PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL

July 16, 2025 – 9:00 AM

State Capitol Building, Room 307

Santa Fe, NM

I. <u>Call to Order - Joe Guillen, Chair</u>

A. Roll Call

B. Approval of Agenda*

C. Correspondence

* Denotes potential action by the PSCOC

PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL (PSCOC)
Agenda
July 16, 2025 – 9:00 AM
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I. Call to Order – Joe Guillen, Chair
- A. Roll Call
- B. Approval of Agenda*
- C. Correspondence

II. Public Comment

III. Finance
- A. PSCOC Financial Plan

IV. Consent Agenda*
- A. June 12, 2025, PSCOC Meeting Minutes*
- B. K22-004 Albuquerque Pre-school (NMSD) - Award Language Change*

V. Awards Cycle
- A. Pre-applications Received

VI. Other Business
- A. Measurement and Verification Phase Two*
- B. Adequacy Planning Guide Update*
- C. Recertification of SSTBs*

VII. Informational
- A. Quarterly Lease Assistance Status Report
- B. Gross Square Foot Calculator Discussion for Existing Projects
- C. Executive Director Search

VIII. Next PSCOC Meeting – August 27, 2025 – (tentatively)

IX. Adjourn

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PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL
SUBCOMMITTEE ASSIGNMENTS

PSCOC
Joe Guillen, Chair

Awards Subcommittee
Charles Sallee, LFC - Chair
John Sena, LESC
Mariana Padilla, PED
Martin Romero, CID

Administration, Maintenance & Standards Subcommittee
Ashley Leach, DFA - Chair
Randall Cherry, LCS
Stewart Ingham, PEC
Elizabeth Groginsky, Governor's Office

Joe Guillen will serve on subcommittees in the absence of any member or designee.

I. Correspondence

II. Presenter(s): Iris K. Romero, Executive Director

III. Executive Summary (Informational):

No correspondence at this time.

II. Public Comment

III. Finance

A. PSCOC Financial Plan

I. PSCOC Financial Plan

II. Presenter(s): Matthew Schimmel, Deputy Financial Officer
Iris K. Romero, Executive Director

III. Executive Summary (Informational):

Key Points:

Awards Year-to-Date Updates *(Lines 34-36 - Financial Plan Sources & Uses Detail)*

Version	FY25	FY26	FY27	FY28	Total
June 2025	376.5	908.4	151.4	0.0	1,436.3
July 2025	376.5	894.7	151.4	0.0	1,422.6
Net Change	0.0	(13.7)	0.0	0.0	(13.7)

in millions of dollars

Award Language Changes (Fiscal Impact)

- P24-006 Gallup-McKinley–Crownpoint MS potential fiscal impact increasing from $19,980,503 to $22,512,614.

- P23-002 Gallup-McKinley–Thoreau HS potential fiscal impact reduced from $54,624,638 to $38,374,934.
  - The original out-year estimate was based on the original 84,350 GSF which was reduced to 71,998 GSF in December 2024.

Other Updates:

- FY28 Estimates have been incorporated into both the Sources & Uses Detail and the PSCOC Fund Project Award Schedule Detail.

- Line 2 – SSTB Notes for FY28 has been added with an estimated value of $407.4 million.

- Line 3 – SSTB Notes for FY28 has been added with an estimated value of $438.7 million.

- Line 32 – (2025) Measurement & Verification (M&V) - Phase II for FY26 has been added with a value of $1,277,928.

Exhibit(s):
A – Financial Plan

Exhibit A

PSCOC Financial Plan

Sources & Uses Detail (millions of dollars)

July 16, 2025

I. SOURCES & USES

	SOURCES:	FY25 Act.	FY26 Est.	FY27 Est.	FY28 Est.
1	**Uncommitted Balance (Period Beginning)**	**536.1**	**446.6**	**(30.9)**	**407.4**
2	SSTB Notes (Revenue Budgeted July)	340.4	396.5	375.5	407.4
3	SSTB Notes (Revenue Budgeted January)	144.2	375.5	407.4	438.7
4	(2025) HB-002 Community Benefit Fund Transfer (SB-048) - Electric Vehicle Charging Infrastructure		60.0		
5	Project Reversions - ESTIMATE	22.5	0.6	0.6	
6	Operating Reversions	0.0	0.0	0.0	
7	Advance Repayments	0.1	1.2	0.5	
8	Subtotal Sources:	1,043.3	1,280.3	753.1	1,253.4
	USES:				
9	Capital Improvements Act (SB-9) & HB 119 (L22,C22)	45.4	50.0	45.5	
10	Lease Payment Assistance Awards	22.8	25.0	26.6	
11	Facilities Master Plan Assistance Awards	0.7	2.2	0.7	
12	BDCP (Includes Cat. 1 & Cat. 2)	10.0	10.0	10.0	
13	(2025, 2024) HB-002, Broadband Access and Expansion Program Transfer	0.7	0.7		
14	PSFA Operating Budget	7.4	7.8	14.0	
15	CID/SFMO Inspections	0.3	0.3	0.3	
16	Emergency Reserve for Contingencies		10.0	10.0	
17	SB275 School Buses (PED)	29.2			
18	SB275 School Bus Cameras (PED)	0.6			
19	Tribal Libraries (PED)				
20	HB2 School Safety Summits (PED) (Ch210, S199)	0.2			
21	SB275 Fueling/Charge Stations for Buses (PED)	1.5			
22	HB2 Las Vegas City Memorial MS	1.5			
23	SB275 Higher Education Appropriation	30.0			
24	PSFA Vehicles HB2 (L23, 1S,C210,S5,I209)				
25	HB505 Security and CTE FY24				
26	(2025) HB-450, Sec. 49, HED STEM Institute Construction (Albuquerque, Bern. County)		20.0		
27	(2025) HB-450, Sec. 50, PED Statewide Alternatively Fueled Vehicle Stations Construct		1.5		
28	(2025) HB-450, Sec. 51-1, SFIS Paolo Soleri Amp Construct (Santa Fe, Santa Fe County)		3.0		
29	(2025) HB-450, Sec. 51-2, Navajo Prep Schl Infra & Drainage Improve (Farmington, San Juan County)		3.0		
30	(2025) HB-450, Sec. 52, Statewide School Dist Distributions (Security, CTE, Maintenance/Repair)		50.0		
31	(2025) HB-002 Community Benefit Fund Transfer (SB-048) - Electric Vehicle Charging Infrastructure		60.0		
32	(2025) Measurement & Verification (M&V) - Phase II		1.3		
33	Out-of-Cycle Potential Waivers	70.1	171.8	87.1	
34	Awards YTD - Pilot Teacher Housing (per Project Awards Schedule)	1.0	0.0	0.0	0.0
35	Awards YTD - Pre-K (per Project Awards Schedule)	56.9	4.0	0.0	0.0
36	Awards YTD - Standards & Systems-based (per Project Awards Schedule)	318.6	890.7	151.4	151.4
37	Subtotal Uses:	596.8	1311.2	345.6	151.4
38	**Estimated Uncommitted Balance Period Ending**	**446.6**	**-30.9**	**407.4**	**1102.0**

II. PROJECT AWARD SCHEDULE SUMMARY

		Total	FY25 Act.	FY26 Est.	FY27 Est.	FY28 Est.	Total
39	FY12 Awards Cycle	5.4	0.0	5.0	0.0	0.0	**5.4**
40	FY15 Awards Cycle	0.4	0.0	0.4	0.0	0.0	**0.4**
41	FY16 Awards Cycle	5.9	0.0	5.9	0.0	0.0	**5.9**
37	FY19 Awards Cycle	192.7	16.5	58.2	0.0	0.0	**192.7**
38	FY20 Awards Cycle	199.7	1.4	81.4	31.3	0.0	**199.7**
39	FY21 Awards Cycle	415.2	161.0	148.2	0.0	0.0	**415.2**
40	FY22 Awards Cycle	190.7	48.1	21.2	56.1	0.0	**190.7**
41	FY22 Awards 2nd Cycle	24.8	5.5	1.3	0.0	0.0	**24.8**
42	FY 22 Awards Cycle Subtotal	215.5	53.6	22.4	56.1	0.0	**215.5**
43	FY23 Awards Cycle	189.4	46.7	142.5	0.0	0.0	**189.4**
44	FY24 Awards Cycle	500.4	76.6	334.2	24.2	0.0	**500.4**
45	FY25 Awards Cycle	157.0	20.7	96.5	39.8	0.0	**157.0**
46	FY26 Awards Cycle	0.0	0.0	0.0	0.0	0.0	**0.0**
47	**Subtotal Uses :**	**1,881.7**	**376.5**	**894.7**	**151.4**	**0.0**	**1881.7**

PSCOC Financial Plan

Summary of Changes Since 6/12/2025

PSCOC ACTION - OUT-OF-CYCLE, EMERGENCY, ADDITIONAL FUNDING	Award Amount
Total Awards:	**$ -**
Total Reversion/Reallocation/Rescind:	**$0**

PSCOC FUND PROJECT AWARD SCHEDULE DETAIL - MODIFICATIONS				
Potential Council Action Projects - Agenda:	**Original Award Fiscal Year (FY)**	**Previous FP Estimate**	**Current FP Award**	**Change Fav (Unfav)**
				$ -
Subtotal	**$ -**	**$ -**	**$ -**	

FINANCIAL PLAN ASSUMPTIONS and SUMMARY:	*Financial Plan Variance Between Months*			
	FY24 Act.	**FY25 Act.**	**FY26 Est.**	**FY27 Est.**
Uncommitted Balance [FY25 - June 2025 (Q2)]	536.1	446.6	(43.3)	395.0
Uncommitted Balance [FY26 - July 2025 (Q3)]	536.1	446.6	(30.9)	407.4
Variance Favorable (Unfavorable)	-	-	12.4	12.4

PSCOC FUND PROJECT AWARD SCHEDULE DETAIL - (Representation of Uncommitted Balance in FY26)

July 16, 2025

Legend	
Purple Text	Awarded Design
Purple Highlight	Pending Design Award
Green Text	Awarded Construction
Green Highlight	Pending Construction Award
$000,000	*Numbers in italics indicate bonds have not been certified*

