

# Telluride Mountain School

## Facilities Master Plan

July 2, 2020



# Telluride Mountain School

## Master Plan

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# 1.0 Executive Summary

## 1.1 Introduction

The Telluride Mountain School Master Plan was created to address current facility assessment needs and long-term facility goals for the school. Multiple options were explored and evaluated primarily focusing on development of the school owned property located on three adjacent lots in the Lawson Hill development. The programmatic, safety, health, security, financial, and other impacts for each option were considered. The Master Plan is intended to be a comprehensive, long range plan to guide change and facility improvement for the independent private school.

The process for creating this document included five meetings with members of the Telluride Mountain School, school board members, school staff, student parents, as well as the professional design team. In November of 2019, TMS selected RTA Architects through a competitive selection process to assist the school with a facilities master plan including site planning and preliminary conceptual design services. Beginning in January of 2020 the design team met with the TMS Planning Advisory Team to develop a master plan for the school. Meeting records for each meeting can be found in the appendix of this report. This group provided context, creative input, critical feedback, and helped formulate the options included in this report.

## 1.2 School Overview

The Telluride Mountain School is an independent private school located between Telluride and Mountain Village in Colorado. Founded in 1998, TMS currently has an enrollment of 120 students in grades pre-k through 12. Pre-kindergarten and kindergarten are taught utilizing the Montessori methodology while the lower school and upper school are taught through age appropriate traditional education with a large emphasis on experiential learning.

The Telluride Mountain School (TMS) currently operates in a single building which was converted from a former fly-fishing rod manufacturing plant. Constructed in 1995 and renovated for school use in 2006 the three story, 15,850 square foot building offers a mix of unique spaces, high volume, and valley views. The building is situated on one of three lots owned by TMS. Consecutive lots F1, F2 and G total 2.111 acres.

## 1.3 Learning Environment

The Telluride Mountain School makes the most of the renovated spaces in offering unique spaces geared towards small class sizes. Those unique spaces do pose challenges when faced with fluctuations in class sizes and overall enrollment. Situated within a linear stretch of three lots provides unique outdoor learning and play opportunities, but does create challenges for site functionality and access.

Thriving on the opportunities of an existing building has created an identity and culture of TMS. There are many nooks for small gathering and visual disruption. The uniqueness and focus on small class sizes does restrict the ability of the school to flex with enrollment and expand capacity. The spread of program

across three building levels does pose additional challenges, mostly for initial access to the Montessori Pre-k/K program, but fits within the premise of mixed learning and interactions across all grade levels.

Exterior play and outdoor learning is focused within two primary areas; the former parking lot used for hard surface play and the sloping natural landscape known as the woods to the west of the building. Structured play does not fit the culture of the school as is not a specific deficiency. What is lacking is a more defined area which would facilitate multiple activities, shaded areas for outdoor learning and gathering, and age specific exploration areas.

Site parking and access is limited due to the inability of the school to utilize lot G. The linear private roadway is lined by head-in parking which requires vehicles to be parked two or three cars deep. The travel distance to the entry is an additional barrier with travel occurring in the active drive requiring students and parents to navigate vehicle backing out.

## 1.4 Proposed Solution

Since the inception of the school and the renovation of the current building TMS has strategically acquired the property adjacent to the building to provide additional educational opportunities and accommodate the future vibrancy and growth of the school. The goal of the masterplan was to illustrate a phased approach to short term and projected long-term needs. Through this master planning process, the Planning Advisory Team with the assistance of the Design Team has investigated programming and site planning options that are in alignment with the school's goals and objectives. This process allowed for broad input and participation including staff, administrators, and board members.

The preferred solution includes programming and planning for two specific phases of development. Phase 1 plans for short term needs and growth which may be implemented over the next 1 to 15 years. Phase 2 plans for an ultimate capacity of 200 students which may occur beyond a 15-year outlook.

In addressing phase 1 short term needs, a two story building addition totaling 2,000 square feet is needed along with an entry vestibule. The building addition would infill the former loading dock area. A classroom on each level would be provided. Exterior glazing and direct access to the exterior of the adjacent at grade roof and/or expanded deck are important elements discussed by the master planning team. To further protect the interior environment and create an identifiable entry point a vestibule addition is to be implemented. While a larger gathering space is desired, only minimal renovation to the existing spaces is provided in phase 1 due to the requirements of maintaining educational spaces.

Phase 1 also addresses site parking, outdoor spaces and play areas. Lot G is to be developed for parking and to facilitate safe and efficient drop off. Immediately north of the building the hard surface play area should be leveled to be flexible for any sport while areas for shade and gathering are focused near the east end. A stage area at the west end aids in the transition in grade as well as from formal hard surface area to more natural play and outdoor teaching spaces. The west end of the site, known as the woods, includes three primary zones; terraced outdoor classrooms, elementary play, and nature play. A reconstructed path leading down from the rooftop Montessori playground will connect each element and accommodate an accessible pathway.

To accommodate future goals for up to 200 students additional programming and functions are documented in phase 2 planning. Increases in capacity will require increases in classroom quantity and

individual classroom capacity. Renovations of existing classrooms on the main level, enlargement of the great room gathering space, classroom addition on the building rooftop, and multipurpose room addition would be needed to accommodate 200 students.

With limited site area and access points providing additional parking is challenging. A parking structure over the lot G parking lot is a viable, albeit costly, option. Access to this parking structure would need to be via Society Drive. The gradient difference to Society Drive from lot G will allow for a near at-grade transition from roadway to parking deck.

## 1.5 Conclusion

The Telluride Mountain School is a thriving independent school that provides a valuable educational option to the Telluride Community. The existing facility is dynamic and contributes to the culture of the school. With additions and improvements to the surrounding site the school will continue to expand the educational opportunities for students and contribute to the surrounding Telluride community.

## 2.0 Master Planning Process

### 2.1 Planning Process and Team

The Telluride Mountain School Master Plan was created to address current facility assessment needs and long-term goals for the school. Multiple options were explored and evaluated primarily focusing on development of the school owned property located within the Lawson Hill development. The programmatic, financial, and other impacts for each option were considered. The Master Plan is intended to be a comprehensive, long range plan to guide change and facility improvement for the independent school.

The Master Plan is limited to analysis, recommendations, future facilities concepts, and anticipated associated costs, but does not include actual building designs. This document will be used to guide the school's future facility improvements. Specifically, it is understood that this master plan will be a tool for the school to determine future planning and maintenance direction, timing and funding, and will also provide support and justification for various funding strategies.

The process for creating this document included five meetings with members of the Telluride Mountain School, school board, school staff, student parents, as well as the professional design team. Meeting records for each meeting can be found in the appendix of this report. This group provided context, creative input, critical feedback, and helped formulate the options included in this report. This planning process was a "problem seeking" effort as well as a "problem solving" effort. It required the different perspectives of many people in the school community. RTA is indebted to those who unselfishly gave of their time and energy to ensure the success of the planning effort:

#### Telluride Mountain School Planning Team and Participants

Andy Krueger  
Chris Chaffin  
Jamie Intemann  
Mary Johnson  
Pamela Sante

Andy Shoff  
Dean Bubolo  
John Neumann  
Michael Bradley  
Tara Barnett

Brian Calhoun  
Holly Sloan  
Kendall Ciecuch  
Michael Riggs  
Scott Strand

## 3.0 Strategic Plan for Implementation

### 3.1 Master Plan Overview

The master plan for the Telluride Mountain School capitalizes upon the three parcels of land and building currently owned by the school. Located between the Town of Telluride and Mountain Village the current location provided convenient access to many areas of the valley. Society Drive provides public access to San Miguel River Road which is a private drive for access to the school parcels and adjacent parcel HI.

Society Drive is located on the south edge of the site and rises from east to west. The TMS property is relatively flat for a mountain site for the east and building parcel with approximately 20 feet of elevation gain east to west. The center lot (F2) and east lot (G) accommodate development of the school needs. Dramatic increases in grade are present on the west parcel which pose challenges for any development, however create advantages for playscape and non-building uses. As Society Drive rises on the south edge a slope and bench is created which allow the roof of the single story to have grade access to the south and west.

Currently the three parcels owned by TMS are separate and distinct parcels. Each parcel is within the Lawson Hill development and contains use, maximum building square foot allowances, and required parking. The master plan has been developed to maintain the internal property boundaries. During the implementation of the master plan the modification or vacation of the internal property boundaries should be evaluated.

Working with the Design Team and the Master Planning Team, a program was developed to assess growth and development based upon short term needs and long-term goals. Short-term is noted as development to occur between 1 and 15 years with long-term development to occur beyond 15 years. The 1-15 year phase of master plan development accommodates near term needs of additional instructional areas, site access and parking, and site play improvements. These needs were assessed based upon current enrollment of 120 students and discussions with the master planning team. Master plan implementation strategies to be accomplished beyond 15 years seek a program capacity of 200 students. To accomplish the increase in enrollment additional educational program area, renovations, and site parking capacity will be needed.

The master plan utilizes the three parcels of land owned by TMS (lot F1, F2, and G) for specific functions. Lot G will be utilized for parking, Lot F1 for interior education and hard surface play, and Lot F2 for exterior education, play area, and natural play. Safe access and intuitive drop off and parking are to be implemented on Lot G. A drop off loop illustrated as a hybrid roundabout should accommodate drop off at the curb and vehicular bypass. Vehicles may exit via the loop or through the surface parking lot to San Miguel River Road. A primary sidewalk and median connect to Society Drive and is the primary pedestrian circulation route. A secondary sidewalk is located on the south edge of the parking lot which also connects to the relocated bus stop. Extended parking spaces are included to accommodate oversized vehicles and bus parking.

Further improvements within the parking area may include cover parking with PV panel integration, ground source geothermal, and future parking structure to accommodate increased enrollment. It is recommended that prep work be incorporated into the initial parking lot development to minimize disturbance of implemented work. This may include the installation of sub-grade conduits for future

electrical routing. If ground source geothermal is thought to be pursued, a thermal conductivity study should be pursued. This could be performed in concert with initial geotechnical explorations as part of the building addition and parking lot design process. The implementation of a parking structure will require disturbance of the surrounding site for foundation and access elements. The final design of the parking lot should consider future location of precast concrete columns as a part of a precast concrete parking structure. A clear span precast structure should be investigated to confirm spacing requirements. Due to limited site area, access to the parking structure should be from Society Drive. The grade change of the adjacent roadway should provide a more direct access to the parking deck.

During the master plan process discussions were underway regarding the potential acquisition of a triangular portion of the adjacent parcel HI. The triangular parcel would be highly beneficial for use as outdoor education storage and excursion prep. A freestanding building is shown to include power and water service. If approved and pursued sleeves or piping should be provided within the initial construction of the drop off loop and parking lot in order to minimize disturbance in the future.

Improvements to Lot F1 and F2 focus on interior and exterior education and play areas. A former parking lot is utilized for hard surface play. The asphalt area slopes up to the west cover the majority of the north side of the property and slopes up from east to west. TMS desires this area to be flexible and multi-functional. Multiple sport activities including basketball and hockey occur seasonally while large gatherings and concerts also occur in the large open space. This area should be regraded to maintain a more consistent elevation from east to west while promoting drainage away from the building and directing drainage from lot F2. Surface material for the hard surface and soft surface areas has not been defined, however asphalt and gravel/crusher fines surfaces would be the most cost effective and durable options. Soft surface areas with shade canopies should be incorporated into the north east corner of the property for use as gathering and outdoor education spaces. The location of soft surface areas should accommodate a 20' wide fire truck access lane.

Lot F2 incorporates outdoor education, play areas, and natural areas. Outdoor classroom spaces surrounded by boulder retaining walls step up the slope to the west as the site transitions from formal man made spaces to more natural areas. An accessible pathway leading from the hard surface play area should connect to the roof top Montessori play area. Intermediate stepped stone pathways may provide a short cut between the loop of the pathway. A dedicated age appropriate play area for elementary students is located at the apex of the loop and should incorporate natural play elements. The far west end of the lot should be maintained as natural as possible and allow for students to construct temporary environments.

Site improvements will incorporate new fencing to surround the perimeter of lot F1 and F2 to provide a safe and secure environment. Current fencing is not natural in its appearance and should be replaced with fencing which blends into the natural environment. 4 feet tall fencing may be utilized for the primary fencing around the west end, while 6 feet tall fencing should be provided along the north edge of the hard surface play area. A maintenance gate at the west end should be provided for access from Society Drive. Removable bollards should be included at the fire lane to restrict access to the hard surface play area from the access drive.

Enrollment and programmatic needs are accommodated through a series of planned building additions. The short-term need identifies 2 additional classrooms to be constructed within the former loading dock area. Long-term needs to accommodate increased enrollment will require classroom additions, renovations, and multi-purpose addition. Long-term classroom additions are proposed to be located on the existing roof over the high volume single story portion of the building. The multi-purpose addition is to



be located at the west end of the building. A total of 16,000 square feet of potential building additions combined with the existing building area of 15,850 will provide between 32,000 and 35,000 square feet of education area for TMS. This is within the total square footage allocation of the three parcels which stands as 39,435 square feet allowable.

The initial building addition, approximately 2,000 square feet, should incorporate elements which signify the direction of entry, covered area(s) for equipment storage, exterior landscape elements, and exterior patio elements. The master planning group identified concerns for circulation directly outside of the main floor classrooms. The use of planters and rock elements to direct circulation to the entry vestibule addition should be utilized. An entry vestibule addition serves as an identifiable entry element from the drop off and parking area. Fenestration and composition of the entry should accommodate visibility of the entry, compatibility with the existing building, and create a safe and secure entry point.

Subsequent building additions will require more extensive building modifications and site challenges. It has been conveyed to the Design Team that the existing building can accommodate a rooftop addition. The space above the high-volume single-story section of the building can accommodate program area for the necessary classrooms. Programming and organization of those classroom components has not been analyzed as a part of this master plan. The location of the Montessori program may be modified pending the needs and desires of the program at the time of implementation. The play area currently occupying the rooftop would be relocated to the site area adjacent to the elementary play area or to the roof top of the future multi-purpose addition. A multi-purpose addition would serve as a large gathering space and small indoor gymnasium space. Located at the west end of the building, construction efforts would need to take into consideration the grade changes, utility easements, and internal building connections within the final design.

### 3.2 Existing and Proposed Space Program

A space program was developed based on existing spaces and input from staff. The following space chart includes sizes of existing spaces, 1-15 year proposed space allocations, and a provision for a 15+ expansion for up to 200 students.

