



PUBLIC SCHOOL FACILITIES AUTHORITY

CHECKLIST MANUAL

2016

SUMMARY OF UPDATES TO CHECKLISTS

This page provides a comprehensive list of major changes/updates along the five stage process of funding, building and maintaining schools in New Mexico. PSFA will seek to update processes in July and December, and to minimize mid-stream updates except to correct errors and when absolutely necessary. *Changes that must occur during the year will be documented on this page in the online version of this manual, available on the [PSFA website](#).*

| Planning Stage: Major Changes/Updates as of _____: | | |
|---|-------------------|------------------------|
| Box #: | Process Box Name: | Description of Change: |
| | | |
| | | |
| | | |
| Funding Stage: Major Changes/Updates as of _____: | | |
| Box #: | Process Box Name: | Description of Change: |
| | | |
| | | |
| | | |
| Project Development Stage: Major Changes/Updates as of _____: | | |
| Box #: | Process Box Name: | Description of Change: |
| | | |
| | | |
| | | |
| Construction Stage: Major Changes/Updates as of _____: | | |
| Box #: | Process Box Name: | Description of Change: |
| | | |
| | | |
| | | |
| Facility Management Stage: Major Changes/Updates as of _____: | | |
| Box #: | Process Box Name: | Description of Change: |
| | | |
| | | |
| | | |



INSTRUCTIONS FOR USING THE CHECKLIST MANUAL

Dear Colleagues:

Funding, building and maintaining schools is complex. This list of checklists and instructions for PSFA processes is designed to make it easier for school districts and other stakeholders to learn about and make effective use of state resources—without having to wade through lengthy source documents.

HOW TO USE THIS MANUAL:

The diagram on the following page is the timeline governing all facilities projects. The timeline involves a total of five stages: planning, funding, project development, construction and facility management.

Within the table of contents for each of these stages are numbered boxes for the PSFA processes which correspond to that stage. Boxes are color-coded to the stage that they fall within on the timeline.

Checklists or instruction sets have been developed for each box on the timeline. Checklists are numbered to correspond to the appropriate box, and are ordered in the manual according to the project timeline. Checklists are also color-coded to the stage that they fall within on the timeline.

HOW TO STAY CURRENT ON PSFA PROCESSES:

Each checklist has a “last date of update” in order to make it easy to determine if a process has changed. PSFA will update this manual semi-annually in July and December, and will seek to minimize mid-stream updates, in order to make it as easy as possible to keep current on agency processes.

With best regards,

PSFA Staff

PROJECT STAGE & TIMELINE GRAPHIC

FUNDING, BUILDING AND MAINTAINING SCHOOLS IN NEW MEXICO: PROCESS OVERVIEW

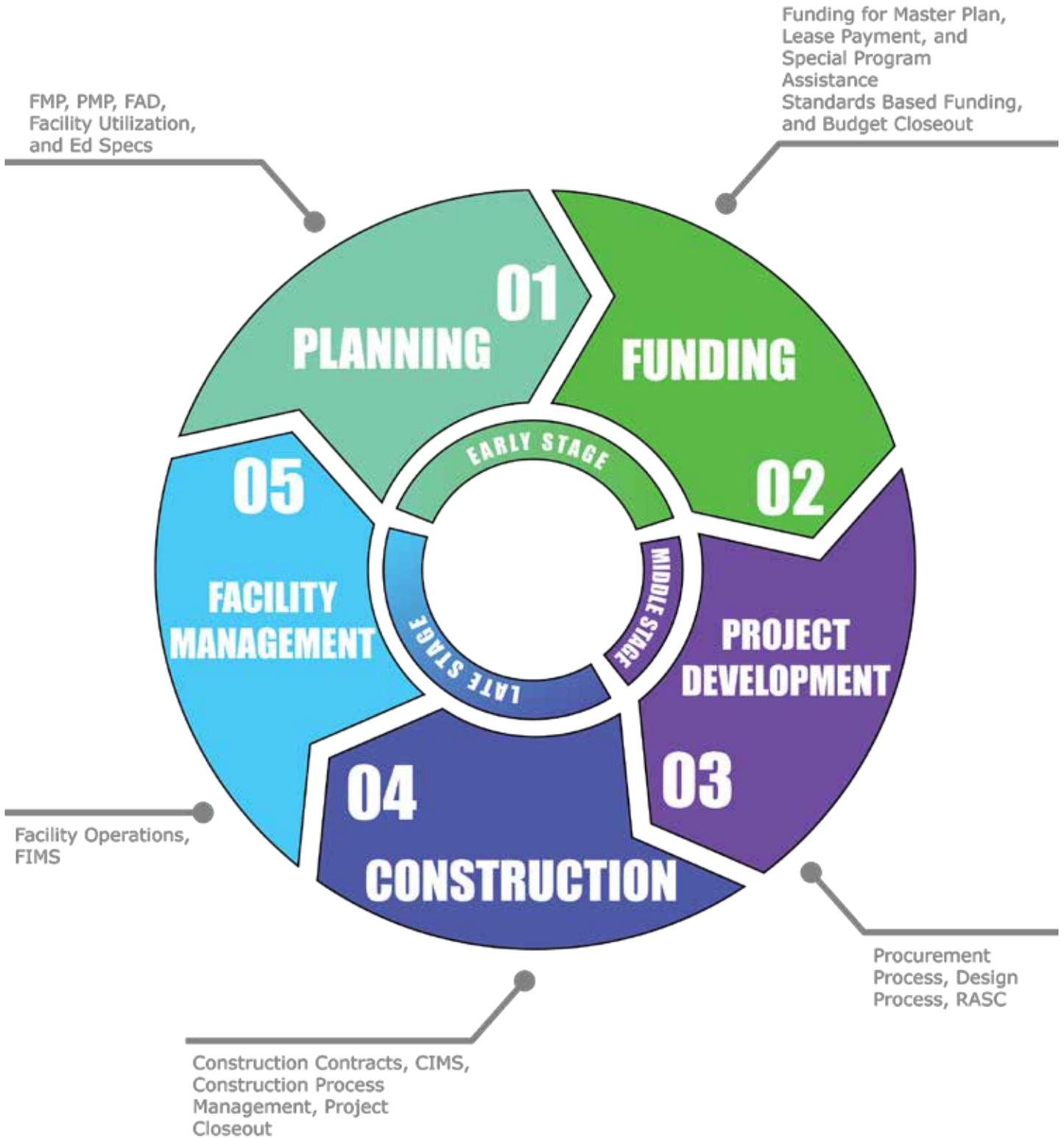


TABLE OF CONTENTS

| | |
|---|---|
| SUMMARY OF UPDATES TO CHECKLISTS..... | 2 |
| INSTRUCTIONS FOR USING THE CHECKLIST MANUAL | 3 |
| PROJECT STAGE & TIMELINE GRAPHIC | 4 |

PLANNING STAGE:

| | |
|---|----|
| BOX 1: FIVE YEAR FACILITIES MASTER PLAN (FMP)..... | 7 |
| BOX 2: STATE CHARTERED CHARTER SCHOOL FACILITIES MASTER PLAN/ EDUCATIONAL SPECIFICATIONS..... | 13 |
| BOX 3: APPLICANT STATE CHARTERED CHARTER SCHOOL FACILITIES MASTER PLAN/ EDUCATIONAL SPECIFICATIONS (FMP/ED SPECS)..... | 19 |
| BOX 4: PREVENTIVE MAINTENANCE PLANNING | 24 |
| BOX 5: UPDATING THE FACILITIES ASSESSMENT DATABASE (FAD) | 26 |
| BOX 6: GEOGRAPHICAL INFORMATIONAL SYSTEMS WEB MAPPING SERVICE | 27 |
| BOX 7: FACILITY EDUCATIONAL SPECIFICATIONS/UTILIZATION STUDY..... | 33 |

FUNDING STAGE:

| | |
|--|----|
| BOX 8: FACILITIES MASTER PLAN (FMP) FUNDING ASSISTANCE PROGRAM | 39 |
| BOX 9: STANDARDS-BASED FUNDING APPLICATION PROCESS..... | 41 |
| BOX 10: MAKING PRESENTATIONS TO THE PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL (PSCOC) FOR STANDARDS-BASED FUNDING..... | 45 |
| BOX 11: BUDGET CLOSEOUT/REVERSION FOR PROJECTS RECEIVING STANDARDS-BASED FUNDING | 48 |
| BOX 12: DISTRICT REPRESENTATIVE ACCESS TO CONSTRUCTION INFORMATION MANAGEMENT SYSTEM (CIMS) | 50 |
| BOX 13: LEASE ASSISTANCE APPLICATION | 51 |
| BOX 14: PORTABLE CLASSROOM LENDING PROGRAM | 53 |
| BOX 15: SPECIAL PROGRAM ASSISTANCE FUNDING..... | 57 |

PROJECT DEVELOPMENT STAGE:

| | |
|--|----|
| BOX 16: PROCUREMENT - SMALL PURCHASES OF MATERIALS, CONSTRUCTION, SERVICES, OR PROFESSIONAL SERVICES | 58 |
| BOX 17: PROCUREMENT - USE OF EXISTING CONTRACTS/AGREEMENTS..... | 60 |
| BOX 18: PROCUREMENT - INVITATION TO BID (ITB) FOR PURCHASES OF MATERIALS, CONSTRUCTION OR SERVICES..... | 62 |
| BOX 19: PROCUREMENT - REQUEST FOR PROPOSAL (RFP) FOR PROFESSIONAL SERVICES AND CONSTRUCTION, FACILITY MAINTENANCE, SERVICE AND REPAIRS..... | 64 |
| BOX 20: EARLY PLANNING | 67 |

Box 21: ROOF AND PERFORMANCE ASSURANCE CONTRACTOR ACCESS TO CONSTRUCTION INFORMATION MANAGEMENT SYSTEM (CIMS)..... 69

Box 22: DESIGN PROCESS 70

Box 23: REQUEST FOR APPROVAL OF SCHOOL CONSTRUCTION (RASC)..... 75

Box 24: DESIGN PROFESSIONAL (DP) ACCESS TO THE CONSTRUCTION INFORMATION MANAGEMENT SYSTEM (CIMS)..... 79

Box 25: LEASE PURCHASE AGREEMENT CHECKLIST FOR DISTRICTS / CHARTERS & DEVELOPERS 80

CONSTRUCTION STAGE:

Box 26: JOB ORDER CONTRACTING (JOC) 82

Box 27: CONSTRUCTION MANAGER AT RISK (CMAR)..... 83

Box 28: GENERAL CONTRACTOR (GC) ACCESS TO CONSTRUCTION INFORMATION MANAGEMENT SYSTEM (CIMS)..... 90

Box 29: CONSTRUCTION PROCESS MANAGEMENT..... 91

Box 30: CONSTRUCTION PROJECT CLOSEOUT 94

FACILITY MANAGEMENT STAGE:

Box 31: FACILITY MAINTENANCE & OPERATIONS - EFFECTIVE EXECUTION..... 98

Box 32: FACILITY INFORMATION MANAGEMENT SYSTEM (FIMS) 102

Box 33: FACILITY MAINTENANCE ASSESSMENT REPORT (FMAR) 105

Box 34: POST OCCUPANCY EVALUATION (POE) 107

Box 35: OUT YEAR AGREEMENTS 109

APPENDIX I: ACRONYMS AND DEFINITIONS..... 112

APPENDIX II: LEGAL RELATIONSHIP BETWEEN SCHOOL DISTRICTS AND THE PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL (PSCOC), PUBLIC SCHOOL FACILITIES AUTHORITY (PSFA) 114

FIVE YEAR FACILITIES MASTER PLAN (FMP)

OVERVIEW:

School districts and state chartered charter schools are required by law to have a current, five-year FMP on file with the Public School Facilities Authority (PSFA) in order to qualify for a New Mexico Standards-Based Public School Capital Outlay award. This is true for all school construction, not just for projects funded with Standards-Based funding. The checklist below provides the requirements for FMP development. State chartered charter schools must also incorporate educational specifications into their FMP (see Box 2 in this manual). This provision does not apply to locally chartered charter schools since the district FMP must address the capital needs of those facilities.

Please Note: Your Regional Manager (RM) is the essential link between your district, state funding programs and state requirements, including requirements for FMPs. As such, the FMP process and meetings must fully involve the RM throughout the entire development.

PREREQUISITES:

School districts may wish to procure the services of an architectural and planning firm to prepare an FMP. PSFA's Facilities Master Planners can provide a list of firms qualified to prepare the FMP in New Mexico. The PSFA Facilities Master Planners contact information can be found on [PSFA's website](#).

THE FINAL DELIVERABLE SHALL:

- Present major ideas;
- Separate detailed supporting forms and analysis;
- Contain labeled tabs;
- A title that identifies the FMP as "Five-Year Plan for Years 20xx-20xx". Both the draft and the final electronic files shall be uploaded into PSFA's Construction Information Management System (CIMS). The uploading of the draft will initiate PSFA review. Hard copies of the draft and electronic files not uploaded in CIMS will not be accepted for review; and
- A hard copy of the final plan shall be submitted to PSFA.

1.0 GOALS/PROCESS

1.1 GOALS:

- Describe the district's five year educational programmatic goals;
- Describe the current and long term relationship between the school district and the community;
- Desired future state of district's facilities aligned with the statewide Adequacy Standards; and
- Discuss the long-range (10-20 year) vision of the district in terms of facility needs and educational program delivery trends.

1.2 PROCESS:

- Identify process for short term and long term capital planning and decision-making; and
- Identify how community (maintenance staff, students, steering committee, etc.) input is considered.

2.0 EXISTING AND PROJECTED CONDITIONS

2.1 PROGRAMS:

2.1.1 PROVIDE OVERVIEW OF CURRENT EDUCATIONAL PROGRAMS AND FACILITIES:

- Number of schools in district;
- Types of schools (including charter and alternative schools); and
- How grade levels are configured.

2.1.2 IDENTIFY ANY ANTICIPATED OR PROJECTED CHANGES IN PROGRAMS WITH REGARD TO:

- School size;
- Class size;
- Grade level configuration;
- Year-round schools;
- Magnet programs; and
- Other special programs.

2.1.3 IDENTIFY ANY EXISTING SHARED/JOINT USE FACILITIES WITH OTHER PUBLIC OR PRIVATE ENTITIES:

- Discuss opportunities for continuing or increasing shared/joint use in the future.

2.2 SITES/ FACILITIES:

- Provide an overview of sites and facilities.

2.2.1 MAP(S) IDENTIFY THE DISTRICT BOUNDARIES, SCHOOL ATTENDANCE ZONES, AND LOCATION OF DISTRICT FACILITIES:

- Create the maps in a PDF/MS Word editable version and in a format that is supported in, or capable of, being imported into ArcGIS.

2.2.2 A TABLE SUMMARIZING THE DISTRICT'S SITE AND FACILITIES (INCLUDING CHARTER AND ALTERNATIVE SCHOOLS) AND WHICH PROVIDES THE FOLLOWING INFORMATION FOR EACH SCHOOL:

- Identifies the name of facility;
- State identification number;
- Physical address;
- Date of opening;
- Dates of major additions and renovations;

- Facility Condition Index (FCI) and weighted New Mexico Facility Condition Index (wNMCI);
- Site owned or leased;
- Total building area gross square footage (sq. ft.);
- Site acreage;
- Total number of permanent general classrooms;
- Total number of permanent specialty classrooms;
- Total number of portable classrooms;
- Total number of classrooms;
- Percentage of portable classrooms compared to total number of permanent classrooms;
- Total enrollment current year (40th day count); and
- Number of gross sq. ft. per student per school facility.

2.3 DISTRICT GROWTH:

- Statement of growth trends or declines that may impact programs and enrollment:
 - ▷ Demographic trends that may impact programs and enrollment; and
 - ▷ Economic and development trends that may impact programs and enrollment.

2.4 ENROLLMENT:

2.4.1 TABLE AND CHART TO SUMMARIZE PREVIOUS 10 YEARS OF ENROLLMENT (40TH DAY COUNT):

- District 40th day count each school;
- District by each grade level 40th day count;
- Each individual school facility 40th day count;
- Each individual school facility by grade 40th day count; and
- Identify and summarize relevant factors that have influenced enrollment over the previous five years.

2.4.2 TABLE AND CHART SUMMARIZING PROJECTED STUDENT ENROLLMENTS IN NEXT FIVE YEARS:

- District;
- District by each grade level;
- Each individual school by grade; and
- Summarize and describe projection method and assumptions with back up information.

2.5 UTILIZATION AND CAPACITY:

2.5.1 IDENTIFY EXISTING/FUTURE CLASSROOM NEEDS TO ACCOMMODATE THE PROJECTED ENROLLMENT FOR EACH SCHOOL SITE.

2.5.2 IDENTIFY SPECIAL FACTORS THAT INFLUENCE FACILITY USE:

- Lower than state required Pupil Teacher Ratio (PTR);
- Special programs;
- Student transfers; and
- Boundary areas.

2.5.3 IDENTIFY MAXIMUM AND FUNCTIONAL STUDENT CAPACITY AT EACH SCHOOL SITE.

2.5.4 IDENTIFY STRATEGIES TO MEET SPACE NEEDS, INCLUDING NEW SCHOOLS, ADDITIONS, BOUNDARY ADJUSTMENTS, SCHEDULE CHANGES, OR GRADE RECONFIGURATION.

2.5.5 IDENTIFY UNDER-UTILIZED SPACES AND OR SPACES TO BE DEMOLISHED.

2.6 TECHNOLOGY:

- Overview of Educational Technology plan funded by capital program:
 - ▷ Technology requirements at each school site.

2.7 ENERGY MANAGEMENT PROGRAM:

- Provide an overview of the district's energy management program.

2.8 CAPITAL FUNDING:

2.8.1 PROVIDE A BRIEF HISTORY OF HOW THE DISTRICT HAS MET ITS PREVIOUS CAPITAL FUNDING OBLIGATIONS.

2.8.2 IDENTIFY THE DISTRICT'S CURRENT AND ANTICIPATED FUTURE FINANCIAL RESOURCES AVAILABLE (INDICATING BY YEAR(S) AVAILABLE TO MEET CAPITAL NEEDS).

2.8.3 IDENTIFY IF THE SCOPE AND ESTIMATED COST OF THE DISTRICT'S DEVELOPING, CURRENT, OR APPROVED FMP IS REALISTIC IN TERMS OF WHAT THE DISTRICT CAN REASONABLY EXPECT TO ACCOMPLISH CONSIDERING ITS RESOURCES (STAFF TIME, AVAILABLE FUNDING, BONDING CAPACITY, EXPECTATION OF A SUCCESSFUL BOND ELECTION, COMMUNITY WILL, ETC.).

2.8.4 IDENTIFY MAINTENANCE PROJECTS THAT MAY TURN INTO CAPITAL PROJECTS, THE ESTIMATED TIME FRAME AND ANTICIPATED FINANCIAL RESOURCES AVAILABLE.

3.0 CAPITAL IMPROVEMENT PLAN

3.1 TOTAL CAPITAL NEEDS:

- Summarize the district's total anticipated capital needs:
 - ▷ List sources of funding for maintenance; and
 - ▷ List sources of funding for capital.
- Summarize the district's total anticipated preventive maintenance needs and supporting resources;
- Address growth or decreasing enrollment requirements;
- Renewal of existing facilities requirements;
- For each facility, consider the following questions:

- ▷ Which facilities need to be replaced (if any)?
- ▷ Which facilities need major renovations?
- ▷ Which facilities need minor renovations?
- ▷ Which facilities need general maintenance?
- ▷ Which facilities or Gross Square Footage (GSF) need to be disposed of?
- ▷ Which facilities may be closed or consolidated?
- Technology requirements; and
- Educational and programmatic requirements.

3.2 PRIORITIZATION PROCESS:

3.2.1 IDENTIFY THE PROCESS AND CRITERIA TO PRIORITIZE CAPITAL NEEDS FOR THE PURPOSES OF:

- Identifying and addressing life, health and safety issues;
- Accommodating student growth or declining enrollment;
- Providing suitable space for educational programs with State of NM benchmarks and measures, Adequacy Standards and district policies;
- Renewing facilities; and
- Identifying and rectifying any preventive maintenance needs anticipated to become capital needs:
 - ▷ Explain how the district measures maintenance effectiveness.

3.3 CAPITAL PLAN:

3.3.1 SUMMARY TABLE OF PRIORITY CAPITAL IMPROVEMENT FOR THE NEXT FIVE YEARS:

- Include current Facilities Assessment Database (FAD) ranked list of all district schools, explain any differences between FAD ranked list priorities and district priorities;
- Identify the anticipated funding source for each capital and maintenance project and expected year of implementation;
- Identify priorities for state funding assistance; and
- Identify when FMP was adopted by local school board and include record of adoption.

3.3.2 IDENTIFY FINANCIAL STRATEGIES AND ALTERNATIVES CONSIDERED BY THE DISTRICT TO MEET CAPITAL NEEDS, TAKING INTO ACCOUNT EXPECTED FINANCIAL RESOURCES AND DISTRICT PRIORITIES.

4.0 SUPPORT MATERIAL

4.1 SITE/SCHOOL DETAIL:

4.1.1 SCHOOL SITE AND FACILITIES (BY EACH SCHOOL SITE):

- Brief report on each school site (FAD Executive Summary Report);
- Other FAD reports included and used in the development of the Educational Specifications;
- Site plan for each school site (to scale);

- 
- Labeled buildings (ensure labeled same as in FAD);
 - Facility floor plans to readable scale;
 - Illustrative photographs as appropriate (minimum one exterior and one interior);
 - Itemized detailed capital needs;
 - ▷ Current (less than 12 months old) Preventive Maintenance Plan; and
 - ▷ FMAR Reports and how Major and Minor findings are addressed by Capital Plan.

ADDITIONAL SOURCES OF INFORMATION:

See PSFA's [School District Facilities Master Plan Components and Guidelines](#), for comprehensive and detailed information on how to develop a Facilities Master Plan.

Process Owner:
Planning & Design Manager
(505) 843-6272

Last Updated: 8/31/2016

STATE CHARTERED CHARTER SCHOOL FACILITIES MASTER PLAN/EDUCATIONAL SPECIFICATIONS

OVERVIEW

State chartered charter school applicants are required to submit a Facilities Master Plan/Educational Specifications (FMP/Ed Specs) combination document to the Public School Facilities Authority. This document must be prepared in the following format:

- Final copy placed in a three-ring binder;
- Labeled tabs; and
- The FMP draft and final electronic files shall be uploaded into the Construction Information Management System (CIMS). Hard copies of the draft and electronic files not uploaded into CIMS will not be accepted for review.

Please note that this checklist only applies to state chartered charter schools. A school district's FMP must cover all locally chartered charter schools (See Box 1 for instructions on preparing the FMP).

Some of the items listed below may not be applicable since a charter school might not be in its permanent facility; the educational specifications component of this document will help define the space the school needs. The school can then use the document to help identify buildings in its operating area that fit its educational program. The state chartered charter school FMP/Ed Specs document must include the following information:

CHARTER SCHOOL OVERVIEW:

- Include the request that was made by the charter school to the school district in which the charter school is geographically located for use of available facilities as well as any response(s) received from the school district;
- Indicate year the school was opened for students to attend;
- Date of the next charter renewal;
- Charter school cap; and
- Include statement acknowledging the review of:
 - ▷ Statewide Adequacy Standards 6.27.30, NMAC; and
 - ▷ Charter-Alternative School Statewide Adequacy Standard Variances.

1.0 GOALS / MISSION

1.1 GOALS/MISSION:

- Describe the school's educational programs and emphasis; and
- Briefly describe the general educational philosophy.

1.2 PROCESS:

1.2.1 DESCRIBE THE PROCESS FOR DATA GATHERING AND ANALYSIS OF THE FOLLOWING:

- Identify the individual representing the school, who is authorized as contact on issues and questions related to this submission;
- Identify the process for capital planning and decision-making;
- Identify how the community input is considered;
 - ▷ List members that attended planning meetings and their affiliation (i.e. maintenance staff, students, faculty, etc.); and
- Identify the members of the steering committee and the nature of their involvement.

2.0 PROJECTED CONDITIONS

2.1 PROGRAMS AND DELIVERY METHODS:

- Provide overview of proposed educational programs and facilities (if applicable);
- Identify and describe any potential shared/joint use facilities with public or private entities;
- Describe the school's proposed instructional program;
- Describe the general instructional organization (grade levels, groups, academies);
- Describe alternative methods of educational program delivery (i.e. use of community gym for physical education rather than requiring a gym in the school, see Charter School Variances on the [PSFA website](#));
- Describe scheduling approach (periods, block schedule); and
- List anticipated special curricular and extracurricular activities to be accommodated in the facility, if any.

