EXHIBIT D

Navajo Preparatory School Master Plan

Farmington, New Mexico

NOVEMBER 1997

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SECTION I — OVERVIEW

A. INTRODUCTION

The Navajo Preparatory School Master Plan report documents the campus master planning activities for Navajo Preparatory School (Navajo Prep) for the period March - October 1997. The report culminates an intensive six months of work by governing board members, school administrators, faculty, staff students, community stakeholders, and consultants. It is through the participation of all these constituencies that the vision for Navajo Prep is able to be articulated. The material herein provides a benchmark from which further progress in the refinement of program, campus design, and ultimately preparation of construction documents, will be made and measured.

The Master Plan is created with a vision of educational growth and specific enrollment objectives. The foundation of the plan is a commitment by the Navajo Prep Board, administration, faculty, staff and alumni to the school's unique mission:

Díí Ólta' Bik´ehgo Bi´oonish

The mission of the school is "to educate talented and motivated college-bound Navajo and other Native American youth who have the potential to succeed in higher education and become leaders in their respective communities. The school provides a rigorous academic program based on a strong foundation of Navajo philosophy supported by a residential environment that enhances individuality and independence." This mission is reflected in the School's motto:

"Yisdeeskáágóó Nat´áanii — Leading into the Future."

Navajo Prep School serves as the center of social, cultural, and intellectual life for a diverse body of residential students. It is important that campus-wide centers of culture, the arts, health, athletics and recreation, student activities and convenience services are provided to enrich the educational experience and create the essential elements of community on this residential campus.

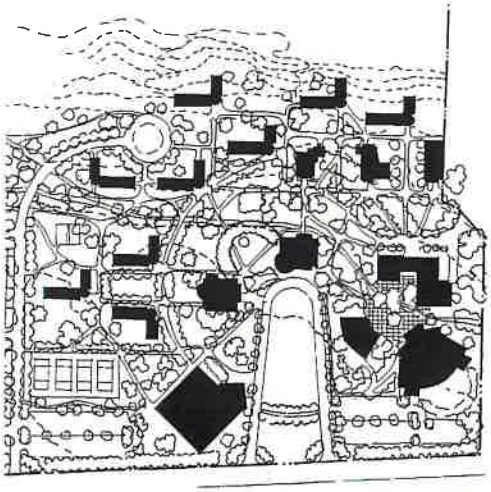
Mission Chapel

B. HISTORICAL BACKGROUND

The Navajo Prep School is a product of a long relationship between the Navajo people and the United Methodist Mission. The Navajo Methodist Mission School began in 1912 in Farmington, New Mexico. Today, the educational training of young Navajos for service to their people is evidence of one of the most impressive missionary achievements on the Navajo Reservation.

Campus Planning Workshop

Student Planning Workshop



Campus Plan 1997

In 1976, the Navajo Tribal Council created Navajo Academy, with its first location in Ganado, Arizona. In keeping with the times, the Methodist Mission school redefined its role to a new commitment to empower the Navajo people. Since Navajo Academy and Navajo Mission shared similar goals, the two schools began sharing the Mission's campus in Farmington, New Mexico, in 1978. In 1979-1980, the two schools combined their academic programs and came under the direction of one Board of Trustees. This new school officially changed its name to Navajo Mission Academy.

Eventually, the total school operation was absorbed by the Navajo Academy and subsequently the word "Mission" was dropped. On July 16, 1991, the Navajo Nation Council established the Navajo Preparatory School, Inc. On September 16, 1991, Navajo Prep opened its doors to students. Since its establishment in 1991, the School leased 13 buildings from the United Methodist Mission to operate its educational program. On August 23, 1995, the Navajo Nation completed the purchase of 82.45 acres of land that housed Navajo Preparatory School, Inc. Today, Navajo Prep is still growing and meeting the challenges of providing academic excellence to young Native Americans.

C. Planning Process

In January 1997, the School's Facilities Planning Committee met and began to outline specific goals for the development of a campus master plan:

"To develop a strategic Facilities Master Plan for Navajo Preparatory School which will help us make better use of our existing land (83.45 acres) and facilities, and develop a plan for a new school for 300 students in grades 9-12.

The Facilities Master Plan will achieve the following:

- Ensure that our facilities support our strategic plan.
- Create a shared vision at Navajo Preparatory School.
- Make better use of our existing site and facilities.
- Avoid waste resulting from piecemeal projects.
- Establish a realistic schedule and capital budget.
- Unify the aesthetic assets of our campus.
- Enhance credibility with lending institutions and funding agencies.
- Develop campus maps and building plans.
- Focus and energize our fundraising and development efforts."

In February 1997, the school embarked upon its Master Plan (a series of strategies and action plans designed to meet a comprehensive set of goals articulated by school stakeholders). Design Workshop, in association with a consultant team of Thompson/Pollari Studio, Cuningham Group, Sullivan Designs, Inc., Red Mountain Engineering, and Cheney Walter, Echols, Inc., was commissioned to work with the school to develop a Master Plan for the physical manifestation of these goals.

Design Workshop/Thompson Pollari Studio's master planning process consisted of three phases: Inventory and Analysis, Concept Alternatives, and Master Plan. The planning team began the Inventory and Analysis phase by conducting extensive interviews of the school's Board members, administrators, faculty, staff, student, alumni and friends.

To compliment these informative sessions on policy, program, and practice, the planning team analyzed the historic factors, existing physical conditions, and programmatic/needs projections for the future. This body of information is found in Section II of this report.

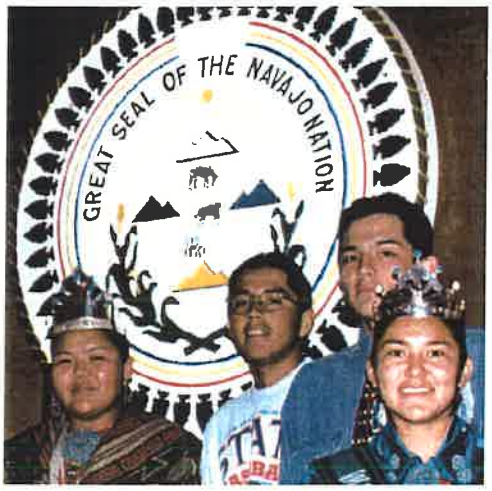
Synthesis of the data gathered in the first phase of work resulted in five alternative concept schemes for the development of the campus. The five schemes differed in their building configuration, but shared fundamental recommendations:

- The Master Plan should organize appropriate campus elements in proximity to the existing campus core ("The Oval").
- The existing historic campus buildings must be preserved and redeveloped to best their programmatic potential.
- The historic Methodist Mission quadrangle must be preserved and redeveloped to reflect the original site and building quality.
- The campus' natural site amenities should be preserved, including existing vegetation, canal, orchards, native grasslands and shrublands.
- Views to and from the site and sacred directions should become structural elements in framing the campus site development program.
- A clear image and quality ambience for the entire campus reflective of the quality of its academic programs and residential environments must be created. Issues of scale, density, arrival, orientation, architectural and site design must be clearly framed for phased implementation.
- Infuse cultural values to compliment historic Mission influences.
- A realistic plan regarding building program funding and redevelopment must be developed.
- Plan for the "Future" and community partnerships such as agricultural program linkages.

Student Body

SECTION II — PROGRAM SUMMARY

Main Building Entry



Student Activity


Field Trip Exercise

A. CAMPUS DEVELOPMENT PROGRAM

In order to achieve the broadest possible overview, the design team met in a series of workshops with Governing Board members, administrators, faculty/staff, students, alumni and community members. The intent of this extensive interview process was to give the consultant team an overview of existing conditions on campus and seek input into the vision for the school in the 21st century. This forum gave the Navajo Preparatory School family a chance to express their ideas and concerns about current and future programs and campus development.

To compliment these intensive sessions on policy, program and practice, the consultant team inventoried and analyzed existing architectural and campus physical conditions. This effort was designed to map the campus and its buildings and to identify problems related to the condition, such as safety, maintenance, and codes. The architectural investigation also included a broad brush investigation of mechanical, electrical and structural systems and associated problems. These analyses are documented as a series of memos and maps in the Appendices.

B. RECURRENT THEMES

From the interview process and site/building inventory, there were several recurrent themes and issues that give focus and sense of priority to the campus planning process. These general perceptions of the School seemed to be shared by a majority of those individuals interviewed. The following is a summary of what the design team found to be recurring themes and issues that bear on the Master Plan's development:

The following issues represent the general consensus of stakeholder groups without any prioritization.

Non-Physical Planning Issues

- Improve access and communication between school stakeholders.
- Seek and hire the best and brightest faculty and administrators and give educational opportunity/training to existing staff to broaden their expertise.
- Continue to review/critique the curriculum to assure maximum preparation of students for continuation into college. Clarify programs like skills, arts, athletics, and cultural education into long-term educational program.
- Improve admissions approach through communication to recruit for quality.

Historic Quadrangle (Oval)

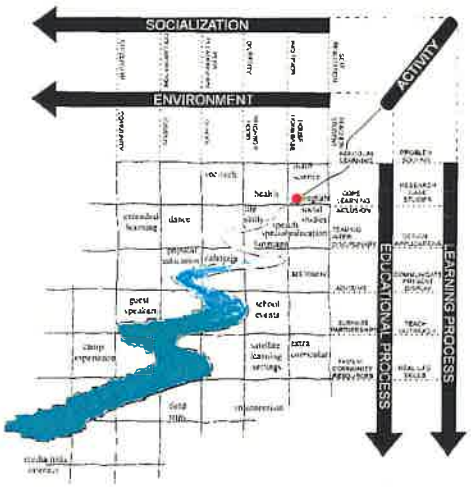
- Enhance the cultural programs that reinforce community values, and expose and educate students about their own heritage and that of other people.
- Review and improve current faculty course loads and balance with extra-curricular activities.
- Review and strengthen current block schedule, yet seek flexibility of time for program diversity and individual study focus.

Physical Planning Issues

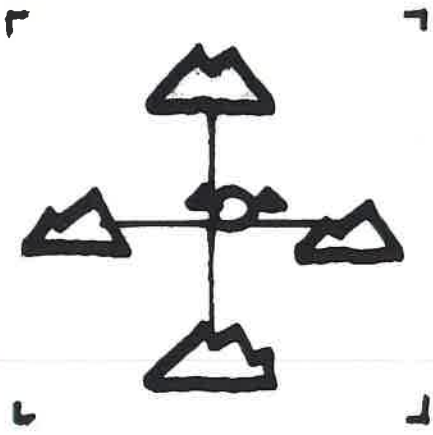
- Design campus plan around student headcount of 300 with flexibility should growth be desired in the future to a maximum of 350 students.
- Achieve a classroom ratio of 1:16-18. Some courses will be less or exceed these goals as required by class type and student demand.
- Rehabilitate historical buildings (MacDonald, Dodge, Morgan and the Main Building) as the campus core for redevelopment. Seek historical preservation of these facilities.
- Develop new dormitory facilities that limit two (2) students to a bathroom. Provide a more "home-like" environment, including common living room, study, laundry and small kitchenette.
- Provide faculty/staff residence in new dormitories to enhance student living and bring more adults/families onto the campus.
- Identify faculty and Head of School housing location opportunities.
- Redevelop library, technology, and arts spaces within program requirements.
- Provide a new and expanded athletic facility with seating for 1,000-1,500 people.
- Provide outdoor and indoor places for small student groups to study, socialize and work on projects.
- Improve classroom facilities, providing appropriate space, finishes, fixtures, and equipment for integrated curriculum delivery.
- Improve quality of outdoor athletic/recreation sports facilities.
- Improve or rebuild existing student cafeteria and develop associated student center with grill, student activities center and social activities space.
- Upgrade and provide consolidated location for maintenance, transportation, and shipping/receiving.
- Preserve the open space quality of existing campus.
- Identify and redefine campus edges, gateways and circulation nodes.
- Improve sense of entry with new gateways, entrance road, quality wayfinding (graphics) systems, and information services.

Maintenance

Student Graduation



Educational Program



Cultural Values

- Improve vehicular traffic circulation. Reduce conflicts with service and pedestrian circulation issues.
- Improve campus lighting.
- Enhance campus landscape image.

C. Educational Program Summary

Navajo Preparatory School's educational master plan space program is designed for 300 learners in grades 9-12. The educational program will be housed in existing historic buildings on campus which will be rehabilitated, existing structures which will be renovated and new facilities. Space for the academic neighborhoods and program support will be augmented by new dormitory structures to house the residential life program. A reconfigured and improved site will allow for expanded educational and cultural activities involving the school, the communities of Farmington and the Navajo Nation, as well as business and school exchange partners.

Vision for the Learning Outcome

Facilitated programming meetings were held during April of 1997 utilizing a nominal group process. Meetings were held with two student groups, two faculty groups and individual groups from administration/business/student services, library and computer services, facilities management and residential services. The nature of an "ideal" Navajo Prep graduate was envisioned and the means by which Navajo Prep can deliver curriculum to create this graduate were discussed. The following list of key characteristics were commonly expressed by all groups when describing the "ideal" Navajo Prep graduate:

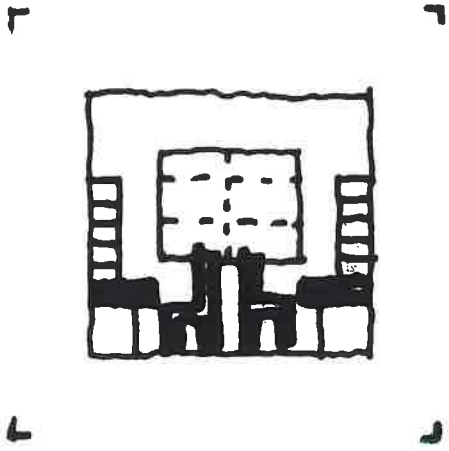
- Leadership oriented
- Motivated, college bound
- Independent, self-directed learner
- Free-thinking, open-minded
- Respectful, compassionate
- Ethical, responsible
- Global vision, multi-lingual
- Mindful of Navajo culture
- Critical thinker
- Technologically literate
- Adaptive, collaborative within groups
- Good listener and effective communicator
- Balanced

Curriculum Delivery, the Learning Process

Programming groups focused on the ways Navajo Prep can deliver

School Pride

School Arts



Study Places

curriculum to create the ideal graduate. The two student groups tended to emphasize ready access to broad resources through technological means and through exchange programs, learning partnerships and cultural experiences. In order to create the ideal graduate, the groups cited that students should be able to:

- Work and live independently
- Plan their own time
- Be involved in clubs, organizations, leadership conferences, school exchanges and a broad range of extra-curricular activities
- Have access to computers/technology
- Have access to human resources (college counseling, one-on-one teacher mentoring and work sessions)
- Work on projects
- Experience a variety of schedules for learning and independent study options
- Travel to other countries and be involved in cultural experiences

In programming meetings, the administrative, faculty and facilities programming groups cited in a broad variety of learning activities and characteristics which focused on integrated learning concepts and project based work. The programming groups emphasized the need for:

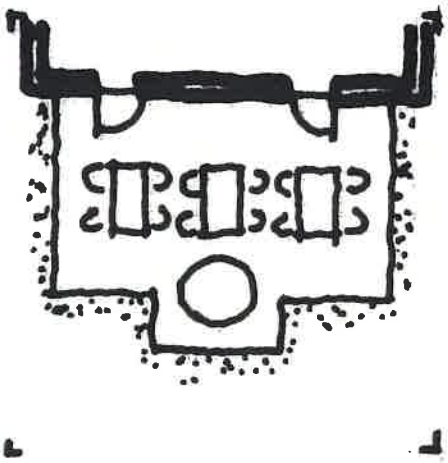
- Integrated curriculum
- Teaming, cooperative learning and group work
- Project and context based studies
- Critical analysis
- Integrating learning with "life"
- Summer enrichment programs
- Field trips, cultural activities
- Technology connections (bringing the World to Navajo Prep)
- Small student/teacher ratios
- Peer to peer counseling
- Community projects

Learning Signature

Navajo Preparatory School has the opportunity to enrich its learning signature by implementing the Facilities Master Plan and moving forward with facilities and site development. The School's college-prep curriculum with a liberal arts focus and the Navajo cultural foundation, combined with the rich history of the historic campus, distinguish the learning experience at Navajo Prep. The learning signature can be further enhanced through the campus development in the following ways:

- Communicating the special character of a "boarding school" and "small school"

- Symbolizing the integration of Navajo cultural values into the School's curriculum, overall form and building's architecture
- Preserving, enhancing and reconstructing portions of the historic buildings and the Navajo Methodist Mission School's Historic District
- Providing space and accommodations for life-long learning partnerships and parental involvement
- Enhancing the campus' natural setting



Outdoor Classroom

The Learning Organization

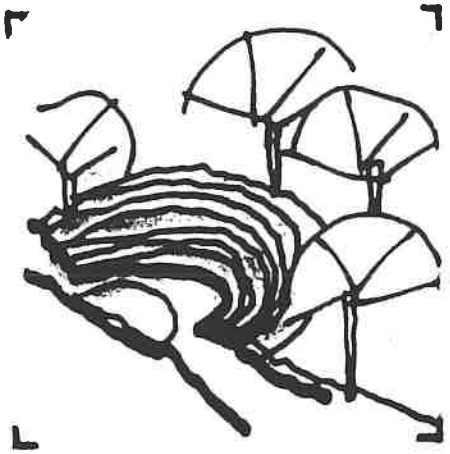
The School and its site is organized and zoned into neighborhoods which accommodate academic life, residential life, athletics and community partnership functions, civic and ceremonial activities, administrative and business functions, media/library resources and a central place for student life and activities. Use of interior space for educational program activities will be balanced by use of off-site settings in the Farmington and Four Corners region. The School's 83- acre site will by developed to include outdoor classrooms relating to Navajo Culture and a potential agricultural curriculum. The Master Plan has been developed to allow for symbolic and productive use of the buildings which constitute the Historic Core. MacDonald Hall, Morgan Hall, Dodge Hall and the Main Building will collectively anchor the campus through use as academic neighborhood space, reinforcing the notion of academic life as the primary purpose for the historic Mission School site. All new and extensively renovated buildings on campus will be designed to incorporate daylighting, energy conscious and resourceful building methods and to experientially act as "teaching tools" through development of the architecture.

The "Academic Houses"

Five academic houses will be located in the historic buildings, which constitute the Historic District or "core." Each academic "house" will ideally provide space for integrated delivery of the core curriculum and will contain four to five classrooms, a staff resource/planning space, a computer lab or computer "bay" area, and a small group space typically located adjacent the corridor. Classrooms will be sized to accommodate 16-18 students and will be designed for a minimum of one pair of classrooms (per house) to function as a seminar-type space through use of a flexible wall system. Three integrated academic houses will be located in Dodge Hall, Morgan Hall and MacDonald Hall. Two academic houses will be located in the Main Building where an integrated house will be located in the basement level, with a "science" house located on levels one and two in the west wing of the building. The historic "Roost" space in the Main Building will be developed for use as a seminar/large assembly space for academic and other purposes. A second seminar space will be developed adjacent Student Services in the existing Alumni Hall, providing a second large seminar space for the

Morgan Hall

campus.



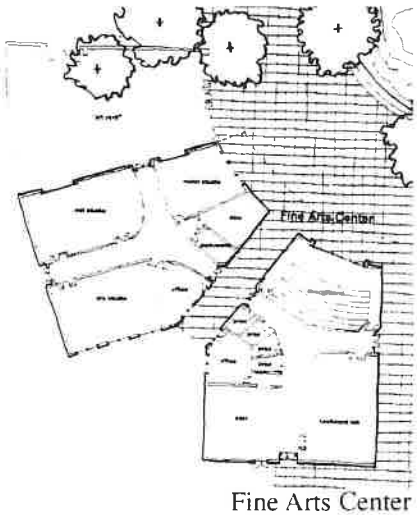
Outdoor Gathering

The Fine Arts Center/Theater

The new Fine Arts Center will house the liberal arts program and will provide spaces for music, visual arts and the Navajo Language project. The music portion of the facility will provide space for one choral/band/sound lab, one computer/keyboard lab, practice rooms, office space for two staff members, and storage space for instruments and the music library. The music program will make use of the Navajo Language project spaces for recording studio space and the Main Building for use of general classroom space in the basement-level academic "house."

The Visual Arts portion of the facility will provide space for one wet lab, one dry lab, and one metals lab. Space will be provided for a photography lab and darkroom, to be shared with the Yearbook program. Office space will be provided for two staff members, along with general and project storage space. The wet lab will be located adjacent an outdoor "art yard" for sculpture and pottery, with a kiln and raku pit. The yard will be protected and enclosed with a partial roof cover and yard wall system. Display space will be developed in the Fine Arts Center, the new Theater, the new Library and the Main Building, for display of student artwork and projects.

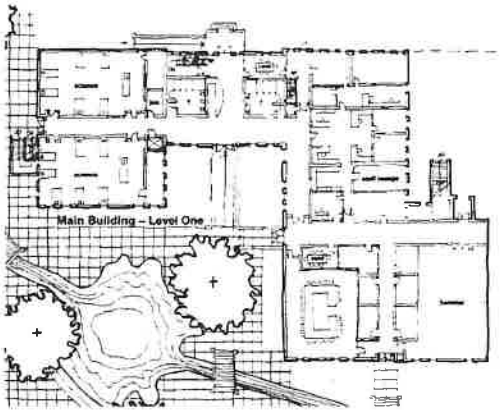
The Navajo Language project space will be developed in conjunction with the Fine Arts Center and new Theater. Space will be provided for two sound studio spaces, with one equipped for state-of-the-art audio and video capability. The new Theater will seat 400-450 and will be capable of adding outdoor seating for another 400 through the use of a moveable wall system off the backstage area. Curricular uses will include performance venues and large lecture formats. The opportunity for all-school assemblies is also available. The scene shop will be capable of supporting other program segments, serving as a "materials lab" for project based applications. Support space, including dressing rooms, will offer the opportunity to develop the dramatic arts component of the program.



Fine Arts Center

Outdoor Classrooms

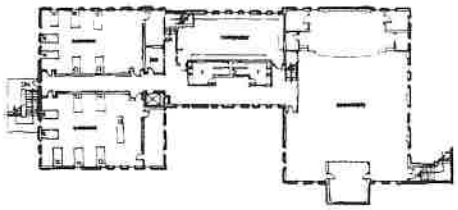
Dedicated space will be provided on site for use for "outdoor classroom" activities. An "art yard" will be located adjacent the Fine Arts Center, with a Navajo Studies Yard located on the East Side of MacDonald Hall. Additional space will be developed for botanical gardens and native plant gardens which can supply the school with materials for art and science projects. Varied amphitheater space will be developed, along with use of the Community Plaza adjacent the Main building and Fine Arts Center for classes and student gatherings. The historic irrigation canal (acequia) will be developed to allow for natural and structural zones, along with use of water for garden, planting and pool areas.



Main Building Plan Level 1

Administration/Business and the Student Services Centers

Administration/business and student services are central to the life of the school. These program areas will be co-located in space on level one of the Main Building, specifically in the east wing and in Alumni Hall space. The Administration/Business suite will consist of offices for business and administrative staff, conference space, storage, a copy center/mail room and staff lounge with kitchenette. The Student Services suite will provide space for the Student Services Director, Admissions Director and Registrar, offices for counselors, space for the pre-college room, record storage and administrative support stations. Each area will have its own reception space, while the two suites will share the staff lounge and copy center. Existing space in Alumni Hall will be adapted to accommodate the new boardroom, additional Student Services space and a large seminar room for use by the entire school.



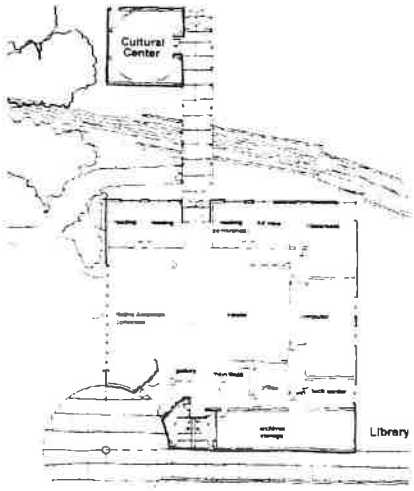
Main Building Plan Level 2

The Student Center

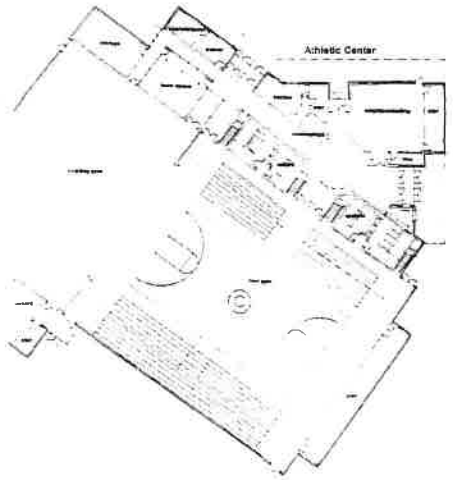
The Student Center will be the campus center for "socialization" and student activities throughout the school day and into the evening. It will be located adjacent the new Library, with both facilities anchoring the northernmost portion of the new main entry drive and framing the east side of the new Ceremonial Circle. The Student Center will provide cafeteria space for 300 students with use of an outdoor terrace on the south side of the facility. Space will be provided for a health clinic, information kiosk, student store, student organization offices, the Residential Director's office, computer lab, large screen TV room and games room. Portions of the kitchen and serving area will be developed to allow for use as a "cooking lab" with space developed for the campus-wide recycling program. Entry to the facility will be from the east through a centered, two-story lobby.

The Library and Navajo Cultural/Historical Center

The new library will be the campus center for "knowledge" with access to print materials, technology resources, and Native American artifacts and art. The new Library will be developed on the site of the existing cafeteria, located at the top of the new circular entry drive and directly adjacent the canal. Space will be provided for 20,000 volumes, periodicals and reference materials, supplemented by reading rooms, an AV classroom and viewing area, a computer lab, office space and areas for archives and materials, equipment and media storage. The "stacks" area will be developed with a dedicated zone for the Native American collection and will be controlled by a centrally located circulation desk which will control the singular building entry. The Native American collection zone of the Library will be related to the new Historical/Cultural Center. This center will be developed as a "gallery" type space for the celebration of Navajo culture and art. Additional space will be developed near the Library's entry for exhibition of student artwork and campus notices. A female hogan will be developed in the Ceremonial Circle, adjacent the Library and Student Center.



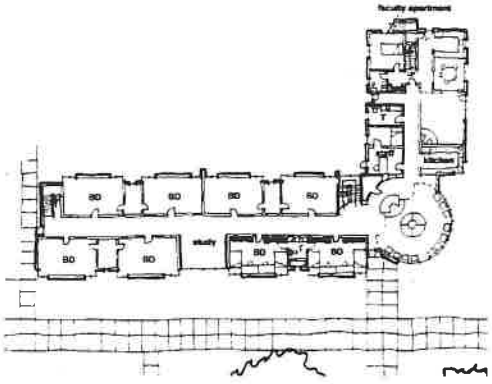
Library



Athletic Center

The Athletic Center

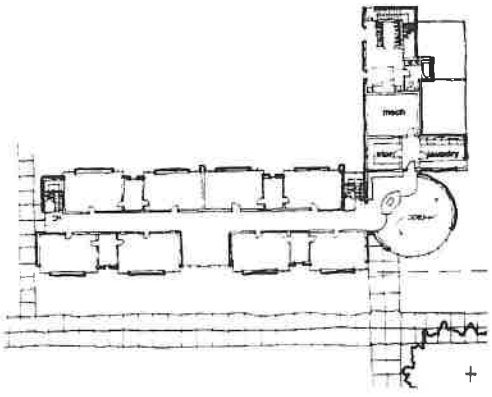
Space for the academic and liberal arts programs will be complimented by space for the athletics and activities programs. The existing gym will be refurbished and support spaces on the north and south sides will be renovated, with substantial new space constructed to create the new Athletic Center. The new gym will be located directly adjacent the existing gym and will be sized to accommodate a full-size collegiate basketball court and seating for 1,000-1,500 in bleachers on the main floor and in balcony space. Space will be provided for a weight training/wrestling room, storage, concessions, office space, a trainer/taping area, spa area, and four locker rooms, one each for boys and girls adjacent each of the two gyms. A new central lobby will be created to allow for entry from both the north and the east. The east entry will provide proper cultural orientation for assemblies and graduation ceremonies.



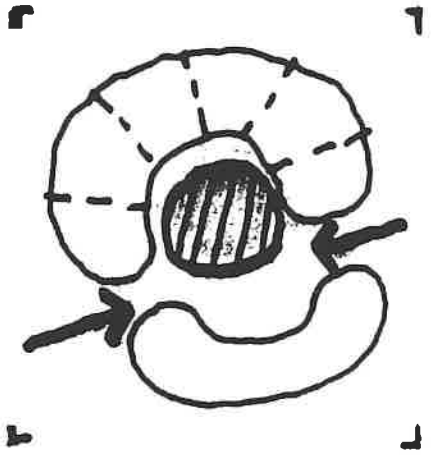
Residential Floor Plan Level 1

The Residential Homes

The two-story Residential Homes or student dormitories will house 32 students in pairs of double rooms. Each floor of the building will incorporate a study on the south side of the room wing, which will provide space for student work sessions and computer use. Each student will be provided with their own desk and study area within their room, with data outlets for computers. The central living room for each home will be a two-story space which will form the knuckle between the wing for student rooms and the opposing wing which will house the faculty apartment, the resident advisor's space, the laundry, kitchen, storage and mechanical spaces. The central living space will act as the social center of the dorm, with space for student meetings and work sessions. Outdoor space will be developed adjacent the dorms for garden plots.



Residential Floor Plan Level 2



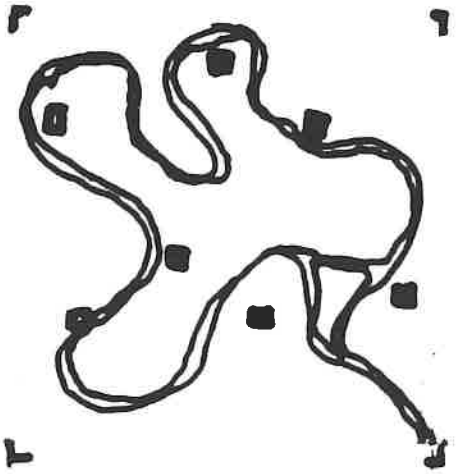
Integrated Learning Organization

D. Building Program Summary

The Master Plan for the expansion and redevelopment of the school is based upon the program identified by administrators and faculty, comparisons to normative space planning standards for independent schools, and standards for the Bureau of Indian Affairs and Public Schools in New Mexico. This program was developed over numerous meetings and reflects identified needs and educational program goals. The following table outlines the program used as the basis for the master plan and subsequent phasing strategies:

Early projections of gross square footage requirements, resulting from the educational program summary, create a model for the final building program. This model will be developed in greater detail in the architectural phase of this project. Assessment of the model is intended to be continuous through the schematic and design development phases of the design, at which time fully accurate area calculations will be presented. The total square foot requirements were based on three distinct standards. First, the 1995 Bureau Education Space Guidelines from the BIA; second, normative boarding school statistics for "traditional" educational delivery; third, project standards for integrated curriculum delivery with associated support resource space. This component of these program will need thorough scrutiny by the more traditional curriculum envisioned in the BIA Standards, resulting in additional square footage. This additive space may be viewed as necessary support functions that allow the following changes in educational delivery:

- Student Resource Area — outside of standard classroom space, students should have easy access to quiet study space that is accessible for staff assistance sessions.
- Staff Resource Area — staff office space, storage, planning, conference, resource storage, and coffee area in proximity to curricular areas.
- Small Group/Seminar Classrooms — based on specific curricular requirements to house space for small group interaction may be required. Rooms/groups sized of four to 20, well dispersed on campus.
- Large Group Rooms/Double Classrooms — paired classroom opportunities should be considered to supplement standard classroom space allow for team teaching.
- Technology — students should have ready access to computer technology on campus in differing and flexible arrangements: provide individual technology console in classrooms: alcove locations with technology writing for connection to portable



Nature/Geology Trails

"Mother Ditch"

technology carts; small computer labs for 10-12 students, large computer labs for 20-24 students.

- Project Areas — specific areas for planning and design functions and production activities related to project-based curriculum. This space may be seen to complement the library as a campus-wide resource space: adequate provisions for project storage is essential.

The first full square foot projection was presented to Governing Board on July 17, 1997, at the Board Retreat. Discussion with the Board focused on each of twelve different program components. Each component was assessed for current curricular demand (200-student population): BIA standards for similar space standards. The following summaries contain the key results of the early program area projections.

Curricular Space

A summary of existing program sections for the current 200-student level is the baseline for comparisons to the projected 300-student facility. The section breakdown is as follows:

Proposed curricular space includes 36 sections of regular classrooms, 9 language labs, 12 sections of science, 4-5 sections of art, 4-5 sections of music and special programs, that would require approximately three standard classrooms. The latter grouping contains Navajo Studies, a career resource area and provision for bilingual program.

Regular classroom	36	sections
Science	9	
Art/Music	9	
TOTAL	54	sections

54/3 sections/teachers/day (1 planning period) = 18 classrooms or 54/4 (100% utilization) = 13.5 (14).

Special Classrooms		
Navajo Studies	1	classroom
Career Resource Center	1	classroom/conference
TOTAL	2	classrooms + 18 = 20 classrooms or 16 classrooms at 100% utilization

Comparisons between differing Standards may be summarized as follows:

- Projections for curricular space at 300 students would generate 30 classrooms (1.5 x 20)
- Total area requirement equals approximately 40,000 gsf. compared to 34,222 gsf. for BIA and 27,000 gsf. to 33,000 gsf. for normative. The 15% deviation from BIA standards reflects integrated curriculum and precedes any process with staff/administration to prioritize or begin optimization procedures.

Library Services/Technology

Library/Technology requirements fall within the normative range, but exceed BIA standards by 20%. The future may include designated space for a Navajo Cultural Center/Archive. The projected computer lab space is responsible for the initial programming sessions.

Activities/Athletics

Activities and athletics projections were 40% over BIA standards, but only one-half the normative standard. The normative standard was skewed due to intramural and pool facilities typically found in eastern boarding schools. The design team recommended reducing the normative range to 30,000-45,000 gsf.

Whole School Facilities

Projected "whole school" facilities fell within the normative range. The BIA standard does not include such facilities in schools under 500-student population. The preliminary area is 22,670 gross sq. ft., including an extensive stagecraft/materials lab facility that would include potential industrial technology program space.

Athletics

Food Services

Food service totals of 12,572 sq. ft. include the new clinic plus selected student service areas. The total falls on the high end of the normative range and exceeds the BIA standard. This facility should be assessed for program requirements and prioritized by staff/administration.

Student Services/Administration/Business

Student services projections were at the low end of the normative range, but 43% greater than the BIA standard. This component is linked programatically to the cafeteria complex, and as such should be evaluated for optimization.

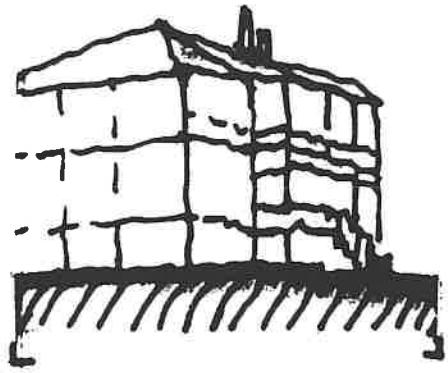
Activities

Transportation/Building & Grounds/Maintenance

Transportation totals exceeded the normative range by 14%; BIA standards does not specifically provide this type of space.

Residential Services

Residential services projections exceed the BIA standard by 22% and the normative range by approximately 27%; however, the total includes 9 faculty apartments at 1,200 sq. ft. each for a total 10,800 additional square feet. Projections were based on a 300-student population.



Historic Places

Historical and Cultural Program

Historical and cultural program has been discussed in two separate forms:

- As a supplemental archive/exhibit/gallery space built within the library complex.
- As a component of the integrated curriculum operating in combination with art, music, language and other specialized culturally generated courses.

Community Partnership Space

Community partnership space is accessible areas of campus that the School shares with the public. The community partnership space creates a strong community and civic link to the City of Farmington. These areas include playfields and the "community plaza."

Unassigned Space

This category exists as a repository for all spaces in the existing program that do not directly support delivery of the educational program. This category will not be necessary in future area projections.

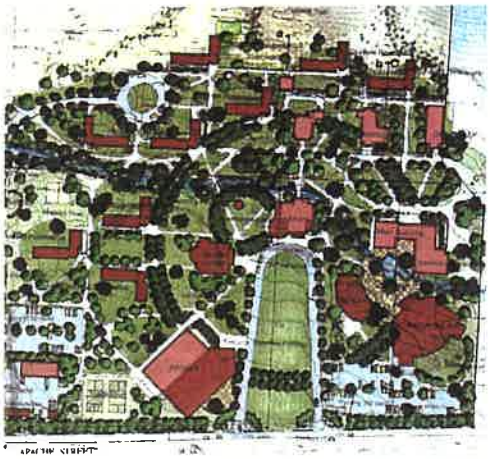
Support Space

Support space, including circulation, mechanical, storage and toilet rooms, was factored at 1.35 x net square feet to generate the gross square footage (gsf) used for building program base data.

Overview

Total gross square foot projections for the new campus fall within the normative range, for a typical independent collage preparatory program. The school is developing space reduction/optimization strategies including additional Administrative and Board input for setting priorities for program elements, phasing and timeline. Potentially imported program areas, yet to be certified by Navajo Prep, include community partnership space, student services, dormitories, athletics, library services and curriculum resource space. The next step in the process will require a close look at each program component by the "stakeholders," with an eye towards establishing key target areas for space reduction and optimization.

SECTION III — MASTER PLAN



Campus Plan 1997

The Navajo Prep Campus Master Plan addresses current growth and development needs. The plan is a set of guidelines for the organization of campus land use, access and circulation, and spatial design concepts necessary to accommodate campus growth for the next ten to twenty years. It is the framework for development decisions that will likely occur as Navajo Prep sets the form and direction of campus growth into the next century. In order to fully understand the planning issues and master plan goals, the discussion of the plan has been broken down into site and architectural improvements.

A. LANDSCAPE IMAGE

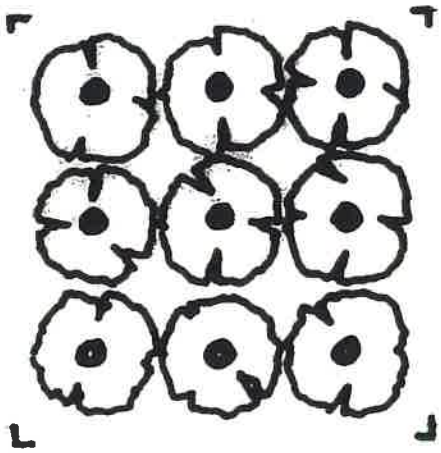
The Navajo Prep campus is a memorable landscape composed of man-made environments at the base of a naturally vegetated mesa. The campus today is in transition from historic undeveloped areas and lands to a man-made landscape that reinforces specific functions of circulation and parking, play space, and building programs. It is the intention of the School to retain its open landscape roots, while reinforcing the long-term vision by allowing future generations of Navajo Preparatory School students to appreciate the rural heritage of the site, locale, and early history of the School's programs.

