



Colorado School  
for the Deaf and the Blind

# TEN-YEAR FACILITY MASTER PLAN REPORT

COLORADO SCHOOL FOR THE DEAF AND THE BLIND

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# ONE **EXECUTIVE SUMMARY**

# EXECUTIVE SUMMARY

This document is a Ten-Year Facility Master Plan for the Colorado School for the Deaf and Blind (CSDB) campus in Colorado Springs, CO. This master planning effort is intended to align the facilities development needs with the educational goals of this critical state resource. Colorado Revised Statute (CRS) 23-1-106 requires that higher education institutions have an approved master plan for facilities in place prior to the submission of capital construction requests. Each capital request must be in conformance with the campus master plan. CSDB's current Campus Master Plan was approved in 2014 and will expire at the end of this year. The 2011 Transportation Master Plan was developed in conjunction with other Master Plan elements using the goals established by the Flagship 2030 plan.

Opened in 1874, CSDB has continuously operated as the only State supported school for deaf and blind students. CSDB is a dynamic community of scholars and learners committed to children and families and is situated on one of the most spectacular historic campuses in the state. There is a proud tradition of academic excellence and building community at the school, which is celebrating 150 years of operation in 2024. Its committed staff, students and active alumni groups are excited to implement this plan as they embark on the next 150 years in Colorado.

This plan results from the following analysis:

- Facility Condition Assessment of each building on campus. This includes interior and exterior building elements as well as all building systems (mechanical, electrical, life safety and accessibility).
- Educational Adequacy Assessment of each learning community on campus. Interviews of school leadership and staff representatives for each program on campus informed this report.
- Building Capacity & Utilization Analysis reviews the student capacity and evaluates the data against several nationally recognized educational planning recommendations.
- Master planning committee meetings with campus-wide leadership to create, consider and ultimately shape the plan shown in the proceeding pages. Many alternate scenarios and ideas were considered in the preparation of the plan. The selected approach is based on the thoughtful and balanced consensus of the leadership group.

The 2024 ten-year master planning committee consists of representatives from the Blind School, Deaf School, Student Life, Outreach, and Facilities. This plan adopts the overarching goals listed below, which are to:

- Augment overall physical accessibility on campus, including the addition of elevators and restrooms in historic buildings.
- Address inequity between Blind School and Deaf School facilities.
- Eliminate staffing inefficiencies of duplicate locations for drop off/pick up lanes.
- Address personal safety of concerns of residential students and the need for changes in room and bathroom configurations.

- Address needs of most severely deteriorating buildings, including the Industrial Building, Steam Plant, and the Barn.

The implementation strategies identified to accomplish the broad goals listed above include:

- Renovation of Historic West Hall for the Blind School and Early Education Center.
- Renovation of Adams Hall to serve Employability Center, Bridges to Life Program and large gathering space to host “all-school” events.
- Construct new campus drop off/pick up lanes to address safety and efficiency.
- Renovation or replacement of Stone Hall to allow growth of the CSDB Outreach Program.
- Renewal of Administration Building focusing on building envelope and plumbing system improvements
- Renewal of Historic Steam Plant to alleviate security concerns by moving the Facilities Department offices into the space and decommissioning unused equipment.
- Renewal of Historic Barn to house community facing functions such as the Alumni Center, History Museum, and family meeting spaces.
- Upgrading Athletic Facilities south of Pikes Peak Avenue to install a competition blind track, permanent blind soccer field, and upgraded football facilities to generate revenue.
- Upgrading Tree and landscaping consistent with the historic landscape and offer learning opportunities in the natural environment.





# EXECUTIVE SUMMARY

## ESTIMATED MAGNITUDE OF COST

The estimated magnitude of cost for these recommendations was prepared by a local general contractor utilizing the best-known information at the time. These costs may be affected by market conditions and general price escalation.

Facility Plan Priority Projects	Estimated Cost <sup>a,b,c</sup>
Renovate West Hall for Blind School and Early Education Center	\$37,521,406 <sup>d</sup>
Brown Hall - Phase 1: Convert all double rooms to singles	\$3,161,575
Brown Hall - Phase 2: Re-roofing and window replacements	\$4,914,695
Adams Hall Renovations + Bus/Parent Drop Off Loops	\$8,743,335
Ritter Hall - Phase 1: Convert all double rooms to singles	\$3,310,871
Ritter Hall - Phase 2: Re-roofing and window replacements	\$3,939,275
Stone Hall Renovations/Replacement	\$15,847,533
Argo Hall Renovation and Renewal	\$15,400,810
Steam Plant Renovations and Renewal	\$4,572,998
Administration Building Renovations and Renewal	\$8,867,026
Upgrade Outdoor Athletic Facilities	\$5,864,578
Barn Renovation and Renewal	\$11,930,169
Lions Hall Renovation	\$7,561,352

- a. Estimate is using 2023 cost data.
- b. Estimate excludes identification, testing and abatement of existing hazardous building materials.
- c. Estimate includes factors for design, estimating and construction contingencies.
- d. Project funding requested from State in December 2023

## PROJECT PHASING

A phased approach is needed to accomplish these tasks so that CSDB can continue to operate while improvements are made. The following is a summary of proposed phasing:

NEAR-TERM (1-3 YEARS)	MID-TERM (4-6 YEARS)	FAR-TERM (7-10 YEARS)
<p><b>Phase 1:</b> West Hall Renovation and Addition for Blind School and Early Education Center</p> <p>Phasing notes:</p> <ul style="list-style-type: none"><li>Media Department moves to Brown Hall, Level 4 until Argo Hall renovation is complete.</li><li>Outreach Department moves to Ritter Hall, Lower Level until Stone Hall renovation is complete.</li></ul> <p><b>Phase 2:</b> Brown Hall Renovations</p> <p>Phasing notes:</p> <ul style="list-style-type: none"><li>To be completed as a phased Controlled Maintenance project.</li></ul> <p><b>Phase 3:</b> Adams Hall Renovation for Employability Center and Bridges to Life + Transportation Loops for Buses and Parents</p> <p>Phasing notes:</p> <ul style="list-style-type: none"><li>Schedule site work to occur over summer break to the greatest extent possible.</li></ul>	<p><b>Phase 4:</b> Stone Hall Renovation/Replacement for Outreach Department</p> <p>Phasing notes:</p> <ul style="list-style-type: none"><li>Government vehicle garage to remain.</li><li>Museum to remain until Barn renovation completion.</li></ul> <p><b>Phase 5:</b> Argo Hall Renovation and Renewal</p> <p>Phasing notes:</p> <ul style="list-style-type: none"><li>Student Health building to be demolished after completion of new suite in Argo Hall.</li><li>Quadrangle improvements after Student Health demolition.</li></ul> <p><b>Phase 6:</b> Steam Plant Renovation and Addition</p> <p>Phasing notes:</p> <ul style="list-style-type: none"><li>Industrial Building to be demolished after completion of renovations for Facilities Department.</li><li>Quadrangle improvements after Student Health and Industrial Building demolition.</li></ul>	<p><b>Phase 7:</b> Administration Building Renovation and Renewal + Outdoor Learning Additions</p> <p>Phasing notes:</p> <ul style="list-style-type: none"><li>Phase interior renovations to maintain Security Office at all times.</li><li>Temporarily relocate administrative staff in department groups as needed to complete scope of work.</li></ul> <p><b>Phase 8:</b> Outdoor Athletic Facility Improvements</p> <p><b>Phase 9:</b> Barn Renovation, Renewal, and Addition</p> <p>Phasing notes:</p> <ul style="list-style-type: none"><li>Museum to relocate from Stone Hall at project completion.</li></ul> <p><b>Phase 10:</b> Gymnasium Addition</p> <p><b>Phase 11:</b> Lions Hall Renovation and Addition</p> <p>Phasing notes:</p> <ul style="list-style-type: none"><li>Consider replacement as programming needs evolve.</li></ul>

## TWO **INTRODUCTION AND OVERVIEW**

# COLORADO SCHOOL OF THE DEAF AND BLIND

## MISSION STATEMENT

*The Colorado School for the Deaf and the Blind, in collaboration with families, school districts and community partners, educates and inspires learners throughout the state, birth through age 21, to achieve their full potential through comprehensive, individualized academic, transition, residential and outreach programs and resources.*

## VISION STATEMENT

*CSDB aspires to be an exemplary global resource for families and professionals that excels in preparing diverse learners to transform the world with PRIDE: Positive Attitude, Respect, Independence, Determination, and Excellence.*

**P.R.I.D.E.**

**Positive Attitude. Respect. Independence. Determination. Excellence.**

# INTRODUCTION AND OVERVIEW

EUA was hired by the State of Colorado, Office of the State Architect to produce a Ten-Year Facilities Master Plan for the Colorado School for the Deaf and Blind (CSDB) in Colorado Springs, CO. The primary authors of this plan are Rebecca Rogers, Senior Project Architect, Jane Crisler, Senior Project Manager, Giovanna Lang, Project Specialist, and Michael Slater, Project Architect. The Facilities Assessment portion of the plan was supported by BCER Engineering who evaluated the mechanical, plumbing, and fire/life safety systems in the buildings.

The Ten-Year Facility Master Plan is a critical first step in the planning process helping the State of Colorado and its stakeholders better understand the current state of its facilities and how well these facilities support their intended mission. This Facilities Master Plan provides an independent, objective analysis of the present conditions and capabilities of the Colorado School for Deaf and Blind’s facilities and grounds. It also serves as a foundational resource document to support fiscally responsible short- and long-term facilities planning. The information presented in this report was gathered through on-site inspections of the campus site and buildings, interviews with various building administrators, teachers, support staff, and facilities staff, and analysis to determine capacity and utilization of spaces on campus.

## Facility Condition Assessment

CSDB is comprised of nineteen buildings constructed over the last 150 years. The oldest of these, the Administration Building, was constructed in 1874. Twelve of the buildings are included in a designated historic district that is listed on the Colorado State Register of Historic Places. Most have been renovated and/or expanded several times since being constructed. Consistent maintenance practices have extended the service of these buildings; however, some buildings are in poor to fair physical condition with many essential building systems failing or well past their useful and expected life cycles.

## Educational Adequacy Assessment

CSDB operates four distinct schools, each with its own learning environment. These schools are the School for the Deaf, the School for the Blind, Employability Center, and the Early Education Center. Each of these learning environments was toured by the planning team and key stakeholders were interviewed to understand immediate needs, as well as learn the future plans for the individual programs. While reviewing the physical learning spaces and evaluating how they support the pedagogy, except for the Deaf School which was renovated in 2011, there were very few updates to the core learning environments since the buildings were constructed.

## Building Capacity & Utilization Analysis

The EUA planning team used enrollment and demographic data provided by CSDB to analyze how well and at what capacity spaces are used in each of the educational programs. This information is then used to direct where and how spaces can or should be modified to better serve the staff and students.

## Master planning committee meetings

The facility master plan committee was comprised of leadership from across the campus. These members committed time out of their already busy schedules to meet and review all of the assessment results and then discuss priorities and solution alternatives to reach a consensus on the best solutions for implementation.

The participating leadership members from CSDB were:

- Tera Spangler, Superintendent
- Mike Nero, Facilities Director
- Jennifer Wright, Principal of the School for the Deaf
- Anthony Thomas, Interim Principal of the Employability Center
- Ashley Renslow, Interim Director Outreach Programs
- Jamie Lugo. Principal of the School for the Blind
- Kathy Emter, Director of Special Education
- Jennifer Thompson, Director of Preschool



## THREE **AGENCY OVERVIEW AND OPERATIONAL INFORMATION**



# CAMPUS AND PROGRAM OVERVIEW

The Colorado School for the Deaf and Blind has a proud history, dating back to its establishment in 1874. In 1876, the school moved to its current location on a plot of land granted by William Jackson Palmer, the founder of Colorado Springs. The campus sits at the top of a hill in downtown Colorado Springs, with grand views of the Pikes Peak region.

The school serves over 700 students across Colorado in grades K-12 in four distinct educational programs:

### The School for the Deaf

Deaf and hard of hearing students in grades K-12 attend classes in the Gottlieb Building. The Deaf school has a current enrollment of 72 students.

### The School for the Blind

Blind and visually impaired students in grades K-12 attend classes in the Adams Building. The Blind school has a current enrollment of 62 students.

### Early Education Center

The preschool program has a current enrollment of 16 Deaf and 12 Blind students between the ages of three and five. There is one classroom for each of these enrollments.

### Bridges to Life

The post-high school transition program focuses on career readiness, post-secondary education and training, and independent living skills. There are currently 20 students enrolled between the ages of 18-21.

### Other Facilities

Roughly half of the K12 and transition students live in dormitories on campus during the school week. Residential students in K-12 grades live in Brown and Ritter Halls. Bridges to Life students live in apartments in Palmer Hall. Argo Hall has a cafeteria and dining room that serve student meals. The remaining students commute from their home districts in and around Colorado Springs.

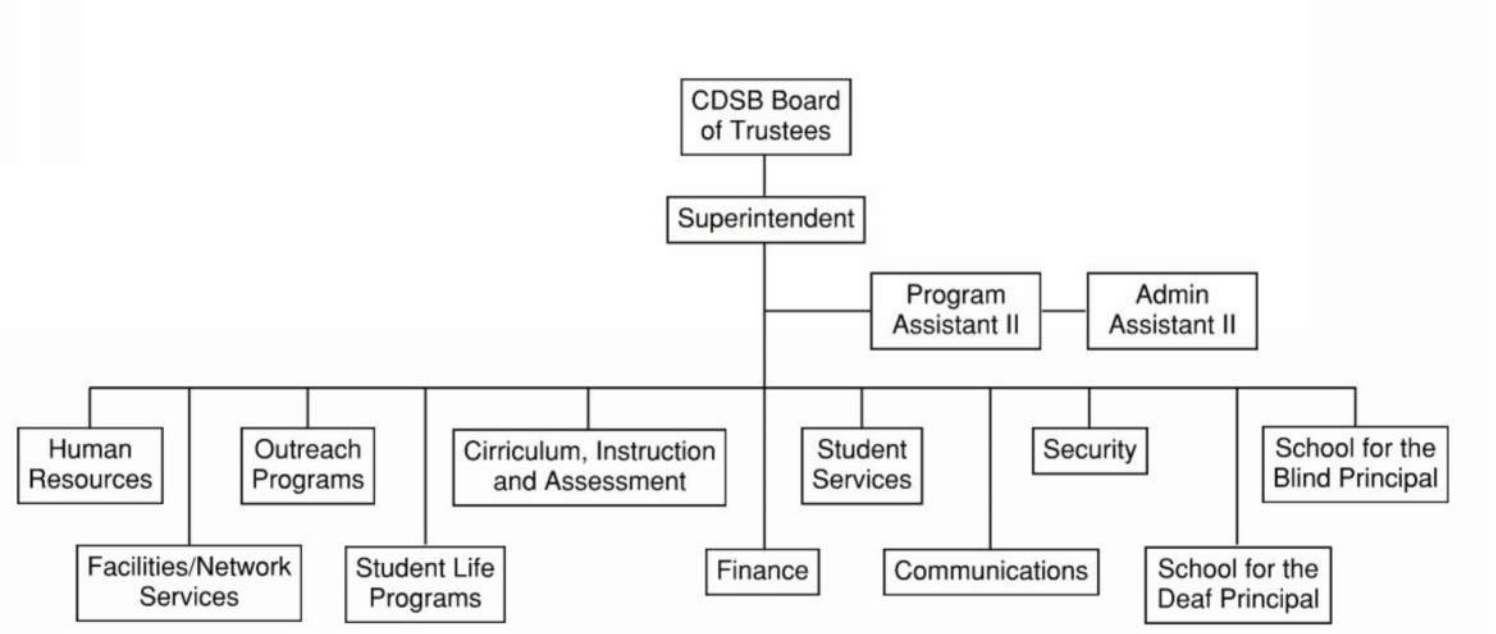
The campus also houses an Outreach Department that serves deaf and blind families and students in Colorado who do not attend CSDB. The services they provide include early intervention, ASL classes, baby and toddler classes, and early literacy support. Also included within Outreach is the Colorado Instructional Materials Center (CIMC.) The CIMC provides braille, large print textbooks and instructional products to teachers of visually impaired students in school districts across Colorado.

