Handbook, direct users to Board Policy AC-R. The District has represented that all sex based complaints should use the procedures at Board Policy AC-R-2. Additionally, the policy has its own procedures (GBAA-R). This may cause confusion as to where the appropriate grievance procedures can be found and which ones to use.

Board Policy JII – Student Concerns, Complaints and Grievances requires complaints to be in writing which may be difficult for an individual with a disability.

Board Policy JBB – Sexual Harassment directs to Board Policy AC and its accompanying procedures; however, the policy has its own procedures (JBB-R) which could cause confusion as to where the appropriate grievance procedures can be found and which ones to use.

##### **Criteria:**

Include the name or title, office address, email address, and telephone number of the Title IX, Section 504, and Title II coordinator(s) [Title IX (34 C.F.R. § 106.8(a); Section 504 (34 C.F.R. § 104.8(a)) and Title II (28 C.F.R. § 35.107(a))].

Per C.F.R. §106.44(a-b), "A recipient with actual knowledge of sexual harassment in an education program or activity of the recipient against a person in the United States, must respond promptly in a manner that is



not deliberately indifferent...With or without a formal complaint, a recipient must comply with §106.44(a).”

Per Title II: 28 C.F.R. § 35.107(b), “A public entity that employs 50 or more persons shall adopt and publish grievance procedures providing for prompt and equitable resolution of complaints alleging any action that would be prohibited...”. When grievance procedures are not easily accessed or clearly labeled, prompt investigation and resolution of complaints may be impeded.

**Corrective Action:**

The following publications should include a compliance coordinator by name or title and include contact information for the compliance coordinator including telephone number, email address, and physical address. The compliance coordinator should be consistent with other publications:

- Board Policy AC – Nondiscrimination/Equal Opportunity
- Board Policy AC-R-1 – Nondiscrimination/Equal Opportunity

Board Policy AC-R-2 – Sexual Harassment Investigation Procedures should include contact information for the Title IX Coordinator including telephone number, email address, and physical address. Additionally, the procedures should not require the complaint to be in writing and signed by the complainant which may be difficult for an individual with a disability. Alternatively, the procedures could clarify that the District will provide assistance in writing and filing complaints.

If the District intends for Board Policy AC-R-2 to be used for all sex based complaints, Board Policy GBAA – Sexual Harassment, as well as the copy of Board Policy GBAA on page 27 of the Staff Handbook, should be updated to direct to Board Policy AC-R-2, and Board Policy GBAA-R should be rescinded and removed from publication.

Board Policy JII – Student Concerns, Complaints and Grievances should not require complaints to be in writing which may be difficult for an individual with a disability.

If the District intends for Board Policy AC-R-2 to be used for all sex-based complaints, Board Policy JBB-R should be rescinded and removed from publication.

**D. Title IX Grievance Procedures**

**Finding 4: Partial Noncompliance in Title IX Grievance Procedures**

**Condition:**

We reviewed Board Policy AC-R-2 Sexual Harassment Investigation Procedures and noted noncompliance outlined in detail in the Title IX Addendum.

**Criteria:**

C.F.R. §106.45 Title 34: Education; Part 106 Nondiscrimination on the Basis of Sex in Education Programs or Activities receiving federal finance assistance; Subpart D-Discrimination on the Basis of Sex in Education Programs or activities Prohibited can be found at [eCFR 106.45](https://www.ecfr.gov/current/title-34/chapter-I/subchapter-D/part-106/subpart-D/section-106.45).

**Corrective Action:**

Items of noncompliance in Board Policy AC-R-2 Sexual Harassment Investigation Procedures listed in the Title IX Addendum should be made complaint.

# APPENDIX E - CCCS ACCESSIBILITY REPORT

## DOLORES SCHOOL DISTRICT MASTER PLAN



### II. Recruitment, Admissions, and Counseling

#### A. Admission Criteria and Access to Class

Our review did not reveal any observations of noncompliance in the area of admission criteria and access to class.

#### B. Access for National Origin Minority Students with Limited English Language Skills

##### Finding 5: Lack of a Process for Identifying Non-English Speaking Communities in the Service Area

###### Condition:

The School did not have a process for determining whether its service area had language minority communities with limited English language skills. When the School has a community of non-English speakers within its service area, it has an obligation to provide additional notification of its nondiscrimination policies in the language(s) of any communities it identifies as well as providing promotional and financial aid materials in the appropriate language(s) per Title VI (34 C.F.R. § 100 Appx B (IV-O), (V-E), & (VI-B)).