#### Building Space Program



#### Telluride Mountain School

#### Preliminary Space Allocation Chart

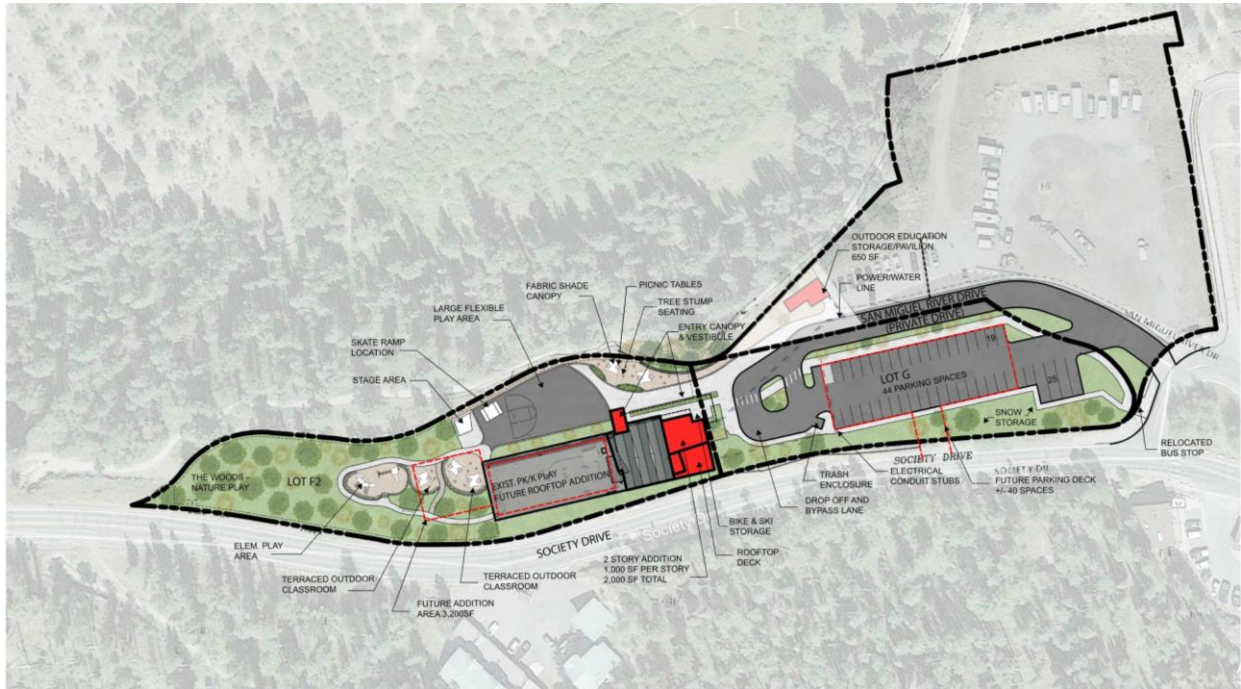
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| SPACE CATEGORY<br>ROOM NAME   | Space Allocation<br>EXISTING |                 |                    | Space Allocation<br>MP 1-15 years |                 |                    | Space Allocation<br>MP 15+ |                 |                    | Remarks   |
|---|------------------------------|-----------------|--------------------|-----------------------------------|-----------------|--------------------|----------------------------|-----------------|--------------------|---|
|   | # Sim Rms                    | Ave. Area Ea Rm | Total Area (Sq Ft) | # Sim Rms                         | Ave. Area Ea Rm | Total Area (Sq Ft) | # Sim Rms                  | Ave. Area Ea Rm | Total Area (Sq Ft) |   |
| <b>AREA A</b>   |                              |                 |                    |                                   |                 |                    |                            |                 |                    |   |
| <b>Administration</b>   |                              |                 |                    |                                   |                 |                    |                            |                 |                    |   |
| Reception   | 1                            | 65              | 65                 | 1                                 | 65              | 65                 | 1                          | 120             | 120                |   |
| Head of School  | 1                            | 280             | 280                | 1                                 | 280             | 280                | 1                          | 280             | 280                | Current location - Mezzanine (north side)   |
| Development Office  | 1                            | 280             | 280                | 1                                 | 280             | 280                | 1                          | 200             | 200                | Current location - Mezzanine (north side)   |
| Teacher Office  | 2                            | 196             | 392                | 2                                 | 196             | 392                | 2                          | 400             | 800                | Current location - Mezzanine (south side) and 2nd Floor   |
| Business Manager  | 1                            | 196             | 196                | 1                                 | 196             | 196                | 1                          | 180             | 180                | Current location - Mezzanine (south side)   |
| Montessori Staff Office   | 2                            | 102             | 204                | 2                                 | 102             | 204                | 2                          | 120             | 240                | Current location - 3rd floor  |
| Break Room/Lounge   | 1                            | 250             | 250                | 1                                 | 250             | 250                | 1                          | 250             | 250                |   |
| Work Room   | 1                            | 175             | 175                | 1                                 | 175             | 175                | 1                          | 250             | 250                |   |
| Lower Elementary Principal  | 1                            | 206             | 206                | 1                                 | 206             | 206                | 1                          | 200             | 200                |   |
|   |                              | 0               | 0                  |                                   | 0               | 0                  |                            | 0               | 0                  |   |
|   |                              | 0               | 0                  |                                   | 0               | 0                  |                            | 0               | 0                  |   |
| <b>Administration Subtotals:</b>  |                              |                 | <b>2,048</b>       |                                   |                 | <b>2,048</b>       |                            |                 | <b>2,520</b>       |   |
| <b>Media / Resource</b>   |                              |                 |                    |                                   |                 |                    |                            |                 |                    |   |
| Great Room  | 1                            | 850             | 850                | 1                                 | 1200            | 1200               | 1                          | 1200            | 1200               | Multipurpose space: presentation, indoor PE (light)   |
| Seminar   | 1                            | 390             | 390                | 1                                 | 390             | 390                | 1                          | 390             | 390                |   |
| Collaborative Meeting Space   |                              |                 | 0                  |                                   |                 | 0                  | 1                          | 700             | 700                | flexible, dividable into 2 small conference spaces, not necessarily equal spaces, also expand to other spaces   |
| Multi-purpose - Physical Activity   |                              |                 | 0                  |                                   |                 | 0                  | 1                          | 2800            | 2800               |   |
|   |                              |                 | 0                  |                                   |                 | 0                  |                            | 0               | 0                  |   |
|   |                              |                 | 0                  |                                   |                 | 0                  |                            | 0               | 0                  |   |
| <b>Subtotals:</b>   |                              |                 | <b>1240</b>        |                                   |                 | <b>1590</b>        |                            |                 | <b>6990</b>        |   |
| <b>Exploratory</b>  |                              |                 |                    |                                   |                 |                    |                            |                 |                    |   |
| Spanish   |                              |                 | 0                  |                                   |                 | 0                  | 1                          | 700             | 700                |   |
| Science   | 2                            | 475             | 950                | 2                                 | 475             | 950                | 2                          | 700             | 1400               | Current location - 1st floor (north side)   |
| Art - Maker Space   | 1                            | 565             | 565                | 1                                 | 565             | 565                | 1                          | 1000            | 1000               | Art can flex as additional science. Current location - 1st floor (north side, end of hall)  |
| Music (Rock and Roll) - two practice rooms included   | 1                            | 530             | 530                | 1                                 | 530             | 530                | 1                          | 800             | 800                | Current location - 1st floor (south side, end of hall)  |
|   |                              |                 | 0                  |                                   |                 | 0                  |                            | 0               | 0                  |   |
|   |                              |                 | 0                  |                                   |                 | 0                  |                            | 0               | 0                  |   |
| <b>Exploratory Subtotals:</b>   |                              |                 | <b>2,045</b>       |                                   |                 | <b>2,045</b>       |                            |                 | <b>3,900</b>       |   |
| <b>Montessori - PK/K</b>  |                              |                 |                    |                                   |                 |                    |                            |                 |                    |   |
| PK - K  | 2                            | 665             | 1330               | 2                                 | 665             | 1330               | 3                          | 800             | 2400               | Current location - 3rd floor  |
|   |                              |                 | 0                  |                                   |                 | 0                  |                            | 0               | 0                  |   |
|   |                              |                 | 0                  |                                   |                 | 0                  |                            | 0               | 0                  |   |
|   |                              |                 | 0                  |                                   |                 | 0                  |                            | 0               | 0                  |   |
| <b>#REF!</b>  |                              |                 | <b>1,330</b>       |                                   |                 | <b>1,330</b>       |                            |                 | <b>2,400</b>       |   |
| <b>Lower School - 1-5</b>   |                              |                 |                    |                                   |                 |                    |                            |                 |                    |   |
| Grade 1-2   | 1                            | 670             | 670                | 1                                 | 670             | 670                | 2                          | 800             | 1600               | Current location - 2nd floor  |
| Grade 3-4   | 1                            | 740             | 740                | 1                                 | 740             | 740                | 2                          | 800             | 1600               | Better Sound Pavilion within space. Current location - 1st floor (across from great room)   |
| Flex / Resource   |                              |                 | 0                  | 1                                 | 800             | 800                | 1                          | 800             | 800                | Flex classroom/small group room   |
|   |                              |                 | 0                  |                                   |                 | 0                  |                            | 0               | 0                  |   |
|   |                              |                 | 0                  |                                   |                 | 0                  |                            | 0               | 0                  |   |
| <b>Lower School - 1-5 Subtotals:</b>  |                              |                 | <b>1,410</b>       |                                   |                 | <b>2,210</b>       |                            |                 | <b>4,000</b>       |   |
| <b>Upper School - 6-12</b>  |                              |                 |                    |                                   |                 |                    |                            |                 |                    |   |
| Grade 5-6   | 1                            | 360             | 360                | 1                                 | 360             | 360                | 1                          | 800             | 800                | need sink, counter, larger home room space, lunch, flexibility. Current location - 1st floor (north side)   |
| Upper School  | 3                            | 357             | 1071               | 3                                 | 357             | 1071               | 2                          | 500             | 1000               | 2 larger classrooms and 1 smaller - Current location - 1st floor  |
| Upper School - Large Rooms  |                              |                 | 0                  | 1                                 | 800             | 800                | 2                          | 800             | 1600               |   |
|   |                              |                 | 0                  |                                   |                 | 0                  |                            | 0               | 0                  |   |
|   |                              |                 | 0                  |                                   |                 | 0                  |                            | 0               | 0                  |   |
| <b>Upper School - 6-12 Subtotals:</b>   |                              |                 | <b>1,431</b>       |                                   |                 | <b>2,231</b>       |                            |                 | <b>3,400</b>       |   |
| <b>Support</b>  |                              |                 |                    |                                   |                 |                    |                            |                 |                    |   |
| Kitchenette   |                              |                 | 0                  |                                   |                 | 0                  | 1                          | 150             | 150                |   |
| Outdoor Education Storage   | 1                            | 115             | 115                |                                   |                 | 0                  | 1                          | 300             | 300                | Can be separated. Possibly contiguous with maker space. Could be stand alone storage. Combined with outdoor classroom, bike storage, maintenance storage. |
|   |                              |                 | 0                  |                                   |                 | 0                  |                            | 0               | 0                  |   |
|   |                              |                 | 0                  |                                   |                 | 0                  |                            | 0               | 0                  |   |
| <b>Support Subtotals:</b>   |                              |                 | <b>115</b>         |                                   |                 | <b>0</b>           |                            |                 | <b>450</b>         |   |
| <b>AREA A TOTALS:</b>   |                              |                 | <b>9,619</b>       |                                   |                 | <b>11,454</b>      |                            |                 | <b>21,760</b>      |   |
| <b>BUILDING TOTALS</b>  |                              |                 |                    |                                   |                 |                    |                            |                 |                    |   |
| Total Assignable Area   |                              | 61%             | 9,619              |                                   | 66%             | 11,454             |                            | 68%             | 21,760             |   |
| Non-As Non-assignable Support Space (Hallways, restrooms, Custodial Space, Mech/Elec., Walls, Stairs & Storage) |                              | 39%             | 6,231              |                                   | 34%             | 5,946              |                            | 32%             | 10,240             |   |
| <b>Total Gross Area</b>   |                              |                 | <b>15,850</b>      |                                   |                 | <b>17,400</b>      |                            |                 | <b>32,000</b>      |   |

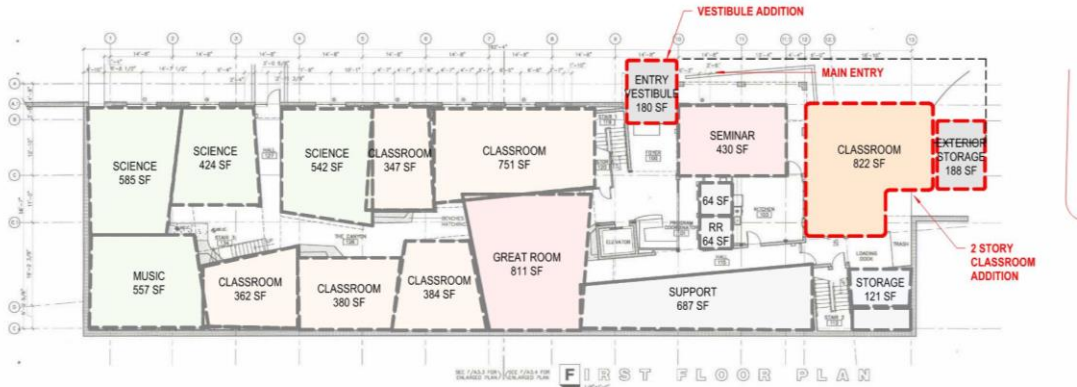
### 3.3 Master Plan Diagrams

Below is the preferred option site master plan and phase 1 concept floor plans. This design concept is intended to represent the general project intent, required spaces, space adjacencies and overall function. This design is not considered to be the final project design, but rather a working concept that illustrates how the improvements could fit on the site and how the overall spaces could relate to each other. This design concept was the basis for the cost model that was prepared for the project.

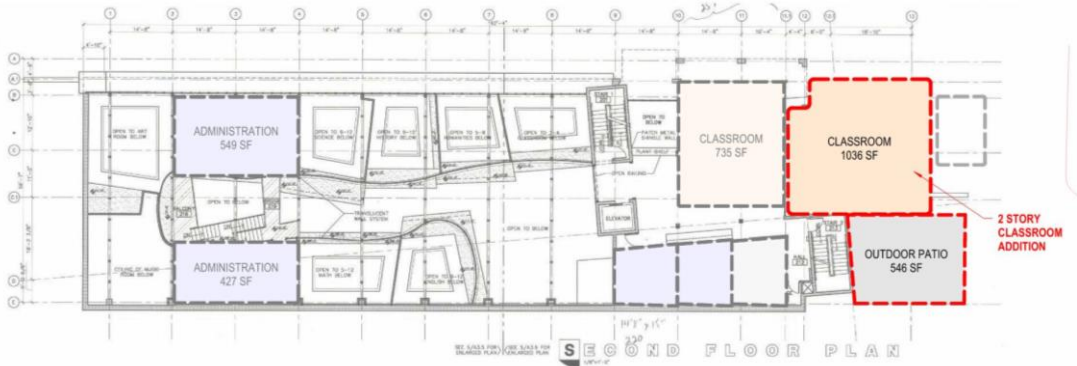
#### Site Plan



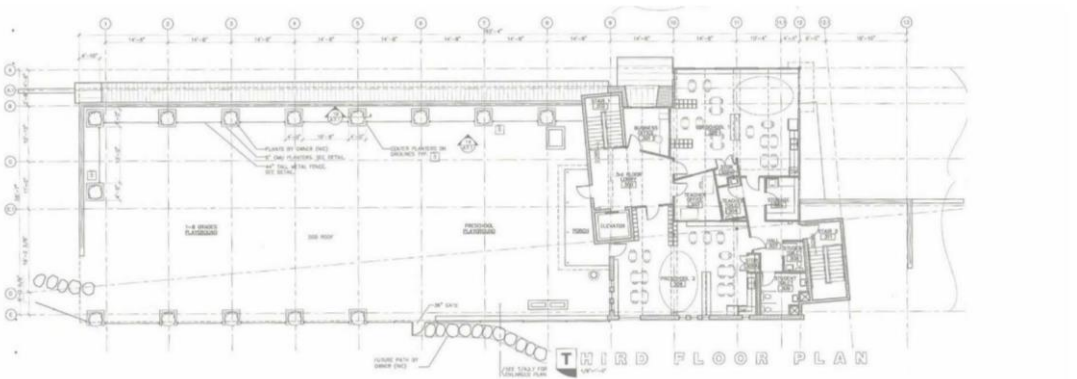
Main Level Floor Plan (Phase 1)



Second Level Floor Plan (Phase 1)



Third Level Floor Plan (Phase 1)



### 3.4 Conceptual Building Design

The phase 1 building addition and site masterplan intend to incorporate compatible forms and materials that integrate with the existing building and the general aesthetic common to the Telluride community. The conceptual images below provide a beginning to a design conversation and illustrate the general intent for how the improvements integrate with the existing building. Massing, fenestration, shading, entry, canopy and many other details were discussed as a part of the initial image development and will require further discussion and development as part of a formal design process.

Exterior materials are yet to be determined at this point, but a preference has been given by the school to use durable long-lasting materials that require little ongoing maintenance. Windows will be operable aluminum or UV resistant fiberglass with insulated glazing the low-e coatings. Entrances will be storefront or similar and interior doors will be solid core wood doors.

Main Entry – Approach from East looking west



Phase 1 Addition – from Society Drive looking northwest



Main Entry – from multi-purpose play looking southeast



Main Entry – from multi-purpose play looking southeast



Multi-purpose Play West End



Play Areas and Outdoor Classrooms – from trail looking north





### 3.5 Site Element Character

While the selection of specific site and play elements will occur over time the master planning team discussed general character of elements as a basis for further development.

The inclusion of PV on the site is desired as a long term sustainability strategy. Given the limited amount of site area and reserving rooftop area for future building development a potential option for PV is covered parking. PV integration into parking canopies is not uncommon and can be incorporated in many ways. To maintain the character of the site a glue-laminated wood structure could be utilized.



Outdoor education is a key component of the TMS culture. Integrating areas for education in the natural environment can range from structured to scattered and informal. Outdoor classrooms at TMS should seek to incorporate structured gathering areas which utilize natural components to integrate into the surrounding landscape. These spaces may also aid in the transition from hard surfaces to the natural surroundings. Incorporating elements for instruction, such as chalk or marker boards, can aid in the functionality of the outdoor classrooms.



Play structures should be age appropriate and maintain the natural character of the site. The use of logs for structures and climbing elements resonated with the mater planning group.



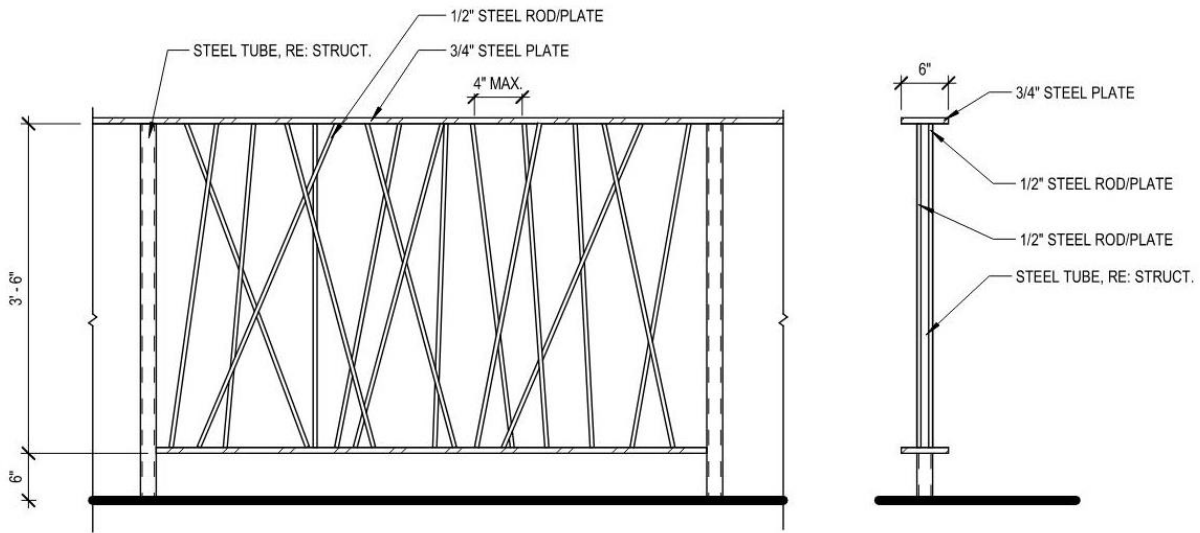
The wooded character of the west end of the site is intended to be maintained while allowing for informal play which can evolve and change overtime. Ropes courses and student led hut projects could be incorporated.



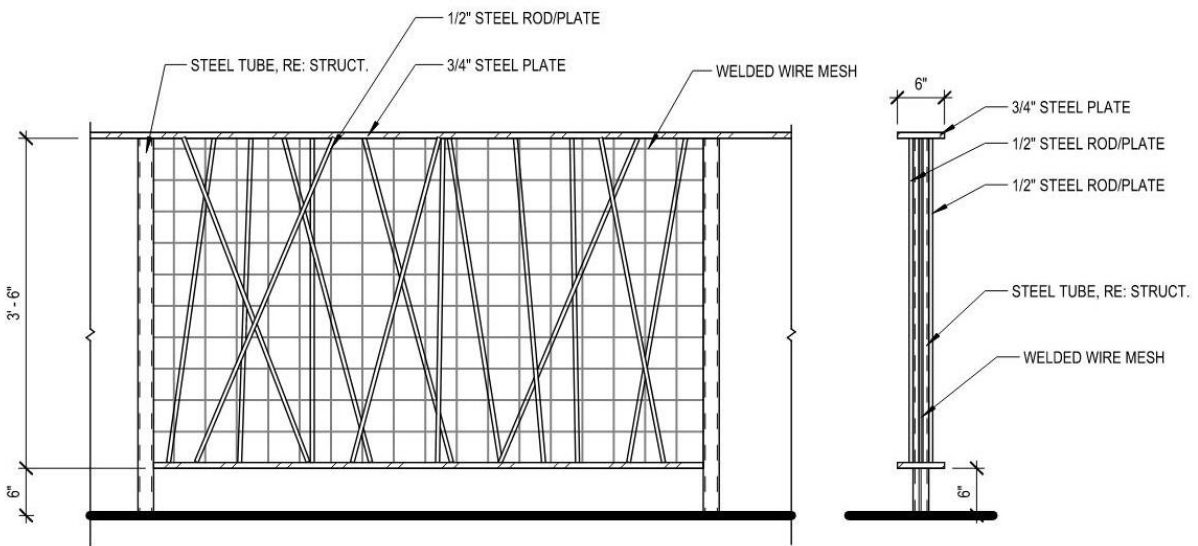
### 3.6 Site Fencing

Site fencing which surrounds portions of the site and the rooftop play area is vinyl coated chain-link which is not compatible with the natural landscape or Lawson Hill HOA requests. The master planning group desires a fencing solution which blends with the natural environment and is easy to maintain while meeting the safety and security needs of the site. It has been discussed that three distinct areas require fencing solutions; rooftop play, west play area, and multi-purpose hard surface play. The fencing diagrams below illustrate a steel fence option that is compatible in subtle variations for each of the three locations.