The Oval

Campus Structure

The basic component of the open space form of the centralized campus is the historic "oval," pedestrian ways, canal, and historic residential landscapes. The Master Plan advocates amplification of the following campus principles related to landscape design:

- Pedestrianize campus core and reinforce pedestrian and vehicular circulation systems with landscape improvements.
- Reinforce major open space systems with primary focus on the "oval" and centrally located lawn open space associated with academic and residential program elements.
- Reinforce views and vistas of the surrounding community, mesa, and cardinal directions/sacred mountains.
- Expand horticultural and botanical influences for science and cultural education.
- Reinforce significant unique site features (canal, historic trees, drainageways, orchard, etc.).
- Create a series of distinctive academic open space courtyards in association with new building program development.

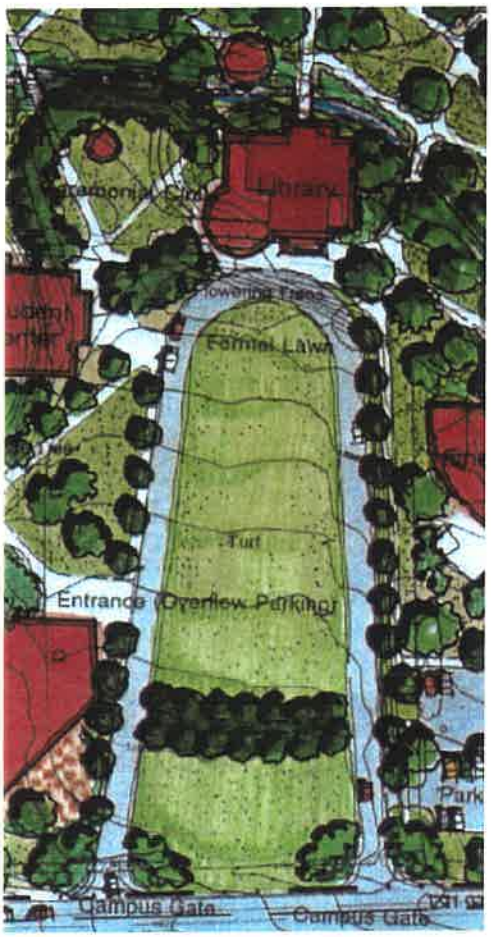


Working Orchards

- Create a recognizable identity for the edges of the campus and reinforce the sense of gateway into campus property.

- Reduce impact of open space maintenance by use of native grass and shrub species.

The landscape design of the open space at Navajo Prep is critical to reinforcing the attractive campus setting. As building program density on campus is increased, the use of trees, shrubs, grasses, and agricultural fields to create outdoor spaces of human scale and to reinforce the hierarchy of open spaces becomes increasingly important. The new plantings in the future must be designed with conscious intent to define and clarify space.



Campus Entry

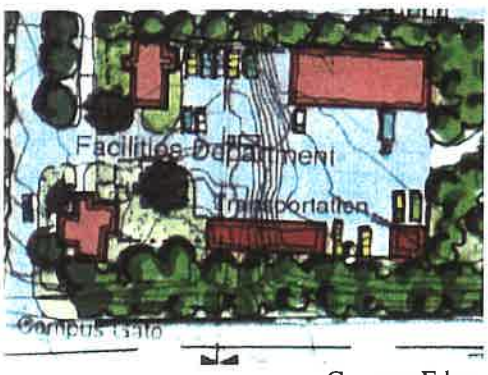
B. Entrances and Gateways

Two new major gateways have been proposed for development. They include a loop road/one way entrance off Apache Street into a new formal drive up to the proposed library in the heart of the campus. The other major entrance is further west and provides access to playfields, student residences, the historic cemetery, and school cultural centers.

It is through these gateway entrances that a sense of arrival to campus will be developed. In combination with better defined boundaries and edges and distinctive gateways, a clearer image for Navajo Prep can be developed. The new entrances are envisioned to be developed with the use of fences, walls, gates, and geometrical use of plantings that help establish a clear landscape image. Entries should be augmented with appropriate signage and lighting systems.

Two minor entrances will come off of Apache Street. One is the main entrance drive of the Methodist Mission. This road is strictly for emergency use and is subject to consent from Mission staff. A new road will be developed at the existing curb cut at the west end of campus in order to access agricultural programs, canal, and sports fields.

Edges



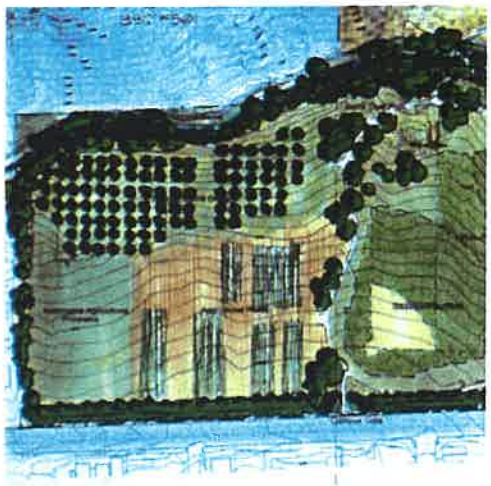
Campus Edge

There are two types of campus edges: external and internal. The external edges are those areas that are defined by the community as property boundaries of the school. The internal edges define program and circulation activities within the campus.

The Master Plan identifies a need to create a strong identifiable presence along the public edge. New plantings, lighting, and gateways along Apache Street will begin to set the campus as a hallmark along an uneventful city street. Buffer tree plantings and use of enhanced native plantings along property lines will clearly define property boundaries.

Internal edges that define program and internal campus circulation are to be reinforced with tree plantings, walls and topographic modifications. The goal is to create a series of distinctly perceived outdoor rooms. Each room will be linked by pedestrian paths and vehicular roads to tie the campus together.

Open Space



Agricultural Fields

The campus is generally a series of large, unmaintained open areas with a native grass cover. Some areas along the canal and main campus oval have a recognizable tree cover. The open space system on campus is divided into five basic categories:

Open/Agricultural Fields — The open undeveloped land areas, although primary future development areas, are important to the history and image of Navajo Prep. The Master Plan calls for preservation and restoration of agricultural activities on the west end of the campus in recognition of the historic agricultural practices and providing a student program in agriculture and life skills. Restoration of historic orchards is also a high priority.

Open/Native Grass Fields — The need for open space preservation is important when looking at the land. The eventual growth demands in the area will impact the need to maintain native fields. The Master Plan suggests the use of native grass and shrubs to enhance native prairie and shrub lands. Areas adjacent to the campus core not requiring turf grass should be developed with native grasses in order to maintain natural characteristics and reduce maintenance and operation requirements associated with turf grass areas.

Open/Turf Grass Lawns — The open lawns of the historic campus core are another important historical touchstone for those that have known the campus. Existing and new turf fields and lawns will need to be developed as the campus expands and adds program. The three most significant areas are the central area (oval), the space within the new "circle of trees," and the recreation playfields. It is envisioned that these areas would have fewer trees, minimal shrub plantings to reinforce the spatial structure and allow for maintenance of views to the surrounding community, as well as maintain visual links to major campus program elements.

Native Grass Fields

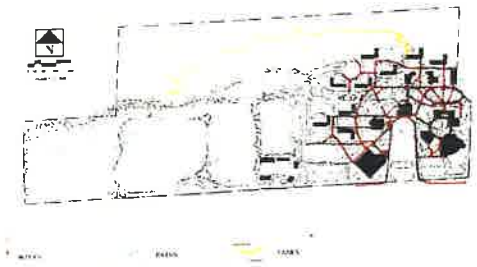
Open/Tree Canopies — Many areas within the current campus structure combine old and new plantings in lawn areas. The Master Plan calls for continued use of these traditional landscape structures to add human scale, define edges and boundaries, create shaded environments, and reinforce seasonal change through color, texture, and smell.

Canal

Special gardens will be developed within these treed-lined bordered zones. The proposed gardens include restoration of the original lilac garden at McDonald and development of a canal garden between the main building and proposed performing arts building along the canal. A cultural/botanical garden is proposed west of the cemetery along both sides of the canal. This facility will be developed to represent mountain, high plain, and riparian environments using native species and culturally significant plants.

Closed/Wooded Areas — Although the campus lacks a tree woodlot, the areas along the canal have historically been left to go wild and present an opportunity to mix native and "man-introduced" tree materials to reinforce the water course through campus. The historic orchard, which is almost lost, should be restored. Introduction of old varieties mixed with new species would give students an overview of the roots to modern-day agricultural practices. Additional plantings, primarily native and ornamental plants, will augment plantings along the canal edges and building program interces. Use of native and/or drought-tolerant materials should be a high priority in eventual landscape design.

Circulation



Pedestrian Circulation

Pedestrian Circulation — Pedestrian circulation should be given the highest priority of development as the preferred means of travel within the main campus. Presently, few designated pedestrian paths exist on campus, and students are forced to share vehicular ways as they walk about school. As campus program density increases and new residential homes are developed outside the current campus core, it will become even more important to minimize conflict between pedestrians, bicycles, and vehicles. All campus pedestrianways will need to be designed to minimize any barriers for disabled campus users. The Master Plan identifies three levels of pathway development:

- Walks — these are fully developed pedestrianways with hard surface paving such as concrete, pavers, or asphalt. Many times these are primary routes will be shared with service and emergency vehicles.

- Paths — these are pedestrianways not within the campus core and are developed with a crushed gravel base. These paths could also be used by service and emergency vehicles on a limited basis.

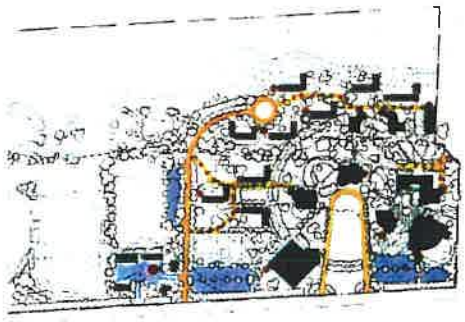
- Trails — these are small (narrow) scale pathways that are constructed within the existing landscape and link more remote activity areas of the site. These paths could be used for cross-country training and recreation.

Bicycle Circulation — The use of bicycles currently is limited. It is envisioned that as new building space is created, decentralization of program elements occur, and student desire is recognized, bicycles will

become more common on campus. The designation of bikeway links to Apache Street and within the campus roads should be recognized. No special bike lanes are anticipated within the site.

Vehicular Circulation — The central campus is currently edged and bisected by roads. The Master Plan recommends that the internal roadway system include the following:

- Removal of all nonessential vehicular activity within the central campus.
- Re-route all vehicular traffic to the outside of the proposed academic and residential core.
- Re-align sections of existing roadways and create a strong formal ceremonial entrance/dropoff off of Apache Street.
- Locate parking and service functions between roadway systems and academic activities, reducing conflict with pedestrian movements.
- Develop a vehicular traffic system that is compatible with bicycle use.



Parking

Parking

Parking is proposed to be relocated from the campus core to the outer edges of the campus environment. Parking lots are located adjacent to program elements that require parking by visitors and staff (gym, football field, performing arts facility). Parking lot demand on campus will peak at projected levels of 500-600 cars for a major event. The Master Plan anticipates paved lot space for 300 cars. Overflow parking would occur on lawn areas designed for shared use, anticipating this as a 3-4 times a year occurrence. Ancillary parking will be provided within the campus for disabled, faculty residents and short-term service use.

Lighting

Evening lighting is an essential component of the visual organization of the campus. As the campus is expanded, it is imperative that a strong lighting program be developed for safety and security. Lighting can add to the aesthetic campus structural character. Lighting should accomplish the following:

- Allow for safe movement of pedestrians and vehicles.
- Reinforce the spatial organization of campus.
- Provide light for safety and highlight key features or spaces where evening use is heavy.

• Differenciate between campus zones and circulation paths.

A coordinated lighting program will reinforce the spatial structure of campus by emphasizing patterns of movement and by defining space. Lighting components should be designed to read as an integrated vocabulary of fixture types, light source type (white light) and fixture quality.

Additional lighting will be supplied by exterior wall-mounted floodlights and interior light spilling out of building windows. This type of lighting accentuates building facades and increases legibility of key features in a nighttime setting. It is important not to allow any floodlighting from buildings into open space areas.

Site Utilities

The existing site utility systems appear to be very old and in need of total upgrade (See Sullivan Design memorandum in the Appendix). It is assumed that during the renovation or construction of new campus program, the older utility systems will be replaced. New utilities will be concentrated in new utility corridors designed to provide maximum flexibility in the future and accommodate a phased development.

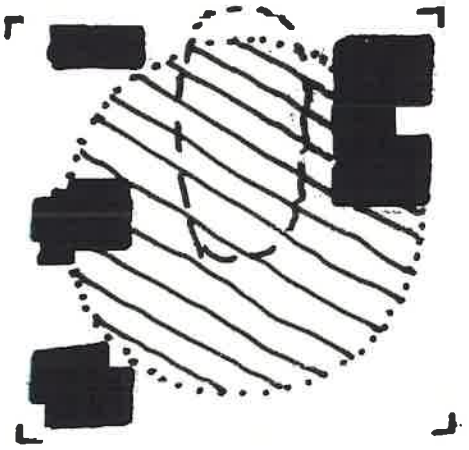
Site utility systems identified include: sewer, water, storm sewer, electrical service (underground placement in the future), natural gas, and telephone/communication.

Existing Orchards

C. Architectural Image

As an institution, the Navajo Preparatory School has a long history of contributions to the Navajo Nation. These contributions are made manifest in the many outstanding graduates who go on to impact the Nation in a myriad of positive ways. The physical essence of the institution is embodied in the "historic core" of buildings that represent an evolution from a one-room schoolhouse to a campus environment.

The most notable contributing structures are those which bound the main oval area, long the center of campus life. These buildings, listed in chronological order of construction, are MacDonald Hall, Dodge Hall, Morgan Hall and the Main Administration Building. They collectively anchor the Navajo Prep campus and establish the identity of the institution as an academic force. The proposed rehabilitation of these structures is intended to revitalize and reinforce the notion of an "academic core." The successive layers of new construction will be organized to complement the historical character of Navajo Prep's architectural image.



Historic Core

Historic Core

MacDonald Hall is the original classroom and dorm building, constructed in 1912. It also originally contained the kitchen and dining facilities for staff and students. The two-story brick facade, with its gable/hipped roof, sets the tone for all successive architecture on the campus. Notable features include a stone foundation and limestone lintels over door and window openings. Punched window openings, double in height to their width, are prevalent on the east, south and west, while the north side is more restrained in its fenestration. The original two story porch structure reflected the wood detailing prevalent in the Georgian style of architecture. This was replaced by an inappropriate concrete porch that is slated for demolition in the proposed plans.

MacDonald Hall

The addition of Aztec Hall in 1918, since demolished, and Dodge Hall in 1925, reinforced the scale and use of materials established in MacDonald Hall. Morgan Hall and additions to MacDonald and Dodge, introduced cedar shingles as a cladding above a brick first story. Morgan Hall, built in 1929, demonstrated a full-hipped roof that was replaced at some point with a straight gable. These structures formed the north edge of a large agricultural zone that was transformed dramatically with the construction of the Main Administration Building between 1935 and 1940. For the first time, a distinct "campus" structure was evidenced and a main quadrangle (oval) was formed. The Main Administration Building (a misnomer in that it has always contained academic functions as well as administration) added a massive two-story, brick-clad presence to the campus.

The "historic core" was contained on the east by an office structure circa 1926, Jones Hall, circa 1941, and a chapel constructed around the same time. These buildings are currently owned by The United Methodist Mission and therefore fall outside the purview of this study. Their position at the eastern bounds of Navajo Prep, however, constitutes an important spatial edge at the broader site level.

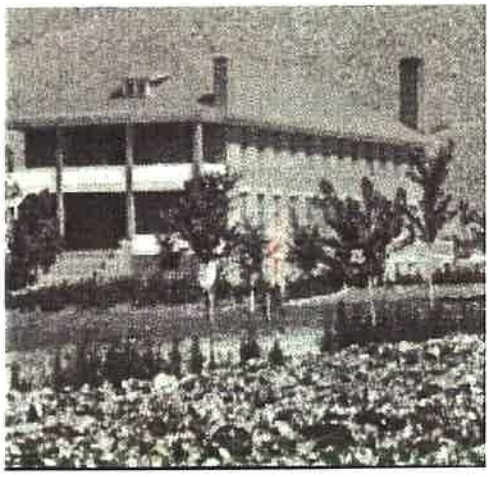
Architectural Approach

The design team is dedicated to preserving and rehabilitating the "historic" structures on campus, so long as the basic integrity of the structure is intact. This distinction lead the team to conclude that MacDonald, Morgan, and Dodge Halls should be saved, but additions of questionable quality should be removed or replaced. This approach offers Navajo Prep the flexibility to preserve significant historical structures while retaining the ability to remove non-significant additions in favor of constructing required academic and program support areas. It also allows for reconstruction of lost historical features such as the front porches on MacDonald and Dodge Halls.

Dodge Hall

Those features that can be traced through historical photographs and resources will be reconstructed according to the Secretary of the Interior's Standards for the Treatment of Historic Properties. New construction that replaces demolished earlier additions will strive to match the general sense of scale and materiality of the the historic building without attempting to mimic historical features. New additions will thus be contemporary, but subordinate in character, so that the historic building may assume its natural pre-eminence on site.

New buildings within the central campus ring, such as the library, the student center and the fine arts wing, will recall the materials and construction techniques of the historic buildings on campus through the use of brick facades, pre-cast lintels to match the original, and gabled roof forms with hip ends, where appropriate. Window and door openings will have a module based on the original fenestration on campus. The modular system will be refined and expanded to allow for openings that are responsive to contemporary internal functions and state of the art daylighting and passive solar strategies. Outer ring buildings such as dormitories, the gymnasium and the theater will attempt to provide a sympathetic backdrop to the "historical core."



Dodge Hall Historic Garden ca. 1938

The combination of history, traditional cultural values and contemporary educational delivery create an interesting juxtaposition of new and old, conservative and progressive. The buildings themselves may be seen to enhance this natural dichotomy that is integral to modern Navajo beliefs. A respect for tradition is balanced by an acknowledgement of the opportunities presented by the modern world. The desired image for the campus is that of a modern educational institution which understands and celebrates in equal measures its rich past and a future.

Existing Houses

Renovation Strategy

While the preservation of primary historical facades on campus buildings is considered essential by the institution and the design team, it is equally important to restructure the internal spaces appropriately for integrated curriculum delivery. The attendant renovation will necessarily "gut" the partitions, many finishes, the mechanical, electrical and plumbing systems, preserving only primary structural elements or masonry shafts that might find adaptive re-use and important historic interior features and spaces, such as the "Roost" in the Main Building.

The nature of the existing fenestration will preclude any effective passive solar strategies, although the regularity of existing window openings should afford ample daylighting to the interiors. It might be possible on Dodge and MacDonald Halls to incorporate direct gain solar greenhouse spaces with the restored porches, with little loss of integrity to the "historical" character of those buildings. This potential strategy would be dependent on historical documentation and photographs supporting the notion of "enclosed porch" as integral to the historical use of these architectural elements.

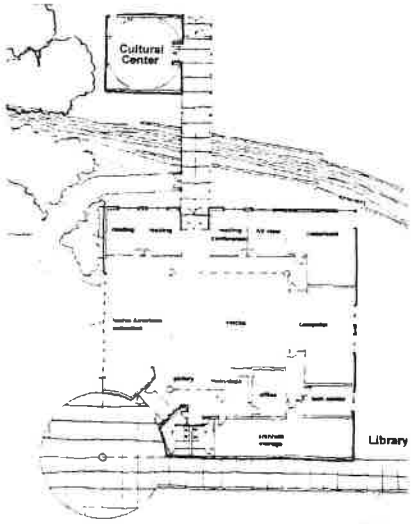
The Main Administration Building has been the most notable structure on campus from the standpoint of public perception. Its considerable mass and prominent placement on the south edge of the quadrangle make it visually dominant, particularly from Apache Street. Ironically, this structure never really attempted to relate itself strongly to the outside community, turning instead to an inwardly focused relationship on the quadrangle. The main entry to the Main Administration Building has always been on the north side from the quad.

The Master Plan proposes the creation of a distinct entry from the south, visible to the general public, and allowing this building to relate to a greatly expanded campus vision from its position within the inner ring of facilities. Attention will be focused on retaining the sense of volume and scale in the assembly spaces that are currently housed in the Main Administration Building. The "Alumni Hall," with its largely indistinct connection to the rest of the campus, will help ground the new "community plaza" proposed as part of the transformation of open space south of the Main Building. A public entry on the south may indeed allow direct access to important functions, such as the Boardroom and a multi-purpose community/student meeting space proposed in the Master Plan development.

Main Building

The renovation of the gymnasium facility involves a strategy of rehabilitation of existing facilities to complement a new conceptual approach to the gym complex as an athletic center. The primary shift is toward a combined gymnasium that has the capabilities of a field house layout. The new center will mass the new gymnasium space, with expanded bleacher seating on both sides, adjacent to the existing gym

volume. Replacement of the intervening wall with a moveable wall system will allow the formation of a contiguous space capable of handling large crowds for special events such as graduation or a basketball tournament.



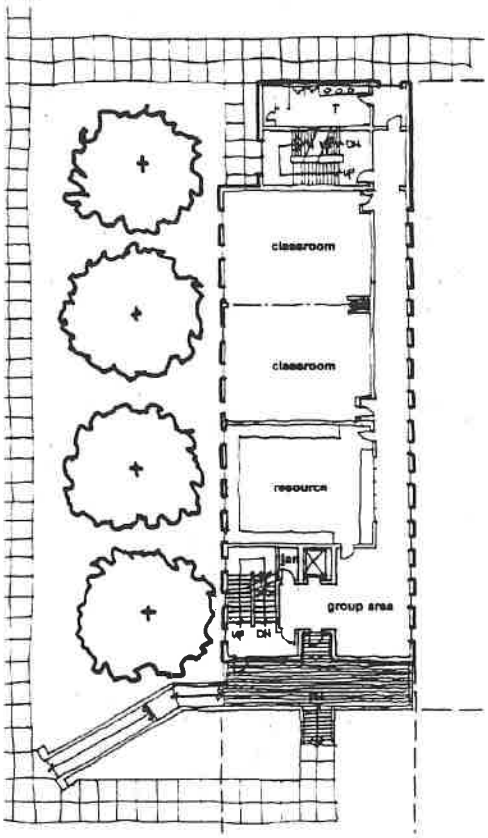
Library

New Construction

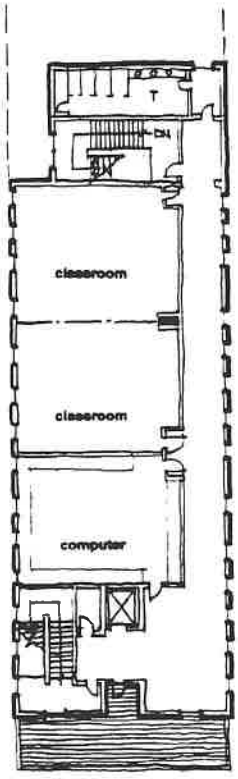
New facilities fall within the inner ring and also outside the "core." Those within the inner ring: the library, the student center and the fine arts facility, create the nucleus of a new campus organization, clearly centered in academics and the arts. Each of these buildings will contribute to the public perception of Navajo Prep as an institution. The design team intends to reinforce the two-story scale of the campus with appropriate volumes related to the specific programmatic requirements at each individual facility. These buildings will recall the materials, scale, massing and proportion of historic buildings on-site, but will be developed as contemporary facilities. Each will grow from the essential requirements of integrated curriculum while responding to the need for a strong academic and social center and a new public image. A primary emphasis for the Master Plan remains the creation multiple "places" for student involvement. The general lack of spaces for socialization, study and integrated instruction on the existing campus was a recurrent theme in programming meetings with students, staff and community. It was common to hear the comment that "students have nowhere to go" between classes and after school. The resultant Master Plan supplements the quadrangle with various civic, social, ceremonial and athletic spaces, creating multiple options for all stakeholders.

New construction outside the inner ring is predominantly residential dormitory structures. A total of nine dorm buildings, housing 32 students and a faculty family each, are proposed for the final build out. This number is based on the stated design population of 300 students. The dorm buildings, based on programming input from students and staff, will reflect a two-story scale consistent with existing dorm structures. The strong desire for an eastern exposure, expressed by students, has lead the design team to create living room spaces that collect the morning sun and serve as the primary entry to each building.

The living room will act as a direct-gain solar collector, allowing early and late morning sun to preheat the dorm interiors. Consistent with student requests, the design team has begun to develop other solar energy strategies to supplement or replace mechanical heating systems. The most notable strategies provide direct gain study rooms on both dorm levels and implement both direct-gain bay windows and trombe walls (glazed mass walls) at individual dorm rooms. The intent for dormitory construction is to house students in a culturally appropriate environment that offers space for study and socialization as well as accommodating more generous individual rooms and toilet facilities than are currently available on campus.



Dodge Hall Plan Level 1



Dodge Hall Plan Level 2

D. Building Improvements

Introduction

Strategies for adaptive reuse, demolition, additions or new facilities were considered on a case by case basis, matching staff/student generated program requirements against individual facility potential. A number of structures have been determined, through consultation with the Navajo Nation Department of Historic Preservation, to be historically significant. These structures contribute to a historic precinct on the Navajo Prep School campus that centers on the original quadrangle. The former Aztec Hall may potentially be recalled by relocating the original building footprint and creating an outline in stone that will define an outdoor space helping to anchor the dormitory buildings to the "historic core." Bassett Cottage (Building 29) will require additional study due to its very poor condition. It may be more cost effective to demolish and reconstruct this building than to renovate.

The existing gymnasium, a non-historic building, is slated for renovation and substantial additions. Other existing buildings have been determined to be expendable and non-contributing to the new Master Plan. This group includes the cafeteria (Building 31), two residential structures (Buildings 33 and 34), Ahkeah Hall (Building 26), the laundry (Building 23), the wood shop (weight room, Building 25), the garage and metal shop (Building 24) and the classroom annex (Building 35). Construction phasing will account for transitional use of some of these structures as new buildings become available for use.

New buildings range from residential dormitory structures to academic buildings such as the library, fine arts building and student center. The inclusion of a 400-seat theater for the final phase of construction is still under consideration. A final component of the new construction is the maintenance facility which may include a relocated equipment storage building (Building 27). The final location of the maintenance facility will be determined based on the potential acquisition of the Methodist Mission property which could offer a more appropriate location than is available within the existing campus boundaries.

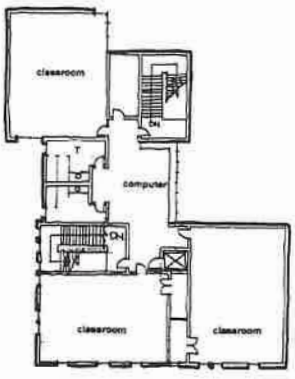
Building Reuse and Renovations

Dodge Hall (Building 19)

Dodge Hall is a two-story building of approximately 12, 000 square feet, with brick veneer set on a poured-in-place concrete basement. The 1925 building is set on-half level below grade. The northernmost rooms on the second floor are sheathed in cedar shingles over a substrate of unknown nature. The original wood-frame front porch, evident in historical photos, has been replaced with a cast concrete porch structure that is unsuitable from a historical preservation standpoint, as well as functionally. While this building has been determined to be a

Morgan Hall

Morgan Hall Plan Level 1



Morgan Hall Plan Level 2

significant historical building that will remain, extensive renovation will be required to bring it up to acceptable standards for A.D.A. and code conformance. The elongated rectangular building consists of narrow, double-loaded corridors with dorm rooms on each edge. The basement level houses an under-sized student activity space, miscellaneous office spaces, storage and mechanical space.

The clear historical significance of Dodge Hall to the Navajo Prep campus caused the design team to explore appropriate uses for the structure; uses that would revitalize and reinforce the position of Dodge Hall in the "historic core" of the campus. Early studies aimed at returning Dodge Hall to dormitory use proved to be functionally inefficient. While the goal of the team was to create dormitory environments for approximately 30 students per structure, renovations that included larger bedroom spaces and more extensive toilet facilities fell short of providing the full complement of support spaces deemed necessary within the "footprint." Furthermore, the development of Dodge, Morgan and MacDonald Halls as refurbished dormitories yielded less than one-third of the required dorm rooms for the new campus. This situation set up potential inequities between remodeled dorm facilities and new buildings to supplement the old.

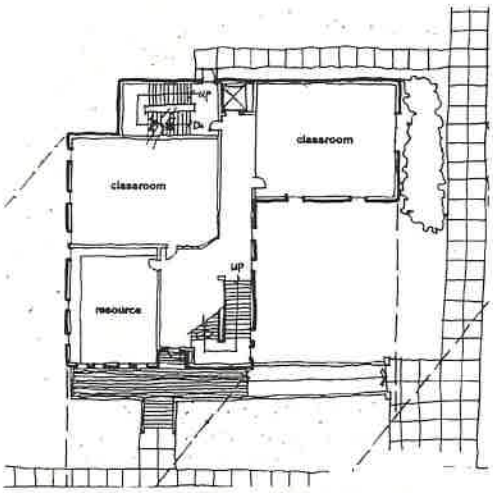
The Master Plan turned its attention toward developing Dodge, Morgan and MacDonald Halls into classroom blocks. Dodge Hall could develop classrooms off a single-loaded corridor on the east edge. A lobby with resource spaces, an elevator and stairwell at the south end of the structure would satisfy accessibility and support needs. The basement level holds some potential for accessory academic spaces in addition to laundry, storage and mechanical functions. The renovation yields approximately six new classrooms in addition to resource and group spaces. It is anticipated that a two-story addition on the north side of the building will house new toilet rooms and an egress stairwell, adding around 2,000 square feet to the existing space.

The building will be Type-V, wood-frame construction, with an allowable area 18,200 square feet of non-rated two-story space with an educational occupancy. The educational and basement occupancies will require a fire sprinkler system throughout, with one-hour ratings for the basement level and upper floor corridors. Use of the basement level for educational purposes would normally require a finish floor no more than four feet below grade, however the fire suppression system alleviates the need. Local code officials will have to certify the one-hour rating of the concrete floor system.

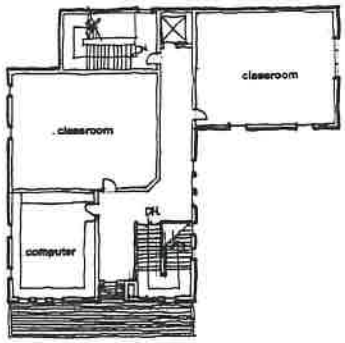
Morgan Hall (Building 20)

Morgan Hall is similar to Dodge Hall in construction except that the concrete ceiling/floor system above the basement is replaced with wood structure. Additionally, the entire second floor is clad in cedar shingles. The sub-grade, cast-in-place concrete basement is not suitable for

MacDonald Hall



MacDonald Hall Plan Level 1



MacDonald Hall Plan Level 2

spaces related to educational delivery, but has potential as storage and mechanical space. A.D.A. and code compliance will be primary determinants in the rehabilitation of this building. Additions on the north side of the building are of questionable quality and have lead the design team to propose partial demolition and the addition of a new two-story classroom block. The existing 10,094 square foot building currently houses the media center on the main level with dormitory rooms on level two. The proposed academic renovation, with additions, would comprise approximately 12,000 square feet when completed.

Morgan Hall, construction in 1929, is considered historically significant and will contribute to the development of the "historical core" as an academic prescient. The proposed plan provides five new classrooms with attendant resource and support space. Elevator, stair and toilet cores will develop internally, respecting the "historical" facades on the east, south and west elevations.

The building will be classified Type-V, with a fire sprinkler system throughout to cover the educational occupancy. The exposed wood structure between the basement and first level will require a one-hour fire-resistive assembly to meet code.

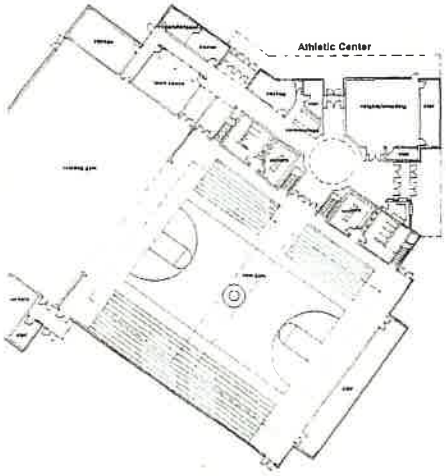
MacDonald Hall (Building 21)

MacDonald Hall is a two-story wood-frame structure of 13,850 square feet, with brick veneer. The original building, constructed in 1912, has a stone masonry basement level. Successive additions on the north are of poor quality and consist of wood framing over cast concrete basement. The basement level in this part of the building has been substantially degraded over time by periodic flooding. The design team is recommending demolition of the accessory spaces on the north with a replacement two-story classroom block to match the original footprint. The proposed plan contains four classrooms with resource and support space. The basement level is unsuitable for educational purposes. Addition of elevator, stair and toilet cores addresses A.D.A. and code compliance while respecting the "historical" facades on the east, south and west. A poorly designed concrete porch addition will be removed from the south facade and replaced with a wood-frame porch consistent with "historical" photographs.

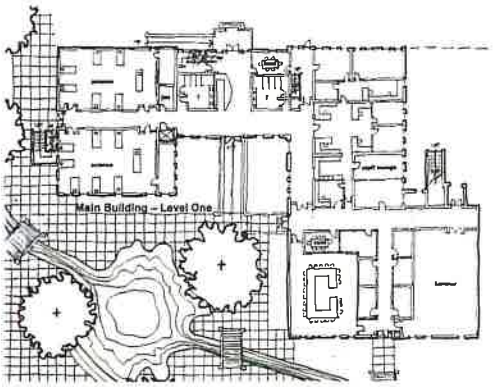
The building will be Type-V, wood frame construction, fully sprinklered for educational occupancy. Full development of MacDonald Hall will require a one-hour fire-resistive assemblage to sperate the basement from the main story.

MacDonald Hall completes the north edge of the "historical core" in combination with Dodge and Morgan Halls. As academic buildings, they may anticipated to contribute greatly to the intensity of activities throughout the daytime hours of the main oval areas.

Bassett Cottage



Gymnasium/Athletic Center Plan



Main Building Plan

Faculty Residences (Building 28)

Building 28, constructed in 1942, has potential for use in the master plan. Until further research and programming has been completed the fate of this building remains indeterminate. Development of a new head of school house will be impacted by the decision to reconstruct Basset Cottage by the potential acquisition of the Methodist Mission property, and by the option to construct two new residences for Head of the school and the Dean as shown on the Master Plan. For this reason, its exact location and programmatic requirements have been tabled.

Bassett Cottage (Building 29)

The purchase of 15 acres to supplement the original 15-acre site including the structure known as Bassett Cottage. This turn of the century farmhouse has fallen into complete disrepair despite its early use, both for classroom space and a superintendents residence. A renovation approach to this structure would probably not be cost effective. Further research and programming will determine whether the building should be demolished and/or reconstructed in its original form.

Gymnasium/Athletic Center (Building 30)

The existing gymnasium building, built in 1967, required upgrades to locker and support facilities. The current entry sequence for both public and student access is poorly planned and will be revisited in the new construction and renovation. The programmed "athletic complex" will develop a new gymnasium, attaching and expanding the existing basketball facility to the southeast. Incorporation of bleacher seating for approximately 1,500 will greatly expand facility potential for special event functions ranging from assemblies to athletic events. The remodel zone contains approximately 12,000 square feet with varying levels of upgrade required. The new addition, just under 24,000 square feet, provides new gym space, locker rooms, coaching offices, storage and other support spaces as well as a new weight training/wrestling area.

Main Building (Building 32)

The Main Building, otherwise known as Administration, is a 32,925 square-foot three-story, wood-frame structure with brick veneer. The structure was constructed in phases beginning in 1935 and ending in 1940. While the building is in fair condition, generally it has been determined to be historically significant and will be developed into academic functions, as well as administration. The Main Building holds a prominent position on the south side of the main oval and will ultimately complete the "historic core" as an academic precinct. The wood-frame structure is supported by a cast-in-place concrete basement level housing classroom, storage and mechanical spaces presently. Two noteworthy assembly spaces are present in the Main Building: an auditorium with stage (the original school gymnasium) known as the "roost" and a gymnasium building used for assemblies, called "alumni

Laundry Building

Garage and Metal Shop

Ahkeah Hall

hall." These spaces offer significant potential as academic support spaces.

The building will be Type-V construction to cover wood-framing. The educational occupancy will limit the use of the building to the basement, first and second floors if it is fully sprinklered. This suggests that the third story space may potentially need to be developed as "mezzanine" space, accessible from the second floor. The Master Plan will explore this eventuality in the architectural phase of work. The allowable floor area for a two-story Type-V building is 18,200 for educational occupancies, but only 6,100 for assembly spaces without stages. If the assembly spaces are rated with one-hour construction, the areas may be increased to 10,500 and even doubled due to the two story nature of the "Roost." All allowable areas may be tripled because of the use of sprinkler throughout, so long as the educational occupancies are compartmentalized into areas under 10,000 spare feet with two hour separations. The net result, regardless of the specific code strategy chosen, is that some rated separation walls appear to be unavoidable as the building is developed. Additional consideration will also be required to provide adequate separation of the basement areas from the first story. The entire basement will require one-hour fire protection.

Laundry (Building 23)
The laundry building, constructed around 1927, is currently the art studio. Although it has been determined to be an important historic link to the historic precinct its location may make it non-compatible with the new Master Plan goals.

Buildings to be removed

Wood Shop (Building 25)
The wood shop, built in 1942, is in poor condition and has been classified as non-contributing to the historic precinct.

Garage and Metal Shop (Building 24)
The garage/metal shop, constructed in 1929, is in poor condition and has been classified as non-contributing to the historic precinct.

Ahkeah Hall (Building 26)
Ahkeah Hall is a 6,838 square foot dormitory structure that was constructed in 1955. It is a one story wood-frame building with cement plaster finish. While the general condition of the building is fair, it has been determined that it is not historically significant and is therefore expendable due to its interference with the proposed site layout. The structure is without a basement.

Cafeteria (Building 31)

Building 33

The cafeteria building, constructed in 1968, contains 6,571 square feet of kitchen and cafeteria space. The Master Plan invested time into an effort to save this structure through adaptive re-use. However, the program requirements for either the cafeteria/student center or the library, far exceeded the capacity of the existing structure. It was determined, by the Master Plan, that it would be more cost-effective to demolish the structure rather than attempt upgrades which would limit appropriate development of program.

Houses (Buildings 33 and 34)

These two residences, built around 1953, are non-historic, difficult to use for academic program and have marginal value for the future campus development goals. Their current location would impact development of the preforming and visual arts components.

Classroom Annex (Building 35)

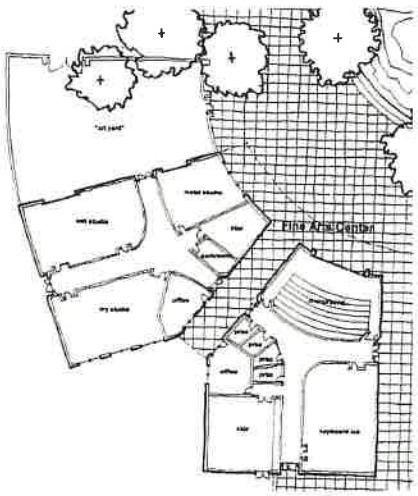
The annex classrooms were added between 1957 and 1960 to supplement existing academic facilities. They are in very poor condition and have been slated for demolition in the Master Plan.

New Buildings

Square footage estimates for new buildings is based on preliminary programming meetings held with staff, students and administration. Actual requirements will be established during Phase II Master planning with a preliminary Program of requirements (P.O.R.) and will be refined in the Needs Assessment process at the beginning of each building's architectural design phase.