###### Criteria:

Recipients of federal funds have an obligation to identify communities of non-English speakers within their service areas in order to comply with federal regulations. Formal guidance does not specifically define “community” to assist a subrecipient in meeting its obligations related to non-English speakers. In its annual Vocational Education Methods of Administration Coordinator Training Conference, OCR has indicated that factors such as census data, the number of non-English radio stations, newspapers, or agencies providing social services should be considered in determining whether a service area may include communities of non-English speakers.

If the School identifies any communities of non-English speakers, it would then have an obligation to comply with the criteria listed below.

###### Annual Notification

Title VI (34 C.F.R. § 100 Appx B (I-D-3)) states that “[a] comprehensive high school that has a department exclusively or principally used for providing vocational education: or that offers at least one vocational program to secondary level students” is one example of a school to which the regulations apply.

Title VI (34 C.F.R. § 100 Appx B (IV-O)) goes on to state, “Prior to the beginning of each school year, recipients must advise students, parents, employees and the general public that all vocational opportunities will be offered without regard to race, color, national origin, sex, or handicap. ... A brief summary of program offerings and admission criteria should be included in the announcement; also the name, address, and telephone number of the person designated to coordinate Title IX and Section 504 compliance activity. If a recipient's service area contains a community of national origin minority persons with limited English language skills, public notification materials must be disseminated to that community in its language and must state that recipients will take steps to assure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs.”

###### Promotional Materials

“If a recipient's service area contains a community of national origin minority persons with limited English language skills, promotional literature must be distributed to that community in its language.” [Title VI (34 C.F.R. § 100 Appx B (V-E))]



#### Financial Aid Materials

“Materials and information used to notify students of opportunities for financial assistance may not contain language or examples that would lead applicants to believe the assistance is provided on a discriminatory basis. If a recipient's service area contains a community of national origin minority persons with limited English language skills, such information must be disseminated to that community in its language.” [Title VI (34 C.F.R. § 100 Appx B (VI-B))]

#### **Corrective Action:**

The School should develop a documented plan for identifying whether or not it has language minority communities with limited English language skills within its service area. The process should define when a group of non-English speakers becomes a community. In addition, it should reflect some consideration of factors such as: demographics of the service area (i.e. census data, enrollment data), the number and types of service agencies providing services in other languages; or the number or availability of non-English speaking radio stations, television stations, printed publications, or religious services. Further, the procedure should specify a timeframe for re-evaluation. For any communities that are identified, annual notification of nondiscrimination, promotional materials, and financial aid materials must be provided in the relevant language(s).

#### **C. Counseling and Prospects for Success**

Our review did not reveal any observations of noncompliance in the area of counseling and prospects for success.

#### **D. Counseling of Students with Limited English Speaking Ability or Hearing Impairments**

Our review did not reveal any observations of noncompliance in the area of counseling students with limited English speaking ability or hearing impairments.

#### **E. Recruitment and Promotional Activities**

Our review did not reveal any observations of noncompliance in the area of recruitment and promotional activities.

### **III. Services for Students with Disabilities**

Our review did not reveal any observations of noncompliance in the area of services for students with disabilities.

### **IV. Financial Assistance**

#### **Finding 6: Lack of a Process to Ensure Nondiscriminatory Selection of Scholarship Recipients**

##### **Condition:**

The School awards the Majors Scholarship yearly, however there is not a documented process in place for scoring scholarship applications to ensure student selection is without intentional or unintentional discrimination.

##### **Criteria:**

Recipients may not award financial assistance in the form of loans, grants, scholarships, special funds, subsidies, compensation for work, or prizes to vocational education students on the basis of race, color, national origin, sex, or handicap, except to overcome the effects of past discrimination. Recipients may

## APPENDIX E - CCCS ACCESSIBILITY REPORT

### DOLORES SCHOOL DISTRICT MASTER PLAN



administer sex restricted financial assistance where the assistance and restriction are established by will, trust, bequest, or any similar legal instrument, if the overall effect of all financial assistance awarded does not discriminate on the basis of sex. Materials and information used to notify students of opportunities for financial assistance may not contain language or examples that would lead applicants to believe the assistance is provided on a discriminatory basis. If a recipient's service area contains a community of national origin minority persons with limited English language skills, such information must be disseminated to that community in its language. [Title VI (35 C.F.R. § 100 Appx B (VI-B))]

**Corrective Action:**

The School should develop a documented process for selecting scholarship recipients that ensures those reviewing the applications cannot intentionally, or unintentionally, discriminate on the bases of race, color, national origin, sex, or disability.

**V. Work-Study, Cooperative Programs, and Job Placement**

Our review did not reveal any observations of noncompliance in the area of work-study, cooperative programs, and job placement.

**VI. Employment**

**Finding 7: Partial Noncompliance in Administering Reasonable Accommodations**

**Condition:**

While the District provides reasonable accommodations to employees and applicants, the process for requesting and receiving accommodations is not publicized to all employees and qualified applicants. This may make it difficult for qualified applicants and employees with disabilities to know reasonable accommodations are available and how to request them.