							FY 2026				FY 2027				FY 2028			
							$894,703,207				$151,392,221				$0			
							$175,886,325	$171,913,027	$87,513,441	$459,390,413	$39,802,091	$87,387,335	$24,202,795	$0	$0	$0	$0	$0
FY12 AWARDS				**Phase 1**	**Phase 2**	**Total**	**2025_Q3**	**2025_Q4**	**2026_Q1**	**2026_Q2**	**2026_Q3**	**2026_Q4**	**2027_Q1**	**2027_Q2**	**2027_Q3**	**2027_Q4**	**2028_Q1**	**2028_Q2**
P12-006	Espanola	Velarde ES	A01 - SSTB20BE0003 - $379,456	$379,456	$5,036,864	$5,416,320	***$5,036,864***											
			Total	**$379,456**	**$5,036,864**	**$5,416,320**	$5,036,864	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
								$5,036,864				**$0**				**$0**		
FY15 AWARDS				**Phase 1**	**Phase 2**	**Total**	**2025_Q3**	**2025_Q4**	**2026_Q1**	**2026_Q2**	**2026_Q3**	**2026_Q4**	**2027_Q1**	**2027_Q2**	**2027_Q3**	**2027_Q4**	**2028_Q1**	**2028_Q2**
P15-006	Gallup-McKinley	Thoreau Teacher Housing	A32 - SSTB18SD 0001 - $1,516,391.00 A81 - SSTB18SB 0004 - $13,647,522 A92 - SSTB19SD 0004 - $350,924	$364,500	$0	$364,500		***$364,500***										
			Total	**$2,314,298**	**$19,195,765**	**$21,676,838**	$0	$364,500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
								$364,500				**$0**				**$0**		
FY16 AWARDS				**Phase 1**	**Phase 2**	**Total**	**2025_Q3**	**2025_Q4**	**2026_Q1**	**2026_Q2**	**2026_Q3**	**2026_Q4**	**2027_Q1**	**2027_Q2**	**2027_Q3**	**2027_Q4**	**2028_Q1**	**2028_Q2**
P16-002	Espanola	Abiquiu Elementary School	A51 - SSTB15SB0001 - $198,059 A92 - SSTB19SD0004 - $255,977	$454,036	$5,934,164	$6,388,200	***$5,934,164***											
			Total	**$454,036**	**$5,934,164**	**$6,388,200**	$5,934,164	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
								$5,934,164				**$0**				**$0**		
FY19 AWARDS				**Phase 1**	**Phase 2**	**Total**	**2025_Q3**	**2025_Q4**	**2026_Q1**	**2026_Q2**	**2026_Q3**	**2026_Q4**	**2027_Q1**	**2027_Q2**	**2027_Q3**	**2027_Q4**	**2028_Q1**	**2028_Q2**
P19-004	Gallup-McKinley	Tohatchi Teacher Housing	A03 - SSTB20SD 0002 - $22,625,748 A07 - SSTB23SD 0001 - $50,647,912 A81 - SSTB18SB 0004 - $60,000 A82 - SSTB18SD 0001 - $2,854,563	$346,585	$3,253,415	$3,600,000				***$3,253,415***								
P19-006	Las Vegas	Sierra Vista ES	A81 - SSTB18SB0004 - $447,398	$447,398	$18,284,012	$18,731,410			***$18,054,732***									
P19-017	Tularosa	Tularosa MS	A92 - SSTB19SD 0004 - $2,792,788	$2,792,788	$36,917,164	$39,709,952	***$36,917,164***											
			Total	**$18,170,516**	**$271,021,163**	**$289,191,679**	$36,917,164	$0	$18,054,732	$3,253,415	$0	$0	$0	$0	$0	$0	$0	$0
								$58,225,312				**$0**				**$0**		
FY20 AWARDS				**Phase 1**	**Phase 2**	**Total**	**2025_Q3**	**2025_Q4**	**2026_Q1**	**2026_Q2**	**2026_Q3**	**2026_Q4**	**2027_Q1**	**2027_Q2**	**2027_Q3**	**2027_Q4**	**2028_Q1**	**2028_Q2**
P20-001	Alamogordo	Chaparral MS	A81 - SSTB18SB 0004 - $774,754 A82 - SSTB18SD 0001 - $1,388,001 A92 - SSTB19SD 0004 - $19,464,797	$2,162,755	$31,332,600	$33,495,355						***$31,332,600***						
P20-002	Central	Newcomb ES	A82 - SSTB18SD 0001 - $25,000 A92 - SSTB19SD 0004 - $1,417,811	$1,087,543	$22,386,078	$23,473,621	***$22,386,078***											
P20-003	Roswell	Mountain View MS	A82 - SSTB18SD 0001 - $1,807,637 A92 - SSTB19SD 0004 - $5,477,761	$1,807,637	$34,110,167	$35,917,804		***$34,110,167***										
P20-006	Roswell	Washington Avenue ES	A82 - SSTB18SD 0001 - $51,000 A92 - SSTB19SD 0004 - $601,585	$2,488,106	$22,392,958	$24,881,064	***$2,488,106***			***$22,392,958***								
			Total	**$17,318,852**	**$239,073,093**	**$256,239,939**	$24,874,184	$34,110,167	$0	$22,392,958	$0	$31,332,600	$0	$0	$0	$0	$0	$0
								$81,377,309				**$31,332,600**				**$0**		
FY21 AWARDS				**Phase 1**	**Phase 2**	**Total**	**2025_Q3**	**2025_Q4**	**2026_Q1**	**2026_Q2**	**2026_Q3**	**2026_Q4**	**2027_Q1**	**2027_Q2**	**2027_Q3**	**2027_Q4**	**2028_Q1**	**2028_Q2**
P21-003	Gallup-McKinley	Gallup HS	A04 - SSTB21SD 0001 - $11,922,644 A92 - SSTB19SD 0004 - $101,250	$12,023,894	$80,254,339	$92,278,233				***$68,331,695***								
P21-005	Gallup-McKinley	Crownpoint HS	A04 - SSTB21SD 0001 - $4,720,541 A92 - SSTB19SD 0004 - $411,674	$5,071,465	$ 39,644,484	$44,715,949				***$34,923,943***								
P21-005	Gallup-McKinley	Crownpoint HS Teacher Housing						***$350,924***										
P21-006	Gallup-McKinley	Navajo Pine HS	A07 - SSTB23SD 0001 - $5,030,993 A92 - SSTB19SD 0004 - $60,750	$5,091,683	$48,101,770	$53,193,453				***$43,070,837***								
S21-001	Las Cruces	Tombaugh ES	A01 - SSTB20SB E0003 - $165,548	$165,548	$1,489,934	$1,655,482				***$1,489,934***								
			Total	**$39,828,051**	**$414,429,296**	**$454,257,347**	$0	$350,924	$0	$147,816,410	$0	$0	$0	$0	$0	$0	$0	$0
								$148,167,334				**$0**				**$0**		
FY22 AWARDS				**Phase 1**	**Phase 2**	**Total**	**2025_Q3**	**2025_Q4**	**2026_Q1**	**2026_Q2**	**2026_Q3**	**2026_Q4**	**2027_Q1**	**2027_Q2**	**2027_Q3**	**2027_Q4**	**2028_Q1**	**2028_Q2**
P22-006	Gadsden	Chaparral MS	A02 - SSTB21SB 0001 - $3,197,269	$3,144,769	$56,054,735	$59,199,504						***$56,054,735***						
P22-004	Los Lunas	Ann Parrish ES	A02 - SSTB21SB 0001 - $17,273,200 A06 - SSTB23SB 0001 - $2,524,085	$2,566,085	$23,685,979	$26,252,064				***$21,161,894***								
FY22 AWARDS 2nd CYCLE																		
K22-004	NMSD	Albuquerque Preschool	A04 - SSTB21SD 0001 - $835,000 A82 - SSTB18SD 0001 - $140,000	$975,000	$1,260,000	$2,235,000				***$1,260,000***								
			Total	**$27,703,981**	**$295,511,665**	**$323,215,646**	$0	$0	$0	$22,421,894	$0	$56,054,735	$0	$0	$0	$0	$0	$0
								$22,421,894				**$56,054,735**				**$0**		
FY23 AWARDS SCENARIO				**Phase 1**	**Phase 2**	**Total**	**2025_Q3**	**2025_Q4**	**2026_Q1**	**2026_Q2**	**2026_Q3**	**2026_Q4**	**2027_Q1**	**2027_Q2**	**2027_Q3**	**2027_Q4**	**2028_Q1**	**2028_Q2**
P23-001	Gallup-McKinley	Central HS	A04 - SSTB21SD 0001 - $900,480 A82 - SSTB18SD 0001 - $3,204,031	$900,480	$37,841,074	$38,741,554			***$37,841,074***									
P23-002	Gallup-McKinley	Thoreau HS	A04 - SSTB21SD 0001 - $3,821,477	$3,821,477	$38,374,934	$42,196,411	***$38,374,934***											
P23-003	Gallup-McKinley	David Skeet ES	A04 - SSTB21SD 0001 - $1,771,462	$1,771,462	$23,411,989	$25,183,451				***$23,411,989***								
P23-007	Estancia	Estancia ES	A82 - SSTB18SD 0001 - $662,256	$662,256	$11,463,237	$12,125,493	***$11,463,237***											
P23-008	Pojoaque	Pojoaque MS	A92 - SSTB19SD 0004 - $2,090,939	$2,090,939	$31,364,541	$33,455,480		***$31,364,541***										
			Total	**$19,002,719**	**$218,410,461**	**$237,413,180**	$49,838,171	$31,364,541	$37,841,074	$23,411,989	$0	$0	$0	$0	$0	$0	$0	$0
								$142,455,775				**$0**				**$0**		

PSCOC FUND PROJECT AWARD SCHEDULE DETAIL - (Representation of Uncommitted Balance in FY26)

July 16, 2025

Legend	
Purple Text	Awarded Design
Purple Highlight	Pending Design Award
Green Text	Awarded Construction
Green Highlight	Pending Construction Award
$000,000	*Numbers in italics indicate bonds have not been certified*

							FY 2026				FY 2027				FY 2028			
							$894,703,207				$151,392,221				$0			
							$175,886,325	$171,913,027	$87,513,441	$459,390,413	$39,802,091	$87,387,335	$24,202,795	$0	$0	$0	$0	$0
FY24 AWARDS SCENARIO				**Phase 1**	**Phase 2**	**Total**	**2025_Q3**	**2025_Q4**	**2026_Q1**	**2026_Q2**	**2026_Q3**	**2026_Q4**	**2027_Q1**	**2027_Q2**	**2027_Q3**	**2027_Q4**	**2028_Q1**	**2028_Q2**
P24-001	Maxwell	District	A05 - SSTB22SD 0001 - $2,542,239	$2,542,239	$26,479,078	$29,021,317	***$26,479,078***											
P24-002	Central	Tse Bit Ai MS	A05 - SSTB22SD 0001 - $2,965,145	$2,965,145	$31,431,696	$34,396,841				***$31,431,696***								
P24-005	Springer	Combined	A06 - SSTB23SB 0001 - $4,405,823	$2,620,550	$32,096,163	$34,716,713		***$32,096,163***										
P24-004	Dexter	ES/MS	A05 - SSTB22SD 0001 - $2,620,550	$4,405,823	$61,271,815	$65,677,638		***$61,271,815***										
P24-006	Gallup-McKinley	Crownpoint MS	A04 - SSTB21SD 0001 - $2,532,111	$2,532,111	$22,512,614	$25,044,725				***$22,512,614***								
P24-007	San Jon	San Jon Combo		$4,141,429	$31,617,635	$35,759,064			***$31,617,635***									
P24-009	Penasco	Penasco Combined	A05 - SSTB22SD 0001 - $3,757,110	$3,757,110	$31,995,432	$35,752,542				***$31,995,432***								
P24-008	Bernalillo	Algodones ES	A05 - SSTB22SD 0001 - $845,526	$845,526	$7,609,733	$8,455,259				***$7,609,733***								
P24-010	Artesia	Roselawn ES	A05 - SSTB22SD 0001 - $1,182,001	$1,182,001	$13,330,933	$14,512,933				***$13,330,933***								
P24-011	Hagerman	Hagerman Combined	A05 - SSTB22SD 0001 - $22,796,762	$4,371,742	$46,127,989	$50,499,731				***$46,127,989***								
P24-012	Hondo	Hondo Combined	A06 - SSTB23SB 0001 - $6,513,731	$6,513,731	$24,202,795	$30,716,525							***$24,202,795***					
P24-014	Albuquerque	Van Buren MS	A06 - SSTB23SB 0001 - $10,087,640	$1,195,984	$22,723,688	$23,919,672	***$22,723,688***											
K24-001	Cuba	Cuba ES	A04 - SSTB21SD 0001 - $124,294	$103,260	$929,336	$1,032,596				***$929,336***								
S24-016	Clovis	Marshall JHS	A05 - SSTB22SD 0001 - $348,546	$348,546	$3,136,916	$3,485,462	***$3,136,916***											
S24-017	Clovis	Sandia ES	A05 - SSTB22SD 0001 - $105,102	$105,122	$946,096	$1,051,218	***$946,096***											
S24-021	West Las Vegas	Luis Armijo ES	A05 - SSTB22SD 0001 - $220,122	$220,122	$1,981,099	$2,201,221		***$1,981,099***										
			Total	**$65,423,964**	**$434,997,833**	**$500,421,797**	**$53,285,778**	**$95,349,077**	**$31,617,635**	**$153,937,732**	**$0**	**$0**	**$24,202,795**	**$0**	**$0**	**$0**	**$0**	**$0**
								$334,190,222				**$24,202,795**				**$0**		

FY25 AWARDS SCENARIO				**Phase 1**	**Phase 2**	**Total**	**2025_Q3**	**2025_Q4**	**2026_Q1**	**2026_Q2**	**2026_Q3**	**2026_Q4**	**2027_Q1**	**2027_Q2**	**2027_Q3**	**2027_Q4**	**2028_Q1**	**2028_Q2**
P25-001	Raton	Longfellow ES	A08 - SSTB24SB 0001 - $8,455,099	$2,725,138	$36,205,406	$38,930,544				***$36,205,406***								
P25-002	Silver	Cliff combined School	A06 - SSTB23SB 0001 - $2,002,003	$2,002,003	$18,018,031	$20,020,034				***$18,018,031***								
P25-003	Bloomfield	Central Primary School Naaba Ani Elementary School Mesa Alta Junior High School	A06 - SSTB23SB 0001 - $4,422,455	$4,422,455	$39,802,091	$44,224,546					***$39,802,091***							
P25-004	Rio Rancho	Lincoln Middle School	A06 - SSTB23SB 0001 - $2,001,668	$1,151,483	$2,566,733	$3,718,216				***$2,566,733***								
P25-005	Rio Rancho	Rio Rancho High School	A06 - SSTB23SB 0001 - $4,071,514	$1,121,891	$15,425,020	$16,546,911				***$15,425,020***								
S25-001	Grants	Grants High School	A03 - SSTB20SD 0002 - $1,152,646	$1,152,646	$10,373,818	$11,526,464		***$10,373,818***										
S25-002	Alamogordo	Alamogordo High School	A06 - SSTB23SB 0001 - $729,973	$729,973	$6,569,759	$7,299,732				***$6,569,759***								
S25-009	Ruidoso	Ruidoso High School	A06 - SSTB23SB 0001 - $617,130	$617,130	$5,554,174	$6,171,304				***$5,554,174***								
K25-001	Rio Rancho	Shining Stars Preschool	A01 - SSTB20SB E0003 - $254,877	$254,877	$1,816,893	$2,071,770				***$1,816,893***								
			Total	**$20,676,327**	**$136,331,924**	**$157,008,251**	**$0**	**$10,373,818**	**$0**	**$86,156,015**	**$39,802,091**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
								$96,529,833				**$39,802,091**				**$0**		

FY26 AWARDS SCENARIO				**Phase 1**	**Phase 2**	**Total**	**2025_Q3**	**2025_Q4**	**2026_Q1**	**2026_Q2**	**2026_Q3**	**2026_Q4**	**2027_Q1**	**2027_Q2**	**2027_Q3**	**2027_Q4**	**2028_Q1**	**2028_Q2**
			Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
								$0				**$0**				**$0**		