2.2 PROPOSED ENROLLMENT:

2.2.1 DESCRIBE ANY PLANS FOR PHASED ENROLLMENT:

- Provide a graph of projected enrollment cap, if incremental; and
- Identify by grade level, the five-year post occupancy projection of attendance to be accommodated by any proposed facility.

2.2.2 CLASSROOM LOADING POLICY:

- Identify anticipated class loading policy (Pupil Teacher Ratio).

2.2.3 CLASSROOM NEEDS:

- Identify anticipated classroom needs, including number of classrooms to accommodate the projected enrollment, and provide supporting analysis; and
- Itemize the quantity and sizes of other spaces required to accommodate the instructional program.

2.3 SITE AND FACILITIES:

2.3.1 LOCATION/SITE:

- Include map(s) which identify the location of any existing and proposed facilities; and
- Provide a description of sites and facilities, existing or proposed.

2.3.2 FACILITY EVALUATION:

- Provide a summary of the facility condition evaluation (FAD Executive Summary Report); and
- Has PSFA evaluated the proposed facility for E-Occupancy and adequacy? If so, summarize PSFA/E-Occupancy analysis of any existing facilities that are proposed for future use and include in this section.

2.4 UTILIZATION ANALYSIS:

2.4.1 IDENTIFY SPECIAL FACTORS (I.E. LOWER THAN STATE REQUIRED PUPIL TEACHER RATIO (PTR), SPECIAL PROGRAMS) THAT INFLUENCE FACILITY USE AND ITEMIZE HOW EACH ROOM IN THE FACILITY IS USED:

- Identify strategies to meet space needs, including the need for additional lease space, facility additions (if building is owned/lease-purchased by school), or schedule changes;
- Identify underutilized spaces and/or possible options to reduce gross square footage; and
- Identify facility phasing and timeline for accommodating the school's full enrollment cap.

2.5 FACILITY MAINTENANCE:

2.5.1 IDENTIFY MAINTENANCE PROJECTS IN THE FACILITY THAT MAY TURN INTO CAPITAL PROJECTS, THE ESTIMATED TIME FRAME AND ANTICIPATED FINANCIAL RESOURCES AVAILABLE.

3.0 PROPOSED FACILITY REQUIREMENTS (ED SPECS)

3.1 FACILITY GOALS AND CONCEPTS:

3.1.1 WHAT ARE THE GOALS TO BE MET BY YOUR SCHOOL FACILITY?

- If the school is not in a public building, outline plan for compliance with statute, NMSA 1978, §22-8B-4.2 (2011), which states that on or after July 1, 2015 all charter schools must be in a building that is owned by the charter school, school district, the state, an institution of the state, another political subdivision of the state, the federal government or a tribal government or is subject to a lease-purchase arrangement.

3.12 CONCEPTS:

- Identify and describe major facility concepts including safety, security, sustainability, flexibility, community use, utilities, and any other issues or special considerations that impact space requirements and/or costs.

4.0 CAPITAL PLAN - A SHORT RANGE PLAN WHICH IDENTIFIES MAINTENANCE, CAPITAL PROJECTS, OR EQUIPMENT PURCHASES AND IDENTIFIES AVAILABLE FUNDING SOURCES

4.1 TOTAL CAPITAL NEEDS:

- Summarize the state chartered charter school's total anticipated capital needs:
 - ▷ List sources of funding for maintenance;
 - ▷ List sources of funding for capital projects; and
 - ▷ If the charter school intends to relocate into new or acquire additional facilities through a lease purchase agreement, list sources of funding for lease and anticipated capital projects.
- Summarize the charter school's total anticipated preventive maintenance needs and supporting resources, if not included as part of the lease agreement.

5.0 MASTER PLAN/EDUCATIONAL SPECIFICATIONS SUPPORT MATERIAL

5.1 SITES AND FACILITIES DATA TABLE (IF APPLICABLE):

- Provide a table summarizing characteristics of site and facilities:
 - ▷ Name of facility;
 - ▷ State identification number;
 - ▷ Physical address;
 - ▷ Date of opening;
 - ▷ Dates of major additions and renovations;
 - ▷ Facility Condition Index (FCI) and weighted NM Facility Condition Index (wNMCI), if available;
 - ▷ Whether site owned or leased;
 - ▷ Total building area gross square footage (gross sq. ft.);
 - ▷ Site acreage;
 - ▷ Total number of permanent general classrooms;
 - ▷ Total number of permanent specialty classrooms;
 - ▷ Total number of portable classrooms;
 - ▷ Total number of classrooms;
 - ▷ Percentage of portable classrooms compared to total number of permanent classrooms;
 - ▷ Total enrollment current year (40th day count), if available; and
 - ▷ Number of gross sq. ft. per student per school facility.



5.2 SITE PLAN FOR EXISTING SPACE AND PROPOSED SPACE (IF APPLICABLE):

- Scaled school site plan.

5.3 FLOOR PLAN FOR EXISTING SPACE AND PROPOSED SPACE (IF APPLICABLE):

- Scaled school floor plan(s) with room numbers to match inventory; and
- Updated FAD forms.

5.4 FACILITY MAINTENANCE ASSESSMENT REPORTS AND HOW MAJOR AND MINOR FINDINGS ARE ADDRESSED BY THE CAPITAL PLAN (IF APPLICABLE).

5.5 DETAILED SPACE AND ROOM REQUIREMENTS (ED SPECS) (IF APPLICABLE):

5.5.1 TECHNOLOGY AND COMMUNICATIONS CRITERIA;

5.5.2 POWER CRITERIA;

5.5.3 LIGHTING AND DAY LIGHTING CRITERIA;

5.5.4 CLASSROOM ACOUSTICS CRITERIA;

5.5.5 FURNISHING AND EQUIPMENT CRITERIA; AND

5.5.6 CRITERIA SHEETS.

5.6 SUBMISSION:

5.6.1 FINAL HARDCOPY PLACED IN A THREE-RING BINDER; AND

5.6.2 FINAL ELECTRONIC COPY UPLOADED TO CIMS.

Please Note: PSFA also reserves the right to request additional information based on questions generated during staff review.

PROCESS FOR CREATING A STATE CHARTERED CHARTER SCHOOL FMP/ED SPECS:

STEP 1. OBTAIN THE SERVICES OF AN FMP/ED SPECS PLANNER

- If services are under \$60,000, see Small Purchases Section 13-1-125 of the NM State Procurement Code, or see Box 16 in this manual; or
- If services are over \$60,000, please see Box 19 in this manual.

STEP 2. FORM AN FMP/ED SPECS STEERING COMMITTEE

- Send an invitation to potential steering committee members appointed by the governing body, head administrator and/or members nominated by organizations and groups within the school community. The committee should represent a cross-section of school personnel, parents, students and members from throughout the school community. If the school's facility is deemed to be historic then a member of the State Historic Preservation office may be invited.
- The Public School Capital Outlay Council (PSCOC) strongly recommends as a successful method, to form a steering committee with wide community representation to ensure community buy-in and support for the FMP/Ed Specs, future projects, and the passage of future bonds. The role of the steering committee is to guide the planning process, be a conduit for public input, review district capital needs in order to meet NM Statewide Adequacy Standards, local requirements, and to make recommendations to the administration and/or board.
- See [District Facility Master Plan Components and Guidelines](#) for detailed guidance on community engagement.

STEP 3. DEVELOPMENT OF THE FMP/ED SPECS

- Development may take 6–12 months to complete.

STEP 4. GOVERNING BODY/HEAD ADMINISTRATOR APPROVAL

- The final FMP/Ed Specs document shall be approved by the school's Governing Body.

STEP 5. SUBMIT THE FOLLOWING FMP DOCUMENTS TO PSFA FOR APPROVAL

- Cover letter from Governing Body and/or Head Administrator's approval of FMP/Ed Specs; and
- Submit one hard copy of the Final FMP/Ed Specs, and one electronic copy uploaded in CIMS.

ADDITIONAL SOURCES OF INFORMATION:

PSFA's ***School District Facility Master Plan Components and Guidelines***, PSFA's ***District Facility Master Plan Checklist***, PSFA's ***State-Chartered Charter School Facility Master Plan***, which can be found on [PSFA's website](#), for comprehensive and detailed information on how to develop a Facility Master Plan.

Process Owner:
Planning & Design Manager
(505) 843-6272

Last Updated: 8/31/2016



APPLICANT STATE CHARTERED CHARTER SCHOOL FACILITIES MASTER PLAN/EDUCATIONAL SPECIFICATIONS (FMP/ED SPECS)

OVERVIEW

State chartered charter school applicants are required to submit an FMP/Ed Specs combination document to the Public School Facilities Authority (PSFA) prior to submitting an application for authorization to the New Mexico Public Education Commission (PEC) in accordance with statute, NMSA 1978, §22-8B-4.2 (2011). The FMP/Ed Specs guides the proposed school in the planning and/or selection of a facility that is adequate to accommodate its educational program and method of instruction. This document must be prepared in the following format:

Final copy submitted to PSFA in both a hard and electronic copy.

The document must include the following information:

Please Note: PSFA acknowledges that not all applicant charter schools have a facility and this document is used to help guide in selecting a suitable facility. Some of the requirements below only apply if the school has a facility selected and labeled as “if applicable”.

CHARTER SCHOOL OVERVIEW

- Include the request that was made by the charter school to the school district in which the charter school is geographically located for use of available facilities as well as any response(s) received from the school district.
- Indicate the year of the PEC application;
- Charter school enrollment cap; and
- Include statement acknowledging review of:
 - ▷ Statewide Adequacy Standards; and
 - ▷ Charter-Alternative School Statewide Adequacy Standard Variances.

1.0 GOALS / MISSION

1.1 GOALS/MISSION:

1.1.1 MISSION:

- Describe the desired state of school's educational programs; and
- Briefly describe the general educational philosophy.

1.2 PROCESS:

1.2.1 DESCRIBE THE PROCESS FOR DATA GATHERING AND ANALYSIS:

- Identify the individual representing the school, who is authorized as a contact on issues and questions related to this submission;
- Identify process for capital planning and decision-making;
 - ▷ Identify how community input is considered. List members that attended planning meetings and their affiliation (i.e. maintenance staff, students, faculty, etc.); and
- Identify the members of the steering committee and the nature of their involvement.

2.0 PROJECTED CONDITIONS

2.1 PROGRAMS AND DELIVERY METHODS:

2.1.1 PROGRAMS OVERVIEW:

- Provide overview of proposed educational programs and facilities (include any facilities you have or a potential facility);
- Identify and describe any potential shared/joint use facilities with public or private entities;
- Describe the school's proposed instructional program;
- Describe the general instructional organization (grade levels, groups, academies);
- Describe scheduling approach (periods, block schedule); and
- List anticipated special curricular and extracurricular activities to be accommodated in the facility, if any.

2.2 PROPOSED ENROLLMENT:

2.2.1 DESCRIBE ANY PLANS FOR PHASED ENROLLMENT:

- Provide a graph of projected enrollment cap, if incremental; and
- Identify by grade level, the five-year post occupancy projection of attendance to be accommodated by any proposed facility.

2.2.2 CLASSROOM LOADING POLICY:

- Identify anticipated class loading policy (Pupil Teacher Ratio).

2.2.3 CLASSROOM NEEDS:

- Identify anticipated classroom needs, including number of classrooms to accommodate the projected enrollment and provide supporting analysis; and
- Itemize the quantity and sizes of other spaces required to accommodate the instructional program.

2.3 SITE AND FACILITIES (IF APPLICABLE):

2.3.1 LOCATION/SITE:

- Include map(s) which identify the location of any existing and proposed facilities; and
- Provide a description of sites and facilities, existing or proposed.

2.3.2 FACILITY EVALUATION (IF APPLICABLE):

- Provide a summary of the facility condition evaluation (FAD Executive Summary Report)
 - ▷ Has PSFA evaluated the proposed facility for applicable codes and adequacy? If so, summarize PSFA/Code analysis of any existing facilities that are proposed for future use and include in this section.

3.0 PROPOSED FACILITY REQUIREMENTS (ED SPECS)

3.1 FACILITY GOALS AND CONCEPTS:

3.1.1 WHAT ARE THE GOALS TO BE MET BY YOUR SCHOOL FACILITY?

3.1.2 CONCEPTS:

- Identify and describe major facility concepts including safety, security, sustainability, flexibility, community use, utilities, and any other issues or special considerations that impact space requirements and/or costs.

4.0 CAPITAL PLAN (IF APPLICABLE) - A SHORT RANGE PLAN WHICH IDENTIFIES MAINTENANCE, CAPITAL PROJECTS OR EQUIPMENT PURCHASES AND INCLUDE AVAILABLE FUNDING SOURCES.

5.0 MASTER PLAN SUPPORT MATERIAL

5.1 SITES AND FACILITIES DATA TABLE (IF APPLICABLE):

- Provide a table summarizing characteristics of site and facilities:
 - ▷ Name of facility;
 - ▷ State identification number;
 - ▷ Physical address;
 - ▷ Date of anticipated opening for students, if application is successful;

- ▷ Dates of major additions and renovations;
- ▷ Facility Condition Index (FCI) and Weighted NM Facility Condition Index (wNMCI), if available;
- ▷ Site owned or leased;
- ▷ Total building area gross square footage (GSF);
- ▷ Site acreage;
- ▷ Total number of permanent general classrooms;
- ▷ Total number of permanent specialty classrooms;
- ▷ Total number of portable classrooms;
- ▷ Total number of classrooms;
- ▷ Percentage of portable classrooms compared to total number of permanent classrooms;
- ▷ Total enrollment cap; and
- ▷ Number of GSF per student per school facility.

5.2 SITE PLAN (IF APPLICABLE):

- Scaled school site plan.

5.3 FLOOR PLAN (IF APPLICABLE):

- Scaled school floor plan(s) with room numbers to match inventory; and
- Printed forms from FAD with updates.

5.4 DETAILED SPACE AND ROOM REQUIREMENTS (ED SPECS) (IF APPLICABLE):

5.4.1 TECHNOLOGY AND COMMUNICATIONS CRITERIA;

5.4.2 POWER CRITERIA;

5.4.3 LIGHTING AND DAY LIGHTING CRITERIA;

5.4.4 CLASSROOM ACOUSTICS CRITERIA;

5.4.5 FURNISHING AND EQUIPMENT CRITERIA; AND

5.4.6 CRITERIA SHEETS.

5.5 SUBMISSION:

5.5.1 FINAL HARD COPY; AND

5.5.2 FINAL ELECTRONIC COPY EMAILED TO PSFA FACILITIES MASTER PLANNER.

Please Note: PSFA also reserves the right to request additional information based on questions generated during staff review.



PROCESS FOR CREATING A STATE AUTHORIZED CHARTER SCHOOL FMP/EDSPECS:

STEP 1. FORM AN APPLICANT CHARTER FMP/ED SPECS STEERING COMMITTEE

This section will guide you in development of your applicant FMP/Ed Specs document for submission to PSFA.

- The PSFA strongly recommends that the proposed school puts together a committee made up of those who will have a role in developing and operating the school to produce the FMP/Ed Specs based on the checklist. The committee's role will be to discuss the checklist items and formulate a response that will form an FMP/Ed Specs document based on the educational vision and facility needs.
- See the [PSFA Educational Specifications Resource Document](#) for additional guidance, examples, and detail.

STEP 2. SUBMIT FMP/ED SPECS TO PSFA FOR APPROVAL

Submit a copy of the Final FMP/Ed Specs to the PSFA in hard copy and electronic format. (eB Process)

Process Owner:
Planning and Design Manager
(505) 843-6272

Last Updated: 8/31/2016

PREVENTIVE MAINTENANCE PLANNING

OVERVIEW:

New Mexico school districts are required by law, NMSA 1978, §22-24-5.5 (2005) to create and implement a written Preventive Maintenance (PM) plan. It is in every district's best interest to effectively maintain its facility resources, thereby providing a healthy, safe and reliable environment for students and staff. The PM plan provides means for charting the course of a district's maintenance program. The PM Plan should be updated on an annual basis for new or adjusted goals, revised procedures, new equipment, added or adjusted PM schedules, etc. Ensure all maintenance contractors receive and adhere to prescribed district PM task guidelines and expectations.

A template is provided as a guide to all school districts in development of or in the process of updating their maintenance management plan(s). This package is a template and it is recommended that individual districts create programs designed that complement their maintenance programs specifics based on staffing levels, facility structure and design. Not all district facilities will be operated the same and will encompass unique maintenance requirements and resources, which need to be addressed within each district's plan. Each district should organize its maintenance plan based upon the minimum statute requirements and its own assessment of facilities and equipment maintenance needs.

PREVENTIVE MAINTENANCE PLAN

1. District Preventive Maintenance Purpose/Objectives/Scope & Mission Statement*
2. District Maintenance Goals*
 - a. New Goals template based on KPI's
3. Maintenance Organization Structure and Staffing Responsibilities*
 - a. Staffing Plan Overview
 - b. American School & University (ASU) Recommendations
 - c. District Staffing Model
4. Maintenance Priorities and Procedures*
5. Inspection and Maintenance Schedules*
6. Scheduled Preventive Maintenance Tasks*
7. Established Custodial Duties and Responsibilities*
8. District Facilities and Equipment
 - a. Reference FMP Executive Summary Report
9. Planned Major Maintenance and Repair Projects
10. Maintenance Staff Development Plan
11. Maintenance Safety Plan
12. Service Contract and Vendor Oversight
13. Facility Master Plan Assessment
14. Facility Safety Assessments

- 
15. Maintaining Equipment Records
 16. Maintenance Reports (FIMS Proficiency, M-Cubed – New Narrative)
 17. Energy Management Plan – District (see section 2.7 of the FMP Box 1)
 18. Building/Property Assessments
 - a. PSFA Facility Maintenance Assessment Reports (FMAR) (New 2016)
 19. Grounds Plan - District Developed
 20. Integrated Pest Management (IPM) Program
 21. Maintaining Synthetic Turf (optional)
 22. Snow Removal Plan (optional)

* State Statute Requirements

The district PM Plan should be incorporated into the district's Facilities Master Plan. The district's capital funding strategy should include major planned maintenance and repair projects.

ADDITIONAL SOURCES OF INFORMATION:

See the Facility Maintenance & Operations - Effective Execution (Box 31) for guidelines to execute an effective maintenance program. The FIMS Checklist (Box 32) has guidelines to set-up and effectively utilize this maintenance and utility management software. PSFA's Preventive Maintenance Program Guidelines, Energy Management Program Guidelines Sample District Preventive Maintenance Plan, FIMS Criteria and other related information can be found on [PSFA's website](#).

Process Owner:
Facilities Maintenance and Operations Support Manager
(505) 843-6272

Last Updated: 8/31/2016

UPDATING THE FACILITIES ASSESSMENT DATABASE (FAD)

OVERVIEW:

The following checklist explains how to update and keep current school district facilities data within PSFA's Facilities Assessment Database (FAD).

DO YOU HAVE A PASSWORD?

- Yes
- No, please [e-mail](#) PSFA's Training Department to request one.

STEPS:

1. Contact PSFA Facilities Database Manager to request training.
2. Log on to the FAD. (Login instructions provided at FAD training).
3. Print the following reports:
 - ▷ Facilities Assessment Worksheet;
 - ▷ Executive Summary;
 - ▷ Cost Worksheet; and
 - ▷ Attributes Worksheet.
4. Mark up reports with district corrections and send to your Regional Manager (RM) for review. Your RM will then forward this information to the FAD Database Manager to be entered.
5. PSFA FAD Manager will update FAD electronically and inform the RM and Facilities Master Planners of data updates.
6. RM informs district of the updated facilities data.
7. District verifies that the data is correct.
 - ▷ If Yes – the updating process is complete.
 - ▷ If No - repeat steps one through four.
8. PSFA's FAD Manager publishes school rankings, according to PSCOC Standards Based Capital Outlay Process Proposed Work Plan/Timeline. The first draft is usually published during the months of October to December of each year.
9. District to review School Rank Report, then proceed to PSCOC application process.

ADDITIONAL SOURCES OF INFORMATION:

See PSFA's Facility Assessment Database (FAD) User's Guide.

Process Owner:
Facilities Database Manager
(505) 843-6272

Last Updated: 8/31/2016

GEOGRAPHICAL INFORMATIONAL SYSTEMS WEB MAPPING SERVICE

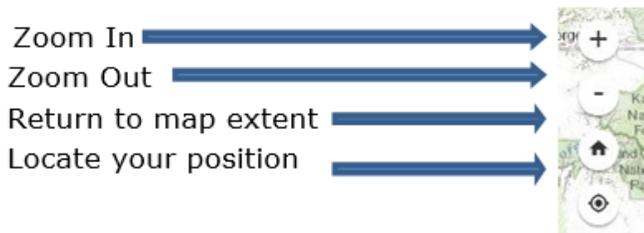
OVERVIEW:

This user guide provides guidance on how to navigate and use the Public School Facilities Authority (PSFA) web-based Geographical Informational Systems (GIS). PSFA's GIS is an online tool containing data and basemaps for public school districts and individual school buildings throughout New Mexico. It is useful for research, planning and analysis.

NAVIGATION:

Navigating the GIS mapping application can be done by clicking and holding anywhere on the map; this will allow for panning.

The navigational toolbar can be used to:



OVERVIEW MAP:

The overview map shows your current location as a gray box relative to the full extent or start of the map. The overview map may be turned on or off by clicking the eye icon in the upper left of the map.



SEARCHING FOR A SPECIFIC LOCATION:

To search for a specific city, school, address, physical feature etc., use the ESRI World Geocoder located near to top of the map.



MAP LAYERS:

To view all available layers for the map, click on the green layers list icon near the bottom of the map. Then, click on one or several of the checkboxes to turn the layer(s) on or off.

Please Note: Some labels are associated with a specific layer, and can be turned off by unchecking a specific layer.



LEGENDS:

Legends for the layers can be viewed in two different ways:

- Legends can be viewed within the green layer list icon. Once you have checked the box simply click the down arrow on the left of the checkbox. The legend for that layer is now visible.
- To view the legend in a standalone window click on the blue Legend icon. A legend is now visible.



Please Note: The legend populates based on what layers are checked on and can change with extent. For example, if the schools layer is checked but you cannot see any school points, try to zoom in closer. Once the map extent has met the visibility range for the schools layer, the legend will then populate.

BASEMAPS:

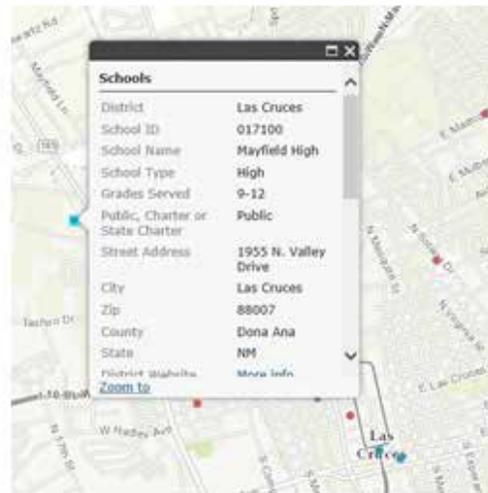
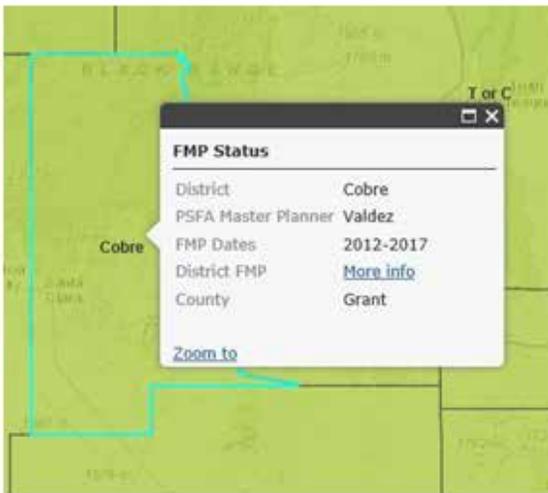
Basemaps can be changed by clicking the orange basemap gallery icon. Several basemaps can now be selected.



Please Note: The windows that pop-up for the legend, layer list and basemap gallery can all be moved around with the map by clicking and holding on the black header within the pop-up window. This will allow you to arrange these windows however you please. Simply close the window by clicking the X at the top right of the pop-up window.

LAYER ATTRIBUTES:

To view detailed attributes for a layer polygon, layer point, or layer line feature, click on the feature of interest. The selected feature will be highlighted and a pop-up will become visible listing any and all attributes for that layer.