**Criteria:**

"A recipient shall make reasonable accommodation to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee" Section 504: 34 CFR 104.12(a).

**Corrective Action:**

The District should establish a documented process to notify all employees and qualified applicants of the availability of reasonable accommodations and the process to request reasonable accommodations.

**VII. Comparable Facilities**

Our review did not reveal any observations of noncompliance in the area of comparable facilities.





### VIII: Physical Accessibility for Students with Disabilities Findings 8-18:

**Building Name:** Dolores School  
**Standard:** Program Access  
**Date Modified:** N/A

**Date Built:** 1954

**Building Name:** Woodshop/Art Building  
**Standard:** 1991 ADA  
**Date Modified:** N/A

**Date Built:** 2002

**Building Name:** Agriculture (AG)/Science Building  
**Standard:** 2010 ADA  
**Date Modified:** N/A

**Date Built:** 2013

**Building Name:** Locker Room Renovation  
**Standard:** 2010 ADA  
**Date Modified:** 2013

**Date Built:** 1954

**Building Name:** Library/Commons Renovation  
**Standard:** 1991 ADA  
**Date Modified:** 1996

**Date Built:** 1954

**Building Name:** Central Avenue Street Parking  
**Standard:** 1991 ADA  
**Date Modified:** estimated 1992-2000

**Date Built:** 1954

**Building Name:** Student Parking Lot  
**Standard:** 1991 ADA  
**Date Modified:** estimated 1992-2000

**Date Built:** 1954

**Building Name:** Exterior Walkways  
**Standard:** 2010 ADA  
**Date Modified:** 2013

**Date Built:** 1954

# APPENDIX E - CCCS ACCESSIBILITY REPORT

## DOLORES SCHOOL DISTRICT MASTER PLAN



For testing facility accessibility, the monitoring team utilized Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. § 104) and Title II of the Americans with Disabilities Act (28 C.F.R. § 35). As of March 15, 2012, all new construction and alterations must conform with the Department of Justice's updated 2010 Americans with Disabilities Act Standards (2010 ADA) per 28 C.F.R. § 35.151(c). The following accessibility standards were used as a reference:

- the American Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped (ANSI), effective June 4, 1977 – January 18, 1991;
- the Uniform Federal Accessibility Standards (UFAS), effective January 18, 1991 – March 15, 2012;
- the 1991 Americans with Disabilities Act Standards for Accessible Design (1991 ADA) (28 C.F.R. § 36 App A), effective January 27, 1992 – March 15, 2012;
- the 2010 Americans with Disabilities Act Standards (2010 ADA), effective September 15, 2010

For new construction or alterations that commenced between January 27, 1992 and September 14, 2010, subrecipients had a choice of standard – UFAS or 1991 ADA. For new construction or alterations that commenced between September 15, 2010 and March 14, 2012, subrecipients had a choice of standard – UFAS, 1991 ADA, or 2010 ADA.

Facilities utilized by secondary students, including assembly areas, gymnasiums, and parking lots, were reviewed. All known elements of the facility were tested with the exception of doors and warning signals, of which a sample was taken.

Measurements were obtained and applied against the building standard in place at the time of construction or alteration. In instances where an entity had a choice of which standard to apply, CCCS relied on the election made by the subrecipient. In instances where facilities were constructed prior to June 1977, 34 C.F.R. § 104.21 and 28 C.F.R. § 35.150 require that the program or activity be readily accessible to and useable by individuals with disabilities when viewed in its entirety and the above standards were used as a guide.

If correction of an item found in noncompliance requires an alteration, that item must be brought into compliance with the most current accessibility standard which are the 2010 ADA Standards according to 28 C.F.R. § 35.151(e)(5). As such, in the condition with criteria column of the table below, the standard applied is noted. The corrective action column identifies the applicable 2010 ADA Standards, the standard which all corrective actions must achieve. To directly access the guidance for additional requirements, exceptions, and figures, use the following websites: 1991 ADA Standards <http://www.ada.gov/stdpdf.htm>; or 2010 ADA Standards [http://www.ada.gov/2010ADASTandards\\_index.htm](http://www.ada.gov/2010ADASTandards_index.htm).