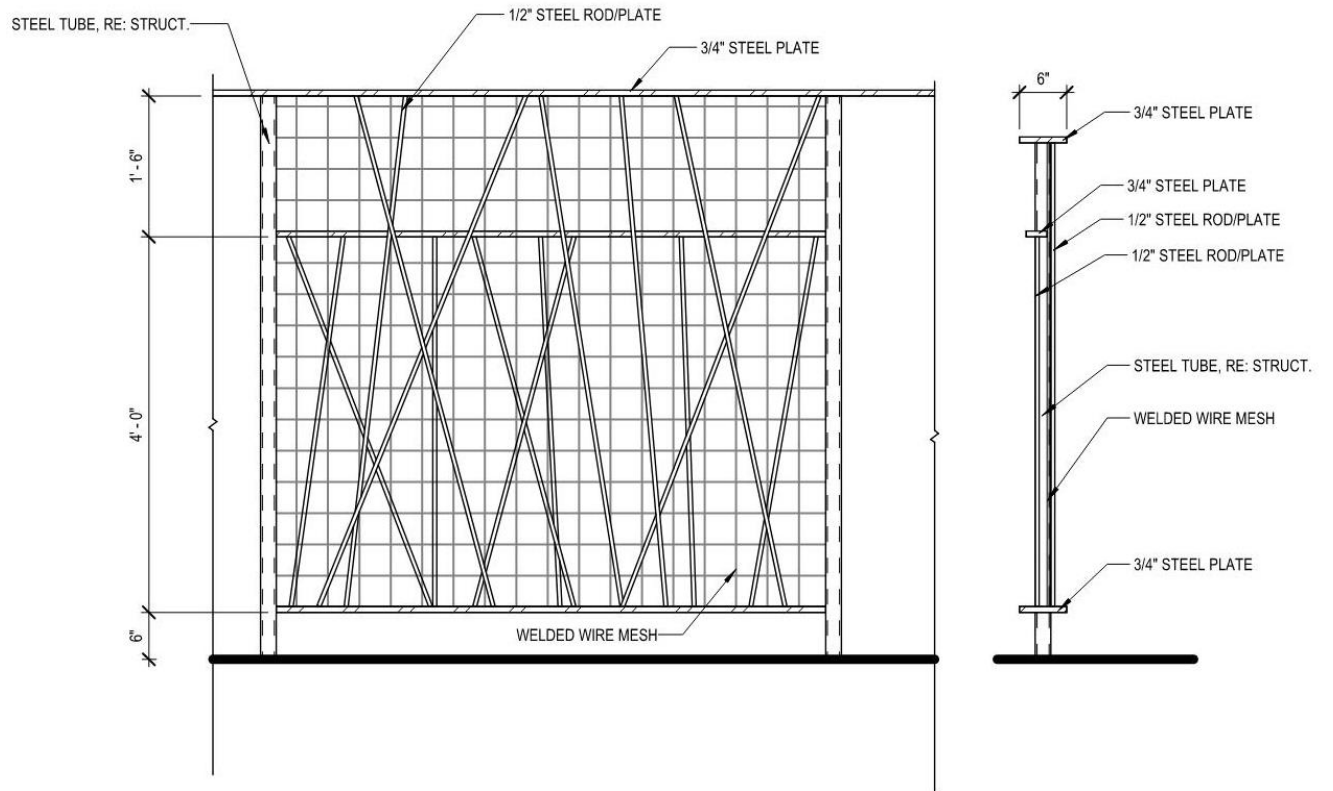
#### Rooftop Play Area



#### Nature Play Area



# Multi-Purpose Hard-surface Play



### 3.7 Summary of Cost Opinion

The cost opinion for this project was prepared by RTA based on the conceptual site plan, anticipated program areas, and the general material expectations for the short-term (phase 1) master plan. The costs of construction vary greatly across the state of Colorado and each mountain community experiences individual cost micro-climates. RTA has made every effort to adjust for cost aspects of mountain communities, however a construction cost estimate should be pursued prior to establishing a formal project budget. The following is a summary of the design teams anticipated cost opinion. Refer to the appendix in this report for detailed cost opinions and summary of soft costs for the project.

#### Building Addition:

|                                     |             |            |
|-------------------------------------|-------------|------------|
| Construction Opinion:               | \$1,516,486 | \$541 / sf |
| Soft Cost Opinion:                  | \$ 364,165  | \$130 / sf |
| Total Cost Opinion for the Project: | \$1,880,652 | \$671 / sf |

#### Site Improvements:

|                                     |             |
|-------------------------------------|-------------|
| Construction Opinion:               | \$1,594,033 |
| Soft Cost Opinion:                  | \$ 381,583  |
| Total Cost Opinion for the Project: | \$1,975,616 |

Appendix A

**Meeting Attendance Records**

**and**

**Meeting Reports**



## MEETING RECORD

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**PROJECT: Telluride Mountain School**

**PROJECT NO: 19069.00**

**DATE: 1/13/2020**

**ATTENDANCE: See attached attendance sheet**

**SUBJECT: Planning Advisory Team Meeting #1 (Kick-off)**

---

The purpose of this meeting was to introduce the master planning team, discuss the process and gather information on the school. The master plan team will review the drawings done previously and discuss various considerations that will influence the master plan.

The following is a record of the items discussed with the Planning Advisory Team.

- A. **Teacher Housing:** While this is an import need for the school, it was discussed that teacher housing does not make sense on the school campus. If teacher housing is to occur it would best be located on a residential lot somewhere else in the Lawson Hill area.
- B. **Enrollment:** The school currently has an enrollment of about 120-130 students. The majority of the students are Pre-school through 6<sup>th</sup> grade. The Montessori program consists of Pre-School age students and has 20 students in each of two classrooms. The elementary classrooms target 16 students in each room or 8 students per grade (two grades per classroom). Although the school may grow, it was decided that the planning process should focus on accommodating the current need and not plan for growth. An ideal future school size of 200 was discussed as a long-term possibility (20 years out).
- C. **Parking/Dropoff:** There is a need to park 30-40 cars now for typical daily school use. School events and meetings (which occur each Monday) require more parking and currently overflow onto lot HI. The school currently leases parking spaces from the Lawson Hill HOA on lot HI. Parents of younger students walk students to their classrooms. Parents of older students typically drop them off and leave. Currently cars back into the front area so that they can leave by pulling forward. Their may be a future shared parking opportunity with the development of Lot HI. The number one issue the school currently faces is inadequate parking and student drop-off.
- D. **Zoning:** Lot F1 is currently zoned Commercial, but has a rider for school use. Lot F2 and G are zoned commercial. Lot HI is zoned Public Good. The proposed land transfer would deed additional land from lot HI (owned by the HOA) to the school for the purpose of aligning the property line with the access easement and to provide more parking for the school. In exchange, the school would rezone their properties to Public Good and allow the HI property to be Commercial. This rezoning would diminish the value of the TMS lots, but may have advantages for the school use.
- E. **Playgrounds:** Currently the Montessori utilizes the roof plaza that connects to grade as a playground for pre-school age students. The "Hill" is a natural area on the west side of the site (Lot F2) that is beloved by students and parents for its creative and natural characteristics. There is more space to the west on F2 for expansion of the natural play area. The parking area due north of the school is used as a hard surface play area and as a place to put picnic tables for eating when the weather is nice. TMS generally likes the play areas they have and they work well for the school. The desire would be to create a situation where the play areas are not part of the vehicular circulation system. There are athletic fields maintained by the HOA that are within walking distance to TMS that are used by the school.
- F. **Easements and Storm Drainage:** There is currently a utility easement on the southwest side of the building for the sewer service; however, the sewer is not located here. It was noted that there is a drainage pond on Lot G near the traffic circle that is used for offsite drainage by the HOA. The school sees a possible future access point off of Scenic Drive onto the west side of Lot F2.

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- G. Fences:** Chain link fences were installed extensively around the school to delineate playground space for TMS. The HOA does not allow chain-link fences based on the current commercial zoning of the site. It is possible that if the campus was rezoned to Community Good that the chain-link fences may be able to remain in place. The HOA would prefer that the fences be more in keeping with the character of the neighborhood.
- H. TMS Building Spaces:**
- a. Building Access:** The front entry is hidden behind the loading dock/trash area and provides poor visual identification of the public building access. The Rock & Roll Academy would ideally have a separate entry (and restroom).
  - b. Administrative Offices:** The faculty and administrative offices are distributed around the building. While this configuration isolates the front desk, it does offer some advantages in connecting administrators to the pulse of the school.
  - c. Kitchen:** The current facility can not provide food service due to water and sewer limitations when the building was originally remodeled for the school. This is possibly due to the sewer lift station and lack of grease interceptor. TMS does not desire a full commercial kitchen, but a limited food warming/serving area would be desired.
  - d. Great Room:** This space is currently used extensively when a large space is needed. This space is not large enough to assemble the entire school and should be expanded. This space has a need to be flexible to serve many functions for the school including assembly, performance, cafeteria, and large breakout space.
  - e. Classrooms:** The building is designed to have one classroom for each two grades. Currently there are two extra classrooms that are needed to accommodate the class sizes. Classroom size averages 16, but can vary a great deal and thus a flexible solution is needed. There is a need for two more classrooms than they currently have. There is also a need to have larger classrooms than is currently provided. The classroom need is the second highest priority.
  - f. Seminar Room:** This room serves as a conference room and also as a classroom. This room is utilized most of the day.
  - g. Grade Organization:** The school consists of the Lower School which is comprised of Grades 1-6 and the Upper School comprised of grades 7-12.
  - h. Gymnasium:** A traditional athletic gymnasium is not needed or desired. The school would benefit from a large flexible space that could offer recreational and PE opportunities. It was mentioned that there is a gymnastics studio across the street that may be for sale and may offer opportunities for school use.
  - i. Rooftop Expansion:** It was noted that the building can accommodate an addition located on the rooftop where the Montessori playground currently exists.
  - j. Sound Control:** The nature of the large open structure makes noise in classrooms a continual problem. Ideally more sound isolation between classrooms is needed.
- I. Priorities:** The master plan should address key building functional issues identified above. The top two issues facing the school are 1) Parking and Drop-off and 2) Classroom space. The master plan should also identify long term future growth space to firmly establish this as an expectation for the HOA and County. The master plan should provide cost estimates for the parking and playground solutions.

Attachments:

CC:

REPORTED BY: \_\_\_\_\_

Signature

\_\_\_\_\_  
Brian Calhoun, Principal

Printed Name



**PROJECT: Telluride Mountain School**

**PROJECT NO: 19069.00**

**DATE: 2/03/2020**

**ATTENDANCE: See attached attendance sheet**

**SUBJECT: Planning Advisory Team Meeting #2**

The purpose of this meeting was to discuss building program requirements and master plan options.

The following is a record of the items discussed with the Planning Advisory Team.

- A. Program:** The building program was developed to illustrate two stages of growth to achieve a final program capacity of 200 students. The program was developed based upon an ideal configuration which did not seek to tie the program to the spaces currently available. This is evident in the sizes of classroom and specialty spaces which are shown larger than the existing spaces. In order to understand how the site can be utilized we evaluated the ability to incorporate the ideal program into the current building. In the discussions with the group it was clear that the program did not necessarily need to be implemented to fully expand classrooms which impacts how potential additions could be phased.
- B. Master Plan Options:** Three master plan options for site and floor plan arrangements were illustrated. The building floor plans were laid out based upon an ideal program square footage which dictates significant renovation. Through the course of discussion it was decided that phase 1 programming should be based upon the current enrollment and existing classroom spaces.
- C. Building Program organization:** Several of the floor plan layouts organized program based upon age group. The team noted that cross flow is a part of the TMS model and should always be an option. Specific separation of age group programs is not desired. The goal of improvements at TMS is not to “out public school the public school.” TMS is successful because it is organic and funky.
- D. Site planning:** Several parking options were proposed. Option 1 which does not include parking directly off San Miguel River Road would likely be preferred by the HOA due to comments on the previous parking study pursued by the school.
- E. Lot F2 visioning:** A vision for lot F2 is desired. The design team has not yet addressed the components or opportunities of the sloped natural area. A natural feel to include a natural amphitheater and references to the Ewok village were proposed.
- F. Priorities:** The master plan should address a phased approach with a few additional classroom spaces being the first need. Group consensus indicates a two story addition at the east end of the building as the desired initial approach. Phase 2 would include build out of needed spaces on the rooftop with renovations of the existing building as needed.

Attachments:

CC:

REPORTED BY: \_\_\_\_\_

Michael T. Riggs, Associate \_\_\_\_\_



**PROJECT: Telluride Mountain School**

**PROJECT NO: 19069.00**

**DATE: March 4, 2020**

**ATTENDANCE: See attached attendance sheet**

**SUBJECT: Planning Advisory Team Meeting #3**

The purpose of this meeting was to review the revisions to the site master plan, define additional site requirements, and establish consensus regarding the final product.

The following is a record of the items discussed with the Planning Advisory Team.

- A. Parking:** A revised parking layout has been developed which includes a total of 52 parking spaces. The 90 degree parking with 24 feet drive aisle is accessed from a drop off loop at the west end and an access point to San Miguel River Road at the east end. The parking lot is laid out for a potential parking deck above.
- B. Parking deck potential:** The layout of the on-grade parking will allow for a potential future parking structure, however the site size constrains the ability to circulate to the parking structure. Access to the parking structure would need to be provided from Society Drive. The elevation of the parking deck would allow for an on-grade access to the parking deck from Society Drive. This access would need to be discussed with the Lawson Hill HOA and fire department.
- C. Parking/Dropoff:** A modified round about is utilized for drop off and access to the west end of the parking lot. The drop off is wide enough for drop off along the west and south curb lines with vehicles passing in the drive lane. Vehicles can exit through the parking lot or bypass the parking lot and exit via San Miguel River Road.
- D. Building Additions:** Future additions are shown in three locations. The first location is within the current loading dock area. The second is on the roof top which is currently utilized for Montessori play. The third location extends to the west from the west end of the existing building. The first location would be proposed as phase 1 and include a 2-story addition with a footprint of approximately 1,000 square feet. The roof expansion area could accommodate the primary growth in educational space while the west addition area could be reserved for a potential multi-purpose space. Any addition to the west end will require significant excavation and either relocation of a drainage line/easement or spacing of the addition to accommodate the drainage line.
  - a.** Since the drop off loop is located to provide a buffer to the building there is the potential for a further building expansion on the east end. A small east addition could allow for the incorporation of a revised entry at some time in the future. A dashed line indicating a future addition should be included in the master plan diagram.
  - b.** The phase 1 building addition may be able to include a basement/crawl space area. The additional area is desired for storage opportunities. A potential basement/crawl space should be evaluated in concert with a geotechnical report and potential project budget.
- E. Additional Land Dedication:** A triangular area previously identified as a land swap area is shown being utilized for an outdoor education pavilion and outdoor instructional area. If the land swap does not proceed an alternate location for the outdoor education area will need to be provided.
  - a.** The outdoor education pavilion should include power and water connection. Water connection to be in for the form of a hose bib for gear cleaning. Sized similar to a garage the space should be able to be temperature controlled. Ski tuning, bike tuning, expedition outfitting, and fly tying are activities that the building should accommodate. The space should also accommodate substantial gear storage.

- F. Playgrounds:** Play areas are focused in three general areas: Hard surface play, structured play, and nature play.
- a. Hard Surface Play.** The area north of the building currently utilized for hard surface play would maintain that functionality. The area should be graded to minimize the amount of slope from west to east while accommodating drainage. Surface types and coatings for the play area were discussed, however asphalt remains the most cost-effective option.
    - i.** A performance stage located at the west end of the hard surface area, where a play area is shown, would be good element to include in the master plan design. The performance stage could be a flexible use space which also helps with the grade transition.
    - ii.** Allowing for social gathering is important to maintain within the area north of the school.
  - b. Structured Play.** Traditional play structures are discouraged, however some more formal platform play for elementary age students should be provided. Platform play in the form of more natural elements is shown up the hill to the west of the school. This structured play area could be expanded to include Montessori play if a rooftop addition occurs in the future.
  - c. Nature Play.** The west area of lot F2 is intended as a natural space for students. Student driven structures or playscapes could be created to be temporary or more permanent.
    - i.** The woods are a great place for social gathering. Maintaining and allowing for those interactions is good.
    - ii.** The woods are mostly utilized by the elementary age students. Locating the elementary play area near the woods is a good option.
- G. Gathering Areas:** Areas for gathering and picnic tables are illustrated to the north of the building entry. Areas for gathering, lunch, and outdoor seating are needed. The location proposed worked well.
- H. Outdoor Classrooms:** Several outdoor classrooms are proposed. The intent is for them to retain a more natural aesthetic.
- I. Natural Aesthetic:** The site plan illustration included several images which depicted examples of play elements, gathering spaces, and other site features. Natural elements with timber, log or rock like elements were generally portrayed. The aesthetic appear to meet the intent and expectations of the group.
- J. PV Array:** The group would like to plan for the potential installation of a PV array. There are several opportunities on the site to locate a PV or multiple PV arrays. The primary option would be to provide cover over the parking lot area in the form of a PV canopy. Other options include the outdoor education pavilion or small structures flanking the hard surface play area. Panels in close proximity to each other and in the highest quantity would be most cost effective and highest production concept. The master plan site will note several locations such that underground conduit infrastructure can be planned when undertaking individual elements of the master plan.
- K. Fencing:** Chain-link fencing currently surrounds most of the play areas to the west and north. An alternative to chain-link fencing which blends in with the natural environment is desired. Maintaining chain-link fencing on the roof top play area and at the north edge of the hard surface play area may be an option.
- L. Geothermal Option:** Utilizing a geothermal bore field as part of a building mechanical system or snow melt system may be desired in the future. The group discussed a horizontal bore field under the parking lot. Horizontal geothermal fields have not been that successful in the state with vertical bore fields being the most prevalent type utilized. A soil conductivity test and test bore hole should be undertaken in concert with the geotechnical report when the phase 1 building addition and parking lot begin the design process.
- M. Next Steps:** RTA will refine the site master plan over the next several weeks to incorporate the teams comments. Additionally, a schematic building elevation will be created to illustrate how a roof top addition could integrate into the building architecture and a conceptual image of the phase 1 building addition will be created. Final documents will be assembled into a master plan package which will also include meeting notes and process documents.

Attachments:

CC:

REPORTED BY:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Michael Riggs, Associate Principal

\_\_\_\_\_  
Printed Name

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## MEETING RECORD

**PROJECT: Telluride Mountain School**

**PROJECT NO: 19069.00**

**DATE: April 15, 2020**

**ATTENDANCE: Scott Strand, Dean Bubolo, Chris Chaffin, Andy Shoff, Pamela Sante**

**SUBJECT: Planning Advisory Team Meeting #4**

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The purpose of this meeting was to review conceptual images of the phase 1 master plan elements.

The following is a record of the items discussed with the Planning Advisory Team.

- A. Option 1:** This massing option includes a prominent canopy which can be utilized for storage and has potential for solar array installation.
- B. Option 2:** A long porch like canopy is prominent in this massing option. The canopy is tight to the building which may create an opportunity for a vestibule but is quite narrow for general circulation.
- C. Option 3:** A simple shed roof and minimalist canopy with expression of vertical columns highlight this concept.
- D. General Comments:**
  - a.** A vestibule addition at the main entry is desired.
  - b.** The integration of a linear canopy is mixed amongst the group. The cover is desired for weather protection, gear storage, and procession to the main entry. There are concerns that a canopy will block natural daylight for the first floor classrooms.
  - c.** Circulation to the main entry directly in front of the main level classroom is a concern. The primary walkway should be separated from the building to limit potential distractions.
  - d.** An exterior space should be provided off of the second floor classroom. Preferably with east views. The existing roof space of the loading dock is a prime space to be utilized.
  - e.** Materials should be compatible with the existing building but should be durable.
- E. Next steps:** The design team will develop option 3 further and integrate a vestibule at the main entry while responding to the general comments provided.

Attachments:

CC:

REPORTED BY: \_\_\_\_\_

\_\_\_\_\_  
Michael Riggs, Associate

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**PROJECT: Telluride Mountain School**

**PROJECT NO: 19069.00**

**DATE: May 13, 2020**

**ATTENDANCE: Dean Bubolo, Michael Bradley, Holly Sloan, John Neumann, Chris Chaffin, Andy Shoff, Tara Allen, Mary Johnson, Kendall Ciecich**

**SUBJECT: Planning Advisory Team Meeting #5**

The purpose of this meeting was to review conceptual image development of the phase 1 master plan elements.

The following is a record of the items discussed with the Planning Advisory Team.

- A. HOA update:** At the time of the meeting the school has submitted an opening position regarding requests for parking and potential land swap. A work session request may be necessary.
- B. Concept General Comments:**
  - a. Additional windows into the main level of the existing building would be beneficial, but can be included in final design.
  - b. Visibility from the vestibule to the play area could be increased.
  - c. A larger wrap around deck could be provided to the east side of the addition.
  - d. The hardscape is prevalent in the images and should be softened with additional landscape vegetation and edge treatment.
  - e. More appropriate vegetation should be used in the images. Rust colored “burning bushes” should be removed. Vegetation and trees more like Aspen trees.
  - f. Materials should be compatible with the existing building but should be durable.
- C. Fencing:** Fencing concepts and character images were shown to the group. Many of the images included wood elements. The group would like to remove the existing chain-link fencing and replace with a durable fence which would blend into the natural environment.
  - a. Keep minimal.
  - b. Evaluate the use of welded wire and rusted metal.
  - c. A unified concept should be pursued with the fencing for use as guardrail, surrounding the hardsurface play area, and surrounding the woods area.
- D. Next steps:** The design team will develop option 3 further and integrate a vestibule at the main entry while responding to the general comments provided.