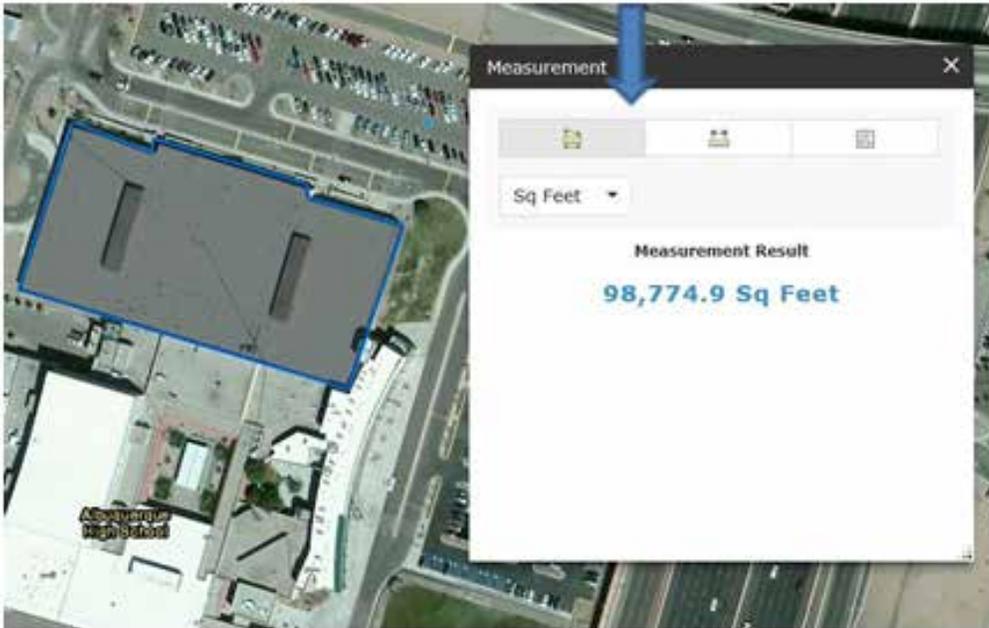


THE MEASURE TOOL:

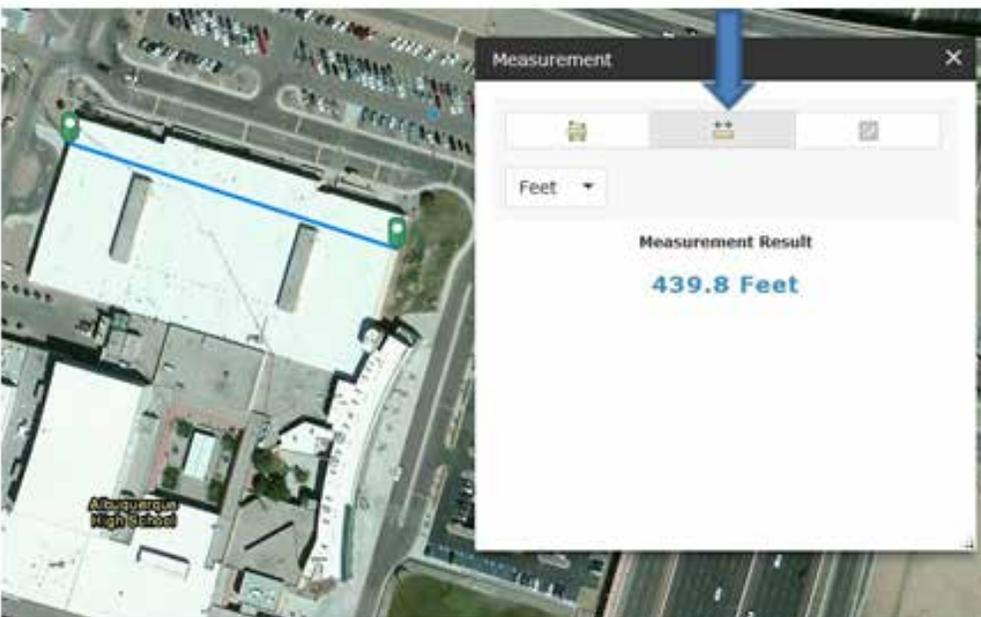
The measure tool allows you to measure area, distance and an exact location. First, activate the measure tool by clicking on the blue ruler near the top right of the map.



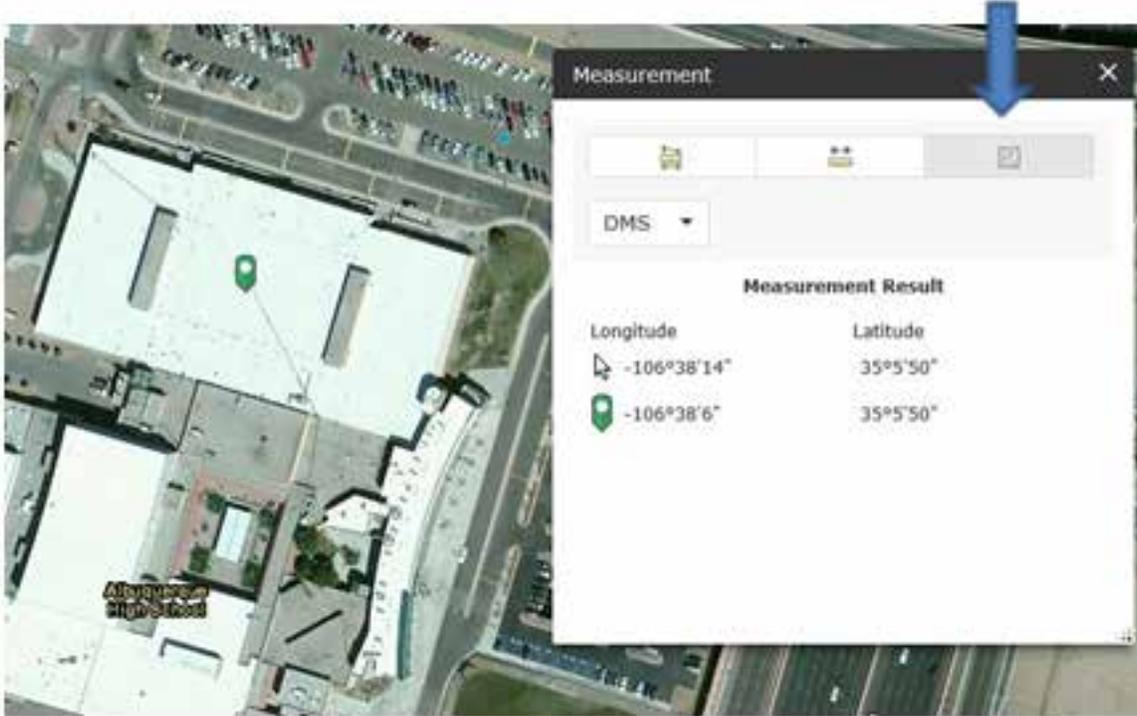
To use the measure area tool, click on the map. Click again to add another segment and keep adding segments until the area you wish to calculate has been enclosed. Double click to complete the area calculation. The calculated area is now shown in the measurement window. Change units in the drop down menu.



To use the measure a distance tool, click on the map to create the point at which the line segment will start. Click again to add another segment. Double click to complete the line segment. The calculated distance is now shown in the measurement window. Change units in the drop down menu.

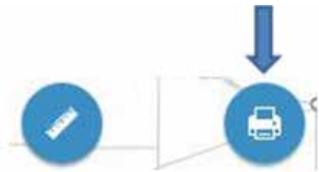


To use the exact location tool, click on the map to create the point at which you want to know the location of. The exact location is now shown in the measurement window. Change units in the drop down menu.



PRINTING WIDGET:

To print a map, click the print tool near the top right of the map.



1. Enter the title for the map in the map title text box.
2. Select the applicable layout and format for the exported map.
3. Click advanced to open a menu with advanced print options.
4. After all options have been set with applicable values, click Print to submit all information to print service. A progress bar displays next to the executing task.
5. Upon completion of the print job, a link to the print output displays. Click the task to open the file in a new window.
6. Click clear Prints to clear the print history.

Please Note: The MAP ONLY format prints only the map, omitting any marginal information from the output. Also, the print widget may not print the legend for the layers using the new styles. This is a known ArcGIS Online error.

PSFA HOMEPAGE:

You can return to the PSFA homepage by clicking on the hyperlink to the right of the ESRI World Geocoder bar.



TROUBLESHOOTING:

For the best performance with the PSFA ArcGIS Online website, use the latest version of a browser listed below:

- IE 9 and higher. Versions 7 and 8 have limited support;
- Firefox;
- Chrome;
- Safari;
- iOS Safari;
- Android Browser; or
- Chrome for Android.

Process Owner:
Project Technician
(505) 843-6272

Last Updated: 8/31/2016

FACILITY EDUCATIONAL SPECIFICATIONS/UTILIZATION STUDY

OVERVIEW:

The following checklist is a guide to assist districts in creating and submitting Educational Specifications (Ed Specs) and/or a Utilization Study as part of the design process. Two key definitions relevant to this checklist are:

1. Ed Specs are an early project development planning tool and serve as the written documentation of educators' intent for program delivery, definition of the physical parameters of the learning environment, determination of the utilization and capacity and identification of instructional delivery requirements of the district. They serve as the primary resource for the design professional in ascertaining the needs of the facilities for both traditional public schools and state chartered charter schools.
2. Facility Utilization is conducted on existing facilities to determine requirements for the new, remodeled, and/or renovated facilities. The utilization study also identifies how a school uses its space which helps determine the amount of square footage necessary in a new project.

DETERMINING WHETHER A PROJECT WILL REQUIRE ED SPECS OR UTILIZATION STUDY

STEP 1. DETERMINE THE TYPE OF PROJECT

- New school;
- Major renovation/addition;
- Minor renovation/addition;
- Portable replacement; or
- State chartered charter school.

STEP 2. DETERMINE IF ED SPECS WILL BE NEEDED OR IF A UTILIZATION STUDY WILL SUFFICE

An Ed Spec Requirement Matrix can be found on the [PSFA website](#).

- New schools will always require full Ed Specs which include a utilization study.
- Major renovation/additions require only a utilization study. Major renovations include (but are not limited to):
 - ▷ Extensive building renovation;
 - ▷ Replacement or major reconfiguration of spaces to meet code;
 - ▷ Addition or major reconfiguration of space to meet current and/or future educational program requirements; and
 - ▷ Replacement or upgrades to any of the following;
 - ▶ Structural components;
 - ▶ Handicapped accessibility;
 - ▶ HVAC;

- ▶ Roofing;
 - ▶ Electrical system;
 - ▶ Windows;
 - ▶ Flooring;
 - ▶ Ceiling;
 - ▶ Lighting;
 - ▶ Technology; and/or
 - ▶ Site infrastructure.
- Minor renovations/additions require neither Ed Specs nor a utilization study. Minor renovations include (but are not limited to):
- ▷ Selective upgrades of some systems or building components such as repair, replacement, refurbishment of the following:
 - ▶ Technology (wiring and infrastructure);
 - ▶ Roofing;
 - ▶ Flooring;
 - ▶ Ceiling;
 - ▶ Lighting;
 - ▶ Electrical upgrades;
 - ▶ Painting;
 - ▶ Minor additions and/or simple reconfiguration of space; and
 - ▶ HVAC.
- Simply replacing portables with permanent construction with no change in the educational delivery does not require educational specifications or utilization study unless the FMP's utilization study identifies underutilized portables or permanent space. The Public School Facilities Authority (PSFA) does require a utilization study if the district needs to bring portables in to address growth/overcrowding issues.
- State Chartered Charter Schools require an FMP/Ed Specs document specific to the unique educational and facility needs of charter schools (see Box 2).

STEP 3. COMPONENTS OF ED SPECS AND/OR UTILIZATION STUDY

This section of the checklist identifies the various components for the Ed Spec and/or Utilization study. Please refer to our Ed Spec Requirement Matrix for additional detail located on the [PSFA website](#).

ED SPECS COMPONENTS

SECTION 1. PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL (PSCOC) AWARD AND FMP CONSISTENCY:

- The Ed Specs must be consistent with and include the PSCOC award language for the project in the document; and
- Demonstrate compliance with the District's board and PSFA approved FMP for project if utilizing PSCOC funding.

SECTION 2. EDUCATIONAL PROGRAM AND DELIVERY SYSTEM:

- Describe the school's instructional program and strategies for its delivery;
- Include in the description general instructional organization (e.g., into grade levels, groups, academies, etc.);
- Scheduling approach (periods, block schedule, etc.);
- Any special curricular and extracurricular activities to be accommodated by the facility; and
- Identify spaces for which the school has a variance(s) from the NM State Adequacy Standards.

SECTION 3. STUDENT ENROLLMENT:

- Identify the current year enrollment;
- Identify five-year post-occupancy projection of attendance area enrollments in the grade levels affected by the facility; and
- Identify anticipated class loading requirements or district policy.

SECTION 4. FACILITY GOALS/CONCEPTS:

- Identify and describe major facility goals and concepts:
 - ▷ Safety;
 - ▷ Security;
 - ▷ Sustainability;
 - ▷ Flexibility;
 - ▷ Community use;
 - ▷ Utilities;
 - ▷ Maintenance; and
 - ▷ Any other issues or special considerations that impact space requirements and/or costs.

SECTION 5. SPACE REQUIREMENTS:

- Itemize the quantity and sizes of spaces required to accommodate the instructional program;
- Provide a graphic diagram illustrating relationships between program areas;
- Identify anticipated student capacity, utilization, efficiency of facility use and provide supporting analysis;
- For both the Ed Specs and projects requiring only a utilization study, contractor needs to use PSFA utilization templates for elementary and secondary schools located on the [PSFA website](#);
- Provide, as appropriate, information to support space recommendations such as an existing calendar of events or breakdowns from comparable facilities; and
- Provide a floor plan with existing and proposed space that identifies:
 - ▷ Use of the room (i.e. 3rd grade classroom, science lab, art room, special education room, etc.);

- ▷ Square footage of the room; and
- ▷ Room number corresponding to the room number on the utilization template.

SECTION 6. ROOM/SPACE CHARACTERISTICS:

- Identify the general functional, spatial, environmental characteristics, furnishings and built-in equipment requirements for each category of space; and
- In order to make a clear distinction between the items in which PSCOC participates and those in which it will not participate, itemize spaces, equipment, and furnishings into two separate categorized lists: adequacy and above adequacy.

SECTION 7. PROJECT BUDGET:

- Provide an estimate of probable cost for the total project indicating:
 - ▷ Site development cost;
 - ▷ Facility construction; and
 - ▷ Other project costs.
- Identify cost estimating assumptions;
- Anticipated project delivery schedule;
- Unit costs; and
- Inflation.

Final Products: Provide PSFA one copy of the draft Ed Specs document for review (either hard copy or electronic format is acceptable) prior to School Board approval. Incorporate the Board and PSFA comments into the plan and provide PSFA one hard copy of the final School Board approved Ed Specs document and upload the electronic version into the Construction Information Management System (CIMS). Upon receipt of the hard and electronic copies, PSFA will issue approval letter.

B. UTILIZATION STUDY COMPONENTS

SECTION 1. PSCOC AWARD AND FMP CONSISTENCY:

- The utilization study must be consistent with, and include, the PSCOC award language for the project in the document; and
- Demonstrate compliance with the District's board and PSFA approved FMP for project if utilizing PSCOC funding.

SECTION 2. STUDENT ENROLLMENT:

- Identify the current year certified 40th day count enrollment;
- Identify five-year post occupancy projection of attendance area enrollments in the grade levels affected by the facility; and
- Identify anticipated class loading requirements or district policy.

SECTION 3. SPACE REQUIREMENTS:

- Itemize the quantity and sizes of spaces required to accommodate the instructional program;

- Provide a graphic diagram illustrating relationships between program areas;
- Identify anticipated student capacity, utilization, efficiency of facility use and provide supporting analysis;
- For both the Ed Spec's and projects requiring only a utilization study, contractor needs to use PSFA utilization templates for elementary and secondary schools located on the [PSFA website](#);
- Provide, as appropriate, information to support space recommendations such as class or room use schedule; and
- Provide a floor plan with existing and proposed space that identifies:
 - ▷ Use of the room (i.e. 3rd grade classroom, science lab, art room, special education room, etc);
 - ▷ Square footage of the room; and
 - ▷ Room number corresponding to the room number on the utilization template.

PROCESS FOR CREATING ED SPECS:

STEP 1. OBTAIN THE SERVICES OF AN EDUCATIONAL SPECIFICATIONS CONSULTANT

- If services are under \$60,000, see Small Purchases, Box 16.
- If services are over \$60,000, see Request for Proposal (RFP), Box 19.

STEP 2. FORM AN ED SPECS STEERING COMMITTEE

Please Note: For a Utilization Study, an extensive public engagement process is not required (Step 2).

- Send an invitation to potential steering committee members appointed by the board, superintendent and/or possibly have members nominated by organizations and groups within the community. The committee should represent a cross-section of school personnel, parent, students and members from throughout the community. Larger districts may want to ensure participation from all geographic areas of the community. If there is property involved that is deemed to be historic, then a member of the State Historic Preservation office may be invited.
- The PSCOC strongly recommends the successful method is to form a steering committee with wide community representation to ensure community buy-in and support for the Ed Specs project. The role of the steering committee is to guide the planning process, be a conduit for public input, review district capital needs to meet NM Statewide Adequacy Standards and local requirement(s), and to make recommendations to the administration and/or the Board.
- See the [PSFA Educational Specifications Resource Document](#) for additional guidance, examples, and detail.

STEP 3. DEVELOPMENT OF THE ED SPECS

- Development may take three to six months to complete.



STEP 4. DISTRICT APPROVAL

- The final Ed Specs document shall be approved by the District Board of Education and PSFA.

STEP 5. SUBMIT THE FOLLOWING ED SPECS DOCUMENTS TO PSFA FOR APPROVAL

- Cover letter from Board of Education and/or Superintendent's approval of Ed Specs; and
- Submit one hard copy of the final Ed Specs and one electronic copy uploaded into CIMS.

Please Note: When an architect participates in or creates the Ed Specs for a school district, he or she cannot participate in the RFP for design services for that project. PSFA also reserves the right to request additional information based on questions generated during staff review.

Process Owner:
Planning & Design Manager
(505) 843-6272

Last Updated: 8/31/2016



FACILITIES MASTER PLAN (FMP) FUNDING ASSISTANCE PROGRAM

OVERVIEW:

The Public School Capital Outlay Council (PSCOC) has a program administered by the Public School Facilities Authority (PSFA) to provide funding for school districts to create a five year FMP.

PREREQUISITES:

If your district does NOT have a current FMP, or your district's FMP will expire within one year, you meet the eligibility requirements for this program. Charter schools must be open for five years plus one additional year for planning before they are eligible for PSCOC FMP funding assistance. To apply for funding for the current PSCOC cycle, your district must not be under contract with an FMP contractor when applying.

COMPLETING THE PSCOC FMP ASSISTANCE APPLICATION:

1. In order to provide an accurate estimate of the total cost to develop or update the district's FMP, please obtain and include a written quote and a completed questionnaire with the application from three different FMP consultants. All FMPs are required to meet the [School District Facilities Master Plan Components and Guidelines](#).
2. No allocation shall be made unless the PSCOC determines that the school district is willing and able to pay the local share of the total cost of developing or updating the FMP. Except as provided in Paragraph 3 (below), the portion of the total cost to be paid from the state share shall be determined pursuant to the methodology used in the state/local match percentage as found in statute, NMSA 1978, §22-24-5(B)(5).
3. An allocation from the state share may be used to pay the total cost of developing/ updating the FMP if:
 - a. The school district has fewer than an average of six hundred full-time-equivalent students on the eightieth and one hundred twentieth days of the prior school year; or
 - b. The school district meets all of the following requirements:
 - i. The school district has fewer than an average of one thousand full-time-equivalent students on the eightieth and one hundred twentieth days of the prior school year; and
 - ii. The school district has at least seventy percent of its students eligible for free or reduced-fee lunch; and
 - iii. The state share of the total cost, if calculated pursuant to the methodology in NMSA 1978, Section 22-24-5(B)(5), would be less than fifty percent; and
 - iv. For all educational purposes, the school district has a residential property tax rate of at least seven dollars on each one thousand dollars (\$1,000) of taxable value, as measured by the sum of all rates imposed by resolution of the local school board plus rates set to pay interest and principal on outstanding school district general obligation bonds.

STEP 1. FMP FUNDING ASSISTANCE PROCESS

- Locate the FMP Funding Assistance Program Application Form on the [PSFA website](#). The application must be filled out by the district and requires signatures from the Superintendent, School Board President and the Regional Manager (RM). State chartered charter schools require signatures from the Governing Body President, the Principal, and the RM.
- The district shall contact three qualified FMP consultants and acquire three proposals and questionnaires based on an understanding and agreement of the scope of work, timeline for work to be completed, and rates for the services being performed, that shall be the basis of the contract.

STEP 2. PROCUREMENT OF SERVICES

- If services are under \$60,000, see Box 16, Small Purchases in this manual
- If services are over \$60,000, see Box 19, Request for Proposal RFP in this manual.

STEP 3. CONTRACT PREPARATION AND PROCESSING

- The district will prepare the required PSFA Agreement for Professional Services for signatures, downloaded from [PSFA's website](#).
- The district will issue a PO to the professional, attaching the signed agreements, the professional's written proposal, and upload all documents to the Construction Information Management System (CIMS).
- Once the Facilities Mater Planner approves the documents, they are forwarded to a PSFA Planner and then processed for approval and a PO is created to the vendor.
- A copy of all documents are uploaded in CIMS.

STEP 4. PAYMENT PROCEDURES

- The professional, upon completion of the work, shall invoice the district. The district representative shall review the initial invoice and then upload into CIMS for approval by the PSFA Facilities Master Planner. Additionally, provide to PSFA the estimates and responses to the questionnaires, the contract documents and the PO covering the district match. Please Note: 20% of the professional's contract amount shall be withheld until a copy of the final district FMP has been reviewed for compliance with PSFA standards and approved by PSFA.

Process Owner:
Planning & Design Manager
(505) 843-6272

Last Updated: 8/31/2016

STANDARDS-BASED FUNDING APPLICATION PROCESS

OVERVIEW:

The primary school facility funding resource in New Mexico is the Public School Capital Outlay Council's Standards-Based funding program, which assesses and ranks all state school district facilities, and allocates funding by greatest need (i.e., to facilities at the top of the ranked list). The following checklist is a guide to complete the Standards Based Online Application for Public School Capital Outlay Council (PSCOC) funding.

The Standards-Based Application is a process in the Construction Information Management System (CIMS) and requires a username and password. If your district does not have the required credentials, please contact PSFA's Training group at 505-468-0293 or by [email](#).

STEP 1. PRE-APPLICATION

A project has been created for every district. The project can be identified by the prefix SBPA (Standards-Based Project Application) followed by the assigned district number and the district name.

STEP ACTION

1. The district will initiate the pre-application process in CIMS and download the Pre-Application form, via a link provided under the PSCOC Pre Application Details Section in the process, and complete the form for the following:
 - ▷ Summary Tab:
 - ▶ District Information: enter the name and address of the district.
 - ▶ Contact Information: enter the main district contact person for this application.
 - ▶ Funding Match: enter the district funding match (the state funding match will auto-populate based on the district match).
 - ▶ Requested Projects Summary: the data will auto-populate based on information entered in the Pre-Application Priority Tab(s).
 - ▷ General District Information Tab:
 - ▶ Facilities Master Plan; and
 - ▶ District Maintenance Program.
 - ▷ Pre-Application Priority (Requested Project(s)) Tab – five tabs are available (if not needed, leave blank):
 - ▶ wNMCI Rank;
 - ▶ Facility Name;
 - ▶ Project Title;
 - ▶ Brief Project Description;
 - ▶ Address of project;
 - ▶ Type of project;

- ▶ Estimated Total Project Cost;
 - ▶ Estimated Cost for Planning & Design;
 - ▶ Master Plan Priority; and
 - ▶ Educational Specifications.
2. The district will attach the completed excel form to the process and submit by the pre-application deadline indicated in the PSCOC Standards-Based Capital Outlay Process Proposed Work Plan/Timeline.
 3. The Regional Manager (RM) will review the Pre-Application and take the following action:
 - ▷ Revise – return to the district for revisions; or
 - ▷ Approve – proceed to step 4.
 4. Program Support Manager reviews the Pre-Application and takes the following action:
 - ▷ Revise – returns to the district for revisions;
 - ▷ Spawn full application – creates the full application process; or
 - ▷ Cancel – finishes the process without a full application.

STEP 2. FULL APPLICATION

The full application is not accessible until PSFA Pre-application review process is complete.