Cost per Square Foot Variance Analysis for Out-Year Funding

Standards-based Projects

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	
	Fiscal Year	Project Number	District	School	Project Type	Original Estimated State Match	Original Estimated Cost per Square Foot (SqFt) MACC	Original Estimated TPC per Square Foot (SqFt)	Updated Estimated State Match	Updated Estimated Cos per SqFt MACC	Updated TPC/ SqFt (MACC + Soft Cost)	TPC Cost per SqFt Percentage Increase	Difference (I - G)	Waiver (X)	Potential FY25 Additional Cost (Waiver)	Potential FY26 Additional Cost (Waiver)	Potential FY27 Additional Cost (Waiver)	
1	FY12	P12-006	Espanola	Velarde ES	Full Renovation	$ 3,794,560	$ 175	$ 228	$ 5,416,320	$ 300	$ 390	71%	$ 163					1
2	FY15	P15-006	Gallup-McKinley	Thoreau	Teacher Housing			$ -	$ 3,645,000	N/A	N/A							2
3	FY16	P16-002	Espanola	Abiquiu ES	Full Renovation	$ 3,726,450	$ 175	$ 228	$ 6,388,200	$ 300	$ 390	71%	$ 163					3
4	FY19	P19-004	Gallup-McKinley	Tohatchi	Teacher Housing			$ -	$ 3,600,000	N/A	N/A							4
5	FY19	P19-006	Las Vegas City	Sierra Vista ES	Full Renovation	$ 4,473,984	$ 100	$ 130	$ 18,502,130	$ 600	$ 780	498%	$ 650					5
6	FY19	P19-017	Tularosa	Tularosa MS	Full Replacement	$ 27,927,879	$ 372	$ 484	$ 39,709,952	$ 700	$ 910	88%	$ 426			$ 16,219,558		6
7	FY19	P19-018	Belen	Dennis Chavez ES	Partial Replacement and Renovation	$ 11,777,849	$ 350	$ 455	$ 16,345,052	$ 450	$ 585	29%	$ 130					7
8	FY20	P20-001	Alamogordo	Chaparral MS	Full Replacement	$ 30,959,593	$ 415	$ 540	$ 31,332,600	$ 550	$ 650	20%	$ 111					8
9	FY20	P20-002	Central	Newcomb ES	Full Replacement	$ 15,087,253	$ 447	$ 580	$ 22,386,078	$ 900	$ 1,170	102%	$ 590			$ 14,924,052		9
10	FY20	P20-003	Roswell	Mountain View MS	Full Replacement	$ 18,076,367	$ 225	$ 293	$ 32,640,816	$ 500	$ 650	122%	$ 358					10
11	FY20	P20-006	Roswell	Washington Ave. ES	Design & Partial Replacement and Renovation	$ 6,525,848	$ 280	$ 364	$ 24,881,064	$ 500	$ 650	79%	$ 286					11
12	FY20	P20-010	Clovis	Barry ES	Partial Replacement and Renovation	$ 6,507,124	$ 105	$ 137	$ 11,697,530	$ 250	$ 325	138%	$ 189					12
13	FY21	P21-001	Zuni	Zuni HS/Twin Buttes HS	Full Replacement and Teacher Housing	$ 95,196,214	$ 475	$ 618	$ 113,887,800	$ 900	$ 1,170	89%	$ 553					13
14	FY21	P21-003	Gallup-McKinley	Gallup HS	Full Replacement	$ 58,142,391	$ 375	$ 488	$ 92,278,233	$ 650	$ 845	73%	$ 358					14
15	FY21	P21-004	Hobbs	Heizer MS	Full Replacement	$ 21,735,309	$ 450	$ 585	$ 31,744,284	$ 650	$ 845	44%	$ 260					15
16	FY21	P21-005	Gallup-McKinley	Crownpoint HS	Full Replacement	$ 38,033,922	$ 401	$ 521	$ 44,715,949	$ 750	$ 975	87%	$ 454					16
17	FY21	P21-006	Gallup-McKinley	Navajo Pine HS	Full Replacement	$ 16,498,372	$ 411	$ 534	$ 53,193,453	$ 900	$ 1,170	119%	$ 636					17
18	FY22	P22-001	Gadsden	Gadsden MS	Full Replacement	$ 45,182,331	$ 375	$ 488	$ 50,593,270	$ 500	$ 650	33%	$ 163					18
19	FY22	P22-004	Los Lunas	Ann Parish ES	Design & Partial Replacement and Renovation	$ 17,273,200	$ 320	$ 416	N/A	$ 450	$ 585	41%	$ 169					19
20	FY22	P22-006	Gadsden	Chaparral MS	Full Replacement	$ 31,447,682	$ 275	$ 358	$ 59,199,504	$ 600	$ 780	118%	$ 423					20
21	FY23	P23-001	Gallup-McKinley	Gallup Central HS	Full Replacement	$ 9,004,804	$ 411	$ 534	$ 37,841,074	$ 650	$ 845	58%	$ 311					21
22	FY23	P23-002	Gallup-McKinley	Thoreau HS	Full Replacement	$ 41,994,250	$ 425	$ 553	$ 58,446,115	$ 650	$ 845	53%	$ 293					22
23	FY23	P23-003	Gallup-McKinley	David Skeet ES	Full Replacement and Teacher Housing	$ 17,714,622	$ 425	$ 553	$ 27,643,451	$ 750	$ 975	76%	$ 423					23
24	FY23	P23-004	Farmington	Heights MS	Full Replacement	$ 41,652,468	$ 400	$ 520	$ 43,619,390	$ 650	$ 845	63%	$ 325					24
25	FY23	P23-005	Farmington	Mesa Verde ES	Full Replacement	$ 25,517,261	$ 375	$ 488	$ 28,503,726	$ 650	$ 845	73%	$ 358					25
26	FY23	P23-007	Estancia	Estancia ES	Full Renovation and Addition	$ 7,258,118	$ 313	$ 406	$ 6,776,700	N/A	N/A			PARTIAL		$ 11,931,124		26
27	FY23	P23-008	Pojoaque Valley	Pojoaque MS	Partial Replacement and Renovation	$ 26,152,091	$ 400	$ 520	$ 27,238,575	$ 600	$ 780	50%	$ 260	PARTIAL		$ 5,155,059		27
28	FY24	P24-001	Maxwell	Combined School	Full Replacement and Teacher Housing	$ 25,422,389	$ 500	$ 650	$ 29,241,000	$ 600	$ 780	20%	$ 130	100% Construction		$ 6,211,142		28
29	FY24	P24-002	Central	Tse Bit Ai MS	Full Replacement and Teacher Housing	$ 25,392,653	$ 600	$ 780	$ 34,396,841	$ 800	$ 1,040	33%	$ 260					29
30	FY24	P24-003	Hobbs	New MS	New Construction	$ 21,735,309	$ 450	$ 585	$ 31,744,284	$ 650	$ 845	44%	$ 260					30
31	FY24	P24-004	Springer	Combined School	Full Replacement and Teacher Housing	$ 20,627,768	$ 458	$ 595	$ 25,568,000	$ 600	$ 780	31%	$ 185	100% Construction		$ 15,104,077		31
32	FY24	P24-005	Dexter	ES/MS	Full Replacement	$ 39,652,408	$ 505	$ 657	$ 45,438,372	$ 550	$ 715	9%	$ 59	100% Construction	$ 11,641,645			32
33	FY24	P24-006	Gallup-McKinley	Crownpoint MS	Full Replacement	$ 22,789,001	$ -	$ -	$ 22,512,614	$ 750	$ 975	0%	$ 975					33
34	FY20>FY24	P24-007	San Jon	Combined School										100% Construction	$ 14,205,025			34
35	FY24	P24-008	Bernalillo	Algodones ES	Renovation and Addition								$ -	100% Construction		$ 20,566,845		35
36	FY24	P24-009	Penasco	Penasco Combined	Full Replacement								$ -	PARTIAL		$ 11,818,557		36
37	FY24	P24-010	Artesia	Roselawn ES	Full Replacement								$ -					37
38	FY24	P24-011	Hagerman	Hagerman Combined	Full Replacement								$ -			$ 12,332,958		38
39	FY24	P24-012	Hondo	Hondo Combined	Full Replacement								$ -	PARTIAL		$ 11,420,780		39
40	FY24	P24-013	Albuquerque	Harrison MS	Full Replacement								$ -					40
41	FY24	P24-014	Albuquerque	Van Buren MS	Full Replacement								$ -					41
42	FY22>FY25	P25-001	Raton	Longefellow ES	Full Replacement								$ -	100% Construction	$ 44,251,052			42
43	FY25	P25-002	Silver	Cliff Combined School	Facility Replacement								$ -	PARTIAL		$ 46,106,197		43
44	FY25	P25-003	Bloomfield	Central Primary School Naaba Ani Elementary School Mesa Alta Junior High School	Facility Replacement & Consolidation								$ -	PARTIAL			$ 87,103,345	44
45	FY25	P25-004	Rio Rancho	Lincoln Middle School	Planning Study, Systems Upgrade and Renovation								$ -					45
46	FY25	P25-005	Rio Rancho	Rio Rancho High School	Planning Study, Systems Upgrade and Addition								$ -					46
47					**Total**	**$ 777,279,468**			**$ 1,081,127,376**			Total:			**$ 70,097,722**	**$ 171,790,348**	**$ 87,103,345**	47
48																	**$ 328,991,415**	48

49 **Design, Full Replacement:** replacement of 100% of the facility to the maximum allowable GSF per the Adequacy planning guide

50 **Design, Partial Replacement and Renovation:** design funding replace up to 50% and renovate up to 50% of the facility to the maximum allowable GSF for the per the Adequacy planning guide

51 **Full Renovation:** renovation of 100% of maximum allowable GSF per the Adequacy planning guide

52 **Full Replacement and Teacher Housing:** replacement of 100% of the facility to the maximum allowable GSF for the per the Adequacy planning guide including new construction of a varying number of teacher housing units

53 **Partial Replacement and Renovation:** design funding replace up to 50% and renovate up to 50% of the facility to the maximum allowable GSF for the per the Adequacy planning guide.

IV. Consent Agenda*

A. June 12, 2025, PSCOC Meeting Minutes*

B. K22-004 Albuquerque Pre-school (NMSD) - Award Language Change*

* Denotes potential action by the PSCOC

I. June 12, 2025, PSCOC Meeting Minutes

II. Presenter(s): Iris K. Romero, Executive Director

III. Potential Motion:

Council approval of the June 12, 2025, PSCOC Full Council meeting minutes.

IV. Executive Summary:

Exhibit (s):
A- June 12, 2025, PSCOC Meeting Minutes.

Exhibit A

State of New Mexico
Public School Capital Outlay Council

PSCOC Members
Joe Guillen, *NMSBA – Chair*
Cally Carswell, *LFC*
John Sena, *LESC*
Antonio Ortiz, *PED*
Martin Romero, *CID*
Stewart Ingham, *PEC*
Randall Cherry, *LCS*
Ashley Leach, DFA
Elizabeth Groginsky, *OG*

Public School Facilities Authority
Iris Romero | Executive Director
Larry Tillotson | Deputy Director of Operations & Outreach

MEETING MINUTES

PSCOC Full Council Meeting
State Capitol Building, Room 322 – June 12, 2025

Unofficial notes drafted for the convenience of subcommittee members and subject to revision at member request. Please note that further details and information regarding the meeting can also be found in the eBook.

I. Call to order – Joe Guillen, Chair

The Public School Capital Outlay Council (PSCOC) meeting on June 12, 2025, was called to order by Chair Joe Guillen at 9:02 AM.

A. Roll Call

Roll call was conducted, and a quorum was confirmed to be present for the meeting.

B. Approval of Agenda*

The agenda was reviewed, and no adjustments were proposed. The Chair called for a motion to approve the agenda as presented, Mr. Sena made a motion, and Mr. Cherry seconded, and the motion passed unanimously.

C. Correspondence

No Correspondence.

II. Public Comment

No Public Comment occurred.

III. Finance

A. PSCOC Financial Plan

Mr. Matthew Schimmel, Deputy Financial Officer at the Public School Facilities Authority (PSFA), delivered a detailed presentation of the executive summary and key components of the financial plan. Mr. Schimmel provided a comprehensive overview of recent updates, emphasizing a net year-to-date change of $48.2 million in awards. Two notable out-of-cycle award language modifications were addressed: one concerning David Skeet Elementary, which proposed an increase in design capacity and a shift from new construction to renovation; and another for Dexter Combined, which sought to expand the gross square footage. Mr. Schimmel also outlined estimated award cost adjustments, including corrections for Gallup Thoreau and revised state-local match shares for Mountain View in Roswell.

To support the discussion on estimated award timing adjustments, Mr. Schimmel distributed a supplemental handout, which expanded upon the orange table on page 9. This document included project types, original and revised award years, and regional project manager (RPM) status comments. Additional financial updates included the revision of FY26 SSTB notes to $396.5 million, adjustments to FY25 and FY26 SB-9 distributions to reflect actuals, the reduction of the FY25 emergency reserve to zero, and the elimination of school bus funding for FY26 and FY27 due to legislative constraints. The financial plan projected a negative uncommitted balance of $43.3 million in FY26, which staff indicated would be addressed through future bond sales.

Council members expressed concern regarding the persistent overestimation of project timelines and emphasized the need for improved forecasting and project readiness assessments. The Council also stressed the importance of consistent and transparent tracking of project delays and extensions. Mr. Romero raised questions about cost per square foot and the fiscal implications of tariffs on future projects. In response, Mr. Gerken Senior, Project Manager at PSFA, confirmed that PSFA was actively monitoring market conditions and requiring contractors to justify cost increases. Mr. Romero proposed a partnership with AGC or ACD to enhance cost tracking efforts. Mr. Ingham cautioned against approving post-bid cost increases, citing contractual limitations, while Ms. Carswell requested that PSFA present potential tariff impacts during out-of-cycle funding requests. Mr. Tillotson acknowledged the Council's concerns and committed to incorporating these considerations into future planning and reporting.