# CSDB STRATEGIC PLAN AND GOALS

The Colorado School for the Deaf and Blind strives to be a place where both students and faculty alike can learn and grow. CSDB does this through their strategic plan and a multifaceted set of goals. Campus climate sets a precedent for supporting individuals with respect while providing a safe environment for all. An equitable learning environment and opportunities to contribute to the vision and mission of CSDB are other important factors that support the school’s vision and mission. With attention to the unique needs of their students, CSDB provides high quality, rigorous and consistent Instruction. This is possible by providing necessary tools and training to their expert staff.

CSDB provides Post-Secondary and Workforce Readiness programs. The goal of those programs is to enable students for a productive life after leaving campus. Program opportunities include in classroom training and off site work experiences. On campus, outside the classroom and across the state, CSDB has established programs for their range of students that help them to develop employment and leadership skills, as well as their interests in recreation, personal independence and well being. These programs serve students from preschool through the 12<sup>th</sup> grade as well as young adults post graduation. In addition to the CSDB faculty, community resources, advocates, and role models support these programs.

# ORGANIZATIONAL STRUCTURE





SURROUNDING AREA



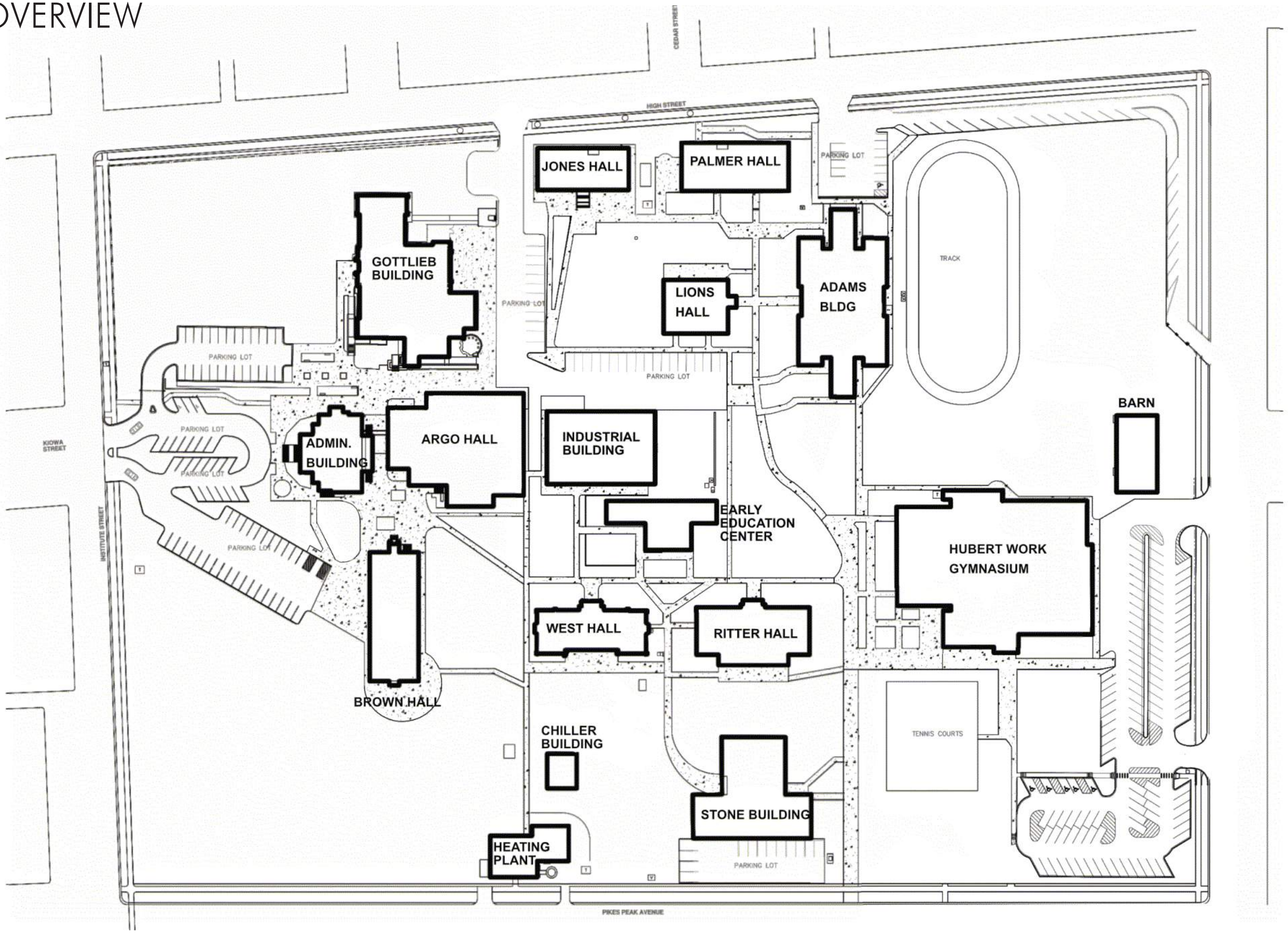


# NEIGHBORHOOD CONTEXT





CAMPUS OVERVIEW

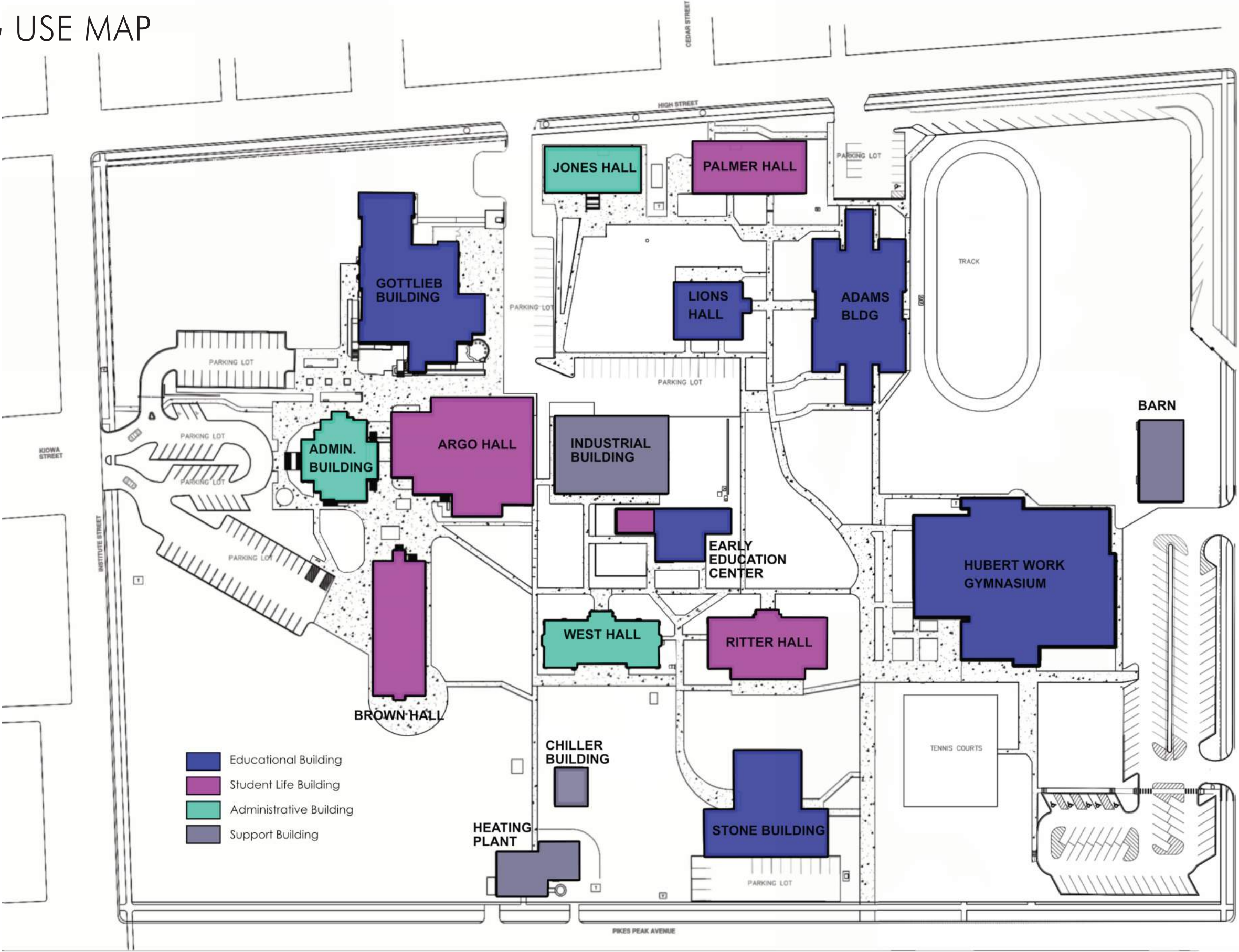


CAMPUS OVERVIEW

CSDB DATA			ADDITIONS / ALTERATIONS			EDUCATION INFORMATION	
LEVEL	SCHOOL NAME	RISK MANAGEMENT NUMBER	TOTAL BUILDING AREA (SF)	YEAR BUILT	MAJOR ADDITION/ RENOVATION	GRADE LEVELS	2023-2024 ENROLLMENT
EDUCATIONAL	GOTTLIEB HALL	EDDB2611	38,151 SF	1956	2011	K-12	
	ADAMS HALL	EDDB2626	16,300 SF	1968	-	K-12	
	HUBERT WORK GYM	EDDB2614	31,065 SF	1922	1971, 1983, 2023	K-12	
	EARLY CHILDHOOD CENTER	EDDB2610	5,754 SF	1957	1993, 2012	3-4 YRS	
	STONE HALL	EDDB2624	20,340 SF	1966	2023	18-21 YRS	
	LIONS HALL	EDDB2625	4,211 SF	1968	2022	K-12	
STUDENT LIFE	ARGO HALL	EDDB2608	37,696 SF	1923	1961, 1966, 1974, 2019	N/A	N/A
	BROWN HALL	EDDB2618	23,538 SF	1941	2000	N/A	N/A
	PALMER HALL	EDDB2613	17,628 SF	1918	2018	N/A	N/A
	RITTER HALL	EDDB2616	16,169 SF	1926	1999, 2000, 2023	N/A	N/A
ADMINISTRATION	ADMINISTRATION BUILDING	EDDB2607	14,121 SF	1906	1958, 1960, 1998, 2023	N/A	N/A
	WEST HALL	EDDB2617	17,256 SF	1931	1971, 1983, 2023	N/A	N/A
	JONES HALL	EDDB2612	13,082 SF	1928	2017	N/A	N/A
FACILITIES	INDUSTRIAL BUILDING	EDDB2609	18,400 SF	1907	-	N/A	N/A
	CHILLER PLANT	EDDB2641	1,620 SF	2000	2018	N/A	N/A
	STEAM PLANT	EDDB2620	3,500 SF	1926	2009	N/A	N/A
UNOCCUPIED	THE BARN	EDDB2621	3,700 SF	1910	-	N/A	N/A



# BUILDING USE MAP



# FOUR **EXISTING CONDITIONS ASSESSMENT**



# FACILITIES CONDITION ASSESSMENT

## PROJECT INTENT

The first step of planning includes the assessment of building and site conditions. The assessment reviews major building systems and building operations:

- Mechanical
- Plumbing
- Building Exterior
- Site
- Building Capacity Analysis
- Electrical
- Technology
- Building Interior
- Accessibility/ADA
- Educational Adequacy Assessment

This report is based upon industry standards and practices in architecture and engineering in the areas of mechanical, electrical, plumbing, and fire protection. Observations and recommendations included in this report are based on a cursory visual assessment, study of existing building documentation, and interviews on site. It is important to note that most of the occupied buildings are generally well maintained and maintenance needs have been prioritized based on safety concerns and severity of need.

This assessment does not include observations related to compliance with applicable building codes and regulations. Existing buildings may have been designed under building codes that were less stringent. Schools designed today now face significant code compliance issues, such as with the Americans with Disabilities Act (ADA) guidelines. Although older buildings are legally ‘grandfathered’ by the previous codes, some items will require corrections if renovations or additions are completed in the future.

## DATA GATHERING PROCESS

The building assessment involves visual assessment of current conditions, documentation of observations, and general recommendations for repair and/or replacement of building components or systems where necessary. On-site observations include the review of system and component age, construction methods, material adequacy, and longevity.

Team site visits took place September-November 2023 and included Eppstein Uhen Architects (EUA) and BCER Engineering. Conditions observed were not field measured and require additional review if future action is to be taken. Conditions were documented with a numerical rating, verbal description and photographs.

## UNDERSTANDING THE FACILITY ASSESSMENT

The Building Condition Assessment includes a comprehensive review of the building’s exterior shell (roof, wall systems, windows/doors, etc.); interior finishes and materials (flooring, casework, etc.); mechanical, electrical, and plumbing systems; and general compliance with the Americans with Disabilities Act (ADA).

• Americans with Disabilities Act Assessment - The Americans with Disabilities Act (ADA) Assessment considers the compliance relative to accepted industry standards. A building’s adherence with ADA is based on the review of the accessible routes to and through the building and site, as well as accessible features and accommodations inside the building as defined by ADA design guidelines and the International Building Code.

The Building Capacity & Utilization Analysis reviews the student capacity and evaluates the data against several nationally recognized educational planning recommendations. There are three different capacity calculations used that are detailed in the complete Facility Assessment. In general, over the past decade, recommended space provided per student has increased.

- The major reasons are:
- Space needed to support personalized learning, team teaching, and flexible collaboration in common areas.
  - Space to accommodate technology and its infrastructure.
  - Space is needed to support children with special needs; students with disabilities, cognitively disabled students, and special education needs.
  - Space needed to support specialists in the area of reading, speech, occupational therapy, physical therapy, and Title I programs.
  - Space needed to support paraprofessionals, volunteers, and parent support groups.

- The Facility Assessment does NOT include:
- Detailed validation of as-built conditions
  - Hazardous material assessments
  - Destructive testing or observation of concealed systems, below grade conditions, or components buried within walls, ceilings, or roofing systems
  - Detailed or exhaustive review of ADA/accessibility routes and components
  - Specific details about electrical panels, mechanical equipment, or plumbing components that are not readily visible
  - Measurement of electrical loads or temperatures of any electrical equipment
  - Actual efficiencies or performance testing of HVAC and plumbing equipment (pumps, fans, boilers, etc.)
  - Adequacy of fire or life safety components associated with building systems including code requirements, dampers, fire rating of systems, etc.