STEP ACTION

District logs into CIMS and under the SBPA project, accesses the PSCOC Project Full Application (PPFA) process to download the Full Application form from the Attached Documents tab in the process, and complete the form for the following:

REQUESTED PROJECT PRIORITY TAB

1. Summary of Need.
2. Charter School.

PRIORITY CONST. FUND EXPENSE TAB

Please Note: The following resources are recommended for the completion of this worksheet:

- PSFA Adequacy Planning Guide and Adequacy Standards;
- PSFA Educational Specification Resource Document;
- PSFA Education Specification Checklist; and
- Estimates of the total site work, building, MACC and construction project costs by square foot.

PRIORITY FUNDING COMMITMENTS TAB

Please Note: The following resources are recommended for the completion of this worksheet:

- Other estimated above adequacy costs;

- Direct Appropriation Offsets (available on PSFA website); and
- Available local funding from all sources.

PROJECT PHASING WORKSHEET

- Alternatives (temporary relief); and
- Schedule and management information.

Repeat this step for each requested project.

1. District will attach the completed application and the Statement of Financial Position for waiver/reduction consideration (if applicable) to the process and submit by the full application deadline indicated in the PSCOC Standards-Based Capital Outlay Process Proposed Work Plan/Timeline.
2. RM reviews the application and takes the following action:
 - ▷ Revise – returns to the district for revisions; or
 - ▷ Approve – proceed to Step 4.
3. PSFA Planning reviews the application, makes necessary comments and sends the process to step 5.
4. PSFA Maintenance reviews the application, makes necessary comments and sends the process to step 6.
5. Programs Support Manager reviews the application, makes necessary comments and sends the process to step 7.
6. District representative reviews the comments from PSFA staff, and takes the following action:
 - ▷ Prints application signature page, obtains signatures of the School Board President and District Superintendent and attaches to the process.
 - ▷ Takes Action in CIMS:
 - ▶ Revise – returns to the Programs Support Manager for review; or
 - ▶ Approve – Proceed to site visit.

STEP 3. SITE VISIT

STEP ACTION

1. PSFA will provide available dates for the site visit, along with a checklist for data and other items that the district will need to have available during the site visit.
2. All site visit reports, once completed, will be attached to the Full Application Process in CIMS with notification to the Districts.
3. District will access the Site Visit Report and review for comments and recommendations.
4. Proceed to final application.



STEP 4. FINAL APPLICATION

If final revisions are necessary based on site visits, District Representative submits final application and takes the following action (if necessary) by the final application deadline indicated in the PSCOC Standards-Based Capital Outlay Process Proposed Work Plan/Timeline:

1. Edits the worksheets as necessary.
2. Re-prints the application signature page and obtains signatures of the School Board President, and District Superintendent.
3. Attaches the final application and signature page.

STEP 5. PSCOC STANDARDS-BASED APPLICATION PRESENTATIONS – SEE BOX 10 FOR ADDITIONAL DETAIL

ADDITIONAL SOURCES OF INFORMATION:

See PSFA's PSCOC Standards-Based Capital Outlay Application User's Guide, which can be found on the [PSFA website](#).

Process Owner:
Programs Support Manager
(505) 843-6272

Last Updated: 8/31/2016

MAKING PRESENTATIONS TO THE PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL (PSCOC) FOR STANDARDS-BASED FUNDING

OVERVIEW:

The New Mexico's public school capital outlay process is standards-based, which ranks all school facilities needs statewide according to a formula, and in general, prioritizes funding to the greatest needs at the top of the list. Funding decisions are largely mechanical and consistent to PSCOC policy, although the Council may take into account specific/unique circumstances of each application. When the district presents a project need to the PSCOC it should be crafted *to quickly provide the type of information that the PSCOC needs*—this is now more important than it was in the past because of the improved average condition of schools and limited funding availability. Based on these factors, below is a suggested approach to presenting an application to the PSCOC in the most effective manner possible:

LOGISTICS:

- Total time is limited to 30 minutes: a 20 minute presentation, followed by 10 minutes for questions. Districts which are presenting multiple requests for funding may be given an additional 15 minutes if requested from PSFA in advance, for a total time of 45 minutes—a 30 minute presentation followed by 15 minutes for questions.
- Exclusively for reasons of expediency, district presentations should not include audio/visual projections, such as PowerPoints or videos.
- Presentation materials may be submitted to PSFA in advance of the meetings for inclusion in the PSCOC notebooks according to the due dates published in the PSCOC Proposed Work Plan/ Timeline. Handouts for PSCOC members and staff (25 copies) are welcome, and if necessary, displays on easels. *Please Note: If handouts cover information that is new since the district completed its application for funding, please get the handout to PSFA at least 72 hours prior to the date of your presentation so that staff may advise Council on any new factors.*
- Given time constraints for presentations, the most effective handouts are executive summaries that PSCOC members can scan quickly. Please limit your materials to a maximum of 25 pages.
- Presentations should generally be led by the district superintendent, and can include district facility and financial staff, school board members, the district bond advisor and the district's design professional.
- The PSCOC's district application presentation meetings run from 9:00 am through 5:00 pm. Please plan to arrive an hour before your district's presentation is scheduled, since there is usually some unavoidable variance in the day's itinerary. (It can be a great learning experience for your staff and board to observe the presentations of other districts.)

DATA THAT YOUR PRESENTATION SHOULD INCLUDE—GENERAL:

- Evidence that your district has met all required prerequisites to receiving an award:
 - ▷ A current audit;
 - ▷ A current Facilities Master Plan;
 - ▷ A current Preventive Maintenance Plan; and
 - ▷ An update on previous PSCOC funded projects, evidence of your district's expeditious and prudent use of those funds, and that previously awarded design or construction phases are complete – please review award language and Memorandum of Understanding (MOU).

DATA THAT YOUR PRESENTATION SHOULD INCLUDE—SPECIFIC TO THE FUNDING REQUEST:

EARLY PLANNING PHASE

- Quantify why the project is necessary in terms of FAD ranking, demographic factors, facility useful life data, etc.
- Indicate the project's status in the district's Facility Master Plan.
- Present a map of the district, which identifies locations of all school buildings. Indicate actual or potential location of the project for which funding is being requested.
- Address relevant feedback from PSFA's project site visit.

PHASE I—DESIGN PHASE

- Present summary of utilization and/or educational specifications for the project, along with evidence that your local community has been involved in project development and supports the project concept.
- Present anticipated project budget.
- Present a map of the district, which identifies locations of all school buildings. Indicate the location of the project for which funding is being requested.
- Describe any site challenges such as roads, bridges, available water, electrical, or similar and district's plan for resolution. If community involvement is expected, inviting the community to be a part of your presentation can solidify planning.
- Address relevant feedback from PSFA's project site visit.

PHASE II—CONSTRUCTION PHASE

- Present an accurate total project budget for Phase II funding requests.
- Provide a construction schedule of the project. Include both completion and move-in dates. Include completion dates of any community, utility or other infrastructure that must be completed prior to construction completion.

- 
- Demonstrate availability of local match requirements, and any other funding sources (it will strengthen your district’s application if evidence can be provided that the district has already raised its local match). The Council has historically favored “shovel ready” projects.
 - Present a floor plan of the project and indicate areas that will be built “to adequacy” and areas that will be built “above adequacy” solely with district funding.
 - Present estimated project cost per square foot and the estimated project cost per student.
 - Present the project’s square footage per student.
 - Indicate if the project will be a shared use facility with your city or county, along with specifics on how the respective entities will participate in capital and/or operational costs.
 - Address relevant feedback from PSFA’s project site visit.

ADDITIONAL CONSIDERATIONS:

- Work closely with your Regional Manager (RM) in creating your presentation. RM’s can assist in mitigating what, for many districts can be confusing and complicated facilities funding processes, and are always available to help.
- Check and double check submittal deadlines and your application documents, such that all sections are completely filled out, and all required attachments are included. Missing data may delay or exclude an award if it causes a critical deadline to be missed.

Process Owner:
Programs Support Manager
(505) 843-6272

Last Updated: 8/31/2016

BUDGET CLOSEOUT/REVERSION FOR PROJECTS RECEIVING STANDARDS-BASED FUNDING

OVERVIEW:

On or before the 12th month following substantial completion of the project or project phase, PSFA staff will schedule a review of all project expenditures that apply to both the scope of work and to the adequacy standards. The purpose of the review is to ensure that overall expenditures align with post-offset, post-waiver match percentages for the district and the state, as identified in the Memorandum of Understanding (MOU) for the project. Following mutual agreement on final project status and funding expended, any PSCOC project balances remaining, will be reallocated by the PSCOC. All PSCOC awards must be fully reconciled and reallocated no later than 18 months after substantial completion.

For all awards beginning in fiscal year 2013, any legitimate project expenses expecting PSCOC/PSFA participation, reimbursement or credit shall be submitted and approved by PSFA in advance of the expenditure through the Construction Information Management System (CIMS). Exception: Allowed project expenses made prior to award and submitted within 90 days of the executed MOU.

STEP 1. THE REVIEW

PSFA's financial staff will track the progress of substantially complete projects. At 12 months past substantial completion, the Project Participation Worksheet (PPWS) and CIMS will be reviewed and sent to the Regional Manager (RM) for that district and to the district for a preliminary review. The PPWS should be reviewed to verify accuracy of joint district/PSFA contracts and change orders and to identify district-only expenditures that should be added to the worksheet. A deadline will be set for receipt of documents required to complete the audit, including all district-only expenditures that apply to the scope of the project and to the adequacy standards.

STEP 2. RECEIPT OF DOCUMENTATION

The district may need to provide:

- Payment information and summaries for joint PSFA/district contracts through reports from the district's financial system(s) or cancelled checks.
- District-only purchases such as FF&E, consultants, contractor agreements, or design professional agreements, including the full contract package and proof of payment.

STEP 3. PSFA STAFF REVIEW

All district-only expenditures will be reviewed with PSFA staff to verify that all requests apply to both the scope of work of the project and to the Adequacy Standards. At the time of review, PSFA will ensure that the overall expenditures align with the match percentages after necessary offsets and waivers as identified in the MOU for the project.



Upon completion of staff review, the PPWS will be sent to the district for final review of any changes identified by PSFA. The district and PSFA will work together until a mutual agreement of the listed expenditures can be determined.

STEP 4. PROJECT CLOSEOUT CERTIFICATION

Once fully approved, PSFA's financial staff will issue Project Closeout Certification documents for Superintendent, Board President and RM signature. Documents are then returned to PSFA's financial staff for final approval by the PSFA Director. Copies of final executed documents will be distributed to all parties.

If necessary, PSFA's financial staff will issue reimbursements or invoices to districts when projects are out of balance. At that time, PSFA's financial staff will closeout all encumbrances. Project balances shall revert to the Public School Capital Outlay fund for reallocation by the PSCOC to fund school improvement needs throughout the State.

Process Owner:
Programs Support Manager
(505) 843-6272

Last Updated: 8/31/2016

DISTRICT REPRESENTATIVE ACCESS TO CONSTRUCTION INFORMATION MANAGEMENT SYSTEM (CIMS)

OVERVIEW:

The Public School Facilities Authority's (PSFA) CIMS is a web-based platform that automates and integrates the complex processes involved in managing projects, programs, resources and assets across the life cycle of a facility, and is used by PSFA as the primary project development and construction management system. This platform integrates the flow of information and communication between project team members, contractors, managers, and others. Project participants can collaborate easily within the same documents and information resulting in saving time, reducing the potential for error, and accelerating project milestones. All project costs, contracts, and invoices are tracked in CIMS and can be audited at any time by the Owner(s).

STEP 1. OBTAIN/REQUEST TRAINING.

- [Navigate to PSFA's Training Portal.](#)
- Locate a training session in the PSFA Training Calendar.
- To reserve your spot please [e-mail](#) PSFA's Training Department or call (505) 468-0293 one week prior to the class.
- Training is also available upon request.

STEP 2. OBTAIN A CIMS USER ID AND PASSWORD (TWO ALLOTTED PER DISTRICT).

- Submit a request to your assigned Regional Manager (RM).
- The RM will provide to the CIMS trainer, via email, the district representative's name, email address, role(s) to be assigned and the project number(s).

STEP 3. VERIFY ACCESS TO CIMS.

- Login into CIMS.
- Click on the projects tab and the project(s) should be visible. If a project is not listed, contact your RM to request addition to the project team.

Process Owner:
CIMS Trainer
(505) 843-6272

Last Updated: 8/31/2016



LEASE ASSISTANCE APPLICATION

OVERVIEW:

The following checklist applies to Lease Assistance Funding for school districts, state chartered charter schools, and locally chartered charter schools that lease facilities being utilized as classroom spaces. Applications for lease assistance are released annually in April and are due in May; the specific dates vary from year to year. The announcement of Lease Assistance Awards are tentatively scheduled for the July Public School Capital Outlay Council (PSCOC) meeting.

PREREQUISITES:

New Mexico state law provides that the PSCOC may grant awards for the purpose of making lease payments for classroom facilities, including facilities leased by charter schools. The amount of a grant to a school district shall not exceed:

- The actual annual lease payments owed for leasing classroom space for schools, including charter schools, in the district; or
- Seven hundred dollars (\$700), multiplied by the number of MEM, using the leased classroom facilities; this amount shall be adjusted by the percentage change of the consumer price index for the US, as published by the US Department of Labor.

A separate application for each leased facility for which a separate lease exists and lease payment reimbursement is requested must be submitted in order to be considered for a Lease Assistance Award.

STEP 1. THE SCHOOL DISTRICT, STATE CHARTERED OR LOCALLY CHARTERED CHARTER SCHOOL COMPLETES THE LEASE ASSISTANCE APPLICATION LOCATED ON THE [PSFA WEBSITE](#):

STEP 2. FOR AN APPLICATION TO BE CONSIDERED FOR AN AWARD, IT MUST INCLUDE THE FOLLOWING DOCUMENTS:

- Current Lease Agreement and/or any Inter-Governmental Agreements, Memorandums of Understanding or Joint Powers Agreements;
- Signed copy of PSFA's Conflict of Interest Questionnaire;
- Signed copy of the district's or the charter school's Conflict of Interest Policy;
- PSFA Lease Survey; and
- PSFA Charter School Facility Questionnaire.

STEP 3. APPLICATIONS FOR LOCALLY CHARTERED CHARTER SCHOOLS:

Applications for lease assistance for locally chartered charter schools shall be made by the local school district on behalf of the charter school. The application should be signed by the school board president or governing council president, and the charter school head administrator or the school district superintendent or his/her designee. In the event the school district fails to submit or sign a Lease Assistance application on behalf of a locally chartered charter school the charter school may submit their application directly to PSFA.

STEP 4. REQUESTS FOR REIMBURSEMENT:

PSFA operates on a fiscal year beginning on July 1st and ending on June 30th, therefore quarterly reimbursements are recommended to be submitted according to the following schedule:

| QUARTER | MONTH RANGE | DUE DATE |
|-----------------------|---------------------------|---|
| 1ST | JULY - SEPTEMBER | OCTOBER 15 |
| 2ND | OCTOBER - DECEMBER | JANUARY 15 |
| 3RD | JANUARY - MARCH | APRIL 15 |
| 4TH | APRIL - JUNE | FIRST FRIDAY IN JULY TO AVOID DELAYS IN PAYMENT CAUSED BY YEAR-END DEADLINES |

Reimbursement payments will be made upon submission to the PSFA proof of lease payments made for the quarterly reimbursement period. The only required backup documentation is proof of payment for the monthly or quarterly lease payments; the proof of payment may be a copy of the check issued to the leasing entity or a copy of bank statements. It is not necessary to submit any additional documents with your reimbursement.

Process Owner:
Chief Financial Officer
(505) 843-6272

Last Updated: 8/31/2016

PORTABLE CLASSROOM LENDING PROGRAM

OVERVIEW:

The Public School Capital Outlay Council (PSCOC) may authorize the Public School Facilities Authority (PSFA) to purchase portable classrooms to be loaned to school districts to meet a temporary requirement, as found in statute, NMSA 1978, §22-24-4(C) (2015).

PRIORITY FOR PORTABLE CLASSROOM REQUESTS:

Subject to availability and based upon need demonstrated through the submittal of an application to the PSCOC, the PSFA may enter into agreements to relocate PSFA owned portable classrooms to various school sites. The priority of applications will be determined as follows:

- Emergency conditions (flood, fire, etc.);
- Displacement of students and classroom space during a PSCOC construction project that cannot be reasonably accommodated with available school district resources;
- Existence of a serious space deficiency as determined by PSFA's Facility Assessment Database; and
- A Public Education Department (PED) approved educational program change that would create a space deficiency.

A list of districts waiting for PSFA portable classrooms will be maintained by PSFA and documented as follows:

- District name;
- Date of the request;
- Duration of need;
- Intended use; and
- Type of portable requested.

HOW TO APPLY FOR PORTABLE CLASSROOMS FROM THE PSCOC'S INVENTORY:

- Districts applying for a PSFA owned portable classroom must complete the Portable Classroom Use Application obtained from your Regional Manager (RM). A Portable Classroom Use Application is required for each site requesting a portable classroom(s). The application will need to indicate:
 - ▷ The reason for the need for the portable classroom(s);
 - ▷ The intended use (as a classroom space for specified grade level(s));
 - ▷ The type or description of the portable classroom(s) being requested; and
 - ▷ The number of units requested and the intended period of need for the portable classroom(s) use.

- The application is to be signed by your District Superintendent or State Chartered Charter School Head Administrator and forwarded to your district's RM, who in turn will forward it to PSFA's Planning and Design Group.

PORTABLE CLASSROOM RELOCATION PERMITTING PROCEDURE:

The New Mexico Construction Industries Division (CID) has jurisdiction over all off-site conventionally-manufactured modular units (portable classrooms). However, CID, through a Joint Powers Agreement (JPA), has ceded jurisdiction to permit and inspect the portable classroom utility connections and on-site anchoring of systems to the City of Albuquerque Building Safety & Permits Division (only if the portable building is to be located within the City of Albuquerque). A CID issued decal is commonly placed on the inside of the electrical panel, however, it may be affixed somewhere else on the unit, if not found on the electrical panel. If the modular decal is affixed to the unit, the following checklists shall be followed. If not, the district should contact the General Construction Bureau of CID for assistance.

FOR PORTABLE CLASSROOMS TO BE LOCATED OUTSIDE THE JURISDICTION OF THE CITY OF ALBUQUERQUE, THE FOLLOWING CHECKLIST SHALL APPLY:

WORK VALUED AT \$200,000 OR LESS:

- The school district or its designee will need to complete a Notice of School Construction Form and submit it to PSFA; and
- In accordance with the procedure for work valued at \$200,000 or less, it is the responsibility of the school district or its designee to secure all required permits and call for all required inspections.

WORK VALUED AT MORE THAN \$200,000:

- Follow the established procedure for a Request for Approval of School Construction. Be sure that a program statement has been submitted and approved by PSFA prior to the construction document submittal.
- The Bid Document Submittal shall be an electronic submission that includes a site plan, floor plan, foundation plan, foundation detail (section), electrical site plan and electrical riser diagram that is stamped by an engineer or architect.
- The PSFA Planning & Design Staff will review the drawings for compliance with currently adopted building codes, handicapped accessibility standards (accessible route) and the Statewide Adequacy Standards.
- Upon approval, but prior to the issuance of a memorandum of approval, the drawings will be forwarded to CID for their review and approval.
- Upon approval by CID, the drawings will be returned to PSFA, who will then issue a memorandum of approval. The electronic submission will be made available to the design professional.
- The design professional will provide the approved construction documents the general contractor who will then secure a building permit from CID.
- It is the responsibility of the plumbing, electrical and mechanical contractors to secure any required permits for work that they perform as part of the portable classroom relocation.



FOR PORTABLE CLASSROOMS TO BE LOCATED WITHIN THE JURISDICTION OF THE CITY OF ALBUQUERQUE, THE FOLLOWING CHECKLIST SHALL APPLY:

WORK VALUED AT \$200,000 OR LESS:

- The school district or its designee must complete a Notice of School Construction and submit it to PSFA; and
- In accordance with the procedure for work valued at \$200,000 or less, it is the responsibility of the school district or its designee to secure all required permits and call for all required inspections.

WORK VALUED AT MORE THAN \$200,000:

- Follow the established procedure for a Request for Approval of School Construction as it applies to projects located within the City of Albuquerque.
- The Bid Document Submittal shall conform to the requirements of the City of Albuquerque Building Safety Division.
- The PSFA Planning & Design Staff will review the drawings for compliance with the Statewide Adequacy Standards. This review may run concurrently with the City of Albuquerque Building Safety Division's building code review. It is the responsibility of the school district or its designee to submit the required building permit package to the City of Albuquerque Building Safety Division.
- Upon approval by PSFA's Planning & Design staff, a memorandum of approval will be issued. The drawing set will be retained for PSFA's records.
- After review by PSFA's Planning and Design Division, the PSFA Director will review the application and make a determination, based upon the above criterion.
- A letter of approval or denial will be forwarded from the PSFA Director to the district, with notification to the RM.

PORTABLE CLASSROOM USE AGREEMENT:

- Upon the approval of an application by the PSFA Director, a Portable Classroom Use Agreement will be prepared by PSFA Planning & Design Department and forwarded to the RM who will deliver it to the district for signature.
- The District Superintendent or State Chartered Charter School Administrator will need to sign the Agreement and return it to the RM, who will forward it to the PSFA Director.
- The PSFA Director will sign the agreement and return a signed copy to the district. The original will be kept on file in PSFA's office.

MOVING AND SET UP COSTS:

The district is to arrange and pay for all expenses related to disconnecting and transporting the portable from its current location, and all site preparation, utility extensions, permits and other costs for placement at new location. Please Note: Temporary foundations are allowed under the New Mexico Building Code, and can be installed more economically than permanent foundations.



MAINTENANCE AND JANITORIAL:

At district's sole expense the portable classroom shall be kept and maintained while on the premises and all improvements thereon in a reasonable state of repair and preservation and shall not suffer or permit any continuing nuisance. This facility shall be maintained in an "as is" or better condition as it existed when the district took beneficial use of occupancy. This will include preventative maintenance on building systems and installed equipment per the district's maintenance plan. All renovations, upgrades and building modifications shall become the responsibility of the receiving school.

RENEWAL OR TERMINATION:

- The district must forward written notification for the renewal of a Portable Classroom Use Agreement to PSFA no later than 60 days prior to the end of the agreement.
- The district must forward written notification for the termination of a Portable Classroom Use Agreement to PSFA no later than 120 days prior to the end of the agreement.

Process Owner:
Planning & Design Manager
(505) 843-6272

Last Updated: 8/31/2016



SPECIAL PROGRAM ASSISTANCE FUNDING

OVERVIEW:

Acting on behalf of the Legislature, the Public School Capital Outlay Council (PSCOC) has in the past addressed specific public school facility needs with targeted funding programs. Such programs have included deficiencies correction, roof repair, and systems initiative.

Special assistance funding programs have not, in the past, been permanent, and can vary in their methods of implementation and corresponding requirements. For the most current information on available special funding, please contact PSFA's Deputy Director.

APPLICATION FOR EMERGENCY ASSISTANCE

The PSCOC may make allocations for emergencies that require immediate action by PSFA to safeguard the health or safety of students or school personnel, or where there is a threat of significant property damage if immediate action is not taken.

All applications for emergency capital outlay grant assistance must be submitted to PSFA on the current, approved, and designated form, and shall be signed by the School Board President, the School District Superintendent and the Regional Manager. As part of the application, a quorum of the school board submitting the application must meet either in a regular meeting or a special meeting called for the purpose of declaring an emergency. The school board, in addition to declaring an emergency, must certify that no other funds are available to address the emergency.

In instances where district cash flow or cash balances prevent available funds from being used for the emergency, emergency assistance may be offered in the form of an advance to be repaid as opposed to a grant.

APPLICATION REQUIREMENTS

- Completed and signed [application for emergency assistance](#);
- School Board declaration of emergency;
- School Board certification that no other funds are available (may be incorporated into declaration of emergency); and
- Statement of Financial Position.

Process Owner:
Deputy Director
(505) 843-6272

Last Updated: 8/31/2016

PROCUREMENT - SMALL PURCHASES OF MATERIALS, CONSTRUCTION, SERVICES, OR PROFESSIONAL SERVICES

OVERVIEW:

Procurement Code, NMSA 1978, §13-1-125, defines Small Purchases as those not exceeding \$60,000, excluding applicable state and local gross receipts taxes, for services, construction, and items of tangible personal property, and professional services, except for the services of landscape architects or surveyors for state public works projects or local public works projects.