IV. Consent Agenda*

All the Consent Agenda items were approved in a single motion.

A. May 14, 2025, PSCOC Meeting Minutes*

Council approval of the May 14, 2025, PSCOC Meeting Minutes.

B. FY26 Lease Assistance Application Announcement*

Council authorization to release the FY26 Lease Assistance Application announcement, FY26 PSCOC application for Lease Assistance for facilities, and applicable certification forms. Applications will be released July 1st, 2025, and are due August 15th, 2025. Awards are tentatively scheduled for the November PSCOC meeting.

C. P23-003 David Skeet ES (Gallup-McKinley) – Award Language Change*

Council approval to amend the current 2021-2022 Standards based award language to Gallup-McKinley County Schools (GMCS) for David Skeet Elementary School (P23-003) to include.

- An increase in the design capacity of 36 students for a total of 260 students, for grades Pre K - 6th grade.
- Renovation of the existing 39,608 GSF facility in lieu of new construction of a replacement facility.
- The district agrees that the existing 39,608 GSF is sufficient for the current enrollment.

D. FY25 Lease Assistance Awards Update*

Council approval of the FY25 Lease Assistance Awards and updated Lease Assistance Awards to the following:

- La Academia de Esperanza – new award of $204,716 to include the school's first Lease Purchase Arrangement (LPA) amendment with modified payments and term.
- San Diego Riverside Charter School – new award of $45,482 to include extended lease.

Total increase of $250,198 to the Lease Assistance Funding Program.

Upon acceptance of the award by the applicant charter school or district, Council authorizes PSFA staff to distribute the award amounts quarterly, on a reimbursement basis, upon receiving proof of the actual lease payments. Council authorizes PSFA staff to make reductions to award amounts subject to Public Education Department and/or Public Education Commission written certification to PSFA that a condition exists that

warrants an award adjustment or suspension due to a school closure, charter revocation, financial violation or irregularities, and/or adjustments to certified attendance numbers (MEM counts). Adjustments to lease amounts may also be made due to a lease termination or amendment. Reimbursements are contingent on the submittal of an E-Occupancy certificate, current facility master plan, audit report, invoices and other statutory requirements, as set forth in the application.	
E. FY26 Final wNMCI Ranking*	
Council approval to release the FY26 Final wNMCI Ranking for use during the FY26 application cycle.	
MOTION: The Chair called for a vote and all members were in favor of approving the consent agenda items. There being no opposition, the motion passed.	**APPROVED**

V. Awards Cycle

A. FY26 Capital Funding Programs – Eligibility and Application Announcement*

Mr. Larry Tillotson presented the FY26 Capital Funding Program eligibility and application announcement, confirming that the eligibility criteria remained consistent with prior years. Specifically, schools ranked in the top 100 of the weighted New Mexico Condition Index (wNMCI) were eligible for standards-based funding, while those in the top 300 were eligible for systems-based funding. Pre-kindergarten eligibility criteria remained unchanged. Notably, the pilot teacher housing program was placed on temporary hold pending further analysis of its fiscal impact, cost variability, and alignment with broader state housing initiatives.

Council members expressed unanimous support for the temporary pause on the teacher housing program, emphasizing the need for a thorough reassessment. Ms. Carswell noted that PSFA had been tasked with conducting a detailed analysis of the program, citing concerns about the high and inconsistent costs associated with recent out-of-cycle awards. Mr. Sena and Mr. Romero echoed these concerns, with Mr. Romero specifically highlighting the importance of cost consistency and fiscal responsibility. Ms. Carswell requested that PSFA return with updated findings by the following month, a timeline which Mr. Tillotson confirmed and accepted.

Ms. Leach expressed appreciation for the Council's thoughtful dialogue and a proposed timeline for review. Ms. Groginsky recommended that PSFA coordinate with the Department of Workforce Solutions and the Department of Housing to ensure alignment with statewide housing strategies. Mr. Tillotson confirmed that the motion mirrored the previous year's structure and clarified that tribal schools were not eligible under the current criteria. The motion to approve the application announcement, with the teacher housing program on hold, was passed unanimously.

MOTION: The Chair called for a vote for Council approval to release the FY26 Capital Funding Application Announcement, which specifies the eligibility for the funding programs as follows: • Standards-based eligibility: school facilities within the top 100, as listed in the final FY26 wNMCI ranking. • Systems-based eligibility: school facilities within the top 300, as listed in the final FY26 wNMCI ranking. o Eligible systems: exterior envelope, mechanical, electrical, plumbing, special systems, site drainage and utilities; o or any system identified as category 1 in the Facilities Assessment Database; o or demolition of any district owned abandoned facility. • Pre-kindergarten facility eligibility: school districts and schools with Prekindergarten programs. There being no opposition, the motion was approved unanimously.	**APPROVED**

VI. Out-of-Cycle Awards

A. P19-006 Sierra Vista ES (Las Vegas City) – Award Language Change*

Mr. Mathew Gerken, Senior Project Manager at PSFA, presented the executive summary, motion, and key points regarding a proposed award language change for Las Vegas City Schools. Mr. Gerken reviewed Exhibit A in detail, outlining both the district's request and the staff recommendation to consolidate Sierra Vista Elementary and Memorial Middle School into a single 4th–8th grade facility. The proposed project would utilize the uncommitted balance from the existing Sierra Vista award to fund the design phase. Mr. Gerken confirmed that the reorganization request had been formally approved by the Public Education Department (PED).

During the discussion, Mr. Sena contributed additional context, while Mr. Ingham and other Council members requested further clarification on PED's decision to approve the reorganization. Ms. Melissa Sandoval, representing the district, explained that the primary motivation for the reorganization was inadequate spacing at the current facilities, particularly the challenges associated with housing middle school students on the high school campus. Ms. Sandoval emphasized concerns related to student safety, limited instructional space, and the lack of appropriate common areas.

Council members acknowledged the district's rationale and noted that the new facility would support expanded Career and Technical Education (CTE) programming and foster stronger community partnerships. The Council expressed support for the district's efforts to right-size its facilities and improve educational delivery. The motion to approve the award language change was passed unanimously, with no opposition.

MOTION: The Chair called for a vote for Council approval to amend the current Standards-based award to Las Vegas City Schools for Sierra Vista Elementary School to change to: • The replacement of Memorial MS in the existing Standards-based award for Sierra Vista ES for a combined Elementary/Middle School facility, that consolidates the existing Sierra Vista ES and Memorial MS facilities which include grades 4-8th. • Design phase funding for the combined Sierra Vista ES/Memorial MS replacement facility totaling 76,365 GSF for the projected enrollment of 407 students. • Utilize the uncommitted remaining balance from the existing Sierra Vista award to the Standards-based award for the combined Elementary/Middle School facility. • The existing Memorial MS and Sierra Vista ES facilities will no longer be eligible for PSCOC funding and staff will remove the facilities from the Facilities Assessment Data Base. • Contingent on the approval of the reorganization request by the Public Education Department. There being no opposition, the motion was approved unanimously.	**APPROVED**

B. P24-004 Dexter ES/MS (Dexter) – Award Language Change*

Mr. Mathew Gerken presented the executive summary, motion, and key points regarding a proposed award language change for Dexter Consolidated Schools. The request sought to increase the maximum allowable gross square footage from 78,457 to 91,492 for a combined elementary and middle school facility. Staff recommended a revised increase to 82,868 GSF, excluding space for a kitchen and cafeteria, as the district planned to utilize the existing high school cafeteria to serve the new facility.

Ms. Carswell and Mr. Sena provided an overview of the Awards Subcommittee's concerns, particularly regarding the treatment of gymnasium space and the need for consistency with adequacy standards. Mr. Gerken acknowledged the complexity of the issue, and Mr. Sena emphasized that gymnasiums serve as instructional classrooms and should be considered accordingly. The district referenced relevant provisions in the New Mexico Administrative Code (NMAC) to support their position. Ms. Groginsky requested clarification on whether the project would consolidate into one or two schools, to which the district confirmed it would be a single, unified facility.

Ms. Leach underscored the importance of district flexibility in facility planning and expressed interest in receiving training on the adequacy standards and the use of the square footage calculator. Ms. Leach also noted that the Council currently

had sufficient funding available to support such projects. Ms. Carswell sought clarification on the design status of the project and reiterated the need for transparency in how space allocations were determined. Mr. Romero raised questions regarding cost implications, while Mr. Ingham expressed confusion about the reallocation of space and the exclusion of the kitchen and cafeteria.

Following a thorough discussion, the Council supported the subcommittee's recommendation to allow additional space for restorative rooms and storage. The Council emphasized the importance of balancing flexibility with fiscal responsibility and consistency in applying standards. The motion to approve the revised award language was passed unanimously, with no opposition.

MOTION: The Chair called for a vote for Council approval to amend the current 2023-2024 Standards-based award language to Dexter Consolidated Schools (DCS) for Dexter Elementary/Middle School (P24-004) to include an increase in the maximum allowable gross footage (GSF) from 78,457 to 82,868 (a 4,411) GSF increase). There being no opposition, the motion was approved unanimously.	**APPROVED**

VII. Other Business

A. Recertification of SSTBs*

Mr. Matthew Schimmel presented the executive summary and motion regarding the recertification and decertification of Supplemental Severance Tax Bond (SSTB) funds. The Council reviewed and approved the proposed adjustments, which included the certification of $121,268.38 for Public Education Department (PED) SB-9 distributions and the decertification of $29.2 million to be reallocated for other PSFA projects. Council members, including Ms. Leach and Mr. Cherry, expressed support for the recommendation. The motion passed unanimously with no opposition.

MOTION: Ms. Leach moved to approve the Council approval to adopt the Resolution, Notification, Certification, and Reconciliation of unexpended bond proceeds as follows: • SSTB22SD 0001 – Certifying the net amount of $121,268.38 to be used for other the Public Education Department's FY25 (CY2024/2025) SB-9 distributions. • SSTB24SD 0001 – Decertifying the net amount of ($29,240,000.00) to be used for other PSCOC projects. Mr. Cherry seconded the motion. There being no opposition, the motion was approved unanimously.	**APPROVED**

B. FY26 Capital Outlay Awards Cycle Timeline*

Mr. Matthew Schimmel presented the executive summary and motion regarding the timeline for the FY26 Capital Outlay Award Cycle. Ms. Leach provided an overview of the motion, affirming the rationale behind the proposed schedule. Mr. Sena raised several questions concerning the application process, project rankings, and the overall work plan. Mr. Sena specifically requested that staff gather information on the top 20 schools in the wNMCI ranking and include a line in outreach communications asking districts why they are not submitting applications for eligible schools. Mr. Sena said that it would help the Council better understand barriers to participation.

Ms. Carswell inquired about the status of the vacant funding program manager position and suggested that, in the interim, PSFA consider issuing an RFP or contracting external support to develop a targeted communication strategy. Staff acknowledged the feedback and committed to enhancing outreach efforts, particularly to districts with schools ranked in the top 100. The Council approved the revised timeline, which sets the application window from July 1 to September 30, 2025, with awards scheduled for presentation in March 2026. The motion passed unanimously with no opposition.

MOTION: The Chair called for a vote to approve the Council approval to adopt the FY26 Capital Outlay awards schedule, to include: • FY26 Capital Outlay Funding Cycle o July – open the capital funding application for the Standards-based, Systems-based, and Pre-kindergarten funding programs o September – close the capital funding application o March – awards o Potentially release a second funding cycle round, January – June, pending district interest and readiness There being no opposition, the motion was approved unanimously.	**APPROVED**

C. June Bond Sale*

Mr. Matthew Schimmel presented the executive summary and motion for the June 2025 bond sale, outlining a total issuance of $396.5 million. The proposed bond sale included funding allocations for out-of-cycle capital projects, legislative appropriations, broadband infrastructure, lease assistance, and PSFA operational needs. Ms. Leach reviewed and supported the motion, and the Council engaged in brief discussion.

Ms. Carswell inquired specifically about the inclusion of the Dexter project in the bond sale, questioning its alignment with the project's anticipated timeline. In response, Mr. Schimmel acknowledged the concern and clarified that, moving forward, PSFA would work to better align bond sale projections with actual project readiness and narrative timelines to avoid premature certifications. The motion was approved unanimously, with no opposition.

MOTION: The Chair called for a vote to approve the Council approval to adopt the June 2025 certification and resolution to sell supplemental severance tax bonds in the amount of $396,452,729. There being no opposition, the motion was approved unanimously.	**APPROVED**

D. FY26 PSCOC Work Plan Timeline*

Ms. Aide Delgado, Council Support Specialist at PSFA, presented the background, key points, and motion related to the FY26 PSCC Work Plan Timeline. Ms. Delgado outlined the proposed scheduling structure and rationale behind the recommendation. The Council reviewed and approved Scenario 1 of the FY26 work plan, which adopts a six-week cycle. Under this schedule, subcommittee meetings will be held on Mondays and full Council meetings on Wednesdays. The motion was approved unanimously, with no opposition.