# APPENDIX E - CCCS ACCESSIBILITY REPORT

## DOLORES SCHOOL DISTRICT MASTER PLAN



**COLORADO**  
COMMUNITY COLLEGE SYSTEM

### SIGNAGE

#	Location	Sub-Location	Year/ Standard	Condition and Criteria	Corrective Action
8	Dolores School: All Buildings	All Exterior Entrances to All Buildings	Various	<p>The entrances to the buildings were not appropriately signed.</p> <p>None of the buildings had exterior signage designating accessible entrances or directional signage directing to the location of accessible entrances. Per 28 CFR 35.163(a), a public entity must post signage indicating the location of accessible services, activities, and facilities. Using 1991 ADA 4.1.3(8)(d) as an example; entrances which are not accessible shall have directional signage which indicates the location of the nearest accessible entrance.</p>	<p>In order to come into compliance, all exterior entrances should be signed appropriately to comply with 28 C.F.R. § 35.163(a). Signs added must comply with 2010 ADA Standards, which are the current Standards.</p> <p>The International Symbol of Accessibility (ISA) should be added to the accessible entrances and directional signage should be added to non-accessible entrances (and other locations as necessary to minimize backtracking) to comply with 2010 ADA 216.6.</p>
9	Dolores School  Art and Woodshop Building	<p>Men's Restroom off the Commons</p> <p>Unisex Restrooms in the Art and Woodshop Building</p>	<p>1996 / 1991 ADA</p> <p>2002 / 1991 ADA</p>	<p>The restrooms listed in the "Sub-Location" column were not signed appropriately.</p> <p>The signage for each restroom did not include ISA. 1991 ADA 4.1.2(6) requires accessible restrooms to be identified by ISA.</p>	<p>In order to come into compliance, the restrooms included in the "Sub-Location" column should be signed appropriately to comply with 28 C.F.R. 35.163(a). Signs added must comply with 2010 ADA Standards, which are the current standards.</p> <p>Signs designating accessible restrooms should be located next to the door at the latch side per 2010 ADA 703.4.2.</p> <p>Signs that are added must include braille to comply with the 2010 ADA 703.3, and the height to the tactile characters must be a minimum of 48" above the ground and a maximum of 60" above the ground to comply with 2010 ADA 703.4.1.</p> <p>These restrooms are required to be made compliant and must be marked with the International Symbol of Accessibility per 2010 ADA 216.8 and should comply with 703.5 and 703.7.2.1.</p>

# APPENDIX E - CCCS ACCESSIBILITY REPORT

## DOLORES SCHOOL DISTRICT MASTER PLAN



### DOOR PRESSURE

#	Location	Sub-Location	Year/ Standard	Condition and Criteria	Corrective Action
10	Art and Woodshop Building	Unisex Restroom on the South side next to the Art room  Unisex Restroom on the North side next to the Woodshop  Women's Locker Room	2002 / 1991 ADA  2013 / 2010 ADA	The doors listed in "Sub-Location" column required a range of 11-13 lbs. of force to open. The doors were not identified as fire rated. 1991 ADA 4.13.11 and 2010 ADA 404.2.9 require interior doors be opened with 5 lbs. of force maximum.	The doors in the "sub-location" column should be modified so that they require a maximum of 5 pounds of force to open in order to comply with 2010 ADA 404.2.9.  All non-fire rated interior doors should be tested for compliance with 2010 ADA 404.2.9 and adjusted if necessary. A best practice would be to retest all doors periodically.

### RESTROOMS

#	Location	Sub-Location	Year/ Standard	Condition and Criteria	Corrective Action
11	Dolores School	Men's and Women's Restrooms off the Commons	1996 / 1991 ADA	The men's and women's restrooms off the commons were built under 1991 ADA Standards, but were not fully compliant under those Standards.  In both restrooms, the knee clearance under the sink was not sufficient leaving 24.75" – 25.75" between the floor and the bottom edge of the sink. 1991 ADA 4.24.3 requires at least 27" of knee clearance underneath sinks.  In both restrooms, the pipes under the sink were not covered. 1991 ADA 4.19.4 requires pipes under sinks be insulated or otherwise configured to protect against contact.	These restrooms should be modified to comply with 2010 ADA Standards.  The sinks in both restrooms should be raised so that there is at least 27" of knee clearance under the sink, and the higher of the rim or counter surface is 34" maximum to comply with 2010 ADA 606.3 and 306.3.3.  The pipes under at least one sink in each restroom should be insulated or otherwise configured to protect against contact to comply with 2010 ADA 606.5.