Fine Arts Center

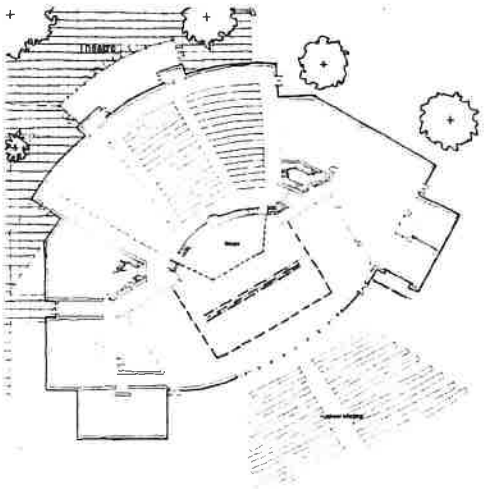
The proposed Fine Arts Center is composed of a choral and band facility of approximately 5,700 square feet and a visual arts component of similar size. This facility defines the southwest perimeter of the new "community plaza," contained on the north by the Main Administration Building and on the south by the proposed theater complex. The Fine Arts Complex will be of primary importance in defining the "public" face of Navajo Prep, as it is among the first buildings encountered upon entering the new campus road. The choral/band area contains a large joint-use practice room, four small practice booths, a keyboard lab, office and instrument storage.



Fine Arts Center

The visual arts component contains a "wet" lab for pottery and sculpture, a "dry" lab for painting and printmaking and a metals studio for jewelry production. Support space includes offices, storage, a darkroom and a large outdoor art yard with a covered portico. This art yard area will support production as well as exhibition of artwork and will augment the "community plaza" for public displays.

The Fine Arts Complex, at 11,400 square feet, may be a Type-II,



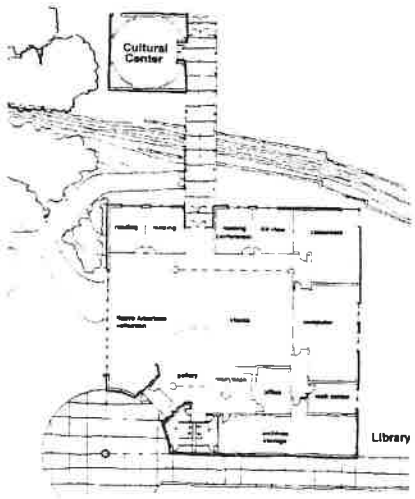
Theater Plan

non-rated building with steel structure over masonry bearing walls. Special considerations include acoustical treatment of band/choral areas and increased fire protection characteristics at the kiln room and at oxygen-acetylene storage areas.

Theater

The proposed Theater Complex includes an auditorium space for 450 people, a lobby, a large stage area, a stagecraft shop with support facilities, dressing rooms and mechanical space. The total area is approximately 22,000 square feet. The auditorium plan is arranged to allow the backstage wall to retract, offering outdoor seating for another 400 to view orchestral performances.

The Theater will be Type-II, one-hour construction with steel framing and masonry infill. Fire code requirements will be predicated on assembly occupancy. Special features will include a full fly loft area, special HVAC, lighting and sound systems, a sloped auditorium floor and a loading dock area for service and supply access.

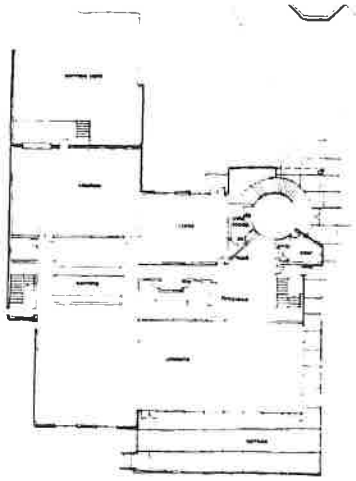


Library

Library and Navajo Cultural/Historical Center

The 11,000 square foot Library Complex, which includes a Navajo Cultural/Historical component, will occupy the geographical center of the built campus environment. As a focus for academic pursuits at Navajo Prep, the library will support the daytime activities of students involved in research or general study. A Native American collection, complimented by a circulation desk, office, reading/conference rooms, a classroom, a computer lab, A/V and tech centers and archival storage, will round out the program areas. Proposed Navajo Cultural Center components will house Native American artifacts and supplement the Library and Student Center in defining a "ceremonial plaza" which is proposed to contain a "female" hogan.

The Library will be Type-II construction with steel framing, masonry infill and a long-span steel roof structure. The building will be fully sprinklered.



Student Center

Student Center

The Student Center, occupying the west edge of the main entry drive, contains approximately 22,000 square feet. The facility will provide a game room, a T.V. room, a computer lab, hearth area, student store and student offices at the second level. The main level will house a new cafeteria, kitchen, lounge and a student clinic, accessed from a separate entry. An outdoor terrace will allow dining on the southern exposure of the dining hall. Service access is located at the northwest corner of the building, adjacent to the new kitchen.

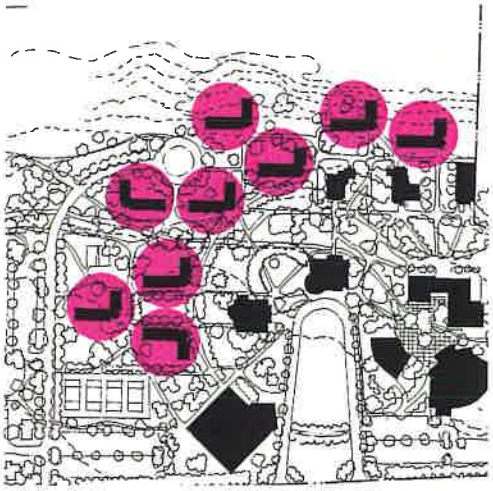
The Student Center will be Type-II construction with steel framing and

both masonry bearing and infill. The building will be fully sprinklered.

Dormitory Buildings
Nine dormitory buildings, housing 288 boarding students, will bound the campus inner ring along the north and west. Built in phases, these two-story structures will complement the historical buildings on campus in material and scale, while entertaining the most contemporary characteristics of engineered passive solar architecture. A strategy employing trombe walls and direct gain methodologies will cover approximately 60% of each building heating requirements throughout the year. Each structure will house 32 students and a faculty family, as well as providing living room, kitchen, study, laundry and support staff office and health room space.

Faculty Residences
The school has identified a desire to provide campus housing for key administrative staff or senior faculty families. The goal is to introduce more adult contact for students or campus, create a stronger sense of community, and increase on-site 24 hour supervision through faculty presence. Three sites have been identified as potential faculty residential locations:

1. The campus area west of the athletic complex and student dormitories,
2. The area west of the proposed playfields, and
3. The existing administrator/faculty housing or the current property owned by the Methodist Mission. It is anticipated that faculty residences will be designated to accommodate a family of four as a minimum and provide all residential amenities that would be available to an individual within the real estate pool of the community.



Dormitory Locations

Maintenance Facility
The new campus plan is dependent upon the development of a centralized maintenance and operation facility. It is envisioned that this complex will provide the necessary storage for materials, supplies, equipment needed for day-to-day operation of campus. Also, there would be offices for maintenance administrators, shop space, and support facilities for staff. It is anticipated that the School's transportation department would be located with Maintenance and their offices, service bays, storage and repair facilities included in this centralized complex. Two alternative sites have been identified: the area around the existing Basset House would be developed into a Maintenance/Transportation canter. All staff, administrators, storage and service requirements would be accommodated here.

Maintenance Facility

In development of this site, it is envisioned that the existing metal garage (barn) would be relocated to create this central facility. The

existing two residences would be converted to offices and support space. New garages, storage barns, and shops would be built over time, surrounding a central paved motor court. This complex would be totally fenced and screened from campus activity areas. The second location would be to the east of the existing Mission administration building and the Mission's Jones Hall should this land become available to the School. Both locations remove the day-to-day shipping/receiving activities to the Apache Street edges.

Building Improvements Summary

A building by building walk-through was used to ascertain existing utility conditions in the buildings. Based upon the walk-through, data indicating fair to poor existing conditions, and potential for total renovation of all existing buildings, it is recommended that all buildings will require total utility replacement. Due to the building disbursement around the site, the opportunity for solar heating, the phasing implications and associated up-front costs, the Master Plan recommends that the School rely upon individual building systems as opposed to a central plant. As buildings requiring air conditioning are phased, it may be possible to install mini-chiller facilities for groups of 2-3 buildings. Otherwise, each building will have their own heating, cooling, electrical, and communication systems.

A detailed infrastructure plan is to be developed in future planning phases in order to clearly outline demand and project phasing impacts to local providers and School budgets.

E. Historical Preservation Summary

Main Building

History

The Navajo Preparatory School was established in 1991 by the Navajo National Council to operate a college preparatory school for grades 9 through 12. Navajo Prep's first location was in Ganado, Arizona where it was first established as Navajo Academy in 1976. Navajo Academy and navajo Methodist Mission School began sharing the Mission school's campus in Farmington, New Mexico in 1978, in that the institutions shared educational goals and missions. The two schools combined their academic programs and came under one Board of trustees in 1979-1980 to create the Navajo Mission Academy.

The history of navajo Preparatory School's campus is rich, starting in October 1891 when two missionaries of the Woman's Home Missionary Society of the Methodist Episcopal Church (North) alighted from their stagecoach at Hogback, the location of the first Mission school facility. This location was abandoned in the fall of 1911, after a devastating flood claimed both school property and lives. The present locations for the school was secured in April of 1912. The Navajo Methodist Mission School began with 15 acres and construction of the first building, MacDonald Hall, which houses all activities of the school in three stories of space. Construction of the primary historic buildings was accomplished between 1912 and the early 1940's. The primary historic building group included MacDonald Hall, Aztec Hall, Morgan Hall and Dodge Hall, the Laundry and outbuildings, the Mission office and chapel, and the Main Building, which was built in three phases.

Process to Date

Navajo Prep is very conscious of the historical attributes of the campus. The master planning process has set the stage for future pursuit of the Historical designation nomination process by Navajo Prep, with the significant property of the original Mission School being categorized as part of a Historic District. Navajo Nation's Historic Preservation Department has been involved in the design process, with technical review and comment regarding the proposed "District" designation, overall design, and building use and rehabilitation. The status of the archeological clearance study by Denise Copeland is at 90% completion, with submission pending coordination of the study's findings with the Master Plan document.

To-date, access to research materials has been limited to two primary resources. The resources include a history of the Mission school written by Pauline Malehorn, entitled "The Tender Plant," and the school's 1966 yearbook which includes historic photos of campus development from the first location at Hogback to the 1966 date of the yearbook. While materials have provided a good basis for creation of the Master Plan's

historical position, additional research materials will be required for the architectural design phases, even if Navajo Preparatory School does not pursue the nomination process in the near future. Research materials are required to further clarify the following issues for site and building design, and rehabilitation.

- How many buildings, structures and other cultural resources make up the "Historic District," these resources are understood to be the "contributing factors: to the District.
- When the resources were constructed and how they have changed across time.
- What the historical characteristics are - specifically the building forms, materials and style.

Master Plan Historical Position

Historic Core

Category of Property

The significant property of the original Mission School has been categorized as a Historic District in preliminary discussion with staff from Navajo Nation's Historic Preservation Department, including Colleen Hamilton and Roger Henderson.

Period of Significance

The period of significance for the Historical District appears to be between 1912, when the first 15 acres were purchased and MacDonald Hall was constructed, and the early 1940's when several buildings were added including the Ryder Chapel, two residences, and the woodwork shop. In the summer of 1940, the gymnasium in the Main Building was remodeled for a combination auditorium and library.

Contributing Factors to the District

The existing Navajo prep buildings that appear to be contributing factors to the Historic District include MacDonald Hall, Morgan Hall, Dodge Hall, the Main Building and the Laundry. The Mission's office building and the Ryder Chapel may be contributing factors, but do not need to be part of the nomination process for the Historic District. The Laundry was constructed around 1916 and is still in reasonable condition. The position of this building is problematic in relationship to siting of the new student residences.

Morgan Hall

The weight room (Building 25 --old Wood Shop) and garage/metal shop (Building 24) are at least 50 years old. The condition, location and potential historic importance of these buildings was discussed with Roger Henderson of Navajo Nation's Historic Preservation Department, in that their locations are extremely problematic for the Master Plan. Both buildings are also in very poor condition. It was felt that they are not critical to the Historical District concept. There are several

buildings, which were demolished which probably would be contributing factors to the District if they still existed, such as Aztec Hall and outbuildings including a chicken house, vegetable cellar, barn, wagon house and cowshed. Additional research work will be required to uncover the locations of these buildings in an effort to enhance the Historic District's effect on the Master Plan, and site and facilities design. One concept the Master Plan has discussed involves reconstructing an outline of Aztec Hall's foundation to act as a feature within an outdoor plaza or space.

The existing Navajo Prep buildings which do not appear to be contributing factors to the Historic District include Ahkeah Hall, the Cafeteria, the Gym the Classroom Annex, the two Administration houses and the house adjacent Bassett Cottage. The Master Plan's design removes all buildings listed within this category except for the gym and the house adjacent Bassett Cottage. Bassett Cottage should be considered for Historic Preservation, even though it is not located within the proposed Historic District's area.

Treatment Methods

The rehabilitation treatment has been discussed and verified with Roger Henderson as the appropriate ttreatment method for the existing historic buildings. This treatment method will allow for protection and preservation of exterior shells, reconstruction of critical features such as the original porches, extensive renovation of the building interiors, and construction of new additions on sides and rears of buildings to accommodate program requirements.

<u>Architectural Approach Summary</u>

Buildings to be Removed

Potentially Contributing to the District
Laundry
Weight Room Building (old Wood Shop)
Garage/Metal Shop

Non-Contributing to the District
Ahkeah Hall
Cafeteria
Classroom Annex
Two houses adjacent the Classroom Annex

Buildings to be Retained

Strongly Contributing to the District
MacDonald Hall
Morgan Hall
Dodge Hall

Class Room Annex

MacDonald Hall

Morgan Hall

Dodge Hall

Main Building

Historic Buildings on the Campus
Bassett Cottage

Non-Contributing to the District
Gymnasium
House adjacent Bassett Cottage

Use/Proposed Treatment of Historic Buildings

MacDonald, Morgan and Dodge Halls
These buildings will be utilized for academic neighborhood space, requiring extensive renovation of the interiors of the buildings and removals/additions on the north sides of the buildings where changes to the original properties were made. These additions are required to accommodate required stairs, toilet rooms and limited classroom space. reconstruction of the original front porches on the buildings will be accommodated under the Secretary of the Interior Standards for Treatment of Historic Properties, under the Rehabilitation treatment standards.

Main Building
This building will be utilized for academic neighborhood space and space for the Administrative/Business and the Student Services Centers. Extensive renovation of the interior of the building will required, with the intent of retaining valuable interior features and spaces including "the Roost" (the first gymnasium). The only exterior addition required will be an egress stairwell on the west side of the building. All detailed design for this building will be accommodated under the Secretary of the Interior Standards for the Treatment of Historic Properties, under the Rehabilitation treatment standards.

Value of Nomination Process

Potential pursuit of the historic nomination process by Navajo Prep has focused the master planning process on proper use and treatment of the important buildings, which from the Historic District. The use of MacDonald Hall, Morgan Hall, Dodge Hall and the Main Building for academic neighborhood spaces anchors the school's curricular space in the original district of the campus. Location of the Administration and Business and Student Services program space in the Main Building reinforces this building's importance as a central information and resource hub for the school and community.

The Historic nomination process is a time-consuming and expensive venture for an institution to undertake. The value of such a process for Navajo Prep may include the following:

•Creation of a heightened sense of place for the school

•Building of collective memory between school staff, students, parents and alumni.

•Gaining access to research materials to inform the nomination and architectural design process, which may then become archival materials to be stored and displayed by the School

•Promoting Navajo Prep as a "cultural and historical" center in the southwest and for the Navajo Nation as a whole.

•Financial and tax incentives.

- The campus plan has not been designed for construction. It is only a concept. Future design documentation will interpret the preliminary master plan design concepts for subsequent phases. These interpretations, totally unknown at this time, will greatly influence project costs.

- The scope of each phase is subject to change in program and size.

- As time elapses, the School's stakeholder groups will change. New people will influence decisions; the same people now making decisions will think differently than they do today; and the financial resources could be significantly larger or smaller.

- Many conditions not yet explored could significantly influence the costs. Unknown site specific situations and utility access issues could influence future project costs.

Despite the many unknowns, construction cost estimates have been developed for specific building phases as outlined in the master plan. The estimates include three contingencies:

Overhead at 5 percent
Construction Contingency at 10 percent
Profit Contingency at 10 percent

The contingencies correspond to some of the current uncertainties. The statement of probable costs are based upon the following:

- Competitive bidding.
- Projects bid as sperate bid packages.
- Present day costs are used (Fall 1997)
- Gross floor areas are as indicated in the program
- Mechanical/electrical systems are for site specific facilities to campus users.

Excluded from the estimates are:

- Furnishings, finishes and equipment
- Inflation adjustments
- Fees and expenses

Based upon the identified master plan phases to date, these estimates of probable cost should be reflective of construction development needs plus necessary contingencies.

C. IMPLEMENTATION

In addition to physical recommendations, it is recommended that a continuing organizational structure is necessary to implement the Master Plan. This structure should explicitly include the participation of the Bureau of Indian Affairs, Navajo Nation, Governing Board of the School, School Administration, family and friends. It will be critical to engage the leadership of each constituency to help identify, solicit and secure funding for development of the campus. It is recommended that the close coordination between the institution, agencies, and individuals become the responsibility of the School's development committee.

Funding for projects and activities recommended in the Master Plan will come from a variety of public and private sources. Strategies for obtaining the necessary funds are as varied as the sources themselves. Public sector funds are typically tied to a designated budget process. The BIA, State of New Mexico and Navajo Nation have specific capital improvement programs and annual capital improvement budgets. It is imperative that a master list of data, project eligibility, funding criteria, and schedules be developed for all potential public sources. Private sector funding sources could include individuals, corporations, foundations, and other institutions. The level of participation will depend upon the type of project and its impact on the potential funding source. An early implementation strategy will be the definition potential funding sources and their criteria.

Navajo Prep Master Plan
Estimate of Project Cost

PROJECTS	PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
Site Improvements					
•General Grading	$106,500	$75,000	$35,200	$25,000	$20,000
•Landscape Plantings	$261,000	$120,000	$65,700	$55,000	$65,000
•Site Furnishing/Graphics	$25,000	$25,000	$25,000	$25,000	$25,000
•Roads & Parking	$112,000	$35,000	$75,800	$110,000	$75,000
•Walks & Paths	$68,000	$25,000	$47,500	$65,800	$45,000
•Playfields/Track	$650,000		$300,000		
•Court Games	$35,000	$50,000	$50,000		
•Lighting	$25,000	$25,000	$25,000	$25,000	$25,000
Group Subtotal	*$1,282,500*	*$355,000*	*$624,200*	*$305,800*	*$255,000*
Infrastructure					
•Stormwater	$75,000	$30,000	$30,000	$30,000	$15,000
•Sewer	$80,000	$20,000	$55,000	$25,000	$10,000
•Water	$70,000	$20,000	$20,000	$20,000	$10,000
•Electrical	$160,000	$80,000	$40,000	$4,000	$20,000
•Communication	$80,000	$40,000	$2,000	$20,000	$10,000
•Natural Gas	$40,000	$20,000	$20,000	$20,000	$10,000
Group Subtotal	*$505,000*	*$210,000*	*$167,000*	*$119,000*	*$75,000*
Buildings					
•Dormitories	4 $4,240,000	2 $2,120,000			3 $3,185,000
•Academic		$3,155,000	$2,295,000		
•Fine Arts				$1,000,000	
•Student Center	1 $2,295,000				
•Library/Cultural Center				$1,240,000	
•Athletics			$2,765,000		
•Performing Arts					$2,980,000
•Maintenance		4 $703,600			
Group Subtotal	*$6,535,000*	*$5,978,600*	*$5,060,000*	*$2,240,000*	*$6,165,000*
Subtotal	$8,322,500	$6,543,600	$5,851,200	$2,664,800	$6,495,000
Contingencies (25%)	$2,080,625	$1,635,900	$1,462,800	$666,200	$1,623,750
TOTAL	$10,403,125	$8,179,500	$7,314,000	$3,331,000	$8,118,750

Appendix I

Site Analysis Memoranda

Site Analysis

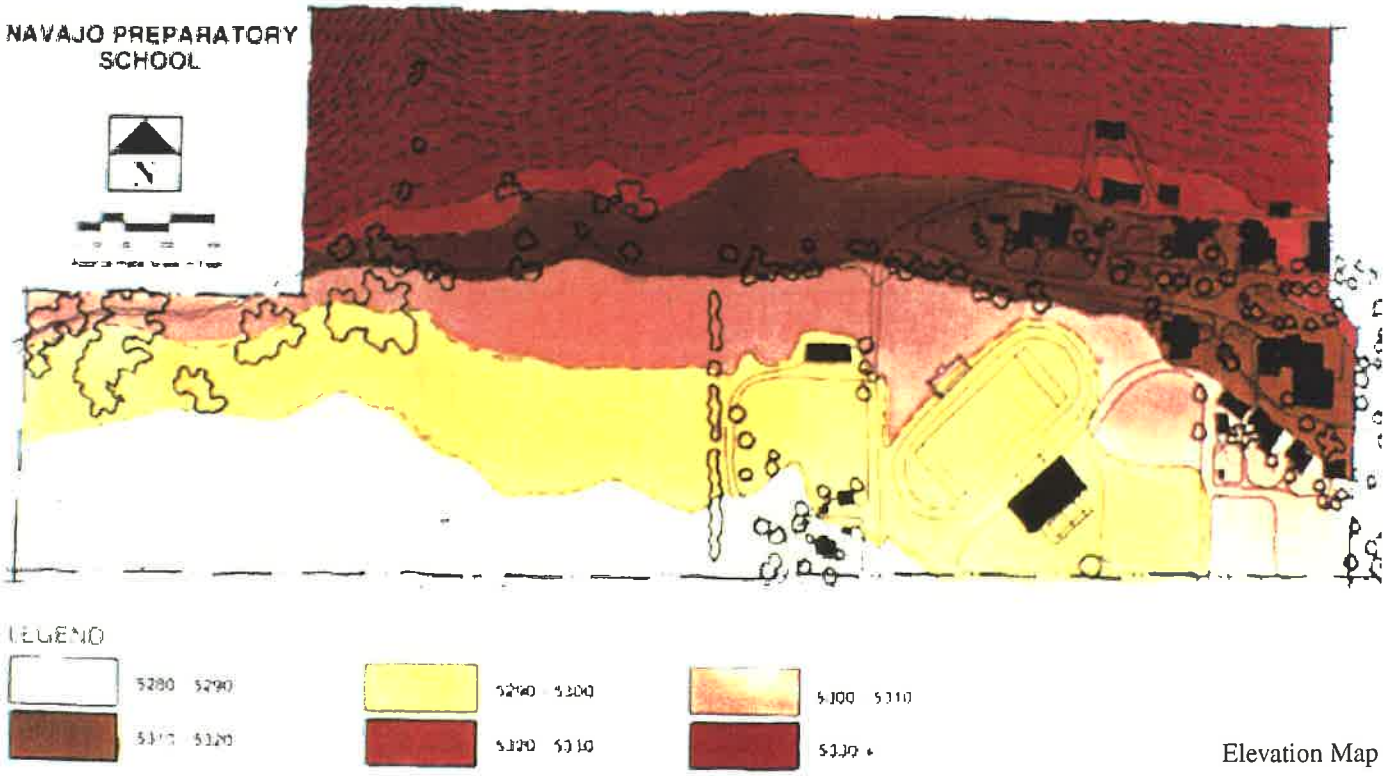
The Navajo Preparatory School is located in Farmington, New Mexico, two miles from the city's center. The campus is situated on a former Methodist Mission School site on approximately 83.2 acres and is located on West Apache Street. The historic core campus is located on approximately 20 acres while the remaining site is undeveloped farm land and naturally vegetated hillsides.

The School currently maintains a student body of approximately 190 and is a residential campus with over 95% of the students living on campus. Typically, students live on campus Sunday evening to late Friday afternoon when bus service is provided to return students to their homes, scattered throughout the Navajo Nation. (See Table; yellow sheet)

This memoranda documents the current existing conditions that were reviewed by the consultant team based upon site visits, interviews with School stakeholders, and off-site investigation.

Zoning

The current zoning for the site allows for institutional use. Upon redevelopment of the campus the School will be required to meet Farmington City Code requirements for parking and height requirements, or seek a variance for the final development plan. It will



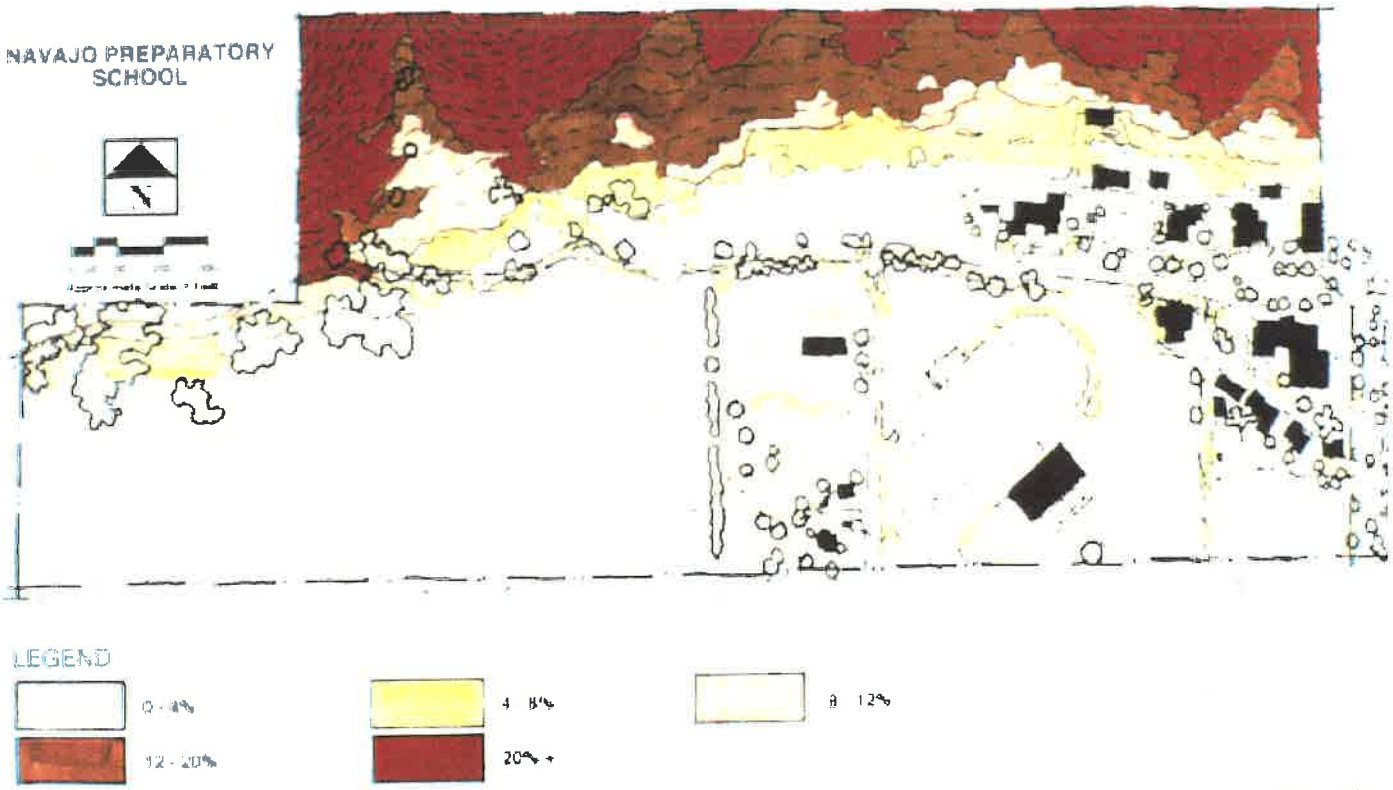
Elevation Map

be necessary to conform to City of Farmington design guidelines for roadway design and entrances, and rights-of-way.

Elevations and Slope

The site is located at the base of the airport mesa with a southern orientation. The site is bisected by the Farmington irrigation ditch. The historic campus core has developed predominantly north of the canal as the area south of the canal was used for farm fields and canals for the mission school programs. Since the Agricultural programs were reduced, campus development in the sixties and seventies began south of the canal for classrooms, residences, athletic venues.

The historic campus core sits between elevations of 5,310 to 5,325. The average slope for this part of the campus is 3.5%. Steeper slopes occur behind the existing campus buildings ranging from 4% to 20%. The southern half of the campus slopes 0% to 4%. Generally, the campus is suitable for additional development with the exception of the steeper northern slopes.



Slope Map

Geology and Soils

There appears to be minimal impact for development due to subsurface geology or soils. It is recommended that borings be taken in each project site to ascertain project specific design criteria.

Drainage

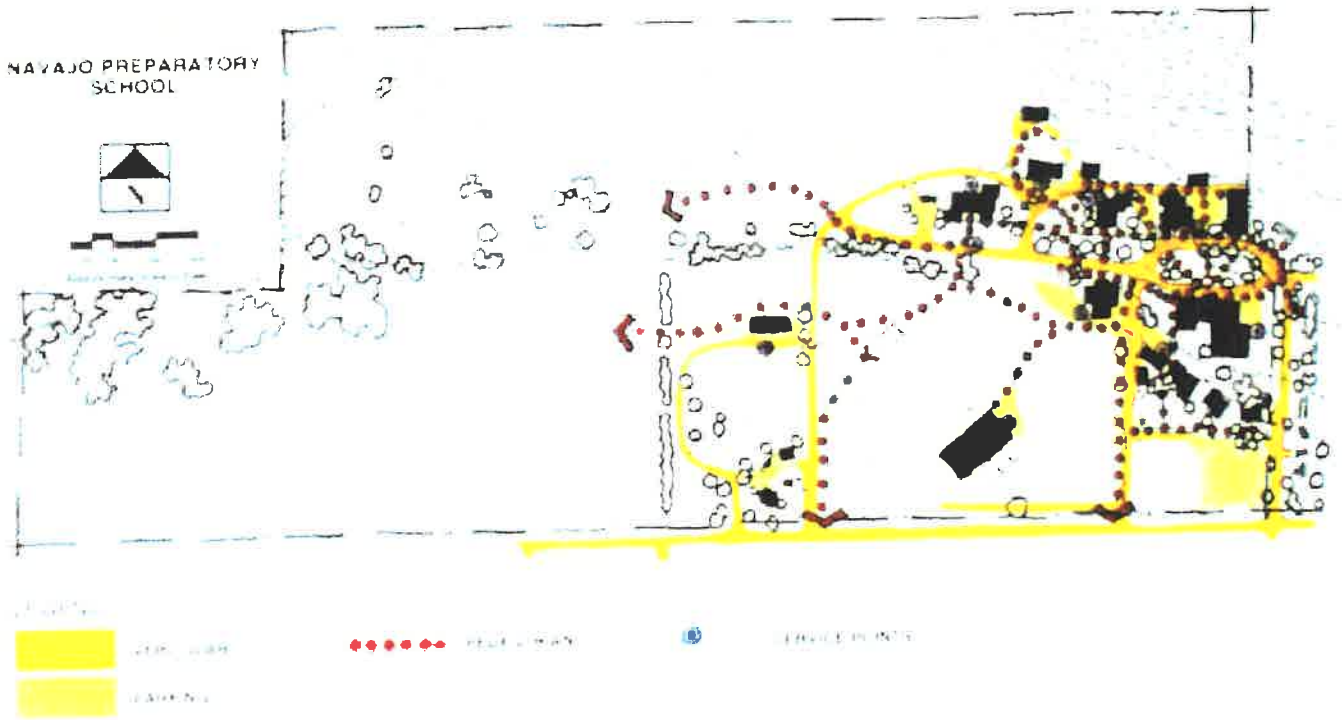
Generally, water drains from the northeast to the southwest. The irrigation canal acts as a partial drainage barrier on the north side causing water to run off along the old mission access road to the east and southwest along the canal south of Ahkeah.

There are no storm drains in the campus core along the entrance road or in West Apache Street. Therefore, all future drainage requirements will need to be accommodated on site with retention type facilities.

The canal has not been known to flood as water levels can be adjusted at the source to minimize flood impacts.

Vehicular Circulation

The School vehicular system consists of access from West Apache Street, a City of Farmington road; the main entrance road that comes



Vehicular Circulation

into the core area between the classroom block and dining facility; the old Mission Road (although not a school road, it is used on occasion or by those unfamiliar with the campus); and a service road located by the Bassett House with access to the maintenance barn.

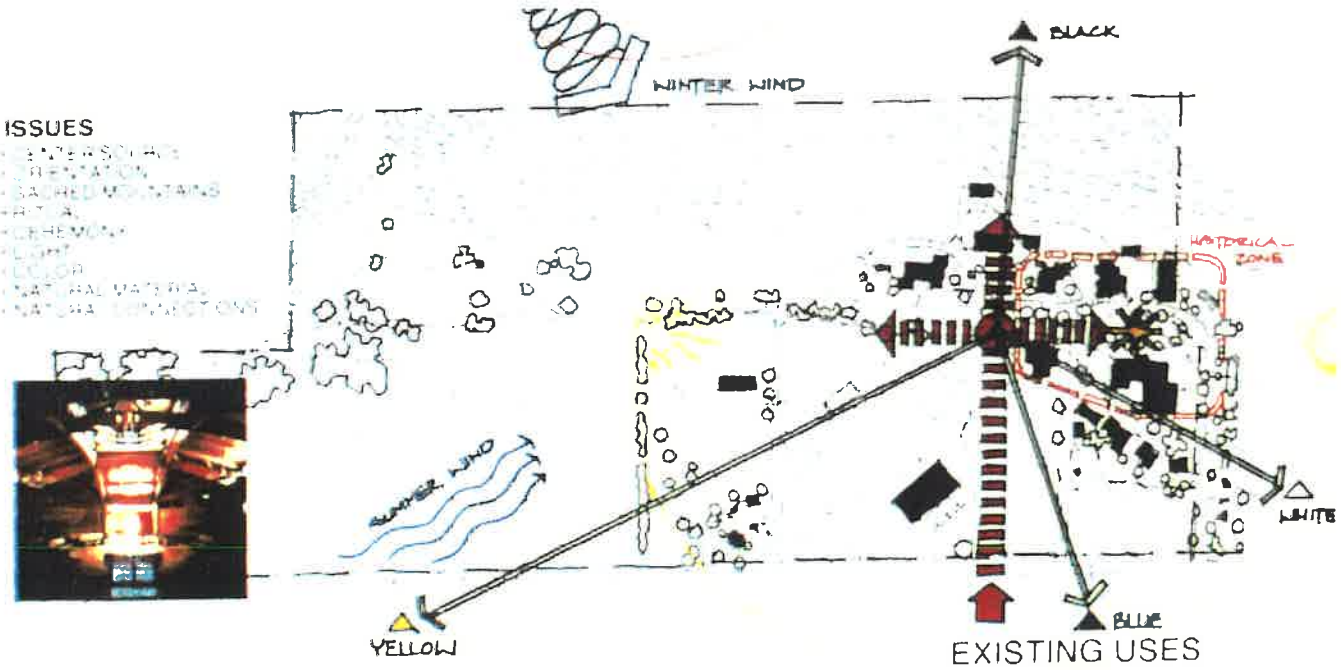
All roads are either asphalt or gravel. The existing quality of pavement is poor and will need to be totally replaced in the future. Some existing curbs and gutters at the oval are fair but future replacement should be considered.

Most gravel roads and parking lots need new gravel base to enhance wearing surface. Regrading to improve surface drainage is also required.

Currently, there is a mixing of pedestrian and vehicular/service traffic. The master plan should investigate the feasibility of separating functions.

Pedestrian Circulation

The existing walkway system is a series of sidewalks, vehicular ways, and paths cut across lawns or landscape areas. No distinct pedestrian system that reflects desire and lives between program activity areas has been developed in the past. Condition of existing walks is fair to poor as they are old or not installed for long-term use.



Existing Uses

Pedestrian crossings at the entrance road within the oval and from parking areas place pedestrians in conflict with vehicular, service, or emergency access. Future paths should be designed to separate and reduce potential conflict areas.

The major academic and residential programs exist within a five-minute walk zone (100'-0"). The playfields, ceremonial area, and Bassett Home Road are within a five- to ten-minute zone.

Lighting

Illumination of public spaces is provided by floodlights from the buildings, a couple of cobra head pole lamps, and light from building window porches, etc.

There is no consistent light fixture or creative reinforcement of open space and circulation systems. Lighting is inconsistent in density and use, creating numerous dark areas in and around buildings.

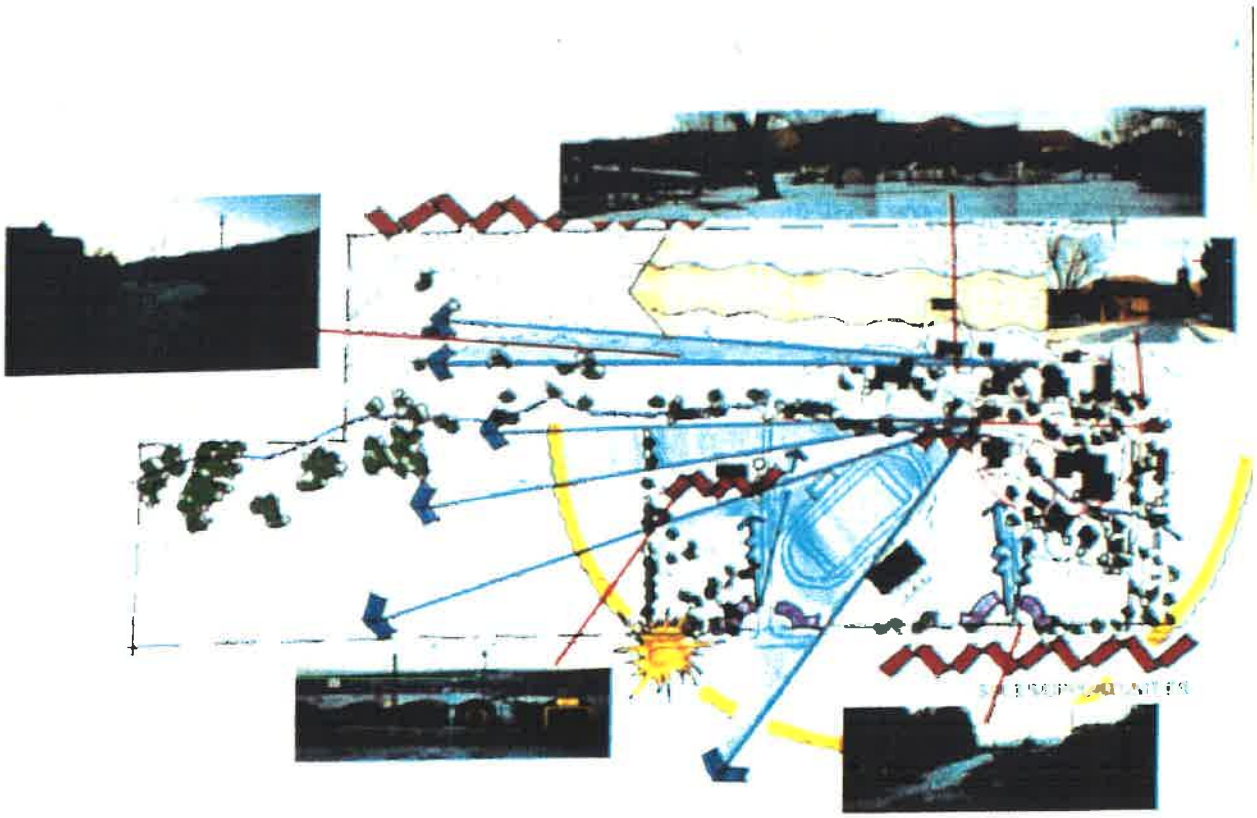
Landscape Structure

The core campus has evolved around the oval lawn area at the center. Most historic program activities surround this space. Secondary campus spaces occur between buildings and along the roads. Other campus structural elements include the canal, playfields, cemetery, and topographic character of the site.