MOTION: The Chair called for a vote to approve the Council approval to adopt the proposed FY26 PSCOC Work Plan Timeline (Scenario 1 - PSCOC and subcommittee meetings held every six weeks).There being no opposition, the motion was approved unanimously.	**APPROVED**

VIII. Informational

A. Bond Reconciliation Update

Mr. Matthew Schimmel presented the executive summary on the bond reconciliation update, outlining the agency's ongoing efforts to improve financial transparency and operational efficiency. Mr. Schimmel detailed the development of a centralized Supplemental Severance Tax Bond (SSTB) database designed to align data across multiple systems, including SHARE, Trimble, and internal financial records. This initiative aimed to streamline reporting, enhance accuracy, and support timely and strategic bond sales. Ms. Carswell and Ms. Leach both expressed their appreciation for the progress made, while also reiterating the importance of continued momentum. They emphasized the need for greater clarity around the uncommitted balance and the importance of distinguishing between committed and available funds. The Council acknowledged the significance of this work in improving fiscal oversight and ensuring that capital funding is aligned with actual project readiness and timelines.

B. Project Closeout Policy

Mr. Matthew Schimmel presented the executive summary for the project closeout update, highlighting the agency's progress in closing out projects from fiscal years 2023 and 2025. Mr. Schimmel reported improved coordination between PSFA's field and finance teams, which had contributed to more efficient and timely closeout processes. To support these efforts, staff implemented updated procedures and internal policies aimed at streamlining documentation, reconciling financial data, and ensuring compliance with project requirements. These enhancements are part of a broader initiative to improve accountability and reduce delays in project lifecycle management. The Council acknowledged the improvements and emphasized the importance of maintaining momentum in closing out aging projects.

C. PSFA Staffing Report Update

Mr. Nick Lourenco, HR Manager at PSFA, presented the executive summary and key points of the staffing report. PSFA reported a current staffing level of 87.5%, with 49 out of 56 full-time equivalent (FTE) positions filled. Recent hires included facility planner, regional project managers (RPMs), and various technical specialists, reflecting the agency's ongoing efforts to strengthen operational capacity. Mr. Lawrence noted that recruitment efforts remained active for several key vacancies, including the programs manager and staff attorney positions. Mr. Lourenco also highlighted the agency's expanded outreach strategies, such as increased recruitment spending, participation in job fairs, and the use of professional platforms like LinkedIn and Indeed to attract qualified candidates. The Council acknowledged the progress and emphasized the importance of maintaining staffing momentum to support PSFA's strategic and operational goals.

D. Strategic Plan Update

Mr. Tillotson presented the executive summary and key points of the Strategic Plan Update. Staff outlined the agency's updated strategic plan, which identified several high-priority initiatives, including adequacy planning, bond reconciliation, and project closeout. These initiatives were selected to strengthen PSFA's operational effectiveness and long-term planning capabilities. To support these efforts, a formal policy framework was implemented to promote continuity and preserve institutional knowledge, particularly in light of recent staffing transitions. The framework is designed to ensure that critical processes are documented, repeatable, and resilient to personnel changes. Mr. Tillotson emphasized that the strategic plan was being measured with performance metrics. The Council acknowledged the progress and expressed support for the agency's structured and forward-looking approach.

E. Project Status Report

Mr. Tillotson presented the executive summary for the Project Status Report (PSR), highlighting recent enhancements made to improve project tracking and reporting. The updated PSR featured a color-coded timeline system and detailed phase tracking, allowing for clearer visualization of project progress across planning, design, and construction stages. Mr. Jason Guana, CIMS Manager at PSFA, emphasized that the PSR was now maintained as a live document, updated regularly by regional project managers to reflect real-time status. Council members praised the improvements, noting the increased clarity and usability of the report. They requested that the PSR continue to be presented on a quarterly basis to ensure ongoing transparency and oversight of project timelines and performance.

F. Exemplary Maintenance Report

Mr. Jeffrey McCurdy, Maintenance & Operations Manager at PSFA, presented the executive summary and key points of the Exemplary Maintenance Report. Mr. McCurdy reported that three school districts had achieved exemplary maintenance status, each earning a district-wide average score above 90% based on facility maintenance assessments. These districts demonstrated strong preventive maintenance practices, contributing to the extended life and performance of their educational facilities. Council members discussed the critical role

of ongoing maintenance in preserving capital investments and ensuring safe, functional learning environments. The Council emphasized the value of recognizing high-performing districts and suggested that PSFA conduct targeted outreach to underperforming districts to provide support and encourage improvement. The Council expressed appreciation for the report and reaffirmed the importance of maintenance as a core component of long-term facility planning.

G. Semi-Annual Contracts Update

Mr. Hieu Cruz, Chief Procurement Officer at PSFA, presented the executive summary and key points of the Contract Status Report. Staff provided an overview of active contracts currently managed by PSFA, which included agreements for legal services, information technology support, and planning consultants. Ms. Cruz noted that due to ongoing staffing vacancies—particularly in legal and program management roles—the agency anticipated an increased reliance on legal service contracts in the near term to maintain continuity of operations and ensure compliance with regulatory requirements. The Council acknowledged the update and emphasized the importance of maintaining adequate contractual support during periods of internal transition.

H. Adequacy Planning Guide Update

Mr. Larry Tillotson presented the executive summary for the Adequacy Planning Guide Update, outlining the agency's phased approach to revising the guide. Mr. Tillotson explained that an internal committee had been established to oversee the process, with the goal of modernizing the guide to reflect current educational facility needs and standards. The update includes revisions to terminology, structure, and policy alignment, and is being managed through PSFA's strategic planning framework to ensure consistency and accountability. Ms. Carswell expressed concern about the pace of progress and emphasized the importance of completing the update in a timely manner, particularly given its impact on project planning and award decisions. Ms. Carswell also requested a comparative summary of the changes between the current and revised versions to help Council members better understand the implications. Ms. Leach echoed the need for clarity and noted that she had previously requested such a summary. Both members stressed the urgency of finalizing the guide to support consistent application of adequacy standards across all projects.

IX. Next PSCOC Meeting – July 16, 2025

X. Adjourn

There being no opposition the meeting was adjourned at 12:06 AM.

_____ Chair

_____ Date

**Please Note: Italic motions indicate amendments.*

I. K22-004 Albuquerque Pre-School (NMSD) - Award Language Change

II. Presenter(s):
Mathew Gerken, Senior Project Manager
Iris K. Romero, Executive Director

III. Potential Motion:

Council approval to amend the current Pre-Kindergarten-based award to New Mexico School for the Deaf (NMSD) for the Albuquerque Pre-School campus to set a 50-student design capacity.

IV. Executive Summary:

District Request/Staff Recommendation:

- To set the design capacity at 50 students.

Key Points:

- In November 2024, the PSCOC awarded Design phase funding for a replacement facility totaling 30,000 GSF.
- The 40-day enrollment for SY24-25 is 48 students.
- The New Mexico School for the Deaf has experienced a gradual increase of its enrollment over the past several years.
    - Trends indicate the school's enrollment increases throughout the school year since students become eligible for services at 18 months of age.
- It is difficult to project the number of students for special education programs since:
    - Students can become eligible for services at various points in the school year.
    - It is difficult to predict the number of students requiring special education services from age cohorts and births.
    - PSFA staff often works directly with special education programs to estimate the number of students it expects to serve.
- People/Teacher (PRT) ratios are low since the school provides specialized services and some students also have other exceptionalities such as autism. The PRT ratio for the Albuquerque Early Childhood Center is four students/teacher and classroom.

Exhibit(s):

A – PSFA Recommendation Report: K22-004 Albuquerque Pre-School
B – New Mexico School for the Deaf letter dated, June 4th, 2025.

PSFA Recommendation Report — Out-of-Cycle

New Mexico School for the Deaf Albuquerque Pre-School (K22-004)	Award Language Change

District Request & Information

Award language change to set a 50-student design capacity

- Superintendent: Jennifer Herbold
- District Representative: Harold Moya

PSFA Staff Recommendation

Award language change to set a 50-student design capacity

Award Language

- Approval to amend the current Pre-Kindergarten-based award to New Mexico School for the Deaf (NMSD) for the Albuquerque Pre-School campus to set a 50-student design capacity.

Potential Award Funding

Estimated total project cost for a 30,000 GSF new facility

Request Summary	State Match 50%	Local Match 50%	Total	Above Allowable
Estimated MACC	$7,500,000	$7,500,000	$15,000,000	$-
Soft Costs (30%)	$2,250,000	$2,250,000	$4,500,000	$-
Estimated TPC	$9,750,000	$9,750,000	$19,500,000	$-
Awarded Phase 1 Design Funding	$(975,000)	$(975,000)	$(1,950,000)	$-
Estimated Phase 2 Construction Funding Request	$8,775,000	$8,775,000	$17,550,000	$-

- Maximum Allowable Construction Cost (MACC):
  - $500 / SF
  - $15,000,000
- Total Project Cost (TPC):
  - $650 / SF
  - $19,500,000

Project Information

Project Information

- PSFA Regional Project Manager: Greg Esquibel
- Design Professional: Dekker
- General Contractor: N/A
    - Other Bids Received: N/A

Scope of Work

- Full replacement of facility
- Design capacity: N/A
- Current enrollment: 47 students
- Maximum allowable GSF: 30,000
- Above allowable SF: TBD

Phasing

- In Progress: Design
- Current Request: Award Language Change

Award History

Original Award

- March 2022
- Pre-kindergaten Award: Renovation and partial new construction.
- Ranking: 531
- wNMCI: 14.51%
- Original Award Language:
    - Planning and design funding to renovate portions of the existing facility, and to construct an addition at the existing New Mexico School for the Deaf - Albuquerque Preschool campus. The project shall start with a planning phase to evaluate needs and potential project scope. District may return for out-of-cycle construction funding. Construction shall be pursuant to the Adequacy Planning Guide (6.27.30 NMAC).
- Estimated MACC: $232 / SF
- Estimated Total Project Cost: $2,800,000

Out-of-Cycle Award

- November 2024
- Additional design phase funding
- Award Language:
    - Council approval to amend the current Pre-Kindergarten award to the New Mexico School for the Deaf (NMSD) for the Albuquerque Pre-School facility to include additional Design phase funding for a replacement facility totaling 30,000 Gross Square Foot (GSF). With a state match of $835,000 (50%) and a local match of $835,000 (50%) for a total of $1,670,000. Upon completion of the design phase work, the district may return to the PSCOC for out-of-cycle construction phase funding.

District Financial Information

State / Local Match

- Local match: 50%
- State match: 50%
- The district does have adequate funds to accommodate the local share of this project.

Bond Information

- GO Bond: November 2024 – HED GO Bond for $3 million
- Bonding Capacity: N/A
- Available Capacity: N/A
- Bond Sale: N/A
- Mill Levy: N/A
  - Source: N/A
- SB-9: N/A
- HB-33: N/A
- Cash Balance: $518,002
- Operational: $6,453,263

Project Funding

- Sources: N/A

Planning Summary

☒ Facilities Master Plan is Current

A. FMP Dates: School is currently working on its new master plan.

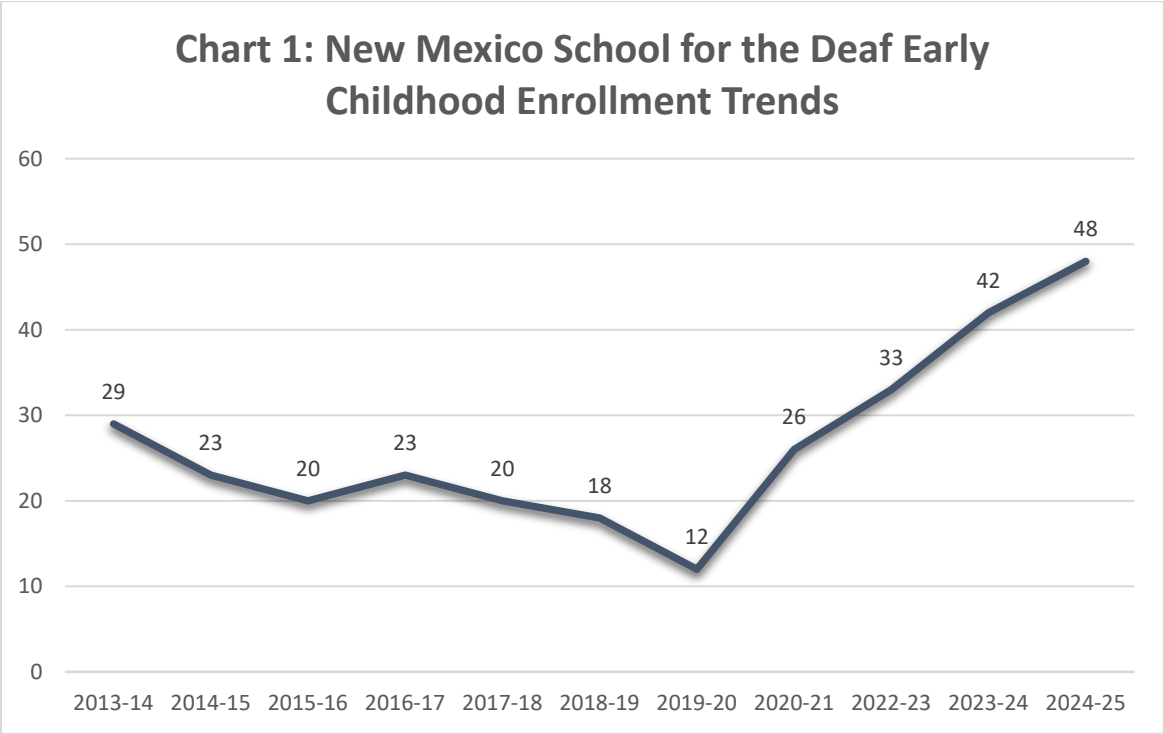
B. FMP Priority for School: The new master plan will address completion of the Albuquerque Early Childhood campus.