## APPENDIX E - CCCS ACCESSIBILITY REPORT

### DOLORES SCHOOL DISTRICT MASTER PLAN



**COLORADO**  
COMMUNITY COLLEGE SYSTEM

#	Location	Sub-Location	Year/ Standard	Condition and Criteria	Corrective Action
12	Art and Woodshop Building	Unisex Restroom on the South side next to the Art Room  Unisex Restroom on the North side next to the Woodshop	2002 / 1991 ADA	<p>The unisex restrooms in the Art and Woodshop building were built under 1991 ADA Standards, but were not fully compliant under those Standards.</p> <p>The mirror over the sink in the restroom next to the Art Room was mounted too high at 42.75" above the floor. 1991 ADA 4.19.6 requires the mirror over an obstacle be mounted no higher than 40" above the ground.</p> <p>The soap dispensers in both restrooms were mounted too high ranging from 52" – 52.25" above the floor. 1991 ADA 4.27.3 and 4.2.5 requires dispensers to be mounted at a maximum of 48" above the ground for a forward reach.</p>	<p>These restrooms should be modified to comply with 2010 ADA Standards.</p> <p>The mirror in the restroom next to the Art Room should be lowered to a height of 40" above the ground (or 35" max if not above an obstacle) to comply with 2010 ADA 603.3.</p> <p>The soap dispensers in each restroom should be lowered to a maximum of 48" above the ground to comply with 2010 ADA 308.2.2.</p>

#### **RAMPS**

#	Location	Sub-Location	Year/ Standard	Condition and Criteria	Corrective Action
13	AG/Science Building	West Exterior Entrance	2013 / 2010 ADA	<p>This ramp was constructed under 2010 ADA Standards, but was not fully compliant under those Standards.</p> <p>The cross slopes of both the top and bottom landings of the ramp were too steep at 2.7% and 4% respectively. 2010 ADA 405.7.1 requires the slopes of landings not exceed 2.1%.</p> <p>The cross slope of the lower ramp run was too steep at 4%. 2010 ADA 405.3 requires the cross slope of ramp runs to not exceed 2.1%.</p> <p>The slope of the lower ramp run was too steep averaging 9.3%. 2010 ADA 405.2 requires ramps to have a maximum slope of 8.33%.</p>	<p>Modifications to bring this ramp into compliance should meet the most current Standards which are the 2010 ADA Standards according to 28 C.F.R. § 35.151(c)(5).</p> <p>The cross slopes of both the top and bottom landings of the ramp should be modified so that they do not exceed 2.1% to comply with 2010 ADA 405.7.1.</p> <p>The cross slope of the lower ramp run should be modified so that it does not exceed 2.1% to comply with 2010 ADA 405.3.</p> <p>Additionally, the lower ramp run should be modified so that the slope does not exceed 8.33% to comply with 2010 ADA 405.2.</p>

## APPENDIX E - CCCS ACCESSIBILITY REPORT

### DOLORES SCHOOL DISTRICT MASTER PLAN



#	Location	Sub-Location	Year/ Standard	Condition and Criteria	Corrective Action
14	AG/Science Building	South Exterior Entrance	2013 / 2010 ADA	<p>This ramp was constructed under 2010 ADA Standards, but was not fully compliant under those Standards.</p> <p>The landing between ramp runs included a change of direction and the length was too short at 47". 2010 ADA 405.7.4 requires ramps that change direction between runs to have a clear landing 60" minimum by 60" minimum.</p> <p>The slope of the lower ramp run was too steep averaging 9.3%. 2010 ADA 405.2 requires ramps to have a maximum slope of 8.33%.</p>	<p>Modifications to bring this ramp into compliance should meet the most current Standards which are the 2010 ADA Standards according to 28 C.F.R. § 35.151(c)(5).</p> <p>The landing between ramp runs should be modified so that the length of the landing is a minimum of 60" long to comply with 2010 ADA 405.7.4.</p> <p>Additionally, the lower ramp run should be modified so that the slope does not exceed 8.33% to comply with 2010 ADA 405.2.</p>