Due to the site's orientation and elevation, wonderful views to the east,

west and south are realized. Links to the local community and sacred Navajo directions are a development opportunity. Views into the site are also important. Due to the "oasis" quality of the vegetation in the campus core and along the canal, the site is very visible from outside campus boundaries, the mesa above, and the hills outside Farmington.

The community context is a mixture of the same (remainder of Mission property); residential neighborhood at west property line, and commercial, residential, office mix along West Apache Street. Most of the adjacent properties are of poor visual quality and plans to screen them should be part of the Master Plan considerations.



Issues and Opportunities

STRUCTURAL REPORT

1. STRUCTURAL INFO.

May 19, 1997

Mr. Steve Thompson
Cunningham Group
2828 N. Central
Suite 1110
Phoenix, AZ 85004

RE: NAVAJO PREPARATORY SCHOOL
FARMINGTON, NEW MEXICO

I. Purpose:

The following report forms a portion of the overall evaluation for the master plan of the buildings at the Navajo Preparatory School in Farmington, New Mexico. The report presents the findings of our On-site observations and evaluations of the structural components of the following buildings:

1. Building 32: Central Building which house classrooms and meeting rooms.
2. Building 19: Dodge Hall houses women's dormitory on second floor and recreational facilities down stairs.
3. Building 20: Morgan Hall (Brief Description)
4. Building 21: Mc Donald Hall (Brief Description)
5. Building 26: Ahkeah Hall (Brief Description)
6. Building 16: Jones Hall (Brief Description)
7. Building 31: Cafeteria (Brief Description)
8. Building 30: Gymnasium (Brief Description)
9. Building 35: Annex Building (Brief Description)
10. Building 34: Administration (Brief Description)
11. Building 33: Administration (Brief Description)

II. Site Observations:

(This section will list each building individually and will describe the structural components of each building with a brief note as to it's structural stability and condition)

In general the buildings are in fair to good condition, except the obvious added on structures at Dodge Hall, Morgan Hall, Mc Donald Hall and Ahkeah Hall. There is evidence of settlement at various buildings, but these do not seem to be detrimental structurally and patching has been kept up.

III. Structural Repair Recommendations

With the idea that the dormitory buildings will probably be converted to other usage, we must consider maintaining the load transfer from roof to foundation. This will require careful study and placement of bearing wall elements. I will write something about each building.

1. Building 32: Main Central Building - Exterior stairs and walk ways need repair work, Facia entry needs repair work. Generally in good conditions.

2. Building 19: Dodge Hall - Generally in good shape need to consider wall placement in remodeling to maintain structural integrity. Remove all miscellaneous add on buildings which are in poor condition.

3. Building 20: Morgan Hall (Same as Building 19)

4. Building 21: Mc Donald Hall (Same as Building 19)

5. Building 26: Ahkeah Hall - Generally in good condition, maintain structural load paths and underpin footing at southeast corner.

6. Building 16: Jones Hall- In good condition some minor wall cracks which need repointing, some added on areas which need repairs or should be removed.

7. Building 31: Cafeteria - In good condition no structural remedial work required some cosmetic type work needed, water proofing of subsurface walls needed.

8. Building 30: Gymnasium - In good condition except the settlement problems, especially the lower buildings. Drainage needs to be addressed.

9. Building 35: Annex Classroom Building - In fair condition need some minor structural repairs.

10. Building 33 and 34 - Are generally in good condition need some minor repairs to keep exterior elements from future deterioration.

The original section of this building was constructed in 1925 and consists of two stories plus a full basement. The north end of the main building is an addition to the original section. This portion is approximately twenty feet wide. The south end is an open porch type entrance to the building.

The building is constructed as follows:

1. The roof system consists of wood trusses with 2x6 wood rafters at 24 inches on center.

2. The exterior above grade support wall system consists of brick veneer construction.

3. The below grade walls are stone masonry walls with interior gypsum wall board on wood furring.

4. The interior walls are predominately wood stud walls with gypsum wall board.

5. The floor and attic are constructed of 2x wood joists and wood decking.

6. The exterior siding of the north addition is wood shakes over wood stud walls.

The main entrance at the south side is of concrete construction on steel beams which is supported on four 12"x12" concrete columns. The entrance structure appears to be in good structural condition.

The planned conversion of this building from a dormitory and activities area to classroom usage can easily be accomplished. The building is in good structural condition some repointing of brick joints is required but this is not of major consequence. Exterior grading should direct water away from the building and the concrete walk along the west side should be replaced.

The load bearing wall partitions and structural support beams must be carefully shored and maintained during remodeling. Any addition reinforcement of the floor structure to accommodate the new usage can be easily accomplished from beneath the floor area as the ceilings will be removed and replaced. In removing cross walls, which are oriented east to west, care is required to augment their capabilities to resist lateral loads and to maintain bracing of the exterior north to south walls. Additional support for the sliding partition doors will be required.

The new proposed construction to the north of the building can be achieved most economically by using:

1. Reinforced concrete masonry retaining walls below grade.

2. Six inch bearing steel studs for the above grade exterior walls or a more flexible steel beam and steel column bearing system with infill nonbearing stud walls.

3. Four inch lightgage steel studs for interior walls.

4. Steel channel stringers and metal concrete filled pans for the stairs.

5. The basement floor slab should be a concrete slab on grade.

6. The floor framing at Level One and Level Two should be of wood construction, either 2x framing or prefabricated wood materials such as truss joist materials.

7. The most feasible and economical new roof structure will probably prefabricated preengineered wood trusses.

The building is generally in good structural condition. Some minor repair work is required, but the conversation to classroom usage appears to be a good selection which can be accomplished with relatively inexpensive structural modification.

This building constructed in 1929 is a two story structure with a partial basement. The building has undergone several renovations and appears to require a lot of work to improve its appearance, both inside and outside.

This building is constructed as follows:

1. The roof systems are pitched, constructed of wood rafters supporting a wood deck and asphalt shingles.

2. The exterior above grade first floor consists of predominately brick with an addition at the north side being 2x wood studs with wood shake siding.

3. Most of the second floor consists of wood stud framing with wood shakes as the exterior finish. At the center portion of the building the second story is brick.

4. The basement walls are stone masonry or concrete supported on a concrete foundation. The basement floor is a concrete slab on grade.

5. The interior walls are wood stud framing with gypsum wall board. Portions of the interior walls have been removed and replaced with beams to accomplish more open space.

6. The floors are constructed of 2x wood joists and wood decking.

The main entrance at the south side is wood frame construction supported by a concrete base. The wood framing appears to be in good structural condition, but the concrete steps need to be patched and repaired.

This building has supported fairly heavy loads at the first level due to its usage as a library. The proposed use for large classroom areas will need to be carefully designed from the structural support aspects. The building is generally not in very good condition and will require a lot of remedial work. The exterior of the building requires repointing and patching at several locations. It also would be a good idea to find some type of sealant to apply on the face of the brick to protect it from additional spalling. The exterior exposed wood members including the wood facia need to be scraped, cleaned, and painted. The wood decking on the second floor at several of the bathroom areas has rotted and will need to be replaced.

The load bearing wall partitions and structural support beams must be carefully shored and maintained during remodeling. Any addition reinforcement of the floor structure to accommodate the new usage can be easily accomplished from beneath the floor area as the ceilings will be removed and replaced. In removing cross walls, care is required to augment their capabilities to resist lateral loads and to maintain bracing of the exterior walls. The load bearing vertical support elements in the proposed remodel will need careful structural attention due to the large open spaces proposed. New beam and column support will need to be added. These will probably be steel beams and columns.

The new proposed construction to the north of the building can be achieved most economically by using:

1. Reinforced concrete masonry retaining walls below grade.

2. Six inch bearing steel studs for the above grade exterior walls or a more flexible steel beam and steel column bearing system with infill nonbearing stud walls.

3. Four inch lightgage steel studs for interior walls.

4. Steel channel stringers and metal concrete filled pans for the stairs.

5. The basement floor slab should be a concrete slab on grade.

6. The floor framing at Level One and Level Two should be of wood construction, either 2x framing or prefabricated wood materials such as truss joist materials.

7. The most feasible and economical new roof structure will probably prefabricated preengineered wood trusses.

The building is generally not in good structural condition. Some repair work is required, but the conversation to classroom usage appears to be possible but will require some structural modification.

The original section of this building was constructed in 1912 and consists of two stories plus a full basement at the northeast end of the main building is an addition to the original section. The addition is a single story plus basement. The south end is an open porch type entrance to the building.

The building is constructed as follows:

1. The roof system is a pitched hip roof, constructed of wood rafters and trusses supporting a wood deck and asphalt shingles.

2. The exterior above grade first floor consists of predominately brick with an addition at the northeast side being 2x wood studs with wood shake siding.

3. Most of the second floor consists of wood stud framing with wood shakes as the exterior finish. At the center portion of the building the second story is brick.

4. The basement walls on the main section are stone masonry or concrete supported on a concrete foundation. The basement floor is a concrete slab on grade. The basement area on the northeast addition are reinforced concrete masonry walls.

5. The interior walls are wood stud framing with gypsum wall board. Some interior walls are constructed of brick units. At the basement area several of the support walls are of masonry construction.

6. The floors and the attic area are constructed of 2x wood joists and wood decking.

7. The boiler room area at the north side consists of below grad concrete walls with a structural concrete floor deck.

The main entrance at the south side is wood frame construction supported by a concrete base. The upper deck consist of a concrete topping over light bar joists. The wood framing appears to be in good structural condition, but the concrete steps need to be patched and repaired.

The proposed use for large classroom areas will need to be carefully designed from the structural support aspects. The building is generally not in very good condition and will require a lot of remedial work. The exterior of the building requires repointing and patching at several locations. It also would be a good idea to find some type of sealant to apply on the face of the brick to protect it from additional spalling. The exterior exposed wood members including the wood facia need to be scraped, cleaned, and painted. The wood decking on the second floor at several of the bathroom

areas has rotted and will need to be replaced.

The load bearing wall partitions and additional structural support beams must be carefully shored and maintained during remodeling. Any addition reinforcement of the floor structure to accommodate the new usage can be easily accomplished from beneath the floor area as the ceilings will be removed and replaced. In removing cross walls, care is required to augment their capabilities to resist lateral loads and to maintain bracing of the exterior walls. The load bearing vertical support elements in the proposed remodel will need careful structural attention due to the large open spaces proposed. New beam and column support will need to be added. These will probably be steel beams and columns.

The new proposed construction to the north of the building can be achieved most economically by using:

1. Reinforced concrete masonry retaining walls below grade.

2. Six inch bearing steel studs for the above grade exterior walls or a more flexible steel beam and steel column bearing system with infill nonbearing stud walls.

3. Four inch lightgage steel studs for interior walls.

4. Steel channel stringers and metal concrete filled pans for the stairs.

5. The basement floor slab should be a concrete slab on grade.

6. The floor framing at Level One and Level Two should be of wood construction, either 2x framing or prefabricated wood materials such as truss joist materials.

7. The most feasible and economical new roof structure will probably prefabricated preengineered wood trusses.

The building is generally not in good structural condition. Some repair work is required, but the conversation to classroom usage appears to be possible and will require some structural modification.

The original section of this building, the East Wing, was constructed in 1935 and consists of two stories plus a partial basement. The other portions are the Center Section, built in 1936; the West Wing, built in 1937; and the Old Gymnasium, constructed in 1940. The north end is an open porch type entrance to the building.

The building is constructed as follows:

The East Wing is a two-story building with partial basement and has a gable roof:

1. The foundation system is continuous concrete wall footings.
2. The basement walls are concrete.
3. The perimeter bearing walls are brick to the attic level and wood stud above, covered with wood shakes.
4. The interior walls at the main floor are wood stud or concrete.
5. At the second floor, the interior walls are all of wood stud.
6. Main floor is slab-on-grade and second floor is of 2x wood joist, wood deck and hardwood flooring.
7. The walls in the partial basement are concrete or brick. The floor is slab-on-grade.
8. The roof over the east wing consists of riveted steel trusses spaced at 17'-6" on center, spanning approximately 51' in east-west direction and supported on solid brick bearing walls, with piers projecting 4' at each truss.
9. 2 x 12 wood joists at 24" on center span from truss to truss and support the wood roof deck, roofing and asphalt shingles. There are wood x-bridging between all joists at quarter points of the span. The steel trusses and wood joists appear to be in good condition.

The Center Section, a gable roof building, has two floors and a basement.

1. The foundation system is continuous concrete wall footings.
2. The basement exterior walls are concrete.

3. The exterior bearing walls above grade are solid brick.

4. The interior walls at the basement and main floor are wood stud or concrete.

5. At the second floor, interior walls are all of wood stud.

6. Basement floor is concrete slab-on-grade.

7. The main floor is concrete slab and beams. There are also some steel beams encased in concrete. The second floor is of wood joists. The roof construction is wood trusses spanning 39 feet and spaced at 16" on center. Truss members are 2 x 6 and a continuous 2 x 6 ridge member connects tops of the trusses. These trusses support 3/4" wood deck, roofing and wood shingles.

The West Wing is a three-story and basement building and has a gable roof.

1. The foundation system is continuous concrete wall footings.

2. The basement exterior walls are concrete.

3. The exterior bearing wall above grade are solid brick.

4. The interior walls at the basement and main floor are wood stud or concrete. At the second and third floors, interior walls are all of wood stud covered with plaster or gyp-board.

5. Basement floor is concrete slab-on-grade. Main floor is of concrete slab and beam, and some steel beams encased in concrete. Second and third floors are wood joists and wood deck.

6. The roof system is of 2 x 6 wood rafters at 24" on center which are trussed.

7. The exterior end walls in the attic are 2 x 8 stud at 24" on center and are covered with wood shakes.

The Old Gymnasium is a single story gable roof structure.

1. The foundation system is continuous concrete wall footings.

2. The floor is hardwood on wood deck which in turn is supported by 2 x8 wood joists at 16" on center. There is a crawl space under this floor.

3. Exterior bearing walls are solid brick. The roof system consists of riveted steel trusses similar to east wing roof trusses. These are spaced at 17-0" on center, spanning approximately 56 feet in north-south direction and are supported on solid brick bearing walls with piers projecting 4" at each truss.

4. 2x wood joists at 24" on center span between these trusses and support the wood roof deck, roofing and asphalt shingles.

5. End walls above truss bearing elevation are 2 x 8 wood stud and are covered with wood shakes.

The main entrance at the north side is wood frame construction supported by a concrete base. The wood framing appears to be in good structural condition, but it needs patching and painting.

The proposed use for large classroom areas will need to be carefully designed from the structural support aspects. The building is generally in very good condition and will not require a lot of remedial corrective work. The exterior of the building requires repointing and patching at several locations. It also would be a good idea to find some type of sealant to apply on the face of the brick to protect it from additional spalling. The exterior exposed wood members including the wood facia need to be scraped, cleaned, and painted.

The load bearing wall partitions and additional structural support beams must be carefully shored and maintained during remodeling. Any addition reinforcement of the floor structure to accommodate the new usage can be easily accomplished from beneath the floor area as the ceilings will be removed and replaced. In removing cross walls, care is required to augment their capabilities to resist lateral loads and to maintain bracing of the exterior walls. The load bearing vertical support elements in the proposed remodel will need careful structural attention due to the large open spaces proposed. New beam and column support will need to be added. These will probably be steel beams and columns.

The exterior stair elements are in need of repair. The concrete surfaces can be patched with epoxy compounds. Many of the wood floor areas will need to be leveled and patched where damage is noted during remodeling.

New Buildings
Structural Systems Recommendation

Dormitories
Student Center
Library
Cultural Center
Hogan

It is strongly recommended that all building areas subsurface soils be investigated for foundation support parameters by obtaining a geotechnical subsurface investigative report. The report will provide recommendations for foundation systems as well as all soil related loading requirements.

After reviewing the building schematic layouts and function, the following proposed structural materials are recommended:

1. Reinforced continuous concrete foundations and concrete stem walls.

2. Concrete masonry walls with possibly a brick veneer or a steel frame beam and column system with metal studs as nonbearing wall elements with a brick veneer.

3. Typical bar joists at the roof areas.

4. Steel metal deck for the structural roofs.

5. Concrete slab on grade at the first floor level.

6. The second story framing areas should be a concrete slab poured on a metal deck over steel bar joists which are supported on a steel beam and steel column frame system.

New Buildings **Fir e Arts Center**
Structural Systems Recommendation **Th atre**

It is strongly recommended that all building areas subsu face soils be investigated for foundation support parameters by obtaining a geotechnical subsurface investigative report. The report will provide recommendations for foundation sy stems as well as all soil related loading requirements.

After reviewing the building schematic layouts and fun ction, the following proposed structural materials are recommended:

1. Reinforced continuous concrete foundation and concrete stem walls or possibly drilled concrete piers with concrete rade beams.

2. Concrete masonry walls with possibly a bric veneer or a steel frame beam and column system with metal studs as nonbe: ring wall elements with a brick veneer.

3. Typical bar joists at the roof areas with spans of 40 feet or less Longspan bar joists for spans greater than 40 feet.

4. Steel metal deck for the structural roofs.

5. Concrete slab on grade at the first floor level.

6. The mezzanine framing areas should be a conc ete slab poured on a metal deck over steel bar joists which are supported on steel beam and steel column frame system.

7. Steel beams should be utilized for stage equip nent.

The systems proposed for these types of facilities are usua y heavier and hardier type of materials because larger open areas are desired. The heights of the building and the heavier static and lateral loads usually lead to the proposed structur: systems.

This building constructed in 1955 is a one story structure. The building has two wings, the east and west which are joined by the center section.

This building is constructed as follows:

1. The roof systems are pitched, constructed of wood rafters supporting a wood deck and asphalt shingles.

2. The exterior above grade first floor walls are brick covered with cement plaster on the inside.

3. The interior walls are wood stud framing with gypsum wall board and concrete masonry walls.

4. The floors are concrete poured on grade.

5. The foundations are continuous type concrete footings.

The building is generally in fair condition and will require some remedial work. The exterior of the building requires repointing and patching at several locations. It also would be a good idea to find some type of sealant to apply on the face of the brick to protect it from additional spalling. The exterior exposed wood members including the wood facia need to be scraped, cleaned, and painted. If this building continues to be used the foundation at the southwest area may need to be underpinned.

The Gymnasium was built in 1967, is a single story, has a flat roof. At each end, there is a low roof extension to the main building which houses the lockers, offices, etc.

The building is constructed as follows:

1. The structural roof system of the main gymnasium consists of perimeter steel columns spaced at 14'-0" on center, steel joist girders spanning 74' from column to column and open web steel joists at 4' on center spanning 14'-0" between joist girders. Steel joists have top and bottom horizontal bridging rods at midspan. Joist girders are supported to the columns.

2. The exterior walls are reinforced concrete masonry walls.

3. The below grade walls are concrete masonry walls with a continuous concrete footing.

4. The interior walls are predominately reinforced concrete masonry walls.

5. The roof decking is a tectum fiber decking material.

6. The roof framing lower areas at the northeast and southwest are steel bar joists.

The planned expansion of this building will require careful structural interfacing of the existing structure to the new buildings. The building is generally in good structural condition. The existing concrete masonry walls require some repair and patching in areas which have differential movement or shrinkage cracking and water damage. Where the new expansion abuts the existing building careful support and care not to undermine the existing building will be necessary.

The following proposed structural materials for the expansion are recommended:

1. Reinforced continuous concrete foundations and stem walls.

2. Concrete masonry walls with possibly a brick veneer.

3. Longspan steel bar joists bearing on the concrete masonry walls for the high gymnasium area.

4. Typical bar joists at the low roof areas.

5. Steel metal deck for the structural roofs.

6. Concrete slab on grade at the first floor level.

7. The low height areas can be steel beam and column for the main support elements with nonbearing steel stud curtain walls and a brick veneer.

An alternate system which is currently being utilized for large open spaces such as gymnasium is metal buildings frame elements with modifications to the wall system as desired by the design.

It is strongly recommended that all new building area subgrade soils be investigated by obtaining a geotechnical report which addresses foundation support parameters.

Structural Evaluation **Cafeteria Building 32**

The cafeteria was constructed in 1968. It is a one-story structu : with a partial basement.

The building is constructed as follows:

1. The roof system is a pitched roof, constructed o: wood framing trusses supporting a plywood deck and asphalt shingles.

2. The exterior above grade walls consist of concre e block or a brick face veneer on concrete block.

3. The floor in the south section over the basemer is a concrete slab on tensilform supported by steel bar joists.

4. The basement walls are reinforced concrete mas(ıry units supported on a concrete foundation. The basement floor is a concrete sl: ɔ on grade. The first floor at the dining hall is also a concrete slab on grade.

5. The interior walls are wood stud framing with g: psum wall board. Some interior walls are constructed of concrete. At the base ıent area several of the support structures are steel beams bearing on steel colum s.

6. Over the basement the floor slab is supported by c(ncrete masonry blocks and a steel beam.

There are signs of efflorescence on the walls inside the basemen . This would be an indication of moisture in these walls. We recommend modification of the grade around the exterior of the building to ensure that roof run-off is carried away from the build: ıg and not allowed to saturate the soils adjacent to the basement walls. Downspouts and splash blo k should carry the roof run-off to a point a minimum of 10 feet from the building.

This building is in good condition from a structural perspective.

This buildings constructed around 1953 these are one story structure which was originally used as residences.

This building is constructed as follows:

1. The roof systems are pitched, constructed of pr fab pre-engineered type wood trusses supporting a wood deck and asphalt s ingles. Some areas are wood rafter framing.

2. The exterior above grade first floor walls are wood stud stucco or veneered brick.

3. The interior walls are wood stud framing with g psum wall board and concrete masonry walls.

4. The floors are concrete poured on grade.

5. The foundations are continuous type concrete footings.

6. The basement walls at one residence are reinf rced concrete.

The building is generally in fair condition and requires little emedial work. The exterior of the building requires repointing and patching at several loca ions. It also would be a good idea to find some type of sealant to apply on the face of the br ck to protect it from additional spalling. The exterior exposed wood members including the wood facia need to be scraped, cleaned, and painted.

This building is a one-story classroom structure. It is comp ised of three section. Section A, built in 1957, has a rectangular plan and is approximatel 24' x 77'. Section B, built in 1959, has an L shape plan. Section C, built in 1960, also has a rectangular plan and is approximately 24' x 40'.

This building is constructed as follows:

1. The roof systems are flat, constructed of pre ab pre-engineered type wood trusses supporting a wood deck and built up r of system.

2. The walls are exposed concrete block and wo d studs with wood siding.

3. The floors are concrete poured on grade.

4. The foundations are continuous type concrete ootings.

The building is generally in fair condition but will require son e remedial work. The exterior of the building requires repointing and patching at several lo cations. The exterior exposed wood members including the wood facia need to be scraped cleaned, and painted.

Structural Evaluation **Bassett College**

This building is a one story residential structure.

This building is constructed as follows:

1. The roof systems are pitched, constructed of vood rafters supporting a wood deck and asphalt shingles.

2. The first floor walls are wood frame.

3. The interior walls are wood stud frame const uction.

The building is in very poor condition and should be dem olished. Remedial work is not feasible and will be very expensive.

M/P/E Report

2. M/P/E INFO.

MECHANICAL & ELECTRICAL - Navajo Prep School - Farmington, NM

Preliminary Evaluation of the Present Conditions and Future Additions

Mechanical:
In most of the buildings on campus the heating and cooling systems need replacing. In some of the buildings the heating system is either old type radiators or old type fin tube. These are dated and do not allow even heating and in some cases insufficient heating. The water heating boilers in some of the building have been replaced in recent years and could be used again with replacement of the heating system. The new heating systems that could be used are forced air type, new fin tube hot water heating system, or some combination of these along with the Trom wall passive system that is being considered. Good insulation will be required and also some method of reducing infiltration through the windows and building structure to a tolerable level. The building needs to be sealed against the blowing winds that are prevalent in Farmington. The Cuningham Group will be addressing this issue.

Ventilation, using outside air, will normally give good comfort conditions if it is filtered and the outdoor weather is not too hot or too cold, so that should be a consideration in the mild climate conditions. Air conditioning will be considered for the administrative are and also the library. Other areas will have evaporative cooling for the summer months, unless there is a strong desire to have air conditioning due to the students remaining on campus during the summer months. This will depend on the program information that is developed by The Cuningham Group, and the amount of finances that area available. Air conditioning of various buildings is obviously more comfortable in the warmer summer months, especially during the more humid periods of the summer, however it will cost more to operate than evaporative cooling. The evaporative cooling system will have to be given more attention once or twice a year to maintain them.

In the new buildings we suggest using a forced air system with low return air for best comfort. This can be combined with evaporative cooling or air conditioning, depending on the service of the building. The heating fuel should be natural gas since it is readily available in the area and cost effective for heating compared to most any other fuel. Where air conditioning is desired, air cooled package systems seem to be appropriate and these systems are usually easily maintained with local talent being available in the area.

The plumbing systems in the existing building need to be replaced when they are remodeled and new sewer services need to be developed. Domestic hot water will be from gas fired water heaters.

Fire protections systems will be placed in each new and old building using a fire sprinkler system fed from dedicated fire mains run throughout the campus. These will be tied into the fire alarm system.

Electrical:

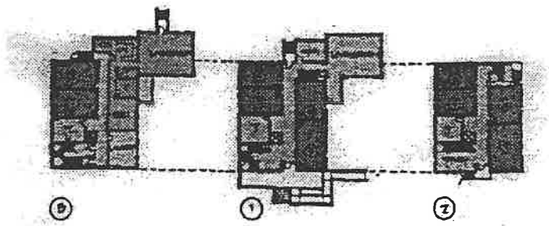
The electrical system for the campus is presently a single phase 220 volt distribution system. This is not desirable for any expansion. With the additions planned, it should be revised to a 208 volt 3 phase or 460 volt 3 phase system for better distribution. If funds are available this system should be placed underground. New services should be delivered to all building, old and new. This service would most likely come in from the north side of the campus and not be visible except where its service comes into the campus.

The older buildings as they are renovated should have the electrical system completely replaced for safety and meeting current electrical code requirements. All new buildings will have an electrical distribution system meeting the current electrical building code and have modern lighting systems consistent with the function of the given building.

A new fire alarm system will be installed in all existing and new buildings with annunciation at the appropriate locations.

A single meter would be advisable since the rate structure is usually best under those conditions.

Site lighting needs to be added to the campus for security and general usage. This will be done with combination lighting from new and older buildings and emphasis placed in areas that are more popular for congregating and other school activities.



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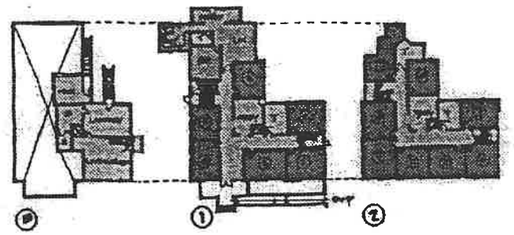
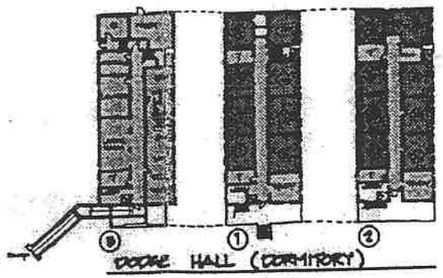


MORGAN HALL (DORMITORY)



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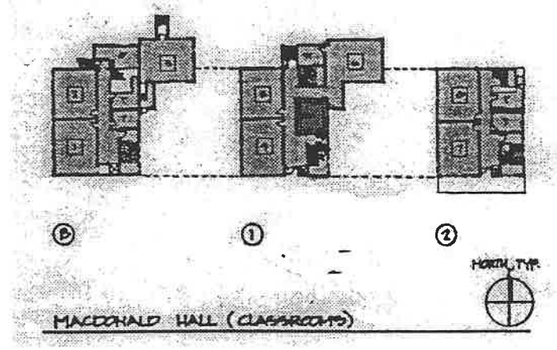
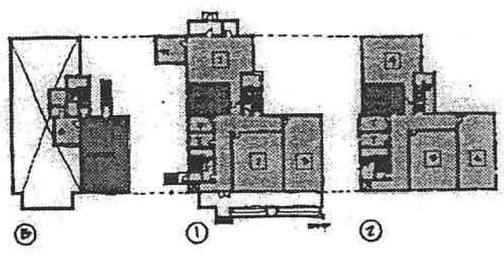


MACDONALD HALL (CLASSROOMS)



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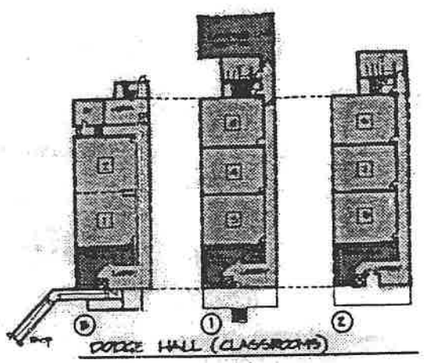

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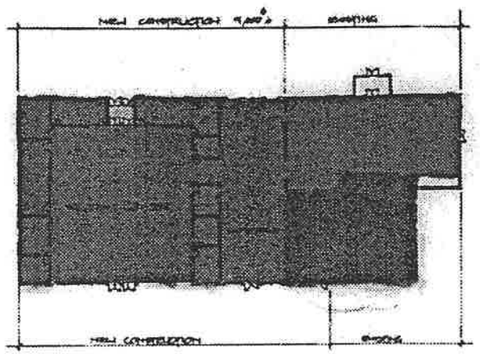
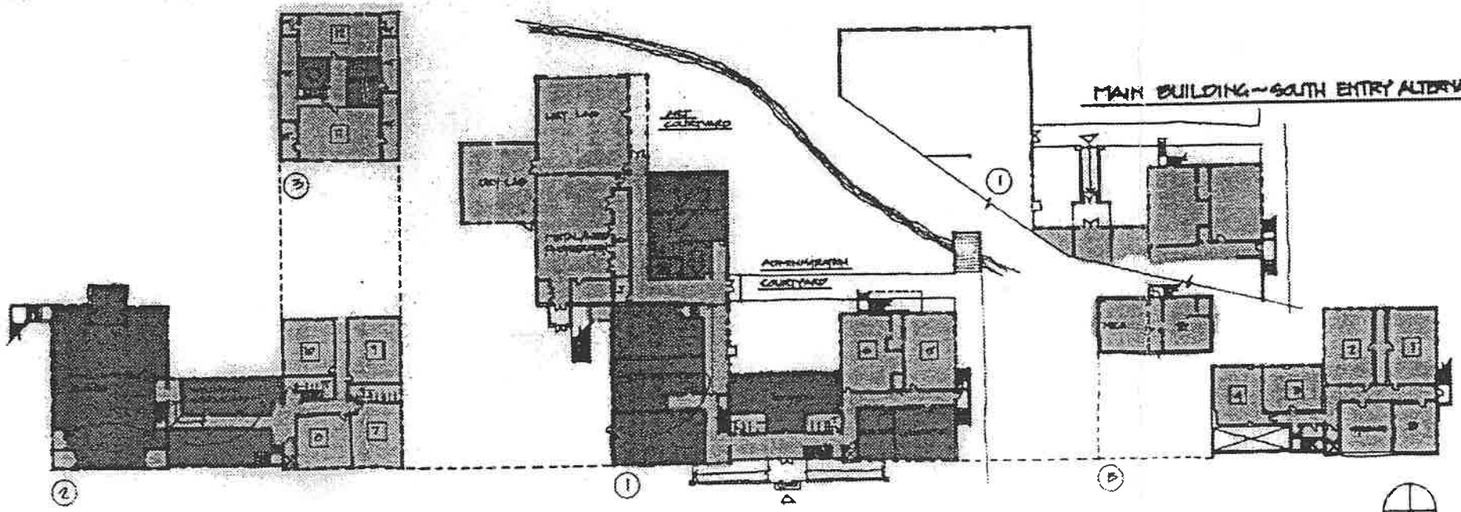


STUDENT CENTER / CAFETERIA EXP.

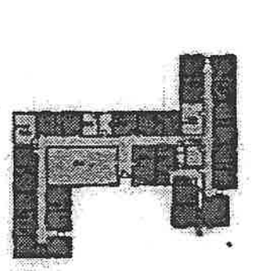


MAIN BUILDING. (ADMINISTRATION/CLASSROOMS)

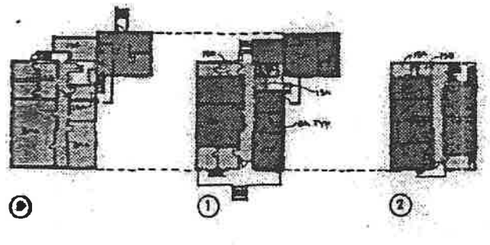
MAIN BUILDING. - SOUTH ENTRY ALTERNATE

NOTE: PLANS ROTATED 180°

NORTH



AHKEAH HALL



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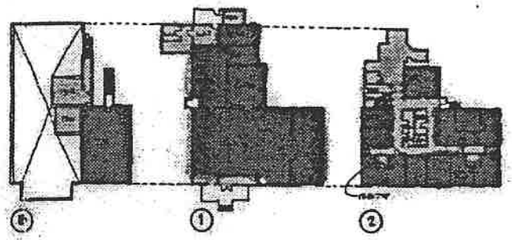

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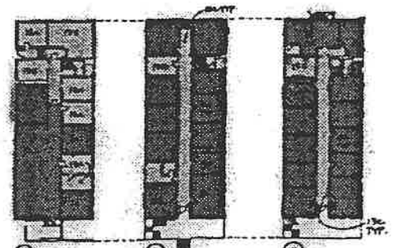

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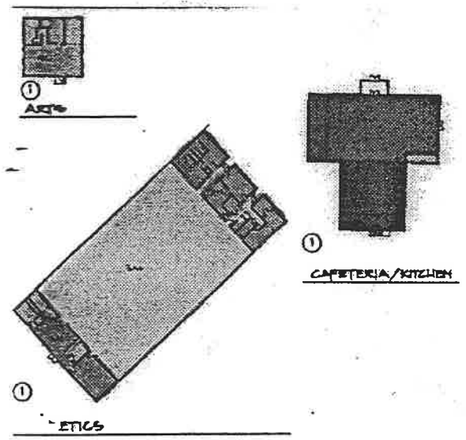
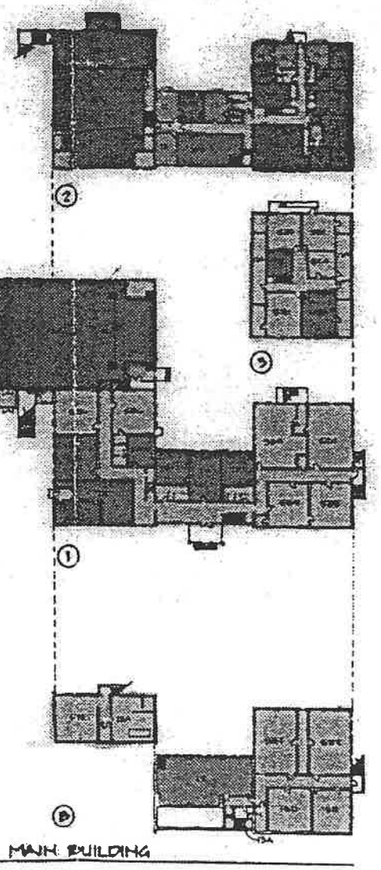
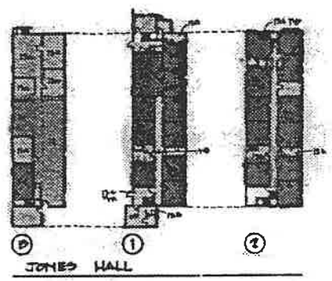


ETICS

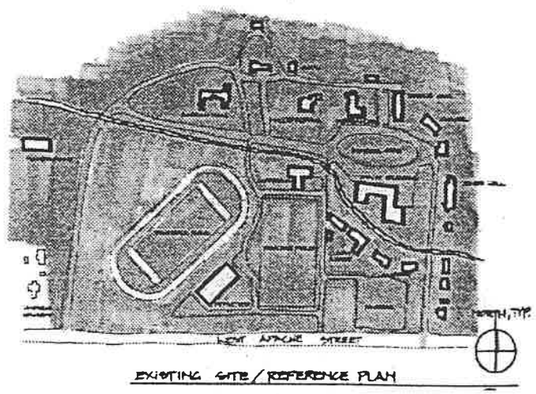
CAFETERIA/KITCHEN



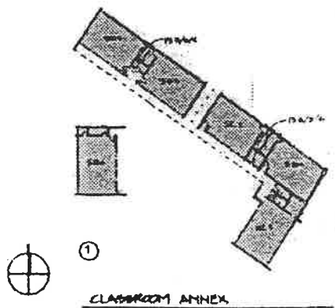
MAIN BUILDING



JONES HALL



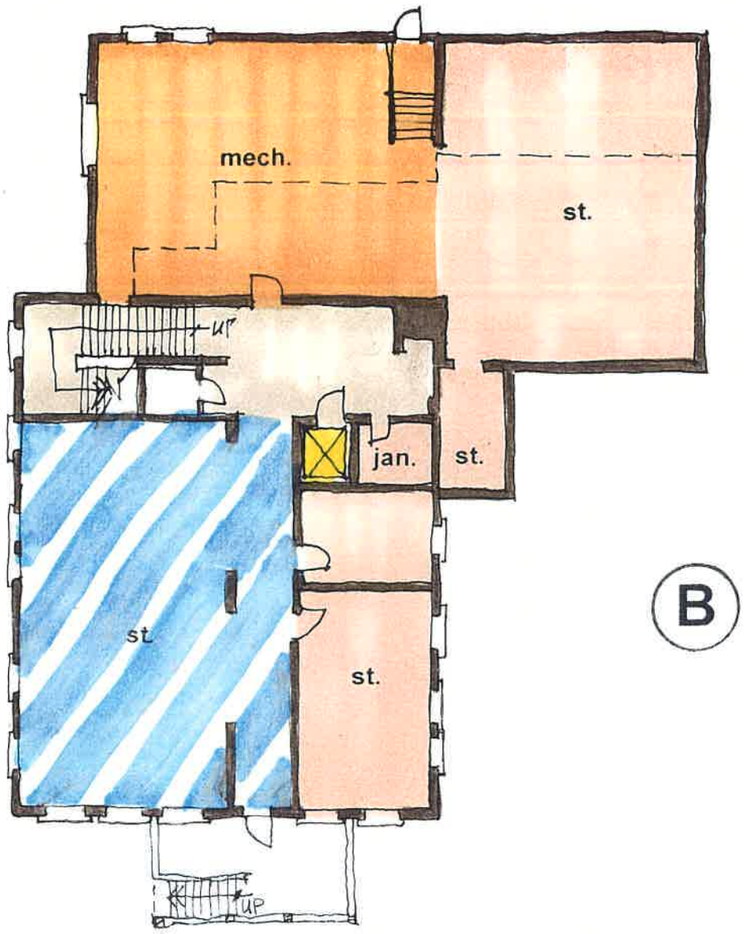
EXISTING SITE/REFERENCE PLAN



CLASSROOM ANNEX

- LANDSCAPE/SITE FEATURES
- TRANSPORTATION/B&G/MAINTENANCE
- ACTIVITIES/ATHLETICS
- AUDITORIUM
- CURRICULAR SPACE
- LIBRARY/COMPUTER/TECHNOLOGY
- STUDENT SERVICES/ADMIN/BUSINESS
- RESIDENTIAL SERVICES
- FOOD SERVICES
- HISTORICAL/CULTURAL PROGRAM
- COMMUNITY PARTNERSHIPS
- UNASSIGNED
- SUPPORT SPACE