C. Key Facts

- The New Mexico School for the Deaf has experienced a gradual increase of its enrollment over the past several years.
- The school is projecting its enrollment to be 50 students for the 2025-26 school year. This estimate takes into consideration students who will age into the program and have committed to attending the school.
- Trends indicate the school's enrollment increases throughout the school year since students become eligible for services at 18 months of age.
- It is difficult to project the number of students for special education programs since:
  - Students can become eligible for services at various points in the school year.
  - It is difficult to predict the number of students requiring special education services from age cohorts and births.
  - PSFA staff often works directly with special education programs to estimate the number of students it expects to serve.
- PRT ratios are low since the school provides specialized services and some students also have other exceptionalities such as autism. The PRT ratio for the Albuquerque Early Childhood Center is four students/teacher and classroom.

D. Enrollment Update

Chart 1 shows the enrollment trends for the NMSD Early Childhood Albuquerque Campus.



Source: New Mexico School for the Deaf

The chart shows the Early Childhood Center's enrollment gradually increasing over the past five years.

Maintenance Summary

The New Mexico School for the Deaf does meet all statutory requirements (as of April 21, 2025)

- **Preventive Maintenance Plan <u>is current</u>**
  - Last updated July 26, 2024 (Annual update required; 6.27.3.11 NMAC)
  - Plan rated Marginal, below statute criteria.

- **Quarterly FIMS Proficiency Reports**: Good user of all 3 State provided FIMS maintenance resources.
  - **PM Completion Rate:** 100% performance rating, above the 90% recommendation

- **Facility Maintenance Assessment Report** (FMAR): district average is **70.81%, Satisfactory**.
  - The district is maintaining their assets and facility conditions to an overall Satisfactory level (district average), currently above the recommended 70% (FMAR 4th cycle)

<u>Staff Recommends:</u>

- Update the Preventive Maintenance Plan per statute 6.27.3.11 NMAC
- Continue their diligence towards improved core maintenance to 80% (Good) ratings;
- Continuing their use of the FIMS tools to drive district maintenance performance
- Respond to subsequent FMARs through the 60-day response process supporting quality facility conditions, addressing all deficiencies.

Historic and Current PSCOC Funded Projects

Current active projects: 2
Historic projects: 10

Fiscal Year Funded	Facility Name	Project Type	PSCOC Funding
Current Projects			
2023-2024	Albuquerque Pre-School	Pre-Kindergarten-Based	$ 975,000
2024-2025	District Wide	Facilities Master Plan	$ 24,415
		Total Funding	**$ 975,000**

Historic Projects			
2016-2017	District Wide	Facilities Master Plan	$ 24,777
2014-2015	Cartwright Hall	Standards-based	$ 6,164,578
	Delgado Hall	Standards-based	$ 133,175
2012-2013	Site (Santa Fe Campus)	Standards-based	$ 5,849,019
	Health Center	Standards-based	$ 555,940
	Albuquerque Pre-School	Roof-Based	$ 35,625
2011-2012	District Wide	Facilities Master Plan	$ 56,761
2009-2010	District Wide	Deficiencies Correction Program	$ 4,296,446
	Site Improvements Phase 1, Dillon Hall Phase 2	Deficiencies Correction Program	$ 8,564,840
	Dillon Hall Phase 2	Deficiencies Correction Program	$ 8,888,916
		Total Funding	$ 34,570,077

Jennifer Herbold, Ph.D.
Superintendent

Dream! Explore! Achieve!

1060 Cerrillos Road
Santa Fe, NM 87505
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(505) 216-2000 VP
(505) 476-6315 Fax
www.nmsd.k12.nm.us

June 4, 2025

To: Public School Facilities Authority and the Public School Capital Outlay Council
Re: Enrollment Numbers at the New Mexico School for the Deaf Albuquerque Preschool Program

Dear PSFA/PSCOC Members,

The Early Childhood Education Program at the New Mexico School for the Deaf's Albuquerque campus continues to experience steady growth. During the 2024–2025 school year, enrollment peaked at 48 students and concluded the year with a total of 47.

The 2025–2026 school year will begin with our highest initial enrollment to date. We are currently projecting enrollment of 47 to 50 students for the start of the 2025–2026 school year. This estimate accounts for students aging out of the program, relocating out of state, and other typical transitions. It also includes students who will age into the program and have already committed to enrollment in August 2025.

Due to the nature of our program, enrollment tends to increase throughout the school year as children become eligible upon reaching 18 months of age, are newly identified with hearing loss, or when families determine their child is ready to begin school. As a result, our starting enrollment is typically lower than our ending total. In recent years, we have added at least ten students per year after the school year begins.

Attached, you will find a breakdown of our current enrollment by age group. We are happy to provide additional details or clarification to support your decision-making process.

Sincerely,

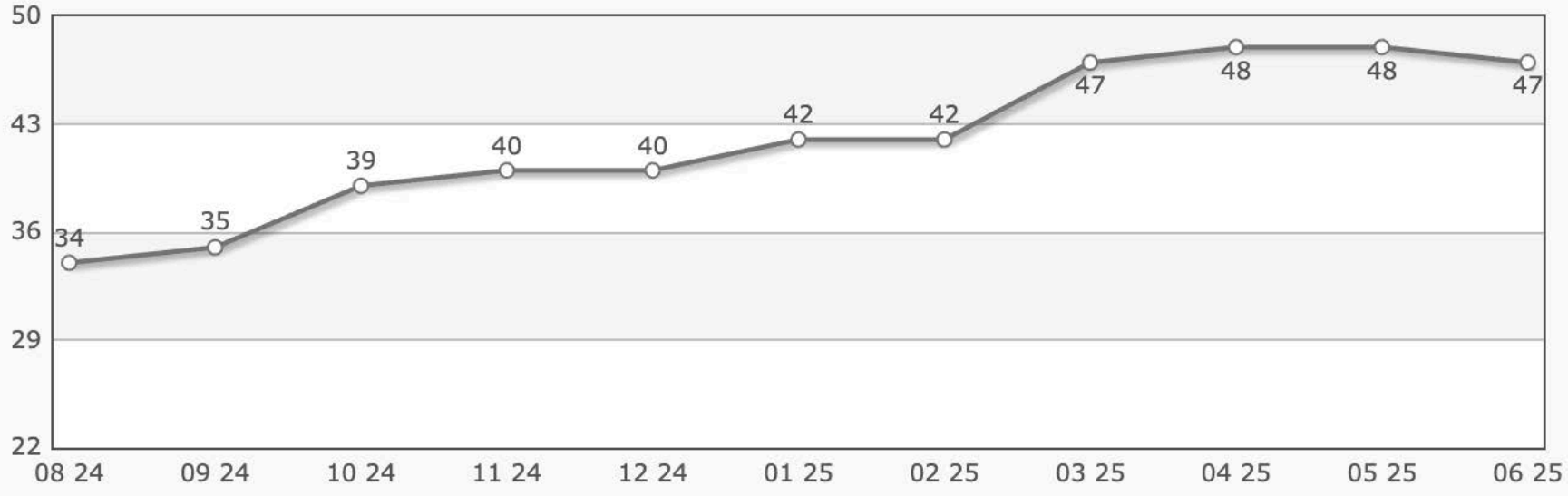
Jennifer Herbold

Dr. Jennifer Herbold
Superintendent

Year	Start of Year Enrollment	End of Year Enrollment	Highest Enrollment
2024-2025	34	47	48
2023-2024	32	42	42
2022-2023	22	33	33
2021-2022	23	25	27*
			*gained 6 but 4 moved

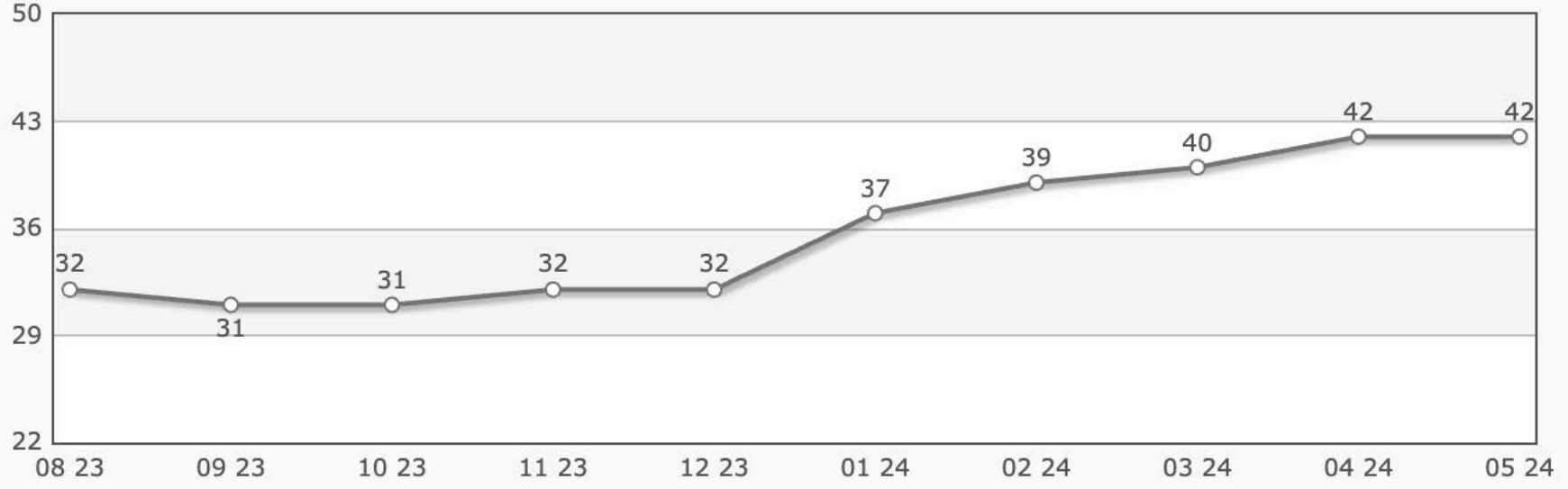
School Enrollment Trend

X



School Enrollment Trend

X



School Enrollment Trend

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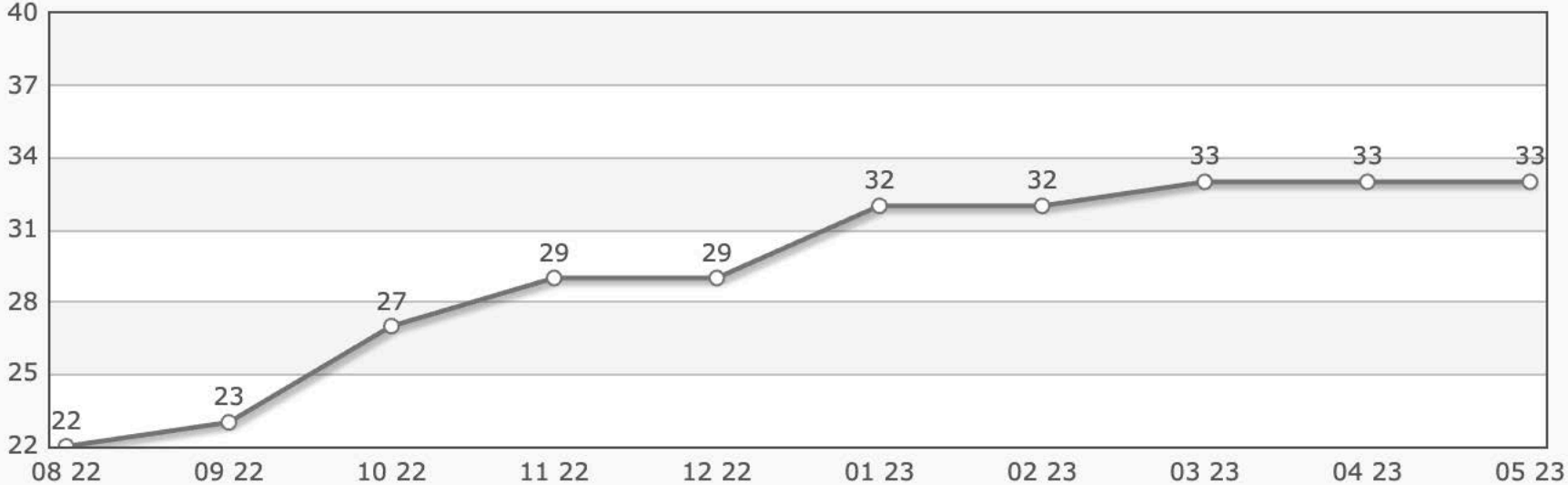