Attachments:

CC:

REPORTED BY: \_\_\_\_\_

Michael Riggs, Associate \_\_\_\_\_

# Appendix B

## **Master Plan Program and Diagrams**



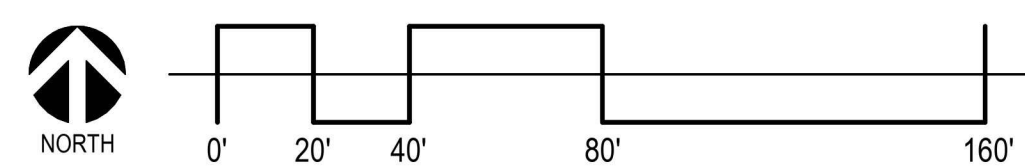
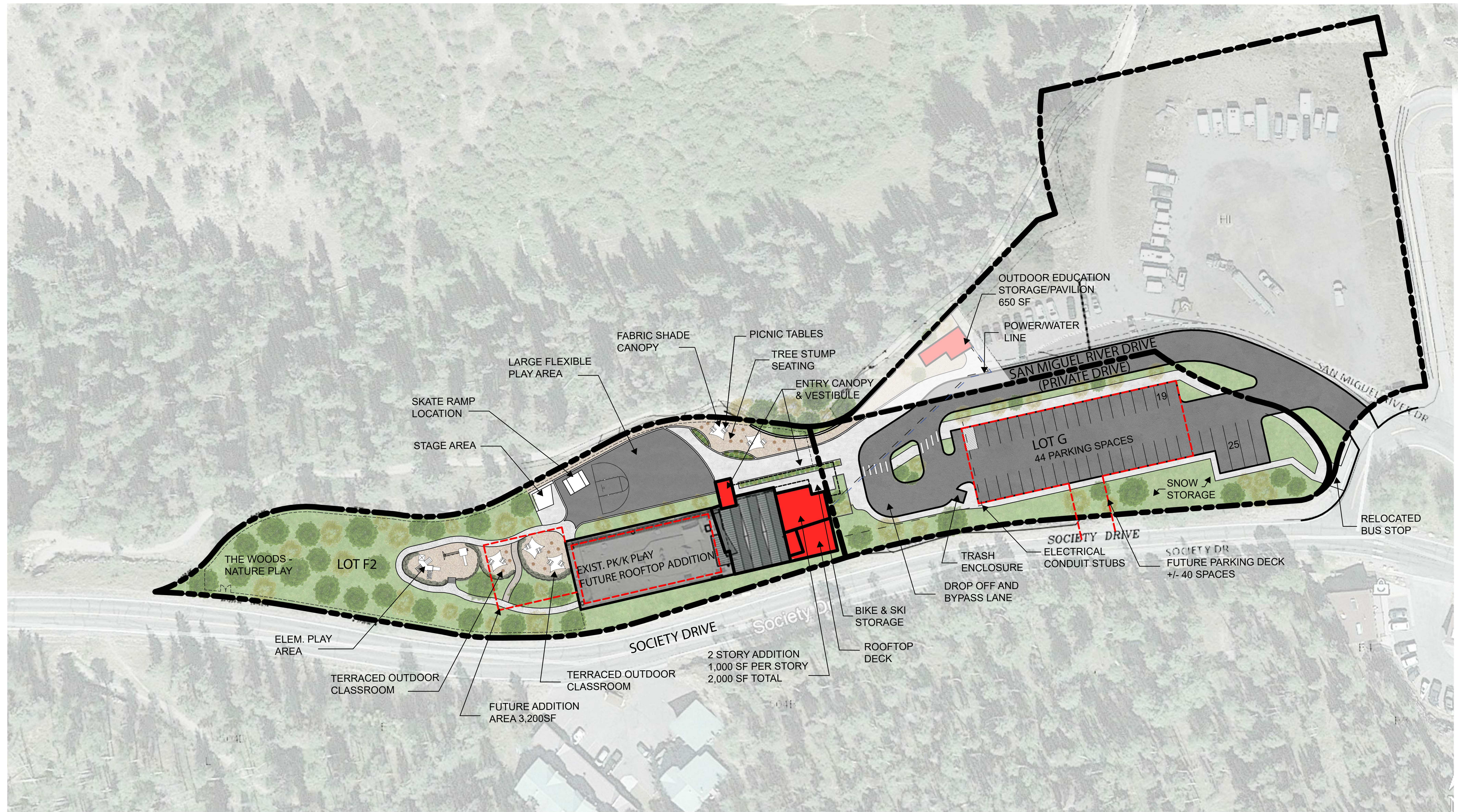
Telluride Mountain School

Preliminary Space Allocation Chart

03.04.2020

| SPACE CATEGORY  | Space Allocation |                 |                    | Space Allocation |                 |                    | Space Allocation |                 |                    | Remarks   |
|---|------------------|-----------------|--------------------|------------------|-----------------|--------------------|------------------|-----------------|--------------------|---|
|   | EXISTING         |                 |                    | MP 1-15 years    |                 |                    | MP 15+           |                 |                    |   |
| ROOM NAME   | # Sim Rms        | Ave. Area Ea Rm | Total Area (Sq Ft) | # Sim Rms        | Ave. Area Ea Rm | Total Area (Sq Ft) | # Sim Rms        | Ave. Area Ea Rm | Total Area (Sq Ft) |   |
| <b>AREA A</b>   |                  |                 |                    |                  |                 |                    |                  |                 |                    |   |
| <b>Administration</b>   |                  |                 |                    |                  |                 |                    |                  |                 |                    |   |
| Reception   | 1                | 65              | 65                 | 1                | 65              | 65                 | 1                | 120             | 120                |   |
| Head of School  | 1                | 280             | 280                | 1                | 280             | 280                | 1                | 280             | 280                | Current location - Mezzanine (north side)   |
| Development Office  | 1                | 280             | 280                | 1                | 280             | 280                | 1                | 200             | 200                | Current location - Mezzanine (north side)   |
| Teacher Office  | 2                | 196             | 392                | 2                | 196             | 392                | 2                | 400             | 800                | Current location - Mezzanine (south side) and 2nd Floor   |
| Business Manager  | 1                | 196             | 196                | 1                | 196             | 196                | 1                | 180             | 180                | Current location - Mezzanine (south side)   |
| Montessori Staff Office   | 2                | 102             | 204                | 2                | 102             | 204                | 2                | 120             | 240                | Current location - 3rd floor  |
| Break Room/Lounge   | 1                | 250             | 250                | 1                | 250             | 250                | 1                | 250             | 250                |   |
| Work Room   | 1                | 175             | 175                | 1                | 175             | 175                | 1                | 250             | 250                |   |
| Lower Elementary Principal  | 1                | 206             | 206                | 1                | 206             | 206                | 1                | 200             | 200                |   |
|   |                  |                 | 0                  |                  |                 | 0                  |                  |                 | 0                  |   |
|   |                  |                 | 0                  |                  |                 | 0                  |                  |                 | 0                  |   |
| <b>Administration Subtotals:</b>  |                  |                 | <b>2,048</b>       |                  |                 | <b>2,048</b>       |                  |                 | <b>2,520</b>       |   |
| <b>Media / Resource</b>   |                  |                 |                    |                  |                 |                    |                  |                 |                    |   |
| Great Room  | 1                | 850             | 850                | 1                | 1200            | 1200               | 1                | 1200            | 1200               | Multipurpose space: presentation, indoor PE (light)   |
| Seminar   | 1                | 390             | 390                | 1                | 390             | 390                | 1                | 390             | 390                |   |
| Collaborative Meeting Space   |                  |                 | 0                  |                  |                 | 0                  | 1                | 700             | 700                | flexible, dividable into 2 small conference spaces, not necessarily equal spaces, also expand to other spaces   |
| Multi-purpose - Physical Activity   |                  |                 | 0                  |                  |                 | 0                  | 1                | 2800            | 2800               |   |
|   |                  |                 | 0                  |                  |                 | 0                  |                  |                 | 0                  |   |
|   |                  |                 | 0                  |                  |                 | 0                  |                  |                 | 0                  |   |
| <b>Subtotals:</b>   |                  |                 | <b>1240</b>        |                  |                 | <b>1590</b>        |                  |                 | <b>5090</b>        |   |
| <b>Exploratory</b>  |                  |                 |                    |                  |                 |                    |                  |                 |                    |   |
| Spanish   |                  |                 | 0                  |                  |                 | 0                  | 1                | 700             | 700                |   |
| Science   | 2                | 475             | 950                | 2                | 475             | 950                | 2                | 700             | 1400               | Current location - 1st floor (north side)   |
| Art - Maker Space   | 1                | 565             | 565                | 1                | 565             | 565                | 1                | 1000            | 1000               | Art can flex as additional science. Current location - 1st floor (north side, end of hall)  |
| Music (Rock and Roll)   | 1                | 530             | 530                | 1                | 530             | 530                | 1                | 800             | 800                | Current location - 1st floor (south side, end of hall)  |
| - two practice rooms included   |                  |                 | 0                  |                  |                 | 0                  |                  |                 | 0                  |   |
|   |                  |                 | 0                  |                  |                 | 0                  |                  |                 | 0                  |   |
|   |                  |                 | 0                  |                  |                 | 0                  |                  |                 | 0                  |   |
| <b>Exploratory Subtotals:</b>   |                  |                 | <b>2,045</b>       |                  |                 | <b>2,045</b>       |                  |                 | <b>3,900</b>       |   |
| <b>Montessori - PK/K</b>  |                  |                 |                    |                  |                 |                    |                  |                 |                    |   |
| PK - K  | 2                | 665             | 1330               | 2                | 665             | 1330               | 3                | 800             | 2400               | Current location - 3rd floor  |
|   |                  |                 | 0                  |                  |                 | 0                  |                  |                 | 0                  |   |
|   |                  |                 | 0                  |                  |                 | 0                  |                  |                 | 0                  |   |
|   |                  |                 | 0                  |                  |                 | 0                  |                  |                 | 0                  |   |
|   |                  |                 | 0                  |                  |                 | 0                  |                  |                 | 0                  |   |
| <b>#REF!</b>  |                  |                 | <b>1,330</b>       |                  |                 | <b>1,330</b>       |                  |                 | <b>2,400</b>       |   |
| <b>Lower School - 1-5</b>   |                  |                 |                    |                  |                 |                    |                  |                 |                    |   |
| Grade 1-2   | 1                | 670             | 670                | 1                | 670             | 670                | 2                | 800             | 1600               | Current location - 2nd floor  |
| Grade 3-4   | 1                | 740             | 740                | 1                | 740             | 740                | 2                | 800             | 1600               | Better Sound Partition within space. Current location - 1st floor (across from great room)  |
| Flex / Resource   |                  |                 | 0                  | 1                | 800             | 800                | 1                | 800             | 800                | Flex classroom/small group room   |
|   |                  |                 | 0                  |                  |                 | 0                  |                  |                 | 0                  |   |
|   |                  |                 | 0                  |                  |                 | 0                  |                  |                 | 0                  |   |
| <b>Lower School - 1-5 Subtotals:</b>  |                  |                 | <b>1,410</b>       |                  |                 | <b>2,210</b>       |                  |                 | <b>4,000</b>       |   |
| <b>Upper School - 6-12</b>  |                  |                 |                    |                  |                 |                    |                  |                 |                    |   |
| Grade 5-6   | 1                | 360             | 360                | 1                | 360             | 360                | 1                | 800             | 800                | need sink, counter, larger home room space, lunch, flexibility. Current location - 1st floor (north side)   |
| Upper School  | 3                | 357             | 1071               | 3                | 357             | 1071               | 2                | 500             | 1000               | 2 larger classrooms and 1 smaller - Current location - 1st floor  |
| Upper School - Large Rooms  |                  |                 | 0                  | 1                | 800             | 800                | 2                | 800             | 1600               |   |
|   |                  |                 | 0                  |                  |                 | 0                  |                  |                 | 0                  |   |
|   |                  |                 | 0                  |                  |                 | 0                  |                  |                 | 0                  |   |
| <b>Upper School - 6-12 Subtotals:</b>   |                  |                 | <b>1,431</b>       |                  |                 | <b>2,231</b>       |                  |                 | <b>3,400</b>       |   |
| <b>Support</b>  |                  |                 |                    |                  |                 |                    |                  |                 |                    |   |
| Kitchenette   |                  |                 | 0                  |                  |                 | 0                  | 1                | 150             | 150                |   |
| Outdoor Education Storage   | 1                | 115             | 115                |                  |                 | 0                  | 1                | 300             | 300                | Can be separated. Possibly contiguous with maker space. Could be stand alone storage. Combined with outdoor classroom, bike storage, maintenance storage. |
|   |                  |                 | 0                  |                  |                 | 0                  |                  |                 | 0                  |   |
|   |                  |                 | 0                  |                  |                 | 0                  |                  |                 | 0                  |   |
|   |                  |                 | 0                  |                  |                 | 0                  |                  |                 | 0                  |   |
| <b>Support Subtotals:</b>   |                  |                 | <b>115</b>         |                  |                 | <b>0</b>           |                  |                 | <b>450</b>         |   |
| <b>AREA A TOTALS:</b>   |                  |                 | <b>9,619</b>       |                  |                 | <b>11,454</b>      |                  |                 | <b>21,760</b>      |   |
| <b>BUILDING TOTALS</b>  |                  |                 |                    |                  |                 |                    |                  |                 |                    |   |
| Total Assignable Area   |                  | 61%             | 9,619              |                  | 66%             | 11,454             |                  | 68%             | 21,760             |   |
| Non-As Non-assignable Support Space (Hallways, restrooms, Custodial Space, Mech/Elec., Walls, Stairs & Storage) |                  | 39%             | 6,231              |                  | 34%             | 5,946              |                  | 32%             | 10,240             |   |
| <b>Total Gross Area</b>   |                  |                 | <b>15,850</b>      |                  |                 | <b>17,400</b>      |                  |                 | <b>32,000</b>      |   |





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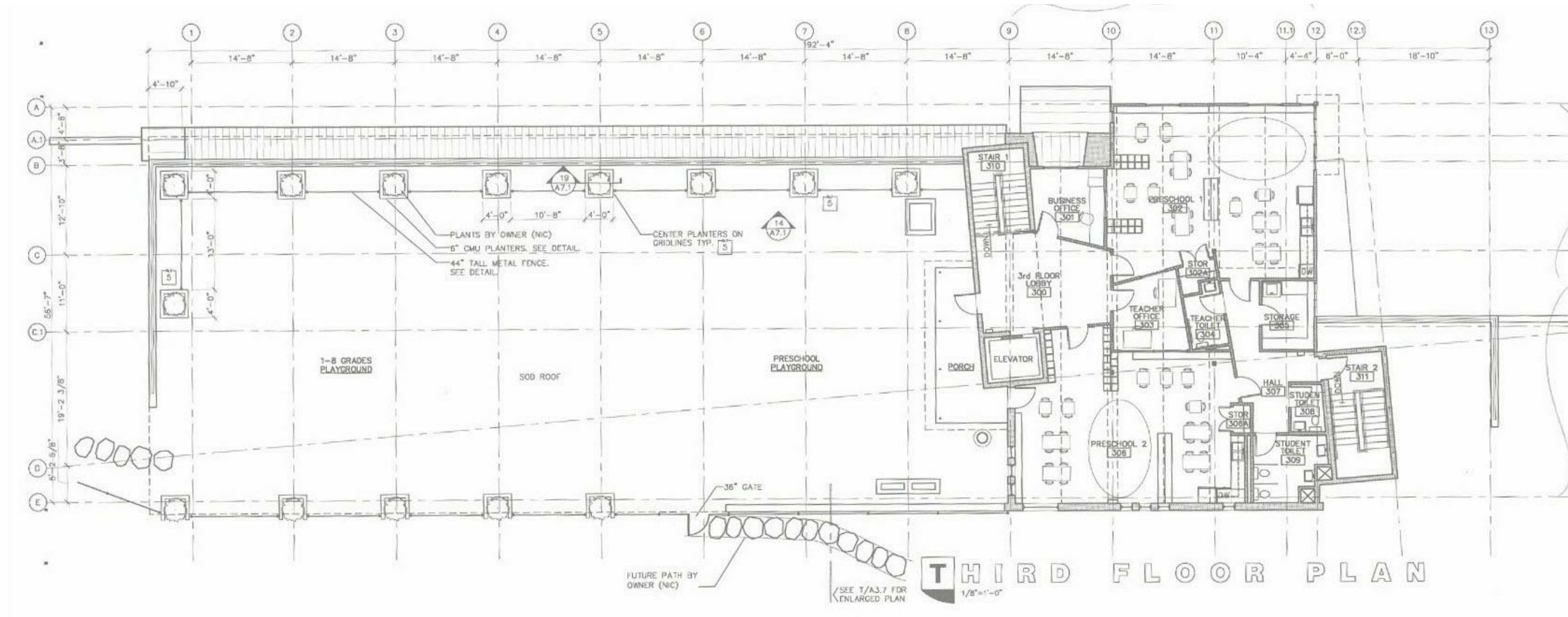
# MASTER PLAN PARKING PLAN - LOT G