INDEX



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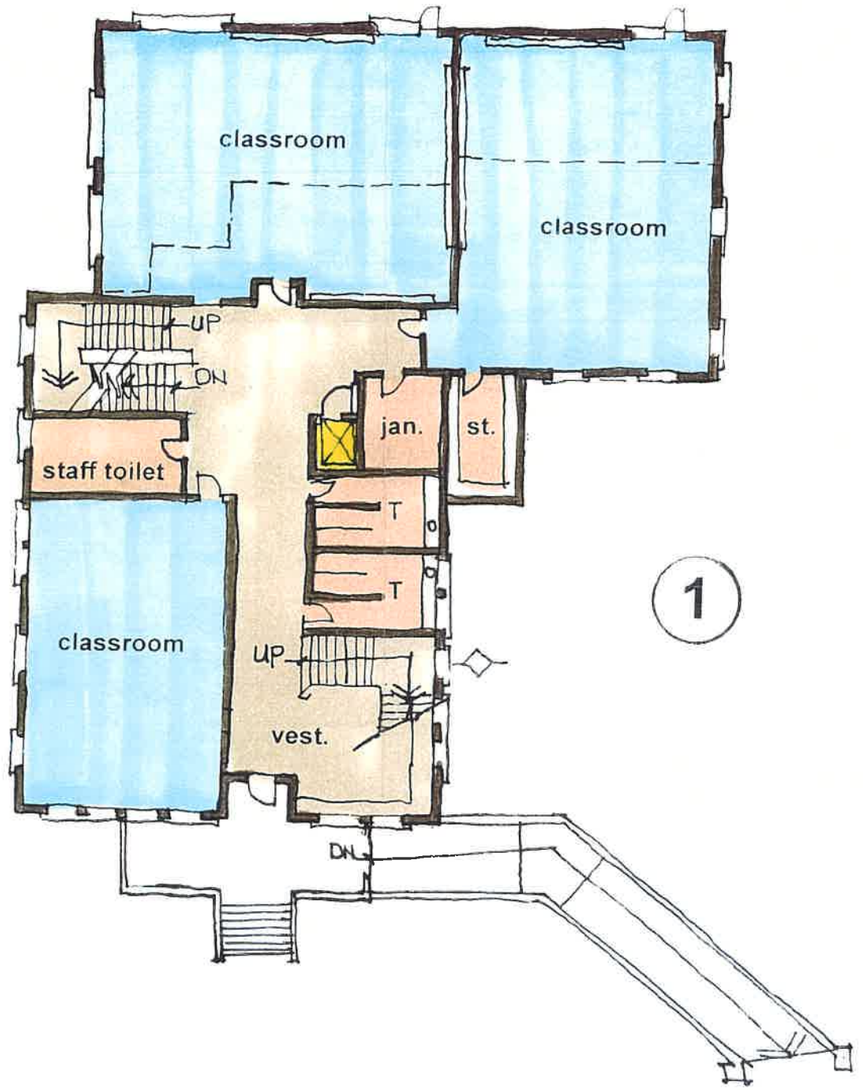

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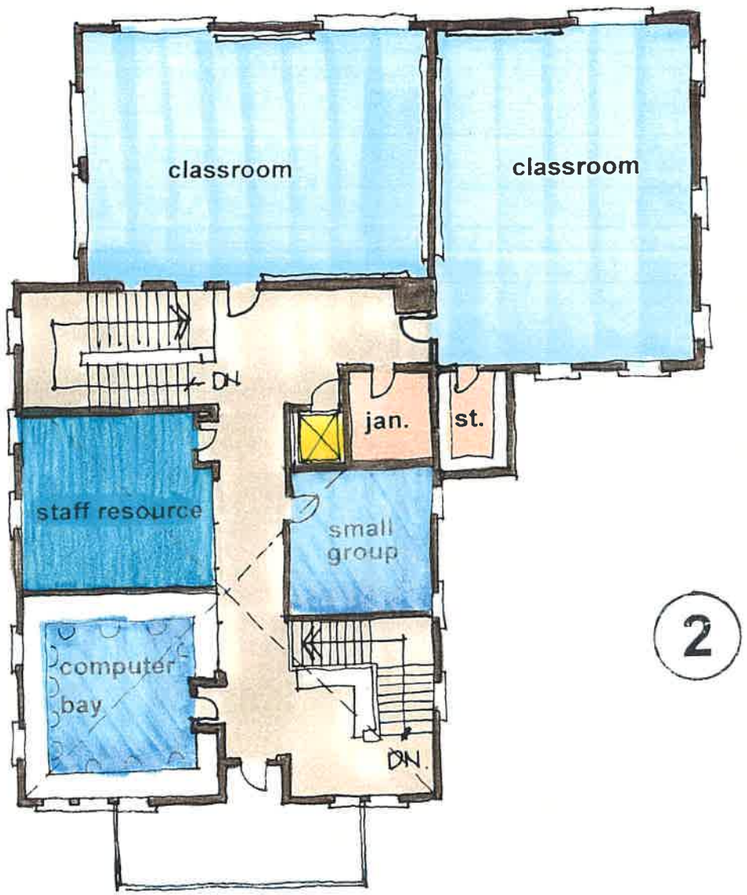
MacDonald Hall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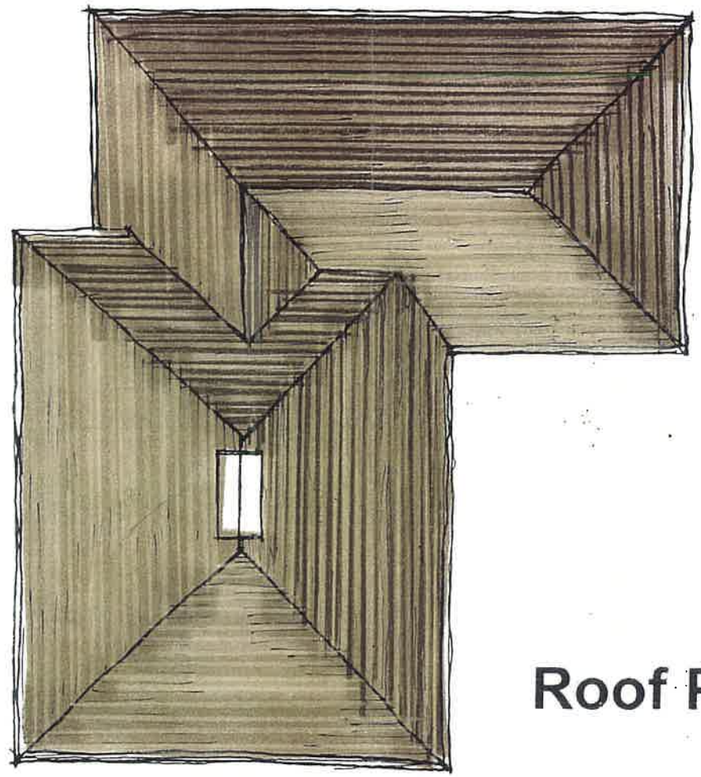
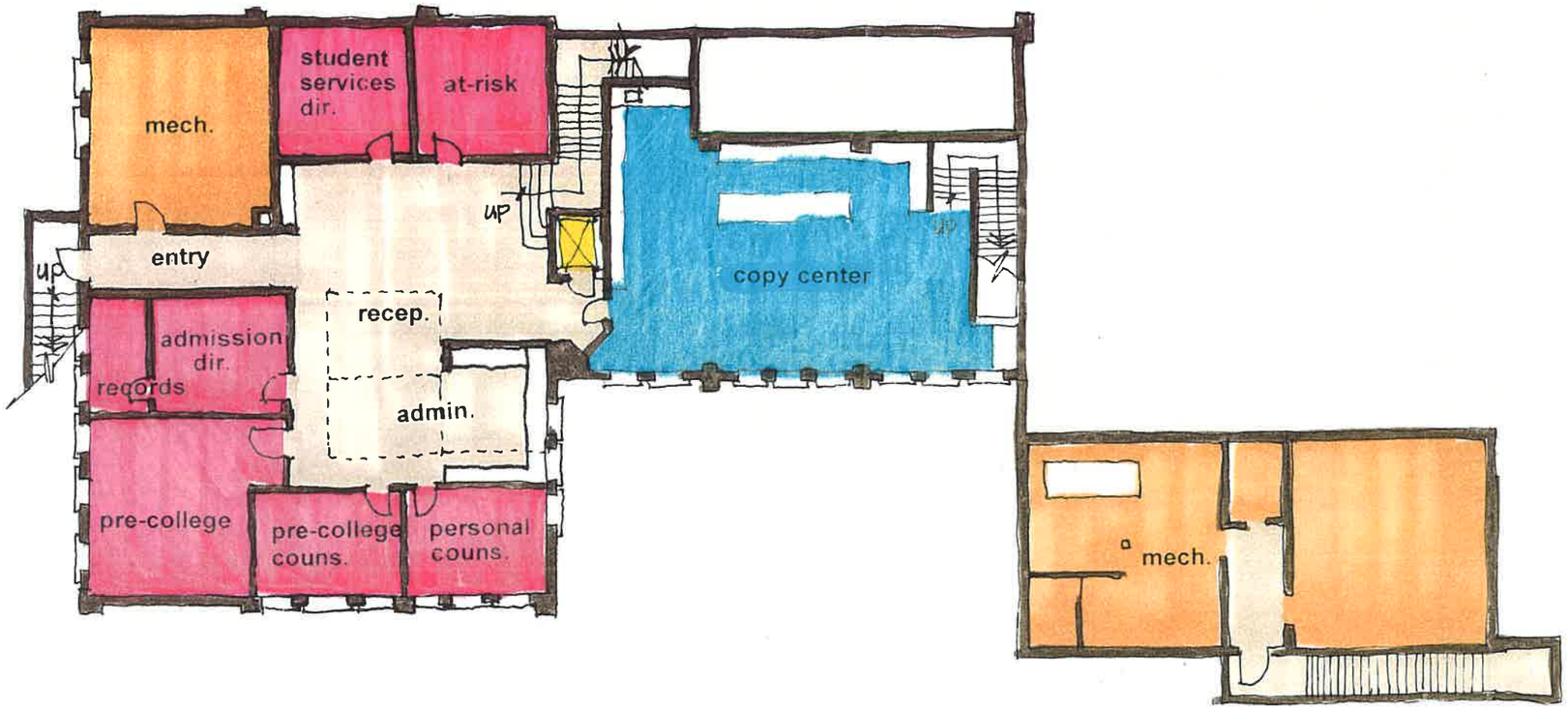


Roof Plan



B

Main Building


classroom
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classroom
classroom
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science lab
UP
DN
BUSINESS OFFICE
FACULTY MGMT.
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st.
UP
entry
entry
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records
admin.
regis.
board room
dir
dir. devel.
assist. dean
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classroom
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computer lab
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assembly
science lab
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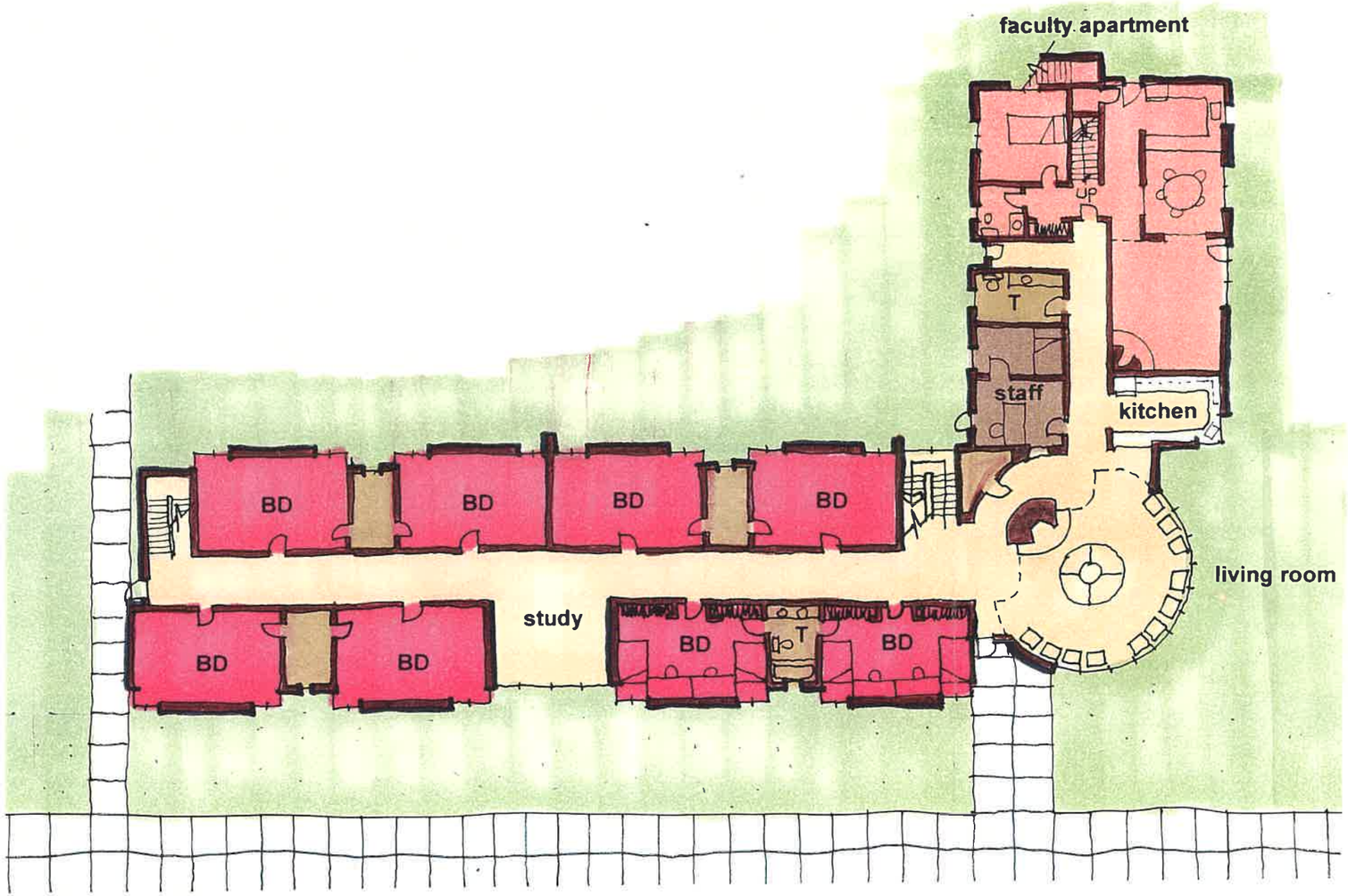
video production lab
sound lab

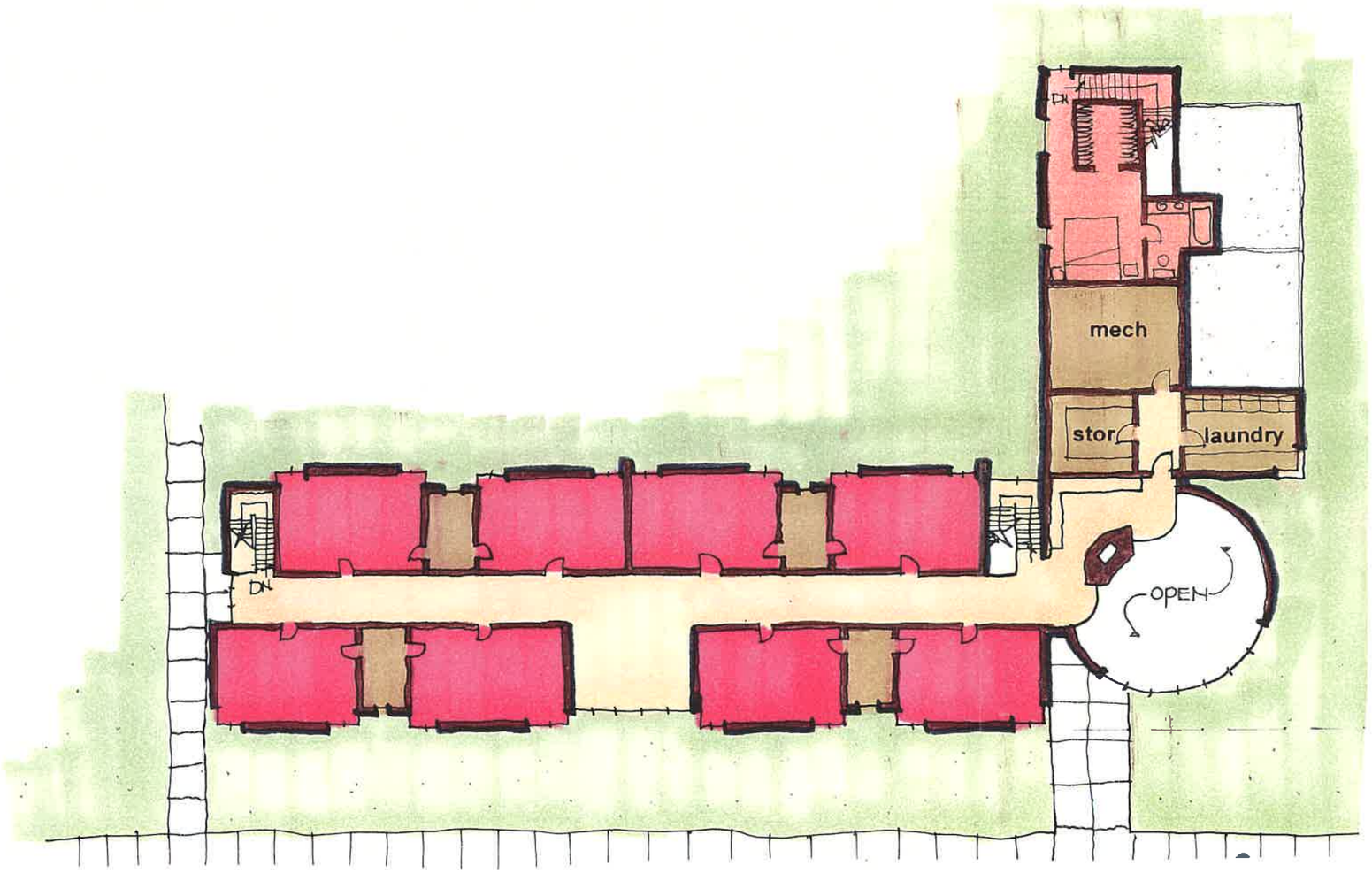
2



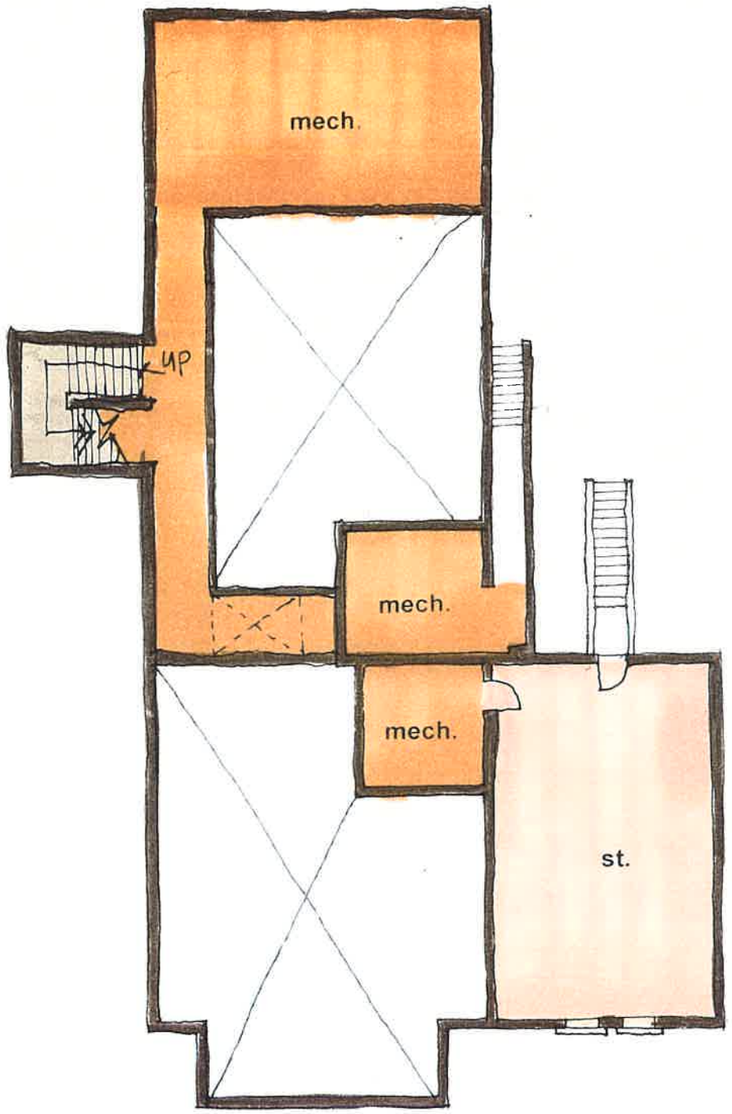
Student Residence – Level One

North

1/16th = 1'-0"



Student Residence – Level Two



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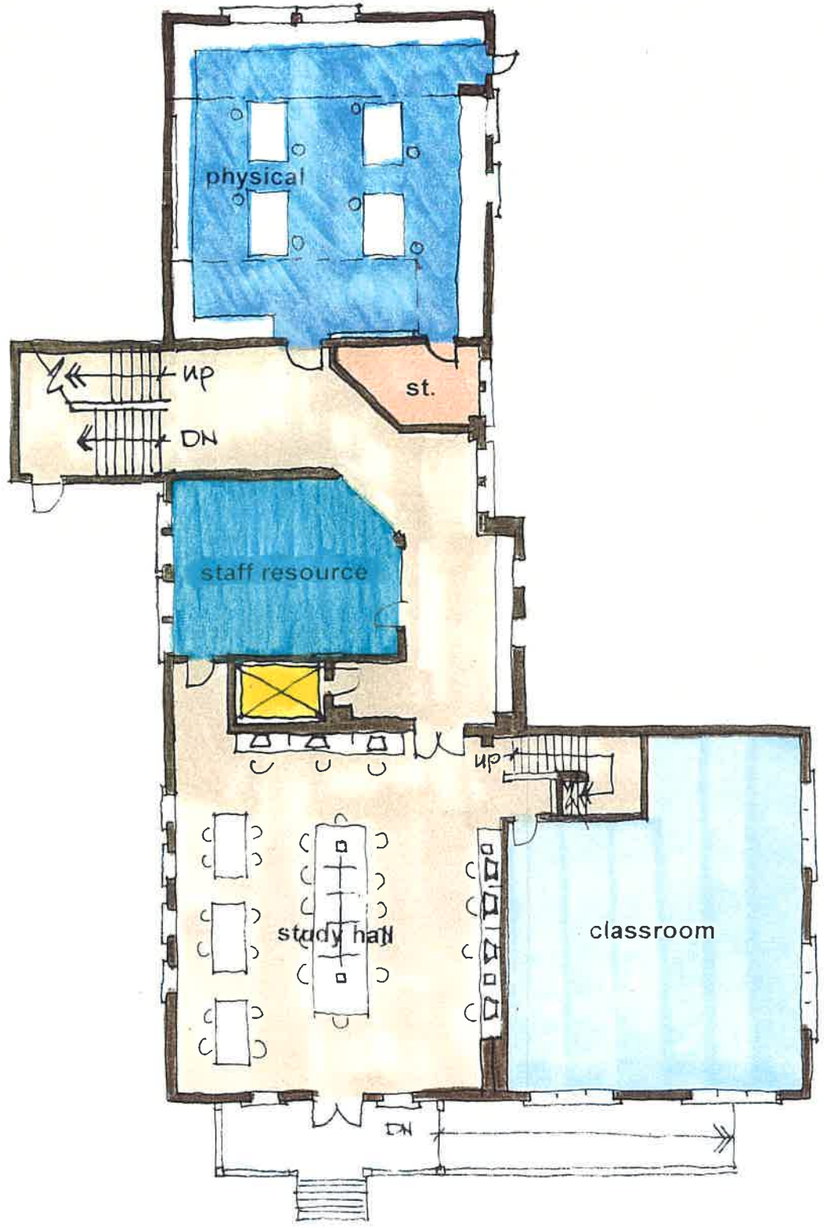

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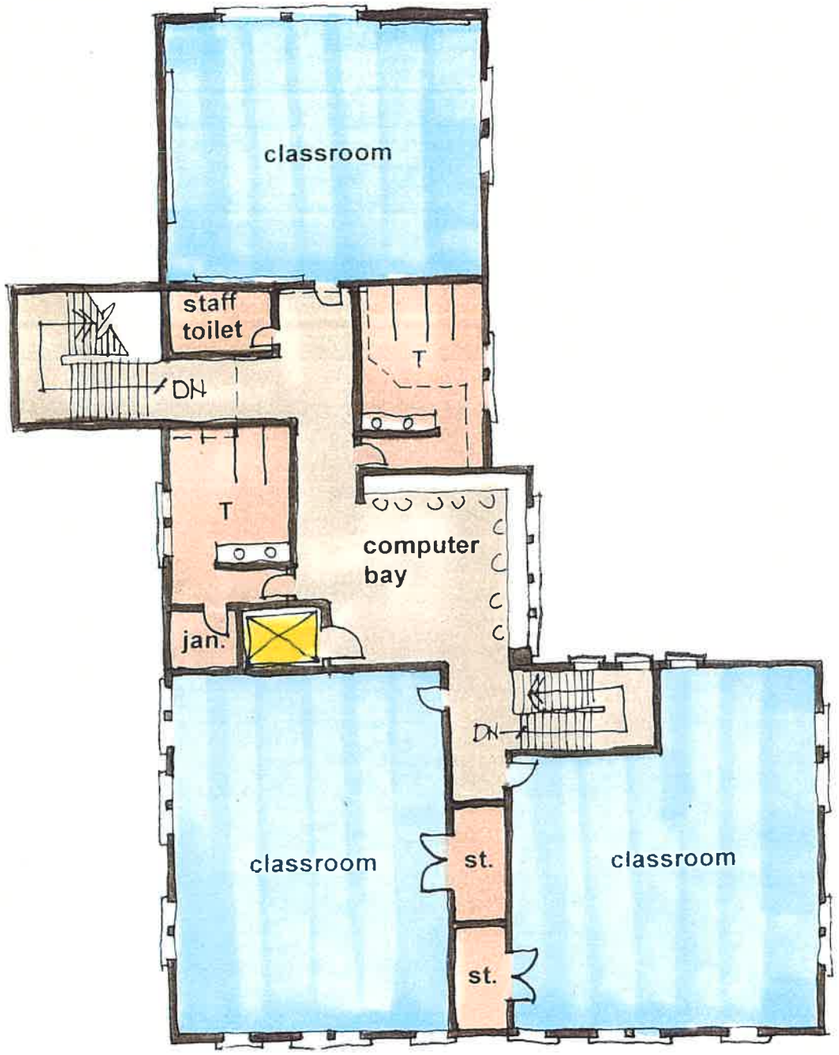
Morgan Hall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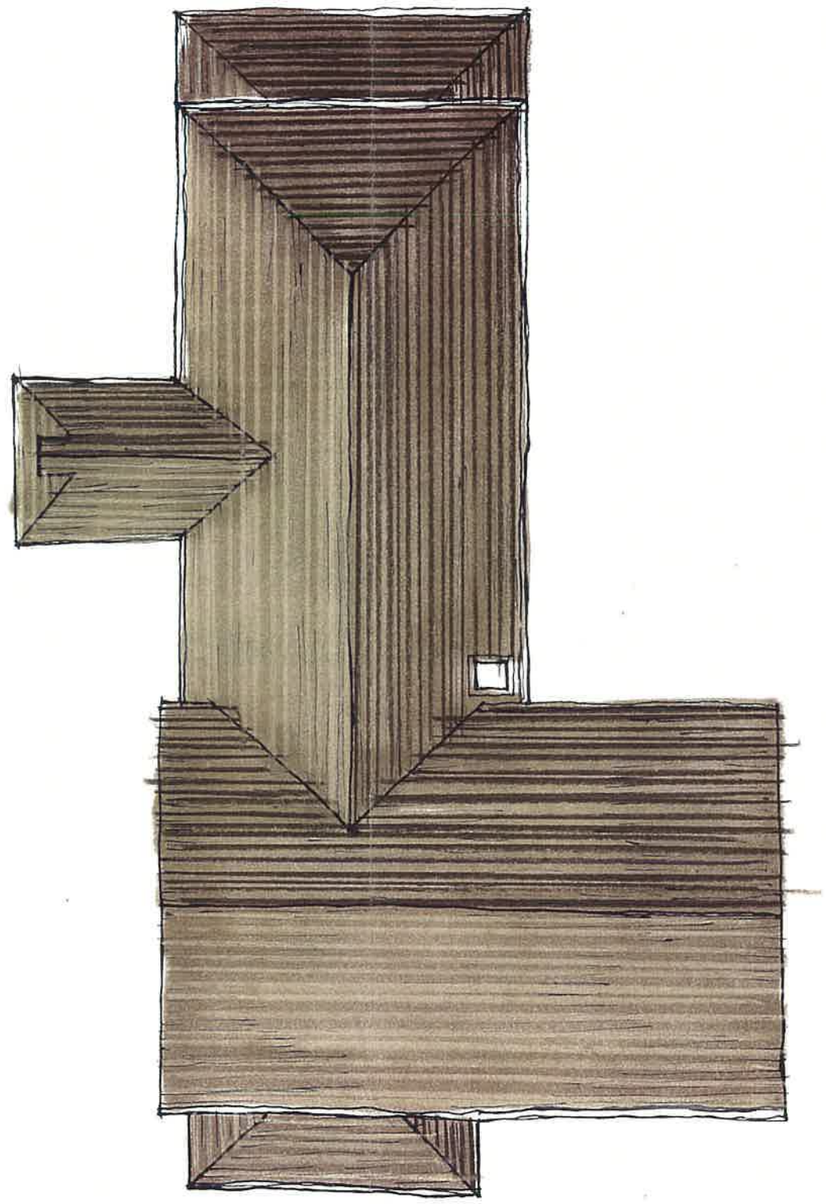
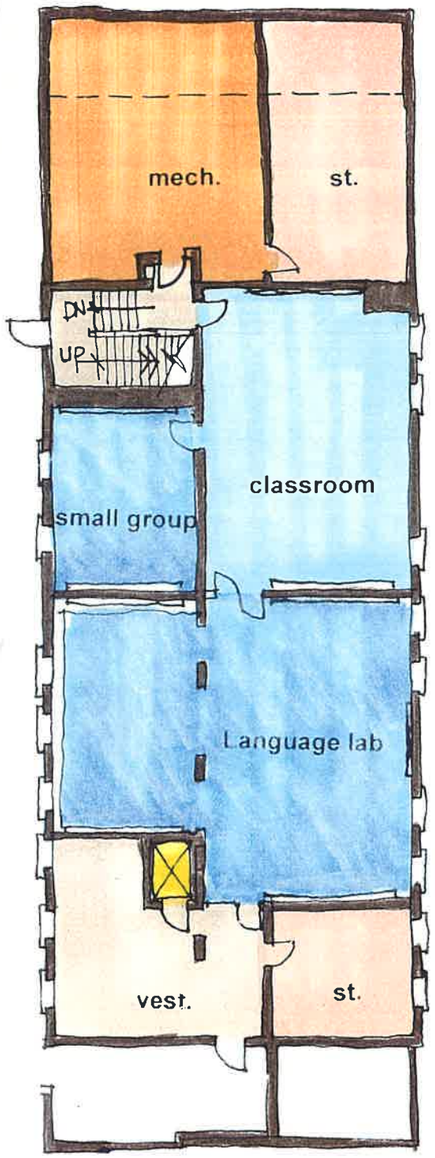


Roof Plan



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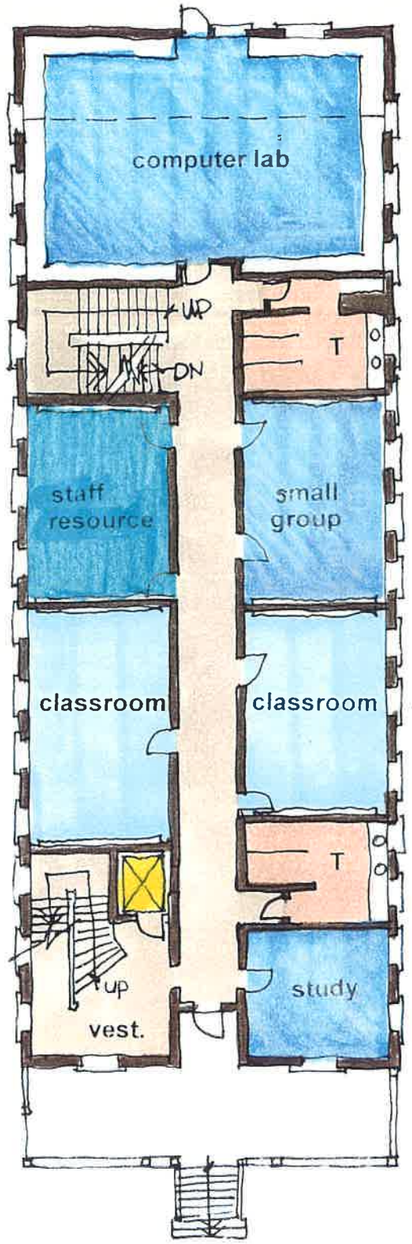

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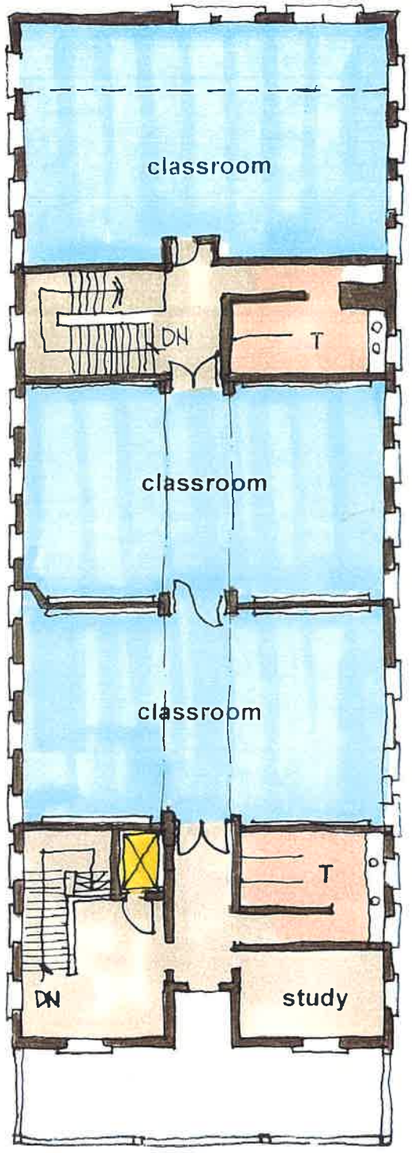