PURCHASES OF SERVICES, CONSTRUCTION, AND ITEMS OF TANGIBLE PERSONAL PROPERTY - UP TO \$20,000

Purchases not exceeding twenty thousand dollars (\$20,000), excluding applicable state and local gross receipts taxes, may be procured by issuing a direct purchase order to a contractor based upon the best obtainable price. Formal request for quotes or proposals are not required for purchases not exceeding the \$20,000 value; however, it is recommended that districts make a good faith effort to obtain the best price.

PURCHASES OF SERVICES, CONSTRUCTION, AND ITEMS OF TANGIBLE PERSONAL PROPERTY - \$20,000 TO \$60,000

Purchases over \$20,000 but not exceeding \$60,000, excluding applicable state and local gross receipts taxes, may be procured by issuing a direct purchase order to a contractor based upon the issuance and response to an informal Request for Quote and the receipt of at least three (3) quotes. It is recommended that districts make a good faith effort to obtain the best price.

PURCHASES OF PROFESSIONAL SERVICES – UP TO \$60,000

Purchases not exceeding \$60,000, excluding applicable state and local gross receipts taxes, may be procured by issuing a direct purchase order to a contractor based upon the issuance and response to an informal request for proposal. It is recommended that districts make a good faith effort to obtain the best price. PSFA requires the use of a PSFA Agreement Between Owner and Design Professional for all services of architects, engineers, landscape architects or surveyors for public works projects which may require the production of drawings and/or specifications due to the liabilities associated with the work.

Regardless of the cost it is vital that the procurement file contain a complete statement of work, including a description of the physical or functional characteristics, or the nature of a supply, service, or construction item of the procurement, which is distributed to all proposers.

The district shall comply with all applicable procurement requirements at all times, including the State Use Act. It is, therefore, important to be familiar with applicable procurement code and speak with an experienced Purchasing Agent prior to initiating an unfamiliar procurement process.



Procurement requirements shall not be artificially divided so as to constitute a small purchase under the Procurement Code.

PSFA SUBMISSION/DOCUMENT REQUIREMENTS:

In order for PSFA to determine its ability to participate in a Small Purchase action, the following items must be submitted via the Construction Information Management System (CIMS) for PSFA review:

- District Issued Scope of Work to contractor;
- District Purchase Order;
- Quote(s) or proposal(s) per District small purchase limits (State of NM Small Purchase Limits - Under \$20,000 – Direct Purchase; between \$20,000 and \$60,000 – requires three written quotes);
- Certificate of Insurance (if applicable);
- Payment and Performance Bond for work valued over \$25,000.00, if not included with the original Contract; and
- District CPO Statement of Compliance.

Process Owner:
Contracts Administrator
(505) 843-6272

Last Updated: 8/31/2016

PROCUREMENT – USE OF EXISTING CONTRACTS/ AGREEMENTS

OVERVIEW:

Cooperative Purchases, NMSA 1978, §13-1-135 (1984, amended 1999) and procurement under existing contracts, NMSA 1978, §13-1-129 (1984, amended 1991) are permissible if the procurement meets certain statutory requirements.

Please Note: The term and practice of “Piggybacking” as it relates to any procurement process (particularly the use of another governmental entity contracts or agreements by a public body not involved in the initial procurement) is not allowed under the New Mexico Procurement Code.

COOPERATIVE PROCUREMENT AUTHORIZATION

Under the provisions of §13-1-135 any State Agency or Local Public Body, within the terms/ limits of the Procurement Code, may procure items of tangible personal property, services or construction, from a Cooperative Agreement without the need to issue an Invitation to Bid (ITB) or Request for Proposals (RFP), provided the State Agency or Local Public Body either participated in, sponsored or administer the cooperative procurement agreement.

(“Cooperative procurement” means procurement conducted by or on behalf of more than one state agency or local public body, or by a state agency or local public body with an external procurement unit.)

Examples of a cooperative procurement agreement are Cooperative Educational Services (CES), some Federal GSA Agreements, and Association of Educational Purchasing Agencies (AEPA).

PROCUREMENT UNDER EXISTING CONTRACT

The provisions of §13-1-129 allow any NM government entity (city, county, school district, university, or State of NM) to use any other NM government entity contract for materials, construction, or services, if certain conditions are met. It is acceptable procurement practice to inquire within another government entity to determine if they have an existing contract in place that can be utilized to meet your needs in lieu of the time it may take to develop specifications or scope of work, and go through the formal bid or request for proposal process yourself.

The New Mexico State Purchasing Division has a list of Statewide Price Agreements (SPA) available on its website. These SPA’s have been negotiated and can be used by any State or Local government entity in New Mexico.

Under an existing agreement, since the entity that is the holder of the contract has already gone through the formal invitation to bid or request for proposal process, the dollar thresholds stated in the Procurement Code, NMSA 1978, §13-1-125 (1995 as amended through 2013), for small purchases, do not apply. Only the contract limitations, if any, apply. The different types of contracts that may be available for use are definite quantity, indefinite quantity, and price agreements for goods, services and construction, as well as GSA which is a federal supply contract.



If it is determined that your agency may be authorized to use another entity's contract, you must obtain a copy of both the contract and bid/proposal documents, to determine if the items, services or construction meet the same standards and specifications as the items/services to be procured, before proceeding.

For use of existing agreements, not including cooperative agreements, you must obtain a copy of both the price agreement and the RFP/ITB Package, and submit to PSFA in advance of the expenditure. PSFA will review and determine if use of the agreement by PSFA is allowed by the procurement.

PSFA SUBMISSION/DOCUMENT REQUIREMENTS:

In order for PSFA to determine its ability to participate in a purchases of materials, construction, or other project related services through the use of a **Cooperative Agreement** or an **Existing Contract**, the following items must be submitted via the **Construction Information Management System (CIMS) for PSFA review:**

- District Issued Scope of Work to contractor;
- Written quote/proposal from contractor based on Existing Agreement pricing;
- District Purchase Order;
- Written quote from Vendor based on Existing Agreement pricing;
- Copy of Existing Agreement and/or a copy of the Contract extension indicating the Contract is in force at the time the PO is executed or Open End Contract currently on file with the PSFA;
- Certificate of Insurance (if applicable);
- Labor and Material Payment Bond and Performance Bond for work valued over \$25,000.00, if not included with the original Contract; and
- District CPO Statement of Compliance.

Process Owner:
Contracts Administrator
(505) 843-6272

Last Updated: 8/31/2016

PROCUREMENT - INVITATION TO BID (ITB) FOR PURCHASES OF MATERIALS, CONSTRUCTION OR SERVICES

OVERVIEW:

All procurement exceeding \$60,000, excluding applicable state and local gross receipts taxes, should be executed via a competitive sealed bid pursuant to procurement code, NMSA 1978, §§ 13-1-103 -110 (1984, as amended through 2013), except procurements achieved pursuant to Procurement Code Sections enumerated in §13-1-102 NMSA 1978.

INVITATION FOR BID (IFB):

When an invitation for bids is issued it shall include all the specifications for the services, construction or items of tangible personal property to be procured, all contractual terms and conditions applicable to the procurement, the location where bids are to be received, the date, time and place of the bid opening and the requirements for complying with any applicable in-state preference provisions as provided by law.

PUBLIC NOTICE:

An invitation to bid or a notice thereof shall be published not less than ten calendar days prior to the date set forth for the opening of bids. The invitation or notice shall be published at least once in a newspaper of general circulation in the area in which the district's central purchasing office is located. If there is no newspaper of general circulation in the area in which the central purchasing office is located, such other notice may be given as is commercially reasonable. Procurement code, NMSA 1978, §13-1-104 and §§14-11-1 -12. It is important to be familiar with all applicable procurement code and speak with an experienced Purchasing Agent prior to initiating an unfamiliar procurement process.

PSFA SUBMISSION/DOCUMENT REQUIREMENTS:

In order for PSFA to determine its ability to participate in a purchases of materials, construction, or other project related services through the use of an IFB process, the following items must be submitted via the Construction Information Management System (CIMS) for PSFA review:

- Agreement Between Owner and Contractor;
- Performance Bond;
- Labor and Material Payment Bond;
- Agent's Affidavit;
- Bid Day Information Packet which includes copies of the Invitation to Bid, Bid Tabulation, Low Bid, and Subcontractors List;
- Subcontractors List and Antitrust Claims (signed by Contractor, Subcontractors, and Suppliers as required);

- 
- Certificate of Insurance;
 - Contractor and Subcontractor Bond Costs under Article 4 of the Contract and details tab of commitment;
 - District CPO Statement of Compliance; and
 - District Purchase Order.

Process Owner:
Contracts Administrator
(505) 843-6272

Last Updated: 8/31/2016

PROCUREMENT - REQUEST FOR PROPOSAL (RFP) FOR PROFESSIONAL SERVICES AND CONSTRUCTION, FACILITY MAINTENANCE, SERVICE AND REPAIRS

OVERVIEW:

The RFP competitive sealed proposal process gives using agencies flexibility to achieve the best overall value from a procurement contract.

The RFP process permits consideration of certain contractor qualification and performance factors that add value to a procurement contract, such as the contractor's past performance, technical expertise and experience, management capabilities and resources, subcontractor teams and craft personnel resources. It can also permit consideration of other technical or non-price factors that add value to a procurement contract, including schedule or contract warranty. Due to the inherently complex nature of most construction contracts and contracts for facility maintenance, service and repairs, the procurement of these services can often be accomplished more effectively through competitive sealed proposals, rather than competitive sealed bids, since the latter process essentially makes price the sole determining factor.

When the competitive sealed proposal process is used, however, it is critical that appropriate procedures, criteria and information gathering techniques be utilized to ensure that the RFP process works efficiently, fairly and achieves optimal results.

RFP - COMPETITIVE SEALED PROPOSALS

Competitive sealed proposals, including Competitive Sealed Qualifications-Based Proposals, shall be solicited through a RFP that shall include, but not be limited to:

1. The specifications for the services or items of tangible personal property to be procured;
2. All contractual terms and conditions applicable to the procurement;
3. The form for disclosure of campaign contributions given by prospective contractors to applicable public officials pursuant to the Procurement Code, NMSA 1978, §13-1-191.1(2007);
4. The location where proposals are to be received and the date, time and place where proposals are to be received and reviewed; and
5. The requirements for complying with any applicable in-state preference provisions as provided by law.

COMPETITIVE SEALED PROPOSALS - CONDITIONS FOR USE:

Subject to the provisions listed in the Procurement Code, NMSA 1978, §13-1-111 (1984 as amended through 2007) prior to procuring professional services, tangible personal property, services, or a design and build project delivery system, the District's central purchasing office shall make a written determination that the use of Competitive Sealed Bidding is either not practicable or not advantageous to the agency and that the procurement shall be effected by Competitive Sealed Proposals.



APPLICABLE USES:

Competitive sealed proposals may be used for:

1. Contracts for construction and facility maintenance, services and repairs;
2. Construction Manager at Risk contracts, please note, if a three-step selection procedure is used pursuant to the Educational Facility Construction Manager at Risk Act (Procurement Code, NMSA 1978, §§13-1-124.1 -124.5 [2007]), see Box 27 in this manual; or
3. Competitive qualifications based proposals shall be used for procurement of professional services of architects, engineers, landscape architects, construction managers and surveyors who submit proposals, pursuant to the Procurement Code §§ 13-1-120 -124 (1984 as amended through 2015).

RFP PUBLIC NOTICE:

Public notice of the RFP shall be given in the same manner as required and provided for as the Invitation for Bid per the Procurement Code, NMSA 1978, §13-1-113 (1984) and §13-1-104 (2011).

However, in order to provide for the fair and equitable treatment of all persons involved in public procurement, to maximize the purchasing value of public funds and to provide safeguards for maintaining a procurement system of quality and integrity, it is recommended to advertise for a longer period of time than the minimum of 10 days, §13-1-104, particularly when the complexity of the procurement and project needs dictate a more extended time period may be necessary.

It is important to be familiar with all applicable Procurement Codes/Requirements and speak with an experienced Purchasing Agent prior to initiating an unfamiliar procurement process.

PSFA SUBMISSION/DOCUMENT REQUIREMENTS:

In order for PSFA to determine its ability to participate in purchases of materials, construction, or other project related services through the use of a **RFP process**, the following items must be submitted via the **Construction Information Management System (CIMS) for PSFA review**:

- Agreement Between Owner and Contractor;
- Performance Bond;
- Labor and Material Payment Bond;
- Agent's Affidavit;
- RFP Information Packet which includes copy of the RFP, Awarded Firm's Cost Proposal, and Subcontractors List, and RFP Score Sheet;

- 
- Subcontractors List and Antitrust Claims (signed by Contractor, Subcontractors, and Suppliers as required);
 - Certificate of Insurance;
 - Contractor and Subcontractor Bond Costs under Article 4 of the Contract and details tab of commitment;
 - District CPO Statement of Compliance; and
 - District Purchase Order.

Process Owner:
Contracts Administrator
(505) 843-6272

Last Updated: 8/31/2016

EARLY PLANNING

OVERVIEW:

The following serves as a guide in the process of defining the awarded project in relation to its scope and budget. The design process may begin by conducting a comprehensive Educational Specifications/Utilization Study (see Box 7) and interpreting the educational program, or by conducting a feasibility study, a Building Systems Analysis Report (BSAR), or other early planning activities as required depending on the specific award language for the project.

- Ed Specs are an early project development planning tool and serve as the written documentation of educators' intent for program delivery, definition of the physical parameters of the learning environment, determination of the utilization and capacity and identification of instructional delivery requirements of the district. They serve as the primary resource for the design professional in ascertaining the needs of the facilities for both traditional public schools and state chartered charter schools.
- Facility Utilization is conducted on existing facilities to determine requirements for the new, remodeled, and/or renovated facilities. The utilization study also identifies how a school uses its space, which helps determine the amount of square footage necessary in a new project.
- BSARs provide an evaluation of the overall facility condition by identifying components of the facility as well as overall site and facility configuration as it relates to life-safety. The report will describe repair or replacement options and an opinion of total project cost that would sufficiently correct building systems and other deficiencies so that the life of the facility would adequately support its intended purpose for 20 or more years. Please refer to BSAR RFP documents and BSAR Contract documents for additional information.

A qualified professional must perform evaluation of the overall facility. The analysis may include:

- ▷ Code analysis;
 - ▷ Life-Safety survey;
 - ▷ Educational adequacy (current PSFA FAD report);
 - ▷ Structural evaluation;
 - ▷ Overall facility shell inspection;
 - ▷ Roofing survey;
 - ▷ Facility's interior surfaces inspection;
 - ▷ Plumbing survey;
 - ▷ Mechanical survey; and/or
 - ▷ Electrical Survey.
- Feasibility Studies will vary based upon the intent of the award and the information required. The feasibility study is a preliminary study that will identify viability of various project options. Feasibility study takes into consideration all scenarios being considered and evaluates, risk, constraints, and cost impacts for each. Feasibility studies may assess:

- ▷ Renovation of existing building (with additions if needed);
- ▷ New construction;
- ▷ Site selection; and/or
- ▷ Alternative solutions including possible consolidation or modified use of existing space.

Work with your Regional Manager (RM) to determine specific requirements and develop a scope of work

- Please Note: In the following instances, vendors who conduct early planning services will be precluded from proposing on Design Professional Services:
 - ▷ An Educational Specification writer who produced an Educational Specification for a school or a charter school cannot bid on nor perform the design work for that project.
 - ▷ A Facilities Master Plan vendor who produced a Facilities Master Plan (FMP) for a school district or a charter school can bid on design work a year after he or she has completed the project for that district.
 - ▷ A Facilities Master Plan vendor who produced an FMP can bid on and produce Educational Specifications for a district or a charter school.

STEP 1. WORK WITH RM TO SELECT AND PROCURE APPROPRIATE PLANNING SERVICES:

- The RM and District Representative (DR) should meet to determine the appropriate planning services. Services could include educational specifications, feasibility study, utilization study, or building systems analysis depending on the requirements of the PSCOC award.
- If an Educational Specification/Utilization Study is required, please see Box 7 for further instructions.

STEP 2. REQUEST DESIGN FUNDING FROM PSCOC (IF NEEDED):

- Based upon outcome of required studies, request award language changes and design funding from the PSCOC, as necessary. Early planning efforts should result in clearly defined design capacity requirements as well as program and facility needs.
- Work with your RM to prepare an additional funding request and supporting documents for PSCOC consideration.

Process Owner:
Senior Facilities Manager
(505) 843-6272

Last Updated: 8/31/2016

ROOF AND PERFORMANCE ASSURANCE CONTRACTOR ACCESS TO CONSTRUCTION INFORMATION MANAGEMENT SYSTEM (CIMS)

OVERVIEW:

PSFA's Construction Information Management System (CIMS) is a web-based platform that automates and integrates the complex processes involved in managing projects, programs, resources and assets across the life cycle of a facility, and is used by PSFA as the primary project development and construction management system. This platform integrates the flow of information and communication between project team members, contractors, managers, and others. Project participants can easily collaborate into the same documents and information resulting in saving time, reducing the potential for error, and accelerating project milestones. All project costs, contracts, and invoices are tracked in CIMS and can be audited at any time by the Owner(s).

STEP 1. OBTAIN/REQUEST TRAINING.

- [Navigate to PSFA's Training Portal.](#)
- Locate a training session under the PSFA Training Calendar.
- To reserve your spot please [e-mail](#) PSFA's Training Department or call (505) 468-0293 one week prior to the class.
- Training is also available upon request.

STEP 2. OBTAIN A CIMS USER ID AND PASSWORD (ONE ALLOTTED PER FIRM).

- Submit a request to your assigned Regional Manager (RM).
- The RM will email the CIMS Trainer with the new authorized user's name, email address, role(s) to be assigned and the project number(s).

STEP 3. VERIFY THAT THE PROJECT(S) IS IN CIMS.

- Login into CIMS.
- Click on the projects tab and the project(s) should be visible. If a project is not listed, contact your RM to request addition to the project team.

Process Owner:
CIMS Trainer
(505) 843-6272

Last Updated: 8/31/2016

DESIGN PROCESS

SECTION I – DEFINING AWARDED PROJECT

OVERVIEW:

The following serves as a guide in the process of “defining” the awarded project in relation to its scope and budget. After early planning, design professional services should be procured. Please see Box 16 and Box 19 for procurement of the Design Professional.

STEP 1. DISTRICT REPRESENTATIVE (DR) AND REGIONAL MANAGER (RM) SHOULD MEET WITH THE DESIGN PROFESSIONAL (DP) TO CONFIRM THE SCOPE OF THE PSCOC AWARD AS IDENTIFIED BY THE REQUEST FOR PROPOSALS (RFP) FOR PROFESSIONAL SERVICES

- PSCOC Award and participation is limited to meet NM Adequacy Standards and to the parameters identified in the project award language.
- Verify the district’s participation per PSCOC award and other available funding such as grants, special allocations, etc.
- Districts may choose to design and construct facilities above adequacy; in doing so, the district will bear all associated costs for design and construction of above adequacy spaces and items. Please refer to [PSCOC adequacy standards](#).

STEP 2. FORM A PROJECT DESIGN TEAM

- The district will determine the user representatives to participate with the Design Professional (DP) to validate the educational program requirements and objectives.
- The team will review the design schedule and set up the place, time, and dates of subsequent progress meetings.
- The District and PSFA apprise the design team and DP of project scope and constraints.

STEP 3. DEFINING THE PROJECT

- The District is to provide additional information and/or invite specific personnel as necessary, to assist the DP in the project development, ensuring that site utilities, fire protection, easements, and all other required information is being incorporated and addressed.
- The owners are to review each Request for Approval for School Construction (RASC) submittal and materials at every required design phase (e.g. Program Statement, Schematic Design, Design Development, Bid Documents, etc.), using the Construction Information Management System (CIMS) program.
 - ▷ Please Note: If inclusion of Educational Specifications (Ed Specs) is a requirement of a project’s development, then prior to the final approval of the Program Statement the submittal must be reviewed and approved by the Ed Specs Planner, verifying that the DP and the district have interpreted and fulfilled the Ed Specs as outlined, as part of the RASC submittals. See RASC Box 23 in this manual.

- Continuous review of project budget by the project team is needed to ensure the Maximum Allowable Construction Cost (MACC) to adequacy, and the project schedule as outlined in the Memorandum of Understanding (MOU), is being met. Should the DP conclude, at any time, that the MACC and the Scope of the Work to be accomplished are incompatible (including district vs. state funding in accordance with the Statewide Adequacy Standards and district match requirements) the Owner shall be notified immediately in writing, with proposed recommendations to reconcile the incompatibility in accordance with the General Conditions of the Agreement Between the Owner and Design Professional. Failure to meet this requirement will cause delays and potentially jeopardize the project in its entirety.

STEP 4. MANDATORY DESIGN REVIEW MEETINGS

- Prior to key design milestones, the DP and District shall participate in mandatory Design Review Meetings hosted by the PSFA Albuquerque office. The RM shall be responsible for scheduling the meeting and providing an agenda. The RM and DP will coordinate to include time allotments for participants required at specific milestones. Participants may include:
 - ▷ Consultants, including Interior Design, Landscape, Structural, Civil, Mechanical & Plumbing, and Electrical & Technology; and
 - ▷ Representatives from PSFA, including Finance, Planning, Field, Information Technology, and Maintenance Group.

SECTION II – FACILITY ENERGY MANAGEMENT PROGRAM OVERVIEW:

The following is a brief list of items and instructions that address the basics of executing an effective energy management program. The purpose of the PSFA Energy Management Program is to provide strategies, best practices, and resources to help districts implement sustainable design practices within school buildings and campuses. By employing sustainable design practices, districts can meet energy-efficiency requirements and benefit from:

- Lower energy costs;
- Reduced operations and maintenance costs;
- Increased productivity of building occupants;
- Improved health and well-being of occupants; and
- Reduced pollutants.

STEP 1. INTEGRATED DESIGN

The design of buildings requires the integration of many kinds of information into an elegant, useful, and durable whole. The guidelines below are intended to provide the code requirements of PSFA and best practices to avoid known problems in energy efficient school construction:

- List HVAC system options. [Follow PSFA Design guidelines for HVAC & Controls](#) and Advanced Energy Design Guidelines for K-12 (AEDG) for system selection. System selection and calculation needs to comply with the American Society of Heating, Refrigeration, and Air Conditioning Engineering (ASHRAE) 90.1-2013 Section 6.

- The building envelope needs to comply with Section 502 of the International Energy Conservation Code 2009. Refer to AEDG Chapter 5 sec. Envelope for guidance on good practices.
- Lighting needs to comply with ASHRAE-90.1-2013 Section 9. Refer to AEDG Chapter 5 sec. Daylighting & Electric Lighting for guidance on good practices.
- Refer to Chapter 5 sec. Kitchen Equipment for guidance on good practices on kitchen equipment.
- Landscaping and building orientation to optimize the efficiency of the building. Refer to AEDG sec. Window Design Guidelines for Thermal Conditions.
- Design shall qualify for ENERGY STAR® certifications.
- For Life cycle calculations, [use Baseline LCCA values for New Mexico Schools.](#)

STEP 2. OPTIMIZE ENERGY PERFORMANCE

Per the Energy Policy Act of 2005, Section 103, install building level electricity meters in new major construction and renovation projects to track and continuously optimize performance. PSFA recommends the following:

- Using Energy Star rated products;
- Participating in the Measurement and Verification (M&V) program to optimize the performance of equipment; and
- Utilizing ENERGY STAR's portfolio manager for utility records.

STEP 3. PROTECT AND CONSERVE WATER

- The installation of water meters in a M&V system allows for the management of water usage during occupancy.
- Use water efficiently in landscape and irrigation strategies to reduce outdoor potable water consumption.

Employ design and construction strategies that manage storm water runoff and protect existing structures.

STEP 4. ENHANCE INDOOR ENVIRONMENTAL QUALITY

- For ventilation and thermal comfort, PSFA recommends meeting the ASHRAE Standard 55-2013, Thermal Environmental Conditions for Human Occupancy, as well as, ASHRAE Standard 62.1-2013, Ventilation for Acceptable Indoor Air Quality.
- For moisture control, establish and implement a moisture control strategy for controlling moisture flows and condensation to prevent building damage, minimize mold contamination, and reduce health risks related to moisture.

For additional Information:

Energy Management Program implementation and information may be obtained by contacting the Environmental Operations Engineer at the PSFA Albuquerque Office.

See other energy related information which be found on [PSFA's website](#).