TELLURIDE MOUNTAIN SCHOOL MASTER PLAN

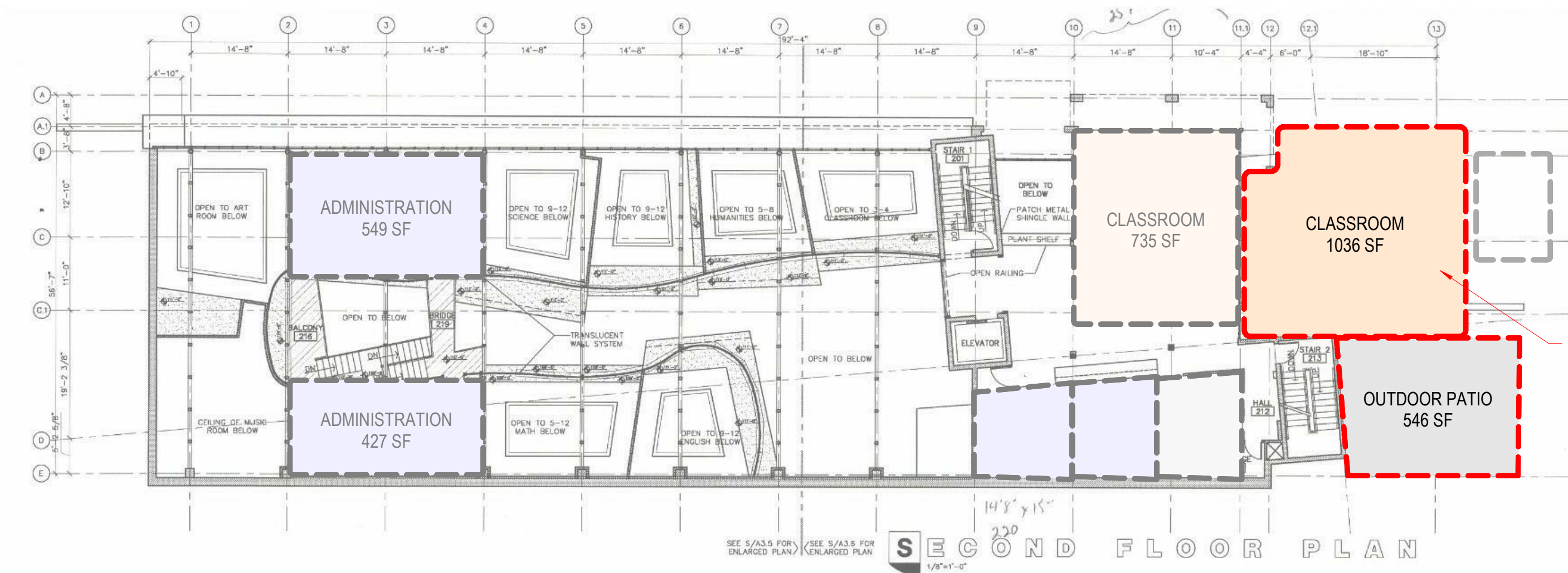


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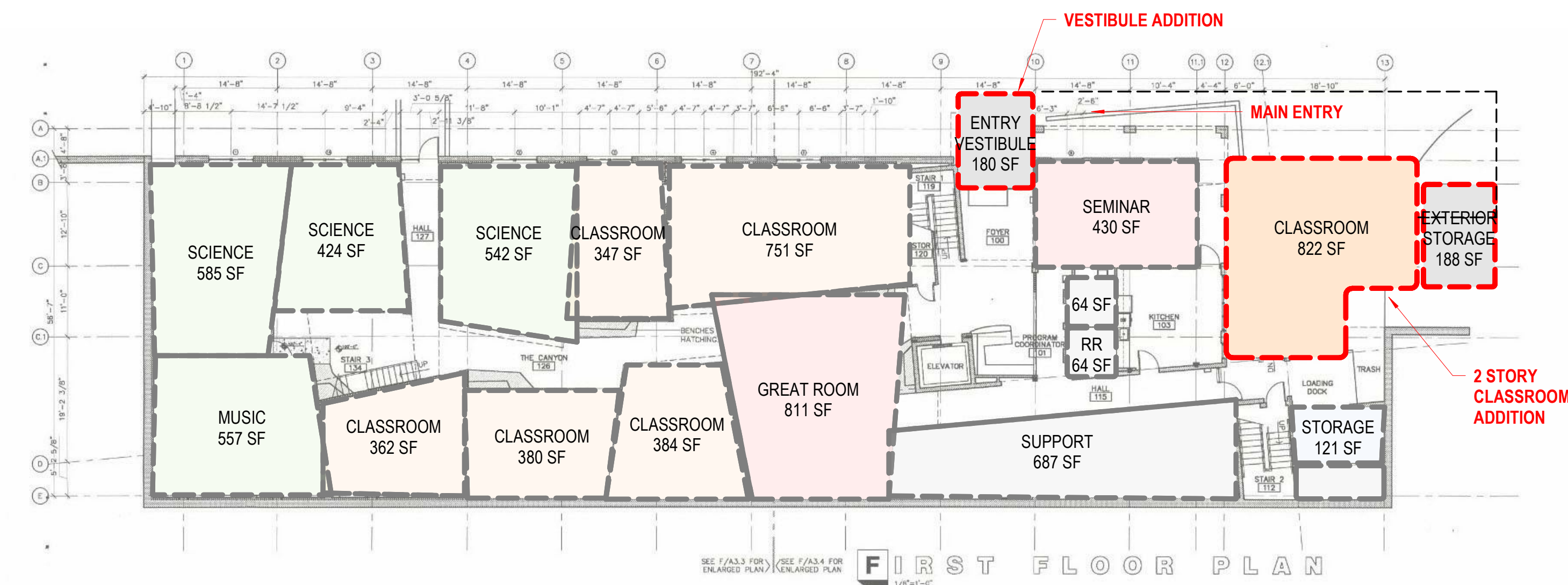




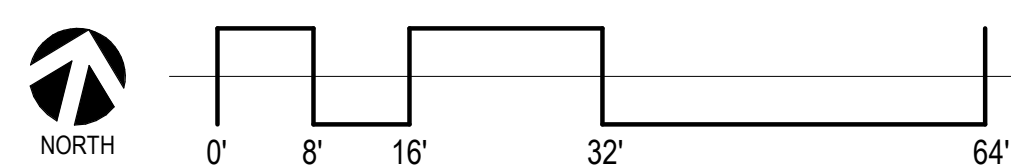
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EX-046 1/16" = 1'-0"



2 MP PHASE 1 - 2ND FLOOR PLAN  
EX-046 1/16" = 1'-0"



1 MP PHASE 1 - 1ST FLOOR PLAN  
EX-046 1/16" = 1'-0"

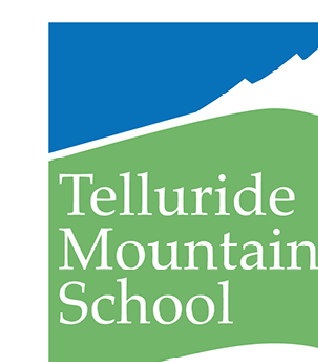


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EX-046

# MP PHASE 1 FLOOR PLAN

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# Appendix C

## **Concept Images**



## MAIN ENTRY

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## NORTH ENTRY

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## NORTH ENTRY - AXON

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## SOUTH ENTRY

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## LOWER LEVEL - EXTERIOR

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## UPPER LEVEL - EXTERIOR

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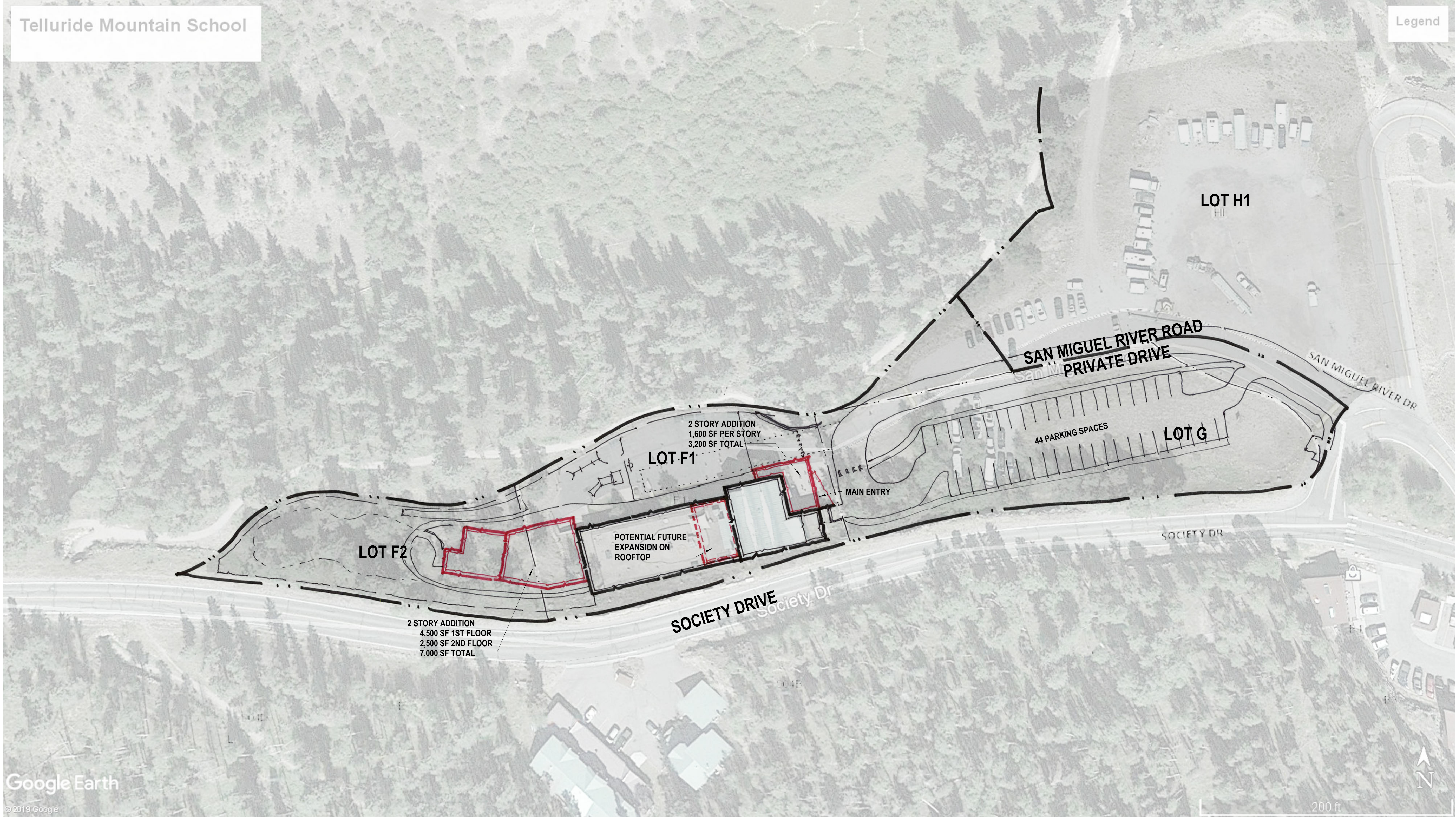


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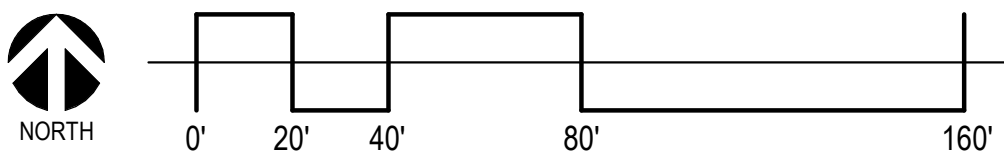


# Appendix D

## **Master Plan Options**



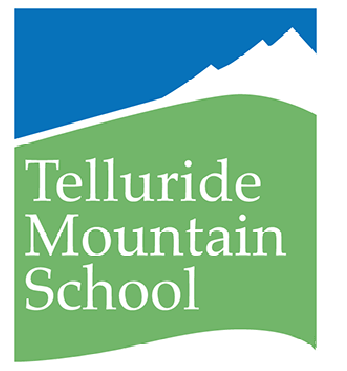
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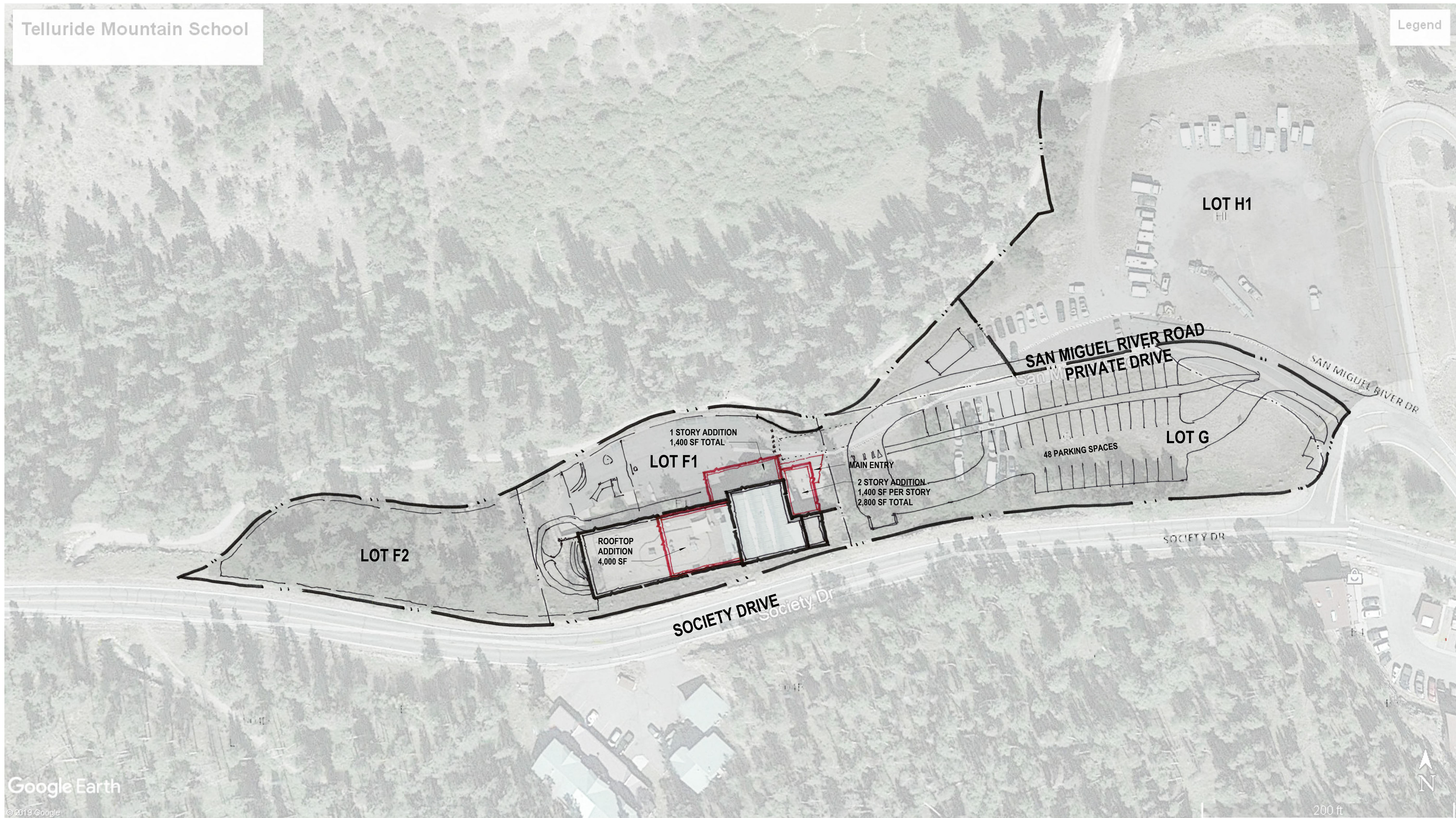
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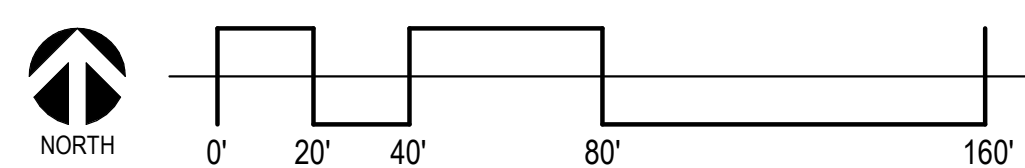
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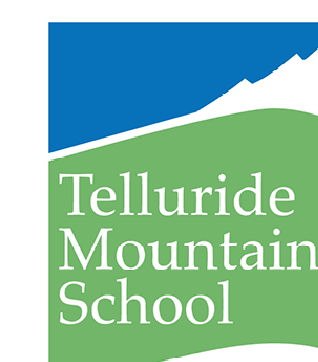
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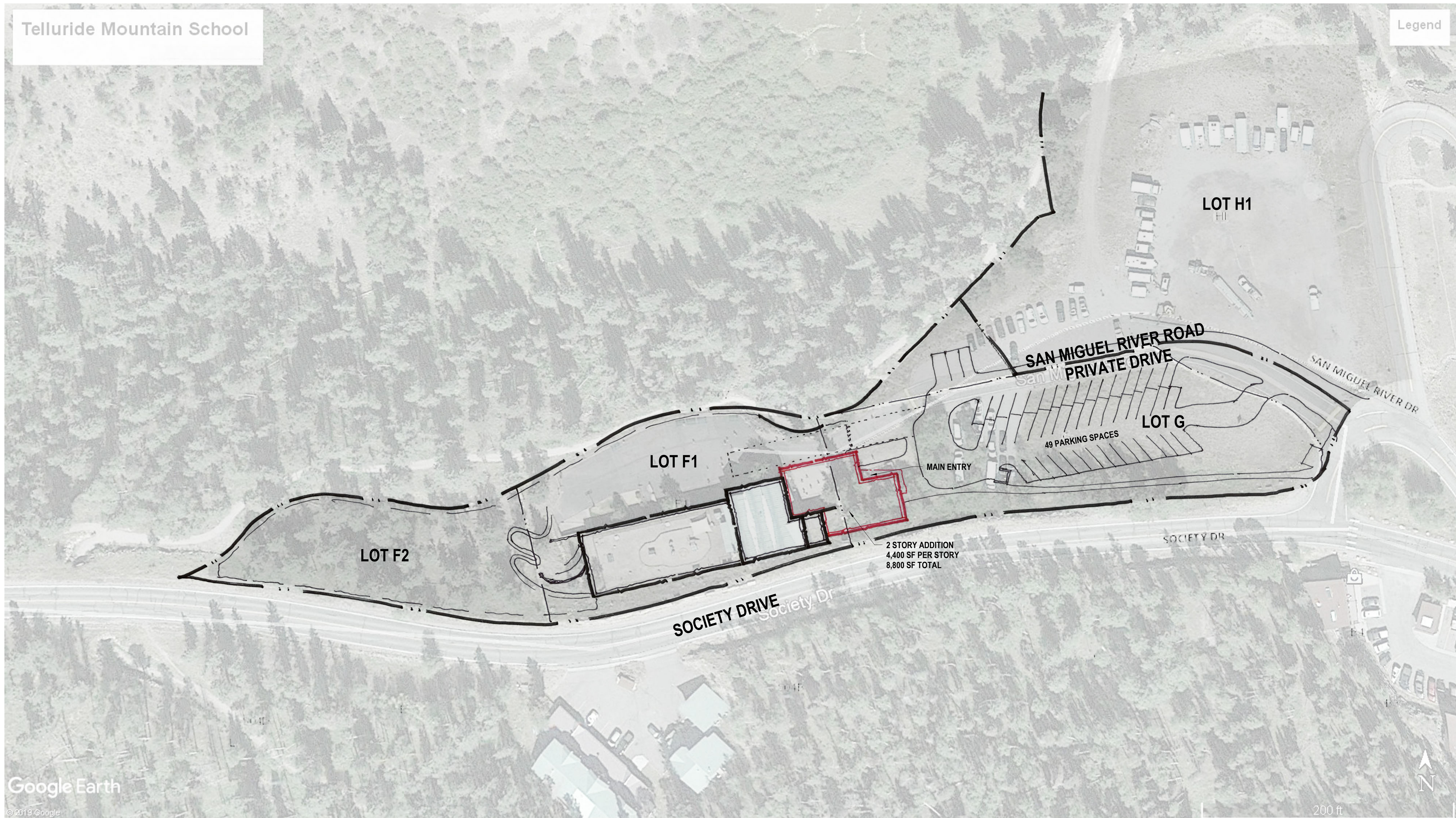
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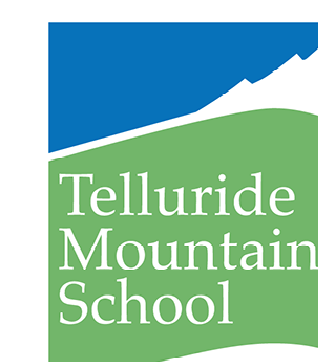