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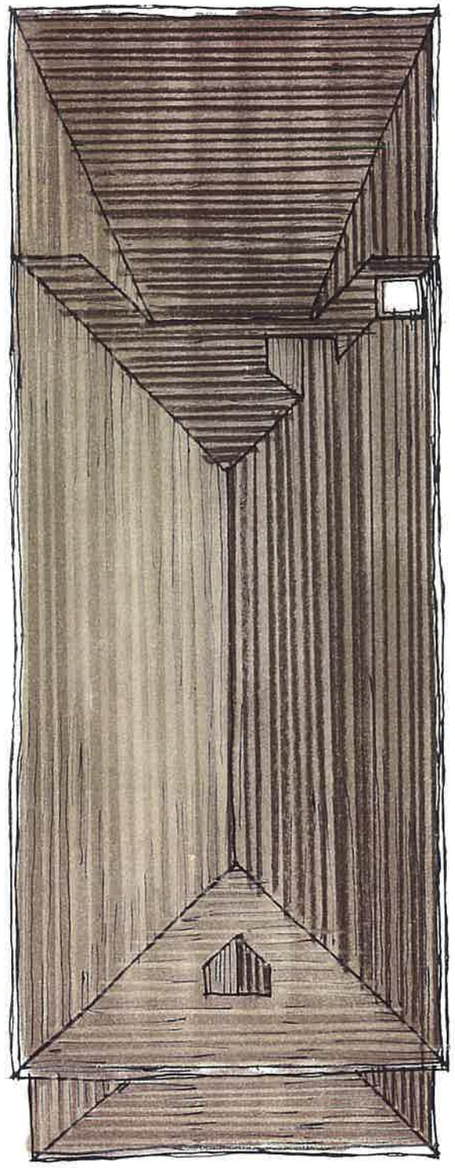
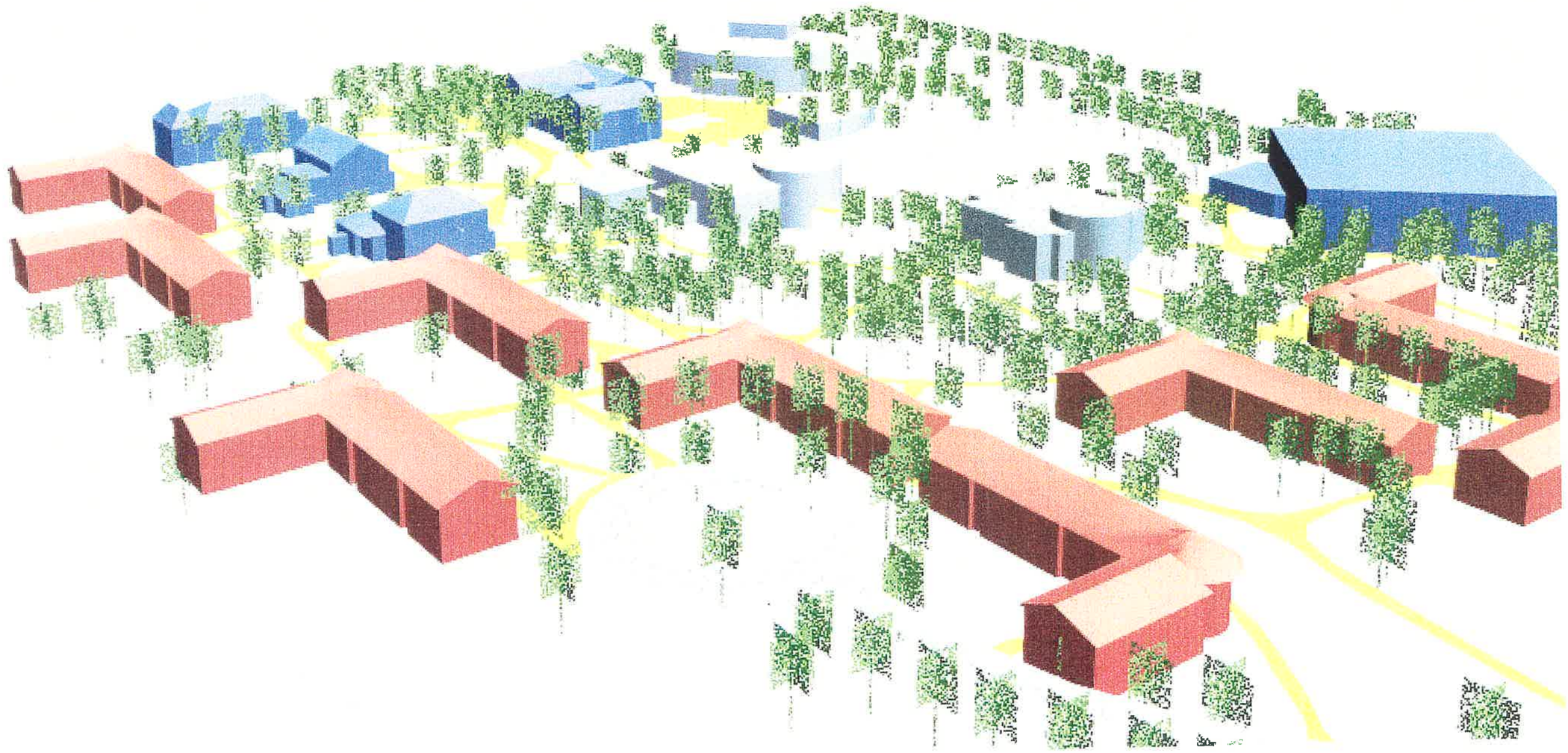
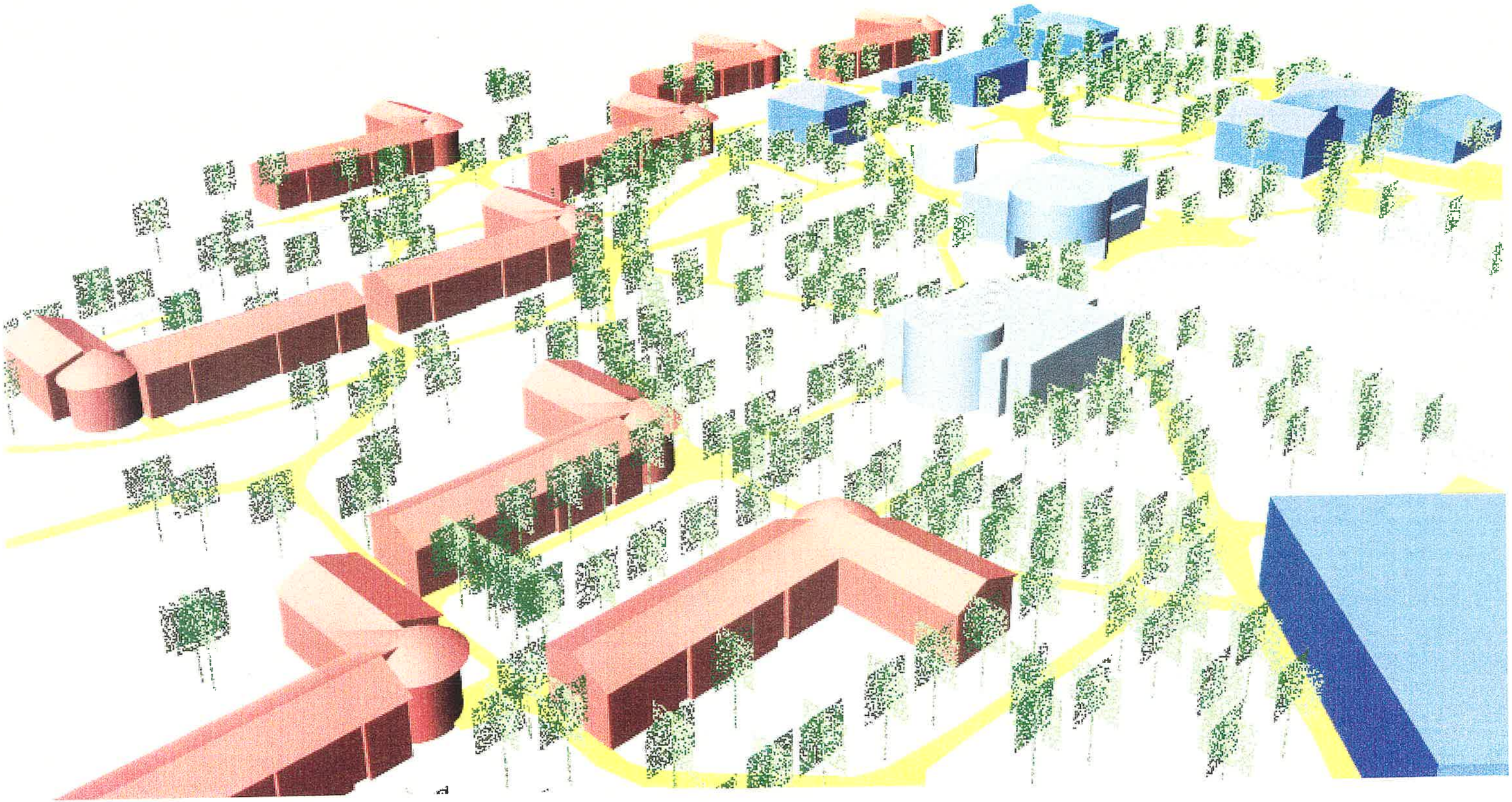


Dodge Hall

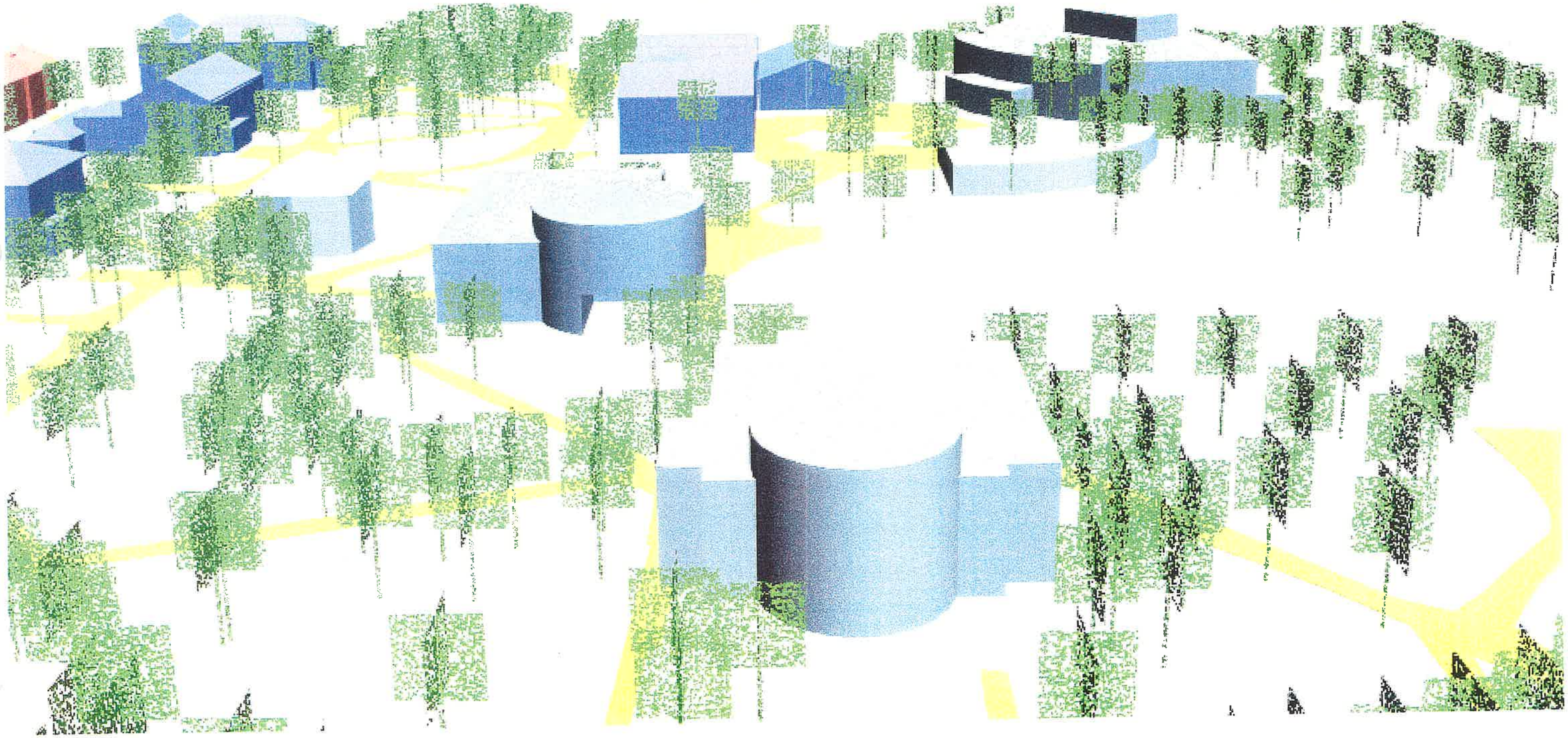
Roof Plan



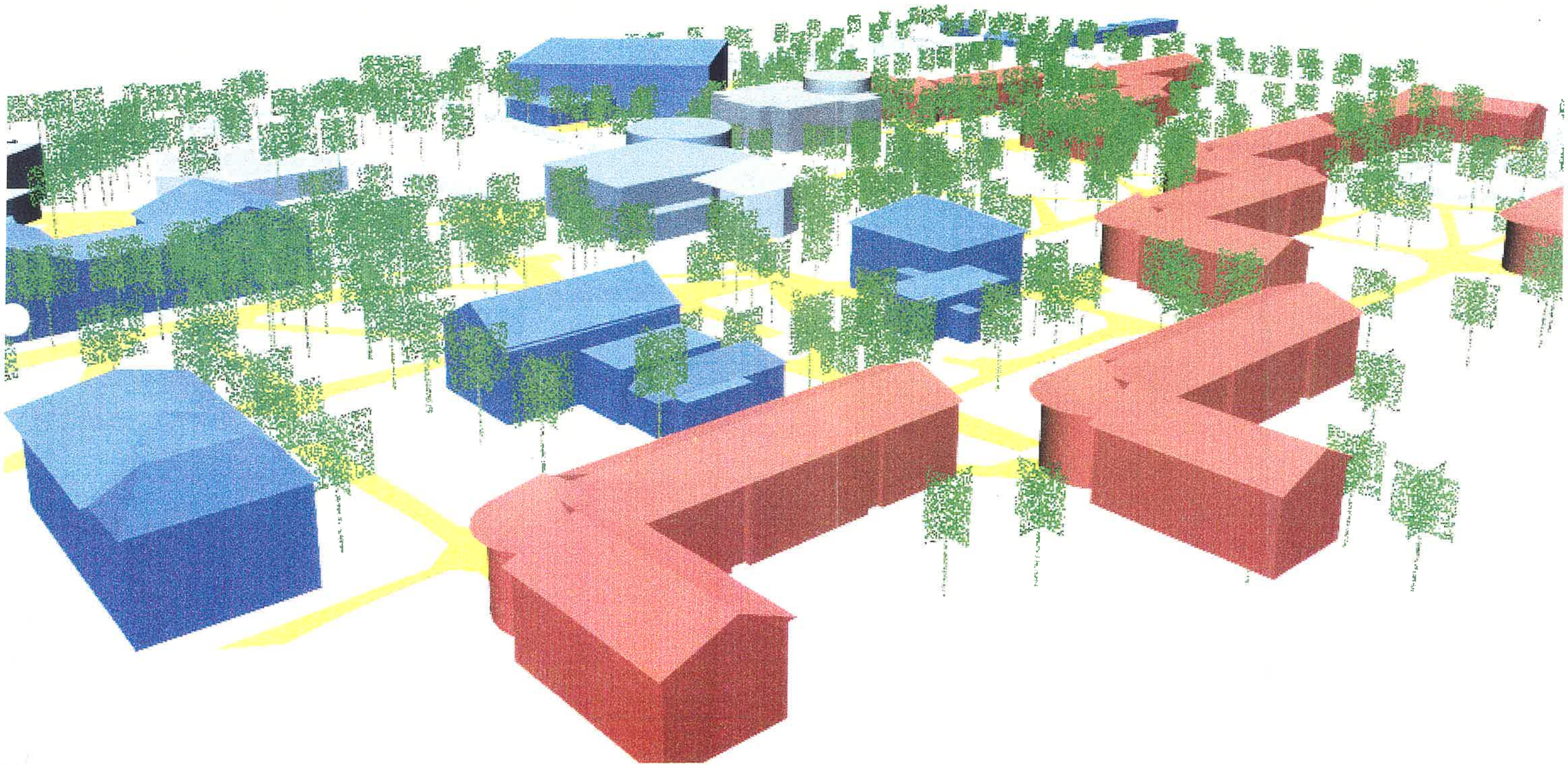
LOOKING SOUTH EAST TOWARDS APACHE STREET



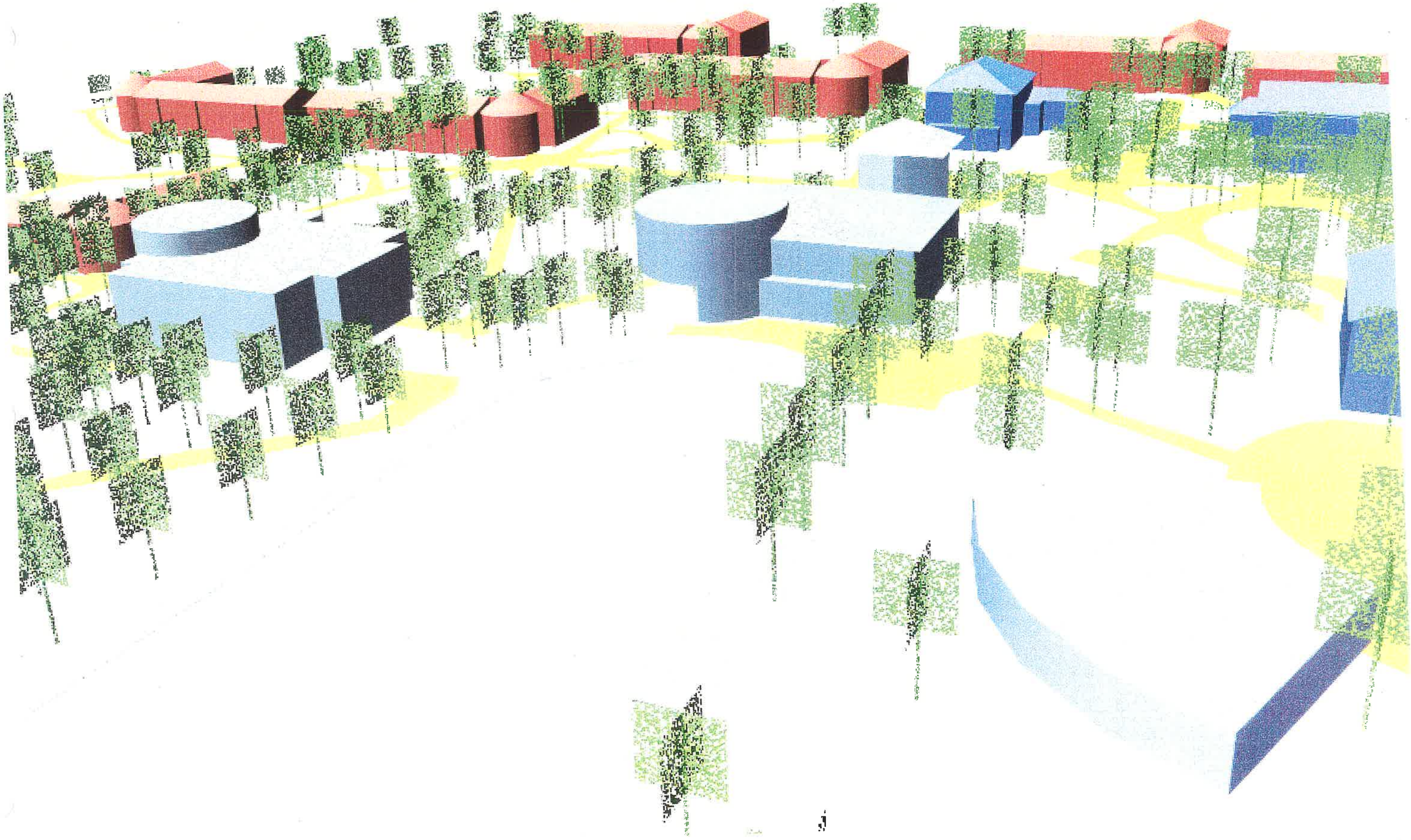
LOOKING NORTH EAST FROM CAMPUS GATE



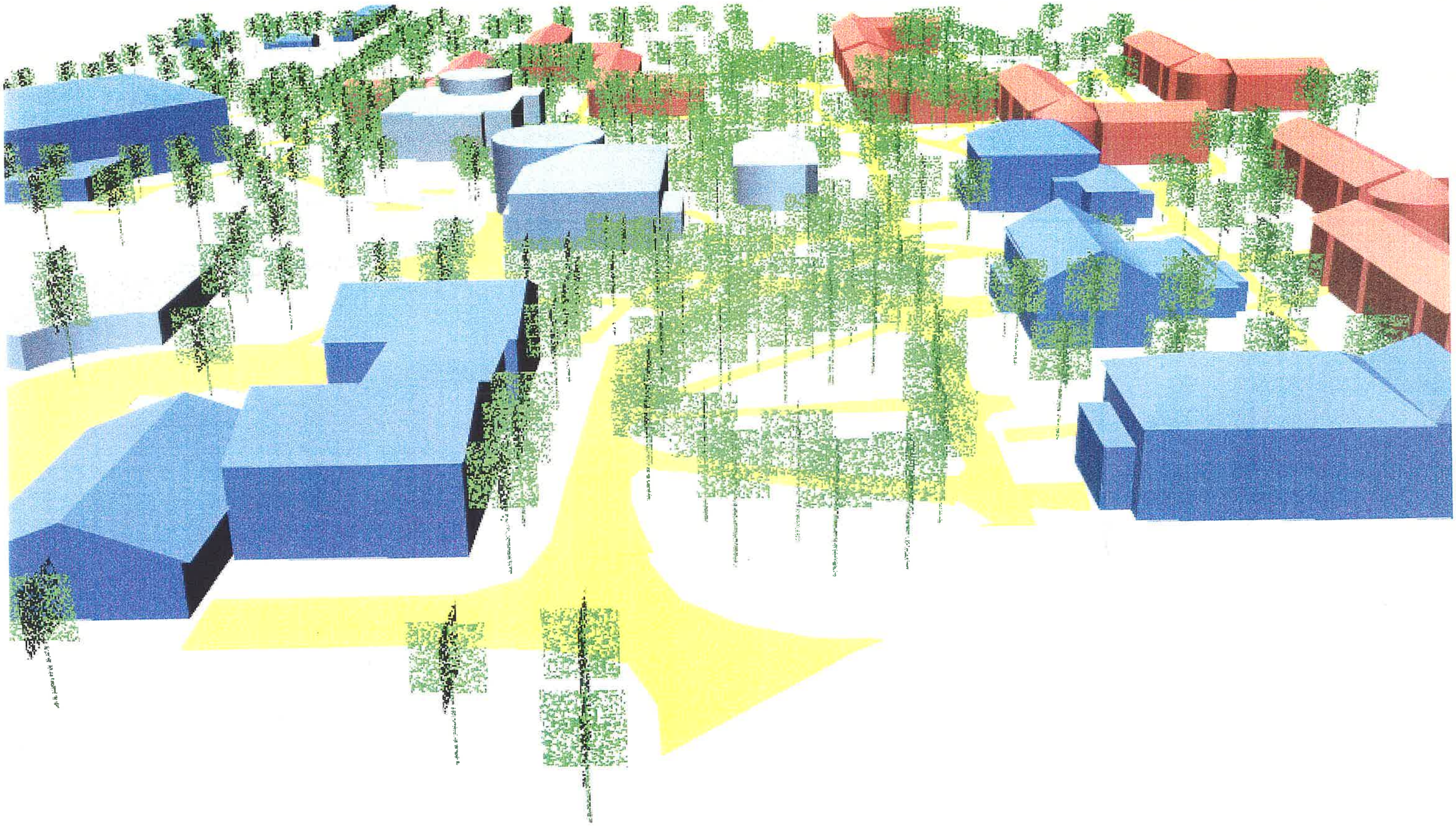
LOOKING EAST OVER THE STUDENT CENTER



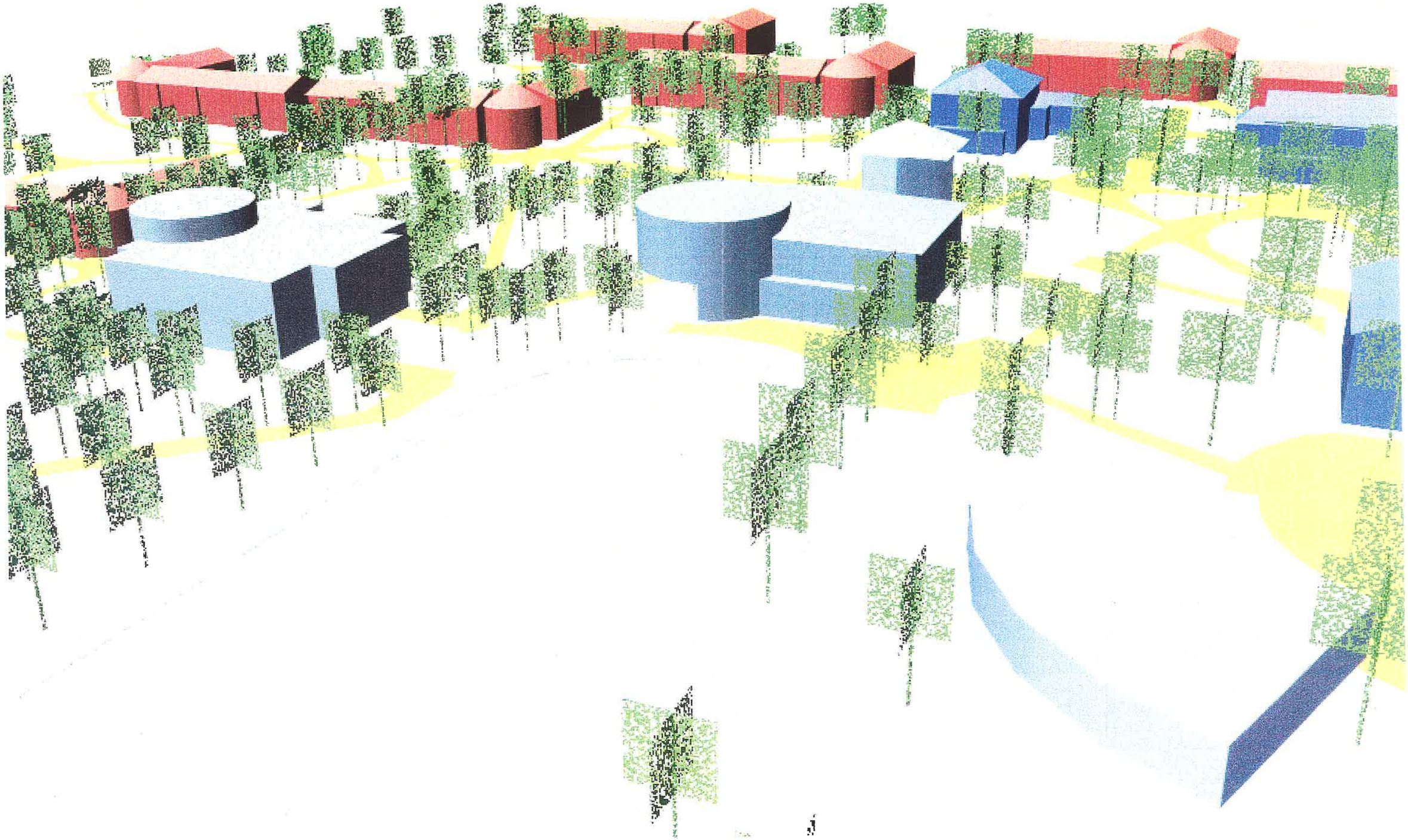
LOOKING SOUTH WEST TOWARDS APACHE STREET



LOOKING NORTH OVER THE ENTRY LAWN



LOOKING WEST FROM THE OVAL



LOOKING NORTH OVER THE ENTRY LAWN

NAVAJO PREP

Tomorrow's Leaders Yideeskáago Naat'áanii

CAMPUS MASTER PLAN

DESIGNWORKSHOP / THOMPSON POLLARI STUDIO

Appendix II

Program Summary Information

MEMORANDUM

TO: file
FROM: Lynette Pollari
PROJECT: Navajo Prep - #97800
SUBJECT: Programming session - Administrative group
DATE: 4/21/97
COPY TO: Betty Ojaye, Sharon K. Shaffer
Steve Thompson, John Jennings, Jerry McCoy

Nominal Group Process Results:

1. ***Describe the ideal Navajo Prep graduate.***

19 high character (ethical); responsible to self/others; independent
14 global vision; sharing; open minded, compassionate; adaptive; fit any college setting, relate to all cultures confident, adaptive
9 multi-lingual; research skills; critical thinker; eager to learn; intelligent; technology literate
9 self-centered; risk taking; self-identity; high self-esteem; unity (family) collaborative; interested in leadership
8 high standards; focused
0 understand treaty relationship
6 self-disciplined
4 creative
0 unsure about their future
0 multi-talented

2. ***How does Navajo Prep deliver curriculum to create this graduate?***

opportunities beyond NPS (summer enrichment)
student involvement/teaming
role models
technology connection (bring world to NPS)
small student/teacher ratio
cultural activities
new model (educational philosophy)
sovereignty

3. ***What are the present barriers holding you back from delivering education in the way you desire?***

staff development
facilities
lack of staff/student understanding and commitment
lack of student desire
poor atmosphere
language/culture "center"
lack of time
lack of resources
leadership management/skills

4. ***What type(s) of facilities do you need to allow for delivery of program?***

MUSTS:

- CITY INVOLVEMENT
- RETAIN "CORE"
- RESPECT CEMETERY
- ORCHARD
- DITCH
- CHAPEL

- softball/baseball with grandstand
- tennis courts
- staff lounge/staff planning
- phone system
- cafeteria/cafe/multi-purpose
- satellite dish
- music facility
- art facility
- transportation servicing facility
- applied technology
- culturally appropriate
- college store/cash machine
- student union/gather place (connect to cafeteria/multi purpose 50%)
- tickets/concessions sales
- community facility (mini civic center); workshop, conferences, theater/lecture hall
- good track (metric)
- cross country course
- exercise course; obstacle course
- larger gym (for 2)
- training room; workout/community
- grounds equipment
- buildings and grounds building (shops/security/support)
- ceremonial centers
- business/administration centralized

- apartment accommodations
- science labs
- swimming pool
- language lab
- library upgrade
- on-line computer system
- sprinkler system (controlled)
- football stadium
- outdoor concessions
- staff housing
- cultural center/ historical museum
- dorms (2 students per room), with study/TV room and adequate hot water; 4 students maximum per bathroom
- 30 students maximum per dorm
- kitchenette
- laundry room
- intra-communication
- classroom integration (clustered)
- inter-communications
- campus environment

MEMORANDUM

TO: file
FROM: Lynette Pollari
PROJECT: Navajo Prep - #97800
SUBJECT: Programming Session - Language Arts/Social Studies/Modern & Classical Languages (Instructional Staff)
DATE: 4/22/97
COPY TO: Betty Ojaye, Sharon K. Shaffer
Steve Thompson, John Jennings, Jerry McCoy

Nominal Group Process Results:

1. ***Describe the ideal Navajo Prep graduate.***

22 critical thinking skills; independent thinkers
20 socially aware; inquisitive (worldly); traditional/global; awareness of all cultures; tolerance/acceptance of cultures; participate for change
15 holistically developed; well-rounded (R/L brain)
11 competent, comfortable speakers; good listeners/communicators; able writers; computer/technologically literate/published (writing with purpose)
6 appreciation of self (giving back); good attitude/humor/leaders, ready to serve
3 sharing of Navajo culture
2 conceptual thinkers (art, music, dance)
1 good travelers
0 willing to ask for help
0 experienced (accepting of challenge ACAD)

2. ***How does Navajo Prep deliver curriculum to create this graduate?***

tell the story; model behavior
active participation
integrative curriculum
project-based
field trips
teaming
video (creative documentary)
active issue orientation; cooperative learning; mock trial/guest speakers

3. ***What are the present barriers holding you back from delivering education in the way you desire?***

time (extended blocks)
lack of all school meeting space (comfortable)
resources/technology
departmental work areas for planning
language lab
video monitor/audio cassette each classroom
theater/rehearsal space
student activity space
study space
bookstore
access to materials and resources
department areas
teachers lounge
copy center work space
outdoor learning settings
classroom space (storage/teaching)
accessibility
lack of natural light

4. ***What type(s) of facilities do you need to allow for delivery of program?***

- toiletrooms
- activities spaces (video production, newspaper, darkroom, yearbook, workroom)
- cooking classroom
- recording area with storage
- arts spaces (weaving/sand painting)
- conference rooms/small group rooms
- home base
- dorm storage space
- wet areas
- transition time
- learning centers
- flex/variable space size
- lecture hall for 300 people
- student breakout space

MEMORANDUM

TO: file
FROM: Lynette Pollari
PROJECT: Navajo Prep - #97800
SUBJECT: Programming Session - Math/Science/Fine Arts/Health & PE (Instructional Staff)
DATE: 4/22/97
COPY TO: Betty Ojaye, Sharon K. Shaffer
Steve Thompson, John Jennings, Jerry McCoy

Nominal Group Process Results:

1. ***Describe the ideal Navajo Prep graduate.***

24 disciplined and mature; study habit skills; goal oriented/direction/vision
23 independent/confident problem solvers; personality; critical thinkers
19 creative/confident/capable; curious/inquisitive/aware
19 traditional foundation as key to success; well balanced (culturally, socially, scholastically); prepared for leadership roles
13 communication skills; technologically literate; basic skills (RRR)
2 considerate of other views/openness
0 growth oriented personally; continue education in area of choice/focus

2. ***How does Navajo Prep deliver curriculum to create this graduate?***

problem posing
project (cultural)
field trips
lecture
journalizing
critical analysis
students design labs
humor
peer to peer counseling
community project
one on one (office hours)
testing
context-based instruction
group work
presentations (oral reports)
cross curricular projects
answer questions with question
ask why

self expression of ideas/feelings
guest speakers
home work
ethics discussions
using technology
integrate learning with life
hands-on applications

3. ***What are the present barriers holding you back from delivering education in the way you desire?***

lack of group vision
HVAC - climate control (terrible conditions/wearing of gloves)
lack of power (electrical)
poor design suitability (doorways/acoustics/finishes/shape/light)
time- not enough hours
lack of computer access/technology
lack of parental commitment to attendance policies/support
locations of resources/buildings
scheduling (re: team teaching)
space not adequate
lab quality (safety/equipment/finishes/gas not safe)
admissions standards (placement)
lack of consensus on mission statement

4. ***What type(s) of facilities do you need to allow for delivery of program?***

- music rehearsal facility (practice rooms, office, classroom/lab space, 2 studios)
- HVAC/climate control
- classroom storage
- chemical supply room
- three labs for biology, chemistry, physical science/physics
- visual arts lab with components/storage; loading dock; natural north light with versatile display (silver, sculpture, drawing/painting/printmaking)
- health center with infirmary
- carpet
- Native American Cultural Center
- central teacher work area
- dorm suites/dorm rooms bigger with desk/bathrooms
- college style dorms with study hall at each
- different food options/vendor options
- pond for freshwater ecology
- central administration
- nice board room
- site security - walls/gates/guards
- staff housing on campus with rent reductions for service

- parent housing/stay over accommodations (Elder Hostel space)
- RV area
- better bathroom facilities
- big classrooms
- program specific classroom design (AV/power)
- lab/classroom instruction; combo rooms
- main facilities centrally located (cafeteria)
- related-programs adjacent; better organization
- audio/visual
- accessible space/ADA
- auditorium
- student center (social games/computer lab there)
- family style cafeteria (more variety)
- more computer labs; dispersed
- combination nature/exercise walk (geology/nature path)
- mountain bike trail

MEMORANDUM

TO: file
FROM: Lynette Pollari
PROJECT: Navajo Prep - #97800
SUBJECT: Programming session - students/grades 9 & 10
DATE: 4/22/97
COPY TO: Betty Ojaye, Sharon K. Shaffer
Steve Thompson, John Jennings, Jerry McCoy

Nominal Group Process Results:

1. ***Students were asked to review Navajo Prep's mission statement, and cite key terms which were then rated in relationship to their view of priorities for preferred characteristics of a Navajo Prep grad:***

8	leadership
7	motivated
5	respect
4	independence
2	Navajo
2	philosophy
2	potential
2	college-bound
1	strong foundation
0	individuals
0	other Native American youth
0	rigorous
0	community
0	talented

2. ***Based on the highest rated-key terms/concepts for item (1), students were asked to cite and rate learning activities in support of the characteristics:***

68	independent work/time; independence to guide own life; plan your own time; personal (live on own)
11	clubs/organization; extra-curricular activities
5	public speaking; speak personal opinions
4	availability of resources to be used to full advantage; college counseling; extra help from teachers; leadership conferences; summer programs
0	guest speakers and connections
0	team building activities
0	assemblies
0	chores/work details
0	teen town hall
0	update news

3. ***Students were then asked what type(s) of facilities are needed to house the learning activities cited under item (2), with subsequent ranking:***

24	dorms everywhere; bigger bathrooms; dorms not like a prison (family-like; carpet and phones); showers with walls/no group showers; kitchen appliances in dorms
15	improve technology infrastructure and network; better computers in dorm study rooms
14	new auditorium
13	handicap access; better exterior decor; security systems (cameras/dorm rooms); solid design for each new building to fit what's here; conceal utilities and provide good lighting fixtures; expand/improve living space for students
9	laundry facilities (one big place) and at dorms
8	expand athletics to include rock climbing/pool; fitness program; fields for volleyball, softball, baseball, track; expand sports/departments/maintenance; better stadium; center
8	maintenance facilities for "greenery"; landscape irrigation system; roads/parking lots; student cars in the shade
4	expand campus/spread-out program
3	study building for daytime hours
2	better cafeteria
2	expand library/resources
0	student concession building
0	improve heating and cooling
0	bigger lockers
0	better transportation

MEMORANDUM

TO: file
FROM: Lynette Pollari
PROJECT: Navajo Prep - #97800
SUBJECT: Programming Session - students/grades 11 & 12
DATE: 4/22/97
COPY TO: Betty Ojaye, Sharon K. Shaffer
Steve Thompson, John Jennings, Jerry McCoy

Nominal Group Process Results:

1. ***Students were asked to review Navajo Prep's mission statement, and cite key terms which were then rated in relationship to their view of priorities for preferred characteristics of a Navajo Prep grad:***

6	individuality
5	college-bound
3	independence
2	motivated
2	foundation
1	talented
1	youth
1	Native American
2	Navajo/Navajo philosophy
1	rigorous
0	prep school
0	respective communities
0	potential
0	residential environment

2. ***Based on the highest rated-key terms/concepts for item (1), students were asked to cite and rate learning activities in support of the characteristics:***

20	computers/technology/access to internet
19	projects (crafted by students; individuality by students); class challenges (be top student)
18	school exchanges; going to other countries; cultural experiences; special school events/field trips; languages
18	gifted and talented program; independent study options; schedule variety
13	extra courses; variety of art classes
10	pre-college sessions; college reps visiting; presentations from outside guests
5	dorm life/being responsible for self
5	extra curricular activities; clubs; drama

1 student body president; leaders, NHS (special programs); school representation opportunities

0 support groups, programs and advisors for at risk; tutors

0 discussions and interactive sessions; low/good student to teacher ratios

3. ***Students were then asked what type(s) of facilities are needed to house the learning activities cited under item (2), with subsequent ranking:***

- driveways at dorms
- computer access in dorm rooms
- houses for seniors
- wrestling room
- coffee house
- "disciplines" organized
- food court/picnic tables
- giant laundry room with more machines
- bookstore/store for supplies
- dorm rooms with variety/character; suites versus "military" rooms lined-up
- new track
- bigger classrooms
- garden; more grass and landscaping; greenhouse; plant corn
- art studio
- photography studio
- auditorium
- hiking and jogging trails to be lit for nighttime use
- conference rooms
- board room
- place for student council meeting
- leaders
- new gym
- computer/tech lab
- student union
- courtyard
- football field
- recreation center (washing/laundry/weight room/ping pong/ TV)
- swimming pool
- cafeteria
- bigger library
- softball/baseball facility
- basketball/volley ball courts
- music/fine arts center

MEMORANDUM

TO:	file
FROM:	Lynette Pollari
PROJECT:	Navajo Prep - 97800
SUBJECT:	Programming session - Library Services/Computer Systems/Technology
DATE:	4/22/97
cc:	Betty Ojaye, Sharon K-Shaffer Steve Thompson, John Jennings

The design team met with Margie Sartin and Leo Flores to discuss Library and Technology programming issues. The following was discussed:

A. Technology/Computer Systems

Current conditions

- all academic buildings are networked (not the dormitories); no fiber yet; 4 servers; no on-demand video yet; internet access is on order
- each classroom (18 total) currently has one computer/outlet
- three computer labs currently: main with 15 computers, lang. arts lab with 8 computers, Navajo language lab with 6 computers
- music lab has equipment, with current work on a CD recording project (Navajo language CD); some of the machines are custom-built
- night-time student use of computers is limited

Proposed Technology Program

- fiber system for all new construction/renovation
- on-demand video system
- 1/4 ratio desired for computers to students (120 for 300)
- computers labs with 20 student terminals each
- classroom accommodations
- large HP plotter for visual arts lab
- tech engine (head end equipment) adjacent to lab and new library
- sound/production studio
- provide adequate hardware closets
- remote access dial-in connections
- large video screen for student center

B. Library Services/Media

General program requirements/issues

- plan for parental and community use, and student use 14 hours per day (7 a.m. to 9 p.m.); should be open/accessible during evening hours
- the library should be a "center" for the campus, and also be "centrally located"
- library should be a stand-alone building, adjacent computer labs and a mini-auditorium
- good lighting and natural daylighting (in reading areas/not directly on stacks)
- exhibits of artwork should be accommodated (framed art, big map of reservation, etc.)
- double the size of the existing library (from 3,000 s.f. to 6,000 s.f.)
- recessed floor outlets for laptop computer use
- library/media resources and services should support a "project-based" curriculum
- students perceive that not enough knowledge is archived
- small library/computing room should be provided in each dorm
- climate control system must address various materials and conditions (archival, etc.)
- plan for future technology; flexible raceways and network paths
- provide restrooms near the library entrance
- glass display cases and bulletin board by the main entrance
- all file cabinets to be vertical format
- all signage in Navajo and English
- zone noisy areas (computer terminals, circulation, copier, conference room) from quiet areas (stacks, reading/study tables and rooms, periodicals)

Mini-Auditorium

- seats for 30
- video/multi-media presentation space; distance learning classroom
- provide for wide range of technology presentations (computer, video, laserdisk, overhead projection, satellite, online, cable TV, 2-way video)
- AV equipment storage space adjacent
- no direct entrance from library, while adjacent

AV viewing room

- small viewing room with light stand for 2 to 3 users
- provisions for laserdisk, computer, printer, TV, VCR
- provisions for typewriter
- adjacent AV media storage room and 6 online computer terminals

Stack and resource requirements

- 20,000 volumes (10,000 now)
- provide periodical area - 200 linear feet of shelving; to be accessed primarily by staff, not students; adjacent the circ desk/work area; provide separation between periodicals and newspaper resources
- reference area - provide for 250 linear feet of shelving; low reference shelving out on the floor (maybe 3 double-sided 6 ft. long by 3 ft. high shelves); a nook with 8 ft. tall shelving on three walls with tables in the center; large table with 4 terminals and printer for reference only (CD-ROM encyclopedias, internet access, etc.); close proximity to copier
- one to two listening stations
- professional collection: 50 linear feet of shelving (also locate)
- 6 online computers terminals with one printer, with table or desk with paper cutter, misc. supplies, etc.
- stack slanted for line of sight from main circulation desk

Main circulation area

- book drop near desk, library entry
- desk with circulation terminals
- work area with table behind the desk, with one wall of cabinets/open book shelves (for reserved materials)
- provide enclosed back issue periodical storage behind work area/office
- provide clear views of library space

Office

- space for desk, small work table, filing cabinets, file server/tech closet, 40 linear feet of shelving, cabinet space
- phone and network connections
- windows in walls for broad view of library space

Reading rooms

- main reading room - 35-40 study tables; centralized computer catalog station (with 4 terminals); located adjacent book stacks and reference section, and visible from main circulation desk
- general periodical/leisure reading rooms(3) - 40-50 linear feet of display shelving (magazine/newspaper display); comfortable seating (couches, chairs, low tables); sense of openness desired
- general room requirements: white board on one wall; relaxed furnishings and more structured study tables; designed for small group discussion sessions; one of the rooms could be flexibly designed to also serve as an "art gallery"; see Albuquerque Academy's reading rooms
- daylighting/natural light (bay windows with 4 ft of below sill shelving typical)

Conference Room

- one glass wall with entrance door; one wall with multi-media equipment cabinets; one wall with white board; one wall of bookshelves with glass locking doors (show case)
- conference table; number of seats to be determined
- network connection

Archives

- map cabinet
- should be easily accessible to the public

Native American Collection space

- some rare/out of print material, comprehensive collection of materials written in the Navajo language; historic photographs
- could be hogan-shaped space within the overall library form (see reference photograph)
- should be adjacent the regular collection
- space for 250 linear feet of shelving minimum; some shelving to be secured (glass display cases for display of pottery, rugs, sculpture, etc.)