School Enrollment Trend

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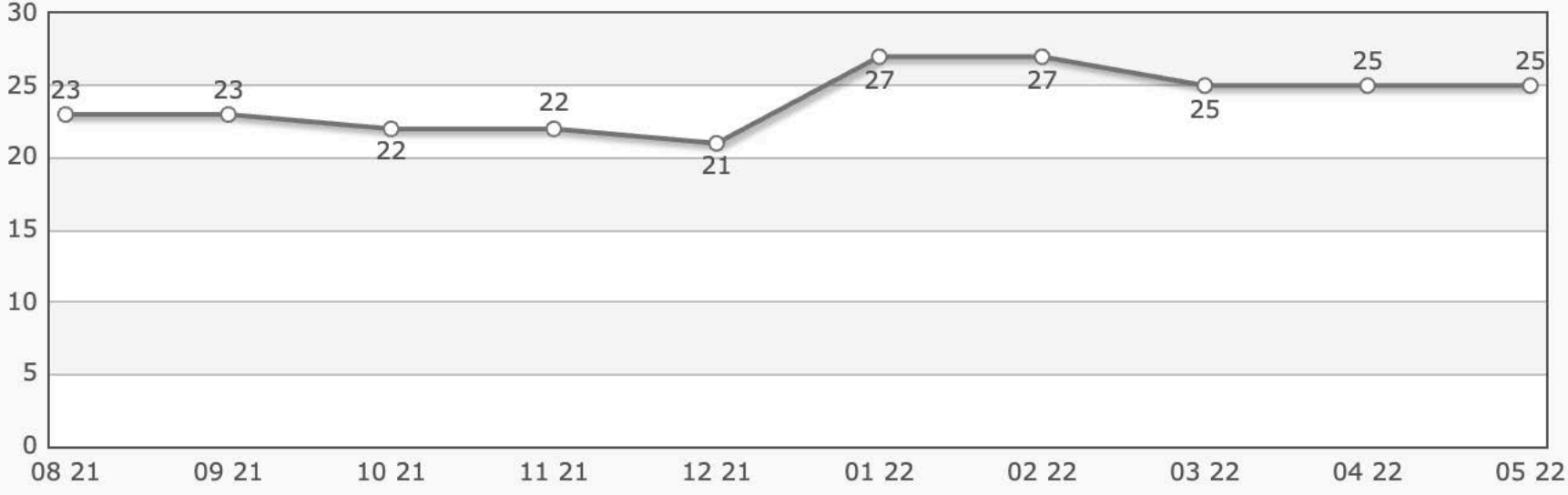


PowerSchool SIS

Search

MBA Support

AC

People

Attendance

Health

School Enrollment

MBA Plugins

Courses and Programs

Data and Reporting

School Management

System Management

Albuquerque Preschool

24-25 Quarter 4

Enrollment Summary: Scheduling/Reporting Ethnicity as of 05/30/2025 (A)

View: Scheduling/Reporting Ethnicity

Students: All Active Enrollments / Current Selection

Date: 05/30/2025

Grade Level	Total in Grade	Asian	African-American	Caucasian/White	Hispanic	American Indian	Other	Pacific Islander	Unclassified
-3	23 M 16 /F 7	0 M 0 /F 0	0 M 0 /F 0	6 M 4 /F 2	15 M 12 /F 3	2 M 0 /F 2	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0
PK3	11 M 3 /F 8	0 M 0 /F 0	0 M 0 /F 0	4 M 1 /F 3	6 M 2 /F 4	1 M 0 /F 1	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0
PK4	7 M 2 /F 5	0 M 0 /F 0	0 M 0 /F 0	1 M 0 /F 1	5 M 2 /F 3	1 M 0 /F 1	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0
K	6 M 4 /F 2	1 M 0 /F 1	0 M 0 /F 0	2 M 2 /F 0	1 M 1 /F 0	2 M 1 /F 1	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0
Total	47 M 25 /F 22	1 M 0 /F 1	0 M 0 /F 0	13 M 7 /F 6	27 M 17 /F 10	6 M 1 /F 5	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0

The Scheduling/Reporting Ethnicity view displays student ethnicity data that is used in scheduling and preconfigured reporting. See the help for more information.

Legend

Icons - Date Entry

V. Awards Cycle

A. Pre-applications Received

I. Pre-Applications Received

II. Presenter(s): Iris K. Romero, Executive Director

III. Executive Summary (Informational):

Pre-Applications Received:

- Standards-based – a total of 2 applications have been submitted:
  - Mountainair – Mountainair Elementary School (ranked #16)
    - Local match = 29%, state match = 71%
    - District may request local match reduction
  - Truth or Consequences – Truth or Consequences Middle School (ranked #40)
    - Local match = 61%, state match = 39%
    - District may request local match reduction
- Systems-based – no applications have been submitted
- Pre-Kindergarten Facilities – a total of 1 application has been submitted:
  - Reserve – Reserve Combo
    - Local match = 26%, state match = 74%
    - District may request local match reduction

Award Cycle:

- The application cycle will be open July 1 through September 30, 2025.
- District Presentations will occur at the January PSCOC meeting.
- Potential awards will occur at the March PSCOC meeting.

FY26 Eligibility:

- Standards-based: Top 100.
- Systems-based: Top 300, or systems identified as Category 1 in the Facility Assessment Database (FAD).
  - Demolition: abandoned district facilities.
- Pre-kindergarten: all school facilities with a pre-kindergarten program.

Exhibit(s):

A- Standards-based Pre-Applications:
Mountainair – Pre-Application Letter of Intent
Truth or Consequences – Pre-Application Letter of Intent
B- Pre-Kindergarten Pre-Applications:
Reserve – Pre-Application Letter of Intent

Exhibit A – Standards-based Pre-Applications

1. Mountainair - Pre-Application Letter of Intent
2. Truth or Consequences - Pre-application Letter of Intent

MOUNTAINAIR PUBLIC SCHOOLS

P.O. Box 456 | 512 North Ross
Mountainair, New Mexico 87036
Tel: (505) 847-2333 | Fax: (505) 847-2843

March 4, 2025

To whom it may concern,

I hope this letter finds you well. Mountainair Public School District (PSD) is currently focused on pursuing an elementary school replacement project to address the pressing needs of our facilities. As part of this initiative, we are working closely with Stifel Public Finance as our Municipal Advisors to assist in managing the General Obligation (GO) Bond process and understanding the local mill levy implications. We are committed to ensuring that our community has the resources it needs to continue providing quality education for our students.

We are specifically interested in submitting a standard-based application for the full replacement of Mountainair Elementary School. This project is critical, as the current facility has reached a point where it no longer meets the needs of our growing student body and evolving educational standards. Mountainair Elementary School is currently ranked 7th on the "2025 Final wNMCI Ranking – Awards" list prepared by the Public School Facilities Authority (PSFA), reflecting its significant need for a full replacement.

The District is eager to move forward with this project, and we believe it will not only improve the learning environment for our students but also positively impact the broader community. We are excited to work together with the appropriate state and local agencies to make this a reality.

We would greatly appreciate the opportunity to schedule an initial Zoom meeting to discuss the District's plans, review the application details, and share insights from our facilities master plan. During this meeting, we hope to explore potential next steps, timelines, and any additional support that may be needed to ensure the success of the project. Please let us know a convenient time for you to meet.

Thank you for your time and consideration. We look forward to collaborating with you and are eager to take the next steps in providing our students with the facilities they deserve.

Thank you,

Dr. Pedro Vallejo
Superintendent
505-847-2333 x3002
pedro.vallejo@mpschools.net

Truth or Consequences Municipal Schools
910 North Date Street
Truth or Consequences, New Mexico 87901
Phone: (575) 894-8166 Fax: (575) 894-7532
Website: www.torcschools.net

Vision: All students are thriving academically, emotionally, and socially.
Mission: To empower students to be successful and respectful citizens.
Core Values: Student Centered~ Shared Accountability~ Interconnectedness~ Culture of Lifelong Learning.

June 23, 2025

Dear Public School Capital Outlay Council,

On behalf of Truth or Consequences Municipal Schools, I am submitting this letter and supporting information in pursuit of capital funding through the Standards-Based Capital Outlay Program. This request represents a critical step in addressing long standing facility deficiencies at Truth or Consequences Middle School and reflects our district's commitment to providing a safe, modern, and academically supportive environment for our students.

Introduction

The district is applying for capital funding through the Standards-Based Capital Outlay Program (PSCOC). This program provides funding for the construction or replacement of entire school facilities that do not meet adequacy standards set by the Public School Facilities Authority (PSFA). The district is specifically seeking funding for a new middle school to replace the existing Truth or Consequences Middle School, which no longer meets current educational, structural, or safety standards.

Eligibility

Truth or Consequences Municipal Schools confirms that Truth or Consequences Middle School is eligible for PSCOC capital funding under the Standards-Based Capital Outlay Program.

As of the most recent statewide rankings, Truth or Consequences Middle School is ranked #28 on the 2025 Statewide wNMCI (weighted New Mexico Condition Index) list, with a wNMCI score of 49.92%. This score indicates that the facility is in significant need of replacement and falls well within the range of eligible projects prioritized for state capital outlay support.

This ranking, combined with the school's existing facility deficiencies and the district's financial limitations, supports the district's request for PSCOC funding and a local match waiver to move forward with the proposed middle school replacement project.

Application Request and Project Scope

Brief Description of the Application Request and Project:
Truth or Consequences Municipal Schools is submitting a Standards-Based Capital Outlay application to request funding for the design and construction of a new Truth or Consequences Middle School. The proposed project involves relocating the middle school to a site on the northwest corner of the Hot Springs High School campus. This relocation allows for uninterrupted school operations during construction and supports long-term district efficiency through shared facilities and enhanced educational opportunities.

Explanation of the Reasoning and Need for the Project:
The existing middle school facility is outdated, oversized for current and projected enrollment, and does not meet modern educational or safety standards. Replacing it is the district's top priority. The new location offers a cost-effective, strategic solution—improving campus safety, reducing long-term maintenance and operational costs, and expanding access to shared spaces and programs, including electives and career and technical education. Additionally, relocating the school avoids the need for expensive temporary facilities and allows the district to demolish inefficient buildings from 1965, including the old JROTC/SPED building and the metal JROTC range.

Description of the Project Scope:
The project includes:

- Construction of a new, two-story middle school facility totaling 48,427 square feet, with shared use of high school amenities such as the cafeteria, band/music building, and Vo/Ag spaces.
- Demolition of the existing middle school and two aging buildings on the high school campus.
- Construction of a new, modern JROTC facility, including classrooms, offices, armory and uniform storage, restrooms, and a dedicated drill area.
- Site improvements to enhance traffic flow, safety, and operational efficiency for both campuses.

Estimated Costs for the Project

Administration
Nichole Burgin, Superintendent
Daniel Fetty, Executive Administrative Assistant
Sabrina Bierner, Chief Finance and Operations Officer
Dr. Edgardo Castro, Chief Academic and Fed. Programs Officer
Shara Montoya, Human Resource Officer

Board of Education
Christine LaFont – President
Mark Hedge– Vice-President
Destiny Mitchell – Secretary
Tracy Cole – Member
Jamie Sweeney – Member

The total estimated cost for the Truth or Consequences Middle School Replacement Project is $46,249,832. This figure includes all construction, demolition, and soft costs associated with relocating and rebuilding the middle school and constructing a new JROTC building on the Hot Springs High School campus.

Cost Breakdown

Component	Square Footage	Cost
New T or C Middle School Building	48,427 SF	$28,258,997 (MACC)
New JROTC Building	7,000 SF	$4,115,885
Subtotal – Construction Costs	55,427 SF	$32,374,882
Soft Costs (e.g., design, admin)	—	$13,874,950
Total Project Budget	—	$46,249,832

Cost per Square Foot

The cost per square foot for the combined 55,427 square feet of new construction is approximately $832/SF, which includes both construction and soft costs.

Funding

As of the 2025 PSCOC application cycle, Truth or Consequences Municipal Schools' current local match requirement is 63%, which equates to $29,137,394 of the $46,249,832 total project cost.

The district has identified $10.5 million in available and anticipated funding from:

- The 2023 General Obligation (GO) Bond ($1.5Million), and
- A proposed 2027 GO Bond election, based on future assessed property valuation ($9 Million).

However, even with these combined sources, the district does not have sufficient funding to fully meet the local match requirement. This leaves a funding gap of approximately $18,437,394.

Given the district's limited bonding capacity and the high likelihood that voters would reject any proposed tax increase, Truth or Consequences Municipal Schools will formally request a local match reduction (waiver) from PSCOC in the amount of $18,437,394. The

district meets the eligibility criteria established in SB 82, passed during the 2025 legislative session, which allows qualifying districts to request a reduced local match for capital projects based on financial need and bonding limitations.

This waiver is essential to move forward with this priority project and ensure equitable access to a safe, modern, and educationally adequate middle school facility for students in Sierra County.

Sincerely,

Nichole Burgin, Superintendent
Truth or Consequences Municipal School District

Exhibit B – Pre-Kindergarten Pre-Applications

1. Reserve - Pre-Application Letter of Intent

Independent School
District No. 1
24 Mountaineer Rd.
P. O. Box 350
Reserve, NM 87830

(575) 533-6242
(575) 533-6647 Fax

Randall Earwood
Superintendent

Kayli Ortiz
Principal

May 7, 2025

Public School Capital Outlay Council (PSCOC)
1312 Basehart SE Suite 200
Albuquerque, NM 87106-4365

Dear Public School Capital Outlay Council:

Reserve Independent Public Schools is applying for a Pre-Kindergarten (Pre-K) Assistance Award to accommodate our growing Pre-K program. While our K-12 facility was replaced through a Standards-Based Award in 2016, the facility was not designed to house a Pre-K full-day Program with an extended service option.

While we are not currently ranked high on the NMCI index because our K-12 facility was replaced within the last ten years, Reserve Elementary only has six classrooms, which is not sufficient to meet the health, safety, and learning needs of all the Pre-K through fifth grade students.