The lowest scoring buildings are West Hall, the Barn, the Steam Plant, and the Industrial Building. Palmer Hall, Jones Hall, and Gottlieb Hall are the buildings most recently renovated on campus and were rated the highest. Refer to Facility Condition Assessment Report for additional details.

# FACILITIES CONDITION ASSESSMENT

## PROJECT INTENT

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# CAMPUS FACILITIES CONDITION ASSESSMENT OVERVIEW

Category	ADMINISTRATION					HUBERT WORK				
	ARGO HALL	BUILDING	GOTTLIEB HALL	JONES HALL	PALMER HALL	ADAMS HALL	LIONS HALL	GYMNASIUM	STONE HALL	RITTER HALL
Civil / Site	3.00	3.17	3.88	3.83	3.56	2.71	3.14	3.13	2.75	3.33
ADA	1.50	2.80	3.75	4.00	4.00	2.33	3.33	3.50	2.00	3.00
Foundation	3.00	3.00	3.00	3.00	3.00	2.67	3.33	3.00	3.00	3.00
Structural System	3.00	3.00	3.00	3.00	3.00	3.00	4.00	3.50	3.00	3.00
Roofing	2.33	2.50	3.00	4.00	4.00	2.67	2.00	1.50	2.67	2.00
Exterior Enclosure	1.80	1.80	3.60	3.80	3.80	3.00	3.60	2.80	2.60	2.80
Interior	2.38	3.00	3.78	4.00	3.89	3.00	4.17	3.00	2.29	3.11
Miscellaneous	1.86	3.17	3.86	4.00	4.00	3.33	4.00	3.56	3.14	3.33
Electrical	2.57	2.67	4.13	4.50	4.50	2.33	2.56	2.60	2.86	2.00
Mechanical	1.91	2.00	2.80	3.56	3.67	1.86	2.14	3.00	2.70	2.10
Plumbing	2.80	2.71	3.38	4.00	4.00	3.14	2.83	3.75	2.70	3.00
Fire Alarm/Protection	2.40	2.00	3.00	4.00	4.00	2.50	2.50	3.50	2.80	3.00
Technology	2.38	2.45	2.80	3.00	2.90	2.50	2.88	3.00	2.89	2.50

Category	EEC / STUDENT				INDUSTRIAL		
	WEST HALL	CHILLER PLANT	STEAM PLANT	HEALTH	BUILDING	BROWN HALL	BARN
Civil / Site	2.83	2.80	2.80	2.50	1.80	3.17	1.86
ADA	1.75	3.00	1.00	1.75	1.40	3.00	1.67
Foundation	3.00	3.00	2.00	2.67	1.50	3.00	1.40
Structural System	2.00	3.00	3.00	3.00	2.00	3.00	1.25
Roofing	3.00	3.00	1.50	2.50	1.33	2.00	1.33
Exterior Enclosure	2.20	3.25	2.20	3.00	1.40	2.80	1.00
Interior	1.88	3.00	2.00	2.33	1.63	3.00	1.00
Miscellaneous	1.17	3.00	2.00	2.33	1.60	3.33	1.00
Electrical	2.22	2.14	2.00	2.44	1.38	2.11	1.00
Mechanical	1.20	2.86	2.00	1.63	1.38	2.10	1.00
Plumbing	2.83	3.00	1.75	2.57	1.71	2.86	1.00
Fire Alarm/Protection	2.25	3.00	3.00	2.50	1.75	3.00	1.00
Technology	2.50	2.50	2.67	2.44	2.38	2.50	1.00

## LEGEND

- 5

**NEW:** New or like-new condition. No issues to report, no expected failures. Plan for replacement in 8-10 years.
- 4

**GOOD:** No reported major issues or concerns. Some minor issues present. Consider replacement in 6-8 years.
- 3

**FAIR:** Average wear for building age. Not new, but few major issues / many minor issues to report. Replace withing 4-6 years.
- 2

**POOR:** Worn From use/end of expected life cycle. Replace within 2-4 years.
- 1

**CRITICAL:** Extremely Worn / Damaged. Replace within 2 years.
- N/A

**NOT APPLICABLE:** Category Or Criteria Does Not Apply To Spaces

\* Refer to Appendix A: Facility Condition Assessment for full report.



Colorado School  
for the Deaf and the Blind

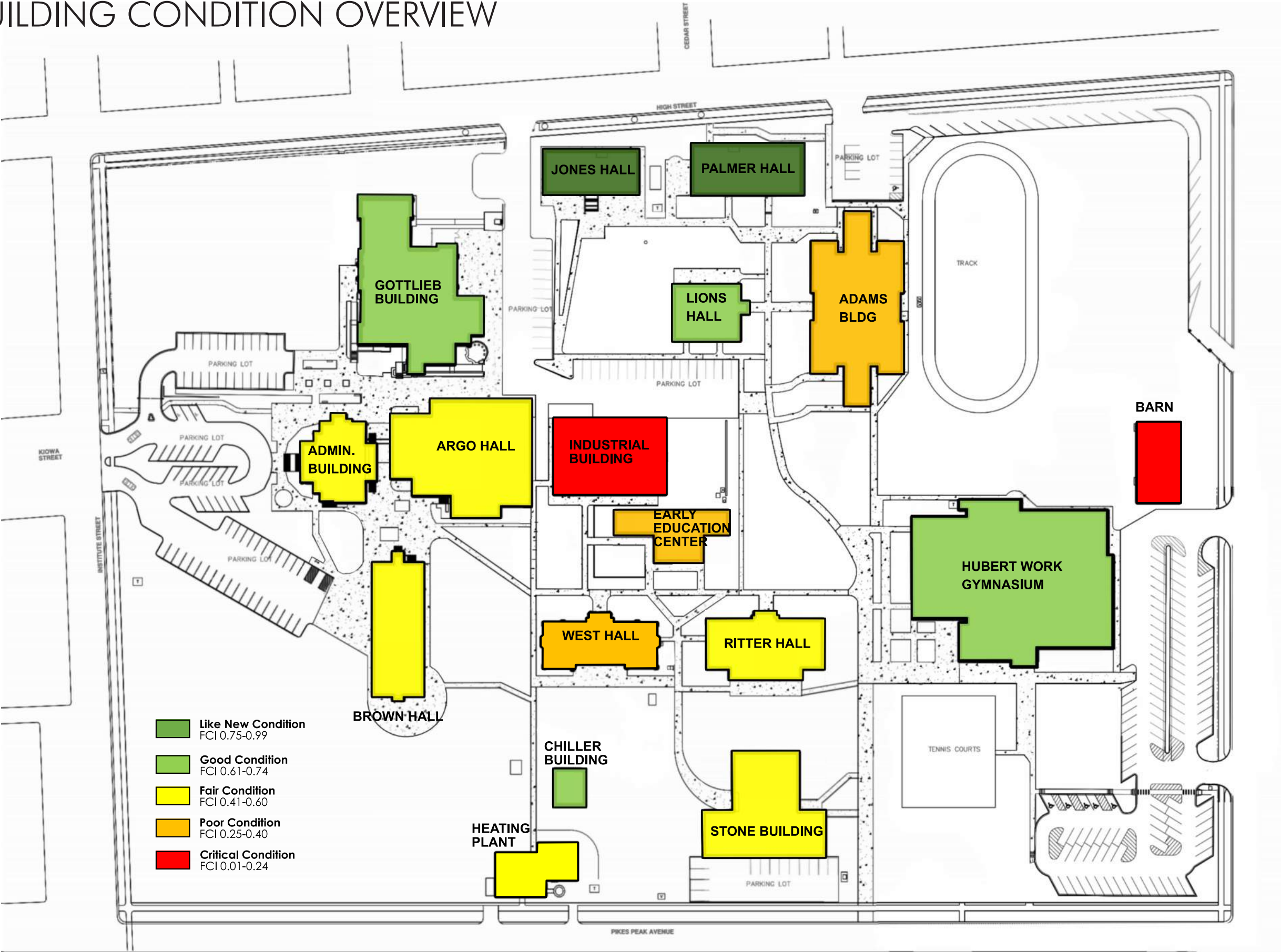
FACILITIES CONDITION INDEX SUMMARY

Risk Management Number	Building	Year Constructed + Major Renovations	GSF	Renewal Cost	Replacement Cost	CDE Facility Condition Index	OSA Facility Condition Index	Map Color
EDDB2626	Adams Hall	1968	16,300	9,169,040	15,811,236	0.58	0.35	
EDDB2607	Administration Building	1906, 1958, 1998	14,121	8,203,357	18,533,921	0.44	0.51	
EDDB2608	Argo Hall	1923	37,696	17,781,480	43,507,340	0.41	0.50	
EDDB2621	Barn	1915	10,950	11,183,385	14,036,652	0.80	0.21	
EDDB2618	Brown Hall	1941, 2000	23,538	8,602,192	28,373,651	0.30	0.57	
EDDB2641	Chiller Plant	2000, 2018	1,620	566,958	3,103,958	0.18	0.68	
EDDB2610	Early Education Center	1957	5,754	4,328,598	5,624,155	0.77	0.25	
EDDB2611	Gottlieb Hall	1952, 2010	38,151	3,083,508	43,447,768	0.07	0.71	
EDDB2614	Hubert Work Gym	1922, 1971, 1983, 2023	31,065	5,910,417	32,740,068	0.18	0.64	
EDDB2609	Industrial Building	1907	18,400	16,095,445	18,319,975	0.88	0.19	
EDDB2612	Jones Hall	1928, 2017	13,082	1,082,984	14,248,591	0.08	0.79	
EDDB2625	Lions Hall	1968, 2022	4,211	1,110,964	3,980,259	0.28	0.62	
EDDB2613	Palmer Hall	1918, 2018	17,628	1,286,367	18,239,794	0.07	0.78	
EDDB2616	Ritter Hall	1926, 1999	16,169	4,872,377	16,779,609	0.29	0.56	
EDDB2620	Steam Plant	1926, 2009	3,500	3,298,849	6,761,267	0.49	0.49	
EDDB2624	Stone Hall	1966	20,340	8,309,308	18,060,755	0.46	0.52	
EDDB2617	West Hall	1931, 1971, 1983	17,256	21,955,001	30,543,352	0.72	0.25	

Illustrated by map on following page



# CAMPUS BUILDING CONDITION OVERVIEW



FACILITIES CONDITION INDEX SUMMARY

Risk Management Number	Building	Year Constructed + Major Renovations	GSF	Renewal Cost	Replacement Cost	Facility Condition Index
EDDB2608	Argo Hall	1923	37,696	15,317,351	43507340	0.35
EDDB2607	Administration Building	1906, 1958, 1998	14,121	7,751,150	18,533,921	0.42
EDDB2611	Gottlieb Hall	1952, 2010	38,151	2,604,431	43,447,768	0.06
EDDB2612	Jones Hall	1928, 2017	13,082	1,060,230	14,248,591	0.07
EDDB2613	Palmer Hall	1918, 2018	37,696	1,254,614	18,239,794	0.07
EDDB2626	Adams Hall	1968	16,300	8,336,121	15,811,236	0.53
EDDB2625	Lions Hall	1968, 2022	4,211	1,094,496	3,980,259	0.27
EDDB2621	Barn	1915	10,950	11,183,385	14,036,652	0.80
EDDB2614	Hubert Work Gym	1922, 1971, 1983, 2023	31,065	3,271,460	32,740,068	0.10
EDDB2624	Stone Hall	1966	20,340	7,327,926	18,060,755	0.41
EDDB2616	Ritter Hall	1926, 1999	16,169	3,421,148	16,779,609	0.20
EDDB2617	West Hall	1931, 1971, 1983	17,730	20,455,001	30,543,352	0.67
EDDB2641	Chiller Plant	2000, 2018	1,620	517,922	3,103,958	0.17
EDDB2620	Steam Plant	1926, 2009	3,500	2,858,420	6,761,267	0.42
EDDB2610	Early Education Center	1957	5,754	5,002,158	5,624,155	0.89
EDDB2609	Industrial Building	1907	18,400	11,222,821	18,319,975	0.61
EDDB2618	Brown Hall	1941, 2000	23,538	8,669,064	28,373,651	0.31

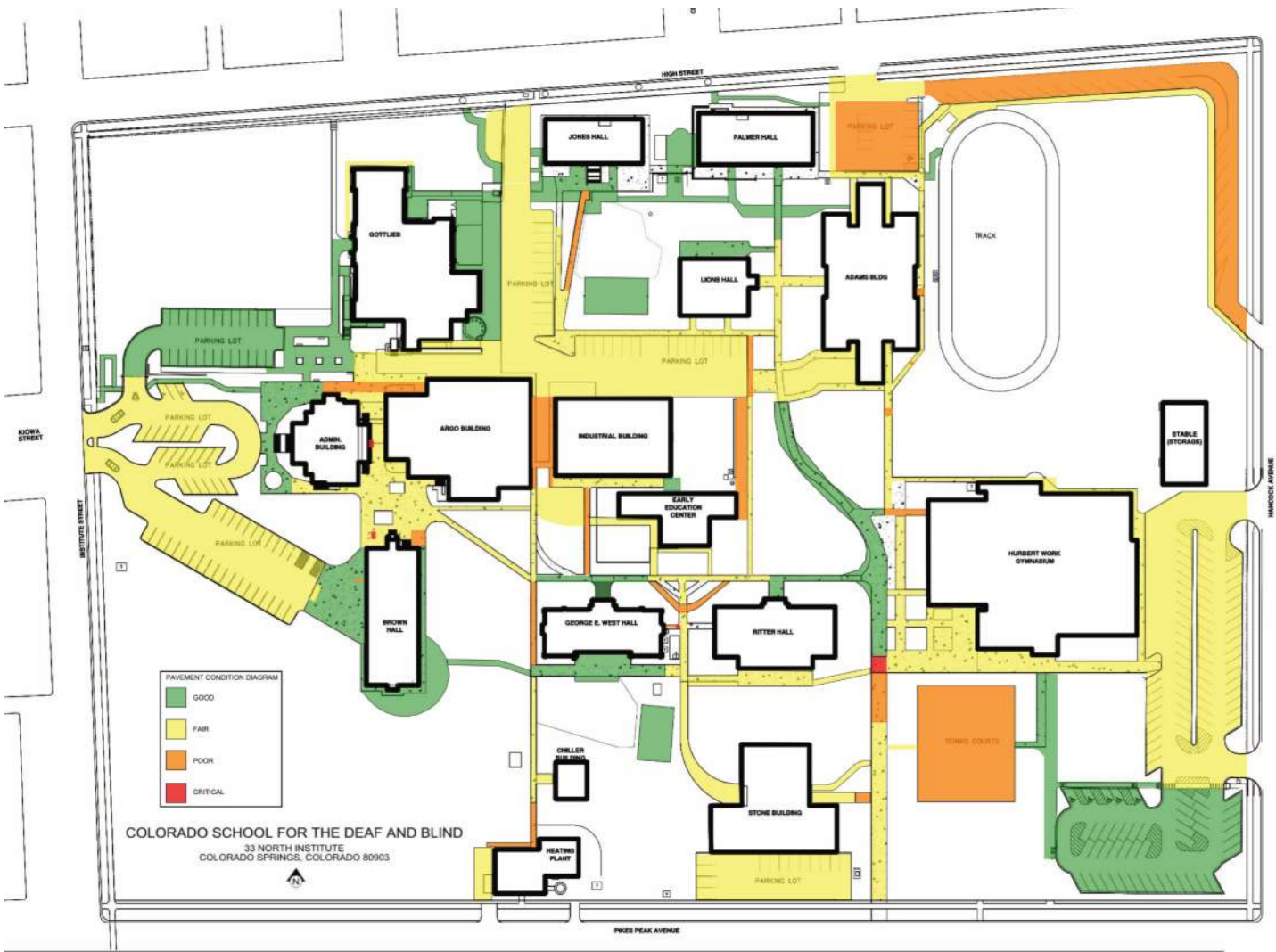


FACILITIES CONDITION ASSESSMENT

CAPITAL CONSTRUCTION CAPITAL RENEWAL AND CONTROLLED MAINTENANCE

The Facilities Department at CSDB has been diligent in generating 5-year capital construction and controlled maintenance plans that address the most urgent needs of the campus. The most current plans address both educational environments at the school and the ongoing maintenance needs of a historic campus.