# APPENDIX E - CCCS ACCESSIBILITY REPORT

## DOLORES SCHOOL DISTRICT MASTER PLAN



**COLORADO**  
COMMUNITY COLLEGE SYSTEM

### PARKING LOT

#	Location	Sub-Location	Year/ Standard	Condition and Criteria	Corrective Action
15	Dolores High School Parking	Central Avenue Parking for Dolores High School	Unknown / 1991 ADA	<p>While the District was unable to confirm the most recent modification of the parking on Central Avenue, the best recollection was that it was modified in the 1990's under 1991 ADA Standards. Upon review, the parking area was not fully compliant with those Standards.</p> <p>The Central Avenue street parking in front of the building had 55 spaces which would require 3 accessible spaces and the student parking lot across the street had 42 spaces which would require 2 accessible spaces per 1991 ADA 4.2.5(a). The student parking lot did not have any accessible spaces, but the street parking had 4 accessible spaces – one short of the required total. As the student parking lot is not on the accessible route, the accessible spaces would be permitted to be added to the street parking area.</p> <p>There were no access aisles present for any of the accessible spaces provided, and the Easternmost van accessible space of the Central Avenue Parking area was too narrow at 8'1". 1991 ADA 4.6.3 and 1991 ADA 1.4.2(5)(a) requires accessible parking spaces to have an adjacent access aisle that is 60" wide minimum. Additionally, for the van accessible spaces, 1991 ADA 4.1.2(5)(b) requires van accessible spaces to be served by an access aisle 96" wide minimum.</p> <p>The paint that marks the separation of accessible parking spaces was faded to the point that it was not readily visible from the seat of a car. Using 2010 ADA 502.1 and 502.3.3 as a guide; where parking spaces are marked with lines, width measurements of parking spaces and access aisles shall be made from the centerline of the markings. Additionally, access aisle shall be marked so as to discourage parking in them.</p>	<p>This parking lot should be modified to comply with 2010 ADA Standards.</p> <p>If the Central Avenue parking area (55 spaces) includes the accessible parking for the student parking lot (42 spaces), one additional accessible space should be added to the Central Avenue parking area as 5 accessible spaces are required to comply with 2010 ADA Table 208.2.</p> <p>An access aisle should be provided for each accessible space, however two accessible spaces may share a common access aisle. The access aisle should be a minimum of 60" wide per 2010 ADA 502.3.1.</p> <p>The Easternmost van accessible space of the Central Avenue Parking area should be modified to be 132" wide with a 60" access aisle. Alternatively, it is permitted for the van accessible space to be 96" wide with a 96" wide access aisle per 2010 ADA 502.2.</p> <p>The accessible parking spaces and access aisles should be marked with lines, so that each accessible space and access aisle is clearly visible. Width measurements of parking spaces and access aisles should be made from the centerline of the markings per 2010 ADA 502.1 and 502.3.3.</p>

# APPENDIX E - CCCS ACCESSIBILITY REPORT

## DOLORES SCHOOL DISTRICT MASTER PLAN



### EYE WASH STATIONS

#	Location	Sub-Location	Year/ Standard	Condition and Criteria	Corrective Action
16	AG/Science Building	Eye Wash Station in the Agriculture Shop	2013 / 2010 ADA	<p>The eye wash station was constructed under 2010 ADA Standards, but was not fully compliant under those Standards.</p> <p>The clear floor space in front of the eye wash station in the Ag Shop was obstructed by a cart. 2010 ADA 305.5 requires clear floor or ground space to be positioned for either forward or parallel approach to an element. Clear floor space of 30" x 48" is required for a forward approach.</p> <p>The basin of the eye wash station was filled with miscellaneous items. Accessible features should be maintained per 28 C.F.R. § 35.133.</p>	<p>The accessible route to the eye wash station should be modified to comply with the 2010 ADA Standards which are the current Standards.</p> <p>The items obstructing the clear floor space of the eye wash station should be relocated and the area kept clear at all times in order to provide access. Clear floor space of 30" x 48" should be provided in order to allow a forward approach per 2010 ADA 305.5.</p> <p>The basin of the eye wash station should be kept clear and ready to use at all times to comply with 28 C.F.R. § 35.133.</p>

### EXISTING FACILITIES

In instances where facilities were constructed prior to June 1977, 34 C.F.R. § 104.21 and 28 C.F.R. § 35.150 require that the program or activity be readily accessible to and useable by individuals with disabilities when viewed in its entirety; however, this does not necessarily require that all existing facilities be updated to meet federal accessibility requirements. Federal guidance does indicate that entities should consider whether there are areas that may not be accessible to individuals with disabilities and give priority to providing activities and services in the most integrated setting appropriate [34 C.F.R. § 104.22(a)&(e) and 28 C.F.R. § 35.150].

Per 34 C.F.R. § 104.21 and 28 C.F.R. § 35.150, we have noted the exceptions observed in each restroom that falls under the Program Access Standard so that the School may best determine which restrooms should be modified in order to best fit their building layout and school population.

Prior to 1977, no specific requirements existed relating to placement of specific items such as dispensers, grab bars, or other elements. To determine whether the spaces constructed prior to 1977 were usable by individuals with disabilities, we used the "General Principles and Considerations" section of the ANSI Standards (Section 3). These Standards were the result of a project begun in 1959 by industry representatives to determine minimum requirements for persons with disabilities to be able to function independently. In the tables below, we detail some instances where measurements taken in the School's facilities differed from those minimums. Many of the items identified do not require difficult or costly remedies but would make it easier for a person with a disability to more fully participate in the School's programs and activities.