AV Media Storage

- 150 linear feet of storage shelving (computer software, laserdisks, records, tapes, filmstrips, video tapes, film, etc.)
- VCR/TV station set up for off-air taping (cable or satellite access of phone line)
- close proximity to AV equipment storage room and small auditorium
- copier near by

AV Equipment Storage

- storage provisions for AV equipment, with table for repair work efforts
- adjacent the small auditorium with access door for equipment transfer

MEMORANDUM

TO:	file
FROM:	Lynette Pollari
PROJECT:	Navajo Prep - 97800
SUBJECT:	Programming session - Student Services/Administration/Business Gary Sartin, Ed Reece, Robert Adams, Tina John, Marilyn Harris
DATE:	04/22/97
cc:	Betty Ojaye, Sharon K-Shaffer Steve Thompson, John Jennings

The group presented an overview of their positions and responsibilities, along with a general discussion of facilities concerns. Due to their positions, they typically get a lot of input from both teachers and students regarding facilities issues. They felt that the campus and facilities should act as/embody GPA "incentives" for students (movie night, better quality spaces to be awarded use of, etc.). The meeting concluded with discussion of a preliminary space program they would like to propose.

A. Roles/Responsibilities

- Gary Sartin/Director of Student Services - admissions, advisory program, Title Mind program, summer enrichment, student exchanges, college planning, general counseling, discipline, teaches a computer class.
- Ed Reece/Residential Coordinator - residential coordination, medical emergencies, purchasing, transportation coordination, some maintenance work, track and cross country coach, owns every key on campus, he's there when anyone calls.
- Robert Adams/At Risk Coordinator - hires tutors, coordinates Study Hall, deals with GPA reviews, Title I program, part of Admission committee, coaches three sports (football, basketball, track)
- Marilyn Harris/School Registrar - runs the Database, works with Admissions, student records/transcripts/GPA information, develops class schedules.
- Tina John/Academic Counselor - works with scheduling, pre-college counseling with Gary, registration coordination, application process, financial aid, standardized testing, personal counseling, admissions, discipline committee, career day, parent day.

B. Issues/Concerns

- administrative staff should be housed in one area
- a Dean of Students is required with back-up staff (secretary, receptionist)
- student services needs a work room for college reps, transcript work, form work
- student message board/mailbox area is needed (central mail room)
- no fax in the main building is a serious problem

- Historic Preservation issues are important
- the cemetery; concerns exist regarding what will become of it
- student services space should be accessible/central to the residence halls (secretary to greet student to let them know where they are
- administration should have an open office character
- lounge area required for students
- counseling office should be an open/daylit room
- residential services needs office and storage space for records, with adjacency to the dorms
- purchasing office requirements
- general dorm requirements - no more than four students to a dorm bathroom; a place to study for each student in each dorm room; group study area required with computers; smaller dorms for 20 with living space for residential advisors; separation of boys and girls dorms should be considered
- space for residential advisors to live on campus

C. Proposed Program

General

- cottage for visitor/guests for overnight accommodations with 1 bedroom, kitchen, sitting room, bathroom
- central KIOSK - information center
- park benches
- Health Center with full time nurse
- Student Center: bookstore, club meeting rooms, snack bar, game room, lockers, mail boxes
- recycling center
- auditorium for testing/assembly for whole school (300 people)
- computer network for entire campus

Pre-College

- office for pre-college counselor
- pre-college room

adjacent to office
shelves, tables, chairs
2 computers
typewriter space
viewing area with VCR/TV
filing cabinet space
student use during afternoons and evenings affecting security/access

Student Services

- office for the Director
- lots of bulletin board space in the hallway
- student use during afternoon and evenings

Personal Counseling

- office for the Counselor
- quiet space big enough for small groups
- student use during afternoon and evenings

Admissions

- office for Admissions Director
- welcoming area with sofas, small kitchen area for coffee service, tables etc. for prospective parents/students
- fax machine
- student use during afternoon and evenings

Registrar

- office for the Registrar
- secure records room adjacent to office; filing cabinet space, table & chairs

At-Risk

- office for the Counselor
- tutoring/work area
- student use during afternoon and evenings

MEMORANDUM

TO:	file
FROM:	Lynette Pollari
PROJECT:	Navajo Prep - 97800
SUBJECT:	Programming session - Residential Services
DATE:	04/23/97
cc:	Betty Ojaye, Sharon K-Shaffer
	Steve Thompson, John Jennings

Ed Reece and all residential advisors attended the programming session. The following program was cited as desirable.

Dorm Size/Scale and Location

- keep dorms close to the cafeteria/classrooms
- 75 students maximum per dorm
- 30 or less students per dorm
- 20 students per dorm neighborhood optimal (on a single floor)
- need an apartment for visitors

Dorm program and space requirements

- provide recreation room in each dorm; meeting/gathering place for 20-25
- larger lobby/entry for visiting
- group study room with computers/printer
- provide centralized core area in each dorm, with office/gathering place/laundry
- good AC systems
- well-located entrances and exits for security purposes; alarm on back door
- small kitchenette in each dorm with central microwave
- advisor's office to have a small refrigerator
- custodial closet

Dorm Room requirements

- two students per room, with two rooms sharing one toilet with private shower stall
- climate control for each individual room
- phone in each room
- computer possible in rooms
- built-in closets
- mirror
- desk/study place with proper lighting for each student
- shelving
- no carpet re: maintenance
- one small refrigerator in each room
- window security an issue (students sneaking out/throwing things out)

Parking/Loading/Site issues

- provide secure parking for each dorm
- secure the campus
- accessibility

MEMORANDUM

TO:	file
FROM:	Lynette Pollari
PROJECT:	Navajo Prep - 97800
SUBJECT:	Programming session - Food Services
DATE:	04/23/97
cc:	Betty Ojaye, Sharon K-Shaffer
	Steve Thompson, John Jennings

The design team met with Larry and discussed current cafeteria conditions and issues and program requirements for the Master Plan. The following issues were discussed:

Current conditions

- Staff: Larry, plus two morning and two evening staff
- Space: kitchen is working fairly well; access to the dishwash room is congested
- Lack of proper drink station is a serious issue
- Steamer is currently out of service
- Student use: 100% during fall term and then is falls off during remaining months of school year; 89% attendance for lunch, 60% for dinner.
- Federal subsidies are utilized with use of commodity products
- Equipment and facilities owned by the School, while the kitchen also provides food service for the local prison.

Program requirements

- double the existing areas for cafeteria seating
- provide drink station similar to fast food venue
- need coffee service area
- break down/modify the serving line
- provide water fountain
- design for chair and table storage
- consider family-style dining requirements
- locate permanent grill outside within new covered patio area
- improve loading dock/service access
- improve interior finishes and character

F. Meeting Memorandums

Phase One - Programming Summary

MEMORANDUM

TO: file
FROM: Lynette Pollari
PROJECT: Navajo Prep - #97800
SUBJECT: Programming session - Facilities Management/Security/ Transportation group
DATE: 4/21/97
COPY TO: Betty Ojaye, Sharon K.-Shaffer
Steve Thompson, John Jennings, Jerry McCoy
Red Mountain Engineering- Jim Hands
Sullivan Designs - Louis Sullivan; Jim Evans

The purpose of the meeting was to introduce the A/E team to the Facilities Management Staff and to overview key systems and infrastructure issues. The group addressed three questions from the Nominal Group Process, with the results listed below under Part A. Part B cites infrastructure issues of concern, by building.

Part A: Nominal group process

1. Describe the ideal Navajo Prep graduate?

- clean-cut/well-dressed
- proud of their school
- educated/ready to compete
- that students are leaders/become leaders

2. What are present barriers holding the School back from delivering education in the way desired?

- level of attractiveness of the campus
- boarding facilities need to be more beautiful and comfortable (heating/cooling); blankets are being used to cover windows in lieu of blinds; study hall spaces are inadequate; private showers are required; dorm rooms are too small; no food prep areas in the dorms (very small)
- dorms should be located for easy access to central services and for ease of parent loading/drop-off
- lack of comfortable desks for students
- lack of technology
- poor cafeteria food quality
- lack of adequate toilet facilities across the campus
- site security lacking; window security, fencing , lighting, views
- lack of reading places for students
- basic infrastructure problems; not all buildings are in compliance with ADA and safety codes; poor power supply
- laundry facilities are inadequate and poorly dispersed; not all dorms have laundry facilities

- not enough main gathering places (auditorium, cafeteria and the gym only spaces now)
- classrooms are very small
- Dodge Hall recreation space should be enlarged for use both day and night
- student's need a "canteen" attached to a student union/a multipurpose building (buy T-shirts; soda fountain area)
- poor windows everywhere re: energy efficiency and comfort (old wood windows)

3. ***What type(s) of facilities are required to allow for delivery of program?***

- Staff would like to see the grounds become "alive" again.
- The auditorium should become a gym again; put back in the basketball hoop.

Transportation needs:

- bus yard; cleaning facilities with a graded/finished yard surface; adequate site lighting
- additional parking spaces (3 buses rented from GSA; NP vehicles - 2 buses, 2 vans, sedan car, maintenance vehicle

Part B: Issues by building

Main building ***(admin/student services/classroom space/auditorium)***

- building does not meet life safety codes
- heating and AC systems need to be upgraded; zoning an issue; no central AC system/use residential units; steam-fed radiators for heating; new and old boilers; hot water holding tanks need to be removed (asbestos issues)
- boiler room - two systems/not feeding the building well
- hard to affect/demo walls without hitting electrical cabling
- building roof drainage a problem; all gutters need to be replaced
- numerous roof leaks
- bathroom capacity is too low; plumbing problems
- structural composition: concrete foundations with crawl space; brick veneer with wood stud wall structure; lath and plaster interior wall finish
- custodial rooms need better fixtures and utilities; too few in the building
- asbestos wrap on piping
- doors are very narrow (2'-8")
- tree-trimming required around the building
- exposed concrete foundation walls are falling apart

Jones Hall*(girls' dorm)*

- building condition is quite good; has been in use by the school for 10 years; potentially will go back to the Mission next year with serious requirements for replacement dorm space
- laundry is highly used
- structural composition: concrete foundations with full basement; brick veneer with wood stud wall structure; lath and plaster interior wall finish
- 2 boilers

- a lot of unused space in the basement now
- shower doors don't operate well; water problems on the floors
- keys/hardware unworkable

Dodge Hall ***(girls' dorm)***
- front porch is separating from the building's shell
- electrical conditions very poor/dangerous; wiring not handling currents
- boiler is functioning fairly well; inconsistent temperature control
- plumbing system very poor; galvanized piping producing rusty water supply

Morgan Hall ***(girls' dorm and library/media center)***
(see McDonald Hall for other issues pertinent to this building)
- need ventilation for the boiler room
- plumbing system poor
- consistent complaints regarding heating system
- very confused plan (4 to 5 girls in contiguous space)
- not enough toilets
- showers leak and floors are being damaged; structure is failing
- electrical system not in compliance; grounding issues

McDonald Hall ***(boys' dorm)***
- poor windows re: energy efficiency and comfort (old wood windows)
- keys/hardware unworkable
- poor lighting conditions; poor fixtures and low lighting levels
- adobe foundation wall in the basement
- serious heating system problems, enough to remove students from building; old radiators; boiler capacity not adequate (students are very cold); very drafty halls and rooms;
- roofs are leaking
- structure; wood frame walls
- plumbing system O.K.

Ahkeah Hall ***(boys' dorm)***
- built in 1955
- electrical distribution system issues (interference with fire alarm system); power surges/variations a serious concern
- heating system designed for residential use; forced air
- structure: concrete slab on grade; load bearing CMU walls; wood roof structure; good attic space
- site drainage problems creating slab problems
- poor roof condition

Gymnasium
- not in compliance regarding capacity (750 capacity by code/many more people have been in the space)
- heating system upgrades required
- dressing/locker rooms have recently been re-carpeted
- dressing/locker room space and concessions space is not adequate

- access to gym lighting is an maintenance headache; need scaffolding to replace fixtures; lighting system just O.K.
- south wall has structural problems; separating from the building mass

Cafeteria

- space is always in use for cafeteria, study hall, meetings, etc.
- kitchen is too small; double the size
- space of cafeteria should be double for school population of 300 students
- basement mechanical space: two natural gas forced air heaters; grease trap (2' by 3' by 3' deep); un-used space on this level
- plumbing system poor; waste lines falling apart

Annex Classroom Buildings

- structure; block construction with wood roof framing; built-up roofing system
- bathrooms are very small
- heating system needs to be upgraded

MEMORANDUM

TO: file
FROM: Lynette Pollari
PROJECT: Navajo Prep - 97800
SUBJECT: Fireside Cultural Chat Session
DATE: 4/22/97
COPY TO: Betty Ojaye, Sharon K-Shaffer, Steve Thompson, John Jennings, Jerry McCoy

The session involved both students, staff, school leadership and the design team. The following issues/concepts were addressed as key considerations and cultural values to be addressed in design of the Master Plan.

4 Cardinal Directions
building entrances oriented to the east
main buildings should "face" the east
the east should always be there to be "met"

- four directions affecting curriculum planning and design(the sequence and order of "thinking, planning, evaluation, doing")

Sacred Mountains
Blanca Peak
Mount Hesperus
San Francisco Peaks
Mount Taylor
Gobernador Knob
Huerfano Peak
Black Mesa?

4 Sacred Colors(and the meanings of their order)
white(mind, purity, clarity)
turquoise
yellow - (speak, make reality, tangible)death
black - (what is inside you)life

Symbolic Entities
eagle
corn pollen (represents fertility)
patterns(basketweave, rug patterns)
sun represents life(male)
moon represents birth(female)

Symbolic building forms
hogan

Concepts of Wholeness/Centeredness
Shiprock as the center of the world

Power of Nature
earth
air
sun
water(the "ditch" as greenery, life, beauty)
plantings(old ways, use for medicines and healing)

Real life traditional activities as learning activities
farming(corn beans, squash, melons)
cooking(making traditional bread)
livestock tending

Ceremonial centers
song
dance
pow wows
ceremonies/blessings(sweat lodge)

The Clans
offerings such as pottery, leadership skills

The Creation Story
upward movement
everything in the world was equal
sexes were balanced(like hourglass/female above and male below)

Design Concepts
- sculptures in front of the dorms made by the students, with graduating class to give them to the School
- preserve history through museum
- display art and plaques(such as at Alumni Hall)
- set song/dance circle aside on campus(space for 100 to 150 dancers)

MEMORANDUM

	file
)M:	Lynette Pollari
)JECT:	Navajo Prep - 97800
3JECT:	Meeting with Steering Group
ΓE:	4/23/97
	Betty Ojaye, Sharon K-Shaffer
	Steve Thompson, John Jennings

: design team met with the Steering Group to overview programming sessions and ıted meetings held during the week. Key program/design issues which were sistently addressed throughout meetings were cited as potential program givens. :oming facilities work was discussed as potentially acting to symbolize the reality of Master Plan and future building projects. Planning assumptions were also cited verified by the Steering Group.

ıign Team Planning assumptions

Plan for a total student population of 300
The Historic Core will be utilized and celebrated in the plan; a "brand new" campus will not be considered.
Neighborhood size for the dorms will not be greater than 30 students
A student recreation center will be planned
The Steering Group will provide the forum for decision-making for the Master Planning process

y program/design issues

need for new gym, media center
need for centralization of administration
dorm conditions are very poor; full upgrades and new construction required
lack of options for student gatherings places must be addressed
infrastructure and climate control systems conditions are very poor across the campus
proper integration of cultures values in the Plan's design will require an open process
community partnerships will need to be pursued, for integration of required facilities/spaces in the Master Plan
Historical research will be necessary to establish a designated/agreed upon period of significance for the Historic District's scope and treatment

Concepts for Symbolizing the Master Plan and planning process
(through improvements in the near future)

- a fax machine for administration/student services in the Main Building
- improving the Historic Core's central "quad" area in time for graduation ceremonies (re-surfacing the drive; landscape improvements)
- new trash containers and dumpsters behind the dormitories
- new entry sign
- provide a bulletin board in the Main Building for student messages/communications
- new baseball/softball field

Navajo Prep - 97800
Educational Program Summary Lists
5/20/97

1. **Landscape/Site Features**
   - A. General Concerns
   - B. Program Places and Features
   - C. Parking
   - D. Landscape

2. **Transportation/Building and Grounds/Maintenance**
   - A. Transportation Center
   - B. Recycling Center
   - C. Yards

3. **Activities/Athletics**
   - A. Enclosed Program
   - B. Playfields and Accommodations
   - C. Courses and Programs

4. **Whole School Facilities**
   - A. Community Facility?
   - B. Auditorium/Theater
   - C. Cafeteria
   - D. Student Center
   - E. Library
   - F. Cultural/Historical Center

5. **Curricular Space**
   - A. General Requirements
   - B. Core Curriculum Space
   - C. Fine Arts Space

6. **Library Services/Computer Systems/Technology**
   - A. Library Building
   - B. Computer Systems/Technology Space

7. **Student Services/Administration/Business**
   - A. Student Center
   - B. Student Organization(s) Space
   - C. Health Center
   - D. Student Services Center
   - E. Administration/Business Center

8. **Residential Services**
   - A. General Dorm Requirements
   - B. Dorm Room Requirements
   - C. Other Housing Types

9. **Food Services**
   - A. Food Service
   - B. Cafeteria Space
   - C. Kitchen Infrastructure Requirements

10. **Historical and Cultural Program**
   - A. Design Concepts and Spaces
   - B. Cultural Values Issues

11. **Community Partnership Features**
   - A. Agricultural Program
   - B. Horse Raising Program

1. Landscape/Site Features

A. General Concerns

- site accessibility
- site security
- adequate site lighting

B. Program Places and Features

- outdoor learning settings
- park benches
- central KIOSK/information center
- create geology/nature trails
- integrate/extend orchards
- plant corn
- preserve/enhance the ditch
- greenhouse

C. Parking

- RV area
- adequate parking lots and roads
- student cars parked in the shade
- parking for 3 GSA buses, NP vehicles(2 buses/2 vans/sedan car/maintenance vehicles)

D. Landscape

- more grass and landscaped areas
- provide irrigation system
- courtyard maintenance and character

2. Transportation/Building and Grounds/Maintenance

- better transportation

A. Transportation Center

- shops
- service space

B. Recycling Center

C. Yards

- bus yard
- outdoor vehicle cleaning yard(graded, water service, good drainage, roof cover)

3. Activities/Athletics

A. Enclosed Program

1. existing gym

- complete upgrade
- increase dressing/concessions space
- locker upgrades
- lighting access(catwalk)
- south wall structural repair

2. new gym

- indoor track; 60 m in new gym
- 1500 capacity

3. other program

- coaches offices
- wrestling facility(with permanent mats)
- weight room
- workout space
- swimming pool
- students P.E./athletics lockers(boys/150; girls/200)
- classroom space for health and first aid
- team space

B. Playfields and Accommodations

- softball/baseball field/stadium grandstand accommodations
- all-weather track
- high jump/pole vault
- football field/stadium
- tennis courts
- volley ball court
- outdoor concessions
- outdoor basketball provisions

C. Courses and Programs

- fitness program/stretching exercise stations
- putt-putt golf course
- cross country(crushed rock/5 K course)
- exercise/obstacle course

4. Whole School Facilities

A. Community Facility?

(like a "mini civic center")

- workshop space
- conference space
- lecture space

B. Auditorium/Theater

- space for 300 for whole-school assemblies

C. Cafeteria

(see 9. Food Services)

D. Student Center

(see 7. Student Services/Administration/Business)

E. Library

(see 6. Library Services/Computer Systems/Technology)

F. Cultural/Historical Center

(see 10. Historical and Cultural Program)

5. Curricular Space

A. General Requirements

- classroom integration/neighborhoods
- study building for daytime hours
- staff lounge space
- conference rooms
- small group/break-out spaces
- varied reading places

B. Core Curriculum Space

1. core classrooms

- adequate classroom space and storage facilities(learning centers)
- appropriate classroom design(power, flexible space, AV systems, phone)
- video monitor/audio cassette in each classroom
- computer hook-ups

2. state-of-the-arts labs

- biology/chemistry
- physical science/physics
- language
- cooking
- applied technology
- sound production(*see 6. Library Services/Computer Systems/Technology*)

3. staff planning/resource areas

6. Library Services/Computer Systems/Technology

A. Library Building

- stand alone building of 6000sf
- locate centrally on campus
- design to be a "center" for the campus
- locate adjacent a computer lab
- accommodate artwork exhibits in design
- restrooms near entry
- glass display cases and bulletin board by main entrance
- zone noisy from quiet areas

1. mini-auditorium for 30

2. AV viewing room

3. stack and resource areas

- 20,000 volumes
- periodical area
- reference area
- 2 listening stations
- professional collection
- 6 online terminals

4. main circulation area

5. office

6. reading rooms

- main area with 35-40 study tables
- 3 separate enclosed rooms

7. conference room

8. archives

9. Native American Collection room

10. AV media storage

11. Av equipment storage

7. Student Services/Administration/Business

A. Student Center

- connect to cafeteria/multi-purpose space
- cash machine
- games area(4-5 ping pong tables, pinball)
- computer lab
- club meeting rooms
- weight room
- TV/large screen video area
- soda fountain/snack bar/concessions sales/vending machines
- ticket sales
- student lockers
- student mail boxes
- student supplies sales, bookstore
- "coffeehouse"
- "social" laundry room
- reading spaces
- student organization meeting space

B. Student Organization(s) Space

- newspaper space
- darkroom space
- yearbook space
- space for student council meetings
- club meeting rooms in Student Center

C. Health Center

- infirmary
- full time nurse
- classroom for health instruction

8. Residential Services

- locate dorms near cafeteria services
- driveway access/loading provisions for student moves
- separation requirements for boys/girls dorms?
- "houses" for seniors

A. General Dorm Requirements

- apartment/suite character for room arrangements
- 20-30 students max per dorm(dorm "neighborhood")
- provide core for each dorm with office/gathering/laundry
- group study with computers/printer and small library
- TV/recreation room
- kitchenette with microwave
- adequate lobby
- laundry room
- no gang showers
- adequate storage
- living space/accommodation in dorm for residential advisors
- advisors office with small refrigerator
- well located/secure entrances and exits
- secure parking for each dorm

B. Dorm Room Types

- 2 students per room max
- 4 students max per one bathroom(private shower stalls)
- climate control for each room
- provisions for phone/computer
- built-in closets/mirrors/shelving
- desk/study place for each resident
- small refrigerator in each room

C. Other Housing

- staff housing with rent reductions for service
- parent stay-over accommodations
- apartment/cottage for visitors/guests with 1 bedroom, kitchen, sitting room, bathroom

9. Food Services

A. Food Service

- different food options
- family-style service

B. Cafeteria Space

- multi-purpose space for 300
- outdoor food court with picnic tables
- outdoor grill with covered patio area
- drink station
- coffee service area
- water fountain
- check-in area
- chair/table storage
- improve loading dock/service area

C. Kitchen Infrastructure Requirements

- double size of existing kitchen
- upgrade plumbing system
- increase size of dishwash area
- modify service line

10. Historical and Cultural Program

A. Design Concepts and Spaces

- create language/historical museum
- create Native American cultural center
- create ceremonial centers
- set song/dance circle aside on campus(space for 100 to 150 dancers)
- sculptures in front of the dorms made by the students, with graduating class to give to the School
- display art and plaques(such as at Alumni Hall)
- retain/protect/celebrate the historical "core"
- respect the cemetery

B. Cultural Values Issues

- 4 cardinal directions
- the sacred mountains
- 4 sacred colors
- symbolic entities(eagle/corn pollen)
- symbolic building forms(hogan)
- concepts of wholeness/centeredness
- power of nature
- real life traditional activities as learning activities
- ceremonial centers
- the clans
- the creation stories

11. Community Partnership Features

A. Agricultural Program

B. Horse Raising Program

E. Programming Session Memorandums

Phase One - Programming Summary

MEMORANDUM

TO: file
FROM: Lynette Pollari
PROJECT: Navajo Prep - #97800
SUBJECT: Programming session - Administrative group
DATE: 4/21/97
COPY TO: Betty Ojaye, Sharon K. Shaffer
Steve Thompson, John Jennings, Jerry McCoy

Nominal Group Process Results:

1. ***Describe the ideal Navajo Prep graduate.***

19 high character (ethical); responsible to self/others; independent
14 global vision; sharing; open minded, compassionate; adaptive; fit any college setting, relate to all cultures confident, adaptive
9 multi-lingual; research skills; critical thinker; eager to learn; intelligent; technology literate
9 self-centered; risk taking; self-identity; high self-esteem; unity (family) collaborative; interested in leadership
8 high standards; focused
0 understand treaty relationship
6 self-disciplined
4 creative
0 unsure about their future
0 multi-talented

2. ***How does Navajo Prep deliver curriculum to create this graduate?***

opportunities beyond NPS (summer enrichment)
student involvement/teaming
role models
technology connection (bring world to NPS)
small student/teacher ratio
cultural activities
new model (educational philosophy)
sovereignty

3. ***What are the present barriers holding you back from delivering education in the way you desire?***

staff development
facilities
lack of staff/student understanding and commitment
lack of student desire
poor atmosphere
language/culture "center"
lack of time
lack of resources
leadership management/skills

4. ***What type(s) of facilities do you need to allow for delivery of program?***

MUSTS:

- CITY INVOLVEMENT
- RETAIN "CORE"
- RESPECT CEMETERY
- ORCHARD
- DITCH
- CHAPEL

- softball/baseball with grandstand
- tennis courts
- staff lounge/staff planning
- phone system
- cafeteria/cafe/multi-purpose
- satellite dish
- music facility
- art facility
- transportation servicing facility
- applied technology
- culturally appropriate
- college store/cash machine
- student union/gather place (connect to cafeteria/multi purpose 50%)
- tickets/concessions sales
- community facility (mini civic center); workshop, conferences, theater/lecture hall
- good track (metric)
- cross country course
- exercise course; obstacle course
- larger gym (for 2)
- training room; workout/community
- grounds equipment
- buildings and grounds building (shops/security/support)
- ceremonial centers
- business/administration centralized

- apartment accommodations
- science labs
- swimming pool
- language lab
- library upgrade
- on-line computer system
- sprinkler system (controlled)
- football stadium
- outdoor concessions
- staff housing
- cultural center/ historical museum
- dorms (2 students per room), with study/TV room and adequate hot water; 4 students maximum per bathroom
- 30 students maximum per dorm
- kitchenette
- laundry room
- intra-communication
- classroom integration (clustered)
- inter-communications
- campus environment

Navajo Preparatory School

Educational Program Summary Lists
6/25/97

Program Outline:

1. **Landscape/Site Features**
   - a. General
   - b. Program Settings and Features
   - c. Parking

2. **Transportation/Building and Grounds/Maintenance**
   - a. Transportation Center
   - b. Recycling Center
   - c. Maintenance Space
   - d. Agricultural Program Space

3. **Activities/Athletics**
   - a. Enclosed Program
   - b. Playfields and Accommodations
   - c. Courses and Programs

4. **Whole School Facilities**
   - a. Auditorium Space
   - b. Community Use Space

5. **Curricular Space**
   - a. General Requirements
   - b. Neighborhood Space
   - c. Fine Arts Space
   - d. Lab Space

6. **Library Services/Computer Systems/Technology**
   - a. Library
   - b. Computer Systems/Technology Space

7. **Student Services/Administration/Business**
   - a. Student Center
   - b. Student Organization Space
   - c. Health Clinic
   - d. Administration/Business
   - e. Student Services

8. **Residential Services**
   - a. Dorm Requirements
   - b. Room Requirements
   - c. Other Housing Types

9. **Food Services**
   - a. Cafeteria Space
   - b. Kitchen

10. **Historical and Cultural Program**
    - a. Spaces/features

11. **Community Partnership Features**
    - a. Potential Agricultural Program
    - b. Potential Horse Raising Program

Program Space Requirements:

1. Landscape/Site Features

a. General

site accessibility
site security
adequate site lighting
protected cemetery

b. Program Settings and Landscape Features

outdoor learning settings
park benches
information Kiosk
greenhouse
geology/nature trail
orchards
agricultural fields
the ditch
Historic District courtyard

c. Parking

RV area
student,staff,public parking lots
school vehicle parking
3 GSA buses
2 NP buses
2 vans
sedan car
maintenance vehicles

2. Transportation/Building and Grounds/Maintenance

a. Transportation Center

storage/supplies
service area
garage
office
outdoor vehicle cleaning yard

b. Recycling Center

c. Maintenance Space

storage/supplies
shop
office(s)
break room

d. Agricultural Program Space

3. Activities/Athletics

a. Enclosed Program

1. Existing gym
locker room additions/upgrades
concessions/entry zone upgrades
catwalk for lighting access

2. New gym
60 m indoor track
1000-1500 seating

3. Athletic Center
coaches offices
wrestling facility
weight room/workout space
whirlpool
trainer/taping area
P.E./athletics locker rooms(150-boys;200-girls)
storage/equipment space
team space
health classroom(also first aid use)

b. Playfields and Accommodations
2 softball fields
1 baseball field with dugouts/seating
1 football field with all weather track/grandstand/concessions
1 multi-purpose field
1 soccer field
high jump/pole vault
4 tennis courts
2 volley ball courts
outdoor basketball courts

c. Courses and Programs

1. Multi-use trail
fitness program
nature/geology trail
cross country course(5 K)
hiking/jogging
mountain bike trail

2. Putt-putt golf course

3. Rock climbing course

4. Whole School Facilities

a. Auditorium Space

1. Alumni Hall

2. The "Roost"

3. New Auditorium
400 seats
stage with flyloft/curtains
wood shop
concessions
storage

b. Community Use Space
(not additional space/scheduled space)
conference rooms
labs
library
auditorium space

5. Curricular Space

a. General Requirements
integrated learning organization
study "bays" (varied study places)

b. Neighborhood Space
core classrooms
staff resource areas
storage space
small conference rooms(for 10)
small group rooms(for 4-5)
shared seminar rooms(for 40)
Navajo Studies outdoor classroom(fire/cooking)

c. Fine Arts Space

1. Music Facility
6 practice rooms
office space for 2 staff
1 choral/band lab space
1 computer/keyboard lab
1 small recording studio
1 sound lab(use Navajo CD lab?)
storage space(instrument/uniforms/musical scores)
use of one core classroom for general instruction

2. Navajo CD project space
2 studio spaces

3. **Visual Arts Facility**
1 wet lab
1 dry lab
1 silversmith lab(10 stations)
1 photography lab/darkroom(16 stations)
office space for 2
storage
kiln room
outdoor art classroom(raku pit)
display areas on campus

d. **Lab Space**
biology chemistry labs(2)
science/physics/applied tech lab(1)
cooking lab(utilize kitchen in Student Center/Cafeteria)

6. Library Services/Computer Systems/Technology

a. **Library**
AV classroom for 30
AV viewing room
stack and resource areas
main circulation area
office space for 2
reading rooms(3)
conference room(for 15)
archives
Native American Collection space
Av media room
Av equipment storage

b. **Computer Systems/Technology Space**
computer labs(4)
computer center

7. Student Services/Administration/Business

a. **Student Center**
meeting room(fireplace)
games room
TV/large screen room
"bookstore"
snack bar / "coffee house"
ticket sales
service space(cash machine,vending,phones)
student lockers
mail boxes
gallery
workshop
Residential Services Director's office and records storage

b. **Student Organization Space**
newspaper
yearbook
student government
club meeting rooms

c. **Health Clinic**

d. **Administration/Business**
Leadership offices(4)
Business office
Facilities Management office
Athletic Director's office
conference rooms
Board Room
kitchen
storage
copy center/work room
staff lounge

e. **Student Services**
Pre-college counselor office
Pre-college room
Student Services Director's office
At-Risk Counselor's office
Personal Counselor's office
Admissions Director's office
Registrar's office
records storage
student reception space
kitchenette
administrative support stations(4)

8. Residential Services

a. **Dorm Requirements**
dorms for 30; 2 students per room; 4 students per one bathroom
entry lobby
Residential Advisor's office space
TV/rec room(with piano)
group study room(5 computers/library shelving/seating)
kitchenette
storage
laundry

b. **Room Requirements**
desks/beds/chairs
built-in closets/mirrors

c. **Other Housing Types**
staff housing
parent stay over accommodations
guest cottage(1)

9. Food Services

a. **Cafeteria Space**
seating for 300
drink station
coffee service area
water fountain
check-in area
storage
loading dock/service area
outdoor patio/grill

b. **Kitchen**
double size

10. Historical and Cultural Program

a. **Spaces/features**
Navajo Historical/ Cultural Center
ceremonial centers
song/dance circle(100-150 dancers)
student sculptures
art displays
Alumni displays
Historic District

11. Community Partnership Features

a. **Potential Agricultural Program**

b. **Potential Horse Raising Program**

Appendix III

Environmental Assessment Summary (Environomics)

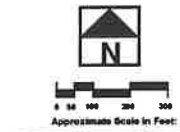
Appendix IV

Archaeological Assessment Summary (NHD)

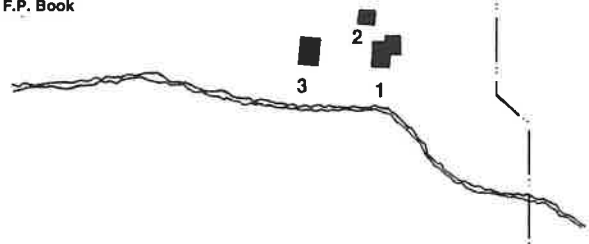
Appendix V

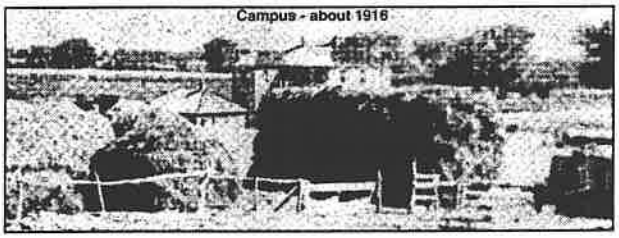
Historical Preservation Information

1912
NAVAJO METHODIST MISSION SCHOOL



1. McDonald Hall (1912)
   "One Room School House"
   Classrooms
   Dorm
   Kitchen
2. Laundry (1926/28 by TWILLA) 1940-76 F.P. Book
3. Unknown Building

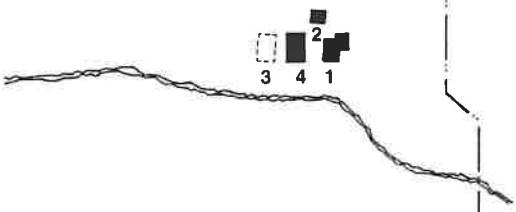




Campus - about 1916

1918
NAVAJO METHODIST MISSION SCHOOL

1. Mc Donald Hall (1912)
   Dorm/Kitchen
2. Laundry
3. Unknown Building
4. Aztec Hall (1918)
   The Classoom
   Building



NAVAJO PREP

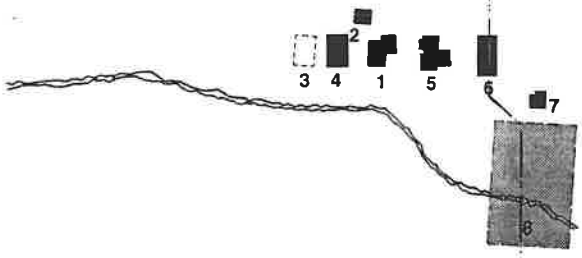
Tomorrow's Leaders "Yideeskágóó Naat'áanii"

CAMPUS DEVELOPMENT

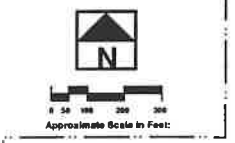
DESIGNWORKSHOP / THOMPSON POLLARI STUDIO

1925
NAVAJO METHODIST MISSION SCHOOL

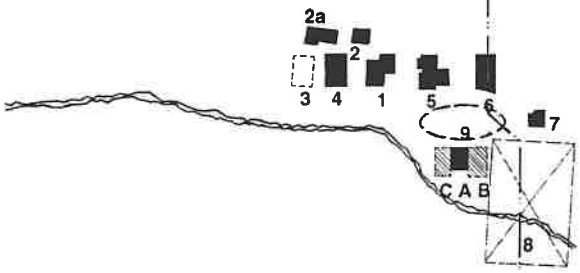
1. McDonald Hall
2. Laundry
3. Unknown Building / Removed
4. Aztec Hall
   Classroom Building
5. Morgan Hall (1926) 1929 F.P. Book
   Kitchen
   Staff Quarters
6. Dodge Hall (1926) 1925 F.P. Book
7. Mission Office (1926)
8. Mission Garden



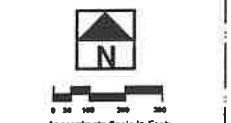
1937
NAVAJO METHODIST MISSION SCHOOL



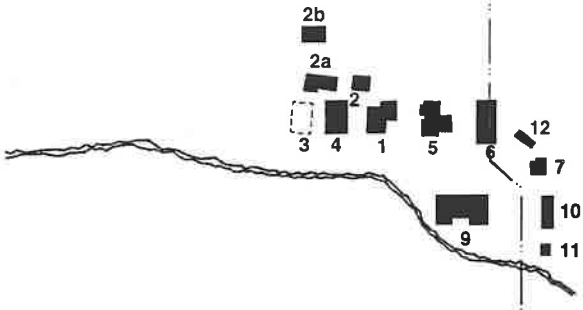
1. McDonald Hall
2. Laundry 2a. Garage (1929)
3. Unknown Building / Removed
4. Aztec Hall
   Classroom Building
5. Morgan Hall (1926)
   Kitchen
   Staff Quarters
6. Dodge Hall (1926)
7. Mission Office (1926)
8. Mission Garden
9. Main Building
   A - 1935
   B - 1936
   C - 1937

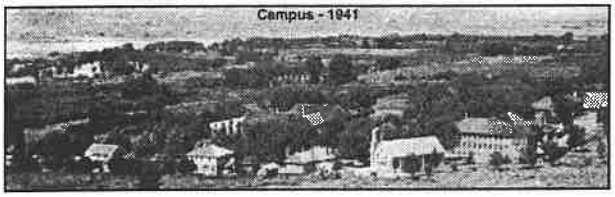


1941
NAVAJO METHODIST MISSION SCHOOL



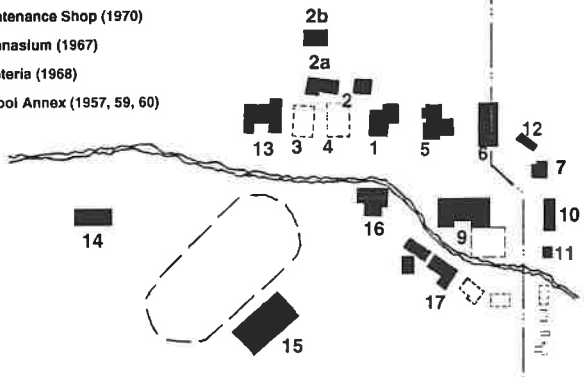
1. McDonald Hall
2. Laundry
3. Unknown Building / Removed
4. Aztec Hall
   Classroom Building
5. Morgan Hall (1926)
   Kitchen
   Staff Quarters
6. Dodge Hall (1926)
7. Mission Office (1926)
8. Mission Garden
9. Main Building
10. Mission Property
11. Mission Property
12. Chapel




Campus - 1941

1970
NAVAJO METHODIST MISSION SCHOOL

1. McDonald Hall
2. Laundry
3. Unknown Building / Removed
4. Aztec Hall
   Classroom Building
5. Morgan Hall (1926)
   Kitchen
   Staff Quarters
6. Dodge Hall (1926)
7. Mission Office (1926)
8. Mission Garden
9. Main Building
10. Mission Property
11. Mission Property
12. Chapel
13. Akeah Hall (1955)
14. Maintenance Shop (1970)
15. Gymnasium (1967)
16. Cafeteria (1968)
17. School Annex (1957, 59, 60)



October 24, 1997

Mr. Roger Henderson
The Navajo Nation
Historic Preservation Department
P.O. Box 4950
Window Rock, Arizona 86515

RE: Navajo Preparatory School
Historical Preservation Coordination

Dear Roger,

Per our discussion yesterday afternoon regarding your review of the Navajo Prep MasterPlan, please review and provide us with your approvals regarding the design for this masterplanning phase. Our work to-date has proceeded based upon your verification of our proposed use of McDonald, Morgan and Dodge Halls for classroom use with requirements for extensive renovation of the interiors and additions on the north sides. The design has also relied upon your verification at the June 25th meeting that the old wood shop and garage /metal shop building is not critical to the Historic District. Overall, the MasterPlan's design has taken into account a proposed category of the property, period of significance, contributing factors to the District and treatment methods. The verbal description of all these aspects has been documented in the draft MasterPlan Historical Preservation Summary(9/24/97) which was forwarded to you.