COLORADO Office of the State Architect										
Controlled Maintenance Project Request - Five Year Plan FY2024-25 to FY2028-29 (CM 5P)										
(A) Agency/Institution:		Dept. of Education - CSDB				(B) Agency/Institution Signature Approval:		Date		
(C) OSA Delegate Signature:		Date				(D) OSA Review Signature:		Date		
(1) Agency / Institution Priority #	(2) Project # (if continuation)	(3) CM Category	(4) Project Title	(5) No. of Phases	(6) Total Project Cost	(7) Prior Appropriation	(8) FY24/25 Budget Request	(9) FY25/26 Budget Request	(9) FY26/27 Budget Request	(9) FY27/28 Budget Request
1		FS	Elevator Upgrade & Modernization	1	\$ 1,999,470		\$ 1,999,470			
2	2024-107M23	FS	Campus Security Upgrades Phase 2 of 2	2	\$ 2,571,426	\$ 572,250	\$ 1,999,176			
3		RF	Ritter Hall Roof, Windows & HVAC/Bldg Automation	1	\$ 1,999,999			\$ 1,999,999		
4		RF	Brown Hall Roof, Windows & HVAC/Bldg Automation	1	\$ 1,999,999				\$ 1,999,999	
5		RF	Administration Bldg Roof, Windows & Utilities	1	\$ 1,999,999					\$ 1,999,999
6		I	Pavement Repairs	1	\$ 1,500,000					\$ 1,500,000
7		FS	Student Health Building Renovation	1	\$ 1,999,999					\$ 1,999,999
					\$ -					
					\$ -					
(10) Totals for each Fiscal Year							\$1,999,176	\$1,999,999	\$1,999,999	\$3,499,999
(11) Grand Total of the Five Year Plan							\$11,499,172			



Pavement Condition Map - 2023



FACILITIES CONDITION ASSESSMENT



**COLORADO**  
Office of the State Architect

June 30, 2023

Capital Construction Capital Renewal Project Request - Five Year PlanFY2024-25 to FY2028-29(CCCR 5P)

(A) (1) Agency: Dept. of Education - CSDB

(2) Principle Representative Signature: Tera Spangler  
Digitally signed by Tera Spangler  
Date: 2023.06.28 10:01:07  
+06'00'

(B) (1) OSA Delegate Name: Mike Nero, Facilities Director

(2) Agency Revision & Date:

Date:

	GRAND TOTALS	(b) Total Project Cost	(c) Total Prior Appropriation	(d) Current Year	(e) Year Two	(f) Year Three	(g) Year Four	(h) Year Five
(C)	Capital Constr Funds (CCF)	\$64,021,406	\$0	\$37,521,406	\$4,000,000	\$4,000,000	\$8,500,000	\$10,000,000
	Cash Funds (CF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Funds (TF)	\$64,021,406	\$0	\$37,521,406	\$4,000,000	\$4,000,000	\$8,500,000	\$10,000,000

(1) (a) Project Title: West Hall Renovation & Addition

(b) Phase: 1 of 1

(2) Brief Description of Project:

West Hall was constructed in 1931 and is largely still in its original condition. The only major additions or upgrades to the building have been fire alarm, 1960s lighting upgrade and a roof replacement planned in 2023. The building desperately needs a complete renovation and an addition added to accommodate the School for the Blind, Early Education Program (EEP) and make the facility ADA accessible. Adams Hall is currently housing the School for the Blind and has become too small to adequately accommodate the growing student population. Additionally, the EEP has also outgrown it's current facility because of its growing student population. Moving the School for the Blind and the EEP to West Hall (a multi-story building) will provide more space and facilitate teaching elementary, middle and high school students separately on each floor as done in the School for the Deaf. After the addition, the Blind School will be approximately the same size as the Deaf School, both with similar student/staff populations.

(3) Impacted Programs:

Colorado School for the Blind and the Early Education Program

(4) (a) Priority Number: 1

(b) Project Type: Capital Construction (CC)

(c) Gross Square Feet: 17,256

(5) (a) Funding Source	(b) Total Project Cost	(c) Total Prior Appropriation	(d) Current Year	(e) Year Two	(f) Year Three	(g) Year Four	(h) Year Five
(6) Capital Constr Funds (CCF)	\$37,521,406	\$0	\$37,521,406	\$0	\$0	\$0	\$0
(7) Cash Funds (CF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(8) Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(9) Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(10) Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(11) Total Funds (TF)	\$37,521,406	\$0	\$37,521,406	\$0	\$0	\$0	\$0

(1) (a) Project Title: Renovate Adams Hall

(b) Phase: 1 of 1

(2) Brief Description of Project:

Adams Hall was constructed in 1967 for the School for the Blind and is mostly still in its original condition. After renovating West Hall and relocating the School for the Blind from Admas Hall to West Hall, the Employability Center and Bridges-to-Life Program will move from Stone Hall into Adams Hall to be more centrally-located on Campus, closer to the residential dormitory, dining facility and the Library/Media Center. Adams Hall will need to be renovated, abated of asbestos and brought up to code/accessibility standards to meet the needs of the programs moving into this building.

(3) Impacted Programs:

Employability Center and Bridges-to-Life Program

(4) (a) Priority Number: 1

(b) Project Type: Capital Construction (CC)

(c) Gross Square Feet: 15,052

(5) (a) Funding Source	(b) Total Project Cost	(c) Total Prior Appropriation	(d) Current Year	(e) Year Two	(f) Year Three	(g) Year Four	(h) Year Five
(6) Capital Constr Funds (CCF)	\$4,000,000	\$0	\$0	\$4,000,000	\$0	\$0	\$0
(7) Cash Funds (CF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(8) Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(9) Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(10) Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(11) Total Funds (TF)	\$4,000,000	\$0	\$0	\$4,000,000	\$0	\$0	\$0

(1) (a) Project Title: Renovate Stone Hall

(b) Phase: 1 of 1

(2) Brief Description of Project:

Stone Hall was constructed in 1966 for vocational education classrooms and space for auto repair instruction, two wood shops, printing presses, photography, darkrooms, home economics classrooms, and a work area for the Junior Achievement businesses. The building is mostly still in its original condition. After renovating West Hall, Student Outreach and other staff functions currently residing in West Hall will need to move to Stone Hall. Stone Hall will need to be renovated, abated of asbestos and brought up to code/accessibility standards to meet the needs of the programs moving into this building.

(3) Impacted Programs:

Student Outreach and Communications

(4)	(a) Priority Number:	1	(b) Project Type:	Capital Construction (CC)		(c) Gross Square Feet:	20,680	
(5)	(a) Funding Source	(b) Total Project Cost	(c) Total Prior Appropriation	(d) Current Year	(e) Year Two	(f) Year Three	(g) Year Four	(h) Year Five
(6)	Capital Constr Funds (CCF)	\$4,000,000	\$0	\$0	\$0	\$4,000,000	\$0	\$0
(7)	Cash Funds (CF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(8)	Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(9)	Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(10)	Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(11)	Total Funds (TF)	\$4,000,000	\$0	\$0	\$0	\$4,000,000	\$0	\$0

(1) (a) Project Title: Renovate Argo Hall

(b) Phase: 1 of 1

(2) Brief Description of Project:

Argo Hall was built in 1923 and now houses the main kitchen, cafeteria, student housing, warehouse and Information Technology. This renovation would install thermally efficient windows, address ADA accessibility issues with building access, restroom and door hardware. It would address kitchen equipment, specifically the walk-in cooler and freezer, that are beyond their life expectancy. Additionally, it would address inefficient and damaged lighting fixtures where parts are no longer available. Emergency lighting and exit lighting would also be updated. Lastly, the HVAC, mechanical, electrical and plumbing would get upgraded and cooling provided throughout the building.

(3) Impacted Programs:

Food Services, student housing, warehouse and Information Technology

(4) (a) Priority Number: 1

(b) Project Type: Capital Construction (CC)

(c) Gross Square Feet: 37,696

(5) (a) Funding Source	(b) Total Project Cost	(c) Total Prior Appropriation	(d) Current Year	(e) Year Two	(f) Year Three	(g) Year Four	(h) Year Five
(6) Capital Constr Funds (CCF)	\$8,500,000	\$0	\$0	\$0	\$0	\$8,500,000	\$0
(7) Cash Funds (CF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(8) Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(9) Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(10) Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(11) Total Funds (TF)	\$8,500,000	\$0	\$0	\$0	\$0	\$8,500,000	\$0

(1) (a) Project Title: Renovate Steam Plant/Demo Industrial Facility

(b) Phase: 1 of 1

(2) Brief Description of Project:

The Steam Plant was built in 1926 and is mostly in its original condition. The building is in dire need of a complete renovation, removal of two decommissioned boilers, MEP renewal, ADA and Life Safety upgrades and an addition added to accomodate relocating Facilities staff, vehicles and equipment from the Industrial Building. The Industrial Building would be demolished after this project and the Facilities Department relocation to the Steam Plant is completed.

(3) Impacted Programs:

Maintenance and Operations

(4) (a) Priority Number: 1

(b) Project Type: Capital Renewal (CR)

(c) Gross Square Feet: 21,900

(5) (a) Funding Source	(b) Total Project Cost	(c) Total Prior Appropriation	(d) Current Year	(e) Year Two	(f) Year Three	(g) Year Four	(h) Year Five
(6) Capital Constr Funds (CCF)	\$10,000,000	\$0	\$0	\$0	\$0	\$0	\$10,000,000
(7) Cash Funds (CF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(8) Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(9) Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(10) Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(11) Total Funds (TF)	\$10,000,000	\$0	\$0	\$0	\$0	\$0	\$10,000,000