## APPENDIX E - CCCS ACCESSIBILITY REPORT

### DOLORES SCHOOL DISTRICT MASTER PLAN



**COLORADO**  
COMMUNITY COLLEGE SYSTEM

#### DOOR PRESSURE

#	Location	Sub-Location	Year/ Standard	Condition and Criteria	Corrective Action
17	Dolores School: High School Wing	Men's Restroom in the High School Wing	1954/ Program Access	The men's restroom in the High School Wing required 14 lbs. of force to open, which may be greater than a "single effort" and be difficult for a person with a disability to open. Access must be provided per 34 C.F.R. § 104.21 and 28 C.F.R. § 35.150.	<p>Although "single effort" was not defined in the Program Access Standard, the current standard is 5 pounds of force maximum.</p> <p>The School should consider whether it can make progress toward the current requirement for the men's restroom in the high school wing.</p> <p>All interior doors should be tested for compliance with 2010 ADA 404.2.9 and adjusted if necessary. A best practice would be to retest all doors periodically.</p>

# APPENDIX E - CCCS ACCESSIBILITY REPORT

## DOLORES SCHOOL DISTRICT MASTER PLAN



**COLORADO**  
COMMUNITY COLLEGE SYSTEM

### RESTROOMS

#	Location	Sub-Location	Year/ Standard	Condition and Criteria	Corrective Action
18	Dolores School: High School Wing	Women's Restroom in the High School Wing  Men's Restroom in the High School Wing  Unisex Faculty Restroom in the High School Wing	1954/ Program Access	Per 34 C.F.R. § 104.21 and 28 C.F.R. § 35.150, access must be provided, which would include the provision of an appropriate number of restrooms to students with disabilities. We have noted the non-compliance observed in each restroom that falls under the Program Access Standard so that the School may best determine which restrooms should be modified.  In each restroom, the pipes under the sink were not covered to protect against contact.  In the unisex faculty restroom, there was no grab bar on the back wall behind the toilet. Grab bars promote safety and stability.	Federal guidance states that the School's programs should be accessible to and usable by individuals with disabilities in the most integrated setting appropriate, but does not require that all elements constructed prior to 1977 be made accessible (34 C.F.R. § 104.21, 104.22(a)&(c) & 28 C.F.R. § 35.150). The School should consider whether an appropriate number of restrooms are provided in each building. Achieving compliance may include modifying these restrooms or posting directional signage to accessible restrooms in the building. Modifications to bring these restrooms into compliance should meet the most current standards, which are the 2010 ADA Standards according to 28 C.F.R. § 35.151(c)(5).  The pipes under at least one sink in each restroom should be insulated or otherwise configured to protect against contact to comply with 2010 ADA 606.5.  A grab bar that is 36" long should be mounted behind the toilet in the unisex faculty restroom at a height of 33" - 36" to comply with 2010 ADA 604.8.2.3. and 609.4.



### IX. CONCLUSION

Based on the evidence obtained during the monitoring process, items requiring corrective action have been identified.

District Name: Montezuma-Dolores RE-4A

I acknowledge that my District received an onsite visit related to Office for Civil Rights Methods of Administration and I am in receipt of a Letter of Findings dated November 1, 2022.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Printed name and title:

\_\_\_\_\_

Note: Once all the blanks above are filled in, please fax to the attention of Becky Giacomelli at 720-858-3121 or scan and email to [Becky.Giacomelli@cccs.edu](mailto:Becky.Giacomelli@cccs.edu). If you have any questions please call Becky Giacomelli at 720-858-2866.

# APPENDIX E - CCCS ACCESSIBILITY REPORT

## DOLORES SCHOOL DISTRICT MASTER PLAN

### Title IX Addendum

Required Statement	Title 34 Citation	Missing, or Incomplete	District's Partial Statement & Missing Component(s)
<b>Equitable Treatment of Complainant and Respondent</b>			
Provide remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent	(106.45(b)(1)(i))	Missing	
Remedies provided to a complainant are designed to restore or preserve equal access to the institution's education program or activity. Such remedies may be disciplinary or punitive and may burden the respondent, where supportive measures should not.	(106.45(b)(1)(i))	Missing	
<b>Investigation Procedures and Investigators</b>			
The Title IX Coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process be free of bias and conflict of interest.	(106.45(b)(1)(iii))	Missing	
Reasonably prompt timeframes for conclusion of grievance process including for filing, resolving appeals, and informal resolutions.	(106.45(b)(1)(v))	Incomplete	"Within a reasonably prompt timeframe, the investigator must issue a report to the decision maker." Procedure does not include timeframe for finalizing report, resolving appeals or informal resolutions.
The possible range of sanctions and remedies that the institution may implement following any determination of responsibility.	(106.45(b)(1)(iv))	Missing	
The procedures and bases for complainant and respondent to appeal.	(106.45(b)(1)(viii))	Incomplete	"The investigation is closed after the decision maker issues a decision, unless either party appeals the decision within 10 days by making a written request to the decision maker detailing why the decision should be reconsidered." The procedures to appeal are included, but the bases for a complainant and respondent to appeal are not included.
The range of available supportive measures available to complainants and respondents.	(106.45(b)(1)(ix))	Incomplete	"The implementation of supportive measures for both the complainant and the respondent." The procedure does not include the range of available supportive measures.