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EX-030

# SITE MASTER PLAN OPTION 3

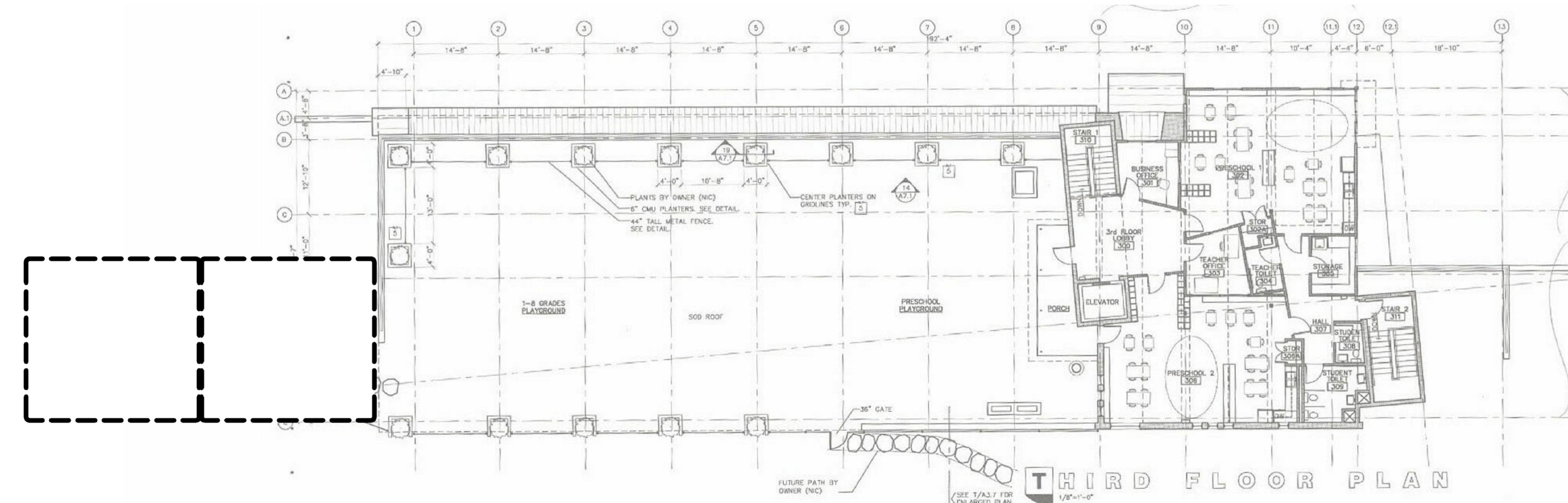
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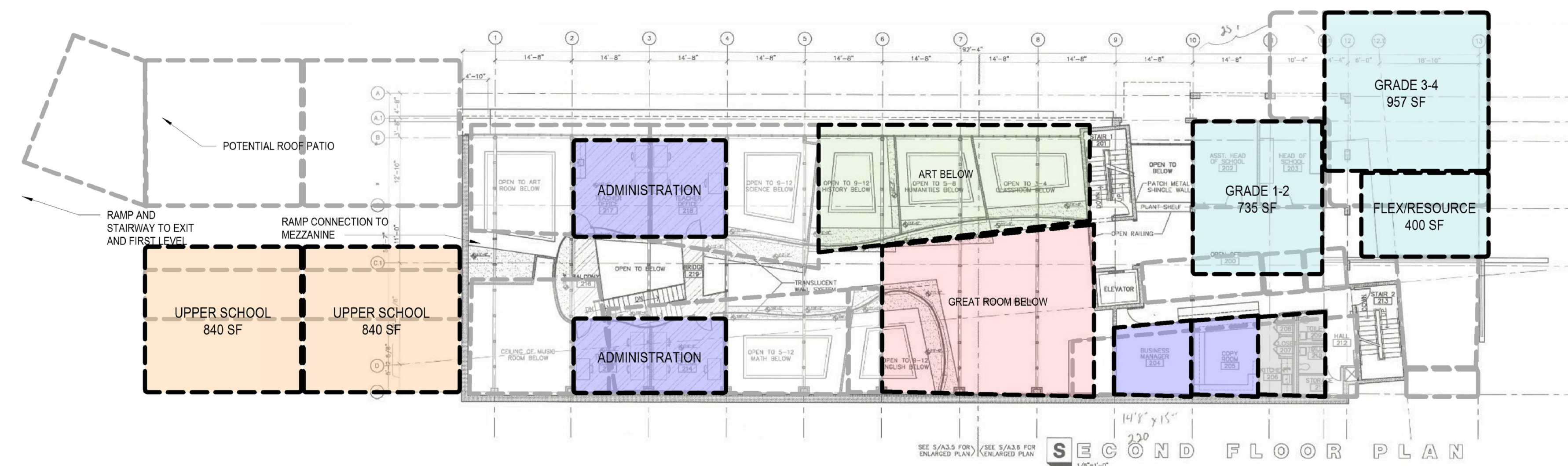
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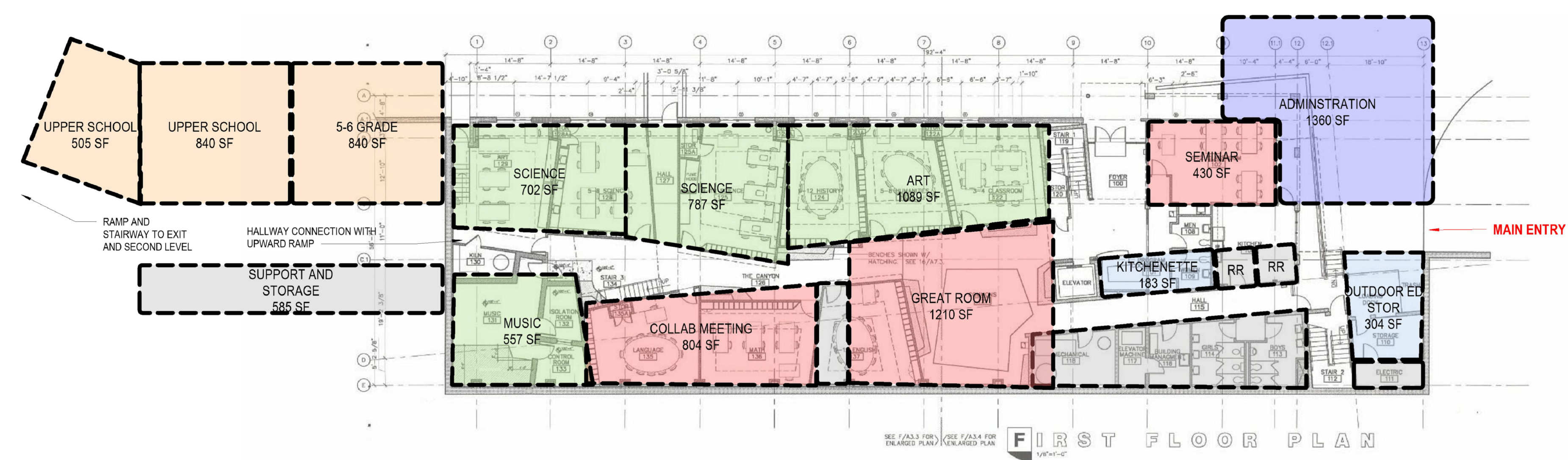




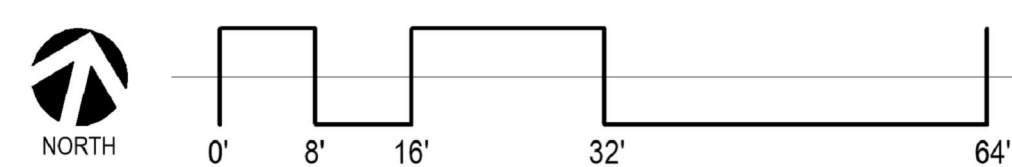
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MP OPTION 1 - 3RD FLOOR PLAN  
1/16" = 1'-0"



2  
EX-015  
MP OPTION 1 - 2ND FLOOR PLAN  
1/16" = 1'-0"



1  
EX-015  
MP OPTION 1 - 1ST FLOOR PLAN  
1/16" = 1'-0"



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EX-015

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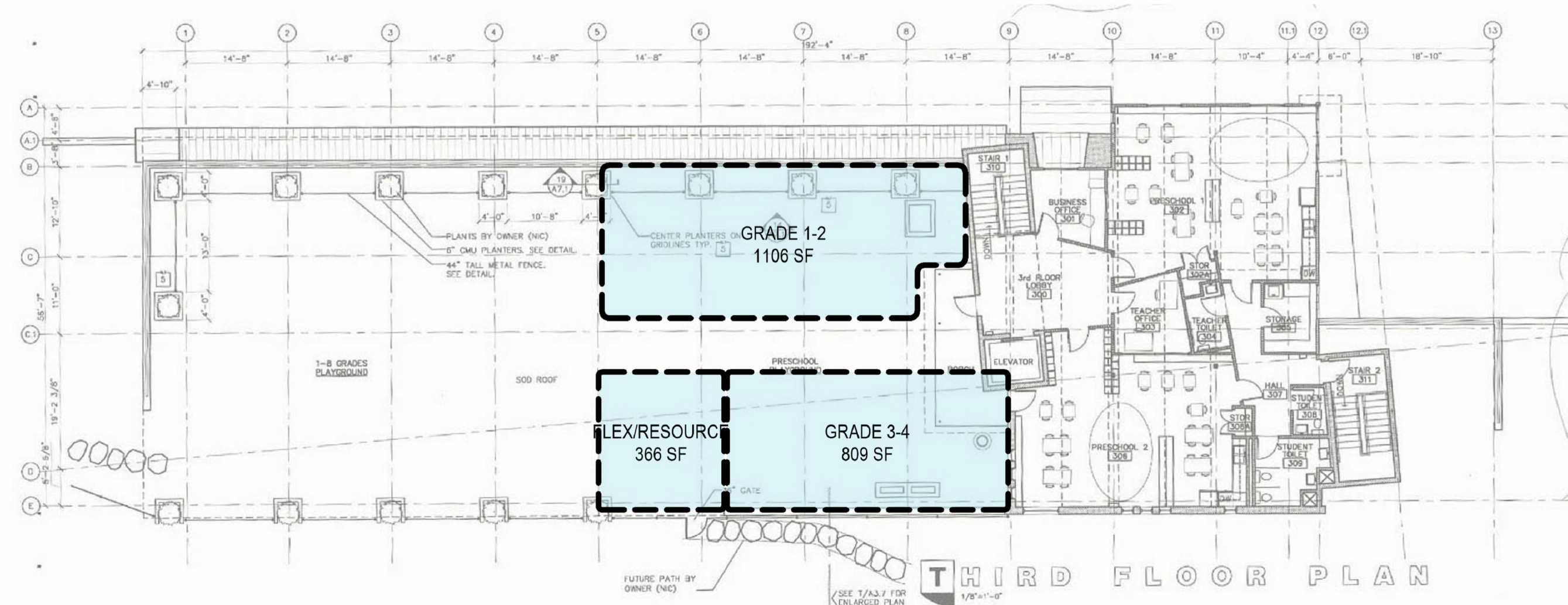
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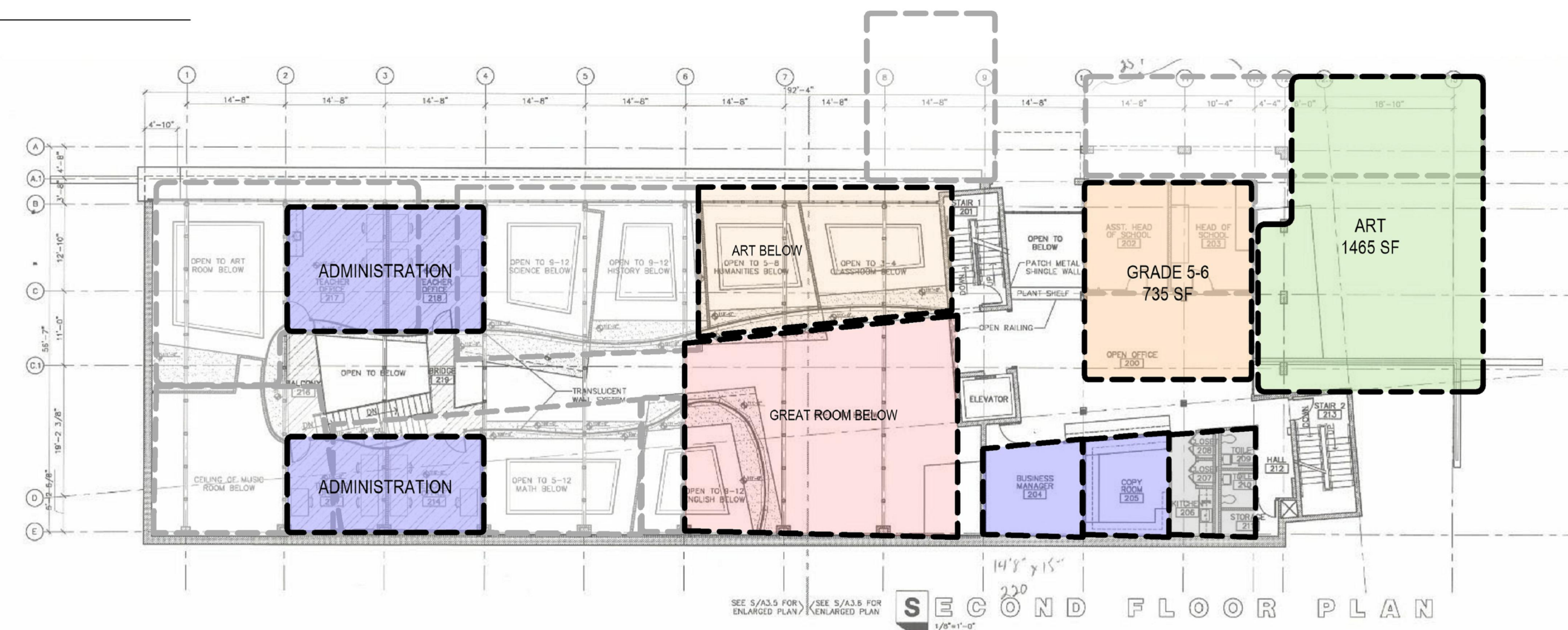
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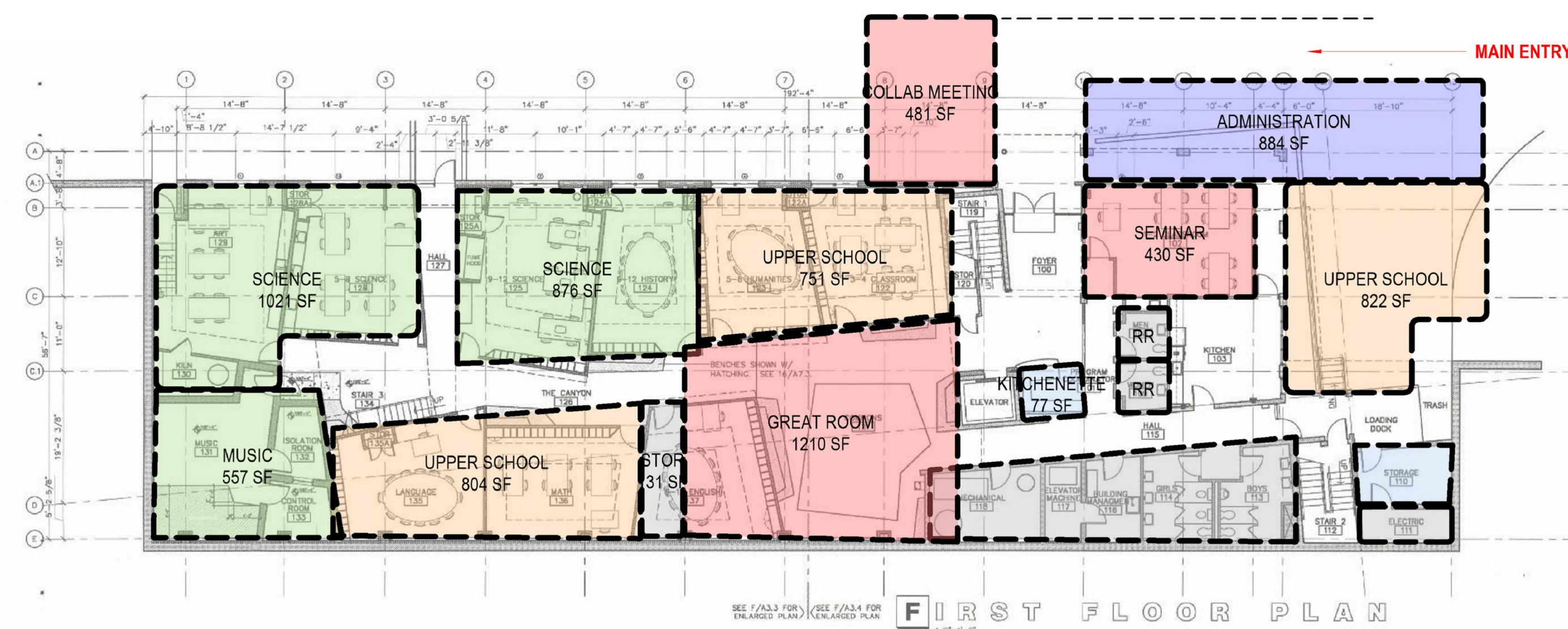
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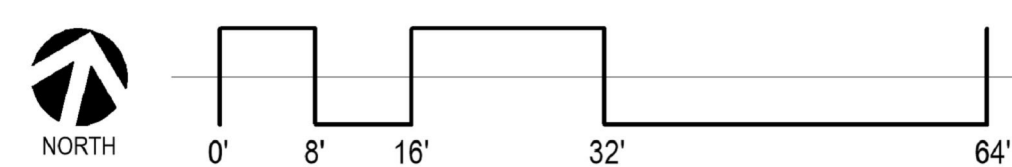
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1 MP OPTION 2 - 1ST FLOOR PLAN  
EX-025 1/16" = 1'-0"