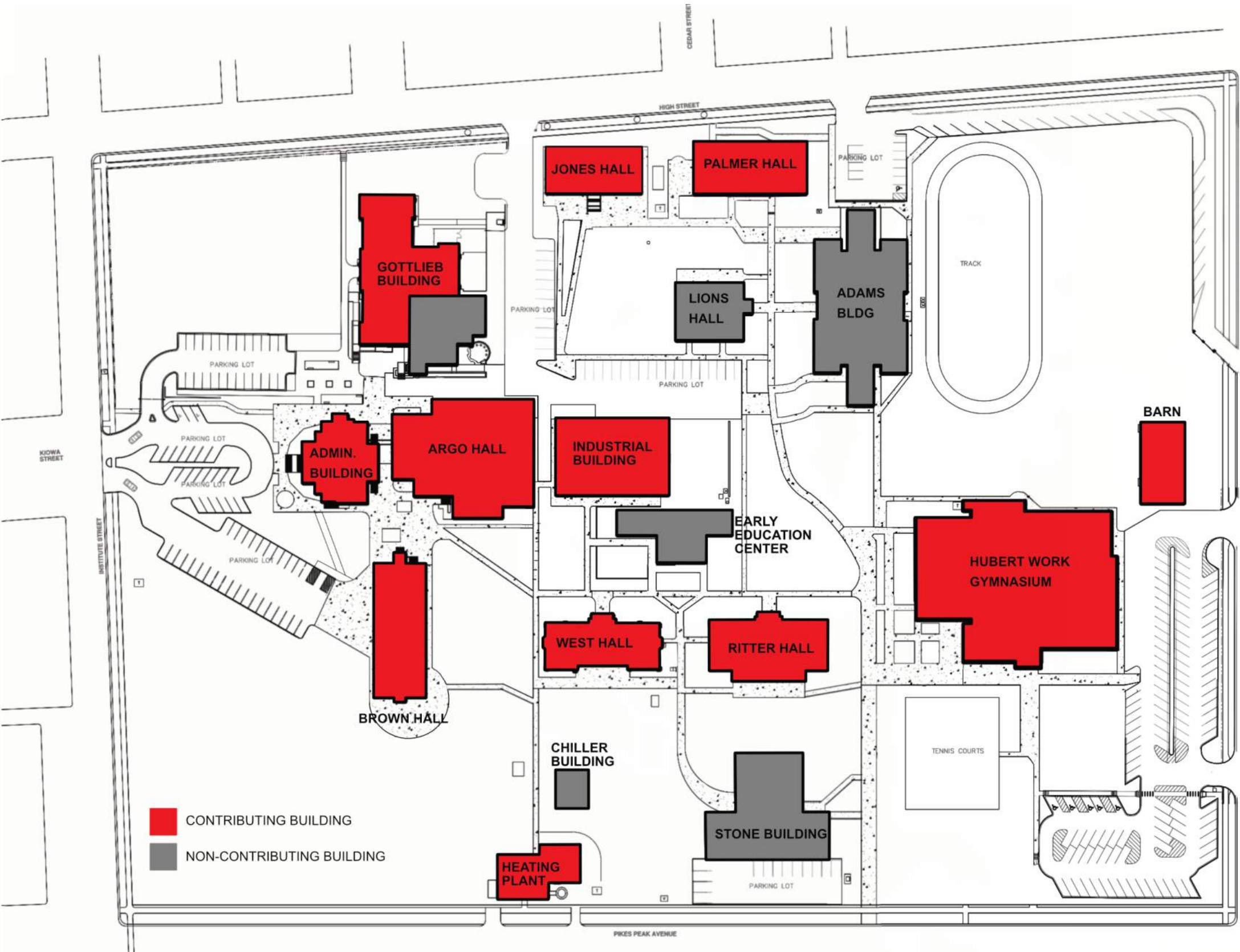


# HISTORIC PRESERVATION STRATEGY AND INVENTORY

## STATE REGISTER OF HISTORIC PLACES

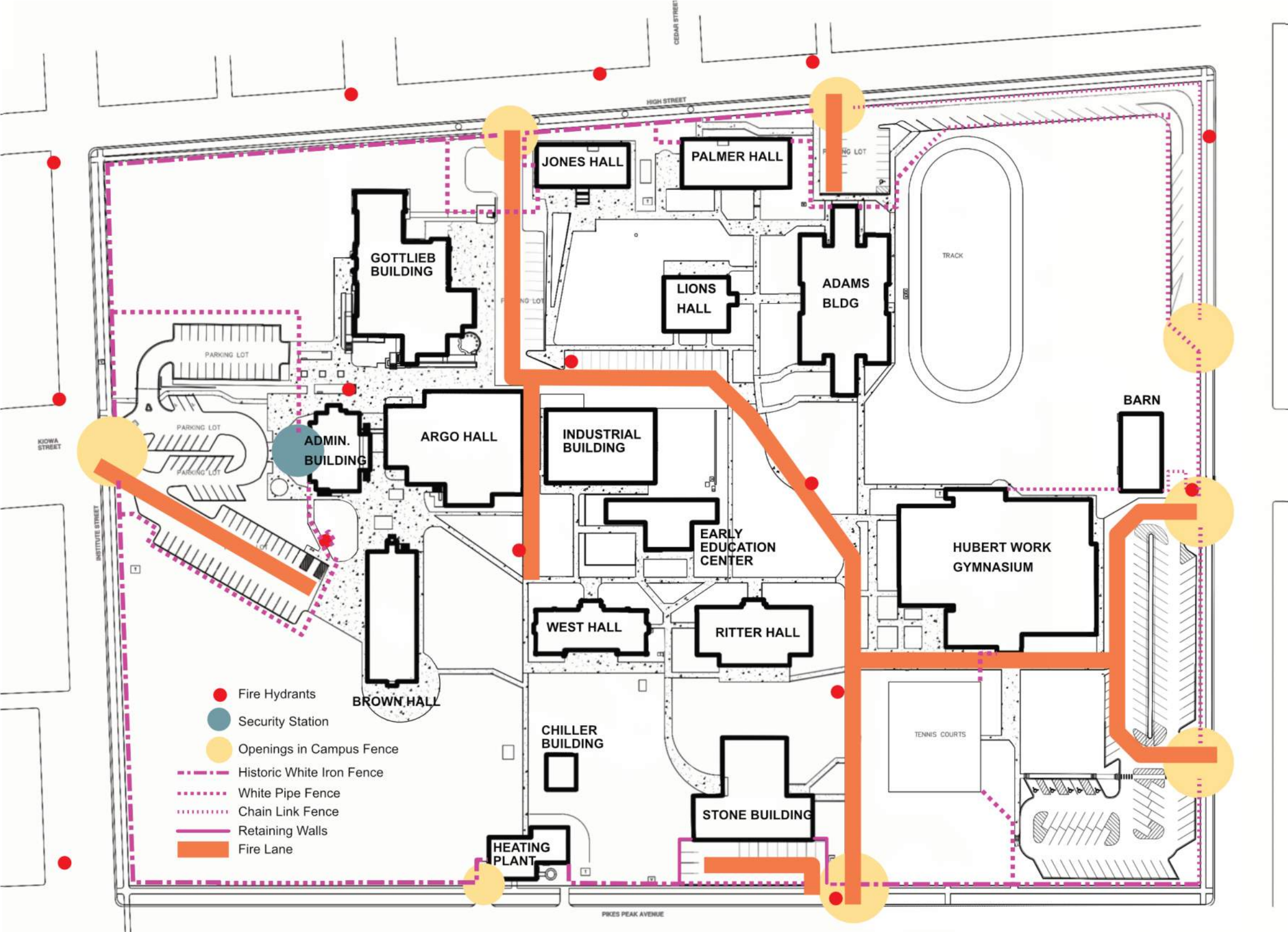
The Colorado School for the Deaf and Blind historic district was listed on the State Register of Historic Properties in March 1998. The campus occupies 6 blocks of a residential area adjacent to downtown Colorado Springs. Twelve of the campus's nineteen total buildings are identified as contributing to the historic district. The Colorado State Register of Historic Properties is a listing of the state's significant cultural resources worthy of preservation for the future education and enjoyment of Colorado's residents and visitors. The Colorado State Register program is administered by the Office of Archaeology and Historic Preservation within History Colorado. Most of the stone buildings on the CSDB campus are constructed of rhyolite, a glassy volcanic rock similar to granite in composition. Two of the contributing buildings - Jones and Palmer - are constructed of sandstone.

Limited protection is stipulated by listing on the state register from state agency actions that would affect the property. Agencies must solicit the comments of History Colorado to assure that Colorado State Register properties are given consideration in the state planning process. The campus is not locally landmarked by the City of Colorado Springs, therefore there is no review and compliance process required regarding any proposed building alterations or new construction. All local zoning and building code requirements still apply.



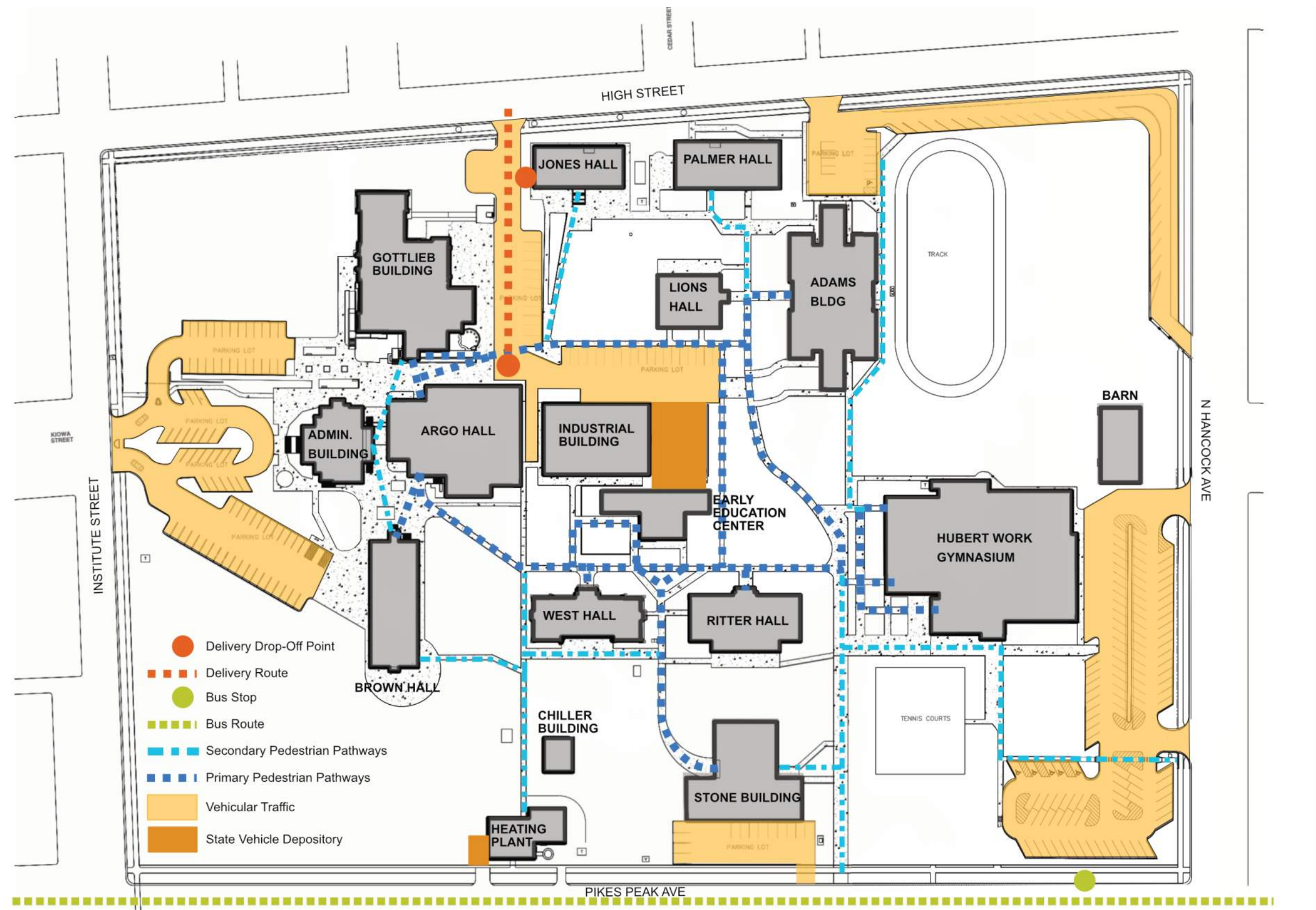


# CIRCULATION SYSTEM MAPS



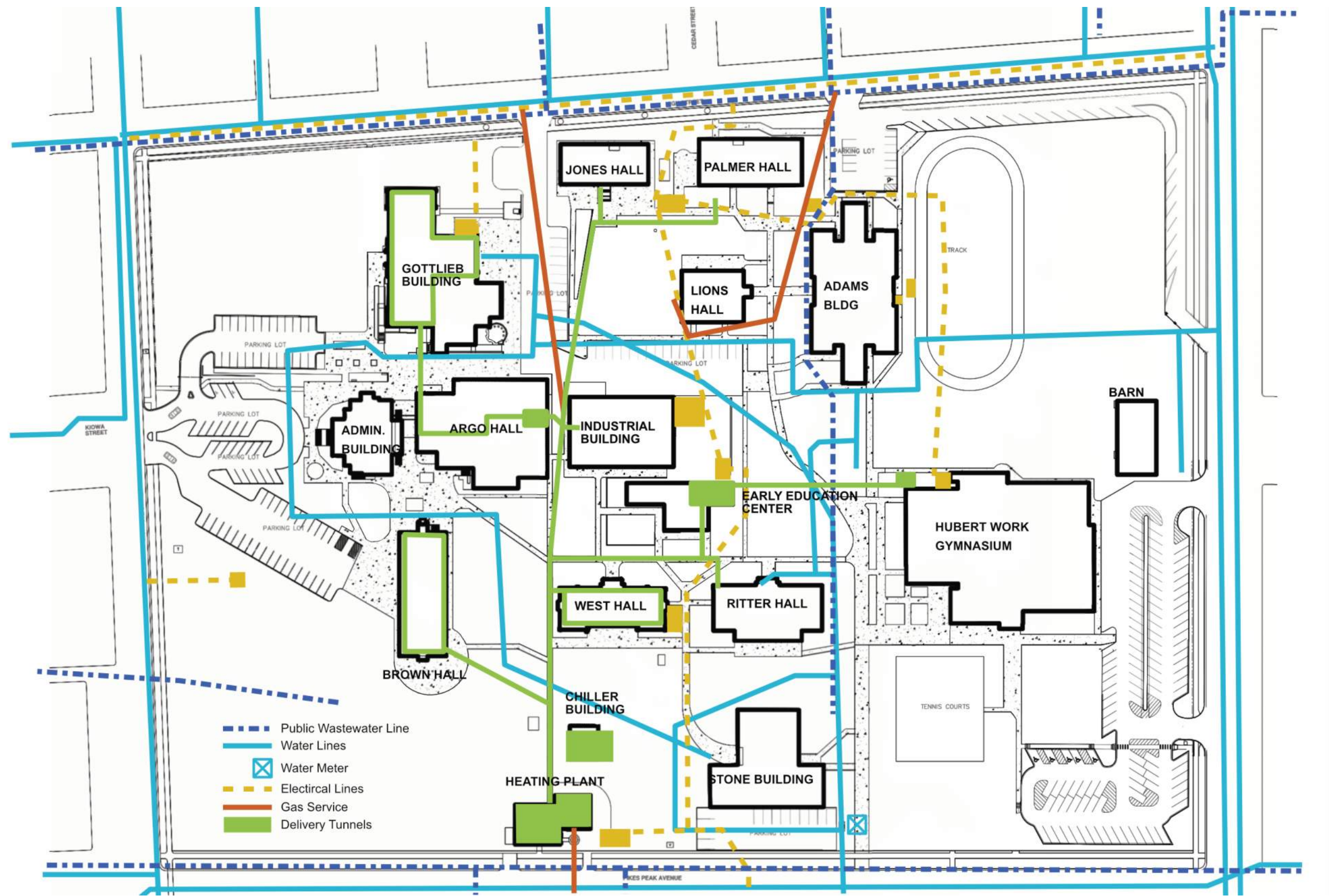


# CIRCULATION SYSTEM MAPS





UTILITY MAPS





# EDUCATIONAL ADEQUACY ASSESSMENT

The past several decades have seen incredible changes in the ways we learn and the ways we relate to the broader world. The information revolution and its impacts have also changed the skills necessary to compete in this new world. Educators of today are tasked with developing new 21st century skills in our students in order to allow them to successfully compete in this global environment. Some of these new skills include the ability to be:

- A Critical Thinker
- An Innovator
- An Effective Collaborator
- Information and Media Literate
- Civically Engaged
- A Problem Solver
- An Effective Communicator
- A Self-Directed Learner
- Globally Aware
- Financially and Economically Literate

Unfortunately, while our world has changed, our educational institutions are often some of the last places to reflect this change. We believe the learning facility and its infrastructure can play a significant role in helping educators to develop these necessary skills. The built environment can provide the context for these important functions with spaces that support integrated technology, dynamic collaboration, hands-on learning, flexibility, transparency, and private/public partnerships.

This list is a compilation of knowledge learned over many years of experience designing educational facilities at all levels, and from ongoing research into educational trends. The application of these principles can vary greatly but we believe the themes and objectives will remain fairly consistent. These best practices cover general recommendations and considerations for design in the areas of:

- General Site Design
  - Physical Site Attributes
  - Athletic Areas
  - Playgrounds (K-8)
  - Structured Outdoor Areas (9-12)
  - Natural Areas
- Security and Safety
  - Traffic Management
  - Site Security
  - Secure Entrance Procedures
  - Layers of Security
  - Transparency and Supervision
- Building Configuration and Adjacencies
  - Proximity to related services
  - Flexibility
  - Support of Differentiated Learning
  - Main Office/Administration
    - Reception

- Offices
- Health
- Student Life
- Student Services
  - Location
  - Transition Services
  - Outreach
- General Learning Environments
  - Flexibility and Adaptability
  - Collaboration
  - Creativity
  - Acoustics
  - Transparency and Light
  - Seamless Technology
  - Adequate Storage
- Specialty Learning Areas
  - Flexibility and Adaptability
  - Acoustics
  - Appropriate Infrastructure
- Students with Disabilities
  - Variety of Spaces
  - Calming Surroundings
  - Adequate Storage
  - Life Skills Training
  - Discrete Personal Assistance
- Common Spaces
  - Corridors to Support Wayfinding and Communication
  - Breakout and Hangout Spaces
  - Cafeteria: Size, Acoustics, Flexible Use
  - Library: Collaboration Areas, Flexible, Comfortable
- Physical Education and Athletics
  - Adequate Space for PE and Athletics
  - Fitness Center
  - Locker Rooms and Changing Facilities
  - Adequate Storage for all Programs

It is our hope that these best practices will serve to inform all types of schools as they seek to create dynamic and authentic learning environments that will impact our students and our future for years to come.