### Title IX Addendum

Required Statement	Title 34 Citation	Missing, or Incomplete	District's Partial Statement & Missing Component(s)
<b>Per CFR § 106.45 the Notice of Allegations must be in writing to both parties upon receipt of a formal complaint and must include the following:</b>			
The School's grievance process, including any informal resolution process.	(106.45(b)(2)(i)(A))	Incomplete	The procedure states, "The investigator must provide a written notice of the allegations to the parties involved." The procedure does not state that the <b>notice of allegations</b> will include the School's grievance process, including any informal resolution process.
The respondent is presumed not responsible for the alleged conduct until a determination is made at the end of the grievance process.	(106.45(b)(2)(i)(B))	Incomplete	The procedure states, "The investigator must provide a written notice of the allegations to the parties involved." The procedure does not state that the <b>notice of allegations</b> will include the respondent is presumed not responsible for the alleged conduct until a determination is made at the end of the grievance process.
Parties may have an advisor of their choice who may be, but is not required to be an attorney.	(106.45(b)(2)(i)(B))	Incomplete	The procedure states, "The investigator must provide a written notice of the allegations to the parties involved." The procedure does not state that the <b>notice of allegations</b> will include the parties may have an advisor of their choice who may be, but is not required to be an attorney.
Include due process for both parties. (e.g. right to review all evidence.)	(106.45(b)(2)(i)(B))	Incomplete	The procedure states, "The investigator must provide a written notice of the allegations to the parties involved." The procedure does not state that the <b>notice of allegations</b> will include due process for both parties. (e.g. right to review all evidence.)
Terms under which a formal complaint must be dismissed per 34 CFR 106.45(b)(3)(i) (e.g. investigation reveals complaint does not constitute sexual harassment, did not occur in school's program or activities, did not occur in the USA).	(106.45(b)(3)(i))	Incomplete	"Once a complaint is received, the Title IX Coordinator or investigator ("Investigator") will first determine if the alleged conduct occurred in the district's education program or activity. If the alleged conduct is not part the education program or activity, the complaint must be dismissed under these procedures." The procedure does not state that the complaint must be dismissed if the alleged conduct did not occur in the USA.
Terms under which a formal complaint may be dismissed per 34 CFR 106.45(b)(3)(ii) (e.g. complainant notifies in writing they would like to withdraw, the respondent is no longer enrolled or employed by the recipient; or specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination).	(106.45(b)(3)(ii))	Missing	
Upon dismissal as above, the recipient must promptly send written notice of dismissal and reason(s) simultaneously to the parties.	(106.45(b)(3)(iii))	Missing	



# APPENDIX E - CCCS ACCESSIBILITY REPORT

## DOLORES SCHOOL DISTRICT MASTER PLAN

### Title IX Addendum

Required Statement	Title 34 Citation	Missing, or Incomplete	District's Partial Statement & Missing Component(s)
<b>Formal Complaint Process</b>			
The formal complaint process must give due process by providing equal opportunities for both parties to present evidence and witnesses, not restrict either party to discuss allegations or gather evidence, allow both parties to have other present at proceedings, and allow 10 days to submit a written response to evidence.	(106.45(b)(5)(ii and vi))	Incomplete	"Interviews of the complainant, respondent, or witnesses; and review and collection of documentation or information deemed relevant to the investigation." The procedure does not state that the District will not restrict either party to discuss allegations or gather evidence.
Subrecipient must create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to a hearing (if applicable) or other time of determination regarding responsibility, send to each party and the party's advisor for their review and written response.	(106.45(b)(5)(vii))	Incomplete	"After finalizing the report, the investigator will provide a copy to the complainant and respondent and will wait ten days prior to providing the report to the decision maker." The procedure does not allow for the parties to submit a written response.
In the determination of responsibility, the decision maker (cannot be same as Title IX Coordinator or investigator(s)) must issue a written determination to both parties simultaneously.	(106.45(b)(7))	Incomplete	"The decision maker will apply the preponderance of the evidence standard when making a decision and must notify the complainant and respondent of the decision. The decision maker must include a written determination regarding responsibility..." The procedure does not specify that the determination will be provided to both parties simultaneously.
Subrecipient offers both parties an appeal on the following bases: Procedural irregularity, new evidence, conflict of interest or bias.	(106.45(b)(8))	Missing	
Outlines both the formal process and the informal process, and informs parties their right to withdraw from the informal resolution process and resume the formal process at any time. (Informal process can not be used to resolve allegations that an employee sexually harassed a student.)	(106.45(b)(9))	Missing	