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EX-025

# MP OPTION 2 FLOOR PLANS

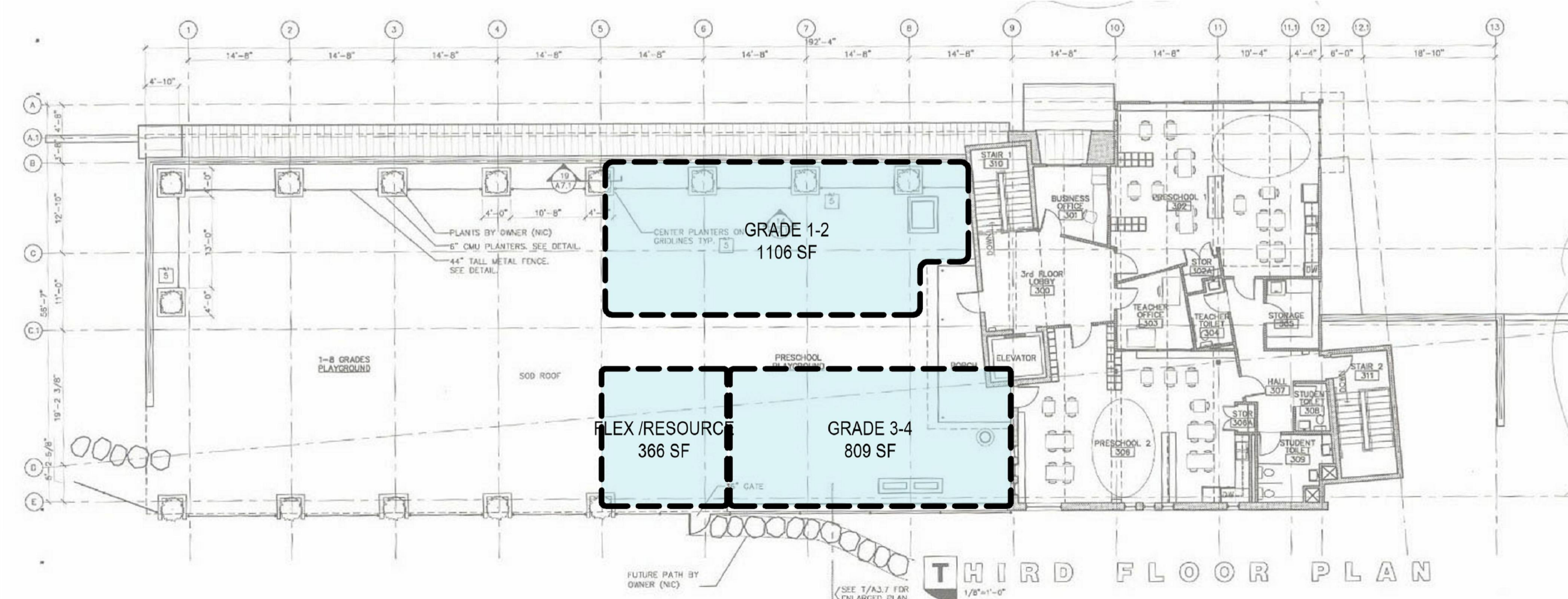
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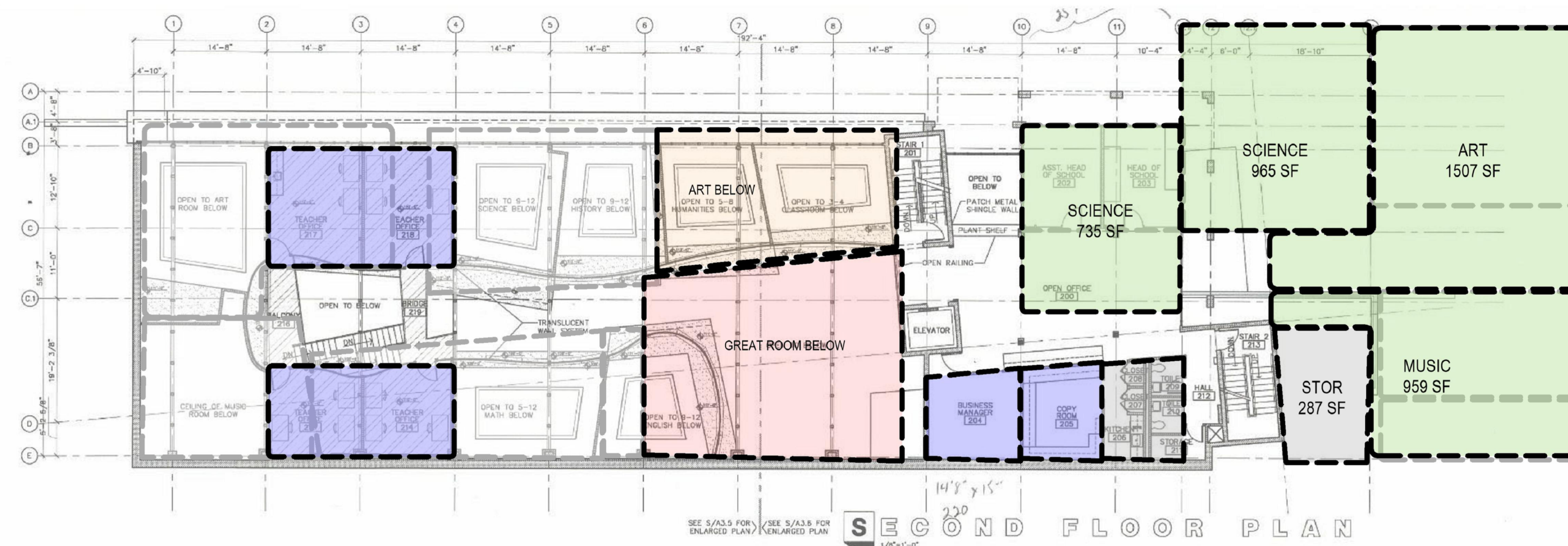
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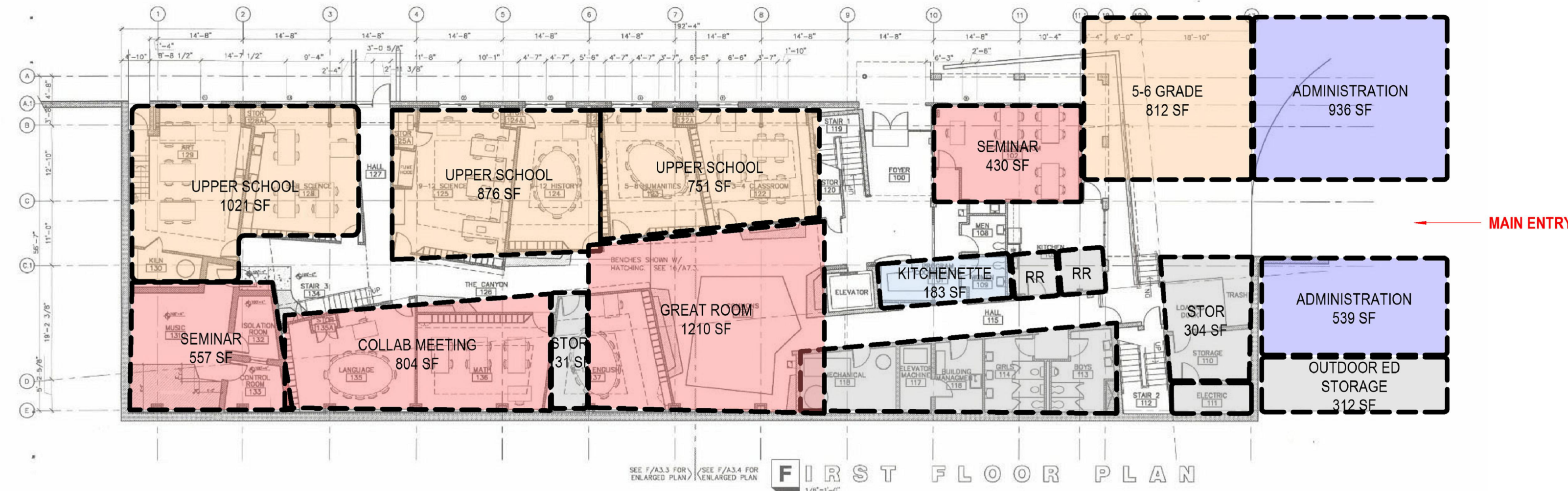




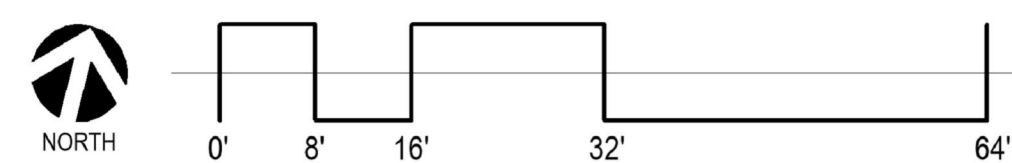
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EX-035 1/16" = 1'-0"



2 MP OPTION 3 - 2ND FLOOR PLAN  
EX-035 1/16" = 1'-0"



1 MP OPTION 3 - 1ST FLOOR PLAN  
EX-035 1/16" = 1'-0"



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EX-035

# MP OPTION 3 FLOOR PLANS

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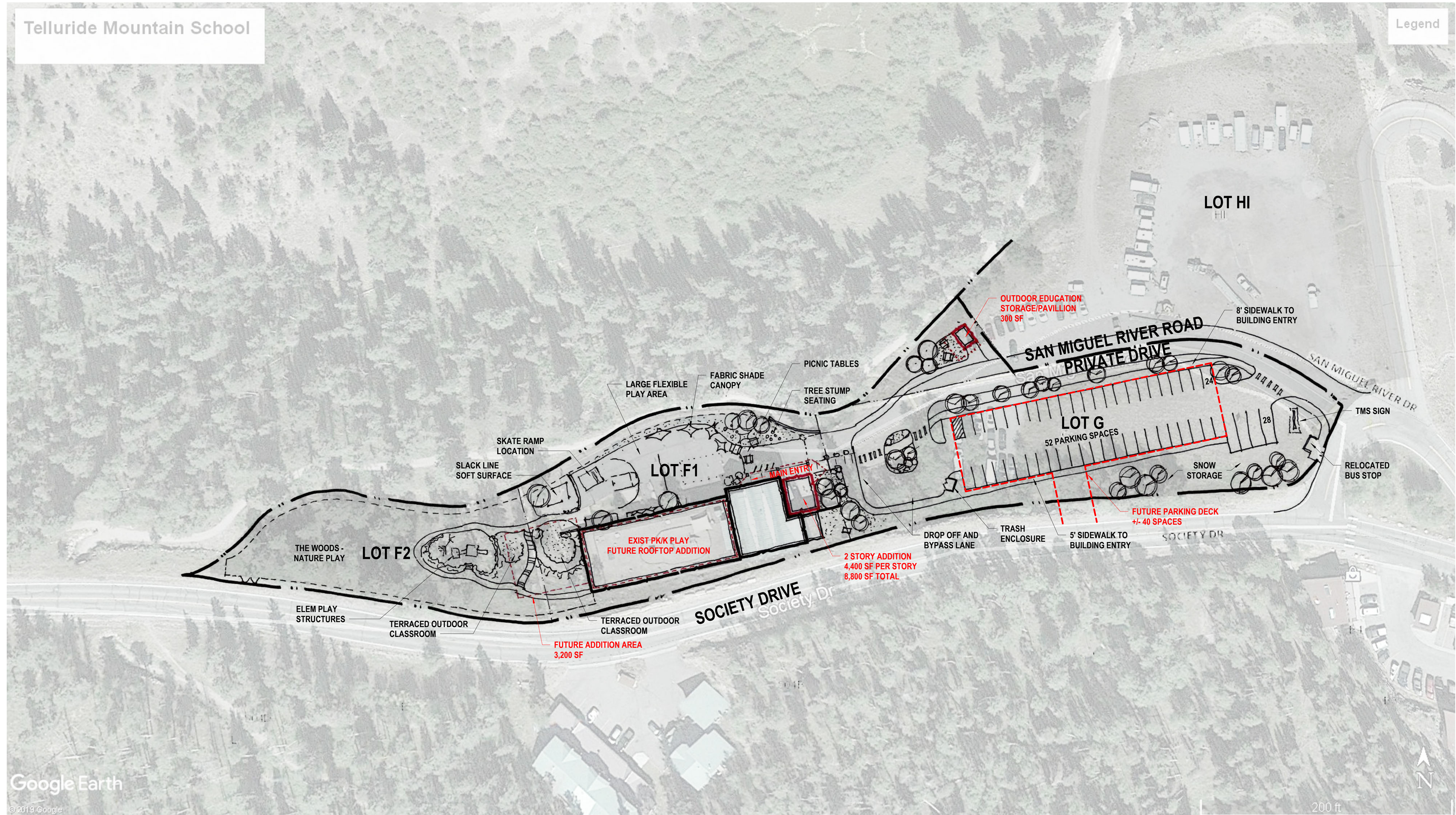


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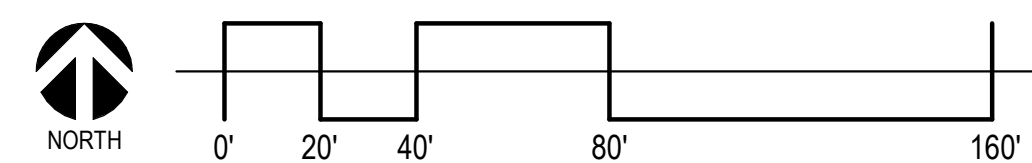




Google Earth

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200 ft



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EX-040

# SITE MASTER PLAN

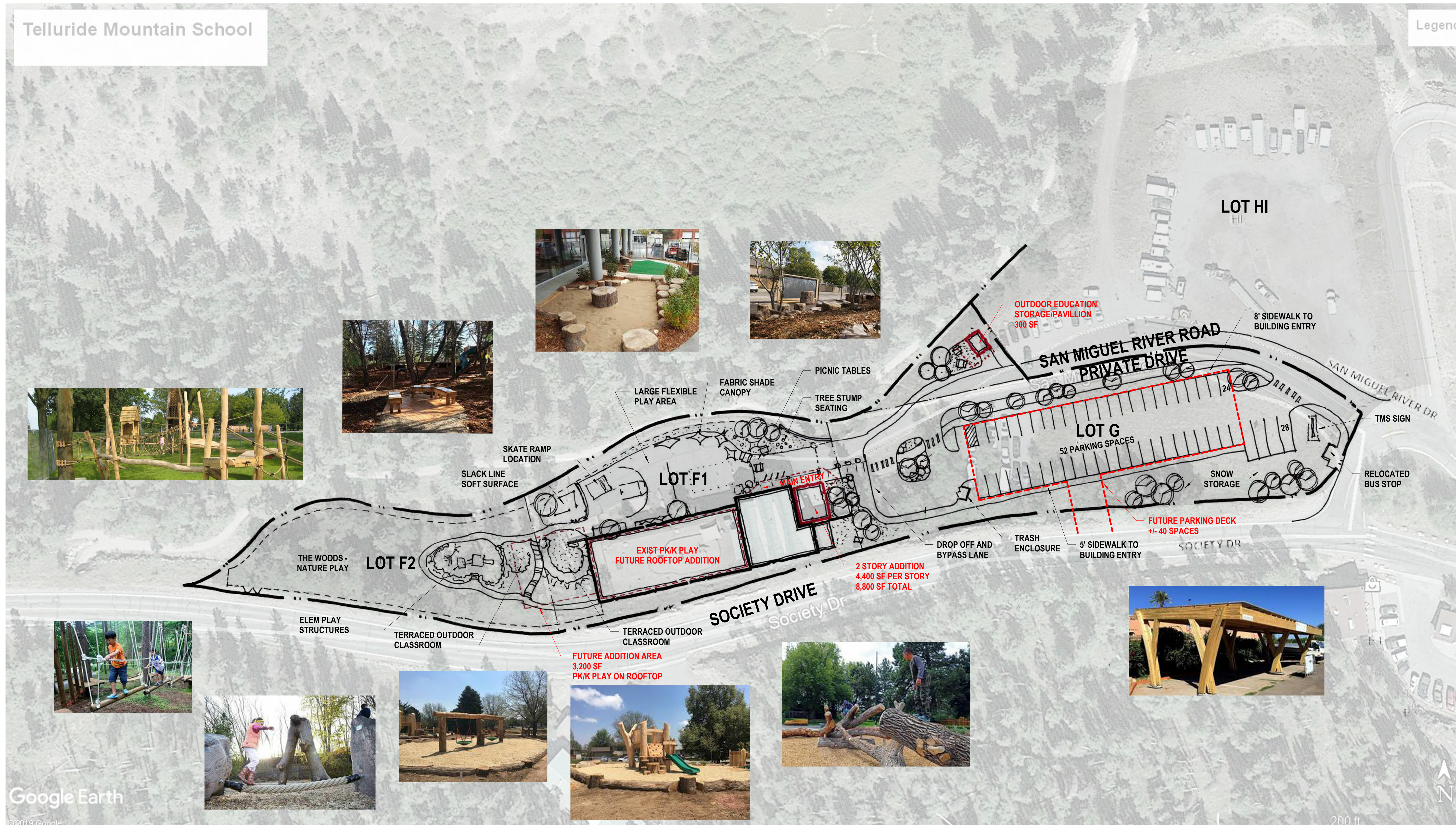
TELLURIDE MOUNTAIN SCHOOL MASTER PLAN



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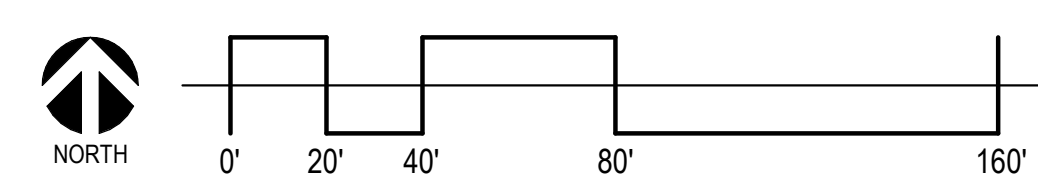
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200 ft



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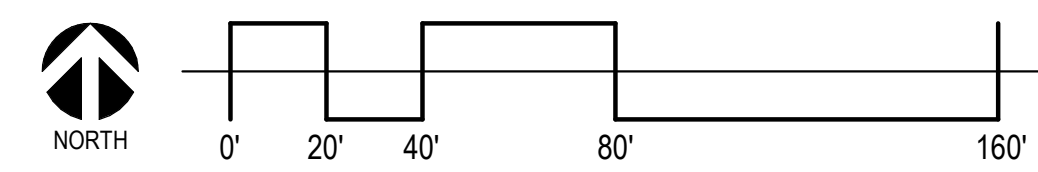
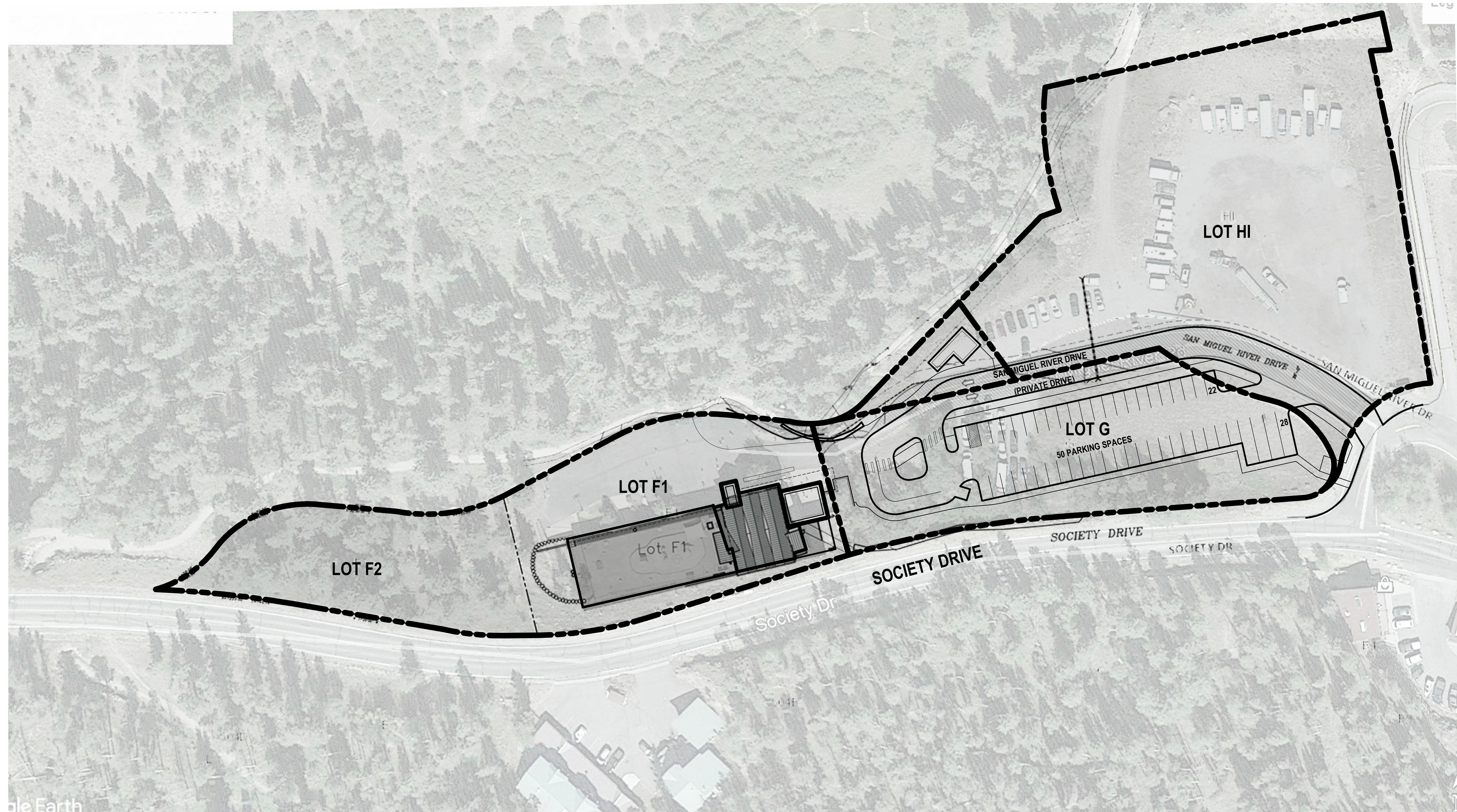
# SITE MASTER PLAN



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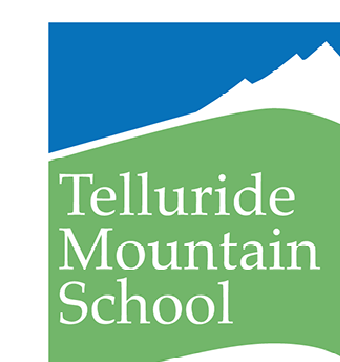