# EDUCATIONAL ADEQUACY ASSESSMENT

## EAA CRITERIA MATRIX

Category	Criteria	Score	Comments
Site	Site Size		Recommendations: Elementary = 10 acre + 1 acre/100 students Middle = 20 acre + 1 acre/100 students High = 30 acre + 1 acre/100 students
	Traffic Flow		Is there separation between cars, bus, pedestrian, receiving, trash?
	Parking		Is there sufficient parking for staff, visitors, events?
	Athletic Fields		Appropriateness of fields for the events hosted. Availability of practice facilities. Appropriate Field Surfaces. Seating/Lighting where appropriate. Location of fields.
	Playgrounds		Size for students served. Age/Condition of Equipment. Appropriate hard-surface play area. Variety of equipment and play area to meet multiple needs.
	Outdoor Learning		Availability of formal seating for outdoor instruction. Availability of informal (grass/woodchip) areas. Availability of natural areas for nature/exploration. Availability of nature play areas.
	Pedestrian / Bike Access		May include bike racks, sidewalks, safe crossing, controlled intersections, crossing guards
Safety	Perimeter Security		Are all perimeter doors locked? Are doors electronically monitored (position switches) from a central location? Is there laminated glass or security film at entry points? Are doors and parking lots monitored by security cameras
	Secure Entry		Can visitors be easily observed approaching entrance? Is there a defined and secure entrance and admittance sequence for visitors?
	Compartmentalization		Can parts of building be separated for after hours use? Can areas of the building be locked down from one another in an emergency?
	Passive Supervision / Transparency		Can students be easily observed by staff throughout the day? Are there supervisable work areas for students outside the classroom? Are unsupervised areas minimized?
	Corridors / Circulation		Is there adequate corridor space to accommodate safe and efficient movement of students. Are corridors arranged for easy active supervision. Is there passive supervision from adjoining spaces? Are there camera systems in place to cover any potential problem areas?
	Student Cubbies / Lockers		Is there adequate space for safe use of cubbies/lockers? Does the location allow for student to access cubbies/lockers with minimal disruption. Is there active/passive supervision of these areas from adjoining spaces.
	Restroom / Locker Room Safety		Are restrooms located to minimize travel distance? Are restroom entrances fully monitored by security camera? Are sightlines into restrooms and locker rooms controlled? Are private restroom options available for those who may not feel safe in a multi-user toilet facility? Are there private areas for changing?

Category	Criteria	Score	Comments
Core Learning Areas	Size and Proportion		Are areas appropriately sized for the number of students served? (Refer to Capacity Analyses.) Are there any issues with the shape or proportions of the space?
	Appropriate Adjacencies		Do adjacencies support the educational model? Are areas located so as to minimize student travel distances between classes? Are areas located to allow for collaboration between staff?
	Technology & Equipment		Do areas have access to appropriate digital display areas? Can digital displays be utilized interactively for multiple media types? Is there adequate WIFI coverage for student devices? Do students have the ability to display their own devices for others to see? Are hands on labs equipped with necessary, updated equipment?
	Daylighting / Views		Do most learning spaces have access to natural light? (Direct or indirect) Are windows adequately sized? Is sun/glare control accessible and functional? Do spaces have access to quality views
	Power / Lighting / Plumbing		Is there adequate power for fixed equipment? Is there adequate power available for charging / portable equipment? Is there adequate distribution and quality of lighting? Is lighting appropriate to desired function - task vs. ambient? Can lighting levels be controlled by users? Can lighting color be controlled for specialized spaces (eg therapy spaces)? Is there equitable access to plumbing in learning spaces? Do labs have sufficient plumbing?
	Storage		Is there appropriate storage either in room or in separate storage rooms for all necessary materials?
	Furniture		Is furniture suited to population served? Can furniture be easily and flexibly rearranged? Can furniture be shared between multiple spaces / is furniture coordinated? Is furniture in worn or good condition? Are various seating and work surface options provided?
	Finishes		Are finishes (ceilings, wall coverings, flooring) in worn or good condition? Are finishes appropriate to the environment? Is there adequate visual stimulation in the interior palette (color/texture/etc.)? Do materials and colors support wayfinding, sense of place?
	Specialty Learning Areas	Criteria similar to Core Learning Areas	eg Art, Music, Tech Ed / CTE
	Intervention / Resource Areas	Criteria similar to Core Learning Areas	Special Ed, Small Group Instruction, Testing Spaces, Therapy spaces, Sensory, Calming, De-escalation
Breakout / Collab Areas	Criteria similar to Core Learning Areas		Unscheduled resource spaces, 1:1 work, small group work, co-teaching spaces, grade level meetings, staff meeting spaces
Common Areas	Criteria similar to Core Learning Areas		Gym, Cafeteria, LMC
Office / Admin Areas	Criteria similar to Core Learning Areas		Admin Office, Student Services, Staff Workspace, District Office

# EDUCATIONAL ADEQUACY ASSESSMENT

## ANALYSIS SUMMARY

School Name	Site	Safety	Core Learning Areas	Specialty Learning Areas	Intervention / Resource Areas	Breakout / Collab Areas	Common Areas	Office / Admin Areas	Average EAA Score
School for the Deaf	3.29	4.14	3.75	2.50	3.88	3.75	3.63	4.13	3.63
School for the Blind	2.86	2.71	2.88	2.75	2.75	1.00	3.38	3.00	2.85
Employability Center	2.50	2.83	2.88	3.13	2.38	1.00	1.00	2.88	2.65
Early Education Center	3.00	3.00	2.75	2.86	2.33	1.00	3.80	2.75	2.86
Averages									2.99

EXCELLENT	5	Exceeds criteria
GOOD	4	Most spaces meet criteria
FAIR	3	Some spaces / conditions meet criteria, some spaces / conditions could be improved
POOR	2	A few spaces meet some criteria
VERY POOR	1	Does not meet criteria

\* Refer to Appendix B: Educational Adequacy Assessment for full report.

# FIVE **PROJECTED NEEDS ASSESSMENT**



# CAPACITY AND UTILIZATION ANALYSIS

## BUILDING CAPACITY METHODOLOGY

As enrollment fluctuations affect school districts nationwide, the physical capability of each building will determine whether or not capacity should increase beyond its present level, or if it will be necessary to move students to other buildings more capable of accommodating such enrollment shifts. This analysis should provide a guide to measure each educational building’s capability to handle a student population, particularly as it relates to the specialized needs of deaf and blind students, and provide a measuring stick to keep up with the changing needs.

## TYPES OF CAPACITY CALCULATIONS

For this assessment, EUA is using (3) methods to calculate student capacity:

### 1. Functional Capacity Based on Desired Class Size

Historically, building capacity has been determined by counting the number of available teaching stations and multiplying by the district’s desired number of students per class. The number of students per class is set by the school administration based on a practical understanding of how many students a teacher can effectively manage while maintaining expectations for quality and control.

At the elementary level, only standard classrooms are included in the capacity analysis because students remain in their assigned classroom most of the day. At the middle and high school level, all regularly scheduled instructional spaces are used in the calculation because students may not be expected to return to a homeroom after instruction in other spaces.

Several areas are not included in this calculation. Most resource areas and labs are not factored into this calculation because these areas are intended to supplement instruction for their learning areas located somewhere else in the school. For example, a computer lab dedicated to an English Department is not included because the students are physically leaving one space to use the other as a resource.

The number generated by this calculation is sometimes referred to as the “Maximum Capacity” for the building. This number can be misleading because it is unlikely that every room will be used at 100% capacity all the time. At the middle and high school levels, the capacity calculation needs to account for teacher prep time, bell schedules, and tutoring needs which would drop the total utilization of any one space. Even at the elementary school level, because of fluctuations in student population it is impractical to expect every classroom to be filled completely to maximum capacity in any given school year. Taking school schedules, programmatic issues, and fluctuations in student populations into consideration, the Maximum Capacity is multiplied by a utilization rate to create the final “Functional Capacity.”

Utilization rates can vary school-to-school depending on enrollment, scheduling procedure, and availability of resource space. Target utilization rates, however, generally fall within the following ranges:

- Elementary schools: 90-95% utilization
- Middle and high schools: 70-80% utilization

When the maximum capacity is modified to reflect the appropriate utilization rate, the resulting Functional Capacity based on Desired Class Size provides a reasonably accurate representation of how many students a school can accommodate with little or no change to room configuration or staffing policies.

### 2. Functional Capacity Based on Learning Environment Area

While class size calculations provide a reasonable estimation of capacity based on current room usage, they do not account for spaces whose physical areas are either too small or too large for their intended uses. They also do not readily account for the potential of non-traditional learning spaces outside of classroom environments. To better understand what a building’s potential capacity could be, a space-by-space analyses of available learning area is often required.

Based on the best practice data currently available, it is possible to define the square footage (SF) per student needed for optimum performance in each learning space, which is adjusted to reflect any specialty needs such as enhanced audio or visual needs.

Specialty instruction areas like shops, art rooms, and lab spaces have their own “Best Practice” square foot allowances per student. To calculate the total capacity of a building, then, each academic space is analyzed to determine its area in square feet (SF). This area is then divided by the recommended SF/student to determine the maximum number of occupants for each learning space.

The Maximum Capacity can then be calculated by totaling the number of occupants in each individual learning space. This resulting Maximum Capacity is multiplied by the target utilization rate to determine the final Functional Capacity. The Functional Capacity based on Learning Area provides a clearer picture of what a building’s capacity could be if all learning areas were utilized at optimal efficiencies. It is important to note that achieving this level of efficiency may have direct impacts on staffing procedures, or even require the reconfiguration of space. For example, two extra large classrooms may contain enough area within them to support three classes worth of students. To utilize that potential, additional staff may be required to support the unusually large class sizes, or the spaces may need to be reconfigured to create three individual rooms.

# CAPACITY AND UTILIZATION ANALYSIS

## 3. Capacity Based on Gross Building Area

Gross Building Area refers to the total size of the building including instructional space, support space, mechanical space, circulation and walls. Capacity based on Gross Building Area, then, is a more general calculation which evaluates the capacity based not only on learning space, but on guidelines for total building area per student.

Total building area standards are derived from historic data compilation, optimal planning models for space utilization, and from regional and national educational research and planning organizations. It is important to note that there is no recognized national standard for school size.

Gross building area per student recommendations are often used as a baseline guide for planning and analysis. For existing schools, capacity calculations based on Gross Building Area can serve as indicators for overall building efficiencies. Lower SF to student ratios would typically indicate that there is less auxiliary or support space present within the building. High SF per student numbers may reflect the presence of amenities that may not always be typical for schools of comparable size (i.e. more specialist or intervention space, more gym or cafeteria space, auditorium space, etc.). Smaller schools are typically less efficient than larger schools.

Because CSDB does not serve a traditional student body, the team researched recommendations and/or requirements from states across the country. Based on this data, we determined the following guidelines for class sizes and capacities:

Number of Students per class:  
Deaf students/Blind students = **6-10 students**  
Moderate/Severe Needs = **5-8 students**

Square Foot per Student  
Deaf students/Blind students = **60-100 sf per student**  
Moderate/Severe Needs = **150-200 sf per student**

None of the numbers above include storage needs.

Number of Students per class provided by CSDB:

- 3-year-old classrooms = **8 students**
- 4-5-year-old classrooms = **12 students**
- K-12 Deaf/Blind = **8 students**
- K-12 Moderate/Severe Needs = **8 students, plus additional space for caregivers**
- Employability Center = **8 students**

CSDB Capacity and Utilization Summary

Building	School	December 2023 Enrollment	Gross Building Area (sf)	Capacity by Desired Class Size <sup>c</sup>	Capacity by Learning Area <sup>a,b</sup>	Capacity by Gross Building Area <sup>d</sup>
Adams Hall	School for the Blind	62	16,300	65	49	65
Gottlieb Hall	School for the Deaf	72	38, 151	137	108	153
EEC	Early Education - Preschool	10	3,609	18	25	14
Stone Hall	Employability Center	20	20,340	52	75	81
Totals		164		272	257	314

- a Based on 80 sf per student in typical classrooms in Adams, Gottlieb, and Stone Halls, 60 sf per student in EEC, and 175 sf per student in additional diasabilities classrooms.
- b Functional Capacity is 90% of maximum capacity
- c Based on recommended class sizes as provided by CSDB
- d Based on 250 sf per student

\* Refer to Appendix C: Capacity and Utilization Analysis for full report.

While the team studied the capacity and utilization data with each of the three calculation methods, given the small teacher to student ratios, the increased need for storage space, and the dispersed nature of the shared common spaces, the Capacity by Learning Area is the most appropriate for this facility. The other calculation methods showed inflated student numbers, given the wide variability in disabilities and additional needs and support required.



ADAMS HALL



GOTTLIEB HALL



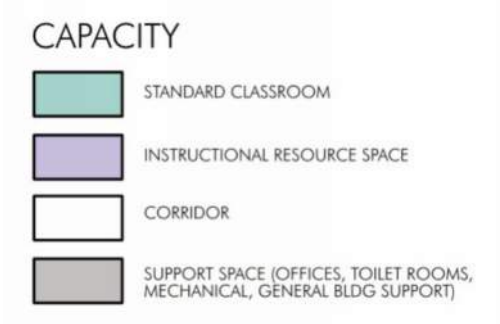
EARLY EDUCATION CENTER



STONE HALL



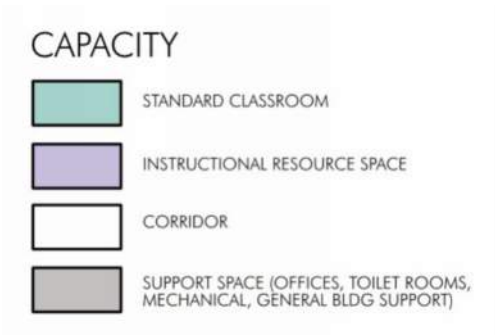
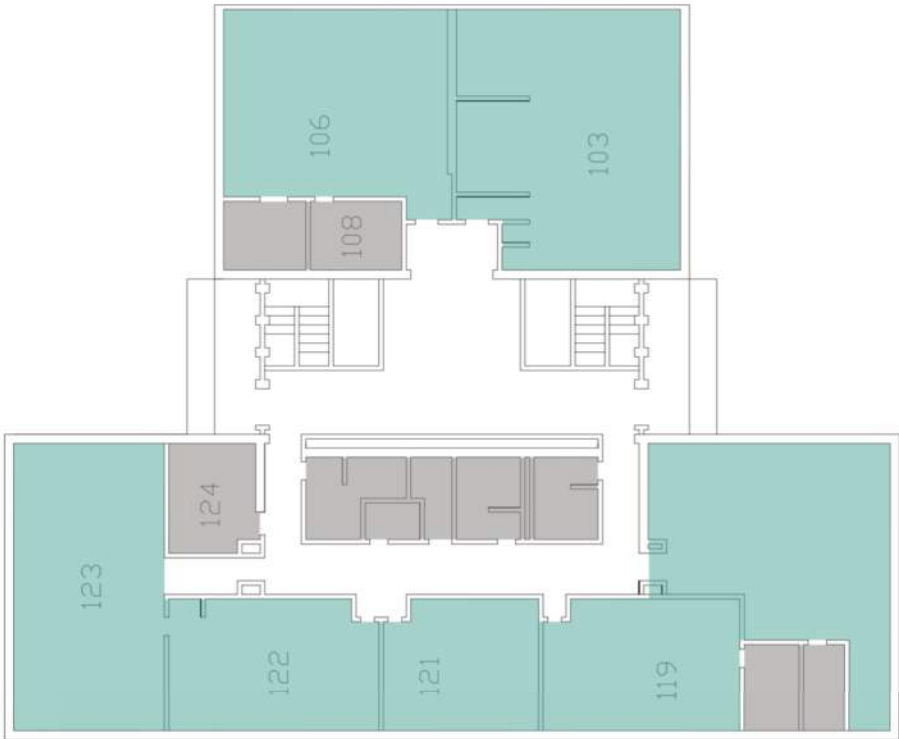
# CAPACITY AND UTILIZATION ANALYSIS



GOTTLIEB HALL  
MAIN LEVEL - NTS

# CAPACITY AND UTILIZATION ANALYSIS

STONE HALL  
MAIN LEVEL - NTS



STONE HALL  
LOWER LEVEL - NTS





# SUMMARY OF STAKEHOLDER NEEDS

Stakeholder needs were gathered during interviews with 25 individuals representing various groups on campus. They were further assessed and noted during facility condition and educational adequacy assessment tours.