SECTION III – ROOFING AND PERFORMANCE ASSURANCE CONSULTANTS

OVERVIEW:

The goal of PSFA's consultant programs is to ensure that major systems perform as intended and that the full life of the systems are achieved. The PSCOC requires owner consultants to ensure quality control throughout design and construction for systems that have traditionally been the most likely to fail and the most difficult to maintain. Owner consultants provide expertise to ensure sufficient design and proper installation. PSFA has price agreements in place with outside specialized consultants to observe and report to the Owner and to assist the DP in the design and implementation of the HVAC and Roof systems for your project. These teams must be involved in the early stages of the project.

ROOF CONSULTING AND OBSERVATION

- The goals of the PSFA Roofing Program are to:
 - ▷ Ensure proper roof design;
 - ▷ Ensure proper construction documentation;
 - ▷ Achieve correct installation; and
 - ▷ Ensure valid warranties from installer and manufacturer.
- Roofing consultant design review services should be procured early in the design process. Please see Box 17 for procurement procedures.
- The roofing consultant should review the initial roof plan and specifications and conduct submittal reviews throughout construction.
- Price proposals for design review and roof observation should be submitted separately.
- The owner establishes an agreement with the roofing consultant to provide field observation services that may vary depending on the type of roofing project and its complexity. The District Representative and Regional Manager (RM) should work together to determine what services are appropriate.

PERFORMANCE ASSURANCE CONTRACTOR (PAC)

- The purpose of the PAC Program is to provide direction in the design of HVAC and controls systems with regard to:
 - ▷ Standards of comfort;
 - ▷ Energy efficiency;
 - ▷ Life cycle costs;
 - ▷ Standardization of equipment;
 - ▷ Sustainability;

- 
- ▷ Suitability/Serviceability;
 - ▷ Maintainability; and
 - ▷ Interoperability.

The PAC consultant should be procured prior to Schematic Design phase. Please see Box 17 for procurement processes.

For details on how to implement the PAC Program, please see the [Design Guidelines for HVAC & Controls](#).

Process Owner:
Senior Facilities Manager
(505) 843-6272

Last Updated: 8/31/2016

REQUEST FOR APPROVAL OF SCHOOL CONSTRUCTION (RASC)

OVERVIEW:

This document outlines how to process an RASC which is automatically generated in CIMS when the Owner Design Review (ODR) is completed. The RASC needs to be completed for each stage of project submission. For training and access to CIMS see Box 24.

Submission through CIMS is required for the following submission stages:

- Educational Specifications and/or Utilization Study;
- Program Statement;
- Schematic Design;
- Design Development;
- 100% Construction Document.

The [electronic form](#) must be filled out by the design professional and/or the district, signed by the superintendent, the design professional, and the RM.

Please Note: Funding sources will need to be included with each submission. The following may constitute different sources of funding, along with the specific agency to contact to verify this information:

- District Local General Obligation Bond (LGOB) – district, financial manager and/or superintendent.
- School Building Act (HB-33) – district, financial manager, and/or superintendent.
- Capital Improvements Act (SB-9) district portion.
- Capital Improvements Act (SB-9) State Match.
- Public School Capital Outlay funding.
- Legislative appropriations, all sources.
- Other funding sources.

STEP 1: REQUIRED INFORMATION FOR EDUCATIONAL SPECIFICATIONS INCLUDES:

- How the project serves the needs of the school and district; provided collaboratively from your design professional and the district;
- Number of grade levels of students to be served, provided by the district;
- Programs to be served, provided by the district;
- Number of teaching spaces, provided by the district;
- Number of teachers, provided by the district; and
- Utilization of the new and existing classrooms, support spaces and potential shared use facilities, provided collaboratively from your design professional and the district. Use Utilization worksheets provided by PSFA located on the [PSFA website](#).

STEP 2: REQUIRED INFORMATION FOR THE PROGRAM STATEMENT INCLUDES:

- Educational specifications, provided by the district;
- Acknowledgement of review by the educational specification writer for alignment with the architectural design;
- Overall project and Maximum Allowable Construction Cost (MACC), provided by your design professional;
- How the project serves the needs of the school and district, provided collaboratively from your design professional and the district;
- Number of grade levels of students to be served, provided by the district;
- Programs to be served, provided by the district;
- Number of teaching spaces, provided by the district;
- Number of teachers, provided by the district;
- Utilization of the new and existing classrooms, support spaces and potential shared use facilities, provided collaboratively from your design professional and the district. Use Utilization sheets located on the [PSFA website](#);
- Provide the regional drainage map for your project area;
- Provide the name of your roofing consultant and/or HVAC consultant for this project; and
- Document all requirements for supplemental warranties and extended maintenance warranties required by owner and are communicated to the design professional for incorporation into the project, such as roofing warranty from the manufacturer as well as the subcontractor, 3 year extended maintenance warranty (HVAC) or other.
- For existing buildings with additions and/or renovations, include all of the above, as well as the following:
 - ▷ Class schedule, provided by the district;
 - ▷ Teacher and room assignment/room number, provided by the district;
 - ▷ Floor plan with teacher identification, room number and type of subject taught in each teaching space, provided collaboratively from your design professional and the district; and
 - ▷ Current class size per teaching space/period, provided by your design professional.

STEP 3. REQUIRED INFORMATION FOR THE SCHEMATIC DESIGN IS A PRELIMINARY PROJECT FORM, WITH THE INFORMATION PROVIDED BY YOUR DESIGN PROFESSIONAL INCLUDES:

- Preliminary Project Description (PPD) that clearly indicates the extent and relationship of the project components;
- Schematic documents that include preliminary schematic drawings and should be approximately 30% complete;
- Description of any special or unique conditions which could create an exception to Adequacy Standards;
- Proposed building type of construction and allowable area calculations;
- Documents should include a site plan, including regional drainage maps;

- A brief description of proposed mechanical and electrical systems;
- If facility is planned to hook up to any utility, a signed affidavit by each utility provider is required describing expected capacity, ability to support water flow required for fire protection system. If utility is not currently present, affidavit must verify availability prior to expected facility Certificate of Occupancy;
- A brief description of fire flow;
- An overall project budget that includes a Level 1 UniFormat™ probable project cost estimate;
- Provide the name of roofing consultant and/or HVAC consultant for this project; and
- Confirm that all provisions for all project warranties are properly included in the project scope.

STEP 5. REQUIRED INFORMATION, PROVIDED BY THE DP FOR DESIGN DEVELOPMENT INCLUDES:

- Design Development (DD) documents that finalize and describe the size and character of the entire project, and should be approximately 60% complete;
- Project manual and plan documents with elements, such as civil, structural, mechanical and electrical systems, special systems including alarms, fire protection systems, roofs, walls, floors fully developed and lacking only specific installation details required to construct;
- Clearly indicate which flood plan or drainage artery (if any) the site is located within;
- An overall project budget accompanied by a Level 2 UniFormat™ probable project cost estimate;
- Have your roofing consultant and/or HVAC performance assurance consultant review drawings and provide an acknowledgement of such review;
- Confirm that all provisions for all project warranties are properly included in the final bid documents;
- Provide one completed NM State Fire Marshal's Office (SFMO) submittal form; and
- Provide a hard copy submission containing the following sheets for the SFMO:
 - ▷ Code Sheet;
 - ▷ Site plan;
 - ▷ Fire suppression plans;
 - ▷ Fire suppression water supply;
 - ▷ Fire pump;
 - ▷ Fire alarms plans;
 - ▷ Kitchen suppression; and
 - ▷ Special fire protection or smoke systems.



STEP 6. REQUIRED INFORMATION, FROM THE DP, FOR THE 100% CONSTRUCTION DOCUMENT FORM, INCLUDES ALL OF THE ITEMS NEEDED IN THE DESIGN DEVELOPMENT SUBMITTAL AS WELL AS:

- One electronic submission with complete plans and project manual, including all bid documents;
- An overall project budget that includes a Level 3 UniFormat™ detail estimate;
- Submit 1 (one) Hard Copy set of the following for NM Environment Department:
 - ▷ Site plan;
 - ▷ Kitchen plans;
 - ▷ Kitchen equipment specifications;
 - ▷ Food establishment plan review application;
 - ▷ Application for permit to operate food service establishment; and
 - ▷ Menu from School District.
- One Multi-Purpose State Building Application (not required for projects located in Bernalillo County or City of Albuquerque);
- Projects located in Bernalillo County shall submit 2 (two) Bernalillo County Permit Cover Sheets (blue sheet 24"x36"); and
- Projects located in City of Albuquerque shall submit 2 (two) 24"x36" Application/"Backsheets".

Process Owner:
Planning & Design Manager
(505) 843-6272

Last Updated: 8/31/2016



DESIGN PROFESSIONAL (DP) ACCESS TO THE CONSTRUCTION INFORMATION MANAGEMENT SYSTEM (CIMS)

OVERVIEW:

The Public School Facilities Authority's (PSFA) CIMS is a web-based platform that automates and integrates the complex processes involved in managing projects, programs, resources and assets across the life cycle of a facility, and is used by PSFA as the primary project development and construction management system. This platform integrates the flow of information and communication between project team members, contractors, managers, and others. Project participants can collaborate easily within the same documents and information resulting in saving time, reducing the potential for error, and accelerating project milestones. All project costs, contracts, and invoices are tracked in CIMS and can be audited at any time by the Owner(s).

STEP 1. OBTAIN/REQUEST TRAINING.

- [Navigate to PSFA's Training Portal.](#)
- Locate a training session in the PSFA Training Calendar.
- To reserve your spot please [e-mail](#) PSFA's Training Department or call (505) 468-0293 one week prior to the class.
- Training is also available upon request.

STEP 2. OBTAIN A CIMS USER ID AND PASSWORD (ONE ALLOTTED PER PROJECT).

- Submit a request to your assigned Regional Manager (RM).
- The RM will provide to the CIMS trainer, via email, the DP's name, email address, role(s) to be assigned and the project number(s).

STEP 3. VERIFY ACCESS TO CIMS.

- Login into CIMS.
- Click on the projects tab and the project(s) should be visible. If a project is not listed, contact your RM to request addition to the project team.

Process Owner:
CIMS Trainer
(505) 843-6272

Last Updated: 8/31/2016

LEASE PURCHASE AGREEMENT CHECKLIST FOR DISTRICTS / CHARTERS & DEVELOPERS

DESCRIPTION & BACKGROUND:

A Lease Purchase Agreement between a school and a private developer, in which a private developer designs and builds a school to the district's Educational Specifications (Ed Specs) and leases the facility to the school district¹ with the district's option to purchase is allowed under statute, NMSA 1978, §§ 22-24-1-11(1974, as amended through 2015), and §22-24-5 (E), (1-3). The leased school may later qualify for purchase under a Public School Capital Outlay Council (PSCOC) grant.

PREREQUISITES:

1. The Board of the school district must determine the need for a new school and that adequate funds are available to cash flow the lease and future option to purchase, as well as all operational costs associated with a new school.
2. The district must develop Ed Specs which shall be the basis of the proposed lease/purchase agreement (see Box 7).
3. The lease/purchase agreement must be approved by the Public Education Department (PED) prior to entering the agreement.
4. The PSCOC may participate in the purchase of the school facility by the district if:
 - a. The proposed school was approved by the district prior to entering into the agreement; and,
 - b. Prior to construction, the school design including Ed Specs was approved by the Public School Facilities Authority (PSFA) pursuant to district need and to Statewide Adequacy Standards; and,
 - c. The population of the school has reached 75 percent of its design capacity without drawing surrounding schools below 85 percent of their design capacity (prior to this event, the students will, but the school facility will not, be included in the statewide wNMCI ranking).

PROCESS STEPS:

1. District determines the need for a new school and funding capacity.
2. District develops Ed Specs and reviews facility master plan, student demographics, utilization of existing facilities, and operational costs.
3. Developer proposes a draft lease/purchase agreement to design and build a school at a particular location based upon the district's Ed Specs.
4. Proposed agreement is negotiated between the district and the developer, defining project scope, payments, maintenance responsibilities, utility costs, etc.
5. Budget and scope of school to adequacy and above adequacy is established. PSFA is consulted on questions related to adequacy and utilization.

¹ The term "district" is used to mean school district, charter school or state-chartered charter school.

- 
6. PED approves the Lease Purchase Agreement negotiated between the district and developer.
 7. Agreement is finalized.
 8. During specific stages of design, the developer submits approval requests to PSFA, following PSFA Request for Authorization of School Construction (RASC) requirements (see Box 23).
 9. School is built by the developer.
 10. PSFA inspects finished school for compliance to code, adequacy and to all other agreements, prior to occupancy.
 11. District and state-chartered charter schools *only* disburse lease payments that may, upon application to the PSCOC, be reimbursed.
 12. If school population reaches 75 percent of capacity without drawing surrounding schools below 85 percent of their design capacity, district may submit a PSCOC capital grant application.
 13. Prior to the sale of the facility, the developer transfers all facility information to the district in a form that can be readily entered into the PSFA Facility Information Management System (FIMS).
 14. At sale, transfer of title to the district.

ADDITIONAL SOURCES OF INFORMATION:

See Public School Lease Purchase Act, Laws of 2007, Ch 173, HB 843.

Process Owner:
Director
(505) 843-6272

Last Updated: 8/31/2016

JOB ORDER CONTRACTING (JOC)

OVERVIEW:

Job Order Contracting (JOC) can be used for one or a series of PSFA or joint PSFA/District-funded projects that either require, or that do not require design. Procurement of Design Professional (DP) Services through JOC's for PSFA or joint PSFA/District-funded projects is NOT APPROPRIATE¹.

PSFA policy states that JOC's may be procured without advance approval through Cooperative Educational Services (CES) for all services less than \$1,000,000 not including gross receipts tax (GRT). For all projects that exceed the \$1,000,000 threshold, a written determination must document why a JOC should be utilized and to justify that the use of competitive sealed bidding or competitive sealed proposal processes are either not practicable or not advantageous to the District for the project. The request must be approved by the PSFA Deputy Director to be eligible for PSCOC funding.

STEPS:

1. District identifies project(s) size and scope, and if design services are required, what timeline to meet (start through completion of project). In consultation with PSFA's Regional Manager (RM), district determines appropriateness of JOC for execution of the project.
2. District and PSFA's RM consult with the JOC and CES to determine if Design Professional (DP) services for drawings and specifications, and permits for the project will be required. District and PSFA's RM acquire any necessary DP services, per the State's qualifications-based process.
3. In order to evaluate the best obtainable price, the District shall request a quote from 3 vendors and select the vendor which provides the best price. The JOC (Gordian Group) will facilitate site visit with the contractor, and will send written notice of a request for a quotation from the contractor. All proposals, whether RS Means-Based Job Order Contracting (JOC), or Gordian-Based JOC, must be reviewed by the Gordian Group for contract and scope of work compliance.
4. Upon review, CES creates a 3-Party Agreement that includes the contractor's price, the JOC fees, CES fees, and appropriate taxes. The contract is based on PSFA's Agreement Between Owner and Contractor and General Conditions. The 3-Party Agreement is signed by: 1) the Owner², 2) the Job Order Contractor and 3) CES.
5. PSFA's RM uploads the POs, 3-Party Agreement, JOC proposal, performance and payment bonds, and certificate of insurance to PSFA's Construction Information Management System (CIMS) for review and approval.
6. PSFA creates a PO to CES.
7. CES issues a PO to the Job Order Contractor.

Process Owner:
Contracts Administrator
(505) 843-6272

¹ Per PSFA's interpretation of statute. CES and Gordian may interpret statute differently, but PSFA policy takes precedence.
² Meaning the District. The Three Party Agreement uses the term "Owner."

CONSTRUCTION MANAGER AT RISK (CMAR)

OVERVIEW:

School districts in New Mexico are allowed to procure a construction project using the Construction Manager at Risk (CMAR) method of project delivery. The Public School Facilities Authority (PSFA) has developed an *Agreement Between the Owner and Design Professional for Construction Manager at Risk* as well as an *Agreement Between the Owner and the Construction Manager at Risk for Construction*, which are specifically written for this method of procurement. Owner participation is crucial to the success of this method of procurement and it is highly recommended that you discuss your proposed CMAR project with your Regional Manager (RM). It is important that the appropriate boilerplate documents be used as they differ from the standard documents for the design-bid-build delivery method.

Once the design professional (DP) is under contract, the CMAR is then procured using a formal Request for Qualifications and/or Request for Proposal (RFP) process rather than via the traditional Invitation to Bid (ITB) method. The CMAR is brought on board just prior to entering into the schematic design phase to provide input and assistance to the district and the DP regarding building types, methods, means, and materials. As the design process progresses, the CMAR works closely with the DP, generating estimates and value engineering reports to ensure the anticipated cost of construction is within the Maximum Allowable Construction Cost (MACC). The MACC is the portion of the overall project budget allocated for construction.

The CMAR project delivery method allows for some acceleration of the construction schedule by releasing portions of the Work as what is known as Early Work Packages. Early Work Packages are essentially subsets of the GMP and therefore are written as amendments to the contract for site work, ordering long lead-time materials such as steel, etc. Early Work Packages should be considered with caution as the greater the percentage of the MACC is used for early work, the owner's choices of value engineering options decrease, and risk exceeding the MACC due to increases, which cannot be protected by the contract.

When the construction drawings are sufficiently complete, the CMAR becomes the General Contractor and offers the GMP for construction of the Project. Once the GMP is acceptable, an amendment to the contract is executed and the CMAR solicits bids from subcontractors to perform the work and construction begins.

The Procurement Code, NMSA 1978, §§ 13-1-124.1 -124.5 (2007), provides a two-part CMAR process for small projects estimated under a \$500,000 threshold, and a three-part process for projects estimated over \$500,000. Both processes are covered here.

The draft proposal documents that outline this process are available on PSFA's website at under [Contract Documents and Forms](#). Please contact your RM or the Contracts Administrator if you are considering this method of procurement for a construction project.

It also recommended that you review the Procurement Code §§13-1-124.1 to -124.5, §§13-1-111 to -117.1, and §13-1-119.1 governing the RFP Process as well as the New Mexico Administrative Code (NMAC) Regulation 1.4.1 which covers the RFP process. The regulations are available on the [State of NM Purchasing Division website](#).

SUMMARY OF TWO-PART CMAR PROCUREMENT PROCESS – UNDER \$500,000

If your project construction is estimated to be under \$500,000 and you have a DP on contract, download the CMAR documents listed below and review the steps for projects under this threshold.

Two-Part Process

Part 1 of 2: Issue a RFQ, Request for Qualifications Questionnaire.

Part 2 of 2: Interview top three Offerors, add the RFQ scores to the Interview scores and award a contract to the highest scoring Offeror.

OVERVIEW:

A determination, per the Procurement Code, NMSA 1978, §13-1-52, requires that the district document in writing that “it is either not practicable or advantageous to procure the general contractor for the project through the traditional design/bid/build or formal ITB method.” The letter of determination shall become a part of the procurement file to which it pertains.

Please Note: Once the construction documents are complete, if the CMAR and district cannot agree on a GMP, the district may then execute another RFP or ITB for construction of the project.

STEP 1. DESIGN DOCUMENTS (CMAR QUALIFICATION SOLICITATION STEPS FOR PART ONE OF THE TWO PART PROCESS MAY PRECEDE OR BE CONCURRENT WITH THIS STEP IF NECESSARY TO ACCELERATE DELIVERY):

1. Owner reviews and approves Program Phase design documents and ensures that documents accurately represent the owner’s program requirements and educational specifications if applicable.
2. DP submits Program Phase Request for Approval of School Construction (RASC) to PSFA for review and approval.
3. Design documents shall pause until CMAR contract is awarded, then may proceed into the Schematic Phase of design development.

STEP 2. DOWNLOAD THE FOLLOWING TWO-PART (2-STEP) CMAR DOCUMENTS FROM THE [PSFA WEBSITE](#):

1. Request for Qualifications (RFQ) for CMAR:
 - ▷ CMAR Qualifications Questionnaire:
 - ▶ Section 1 – Business Information and Attachments;
 - ▶ Section 2 – Management Plan and Attachments; and
 - ▶ Section 3 – CMAR Pre-construction Fees and MACC (GMP).
 - ▷ Mandatory Check List Requirements for procurement official;
 - ▷ Score sheet for individual committee members;

- ▷ Interview score sheet; and
- ▷ Final score sheet and rank of Offerors.

STEP 3. EVALUATION COMMITTEE:

1. Assemble a committee which shall be a minimum of three (3) experienced/qualified people, one of whom must be a registered design professional in the state of New Mexico. It is recommended that your committee have an odd number (3, 5, 7 etc.) of members to avoid a "tie" which could adversely affect the process. The procurement official may or may not be a scoring member of the committee. Generally, the procurement official is responsible for managing the procurement.

STEP 4. DEFINE THE CMAR SCOPE OF WORK, PROJECT & PROCUREMENT SCHEDULES, AND PREPARE THE CMAR REQUEST FOR QUALIFICATIONS (RFQ) DOCUMENTS FOR THE PROCUREMENT:

1. Determine the services to be performed by the CMAR.
2. Define the procurement schedule and tentative project schedule for the work to be executed.
3. Review Request for Qualifications Questionnaire.

STEP 5. ISSUE THE REQUEST FOR QUALIFICATIONS – PART 1 OF THE 2-PART PROCESS:

1. The RFQ shall state the Scope of Work, the MACC, anticipated project schedule, the date, time, and location of the "Pre RFQ" meeting, if held, and the deadline for receipt of the RFQ documents.
2. The Procurement Manager will receive the RFQ's and distribute them to the Evaluation Committee.
3. The Evaluation Committee will evaluate and score the RFQs and short-list the top three qualified respondents.

STEP 6. INTERVIEW THE 3 MOST QUALIFIED OFFERORS – PART 2 OF THE 2-PART PROCESS:

1. The Procurement Manager will notify the top three most qualified Offerors in writing, of the date, time, and location interviews will be held.
2. The Procurement Manager will also notify, in writing, the Offerors that did not qualify for an interview.
3. The Committee and Procurement Manager may distribute a list of questions that the Offerors will address in the interviews.
4. The Evaluation Committee will score the interviews.
5. The Procurement Manager will add the interview scores to the RFQ scores, to determine the most qualified CMAR Offeror for recommendation of award of a contract to the Board of Education.

STEP 7. ANNOUNCE THE AWARD AND NEGOTIATE PRE-CONSTRUCTION SERVICES CONTRACT:

1. The Procurement Manager will notify the successful Offeror in writing of the award, and will also notify the remaining two Offerors in writing as well, of the Board's approval.

2. The District will negotiate the Pre-Construction Services portion of the Agreement Between the Owner and the Construction Manager at Risk.
3. If the District and CMAR cannot agree on pre-construction services, then the District may proceed with negotiations with the second-ranked Offeror. If a contract with the second-ranked Offeror is not negotiable, then the District may cancel the procurement and start the process over until a successful contract is executed.
4. District will prepare upload in to the Construction Information Management System (CIMS) an Agreement Between the Owner and the Construction Manager at Risk that lists the services to be performed and a breakdown of PSFA and, if applicable, district participation.
5. District must include:
 - ▷ Copy of the RFQ;
 - ▷ Score Sheet(s);
 - ▷ Proposal bond;
 - ▷ Letter of award;
 - ▷ Performance bond;
 - ▷ Payment bond;
 - ▷ Agent's affidavit & Power of Attorney; and
 - ▷ Certificate of insurance.

STEP 8. CONSTRUCTION SERVICES:

Once the CMAR has completed the tasks defined in the pre-construction contract and the drawings and specifications are sufficiently complete for the CMAR to offer a Guaranteed Maximum Price, the District and the CMAR shall negotiate the GMP Amendment for construction of the project.

1. Prepare and upload in to the CIMS the GMP Amendment to the Agreement Between the Owner and the Construction Manager at Risk. Include the following:
 - ▷ Breakdown of the percentage of participation by PSFA, the district, and funding source;
 - ▷ Certificate of insurance;
 - ▷ Review and Approval Form for Bonds signed by district representative;
 - ▷ Performance bond;
 - ▷ Payment bond;
 - ▷ Agent's affidavit & Power of Attorney;
 - ▷ List of subcontractors to include antitrust signatures and DWS Labor Enforcement; and
 - ▷ Fund registration numbers.

If your projected construction budget *exceeds \$500,000* you will initiate the *Three Part* process for Construction Manager at Risk that follows.

SUMMARY OF THREE-PART CMAR PROCUREMENT PROCESS – OVER \$500,000

If your project construction is estimated to be over \$500,000 and you have a DP on contract, download the CMAR Three-Part documents and review the steps for projects over this threshold.

OVERVIEW:

The Three Part process varies slightly from the Two Part process. Once you have issued a RFQ and selected the most qualified Offerors, a third step is added that requires issuing a Request for Proposal to the short-listed Offerors.