We understand the complexity of the project and will seriously consider your suggestion to add a Historian to the team for the next phases of masterplanning and design, to allow for in-depth consultation which can not be offered by your Department. As I stated in our call, at this point in time, we need corroboration of the final design of the MasterPlan.

We would appreciate your timely response to the following list of design positions, to enable our completion of the Master Plan report for our client by the end of the month. As we discussed, we also need you to put your determinations in letterform, which can be forwarded to Ms. Betty Ojaye and Denise Copeland for inclusion in her Archeological Survey report.

A. Buildings to be removed:

Potentially contributing to the District:
Laundry
Weight room building(old wood shop)
Garage/metal shop

Non-Contributing to the District:
Akeah Hall
Cafeteria
Classroom Annex
Two houses adjacent the Classroom Annex

B. Buildings to be retained:

Strongly contributing to the District:
MacDonald Hall
Morgan Hall
Dodge Hall
Main Building

Historic buildings on the campus:
Bassett Cottage

Non-contributing to the District:
Gymnasium
House adjacent Bassett Cottage

C. Use/Proposed Treatment of Historic Buildings:

MacDonald, Morgan and Dodge Halls:
These buildings will be utilized for academic neighborhood space, requiring extensive renovation of the interiors of the buildings and removals/additions on the north sides of the buildings where changes to the original properties were made. These additions are required to accommodate required stairs, toilet rooms and limited classroom space. Reconstruction of the original front porches on the buildings is planned. All detailed design for these buildings will be accommodated under the Secretary of the Interior's Standards for the Treatment of Historic Properties, under the Rehabilitation treatment standards.

Main Building:
This building will be utilized for academic neighborhood space and space for the Administrative/Business and the Student Services Centers. Extensive renovation of the interior of the building will be required, with the intent of retaining valuable interior features and spaces including "the Roost"(the first gymnasium). The only exterior addition required will be an egress stairwell on the West Side of the building. All detailed design for this building will be accommodated under the Secretary of the Interior's Standards for the Treatment of Historic Properties, under the Rehabilitation treatment standards.

Steve Thompson and I will be flying into Gallup on Sunday, 10/26/97, for Monday and Tuesday meetings with a client located in St. Michaels. We would like to arrange a meeting with you if possible. Please feel free to call our business number at any time this weekend, and we will return your call.

Sincerely,

Lynette Pollari, AIA
Principal , Thompson Pollari Studio

cc: file, John Jennings, Ms. Betty Ojaye

Roger Henderson
The Navajo Nation
Historic Preservation Department
P.O. Box 4950
Window Rock, Arizona 86515

October 6, 1997

Dear Roger,

Per our discussion this afternoon regarding the Navajo Preparatory School's MasterPlan report, I will be sending you a package of drawings overnight on Tuesday for your review. The package will include blueprints of the overall site plan and blueprints of the building "concept" plans, including both new buildings and the historic buildings which are slated for "rehabilitation". As I mentioned, we are working to complete the report by the end of October and we need your review and comments as soon as possible. We have also submitted a preliminary proposal to Navajo Prep to proceed with Phase II Masterplanning, which would include detailed masterplanning for infrastructure and development of design guidelines for new architecture and for treatment of historic properties. I will call you during the day on Thursday(10/9/97), to discuss the MasterPlan's design and historic preservation coordination issues. During our phone session, I am hoping that we can address and clarify the following issues:

MasterPlan Design

1. Verify the buildings to be retained and the buildings to be removed.
2. Clarify conditions of the "rehabilitation" treatment method regarding construction of new building additions on MacDonald, Morgan and Dodge Halls, and the Main Building (see concept plans (when you get them) for areas highlighted in yellow).

Phase II Masterplanning Process

3. Discuss coordination with Denise Copeland regarding submission of her 90% complete archeological inventory study to the Navajo Nation.
4. Discuss the opportunities and constraints of the nomination/designation process for Navajo Preparatory School.
5. Discuss the different processes Navajo Preparatory School could pursue as the design team proceeds into Phase II masterplanning work:
   a. Research and design which will set the stage for future pursuit of the historic nomination process by Navajo Prep, while allowing for new building construction and existing building rehabilitation to proceed.
   b. Research and design in coordination with pursuit of the District nomination process/designation by Navajo Prep.

I'm looking forward to our discussion on Thursday. In the meantime, you can review the DRAFT Historical Preservation summary that was faxed with this letter.

Sincerely,

Lynette Pollari, AIA
Principal

cc: Ms. Betty Ojaye, John Jennings, Steve Thompson

Memorandum

TO: Betty Ojaye, Executive Director
FROM: Lynette Pollari
PROJECT: Navajo Prep - 97100
SUBJECT: Phone conversation with Roger Henderson
DATE: 7/31/97
COPY TO: file
John Jennings, Stephen Thompson
Roger Henderson, The Navajo Nation Hist. Preserv. Dept.

I called Roger Henderson to verify that the materials and memos we sent were received by him, and to verify the proposed use of MacDonald, Morgan and Dodge Halls for classroom programs. The following issues were discussed and verified:

1. Consistent with proper treatment of the School's historic properties, MacDonald, Morgan and Dodge Halls can be utilized for academic neighborhood/classroom use with the requirement for extensive renovation of the interiors of the buildings.

2. Roger agreed that the Rehabilitation Treatment will allow for protection of the buildings' exterior shells, with reconstruction of critical features(such as the porches), extensive renovation of the interiors, and potential construction of new additions on the rear sides of the buildings. He said that additions on the buildings will need to be designed to appear as contemporary additions, with copying of the original architecture not in keeping with the intent of the Treatment Standards.

3. Roger stated that his role on the project is to supply us with technical review and comment. He is not allowed to do research or work on the project. He said that he will work to keep the Masterplan's design "on track" with the Nomination process. Roger stated that the Standards for Treatment of Historic Properties are intended to keep people mindful of the importance of properly treating historic properties, and that the Standards are quite flexible. He stated that he sees no problems with the Masterplan's design at this point, and will work with us throughout the Masterplanning and design phases to assure coordination with future Nomination activities.

THOMPSON POLLARI STUDIO
planning and architecture

5525 East Pinchot Avenue
Phoenix, Arizona
85018

telephone
602-808-9067
fax
602-954-7505

MEMORANDUM

TO: Betty Ojaye
FROM: Lynette Pollari
PROJECT: Navajo Prep - 97100
SUBJECT: Historic Research
DATE: 7/21/97
COPY TO: file,Betty Ojaye,Sharon K-Shaffer
John Jennings,Stephen Thompson

The following sources can potentially be pursued, to gain access to materials and answers about the history of the Mission School.

1. **The United Methodist Center and New York headquarters**
Our meeting with Barbara was fairly productive. She did say that she would clear release of photographs/materials she has in the office with her Supervisor, Sandra Swan.

2. **Local Resources**
My meeting with Twila again raised the names of some potential local resources including Mr. Bob Brooks, Elizabeth Jim, Uberta Arthur, Frank Eldridge and Rosie Raymond. I believe that you have tried to call some of these people with no success, while some others may be accessible.

Twila said that she would look through her materials for all her old yearbooks. She said that she remembers that each yearbook/annual had a one page summary of the year's events at the School. This information would be very helpful in regard to dating building additions.

3. **Navajo Nation's HPD**
We had a very good meeting with Roger Henderson of Navajo Nation's HPD. I'm hopeful that he will come up with sources for information. I will be contacting Roger directly for input, with your approval.

4. **School Alumni**
School Alumni continues to be a potential source for information. Perhaps Eva Stokely could contact sources she knows by phone.

THOMPSON POLLARI STUDIO
planning and architecture

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Phoenix, Arizona
85018

telephone
602-808-9067
fax
602-954-7505

MEMORANDUM

TO: Betty Ojaye,NPS
FROM: Lynette Pollari
PROJECT: Navajo Prep - 97100
SUBJECT: Meeting with Roger Henderson, HPD
DATE: 6/25/97
PRESENT: Lynette Pollari, J. Jennings, S. Thompson, Roger Henderson
COPY TO: file, Sharon Klausmeyer Shaffer
John Jennings, Stephen Thompson
Roger Henderson, Navajo Nation HPD

In our meeting, we discussed the status of the Masterplan design with Roger and clarified our team's understanding of the following issues:

A. Designation Status

1. Navajo Prep is very conscious of the historic attributes of the campus. Our Masterplan design work will "set the stage" for future pursuit of the Historic Designation nomination process by NPS.

2. The Masterplan approach is proposing to define/categorize the significant property of the original Mission School as a HISTORIC DISTRICT.

3. We are proposing that within the Historic District, the contributing factors/buildings be treated through various methods which coordinate with historical significance, proposed new uses, and code requirements. We expect that buildings will require preservation of character defining exteriors, replacement of missing features such as the old porches, and renovation/rehabilitation to accommodate new program and code requirements.

4. It is our understanding, in discussions with Roger, that the adaptive reuse of the interiors of historic buildings is allowable as long as the exterior shell and its historical features are preserved. This would allow the existing dorm buildings(MacDonald, Morgan, Dodge)to undergo conversion to classroom use.

5. The Mission's buildings that are potentially contributing factors to the District do not need to be part of the nomination process for Historic Designation for the District. They can be added to the District at any time. The two primary buildings appear to be the Chapel and the Office building.

6. Roger stated that The Navajo Nation is now in control of the Historic Designation process for its properties and that he can work with us to determine coordination with Nomination processes.

B. Contributing Building Factors

1. The following existing NPS buildings appear to be contributing factors to the Historic District: MacDonald Hall, Morgan Hall, Dodge Hall, the Main Building, the Laundry. We will need assistance from Roger to determine the value and importance of additions made to these buildings across time.

2. The existing weight room building #25(old wood shop) and garage/metal shop building #24 are both at least 50 years old. We discussed the condition and location of these buildings with Roger concerning their historic importance, in that their locations are problematic for the Masterplan and both are in very poor condition. Roger felt that they are not critical to the Historic District.

3. There are several buildings which were demolished which probably would be contributing factors to the District if they still existed, including Aztec Hall and additional outbuilding(s)including a chickenhouse, vegetable cellar, barn, wagonhouse, and cowshed. We will work to uncover the locations of these buildings in an effort to enhance the Historic District's affect on the Masterplan. One concept that the design team has discussed involves reconstructing Aztec Hall's foundations to act as a feature within an outdoor plaza or space.

4. Bassett cottage should be considered for Historic Preservation, even though it is not within the proposed Historic District.

C. Non-Contributing Building Factors

1. The following existing NPS buildings do not appear to be contributing factors to the Historic District: Akeah Hall, the Cafeteria, the Gym, the Classroom Annex, the two Administration houses and the house adjacent Bassett Cottage.

D. Contributing Site Features

1. We stated that we will need help from Roger to determine what site features contribute to the Historic District, and which are important to identify, preserve and protect as Historic features within the overall site. Some of these features include the Ditch, cemetery, orchards, and the courtyard in front of the Main Building.

Roger said that he will be reviewing the files that Colleen Hamilton assembled on the project and materials that we will send him, in order to get "up to speed" on the project. We asked him to review and make additions to the 6/09/97 memorandum to Betty Ojaye regarding "research materials to gain access to", and "research questions to be answered". We also asked Roger to investigate potential information sources, in that sufficient historic information on buildings and their development is lacking at this time.

MEMORANDUM

TO: Betty Ojaye, Executive Director
FROM: Lynette Pollari
PROJECT: Navajo Prep - #97800
SUBJECT: Historic Research Initiatives
DATE: 6/09/97
COPY TO: file, Sharon K-Shaffer
John Jennings, Steve Thompson, Jerry McCoy

Consistent with discussions and presentations on 5/20 and 5/21, we are pursuing research which will frame the Master Plan phase of the project and allow for future pursuit of Historic Designation for the Mission School as a Historic "District". The goals for this work include:

- identification of the period of significance for the Historic "District"
- identification of "contributing factors" to the "District" (buildings, structures, cultural resources)
- gaining information regarding the character of the "contributing factors"(research for documentation to accurately repair and potentially reproduce buildings, elements of building, site areas, etc.)
- identification of proper treatment methods for the "contributing factors", for coordination with the Master Plan

While we are pursuing a number of research sources, we need to coordinate with you for access to some very important sources. Following, please find a list of sources we would like to have meetings with and gather information from with your help. Please refer to the attached memorandum for typical materials we are looking for, and questions we need answered. You might find this memorandum helpful, to forward to the sources listed below.

1. Mission School administrators

- *Barbara, the Mission Director*
- *staff at the New York Mission headquarters(access to records)*

2. School Alumni

This is a source that Eva Stokely feels strongly about and said that she can help with making contacts. She is very interested in gathering Alumni together for a meeting to share memories and information. Barbara (at the Mission) should have a database of Alumni names and addresses that we can access.

3. Twila and local Farmington people

Twila mentioned the following local Farmington people, who might be excellent resources: Mr. Elizabeth Jim and the Raymond Family(Eddie Raymond, Rose Raymond, Claudia Gleason). Perhaps we could ask Twila to contact these people, to set up a potential meeting(s).

4. Navajo Nation Historic Preservation Department Staff

We would like to meet staff from Window Rock when we come-up for meetings at the end of June. We can either meet with staff at the School, or visit the Window Rock office on our way out of town the afternoon of June 26th.

MEMORANDUM

TO: Betty Ojaye, Executive Director
FROM: Lynette Pollari
PROJECT: Navajo Prep - #97800
SUBJECT: Historic Research Information and Questions
DATE: 6/09/97
COPY TO: file, Sharon K-Shaffer
John Jennings, Steve Thompson, Jerry McCoy

A. Research materials to gain access to:

- Mission School records such as ownership records, descriptions of property/appraisals, architectural plans, photographs
- Mission School publications across time(*such as the copy of the Mission Magnet, dated 1966, that we gained access to from Twila*)
- Personal records and memorabilia of School Alumni and staff such as letters, diaries, ledger books, histories, biographies, photographs
- any historic photographs and renderings of the School, and its area within Farmington
- books and studies about the School(such as *The Tender Plant*)
- any information about people and events which are important to the School's history

B. Research questions to be answered:

- How does the School relate to the history of the community and to the history of the Navajo Nation?
- What will the period of significance "be" for the Mission School as a "Historic District"?(1891-1948 cited as the historic period covered by *The Tender Plant*)
- How many building, structures, and other cultural resources make up the "historic district"?(*the "contributing factors"*)
- When were the resources constructed and how have they changed across time? How have these changes affected historic integrity?
- What are the resources' historic characteristics(building form, materials, style, etc)?
- How were the buildings used during the School's period of significance?
- Who used the buildings and did any people individually make contributions to the School's history?(*Mary Eldridge, Margaret Tripp, etc.)*
- What are important historical events and activities for the School?

MEMORANDUM

TO: file
FROM: Lynette Pollari
PROJECT: Navajo Prep - 97800
SUBJECT: Meeting with Denise Copeland (4/21/97); Call to Denise Copeland (5/15/97)
cc: Betty Ojaye, Sharon K-Shaffer
Steve Thompson, John Jennings, Jerry McCoy

A. Meeting with Denise Copeland (4/21/97)

Denise Copeland described the archeological inventory study she is close to completing on the site, for the Navajo Nation. The meeting concluded with an agreement that Denise will not submit her study yet, and will wait until the design team is further along in our historic research and master planning concept work, to allow for coordination of our efforts with her work.

- the study has included inspections at 50 foot intervals across the site; prehistorically, there is nothing there; she does not have information regarding what is below grade
- she has dates for the majority of buildings
- one of the resources she has been using is a facilities survey which is the property of Navajo Prep School
- her study provides the basis for compliance with Section 106 of the 1966 Historic Preservation Act; the intention of this act is to protect historic properties from being destroyed or demolished.
- the result of her study substantiates that the Mission School is eligible for Historic Preservation nomination status as a district (contributing factors for a district nomination exist); it is simply a pre-qualification for nomination - the first step.

B. Phone call to Denise Copeland (5/15/97)

I called Denise to clarify her resources and her understanding of the intentions of the Navajo Nation regarding pursuing nomination of the Mission School properties.

- Denise believes that the Navajo Nation's Historic Preservation Department has an agenda to "protect" historic properties, but does not have the direct intention or resources to pursue the nomination process, which is very time consuming and expensive. She also stated that Navajo Prep School is in control of determining whether the district/properties should be pursued for nomination or not.
- I asked Denise whether she has heard of the local Farmington people Twila Hahn suggested as potential research resources. She said no.
- I asked her whether we could get a copy of her draft study to verify building dates. She said that the dates she has came from a Facilities Survey and Evaluation Study

which was produced by ATSR out of Minneapolis, Minnesota. She said that the Prep School has another set of the two volume study which we might be able to use. She said that Volume I is much more about the buildings, than Volume II (both are extensive; 4" thick each).

MEMORANDUM

TO:	file
FROM:	Lynette Pollari
PROJECT:	Navajo Prep - 97800
SUBJECT:	Meeting with Twila Hahn
DATE:	4/23/97
cc:	Betty Ojaye, Sharon K-Shaffer
	Steve Thompson, John Jennings, Jerry McCoy

I asked Twila to discuss her memories of the Mission School's development across time. She reviewed her best memories of the dates of key buildings and their use, and cited people she believes might be good research resources. She also gave me a School Year Book from the 1960's, to use for historical photographs.

Historical Development

- the first Mission School was located at Hog Back (Mrs. Mary Eldrige/Mrs. Mary Raymond)
- the second location was flooded-out, prompting development of the School at its present site
- McDonald Hall was the first building (1912); functioned as a one-room school house with kitchen space, dorms, classrooms
- (1918) Aztec Hall built as new classroom building
- (1926) Morgan Hall built, to function as new kitchen and staff living quarters
- (1926/28) Laundry Building
- (1926) Dodge Hall and the Mission Office
- 1935/36/37) The Main Building, constructed in three phases starting with the center, then the west wing, then the east wing
- (1941) Mission Chapel
- (1940/42) Cemetery
- (1942) one of the older houses/Metzger's?
- (1968) the gymnasium

Research Resources

- Mrs. Elizabeth Jim
- The Raymond Family (Eddie Raymond, Rosie Raymond, Claudia Gleason)
- Barbara, who works at the current Mission office

NAVAJO PREP

Tomorrow's Leaders "Yideeskąągóó Naat'áanii"

August 24, 1998

Thompson Pollari Studio
5525 East Pinchot Ave.
Phoenix, Arizona 85018

Dear Steve:

BIA-Program & Reg.

Enclosed are copies of ~~estimates~~ for the gym addition, roofing project and site utilities. ~~These estimates have been~~ POR + cost estimate done by Melvin Tsethlikai, Engineer, BIA Area Facility Office, Gallup, New Mexico.

Mr. Tsethlikai is giving us an opportunity to review for further input. Our review should be based on the school master plan and design guidelines. Would you please assist us with the review? I have suggested a follow-up meeting with all concerned to finalize our FI&R Request to the BIA for Year 2000 funding. I will call you if it becomes necessary for you to attend.

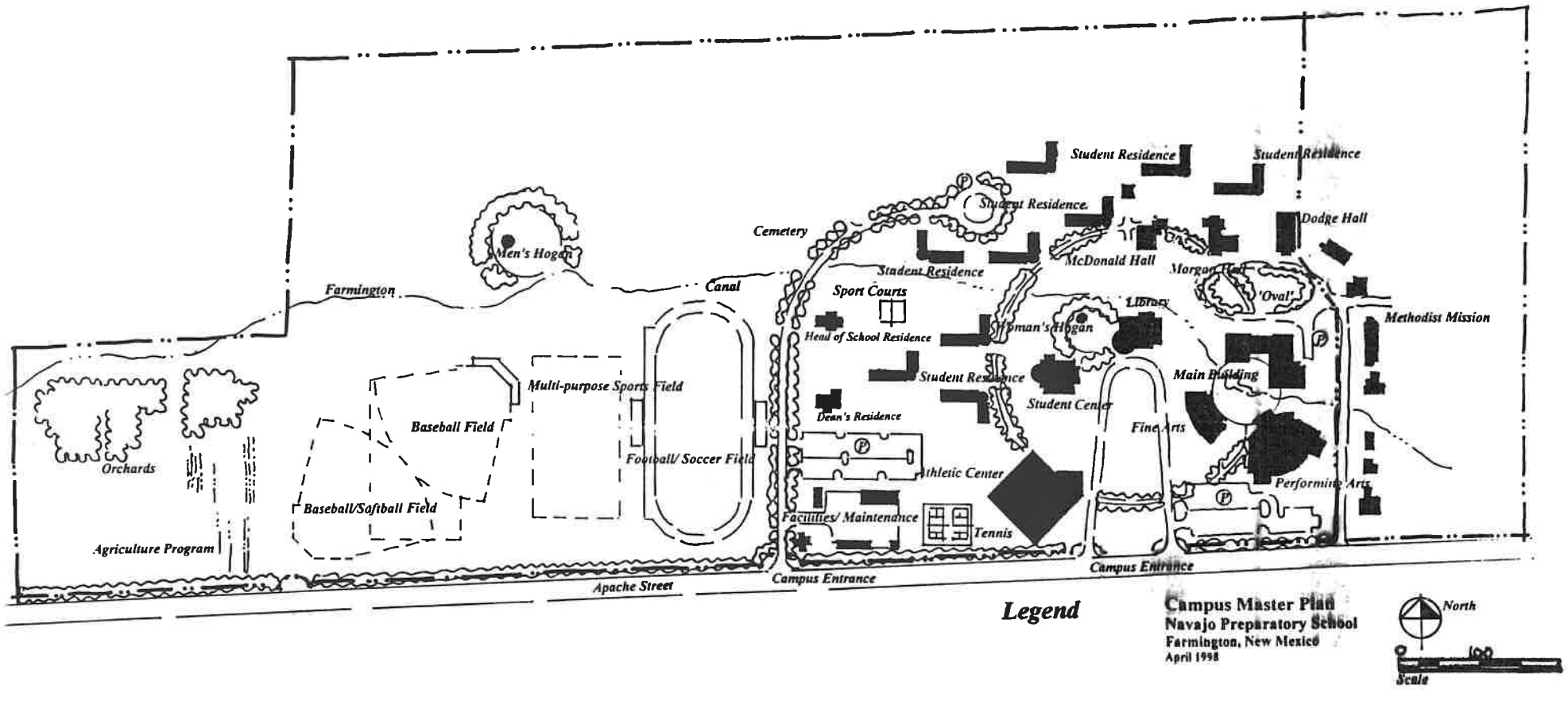
Improvement and repair costs for other historic buildings is still being worked on. We will need your assistance to review this also at a later date. Please call if you have any questions. Please bill for services rendered. Thank you.

Sincerely,

Betty Ojaye

Betty Ojaye
Educ. Facil. Proj. Director

cc: Sonny Franklin, Executive Director
Kee Blackwater, Facility Manager


Student Residence
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Men's Hogan
Farmington
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Student Residence
McDonald Hall
Morgan Hall
'Oval'
Sport Courts
Library
Methodist Mission
Head of School Residence
Woman's Hogan
Student Residence
Main Building
Student Center
Dean's Residence
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Football/ Soccer Field
Athletic Center
Performing Arts
Orchards
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Campus Entrance
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Campus Master Plan
Navajo Preparatory School
Farmington, New Mexico
April 1998
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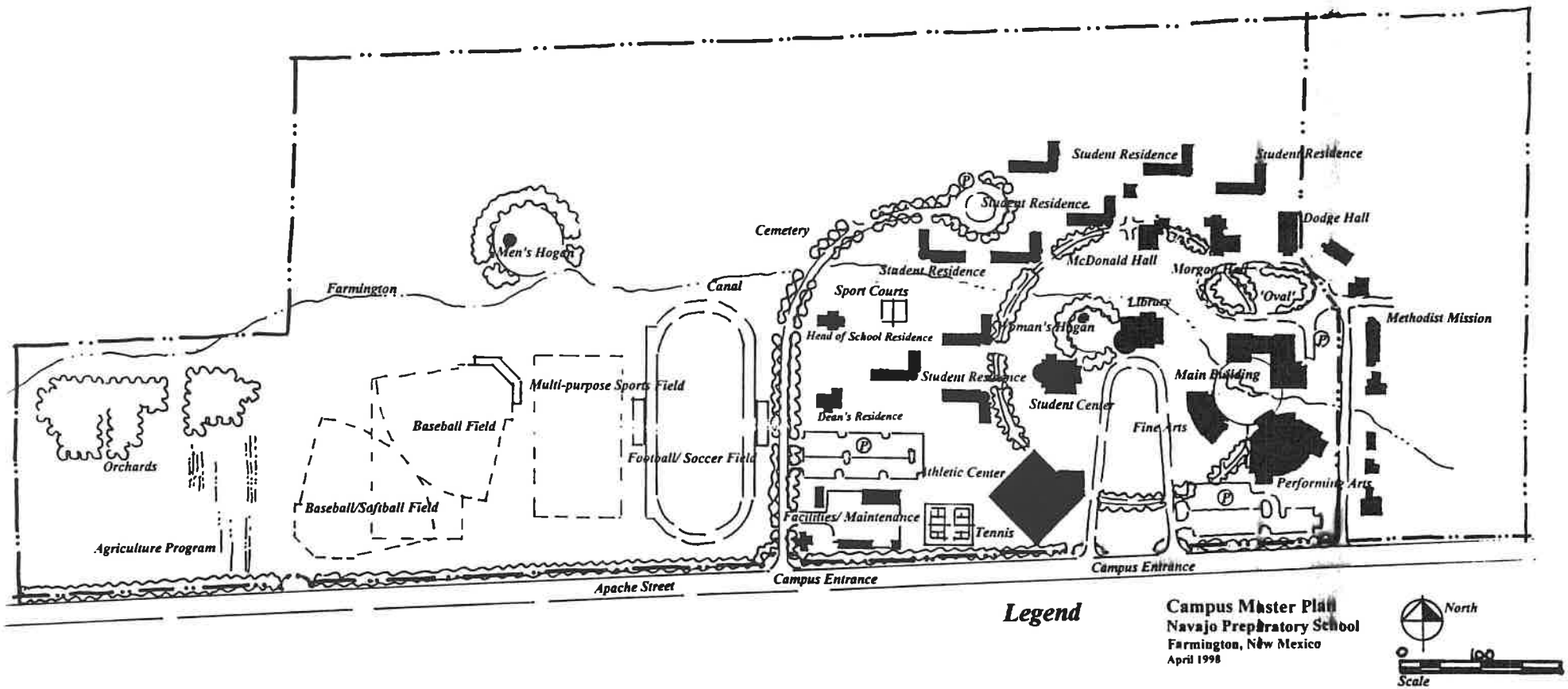
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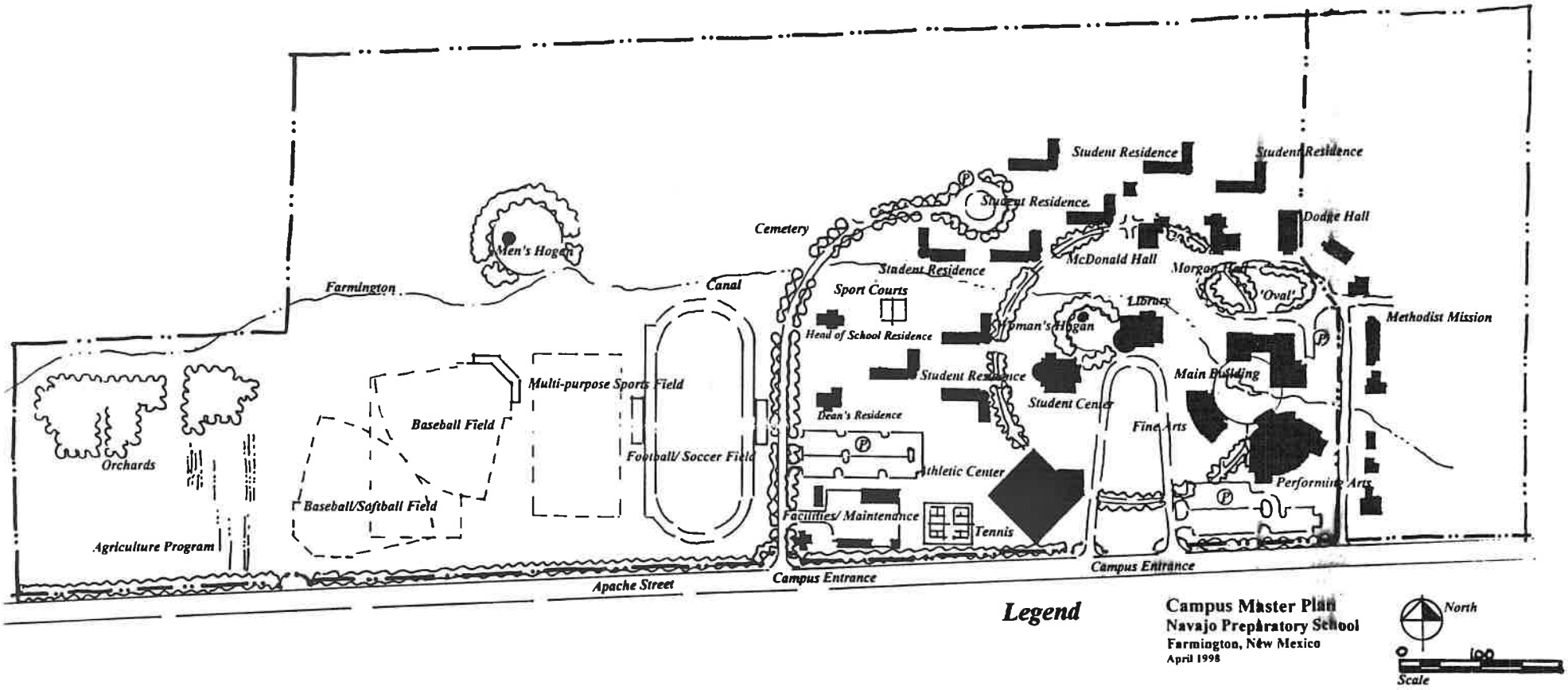
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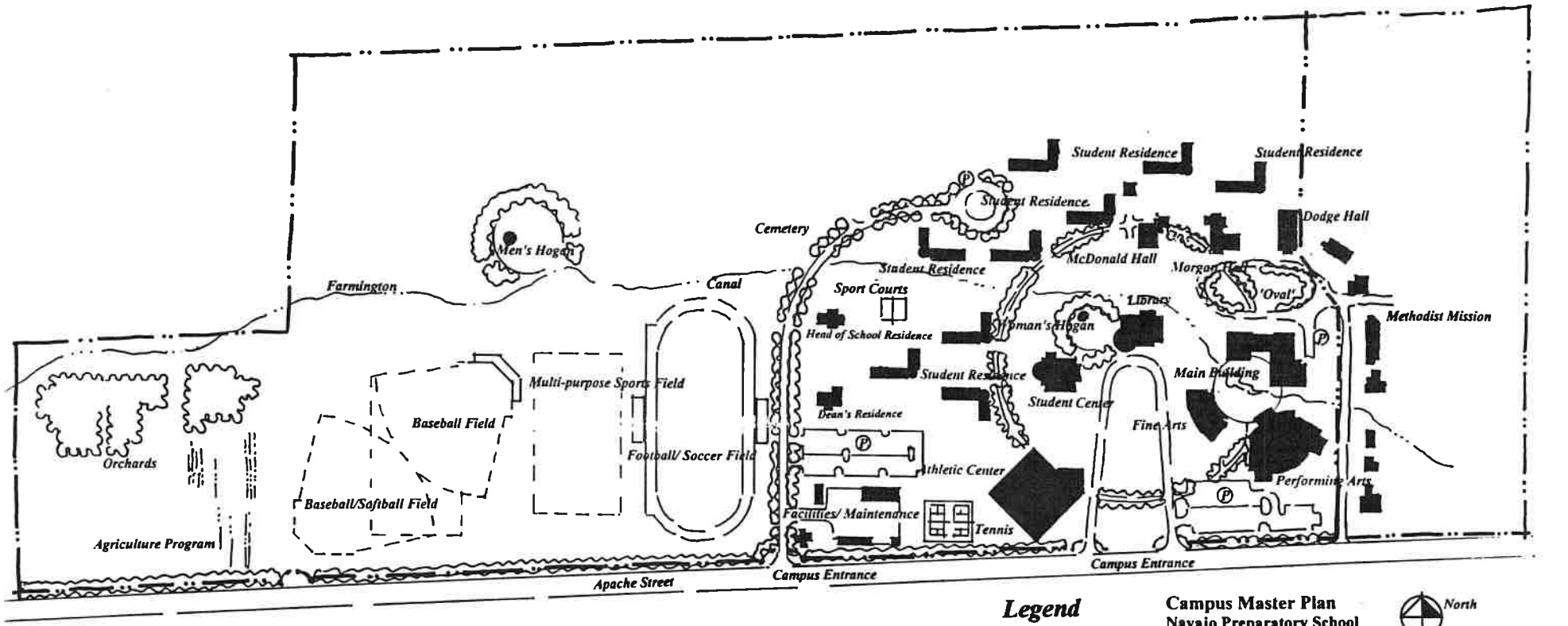
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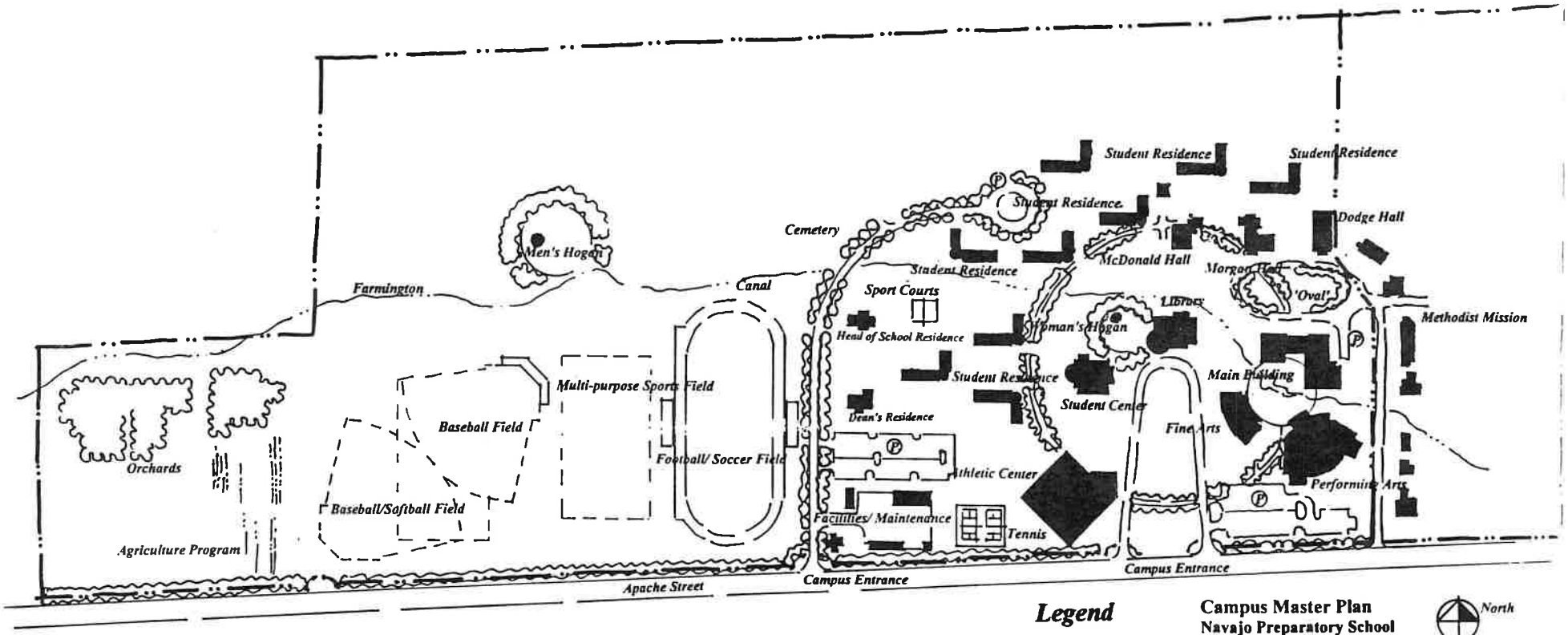
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