## BLIND SCHOOL

The most pressing spatial needs for the Blind school relate to storage. The equipment that is required by VI students is substantially larger than that for mainstream students. The classrooms in Adams do not have adequate space for the readers and Braille books needed. Additionally, the numbers of students with additional disabilities are continually increasing, requiring more space for walkers, wheelchairs, standers, and additional paraprofessionals in the classrooms to support these students. Other needs mentioned frequently are accessible restrooms, more sinks for hand washing, better acoustics, and lighting.



Storage conditions in Adams Hall



Additional disabilities classroom with bed, stander, readers and desks

## DEAF SCHOOL

Spatial needs in Gottlieb are centered around inefficient use of spaces, lack of office space, and security concerns. With the relocation of the library to Lions Hall, the two-level Media Center is under utilized and difficult to use effectively. Additional office space is needed for the number of specialists, including psychologists, speech pathologists, and counselors. The security concerns are due to the extent of glass at the main office and teacher work areas.



Under-utilized former library space in Gottlieb Hall



Exterior and interior glazing in Gottlieb Hall office

## EMPLOYABILITY CENTER

The biggest needs in Stone Hall are the lack of accessibility in restrooms, and in accessing two levels. The existing lift is unreliable, causing scheduling shifts to keep students who cannot navigate between levels on the main level. There is a desire to bring back career and technical programs, however, staffing those positions is not currently feasible due to funding and required certifications. The lack of windows in most classrooms was also discussed as a deficiency in the current spaces.



Windowless classroom in Stone Hall



Vertical platform lift



# SUMMARY OF STAKEHOLDER NEEDS

## EARLY EDUCATION CENTER

Space concerns in the preschool surround the need for additional nap and physical therapy square footage. The current sensory/PT space is in a makeshift space at the end of a corridor. Additional toileting facilities, office space, and classrooms for program expansion were also mentioned.



Sensory space in EEC



Preschool toilet room in EEC

## STUDENT HEALTH

The main office in the EEC building does not have an accessible restroom, and only has space for one bed and one cot in the same room. Office space for the nurses is inadequate, as is storage for linens, medications, and files. The satellite clinics within Adams and Gottlieb are sized more reasonably for remote locations, but conditions in Adams are dismal.



Office space in Student Health

## SECURITY

The office space in the Administration building is currently adequate, though there is concern that increased camera usage, equipment, and additional staff will increase their needs soon.



Security office in Admin Building

## INFORMATION TECHNOLOGY

Their space in the basement of Argo Hall addresses their needs. They would like to better their server room from nearby water and steam lines.



Steam line passing through IT suite



# SUMMARY OF STAKEHOLDER NEEDS

## COLORADO INSTRUCTIONAL MATERIALS CENTER

Recently renovated Jones Hall fits their needs well. The remaining needs they have for space are a place to store book carts, some additional space for multiple varieties of video magnifiers, and a dedicated room for the low vision therapist and their equipment instead of a shared space in a conference room.



Low vision therapist and conference room

## ADMINISTRATION

Department needs like accessible restrooms, improved thermal comfort are generally results of the facility condition of the Administration Building. Programmatic space needs are a desire to give Student Services a better space than their current basement location and a desire for better lobby security with the installation of bullet resistant films and 2-way video phones.



Basement office space



Existing Admin Building restroom

## STUDENT LIFE

*Residential* - Concerns with the dormitories are centered around personal security concerns with double rooms and shared bathrooms. Additionally, larger kitchens to allow for better development of independent living skills would be helpful.

*Extracurricular Activities* – There is considerable competition for space within the gym building between athletics, activities, and physical education interests. Storage space for equipment, and competition spaces for goal ball and wrestling where equipment can be left set up without impacting educational programs are both in demand.



Shared bathroom in Brown Hall



Gymnasium storage

# SUMMARY OF STAKEHOLDER NEEDS

## STUDENT SERVICES

The office space located in the Administration Building is in poor condition that largely relates to the condition of the building. There is a desire for them to have a space that would be more welcoming to the students and families with whom they interact regularly.

OT/PT - The occupational therapy and physical therapy facilities have been improved with the gym construction projects. However, space for private meetings and additional storage are desired, as is a changing facility and table within the gym building.

O&M - The orientation and mobility team also would appreciate better spaces to have private meetings or focus time with students.



OT/PT space in gym building

## OUTREACH

The biggest spatial need for Outreach aligns with their desire for growth. They would like to have better training spaces where they can provide in person professional development for their staff located across the state. Additionally, they plan to increase their baby and toddler programming and the connection to the preschool program. This would require additional space beyond the single classroom they currently have in West Hall.



Existing Outreach conference room in West Hall



Existing Outreach storage room in West Hall



# SUSTAINABILITY GOALS AND NEEDS

## HISTORY

CSDB is currently paying off a 15-year Energy Performance Contract. This contract allowed the school to upgrade two steam boilers producing heat for buildings across campus and to complete LED lighting upgrades. The final payment will be made in September 2024, however, the school has requested Board approval to keep the payment amount in the annual budget request for FY25-26 to invest in energy improvements across campus.

## ENERGY GOALS AND EXECUTIVE ORDERS

- **EO D 2022 016** State Directive to complete LED upgrades by 6/20/2024
- **EO D 2022 016** Reduce Potable Water Consumption by 2% by June 2025 over the FY 2014-15 baseline
- **EO D 2015 013** Reduce weather normalized energy consumption per square foot by at lest 2% annually and at least 12% by 2020 from a FY 2015 baseline
- State Emphasis on Metering/sub-metering
- Improve CSDB Building Envelopes (Doors and Windows)

## ENERGY OPPORTUNITIES

- CSDB currently has no visibility into building-by-building utility consumption. The campus is currently served by one meter for all potable water use. Installing additional meters and sub-meters for individual buildings or parts of campus would provide increased awareness and data. If more water, electric and steam meters were installed, the trend data would be valuable to inform future Energy Performance Contracts.
- Transition to low-flow water fixtures across campus.
- Partner with a consultant to utilize state-provided EnergyCAP energy and sustainability management software.

## COST TO SUPPORT ENERGY OPPORTUNITIES

- Metering/sub-metering \$175,000
- LED lighting upgrades and water conservation \$30,992
- Window and door upgrades for the Administration Building:
  - History Colorado 25% Grant Match \$80k (\$250,000 grant request)



## SIX **ALTERNATIVES, SOLUTIONS, AND RECOMMENDATIONS**



# ALTERNATIVE SOLUTIONS AND RECOMMENDATIONS

## INTRODUCTION AND METHODOLOGY

EUA met with a facility planning committee comprised of school leadership from all major departments, selected to guide direction of future projects on campus. The group began with a discussion of existing programs, and then moved into discussing the future vision for CSDB. The previous ten-year facility plan from 2014 was reviewed to understand progress made over the past ten years and determine relevance of projects not completed from that plan.

Per State of Colorado requirements, CSDB develops five-year plans for Capital Construction Capital Renewal (CCCR) and Controlled Maintenance (CM.) The most recent of these for fiscal year 24-25 are included in an earlier section of this report. These project lists were reviewed and discussed by the group to coordinate and prioritize along with other projects identified by the group through the FCA, EAA, and capacity and utilization study.

The group spent time studying the site organization and plans of other Deaf and Blind schools across the country. The primary goals here were to see how, or if, other programs combined their diverse populations within single campus arrangements, and how they provided for safety and security on campus. Similarities included secure perimeters and limiting vehicle access on campus. Additionally, athletic facilities were generally shared between Deaf and Blind populations. The most striking difference was that most of the precedent programs were of a larger scale than CSDB and provided separate living and dining facilities for Deaf and Blind students.



CALIFORNIA SCHOOL FOR THE DEAF AND BLIND  
FREMONT, CA



VIRGINIA SCHOOL FOR THE DEAF AND BLIND  
STAUNTON, VA



FLORIDA SCHOOL FOR THE DEAF AND BLIND  
ST. AUGUSTINE, FL



# ALTERNATIVE SOLUTIONS AND RECOMMENDATIONS

## ALTERNATIVE SOLUTIONS CONSIDERED

Projects for security and exterior lighting upgrades, gymnasium accessibility, and a new playground have approved funding and designs in progress, so they are assumed to be existing parts of the site plan. The project to move the Blind School and Early Education Center into a renovated and expanded West Hall has funding requests in progress and is therefore determined to be a given for the first year of this plan. From this starting point, the design team developed plan options based on discussions and priorities from the leadership group, the facility condition assessments, stakeholder interviews and previous CCCR/CM projects. At the following meeting, three options were reviewed with varied locations for educational programs, support programs, and parking and drop off loops.

## OPTION 1:

- Blind School and EEC move to renovated West Hall
  - Renovate Adams Hall for Bridges to Life
  - Add parking and revise drop off in NE corner of site
  - Demolish Lions Hall to allow for creation of new library with historically complimentary architecture as “heart” of campus
- Relocate FM offices to renovated Steam Plant and demolish Industrial Building and EEC building
  - Renovate and build addition at Barn for meeting space



Pros	Cons
Consolidated drop off location	Student Health needs to be on main level
Large parking lot added	Parking lot is far from secure entry and main staff areas and could only be used for outward-facing events
Large quad at center of campus with demolition of Industrial and EEC buildings	



# ALTERNATIVE SOLUTIONS AND RECOMMENDATIONS

## OPTION 2:

- Blind School and EEC move to renovated West Hall
  - Renovate Adams Hall for Library
  - Add parking and revise drop off in NE corner of site
  - Add drop off for Blind students in SE corner of site
  - Demolish Lions Hall
- Relocate FM offices to renovated Steam Plant; demolish Industrial Building and EEC
  - Gym addition and central sports courts in quad
  - Bridges to Life moves to Jones Hall
  - CMIC moves to Stone Hall



Pros	Cons
Better Blind drop off location for access to West Hall	Older students in Jones too close to younger students in Gottlieb
BtL/EC moves to central campus location	CIMC must move from relatively new space
Large quad at center of campus with demolition of Lions Hall, Industrial, and EEC buildings	Drop off/pick up locations are split, requiring additional staff
Gymnasium addition to lessen crowding of programs needing athletic space	Library is likely over sized for needs
CIMC gets a less central location in Stone for storage and deliveries	

## OPTION 3:

- Blind School moves to renovated West Hall
  - Renovate Stone Hall for EEC and Outreach
  - Renovate Adams Hall for Bridges to Life
  - Add parking and revise drop off in NE corner of site
- Relocate Blind track to SE
  - Demolish Lions Hall
  - Relocate FM offices to renovated Steam Plant; demolish Industrial Building and EEC
  - Gym addition



Pros	Cons
Consolidated drop off location	Funding requests have already been submitted for West Hall to house both the Blind School and EEC
Blind track is kept on main campus	Larger meeting center reduces BtL capacity
More space for Blind School and EEC	
Better proximity between EEC and Little Language Learners	
Better pick up/drop off access for EEC parents	



# ALTERNATIVE SOLUTIONS AND RECOMMENDATIONS

## ALTERNATIVE SOLUTIONS CONSIDERED CONTINUED

In the following committee meeting, three more site plan options were presented. These options consolidated and modified the previously discussed plans. There were three features that were included stemming from the previous meeting discussion and additional design team research.

The first item discussed was the condition of the Industrial Building. The committee felt strongly that the current physical condition of the building poses risks to both staff and students. The building also presents significant structural limitations creating few renovation opportunities, and the location splits the main campus in two. All these factors all pointed to removal of the building as being in the best interest of the school. In support of this direction, the school met with a representative of the State Historical Preservation Office to establish a path forward that would allow for demolition of the contributing structure. No alternatives to keep the building were considered by the committee.

The second item was to show drop off and pick up loops with additional parking in the NW corner of the site. The sense was that this location would put additional parking near the secure campus entry. It would also allow for consolidated drop off and pick up for all the schools on campus, thus limited the need for extra staff to manage multiple locations. The consensus of the committee was that the additional paving on the “front” entry to campus was not in keeping with the historical values of the site.

The final item was the addition of a Blind Soccer field to campus. This would meet all relevant regulations and encourage development of a Blind Soccer program on campus. The field was shown in multiple locations to encourage discussion; however the final determination was that it should be located by the football field and track on the area of campus south of Pikes Peak Avenue.

## PLAN OPTION A - DROP OFF OPTION 1:

- Revise drop off in NE corner of site
- Blind soccer field added near Lions Hall on central campus



Pros	Cons
Consolidated drop off location	Soccer field location limits opportunity to rent out as a source of revenue
Keeping Industrial Building is not desired	As drawn, there is no additional parking for events
Large quad at center of campus with demolition of Industrial and EEC buildings	
Blind soccer field is centrally located for student use	
Drop off location is near both gym and playground for before and after play/gathering	



# ALTERNATIVE SOLUTIONS AND RECOMMENDATIONS

## PLAN OPTION B - DROP OFF OPTION 2:

- Add consolidated student drop off and parking in NW corner of site
- Blind soccer field added in NE corner of site



Pros	Cons
Consolidated drop off location	Places extensive paving at front, public face of the school
Provides additional parking in area closest to visitor check in/security	Bus lane is shorter than what their current needs are for queuing
Large quad at center of campus with demolition of Industrial, and EEC buildings	
Keeps the existing location of the Blind track and adds adjacent soccer field	

## PLAN OPTION A - DROP OFF OPTION 3:

- Add Blind student drop off and parking in SE corner of site
- Blind soccer field added in NE corner of site
- Relocate pickle ball to NE corner



Pros	Cons
Drop off location for Blind School gives better proximity to West Hall than other options	Split drop off locations require additional staffing
Blind track is kept on main campus	Soccer field location limits opportunity to rent out as a source of revenue
Student recreational facilities are consolidated to one location on main campus - track, soccer, tennis/pickle ball	Additional parking is far from secure entry in Admin
Additional parking for events	



# ALTERNATIVE SOLUTIONS AND RECOMMENDATIONS

## OVERALL AGENCY RECOMMENDATIONS

Throughout the planning process, the committee identified several priority areas of work. These recommendations largely align with both the facility condition and the educational adequacy assessment data. The highest priority items across campus included the following:

- Augment overall physical accessibility on campus, including the addition of elevators and restrooms in historic buildings.
- Address inequity between Blind School and Deaf School facilities.
- Eliminate staffing inefficiencies of duplicate locations for drop off/pick up lanes.
- Address personal safety of concerns of residential students and the need for changes in room and bathroom configurations.
- Address needs of most severely deteriorating buildings, including the Industrial Building, Steam Plant, and the Barn





# ALTERNATIVE SOLUTIONS AND RECOMMENDATIONS

## PRIORITY RECOMMENDATIONS FOR THE AGENCY

The overall recommendations have coalesced into the following specific project recommendations:

- Renovate West Hall for Blind School and Early Education Center:** The renovation and addition proposed for West Hall will address several of the priorities identified by the committee. First and foremost, it will bring the Blind School into an updated and modern facility in line with the 2011 Deaf School improvements in Gottlieb Hall. It will also improve the physical condition of an historically contributing building. Accessibility, building envelope, and HVAC deficiencies will all be remedied.