Three-Part Process:

1. Issue a RFQ, Request for Qualifications Questionnaire;
2. Short-list Offerors and issue the Request for Proposal to the top 3 Offerors; and
3. Interview top three Offerors, add scores for RFQ, RFP, and Interviews, and award contract to the highest scoring Offeror.

The CMAR procurement basics are the same once you award a contract for pre-construction services and a construction contract for execution of the plans and specifications. The district enters into a Pre-Construction contract for the negotiated services. Upon completion of the drawings and specifications, the Owner and CMAR will negotiate the final GMP and amend the Agreement Between the Owner and the Construction Manager at Risk. The CMAR will issue the bid packages to subcontractors, and the project begins. Please Note: If the CMAR and district cannot agree on a GMP, the district may exercise its benefits to the proposal bond and execute another RFQ and RFP, or ITB for construction of the project.

As with any RFP document, the District shall write a “letter of determination” documenting the reasons for procuring the construction through the RFP process rather than the traditional Invitation to Bid, as stated in the Two-Part process, which becomes a part of the procurement file.

1. Design Documents (*CMAR qualification solicitation steps for Part 1 of the two part process may precede or be concurrent with this step if necessary to accelerate delivery*):
 - a. Owner reviews and approves Program Phase design documents and ensures that documents accurately represent the owner’s program requirements and educational specifications if applicable.
 - b. Design Professional submits Program Phase RASC to PSFA for review and gains approval.
 - c. Design documents shall pause until CMAR contract is awarded, then may proceed into the Schematic Phase of design development.
2. Download the following Three-Part (3-Step) CMAR documents from the [PSFA website](#):
 - a. RFQ for Construction Manager at Risk;
 - b. General Contractor Qualifications Questionnaire:
 - ▶ Section 1 – Business Information and Attachments;
 - ▶ Section 2 – Management Plan and Attachments; and

- ▶ Section 3 – CMAR Pre-construction Fees and Initial Guaranteed Maximum Price (IGMP).
 - c. Request for Proposal for CMAR;
 - d. Mandatory Check List Requirements for Procurement Manager;
 - e. Score sheet for individual committee members;
 - f. Interview score sheet; and
 - g. Final score sheet and rank of Offerors.
3. Evaluation Committee:
 - a. Assemble a committee which shall be a minimum of three (3) experienced/qualified people, one of whom shall be a design professional registered in NM. It is recommended that your committee have an odd number (3, 5, 7 etc.) of members to avoid a “tie” which could adversely affect the process. The procurement official may or may not be a scoring member of the committee. Generally, the procurement official is responsible for managing the procurement.
 4. Define the CMAR Scope of Work, Tentative Project & Procurement Schedules, and Prepare the CMAR Request for Qualifications documents for the procurement:
 - a. Determine the services to be performed by the CMAR;
 - b. Define the procurement schedule and tentative project schedule for the work to be executed; and
 - c. Review Request for Qualifications Questionnaire.
 5. Evaluate qualifications and short-list Offerors:
 - a. Committee will score questionnaires using the criteria set forth in the RFQ;
 - b. Procurement Manager will notify the short-listed Offerors in writing; and
 - c. Notify non-finalists of the results in writing.
 6. Issue Request for Proposal (RFP) & Schedule Pre-RFP Conference:
 - a. Schedule a Pre-Proposal Conference to review the RFP documents; and
 - b. Review the Proposal Bond and PSFA Agreement Between the Owner and Construction Manager at Risk, and all RFP Attachments.
 7. Evaluate & Score RFP’s, Notify top 3 Offerors of Interview Schedule:
 - a. Notify three top Offerors in writing they have qualified for Part 3 (Step 3), Interviews;
 - b. Notify unsuccessful Offerors of the RFP results in writing; and
 - c. Prepare Interview schedule including date, time, location, amount of time allotted for interview, and list of questions to be addressed.
 8. Interview 3 top Offerors to Determine Recommendation for Award:
 - a. Evaluation Committee will score the Interviews, the Procurement Manager will then add the RFQ, RFP, and Interview scores to determine the overall best qualified Offeror for recommendation to the Board for award of a CMAR contract.

9. Announce the Award and Negotiate Pre-Construction Services Contract:
 - a. The District will negotiate the Pre-Construction Services portion of the Agreement Between the Owner and the Construction Manager at Risk.
 - b. If the District and CMAR cannot agree on Pre-Construction Services, then the District may proceed with negotiations with the second-ranked Offeror. If a contract with the second-ranked Offeror is not negotiable, then the District may cancel the procurement and start the process over until a successful contract is executed.
 - c. District will prepare the Agreement Between the Owner and the CMAR, and attach the following supporting documents:
 - ▶ Pre-Construction services provided; and
 - ▶ Breakdown of the percentage of PSFA and district participation.
 - d. Distribute documents to applicable parties for signatures and upload into CIMS:
 - ▶ Copy of the RFQ;
 - ▶ Score Sheet;
 - ▶ Proposal bond;
 - ▶ Performance bond;
 - ▶ Payment bond;
 - ▶ Agent's affidavit & Power of Attorney;
 - ▶ Letter of award; and
 - ▶ Certificate of insurance to the contract.
10. Construction Services:
 - a. Once the CMAR has completed the tasks defined in the Pre-Construction Services phase of the Agreement, and the drawings and specifications are complete and ready for the CMAR to solicit subcontractor bids, the CMAR and District shall amend the Agreement with the GMP, and the CMAR will proceed with the bidding process for subcontracts to perform the work. Prepare and upload into CIMS, the CMAR GMP Amendment including:
 - i. Contract to breakdown the percentage of participation by PSFA, the district, and funding source;
 - ii. Certificate of insurance;
 - iii. Performance bond;
 - iv. Payment bond;
 - v. Agent's affidavit;
 - vi. Power of Attorney;
 - vii. List of subcontractors to include antitrust signatures;
 - viii. Department Of Labor registration numbers; and
 - ix. General Conditions of the Work.

Process Owner:
Contracts Administrator
(505) 843-6272
Last Updated: 8/31/2016

GENERAL CONTRACTOR (GC) ACCESS TO CONSTRUCTION INFORMATION MANAGEMENT SYSTEM (CIMS)

OVERVIEW:

The Public School Facilities Authority's (PSFA) CIMS is a web-based platform that automates and integrates the complex processes involved in managing projects, programs, resources and assets across the life cycle of a facility, and is used by PSFA as the primary project development and construction management system. This platform integrates the flow of information and communication between project team members, contractors, managers, and others. Project participants can collaborate easily within the same documents and information resulting in saving time, reducing the potential for error, and accelerating project milestones. All project costs, contracts, and invoices are tracked in CIMS and can be audited at any time by the Owner(s).

STEP 1. OBTAIN/REQUEST TRAINING.

- [Navigate to PSFA's Training Portal.](#)
- Locate a training session in the PSFA Training Calendar.
- To reserve your spot please [e-mail](#) PSFA's Training Department or call (505) 468-0293 one week prior to the class.
- Training is also available upon request.

STEP 2. OBTAIN A CIMS USER ID AND PASSWORD (ONE ALLOTTED PER PROJECT).

- Submit a request to your assigned Regional Manager (RM).
- The RM will provide to the CIMS trainer, via email, the GC's name, email address, role(s) to be assigned and the project number(s).

STEP 3. VERIFY ACCESS TO CIMS.

- Login into CIMS.
- Click on the projects tab and the project(s) should be visible. If a project is not listed, contact your RM to request addition to the project team.

Process Owner:
CIMS Trainer
(505) 843-6272

Last Updated: 8/31/2016

CONSTRUCTION PROCESS MANAGEMENT

SECTION I OF II – CONSTRUCTION MEETINGS

OVERVIEW:

Construction meetings must be held prior to and during construction to address project issues and discuss ongoing project progress.

Identify members of the Project Team, establish the lines of communication to be utilized during the project, and clarify each member's role and responsibilities per the General Conditions.

- Primary members must include:
 - ▷ The District's Representative (DR);
 - ▷ The Regional Manager (RM);
 - ▷ The General Contractor (GC); and
 - ▷ The Project Architect/Engineer of Record.
- Primary members may also include the district's Facilities & Operations Construction Manager (if different from the DR) and other district staff, as needed.

HOLD A PRE-CONSTRUCTION MEETING (PRIOR TO CONSTRUCTION)

- See suggested [Pre-Construction meeting checklist](#).

ATTEND SCHEDULED WEEKLY PROJECT PROGRESS MEETINGS (GC 3.10.3)

- See suggested [weekly project progress meeting agenda](#).
- Construction [three week look ahead schedule](#).
- Field Observations and Quality Control Site Visits.

PRE-ROOFING MEETING

- Before roofing work may begin, the GC shall conduct a pre-roofing coordination meeting with mandatory attendance from:
 - ▷ Owner's representative;
 - ▷ Owner's roofing consultant;
 - ▷ Primary manufacturers' technical representatives;
 - ▷ General Contractor;
 - ▷ Roofing contractor;
 - ▷ Roofing foreman; and
 - ▷ All other subcontractors who have components of their work on or penetrating the roof.

- The project team will review the contractor's schedule for roofing work so that all parties can coordinate essential tasks within the time restraints, and as required by the roofing production rates as coordinated with the roof consultant.
- Please see Box 21 for additional information.

PERFORMANCE ASSURANCE CONTRACTOR (PAC) PRE- INSTALLATION MEETING

- Prior to Test and Balance, the GC shall conduct a pre-installation meeting with mandatory attendance required from:
 - ▷ Owner's representative;
 - ▷ Owner's PAC consultant;
 - ▷ General Contractor; and
 - ▷ All subcontractors who have components of their work tied to the Test & Balance process.
- The project team should review the responsibilities of all parties in regard to communication and coordination during the Test & Balance portion of the work, especially in that which pertains to the involvement of the owner's PAC Consultant.
- Please see Box 21 for additional information.

SECTION II OF II – CHANGES IN THE WORK (GENERAL CONDITIONS ARTICLE 7)

OVERVIEW:

The following is a checklist outlining the steps for changes in the work as required by the contract documents.

STEP 1. VERIFY THE TYPE OF CHANGES IN THE WORK

- Changes with cost and/or time impact (Requires Modification Change Request [MCR] and Change Order [CO]).
- Architect's Supplemental Instructions (ASI) - minor changes in the work without creating cost or time to the project, ordered by the design professional (skip to step 4).

STEP 2. PREPARE A MCR

- Initiated in the Construction Information Management System (CIMS) by the Contractor, Owner(s), or Design Professional (DP) – identifies change in the contract sum, time, or both, and identifies who initiated it, why, and how the change should take place.
- The Owners may authorize, request revision or reject the MCR according to the CIMS workflow.



STEP 3. PREPARE A CHANGE ORDER

- Initiated in CIMS by the DP - incorporates previously approved MCRs. COs must be signed by the Owners, Contractor, DP, and PSFA Deputy Director.
- Identifies the Work, Contract Sum, and/or time to be modified as finalized in the MCRs that have been previously approved by the Owner(s).

STEP 4. ARCHITECT'S SUPPLEMENTAL INSTRUCTIONS (ASIs)

- The DP has the authority to order an ASI for minor changes in the work that does not involve an adjustment to the contract sum or time, and are not inconsistent with the intent of the contract documents.
- Changes will be made in writing and will be documented in CIMS. Changes are binding on the owner and contractor.

Process Owner:
Senior Facilities Manager
(505) 843-6272

Last Updated: 8/31/2016

CONSTRUCTION PROJECT CLOSEOUT

OVERVIEW:

The following is a checklist to assist during the Project Closeout process, including Substantial Completion, Closeout, and Final Acceptance. This process ensures a complete project, a functioning building, and necessary documentation that the owner needs to manage their facility going into the future. During this stage ownership of the facility is transferred entirely to the district.

SECTION I OF IV – SUBSTANTIAL COMPLETION

Substantial Completion: The stage in the progress of the work when the work or designated portion thereof is complete and in compliance with the contract documents, except for minor items, so that the owner can completely occupy or fully utilize the work for its intended use.

STEP 1. CONTRACTOR INITIATES SUBSTANTIAL COMPLETION

When the Contractor considers that the work, or a portion thereof which the Owner agrees to accept separately, is substantially complete, the Contractor shall promptly prepare and submit to the Design Professional (DP) a comprehensive Contractor's Punch List inclusive and all incomplete and non-compliant Work to be completed or corrected prior to final payment (GC 9.8.2):

- Prepare a preliminary Contractor's Punch List;
- The Contractor will initiate Substantial Completion process in the Construction Information Management System (CIMS); and
- Closeout schedule – Contractor shall submit a detailed closeout schedule indicating the date of final completion and all work to be completed before final completion.

STEP 2. DP CONFIRMATION OF SUBSTANTIAL COMPLETION – GENERAL CONDITIONS ARTICLE 9

- General Contractor (GC) will request inspections to obtain Certificate of Occupancy;
- Within ten days of receiving the Contractor's Punch List, the DP will schedule and make an inspection to determine whether the work or designated portion thereof is substantially complete;
- The DP will confirm or reject the Contractor's Substantial Completion request;
- If the DP does not feel the Contractor has met the requirements for Substantial Completion, the DP will advise the Contractor in writing, the reasons for his/her determination; and
- When the work or designated portion thereof is substantially complete, the DP will prepare a Certificate of Substantial Completion, with the owner's prior approval, which will establish the date and time for a Substantial Completion.

STEP 3. PUNCH LIST MODIFICATIONS - PUNCH LIST ITEMS MAY BE REMOVED IF:

- The Contractor completes an item of work as required and confirmed by the DP;

- The Contractor proves that the item of work is outside of his/her contracted Scope of Work; and/or
- The Owner waives the item of work and a Modification Change Request (MCR) is created documenting the change in Work.

SECTION II OF IV- CLOSE OUT – GENERAL CONDITIONS ARTICLE 9

STEP 1. CLOSE OUT REQUIREMENTS

Before Final Completion can be achieved all work must be complete and accepted and the following documents must be attached to the Document Closeout (DC-1) process in CIMS:

- Completed Punch List(s);
- Testing, balance or performance operations complete in accordance with the Contract Documents and as verified by the DP;
- One electronic copy in pdf format of final approved test, balance or performance reports;
- Operation and Maintenance (O&M) Manuals complete and verified as such by the DP;
- Owner sign-off receipt of O&M Training on proper use, care and operation of all systems as required by the Contract Documents;
- One electronic copy in pdf format of final O&M Manuals Submitted to the Owner and uploaded by the Contractor into CIMS;
- As-Built drawings converted to accurate Record Drawings and verified by the DP;
- Written certification signed by the Owner of delivery and stocking of extra material, equipment, or components required by the Contract Documents at a location specified by the Owner;
- Delivery of all warranties required by the Contract Documents;
- All keys, passes, codes, software or other methods or components of control or security have been correctly accounted for and closed-out;
- Uploading, in pdf format, all close-out documents into CIMS including:
 - ▷ Scans of approved building permit and other code certifications;
 - ▷ Substantial Completion documents;
 - ▷ Punch Lists;
 - ▷ Warranties;
 - ▷ O&M Manuals;
 - ▷ Training sign-off;
 - ▷ Extra stock sign-off;
 - ▷ Equipment inventory information per Division 01-7800; and
 - ▷ Other required documentation.
- Three Year Maintenance Agreement must be executed through the Commitment process in CIMS;
- Uploading of Final Completion, Correction or Work Period, and 11th Month Inspection documents will be loaded into CIMS within seven days of availability; and

- For a complete listing of required closeout submittals reference the project specifications Division 01 7800 – Closeout Submittals.

STEP 2. CLOSE-OUT PUNCH LIST

- Upon completion of the list, the Contractor will state in writing to the DP that the Close-Out Punch List is complete, and request a Close-Out meeting with the DP & Owner;
- The DP will schedule a meeting within 10 days of the request, or otherwise provide a written explanation why the request is premature;
- The DP, with concurrence from the Owner(s), will verify all requirements; and
- Upon acceptance of the completed work, the DP will provide written approval in CIMS of the Contractor's completion of Close-Out requirements within five days of the Close-Out meeting.

SECTION III OF IV- FINAL COMPLETION & FINAL PAYMENT

STEP 1. FINAL PAYMENT WILL NOT BE RELEASED UNTIL THE CONTRACTOR SUBMITS THE FOLLOWING TO THE DP - GC 9.11.2

- Certificate of final completion;
- An affidavit that payrolls, bills for subcontracts, materials and equipment, and other indebtedness connected with the work have been paid or otherwise satisfied;
- A certificate evidencing that insurance required by the Contract Documents to remain in force after final payment is currently in effect and will not be canceled or allowed to expire for at least 45 days following notice to the Owner;
- A written statement that the Contractor does not know of a substantial reason that the insurance would not be renewable to cover the period required by the Contract Documents;
- Consent of surety, if any, to final payment;
- Releases and waivers of claims of all subcontractors and suppliers;
- If required by the Owner, other data establishing payment or satisfaction of obligations arising out of the contract, to the extent and in such form as may be designated by the Owner. If a subcontractor or other entity refuses to furnish a release, the Contractor may furnish a bond, satisfactory to the Owner to indemnify and protect the Owner.

STEP 2. THE DP MUST SUBMIT TO THE OWNER(S), PER THE GENERAL CONDITIONS OF THE AGREEMENT BETWEEN THE OWNER AND THE DESIGN PROFESSIONAL, THE FOLLOWING:

- Two sets of record drawing prints clearly marked as record drawings;
- Two sets of record project manuals clearly marked as record project manuals;
- One electronic copy in dwg format and one copy in pdf format of record drawings with directory of contents submitted to Owner and uploaded by the DP into CIMS; and any required CDs or other electronic media to transmit record documents, within thirty days of the DP's receipt and acceptance of As-Builts from the Contractor.



SECTION IV OF IV- 11 MONTH CORRECTION PROCESS

STEP 1. THE DESIGN PROFESSIONAL SHALL COORDINATE, WITH THE OWNER AND THE CONTRACTS AND 11 MONTH CORRECTION PERIOD INSPECTION

Eleven (11) months after Substantial Completion, the Design Professional shall coordinate, with the owner and the Contractors an 11 Month Correction Period Inspection of all portions to the Work. Any Work found defective or in need of adjustment or other correction in order to function and operate in accordance with the indication of the Contract Documents shall be promptly completed by the Contractor within twenty (20) days, or as otherwise agreed between the parties, The Owner may make such corrections or adjustments in accordance with the General Conditions (GC 12.2.6):

- Project team will conduct project walk-through;
- DP or GC will generate correction list;
- GC or DP will initiate 11 Month Correction Process (11MC)-1 in CIMS and upload correction list as well as identify anticipated completion date;
- DP and Owners will verify completion of correction list items; and
- After completion of 11MC Process, DP's final pay application request can be processed.

Please Note: Please see Box 11 covering the project budget closeout & reversion process.

Process Owner:
Senior Facilities Manager
(505) 843-6272

Last Updated: 8/31/2016

FACILITY MAINTENANCE & OPERATIONS - EFFECTIVE EXECUTION

OVERVIEW:

New Mexico school districts are required by statute, NMSA 1978, §22-24-5.5 (2005) to create and implement a written Preventive Maintenance (PM) plan. It is in every district's best interest to effectively maintain its facility resources, thereby providing a healthy, safe and reliable environment for its students and staff. It is highly recommended that districts update their PM plan on an annual basis to ensure all applicable changes, such as facility equipment changes, staffing changes, capital needs, etc., are identified and reflected in the plan. The following is a brief checklist covering the basics of executing an effective facility maintenance program.

1.0 EXECUTION AND UPDATE OF THE DISTRICT PM PLAN.

The PM plan should be used to execute daily operations of the district's facility maintenance thus ensuring that available resources are effectually used. The PM plan should ensure that facility systems perform safely and effectively while meeting or exceeding longevity expectations.

- Create an action plan with milestones for achieving maintenance goals and tracking progress. Adjust the action plan as needed and document successes;
- Make organizational and procedural changes as needed, to improve school support;
- Adhere to established maintenance procedures and priorities to provide the best possible service to the schools while protecting facilities and equipment;
- Adhere to preventive maintenance schedules on facilities and equipment. Add/or adjust PM schedules and PM task lists for new or replaced equipment;
- Track progress on planned major maintenance and repair projects and, as needed, address changing conditions of project priorities in the district's Facilities Master Plan (FMP);
- Update the PM Plan as needed for new or adjusted goals, revised procedures, new equipment, adjusted PM schedules, etc.;
- Provide PM task lists to contractors who provide PM services;
- Use the Facility Information Maintenance Software (FIMS) for executing the PM plan; and
- Ensure indoor air quality is maintained and that environmentally safe cleaning products are always used.

2.0 EQUIPMENT INVENTORY DATA.

Accurate equipment data should be stored in the district's FIMS accounts. This will ensure that needed recurring maintenance is accomplished on all installed equipment in a timely manner to help avoid premature deterioration and unwarranted replacement costs. This will also document completed actions and can assist in decision making for capital reinvestment through necessary equipment replacement. The equipment inventory needs periodic updating to ensure the continued effectiveness of maintenance actions, PSFA highly recommends updating the inventory annually.

- Once facility equipment is imported into FIMS, the district should develop policies and procedures on how to keep this data current;
- Timely update to facility equipment data records should occur following installation or replacement of a piece of equipment; and
- District should obtain electronic equipment lists from general contractors following the completion of new construction/renovation projects. These lists should be documented and collected in Excel format as outlined on the [PSFA website](#).

3.0 DISTRICT POLICIES AND PROCEDURES.

Recommended maintenance management practices ensure that available resources are used efficiently, and that health and safety are maintained. Documentation helps to alleviate confusion due to staff turnover.

3.1 FORMAL DISTRICT ENERGY MANAGEMENT PROGRAM (EMP) POLICY:

- Reinforce behavior modification policies and procedures with incentives for principals, teachers, custodians, maintenance workers, and students;
- Provide continuing EMP training for building occupants;
- Promote sustainability in all new construction;
- Create and enforce construction specifications that incorporate the installation of energy efficient building systems;
- Utilize a Life Cycle Cost Analysis (LCCA) during project design decision making;
- Install and maintain energy management systems and utilize them to effectively control building conditions;
- Track utility use and cost, analyze results, and institute building modifications or make procedural changes to reduce utility use;
- Ensure building systems are conscientiously operated and maintained to promote savings in utility usage; and
- Execute the PM program on building systems to provide efficient operations.

3.2 DISTRICT POLICIES FOR OVERSIGHT OF CONTRACTED FACILITY SERVICES:

- Communicate to contactors the district's expectations for performance (include written policy with bid/contract documents);
- Inspect all contracted maintenance work for quality and timeliness;
- Follow-up on all warranty provisions associated with newly installed building systems and equipment;

- Obtain operation and maintenance manuals, as-built drawings, and equipment lists/ nomenclature from contractors for all newly installed building systems and equipment;
- Verify all contractor invoices for accuracy; and
- Document contracted facility expenditures and analyze for appropriate utilization of available resources.

3.3 DISTRICT MAINTENANCE SAFETY PROGRAM:

- Maintain supply of Personal Protective Equipment (PPE) such as hard hats, work gloves, eye protection, ear plugs, etc., for maintenance staff;
- Ensure that all staff members are provided and wear PPE, consistent with assigned work tasks;
- Conduct recurring safety training and document. Cover the use of PPE, workplace safety, equipment safety, fire safety, etc.;
- Periodically inspect and maintain all maintenance equipment and tools to ensure safe operations; and
- Perform periodic workplace life/safety inspections, taking immediate action to remedy any unsafe conditions.

3.4 IMPLEMENT THE DISTRICT MAINTENANCE PROFESSIONAL DEVELOPMENT PROGRAM:

- Conduct recurring maintenance staff meetings to communicate district programs, opportunities for improvement and maintenance goals, etc.;
- Conduct orientation training for all new employees (district policies on conduct, appearance, customer service, safety, etc.);
- Whenever a new building or system is installed, follow-up to provide requisite maintenance training on new technologies;
- Track progress with professional education program for all maintenance staff members, including custodians;
- Periodically recognize maintenance personnel for their accomplishments to improve district facilities and/or programs (i.e., certificates of recognition, maintenance employee of the quarter, state sponsored Maintenance Achievement Awards, etc.); and
- When the opportunity arises, and where deserving, promote personnel to more responsible positions within the district.

4.0 FACILITY ASSESSMENTS. RECURRING VISUAL ASSESSMENTS ARE RECOMMENDED TO CONFIRM THAT MANAGEMENT PRACTICES ARE EFFECTIVE. DOCUMENTATION VALIDATES LEADERSHIP'S COMMITMENT TO IMPROVEMENT.