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EX-050

# MASTER PLAN PARKING PLAN

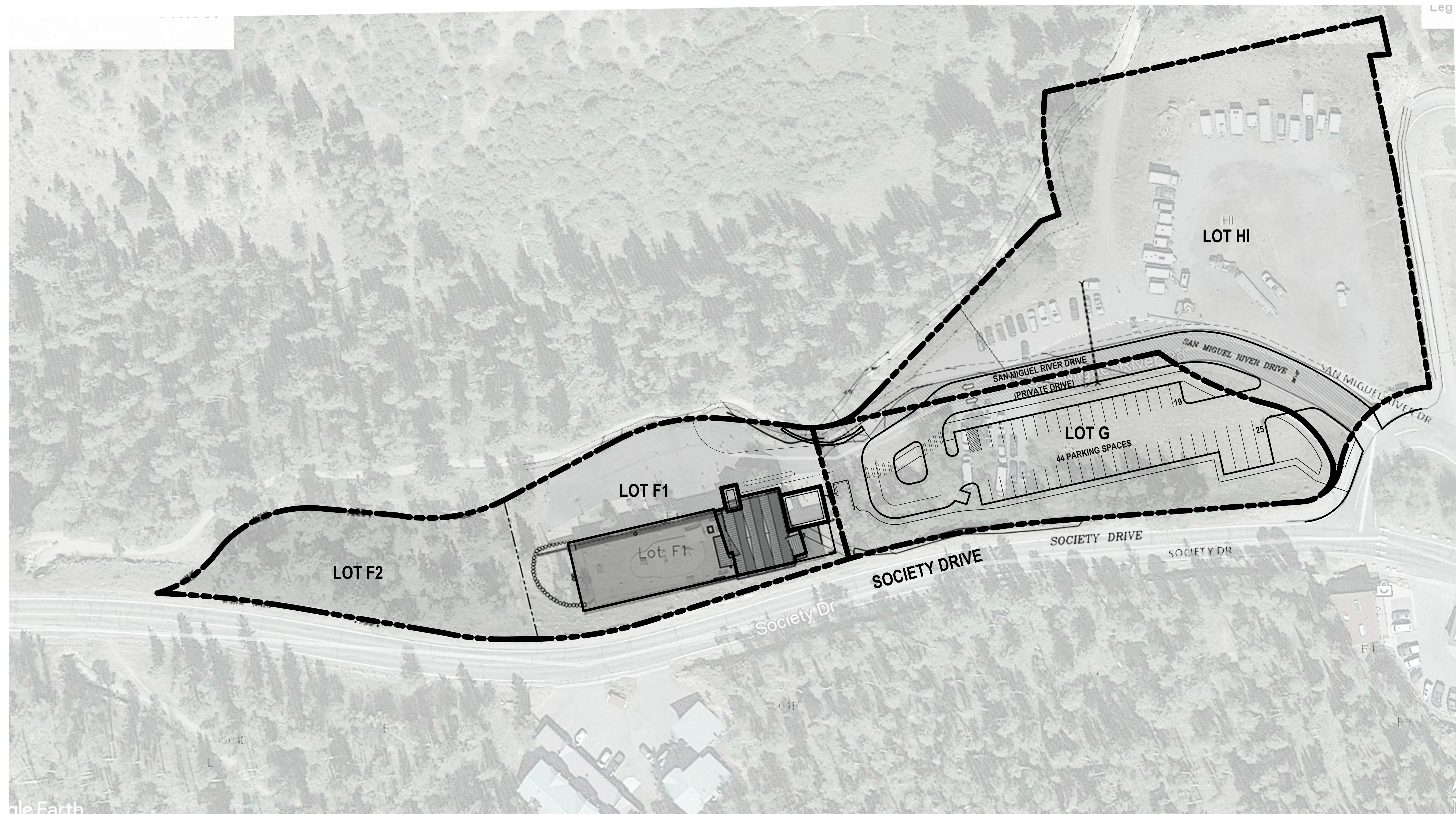
TELLURIDE MOUNTAIN SCHOOL MASTER PLAN



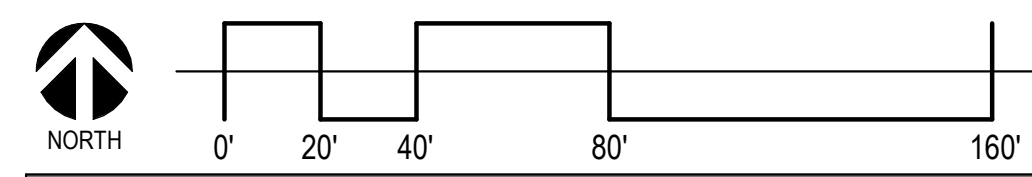
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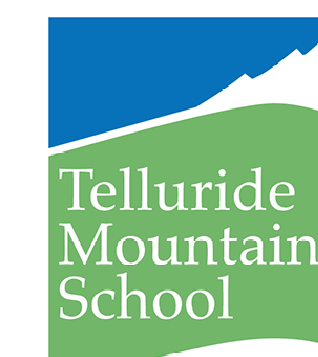
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EX-051

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# Appendix E

## **Detailed Cost Opinion**



Telluride Mountain School  
Telluride, Colorado

5/13/2020

Conceptual Opinion of Probable Cost - Master Plan Phase 1  
Building Addition

| Item No.                    | Description                                      | Unit  | Amount       | Cost            | Line Total      | Category Total     | Remarks                                    | %             |
|-----------------------------|--|-------|--------------|-----------------|-----------------|--------------------|--|---------------|
|                             |  |       |              |                 |                 |                    | (Rounded)                                  |               |
| 1                           | <b>General Demolition - Building Addition</b>    |       |              |                 |                 |                    |  |               |
| 2                           | Demolition                                       | sf    | 1600         | \$6.50          | \$10,400        |                    |  | 0.55%         |
| 3                           | <b>Sub-total Building Addition</b>               |       |              |                 |                 | <b>\$10,400</b>    |  | <b>0.6%</b>   |
| 4                           | <b>Sub-Total Demolition</b>                      |       |              |                 | <b>\$10,400</b> |                    |  |               |
| 5                           | <b>Site Improvements</b>                         |       |              |                 |                 |                    |  |               |
| 6                           | <b>Building Addition - Site</b>                  |       |              |                 |                 |                    |  |               |
| 7                           | Electric Relocation                              | lf    | 100          | \$225.00        | \$22,500        |                    | Modify Electrical Service Primary location | 1.20%         |
| 8                           | Exterior Equipment Storage                       | sf    | 800          | \$50.00         | \$40,000        |                    |  | 2.13%         |
| 9                           | Landscape  | sf    | 2,000        | \$15.00         | \$30,000        |                    |  | 1.60%         |
| 10                          | <b>Sub-total Building Addition Site</b>          |       |              |                 |                 | <b>\$92,500</b>    |  | <b>4.92%</b>  |
| 11                          | <b>Sub-Total Site</b>                            |       |              |                 | <b>\$92,500</b> |                    |  |               |
| 12                          | <b>Building Development</b>                      |       |              |                 |                 |                    |  |               |
| 13                          | <b>Building Construction</b>                     |       |              |                 |                 |                    |  |               |
| 14                          | Classroom Addition                               | sf    | 1,800        | \$450.00        | \$810,000       |                    |  | 43.07%        |
| 15                          | Vestibule Addition                               | sf    | 200          | \$520.00        | \$104,000       |                    |  | 5.53%         |
| 16                          | <b>Sub-Total Building Addition</b>               |       | <b>2,000</b> | <b>\$457.00</b> |                 | <b>\$914,000</b>   |  | <b>48.6%</b>  |
| 17                          | <b>Interior Renovation</b>                       |       |              |                 |                 |                    |  |               |
| 18                          | Renovation                                       | sf    | 800          | \$100.00        | \$80,000        |                    |  | 4.25%         |
| 19                          | <b>Sub-total Interior Renovation</b>             |       | <b>800</b>   | <b>\$100.00</b> |                 | <b>\$80,000</b>    |  | <b>4.25%</b>  |
| 20                          | <b>Sub-Total Building</b>                        |       |              |                 |                 | <b>\$994,000</b>   |  |               |
| 21                          | <b>DIRECT COST OF CONSTRUCTION</b>               |       |              |                 |                 | <b>\$1,096,900</b> |  | <b>58.3%</b>  |
| 22                          | <b>GC Fees for Construction</b>                  |       |              |                 |                 |                    |  |               |
| 23                          | General conditions                               | est.  |              | 18%             | 197,442         |                    |  | 10.5%         |
| 24                          | Contractor's Fee                                 | est.  |              | 5%              | 54,845          |                    |  | 2.9%          |
| 25                          | <b>Sub-total General Contractor Fees</b>         |       |              |                 |                 | <b>\$252,287</b>   |  | <b>13.4%</b>  |
| 26                          | <b>Indirect Construction Costs</b>               |       |              |                 |                 |                    |  |               |
| 27                          | Builder's Risk Insurance:                        | est.  |              | 0.50%           | 6,746           |                    |  | 0.4%          |
| 28                          | Umbrella & General Liability Insurance:          | est.  |              | 0.70%           | 9,444           |                    |  | 0.5%          |
| 29                          | Performance & Payment Bond:                      | est.  |              | 1.20%           | 16,190          |                    |  | 0.9%          |
| 30                          | <b>Sub-total In-direct Construction Costs</b>    |       |              |                 |                 | <b>\$32,380</b>    |  | <b>1.7%</b>   |
| 31                          | <b>Estimating Contingency</b>                    |       |              | 10%             | 134,919         | <b>\$134,919</b>   |  | <b>7.2%</b>   |
| 32                          | <b>TOTAL COST OF CONSTRUCTION</b>                |       |              |                 |                 | <b>\$1,516,486</b> |  | <b>81%</b>    |
| 33                          | <b>Owner Costs</b>                               |       |              |                 |                 |                    |  |               |
| 34                          | Construction Contingency                         | allow |              | 10%             | \$151,649       |                    |  | 8.1%          |
| 35                          | Design Services - (Arch, Electrical, Mechanical) | est.  |              | 10.0%           | \$151,649       |                    |  | 8.1%          |
| 36                          | Geotechnical Services                            |       |              | 1.0%            | \$15,165        |                    |  | 0.8%          |
| 37                          | Surveying  |       |              | 0.8%            | \$11,374        |                    |  | 0.6%          |
| 38                          | Testing and Inspection Services                  |       |              | 2.0%            | \$30,330        |                    |  | 1.6%          |
| 39                          | Building Permit and Plan Review Fee:             | est.  |              |                 | \$4,000         |                    |  | 0.2%          |
| 40                          | <b>Subtotal (Owner Costs)</b>                    |       |              |                 |                 | <b>\$364,165</b>   |  | <b>19%</b>    |
| <b>TOTAL PROJECT BUDGET</b> |  |       |              |                 |                 | <b>\$1,880,652</b> |  | <b>100.0%</b> |



Telluride Mountain School  
Telluride, Colorado

5/13/2020

Conceptual Opinion of Probable Cost - Master Plan Phase 1  
Lot G and Playground

| Item No. | Description                                    | Unit | Amount | Cost            | Line Total | Category Total  | Remarks   | %            |
|----------|--|------|--------|-----------------|------------|---|-----------|--------------|
|          |  |      |        |                 |            |   | (Rounded) |              |
| 1        | <b>General Demolition - Lot G</b>              |      |        |                 |            |   |           |              |
| 2        | Demolition - Clear and Grub                    | sf   | 37540  | \$4.50          | \$168,930  |   |           | 8.55%        |
| 3        | <b>Sub-total Lot G Demolition</b>              |      |        |                 |            | <b>\$168,930</b>  |           | <b>8.6%</b>  |
| 4        | <b>General Demolition - Lot F2 Playground</b>  |      |        |                 |            |   |           |              |
| 5        | Demolition - Asphalt                           | sf   | 8600   | \$4.50          | \$38,700   |   |           | 1.96%        |
| 6        | <b>Sub-total Lot F2 Playground Demolition</b>  |      |        |                 |            | <b>\$38,700</b>   |           | <b>2.0%</b>  |
| 7        | <b>General Demolition - Lot F1 pathway</b>     |      |        |                 |            |   |           |              |
| 8        | Demolition                                     | sf   | 2000   | \$4.50          | \$9,000    |   |           | 0.46%        |
| 9        | <b>Sub-total Lot F1 Pathway Demolition</b>     |      |        |                 |            | <b>\$9,000</b>  |           | <b>0.5%</b>  |
| 10       | <b>General Demolition - Site Fencing</b>       |      |        |                 |            |   |           |              |
| 11       | Demolition - Remove Site Fencing               | lf   | 525    | \$2.25          | \$1,181    |   |           | 0.06%        |
| 12       | <b>Sub-total Site Fencing Demolition</b>       |      |        |                 |            | <b>\$1,181</b>  |           | <b>0.1%</b>  |
| 13       | <b>Sub-Total Demolition</b>                    |      |        |                 |            | <b>\$217,811</b>  |           |              |
| 14       | <b>Site Improvements</b>                       |      |        |                 |            |   |           |              |
| 15       | <b>Lot G - Parking</b>                         |      |        |                 |            |   |           | 0.00%        |
| 16       | Site Grading                                   | sf   | 37,540 | \$2.00          | \$75,080   |   |           |              |
| 17       | Parking / Drive Access                         | sf   | 25,000 | \$12.00         | \$300,000  | 3.5 asphalt / 5.70 concrete + sub grade prep                    |           | 15.19%       |
| 18       | Concrete Sidewalk                              | sf   | 5,800  | \$8.00          | \$46,400   | 4" concrete slab on grade                                       |           |              |
| 19       | Landscaping                                    | sf   | 7,000  | \$5.00          | \$35,000   | Landscape at perimeter and island                               |           |              |
| 20       | Trash Enclosure                                | sf   | 80     | \$65.00         | \$5,200    | CMU enclosure with Steel gate and concrete pad                  |           |              |
| 21       | Conduit for future PV                          | lf   | 250    | \$65.00         | \$16,250   | 4" conduit from building to north and south side of parking lot |           |              |
| 22       | Conduit for electric to Outdoor Ed Pavillion   | lf   | 220    | \$65.00         | \$14,300   | 3" conduit from building to Outdoor Education Pavillion         |           |              |
| 23       | Water Supply to Outdoor Ed Pavillion           | lf   | 220    | \$65.00         | \$14,300   | 1" Water Service stub from building to Outdoor Ed Pavillion     |           |              |
| 24       | <b>Sub-Total Lot G Parking</b>                 |      | 37,540 | <b>\$13.49</b>  |            | <b>\$506,530</b>  |           | <b>25.6%</b> |
| 25       | <b>Lot F2 - Playground</b>                     |      |        |                 |            |   |           |              |
| 26       | Site Grading                                   | sf   | 9,000  | \$3.50          | \$31,500   | leveling and haul off   |           |              |
| 27       | Asphalt  | sf   | 8,000  | \$12.00         | \$96,000   |   |           |              |
| 28       | Retaining wall at performance platform         | lf   | 50     | \$65.00         | \$3,250    |   |           |              |
| 29       | Performance Platform                           | sf   | 800    | \$8.00          | \$6,400    |   |           |              |
| 30       | Landscape and play striping                    | sf   | 2,000  | \$10.00         | \$20,000   | northeast corner crusher fines and boulder entry sequence       |           |              |
| 31       | Play equipment, shade structures, furniture    | ea   | 1      | \$35,000.00     | \$35,000   | Basketball, shade structures, log seats, picnic tables          |           |              |
| 32       | <b>Sub-total Lot F2 Playground</b>             |      | 25,000 | <b>\$7.69</b>   |            | <b>\$192,150</b>  |           | <b>9.73%</b> |
| 33       | <b>Lot F1 Pathway Reconstruction</b>           |      |        |                 |            |   |           |              |
| 34       | Redevelop site stairway to Montessori Play     | sf   | 2,000  | \$12.00         | \$24,000   |   |           | 1.21%        |
| 35       | <b>Sub-total Lot F1 Pathway Reconstruction</b> |      |        |                 |            | <b>\$24,000</b>   |           | <b>1.21%</b> |
| 36       | <b>Site Fencing</b>                            |      |        |                 |            |   |           |              |
| 37       | Fencing - permimeter                           | lf   | 800    | \$45.00         | \$36,000   |   |           | 1.82%        |
| 38       | Buiding Fencing - Montessori Play              | lf   | 300    | \$55.00         | \$16,500   |   |           | 0.84%        |
| 39       | <b>Sub-total Site Fencing</b>                  |      |        |                 |            | <b>\$52,500</b>   |           | <b>2.66%</b> |
| 40       | <b>Sub-Total Site</b>                          |      |        |                 |            | <b>\$775,180</b>  |           |              |
| 41       | <b>Building Development</b>                    |      |        |                 |            |   |           |              |
| 42       | <b>Outdoor Education Pavillion</b>             |      |        |                 |            |   |           |              |
| 43       | Pavillion                                      | sf   | 800    | \$200.00        | \$160,000  |   |           | 8.10%        |
| 44       | <b>Sub-Total Outdoor Education Pavillion</b>   |      | 800    | <b>\$200.00</b> |            | <b>\$160,000</b>  |           | <b>8.1%</b>  |
| 45       | <b>Sub-Total Building</b>                      |      |        | <b>\$200.00</b> |            | <b>\$160,000</b>  |           |              |

|                             |  |       |       |                    |               |
|-----------------------------|--|-------|-------|--------------------|---------------|
| 46                          | <b>DIRECT COST OF CONSTRUCTION</b>               |       |       | <b>\$1,152,991</b> | <b>58.4%</b>  |
| 47                          | <b>GC Fees for Construction</b>                  |       |       |                    |               |
| 48                          | General conditions                               | est.  | 18%   | 207,538            | 10.5%         |
| 49                          | Contractor's Fee                                 | est.  | 5%    | 57,650             | 2.9%          |
| 50                          | <b>Sub-total General Contractor Fees</b>         |       |       | <b>\$265,188</b>   | <b>13.4%</b>  |
| 51                          | <b>Indirect Construction Costs</b>               |       |       |                    |               |
| 52                          | Builder's Risk Insurance:                        | est.  | 0.50% | 7,091              | 0.4%          |
| 53                          | Umbrella & General Liability Insurance:          | est.  | 0.70% | 9,927              | 0.5%          |
| 54                          | Performance & Payment Bond:                      | est.  | 1.20% | 17,018             | 0.9%          |
| 55                          | <b>Sub-total In-direct Construction Costs</b>    |       |       | <b>\$34,036</b>    | <b>1.7%</b>   |
| 56                          | <b>Estimating Contingency</b>                    |       | 10%   | 141,818            | 7.2%          |
| 57                          | <b>TOTAL COST OF CONSTRUCTION</b>                |       |       | <b>\$1,594,033</b> | <b>81%</b>    |
| 58                          | <b>Owner Costs</b>                               |       |       |                    |               |
| 59                          | Construction Contingency                         | allow | 10%   | \$159,403          | 8.1%          |
| 60                          | Design Services - (Arch, Electrical, Mechanical) | est.  | 10.0% | \$159,403          | 8.1%          |
| 61                          | Geotechnical Services                            |       | 1.0%  | \$15,940           | 0.8%          |
| 62                          | Surveying  |       | 0.8%  | \$11,955           | 0.6%          |
| 63                          | Testing and Inspection Services                  |       | 2.0%  | \$31,881           | 1.6%          |
| 64                          | Building Permit and Plan Review Fee:             | est.  |       | \$3,000            | 0.2%          |
| 65                          | <b>Subtotal (Owner Costs)</b>                    |       |       | <b>\$381,583</b>   | <b>19%</b>    |
| <b>TOTAL PROJECT BUDGET</b> |  |       |       | <b>\$1,975,616</b> | <b>100.0%</b> |