The inclusion of the Early Education Center in the renovation and addition will move the young learners into a facility designed to better support their early childhood needs. Classrooms, restrooms, OT/PT spaces, storage, and teacher areas will all be considered and planned for rather than making do with a building designed for a different use.
- Renovate Adams Hall for Employability Center, Bridges to Life, and a meeting/presentation space:** With the relocation of the Blind School, Adams Hall will be fully renovated to support post-secondary programs. The classrooms will be updated to support the varied needs of this group. This will include a dedicated space for developing independent living skills, such as a simulated apartment with cooking, laundry and living spaces. A popular idea is for creation of a campus coffee shop run by students to serve faculty, staff, and students. If future programming determines a need for additional specialized spaces, the renovations could include CTE spaces such as a culinary kitchen or a computer science/IT lab.

The existing auditorium in Adams can be updated as a campus-wide performance and meeting space. Reuse of this purpose-built space is a cost-effective way to provide added value to the campus.
- Construct new drop off/pick up lanes:** The current volume of parents at drop off and pick up times for non-residential students exceeds the space in the parking lot adjacent to Adams Hall. To accommodate more vehicles, pick up for Deaf students has moved to the west parking lot. However, this requires additional staff to supervise two locations. A consolidated location in the northeast corner of campus will improve operations, safety, and efficiency. Additional event parking is accommodated for events in the gym or future Barn meeting and alumni spaces.
- Renovate or replace Stone Hall:** The Outreach program is the one program on campus that expressed desire for more substantial growth. This growth is largely off campus to provide resources and support across the State. However, on campus, they would like to expand upon their Early Language Learners program and their ability to provide in-person training and professional development to their staff. The infant and toddler program will need dedicated classroom(s) with room for parents and caregivers, in addition to adequate toileting facilities, day-lighting, adjacent observation space. The training center will need large meeting/classroom space and temporary desk space for itinerant staff use. These functions, in addition to their office and storage space needs will be accommodated in Stone Hall.

- Depending on project-specific programming, the existing building could be substantially renovated, or replaced if deemed necessary.
- Renewal of Administration Building:** The Administration Building is the literal and symbolic front door to the school. As with many historic buildings, it requires significant investment to keep it in working order and up to modern standards. The last significant work in the building was done in 1998 and the building is currently in need of new roofing, new windows, and an overhaul of its plumbing, electrical and HVAC systems. The restrooms throughout the building are inadequate to serve the users and do not meet current accessibility requirements. The third floor of the building is currently not in use and should be renovated to support the Student Services Department. With this group out of the lower level, there will be additional space available for an expanded security department.
- Renewal of Steam Plant:** As with the Administration building, there is significant work required to repair and restore this building. The most recent work here occurred in 2009 when new boilers were installed. There have been minimal repairs to the building since it was constructed and it has become a security risk with broken windows allowing for unauthorized access. The thermal envelope should be repaired, and all windows repaired or replaced to ensure the building will endure or the next century. The removal of decommissioned equipment would create space for the Facilities Department relocation, with an addition to support grounds and vehicle storage needs.
- Renewal of Barn:** The Barn building is another contributing building that needs improvements to preserve the historic structure. The committee recommendation is for the building to house an alumni center, school history museum, and outward-facing meeting spaces. For this to occur, the building first needs significant envelope and structural repairs. Once the structure is renewed, the building will need the addition of plumbing, HVAC, and electrical systems. It will also need restrooms and accessibility infrastructure to support the new functions.
- Upgrade Athletic Facilities:** The athletic facilities on the campus south of Pikes Peak Avenue do not meet competitive requirements set forth by the State and local athletic governing bodies. The school cannot adequately support student athletes on the gravel track, let alone host competitions. By installing a synthetic track surface and continuous railing, the school will support both Blind and Deaf athletes. The addition of a permanent Blind Soccer field, along with replacement and upgrades to the football field and outbuildings will provide opportunities to students, and also create opportunities for the school to generate revenue through facility rentals.
- Tree and Landscaping Upgrades:** Historical photos of CSDB show a campus that once had a pond and was surrounded by trees. Over time, the pond disappeared, and trees succumbed to age and disease. Unfortunately, the trees have not been replaced at the rate in which they have disappeared, and campus today is lacking some of the grandeur it once had. As projects are implemented from this ten-year plan, significant thought and design should be put into how and where to include tree planting within the scope of each project. Re-creation of a pond with a landscaped walking path/nature trail would provide students with the opportunity to experience many of the benefits of time spent in a natural environment. The addition of a greenhouse would provide additional educational and skills-based training opportunities to both K-12 and post-secondary students.

# SEVEN **IMPLEMENTATION**



# IMPLEMENTATION

The proposed phasing of this ten-year facilities master plan aligns with the funding requests, CCCR and CM that the school has developed.

NEAR-TERM (1-3 YEARS)	MID-TERM (4-6 YEARS)	FAR-TERM (7-10 YEARS)
<p><b><u>Phase 1:</u></b></p> <p><b>West Hall Renovation and Addition for Blind School and Early Education Center</b></p> <p>Phasing notes:</p> <ul style="list-style-type: none"><li>Media Department moves to Brown Hall, Level 4 until Argo Hall renovation is complete.</li><li>Outreach Department moves to Ritter Hall, Lower Level until Stone Hall renovation is complete.</li></ul> <p><b><u>Phase 2:</u></b></p> <p><b>Brown Hall Renovations</b></p> <p>Phasing notes:</p> <ul style="list-style-type: none"><li>To be completed as a phased Controlled Maintenance project.</li></ul> <p><b><u>Phase 3:</u></b></p> <p><b>Adams Hall Renovation for Employability Center and Bridges to Life + Transportation Loops for Buses and Parents</b></p> <p>Phasing notes:</p> <ul style="list-style-type: none"><li>Schedule site work to occur over summer break to the greatest extent possible.</li></ul>	<p><b><u>Phase 4:</u></b></p> <p><b>Stone Hall Renovation/Replacement for Outreach Department</b></p> <p>Phasing notes:</p> <ul style="list-style-type: none"><li>Government vehicle garage to remain.</li><li>Museum to remain until Barn renovation completion.</li></ul> <p><b><u>Phase 5:</u></b></p> <p><b>Argo Hall Renovation and Renewal</b></p> <p>Phasing notes:</p> <ul style="list-style-type: none"><li>Student Health building to be demolished after completion of new suite in Argo Hall.</li><li>Quadrangle improvements after Student Health demolition.</li></ul> <p><b><u>Phase 6:</u></b></p> <p><b>Steam Plant Renovation and Addition</b></p> <p>Phasing notes:</p> <ul style="list-style-type: none"><li>Industrial Building to be demolished after completion of renovations for Facilities Department.</li><li>Quadrangle improvements after Student Health and Industrial Building demolition.</li></ul>	<p><b><u>Phase 7:</u></b></p> <p><b>Administration Building Renovation and Renewal + Outdoor Learning Additions</b></p> <p>Phasing notes:</p> <ul style="list-style-type: none"><li>Phase interior renovations to maintain Security Office at all times.</li><li>Temporarily relocate administrative staff in department groups as needed to complete scope of work.</li></ul> <p><b><u>Phase 8:</u></b></p> <p><b>Outdoor Athletic Facility Improvements</b></p> <p><b><u>Phase 9:</u></b></p> <p><b>Barn Renovation, Renewal, and Addition</b></p> <p>Phasing notes:</p> <ul style="list-style-type: none"><li>Museum to relocate from Stone Hall at project completion.</li></ul> <p><b><u>Phase 10:</u></b></p> <p><b>Gymnasium Addition</b></p> <p><b><u>Phase 11:</u></b></p> <p><b>Lions Hall Renovation and Addition</b></p> <p>Phasing notes:</p> <ul style="list-style-type: none"><li>Consider replacement as programming needs evolve.</li></ul>

# IMPLEMENTATION

## PHASING STRATEGIES AND TIMELINES

Phasing strategies were considered by the master plan committee as the priorities were developed. Programs and departments were strategically moved to temporary locations intended to minimize interim moves prior to completion of final locations.

The previous page describes a general timeline for project implementation based on the priorities established by the CSDB master plan committee. The scope of these projects varies greatly both in extent of work and anticipated costs. There are two primary project budget requests submitted to the State of Colorado annually. The first is the Controlled Maintenance Project Request, which is intended to handle smaller maintenance-type projects that are budgeted at less than \$2 million. (This dollar limit is projected to increase to between \$4.1-\$5 million dollars in the coming year.) The second request is the Capital Construction Capital Renewal Project Request for larger projects, budgeted at more than \$2 million. This master plan includes both types of projects, with a breakdown as indicated at right. Projects beyond the five-year outline have not been assigned specific years to allow for flexibility if programs and needs change in the intervening years.

Year	Capital Construction Capital Renewal
FY24-25	<del>West Hall Renovation and Addition</del>
FY25-26	West Hall design, generator, chiller plan expansion, EV charging station, and solar panels
FY26-27	West Hall Renovation and Addition
FY27-28	Adams Hall Renovation and Site Work
FY28-29	Stone Hall Renovation
+	Argo Hall Renovation
	Steam Plant Renovation and Addition
	Administration Building Renovation
	Outdoor Athletic Facilities Renovation
	Barn Renovation and Addition
	Lions Hall Renovation/Replacement

Year	Controlled Maintenance
FY24-25	Security Upgrades
FY25-26	Elevator upgrade/modernization, Brown Hall Phase 1, Replace 6" water main
FY26-27	Ritter Hall Phase 1, Brown Hall Phase 2
FY27-28	Ritter Hall Phase 2
FY28-29	Pavement Repairs
+	Utility Piping Repair/Replacement

Facility Plan Priority Projects	Estimated Cost <sup>a,b,c</sup>
Renovate West Hall for Blind School and Early Education Center	\$37,521,406 <sup>d</sup>
Brown Hall - Phase 1: Convert all double rooms to singles	\$3,161,575
Brown Hall - Phase 2: Re-roofing and window replacements	\$4,914,695
Adams Hall Renovations + Bus/Parent Drop Off Loops	\$8,743,335
Ritter Hall - Phase 1: Convert all double rooms to singles	\$3,310,871
Ritter Hall - Phase 2: Re-roofing and window replacements	\$3,939,275
Stone Hall Renovations/Replacement	\$15,847,533
Argo Hall Renovation and Renewal	\$15,400,810
Steam Plant Renovations and Renewal	\$4,572,998
Administration Building Renovations and Renewal	\$8,867,026
Upgrade Outdoor Athletic Facilities	\$5,864,578
Barn Renovation and Renewal	\$11,930,169
Lions Hall Renovation	\$7,561,352

- a. Estimate is using 2023 cost data.
- b. Estimate excludes identification, testing and abatement of existing hazardous building materials.
- c. Estimate includes factors for design, estimating and construction contingencies.
- d. Project funding requested from State in December 2023



# FUNDING AND FINANCING

## GENERAL FUNDING

The Colorado School for the Deaf and the Blind (CSDB) is a Colorado funded, state operating program, serving children from age birth – 21. There is no tuition to attend CSDB for Colorado residents. Services are provided directly to students enrolled at the school, and outreach programs serve students, staff, and families in communities throughout Colorado.

Colorado Revised Statute (CRS) 23-1-106 requires that state institutions have an approved master plan for facilities in place prior to the submission of capital construction requests. Each capital request must be in conformance with the campus master plan. Controlled maintenance funding also is provided to CSDB through the Colorado Department of Education each year. Although it is surrounded by District 11 Public School District in Colorado Springs, funding of CSDB is solely through the State and does not participate in any local tax initiatives such as bond or mill levy programs.

## GRANT OPPORTUNITIES

### Building Excellent Schools Today (BEST) Grant Program

BEST is a Statewide grant program for school renovation and new construction funded through local matching dollars, the Colorado State Land Board, Colorado Lottery and excise taxes. The program specifically includes CSDB as an eligible entity for this annual state grant. The campus has benefited from this grant program in the past and may continue to seek assistance for this unique institution.

Since 2008 BEST has awarded approximately \$2.5 billion in grants to more than 525 Colorado schools, improving health, safety and security for nearly 300,000 students. The Colorado Department of Education’s Office of Capital Construction manages programs and resources for public school construction funding and technical assistance.

- BEST Grants are available to all public school districts, charter schools, institute charter schools, BOCES and the Colorado School for the Deaf and Blind. The primary focus of BEST is to resolve health, safety, and security issues in Colorado public schools.
- Charter School Capital Construction funds are distributed to qualified charter schools with capital construction needs to promote a safe and healthy learning environment.
- Emergency Grants are available for unanticipated events that threaten health or safety or render all or a significant portion of a public school facility unusable.
- Facility Insight team continuously conducts state-wide facility assessments of all public school educational facilities to support the mission of the division.

### State Historical Fund (SHF) Grant Program

The State Historical Fund awards grants funded by limited stakes gaming in the towns of Black Hawk, Central City, and Cripple Creek for significant buildings, structures, objects, districts, or archaeology sites,

or about preservation of historic resources in Colorado. Since the CSDB campus is listed on the State Register of Historic Places it is eligible to seek grants through this program.

### *Noncompetitive Grants*

All noncompetitive grants aid in the planning and development of historic preservation and archaeology projects. The State Historical Fund offers six types of noncompetitive grants: Archaeological Assessment, Design Planning, Emergency, Historic Structure Assessment, Micro, and Survey Plan.

### *Emergency Grants*

Emergency Grants are awarded to provide assistance to significant resources that are in imminent danger of being lost, demolished, or seriously damaged, and when the threat is sudden and unexpected, such as a fire, flood, hail storm, or other act of nature.

### *Historic Structure Assessments*

Historic Structure Assessment (HSA) grants are awarded for the sole purpose of preparing a report on the physical condition of a historic building or structure in accordance with a mandatory State Historical Fund assessment scope of work.

### *Micro Grants*

The Micro grant supports grass-root preservation efforts. This may encompass any project type which could be applied for as a competitive grant but offers more flexible application timing for smaller-scale projects.

### *Planning*

The Planning grant can include any planning documents which will help the project move forward, giving projects more flexibility to prepare for future physical work.

### *Competitive Grants*

History Colorado offers two competitive grants twice a year, General and Mini. These grants can support archaeology, construction, planning, and education projects related to historic places. The grants vary by request amount, review process, and award announcement date.

### *General*

The General grant is available annually in April and October, requires a cash match, and has request amounts ranging from \$50,001 to \$250,000.

### *Mini*

The Mini grant is available annually in April and October, requires a cash match, and has request amounts ranging from \$1.00 to \$50,000.