- Conduct periodic walk-through inspections of district facilities to identify potential hazards for students and staff, and document findings at least once a quarter;
- Take timely action to correct all identified problems and institute processes to prevent recurrence;
- Conduct periodic meetings between maintenance staff and each site administrator to identify and correct long-term facility problems;
- Communicate action plans to maintenance staff and other stakeholders; and

- 
- Work with other district staff members and the school board to adjust project priorities and update the district's FMP for major facility needs (i.e., drainage improvements, energy efficiency, deteriorated building systems, etc.). Please Note: An ongoing problem at many districts is that major facility maintenance deficiencies are not incorporated as capital needs into FMP updates. When the district FMP is developed and/or updated, ensure that district management and the school board receive sufficient information about maintenance-related capital needs, such that these needs can be prioritized in the current district FMP.

ADDITIONAL SOURCES OF INFORMATION:

The PSFA Maintenance Division will assist school district personnel by providing guidance and training on facility maintenance and energy management topics, including the FIMS. Training sessions are available upon request.

See the Facility Preventive Maintenance Planning Checklist (Box 4) for guidelines on creating and updating a district PM plan and energy management program. See PSFA's Preventive Maintenance Program Guidelines, Energy Management Program Guidelines Sample District Preventive Maintenance Plan, FIMS Criteria and other related information which can be found on the [PSFA's website](#).

Process Owner:
Facilities Maintenance and Operations Support Manager
(505) 843-6272

Last Updated: 8/31/2016

FACILITY INFORMATION MANAGEMENT SYSTEM (FIMS)

OVERVIEW:

New Mexico school districts are required by statute, NMSA 1978, §22-24-5.5 (B) (2005) to participate in the use of FIMS, a tool for managing a district's maintenance program. It can assist with effective resource utilization through both a time scheduling component and an expenditure tracker. It can also be a source of continuity during periods of personnel turnover. The FIMS software is made available to all New Mexico public school districts at no charge. It is scalable to the size and capability of each district, and consists of three web-based modules:

- Maintenance Direct (MD) – capability to document all facility maintenance work and generate reports for data analysis and process improvement;
- Preventive Maintenance Direct (PMD) – provides the capability to develop schedules that automatically generate preventive maintenance work orders at a prescribed frequency on district building systems and installed equipment; and
- Utility Direct (UD) – provides the capability to track and analyze district utility consumption and costs.

The following is a brief checklist addressing the basics of the use of FIMS. School district personnel needing additional information are encouraged to contact PSFA's Maintenance Division for assistance.

1.0 USE OF FIMS

Each district advances with FIMS usage at their own pace; however, there is an expectation that timely progress shall be made to ensure that district oversight of their maintenance and utility management programs will have continuous improvement. As needed, the vendor and PSFA will provide follow up assistance and training. PSFA will track quarterly district proficiency in each module, and districts are encouraged to self-assess their progress using a PSFA provided matrix.

1.1 MAINTENANCE DIRECT

- Set up a district MD account for all school locations, buildings, building areas, and work codes (craft codes, purpose codes, employees, etc.);
- Make use of MD to schedule and document the completion of all facility reactive and emergent maintenance work. Please Note: MD can also be used for vehicle maintenance and/or IT work;
- Determine how work orders will be entered into FIMS by school staff via the internet;
- Determine how work orders will be routed for approval of maintenance;
- Schedule requested work for timely completion, entering appropriate craft and purpose codes;
- Once work is completed, enter labor hours, material, and contract costs associated with each work order;
- Run periodic MD reports and analyze maintenance data to improve resource utilization and decision making. Please Note: the quality of the data going into the system will have a direct impact on the quality and reliability of the reports generated by the system;

- Use available data for budget preparation and contracted maintenance cost estimates;
- Periodically self-assess district proficiency with MD and request additional training as needed;
- Provide initial and follow up on FIMS training for employees; and
- Users should continuously review processes and make recommendations for improvements to the FIMS administrator, champion and district leadership.

1.2 PREVENTIVE MAINTENANCE DIRECT

- Make use of PMD to develop schedules that automatically generate preventive maintenance work orders as prescribed in the district PM plan;
- Establish detailed task list to be performed on a recurring schedule. PSFA's Preventive Maintenance Tasks are included as templates in all district FIMS accounts and are to be used as a guide in developing district task lists;
- PM schedules should be created for all district equipment. District equipment data is collected and imported into district FIMS accounts (see Paragraph 2.0 below);
- District should create PM schedules that are directly linked to district equipment, assigning work to staff or contractors for completion and documentation of findings and expenditures;
- Periodically self assess district proficiency with PMD and request additional training as needed; and
- Analyze preventive maintenance data to improve resource utilization and assess staff and contract expenditures, replacing worn out equipment as needed.

1.3 UTILITY DIRECT

- Use the UD module to document utility use and costs;
- Set-up a district UD account for each utility type by vendor and by metered location, examples include:
 - ▷ Electric;
 - ▷ Natural gas and/or propane/butane;
 - ▷ Water and sewage;
 - ▷ Telephones; and
 - ▷ Trash collection.
- Collect and enter historical utility data (minimum 12 months of prior utility data);
- Enter utility cost and consumption from each meter every month as utility invoices are received;
- Verify that there are not any extreme changes in usage or cost prior to payment once data is entered;
- Run UD reports to analyze utility data and identify opportunities for reduced utility use and cost savings; and
- Periodically self-assess district proficiency with UD and request additional training as needed.

2.0 EQUIPMENT INVENTORY DATA

Accurate equipment data should be stored in the district's FIMS accounts. This will ensure that needed recurring maintenance is accomplished on all installed equipment in a timely manner to help avoid premature deterioration and unwarranted replacement costs. This will also document completed actions and can assist in decision making for capital reinvestment through necessary equipment replacement. The equipment inventory needs periodic updating to ensure the continued effectiveness of maintenance actions, PSFA highly recommends updating the inventory annually.

- Once facility equipment is imported into FIMS, the district should develop policies and procedures on how to keep this data current;
- Timely update to facility equipment data records should occur following installation or replacement of a piece of equipment; and
- District should obtain electronic equipment lists from general contractors following the completion of new construction/renovation projects. These lists should be documented and collected in Excel format as outlined on the [PSFA website](#).

3.0 FIMS TRAINING AND SELF ASSESSMENT

Newly assigned maintenance personnel and other district staff should receive the FIMS training as soon as possible after their initial assignment. More experienced personnel should also receive continuous training on available reporting techniques and data analysis methods.

Please Note: The PSFA Maintenance Division will assist school district personnel by providing guidance and training on facility maintenance and energy management topics, including the FIMS. Training sessions are available upon request.

ADDITIONAL SOURCES OF INFORMATION:

See PSFA's Interactive Preventive Maintenance Task List Index; FIMS Levels of Proficiency; and Meaningful Maintenance Measures and other related information which can be found under the Facility Management tab on the [PSFA's website](#).

Process Owner:
Facilities Maintenance and Operations Support Manager
(505) 843-6272

Last Updated: 8/31/2016

FACILITY MAINTENANCE ASSESSMENT REPORT (FMAR)

OVERVIEW:

The FMAR is a comprehensive review of a building's systems and assets and is the standard method for establishing baseline information about the components, systems, policies and procedures of new or existing buildings maintenance program. A FMAR assessment is a way of determining the status of the building maintenance program through evaluation of facility conditions. The report provides a summarization of how the various facilities systems are being maintained and how the environmental components are operating. A primary objective of the FMAR is to evaluate the effectiveness of an implemented maintenance program and to provide recommendations for improvement.

Building assessments are accomplished by surveying buildings, grounds, equipment and systems. The results and findings are documented and recommendations are made to improve facility conditions. The PSFA FMAR provides the background against all building maintenance efforts and planning should be measured.

FMAR Components. There are five main categories, each with subcategories on the FMAR that are reviewed as follows:

1.0 SITE SURVEY. THIS CATEGORY REVIEW INCLUDES THE FOLLOWING SIX SUBCATEGORIES:

- Roadway/parking;
- Site utility;
- Playgrounds and athletic fields;
- Site drainage;
- Sidewalks; and
- Grounds.

2.0 BUILDING EXTERIOR SURVEY. THIS CATEGORY REVIEW INCLUDES THE FOLLOWING FOUR SUB-CATEGORIES:

- Windows/caulking;
- Walls/finishes;
- Entry/exterior doors; and
- Roof/flashing/gutters.

3.0 BUILDING INTERIOR SURVEY. THIS CATEGORY REVIEW INCLUDES THE FOLLOWING FOUR SUB-CATEGORIES:

- Walls/floors/ceilings/stairs;
- Interior doors;
- Restrooms; and
- Housekeeping.

4.0 BUILDING EQUIPMENT & SYSTEMS SURVEY. THIS CATEGORY REVIEW INCLUDES THE FOLLOWING EIGHT SUB CATEGORIES:

- Electrical distribution;
- Lighting;
- Fire protection systems;
- Equipment rooms;
- Heating, ventilation, air conditioning (HVAC);
- Air filters;
- Kitchen equipment and refrigeration; and
- Plumbing/water heaters.

5.0 MAINTENANCE MANAGEMENT. THIS CATEGORY INCLUDES A COMPREHENSIVE REVIEW OF THE FOLLOWING SIX CATEGORIES:

- Preventive Maintenance Plan: See Box 4 PM Planning;
- FIMS; See Box 32 FIMS;
- Staff Development Plan: a written staff development plan that addresses initial and continuous training;
- Maintenance Safety Plan: a written safety management plan that addresses safety training for the staff;
- Maintenance Control Oversight Plan: a policy to manage contractors completing on-going work at school sites; and
- Facility Master Plan Renewal: Does the FMP and maintenance program align with projects and conditions identified from the FMAR?

Please Note: The PSFA Maintenance Division will assist school district personnel by providing guidance and training on facility maintenance and energy management topics, including the FIMS. Training sessions are available upon request.

Process Owner:
Facilities Maintenance and Operations Support Manager
(505) 843-6272

Last Updated: 8/31/2016

POST OCCUPANCY EVALUATION (POE)

OVERVIEW:

A Post Occupancy Evaluation (POE) is a systematic investigation of a facility to determine the success or failure of one or more design elements within the project. It is to be performed by a third party evaluator after the district has occupied the facility.

STEP 1. CREATE AN ITEMIZED SCOPE FOR THE POE

Follow the guidelines of the Public School Facilities Authority (PSFA) [Post Occupancy Handbook](#).

- Select from the following suggested scope criteria:
 - ▷ Planning, design and construction processes;
 - ▷ Users' health and performance;
 - ▷ Safety;
 - ▷ Security;
 - ▷ User comfort;
 - ▷ Building function;
 - ▷ Building systems and performance;
 - ▷ Building efficiency – energy & water consumption;
 - ▷ Sustainability;
 - ▷ Work flow;
 - ▷ Psychological impact;
 - ▷ Educational environment;
 - ▷ Social environment;
 - ▷ Cultural environment;
 - ▷ Community engagement;
 - ▷ Specialized PSFA and District programmatic criteria (e.g., Project Award goals); and
 - ▷ Other.
- Determine data collection and/or tracking process required;
- Set project schedule for POE delivery; and
- Establish budget for POE.

STEP 2. PROCURE PROFESSIONAL SERVICES FOR POE

1. If professional services are anticipated to have a value less than or equal to \$60,000 excluding applicable state and local gross receipts taxes:
 - ▷ Refer to Box 16 for guidance on procuring POE services under the Small Purchases Threshold section of the NM Procurement Code (13-1-125, NMSA 1978);

- ▷ Request proposal(s) from professional service contractor(s) for POE in accordance with local district and NM Procurement Code policies; and
 - ▷ Review proposals, select POE contractor, finalize scope and execute professional services agreement.
2. If professional services are anticipated to have a value exceeding \$60,000 excluding applicable state and local gross receipts taxes:
- ▷ Refer to Box 19, for guidance on procuring POE services under the Competitive Sealed Proposals sections of the NM Procurement Code (13-1-111 – 117, NMSA 1978); and
 - ▷ Review proposals, select POE contractor, finalize scope and execute professional services agreement.

STEP 3. POE CONTRACT IMPLEMENTATION

- Hold initial project coordination meeting with POE contractor to review schedule and procedures;
- Hold pre-evaluation kick-off conference with POE contractor, PSFA, district and school administration, facility personnel, original designer, and other required parties;
- Confirm POE schedule with all parties;
- Confirm distribution list for POE drafts with POE contractor and PSFA;
- Receive draft POE report from POE contractor;
- Schedule presentation of POE report to PSFA, district and school staff, and project consultants;
- Review draft POE report, collect comments from presentation attendees, and forward comments to POE contractor with copy to PSFA; and
- Receive final POE report from POE contractor.

Process Owner:
Planning & Design Manager
(505) 843-6272

Last Updated: 8/31/2016

OUT YEAR AGREEMENTS

OVERVIEW:

This checklist outlines the key steps in managing project warranties and other out year tasks. Unless specifically noted otherwise, all tasks are the responsibility of the Public School Facilities Authority Regional Manager (RM).

STEP 1. PROGRAM STATEMENT PHASE REQUIREMENTS

- Verify the Educational Specification is complete and uploaded to PSFA's Construction Information Management System (CIMS).
- Communicate to the Design Professional (DP) all requirements:
 - ▷ For supplemental warranties and extended maintenance agreements:
 - ▶ Roofing warranty – manufacturer;
 - ▶ Roofing warranty – subcontractor;
 - ▶ Extended equipment warranties – manufacturers;
 - ▶ 3-year extended maintenance agreement (HVAC & Controls); and
 - ▶ Other.
- For the Owner and DP to earn the ENERGY STAR certification:
 - ▷ Verify that the DP has uploaded the ENERGY STAR Application to CIMS, including:
 - ▶ Statement of Energy Design Intent from ENERGY STAR Target Finder;
 - ▶ Architect of Record (AOR) Letter of Intent;
 - ▶ Owner Letter of Intent; and
 - ▶ ENERGY STAR Service and Product Provider (SPP) Partner Agreement.
- Verify that the DP has uploaded the Program Statement to CIMS.

STEP 2. SCHEMATIC DESIGN PHASE REQUIREMENTS

- Verify that the DP includes all required warranties in the project scope;
- Verify that the DP includes a preliminary project description (PPD) that clearly indicates the extent and relationship of the project components. A PPD shall include life cycle costing for HVAC and controls;
- Verify that the DP has uploaded the PPD to CIMS; and
- Verify that the DP has uploaded the Schematic Design Documents to CIMS.

STEP 3. DESIGN DEVELOPMENT PHASE REQUIREMENTS

- Verify the DP application for certification of Designed to Earn ENERGY STAR, and that it is uploaded to CIMS; and
- Verify that the DP has uploaded all of the Design Development documents to CIMS.

STEP 4. 100% BID DOCUMENTS PHASE REQUIREMENTS

- Confirm that all provisions for all project warranties are properly included in the final Bid Documents by the DP;
- Confirm that the Construction Drawings include the Designed to Earn the ENERGY STAR graphic;
- Design Profile (optional, but encouraged); and
- Verify that the Design Professional has uploaded all of the 100% Bid Documents to CIMS.

STEP 5. CONSTRUCTION PHASE REQUIREMENTS

- Verify that all required construction phase warranty inspections have been completed and issues satisfactorily addressed, in accordance with the contract documents;
- Record complete listing of start date for all warranties, including length of term and expiration date for each; and
- Verify that the Contractor has uploaded all completed warranty documents into CIMS.

STEP 6. PROJECT CLOSEOUT REQUIREMENTS

- Verify that by Substantial Completion, the DP has entered initial data for utility usage tracking required by ENERGY STAR into the Owner's Portfolio Manager Account or has opened an account for the Owner. Confirm that the DP has uploaded the Portfolio Manager report to CIMS;
- Verify that the DP has reviewed all as-built documents and uploaded them to CIMS;
- Verify that the Contractor has uploaded the equipment inventory into the PSFA Facility Information Management System (FIMS);
- At Substantial Completion, verify that the Owner has implemented an energy management program in accordance with ENERGY STAR;
- Verify that all specified final written warranties are received from the Contractor through the DP;
- Record in CIMS and in FIMS the complete listing of start dates for all warranties, including length of term and expiration date for each; and
- Upload all completed warranty documents to the CIMS.

STEP 7. WARRANTY PERIOD REQUIREMENTS

- For all warranties, distribute written procedures via CIMS regarding responsibilities of all parties on warranty issues, such as owner's notification to contractor, contractor action and response, manufacturer's responsibilities, and documentation of warranty related issues and activities;
- Verify that within 14 months of occupancy, the DP established that the project qualifies for ENERGY STAR Building Certification by using Portfolio Manager to determine actual annual energy use;
- Verify that the DP has completed, sealed and signed the ENERGY STAR Statement of Energy Performance along with the required Data Checklist showing that the energy performance meets or exceeds ENERGY STAR standards;

- Upload Portfolio Manager Certification report and statement to CIMS; and
- Verify that the Owner has applied for the ENERGY STAR plaque for the school.

STEP 8. EXTENDED MAINTENANCE AGREEMENT PERIOD

- Verify that all requirements outlined in the PSFA HVAC & Controls Performance Assurance Program are followed by all parties.

STEP 9. OTHER POST-OCCUPANCY TASKS

- Verify that the PSFA Facility Assessment Database (FAD) is updated to include new facility information after completion;
- In coordination with your RM, determine if POE is to be performed one year after final completion, or as otherwise required;
- Complete procedures outlined in the PSFA POE Process Checklist if POE is required;
- Suggest new projects to execute any facility adjustments recommended by POE (if performed); and
- Recommend changes to standards and guidelines based upon adjustments recommended by POE (if performed).

Process Owner:
Planning & Design Manager
(505) 843-6272

Last Updated: 8/31/2016

APPENDIX I: ACRONYMS AND DEFINITIONS

| | |
|-------------|---|
| ASHRAE | AMERICAN SOCIETY OF HEATING, REFRIGERATION, AND AIR CONDITIONING ENGINEERING |
| AOR | ARCHITECT OF RECORD |
| ASI | ARCHITECT'S SUPPLEMENTAL INSTRUCTIONS |
| BSAR | BUILDING SYSTEMS ANALYSIS REPORT |
| CES | COOPERATIVE EDUCATIONAL SERVICES |
| CID | CONSTRUCTION INDUSTRIES DIVISION |
| CIMS | CONSTRUCTION INFORMATION MANAGEMENT SYSTEM |
| CMAR | CONSTRUCTION MANAGER AT RISK |
| CO | CHANGE ORDER, OR CERTIFICATE OF OCCUPANCY |
| CPO | CHIEF PROCUREMENT OFFICER |
| DCP | DEFICIENCIES CORRECTION PROGRAM |
| DD | DESIGN DEVELOPMENT |
| DISTRICT | SCHOOL DISTRICTS, LOCAL OR STATE-CHARTERED CHARTER SCHOOLS, AND SPECIAL SCHOOLS |
| DP | DESIGN PROFESSIONAL |
| DR | DISTRICT REPRESENTATIVE |
| DWS | NEW MEXICO DEPARTMENT OF WORKFORCE SOLUTIONS |
| ED SPECS | EDUCATIONAL SPECIFICATIONS |
| EMP | ENERGY MANAGEMENT PROGRAM |
| FAD | FACILITY ASSESSMENT DATABASE |
| FCI | FACILITY CONDITION INDEX |
| FIMS | FACILITY INFORMATION MANAGEMENT SYSTEM |
| FMAR | FACILITIES MAINTENANCE ASSESSMENT REPORT |
| FMP | FACILITIES MASTER PLAN |
| FMP/ED SPEC | FACILITIES MASTER PLAN/EDUCATIONAL SPECIFICATIONS |
| GC | GENERAL CONTRACTOR |
| GIS | GEOGRAPHICAL INFORMATION SYSTEMS |
| GMP | GUARANTEED MAXIMUM PRICE |
| GRT | GROSS RECEIPTS TAX |
| HB | HOUSE BILL |
| HVAC | HEATING, VENTILATION & AIR CONDITIONING SYSTEMS |
| IGMP | INITIAL GUARANTEED MAXIMUM PRICE |
| IT | INFORMATION TECHNOLOGY |
| ITB OR IFB | INVITATION TO BID, OR INVITATION FOR BID--SAME MEANING |
| JOC | JOB ORDER CONTRACTING |
| JPA | JOINT POWERS AGREEMENT |

| | |
|-------|--|
| LCCA | LIFE CYCLE COST ANALYSIS |
| LGOB | LOCAL GENERAL OBLIGATION BOND |
| MACC | MAXIMUM ALLOWABLE CONSTRUCTION COST |
| MCR | MODIFICATION CHANGE REQUEST |
| MD | MAINTENANCE DIRECT (IN FIMS) |
| MEM | MEMBERSHIP (MEANING STUDENT ENROLLMENT) |
| MOU | MEMORANDUM OF UNDERSTANDING |
| NMAC | NEW MEXICO ADMINISTRATIVE CODE |
| NMCI | NEW MEXICO CONDITION INDEX |
| NMSA | NEW MEXICO STATUTES--ANNOTATED |
| O&M | OPERATIONS & MAINTENANCE |
| PAC | PERFORMANCE ASSURANCE CONTRACTOR |
| PEC | PUBLIC EDUCATION COMMISSION |
| PED | PUBLIC EDUCATION DEPARTMENT |
| PM | PREVENTIVE MAINTENANCE |
| PMD | PREVENTIVE MAINTENANCE DIRECT (IN FIMS) |
| PMP | PREVENTIVE MAINTENANCE PLAN |
| PO | PURCHASE ORDER |
| POE | POST OCCUPANCY EVALUATION |
| PPD | PRELIMINARY PROJECT DESCRIPTION |
| PPE | PERSONAL PROTECTIVE EQUIPMENT |
| PPWS | PROJECT PARTICIPATION WORKSHEET |
| PSCOC | PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL |
| PSFA | PUBLIC SCHOOL FACILITIES AUTHORITY |
| PTR | PUPIL TEACHER RATIO |
| RASC | REQUEST FOR APPROVAL OF SCHOOL CONSTRUCTION |
| RC | ROOF CONSULTANT |
| RFI | REQUEST FOR INTERPRETATION |
| RFP | REQUEST FOR PROPOSAL |
| RFQ | REQUEST FOR QUALIFICATIONS |
| RM | REGIONAL MANAGER |
| SB | SENATE BILL |
| SFMO | STATE FIRE MARSHAL'S OFFICE |
| SI | SUPPLEMENTAL INSTRUCTIONS--SHORTHAND FOR ASI |
| SOV | SCHEDULE OF VALUES |
| SPA | STATEWIDE PRICE AGREEMENTS |
| WNMCI | WEIGHTED NEW MEXICO FACILITY CONDITION INDEX |
| UD | UTILITY DIRECT (IN FIMS) |



APPENDIX II: LEGAL RELATIONSHIP BETWEEN SCHOOL DISTRICTS AND THE PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL (PSCOC), PUBLIC SCHOOL FACILITIES AUTHORITY (PSFA)

OVERVIEW:

A combination of laws, rules, and mutually-agreed upon contracts between school districts, the PSCOC and the PSFA have been developed to provide clear parameters and specific roles and responsibilities during all stages of project funding, development and construction—and thereby, to better assure project success. Here’s a short overview:

LAWS:

The Legislature enacted NMSA 1978, Sections 22-24-1 to -11 (2000, as amended through 2015), also known as the Public School Capital Outlay Act, to broadly define project governance and the legal relationship between school districts and the PSCOC/PSFA. There are also rules defined in Title 6, Chapter 27 of the New Mexico Administrative Code (NMAC) that provides additional details.

JOINT POWERS AGREEMENT (JPA):

Prior to a school district and the PSCOC partnering to fund a public school capital outlay project, a JPA is signed by the PSCOC and the school district. The JPA outlines the roles and responsibilities that the Owner (school district) and temporary project Co-owner (PSFA/PSCOC) will assume from award to project completion. The PSFA/PSCOC role of co-owner terminates when a project is complete.

MEMORANDUM OF UNDERSTANDING (MOU):

When a district accepts a PSCOC award, they agree to partner in funding a school capital outlay project. A MOU executed between the district and the PSCOC serves as a project roadmap with details on scope, funding, oversight, and schedule.

EXECUTION OF PROJECT CONTRACTS & PROCUREMENT:

When project contracts are entered into by the district and PSFA, they are entered into via the school district’s procurement office, who acts as the purchasing agent for the Scope of Work. Project contracts must utilize PSFA’s standard contract templates and the general conditions defined therein. Projects are subject to laws and regulations governing public works projects; additional local (school board) procurement regulations may also apply to the school district’s procurement.



PROJECT BUDGET CLOSEOUT:

Please see Box 11 in this manual for financial closure procedures for projects that have received PSCOC funding.

Process Owner:
Programs Support Manager
(505) 843-6272