Reserve is requesting funding assistance to build a Pre-K and modest Media Library facility on the northwest corner of district property. Historically, our Facilities Master Plans (FMP) show an average 2% decline in enrollment over a ten-year period; however, our 3- and 4-year-old enrollment has increased substantially. In 2021-2022, with funding from the Early Childhood Education and Care Department (ECECD), we started a 4-year-old program; we have expanded to a mixed-grade, extended service (3Y and 4Y) early childhood program. In school year (SY) 2025-2026, we will serve more than ten PreK students. Our district is the only early childcare provider in our area. The nearest early childhood providers are in Quemado (an hour away) and in Cliff (an hour and a half away). To prevent overcrowding and ensure the health, safety, and learning of all students, we must have additional space.

ECECD requires a minimum of 50 square feet per child, with a maximum of 20 students per classroom. This translates to a minimum classroom size of 1,000 square feet (20 students x 50 square feet), plus an additional 80 square feet for a restroom, totaling 1,080 square feet. While we do not have 20 students at this time, we intend to build a space that will accommodate 20 students divided into two PreK classrooms to accommodate potential increases. If the PreK numbers do not increase, the building will provide a Media Library space to foster learning, collaboration, and community building. The cost to build in Reserve can range from $100 to $200 per square foot for basic construction. Our plan is to prioritize the building of a new facility that totals 2,000 square feet, which would in turn produce a product costing anywhere between $200,000 to $400,000 dollars.

Our current local match is at 47%; however, we are a micro-district with limited funding options especially since the downturn of our community's logging industry and since the increase in forest fires to our area. We intend to request a local match reduction. Simultaneously, we will also potentially pursue a low-interest loan through NM Finance Authority's Public Project Revolving Fund (PPRF) to meet the agreed-upon local match with PSCOC, should we be funded.

If you have any questions or concerns, please do not hesitate to contact us. We are excited to move forward and to meet the needs of our very isolated community.

Sincerely,

Randall K. Earwood
Superintendent

VI. Other Business

A. Measurement and Verification Phase Two*

B. Adequacy Planning Guide Update*

C. Recertification of SSTBs*

* Denotes potential action by the PSCOC

I. Measurement and Verification Phase Two

II. Presenter(s): Jeff McCurdy, Maintenance & Operations Manager

III. Potential Motion:

Council approval to contract with a measurement and verification (M&V) vendor to perform M&V technology and software services for selected school districts, for a term of three years, and a total cost of $1,277,928.

IV. Executive Summary:

Staff Recommendation:
Approval of motion.

Key Points:

- Measurement and Verification (M&V) systems collect, transmit, store, and display the electrical, gas, and water use data of school facilities. Energy metering (monitoring) is increasingly becoming the standard for new construction and energy related retrofits. Goals of the M&V program included:
  - Improving school comfort
  - Discovery of fault and leak detection
  - Reducing schools' utilities and operations/maintenance costs
  - Protection of the State's capital investments and assets
  - Quantify the effects of energy management & maintenance
  - Serve as an educational platform for students (i.e. STEM)

- **Phase I**: PSFA has engaged with Mountain Vector Energy to provide an Energy Management Technology and Software Services proposal for PSCOC funded school facilities around the state, starting with five districts.
  - Farmington Municipal Schools
  - Gallup McKinley School District
  - Hobbs Municipal Schools
  - Los Lunas Public Schools
  - Bernalillo Public Schools

- **Phase II**: PSFA in collaboration with Mountain Vector is looking to move forward with Phase II expansion of M&V to include 20 school districts and 119 meters.
  - Alamogordo Public Schools
  - Belen Consolidated Schools
  - Bernalillo Public Schools
  - Capitan Municipal Schools
  - Las Cruces Public Schools
  - Lordsburg Municipal Schools
  - Mesa Vista Consolidated Schools
  - Mountainair Public Schools

- Central Consolidated Schools
- Clovis Municipal Schools
- Deming Public Schools
- Espanola Public Schools
- Estancia Municipal Schools
- Gadsden Independent Schools
- Reserve Independent Schools
- Roswell Independent Schools
- Ruidoso Municipal Schools
- San Antonio
- T or C Municipal Schools
- Zuni Public Schools

- Mountain Vector Energy's scope includes installing a final piece of hardware needed to connect to the company's dashboard program.
- The vendor will then provide access to the data with a subscription cost per site.
- PSFA recommends funding through the Public School Capital Outlay Fund for three years.
- PSCOC and the school districts have already funded a majority of the work needed to complete this effort.

History:
May 2024 – M&V Program transitions from the Field department to the Maintenance and Operations Department.

April 2024 – staff suggested observation of the program for 6 months, developing program goals, training, opportunities for improvement and program success. Thereafter, provide recommendations towards expansion of the program.

August 22, 2022 – Information was presented to the PSCOC to incorporate M&V into all forty-two PSCOC funded school facilities that have M&V equipment installed.

June 10, 2019 – Council approval to incorporate three years of measurement and verification (M&V) software subscription into new school projects for all Standards-based and relevant Systems-based awards.

February 2, 2014 – HM 61 Passed – requesting key agencies to conduct a joint study as it relates to the Public Facility Energy Efficiency and Water Conservation Act and the Energy Efficiency and Renewable Energy Bonding Act.

Exhibit(s):
A – PSFA Success Story
B – PSFA Phase II Primer 6-18-25

Public School Facilities Authority Measurement and Verification (M&V) Pilot Program

July 2025

Success Story

LOS LUNAS SCHOOLS

GALLUP-McKINLEY COUNTY SCHOOLS

FARMINGTON MUNICIPAL SCHOOLS

MOUNTAIN VECTOR ENERGY

Table of Contents

Introduction

According to the U.S. Energy Star Program (energystar.gov) K-12 school districts spend over $8 billion nationwide on energy costs each year. More than 30 percent of energy use goes to waste and ten percent can be saved by implementing low-cost measures.

https://www.energystar.gov/buildings/resources-audience/k-12-schools#:~:text=K%2D12%20school%20districts%20spend,on%20energy%20costs%20each%20year

The New Mexico Public Schools Facility Authority's (PSFA) Energy and Water use is the second-highest operating expense for schools after salaries and benefits. New Mexico school districts spent $95 million on utilities in 2024. With costs rising and sustainability becoming a statewide policy, PSFA launched an initiative to help districts manage energy and water use more efficiently and effectively.

M&V Program Overview:

PSFA's Measurement & Verification (M&V) Pilot Program is an energy management program started in 2014 with the vision to enable real-time interaction with facility electricity, gas, and water usage. The vision includes enabling schools to track, measure, and analyze utility performance while identifying inefficiencies, reducing costs, and verifying the impact of energy conservation measures. A clear set of goals were defined to inform the program deliverables.

M&V Program Goals: **(PSFA FY2024 Annual Report page 22)**

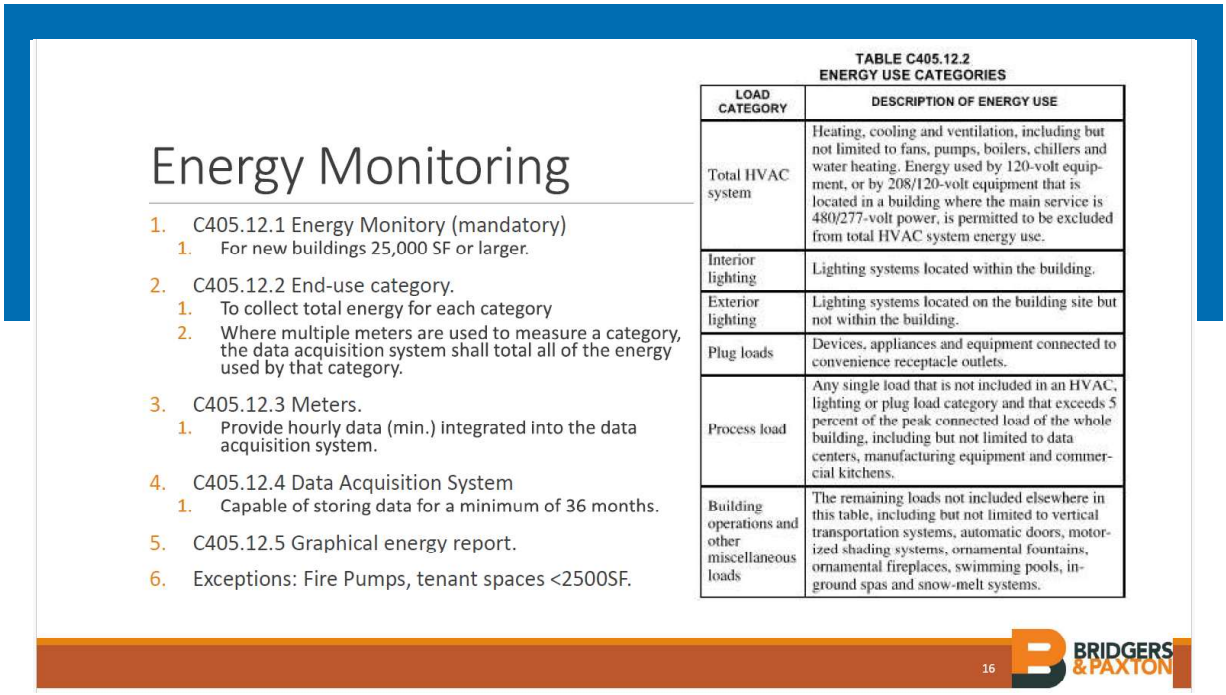
- **Energy Conservation and Cost Savings:** Offer NM districts an economical, standard service to track, document and report energy, gas, and water use, creating more sustainable schools.
- **Education:** Offer public school educators' access to real time data, which students can relate to their physical environment in classes such as environmental and physical science, building technology and engineering, and math (STEM) at different grade levels.
- **International Research:** Create a unique research platform with a credible, robust, database of energy and water use in similar facilities for continued comparisons and analysis.

Executive Summary

Beginning in April 2024, PSFA turned the M&V Program 'vision' into 'reality' connecting 166 buildings across 5 school districts that total 8,468,290 square feet, 71 real-time meters, and 1,580 utility accounts. This footprint represents $10M per year in utility costs.

The 5-district footprint is enabled with advanced utility bill and interval data fault analytics notifying team members on their phones of water leaks, peak demand alerts and other high usage events as an example. Interval data feeds and utility tariffs are connected in real time to instantly notify both usage and cost impacts at each facility. PSFA representatives and the district team members meet every two weeks to discuss energy and water performance, operational considerations, utility billing issues and savings opportunities.

This initiative is future proofing our existing facility compliance with the 2021 International Energy Conservation Code (IECC) in place today as presented by Bridgers & Paxton Consulting Engineers in April 2024 shown below.



Energy Monitoring

1. C405.12.1 Energy Monitory (mandatory)
   1. For new buildings 25,000 SF or larger.
2. C405.12.2 End-use category.
   1. To collect total energy for each category
   2. Where multiple meters are used to measure a category, the data acquisition system shall total all of the energy used by that category.
3. C405.12.3 Meters.
   1. Provide hourly data (min.) integrated into the data acquisition system.
4. C405.12.4 Data Acquisition System
   1. Capable of storing data for a minimum of 36 months.
5. C405.12.5 Graphical energy report.
6. Exceptions: Fire Pumps, tenant spaces <2500SF.

TABLE C405.12.2
ENERGY USE CATEGORIES

LOAD CATEGORY	DESCRIPTION OF ENERGY USE
Total HVAC system	Heating, cooling and ventilation, including but not limited to fans, pumps, boilers, chillers and water heating. Energy used by 120-volt equipment, or by 208/120-volt equipment that is located in a building where the main service is 480/277-volt power, is permitted to be excluded from total HVAC system energy use.
Interior lighting	Lighting systems located within the building.
Exterior lighting	Lighting systems located on the building site but not within the building.
Plug loads	Devices, appliances and equipment connected to convenience receptacle outlets.
Process load	Any single load that is not included in an HVAC, lighting or plug load category and that exceeds 5 percent of the peak connected load of the whole building, including but not limited to data centers, manufacturing equipment and commercial kitchens.
Building operations and other miscellaneous loads	The remaining loads not included elsewhere in this table, including but not limited to vertical transportation systems, automatic doors, motorized shading systems, ornamental fountains, ornamental fireplaces, swimming pools, in-ground spas and snow-melt systems.

16 BRIDGERS & PAXTON

At PSFA, we are off to a great start standing up the program telemetry and data capture to begin delivering against the M&V Program Goals. We have established FY 23-24 as our baseline year and thus far have 7 months of complete data comparing FY 23-24 to FY 24-25.

We have made great progress at the start of the PSFA journey to deliver energy and water conservation, education and STEM engagement, and world class benchmarking.

Testimonials

Shawn Drake, Director of Energy, Hobbs Municipal Schools

Hobbs School District has been actively involved with the PSFA M&V Program as it dovetails with Shawn Drake's energy and water management reporting and conservation initiatives. As a leader with the Facility Manager Association of New Mexico, Shawn is known for sharing and promoting 'best known methods' amongst his peers.

"We are appreciative of PSFA's support of the M&V Program as it informs us on energy and water waste. It allows us to perform short-term corrective action quickly and integrate those learning cycles with more strategic initiatives. For example, a recent PSFA M&V Program peak demand alert is helping us adjust our HVAC equipment sequences of operation to reduce peak demand charges district wide."

Pilot Districts

Bernalillo Public Schools
Farmington Municipal Schools
Gallup McKinley County Schools
Hobbs Municipal Schools
Los Lunas Public Schools

These districts were selected to test and demonstrate how real-time utility data can support both operational efficiency and educational goals.

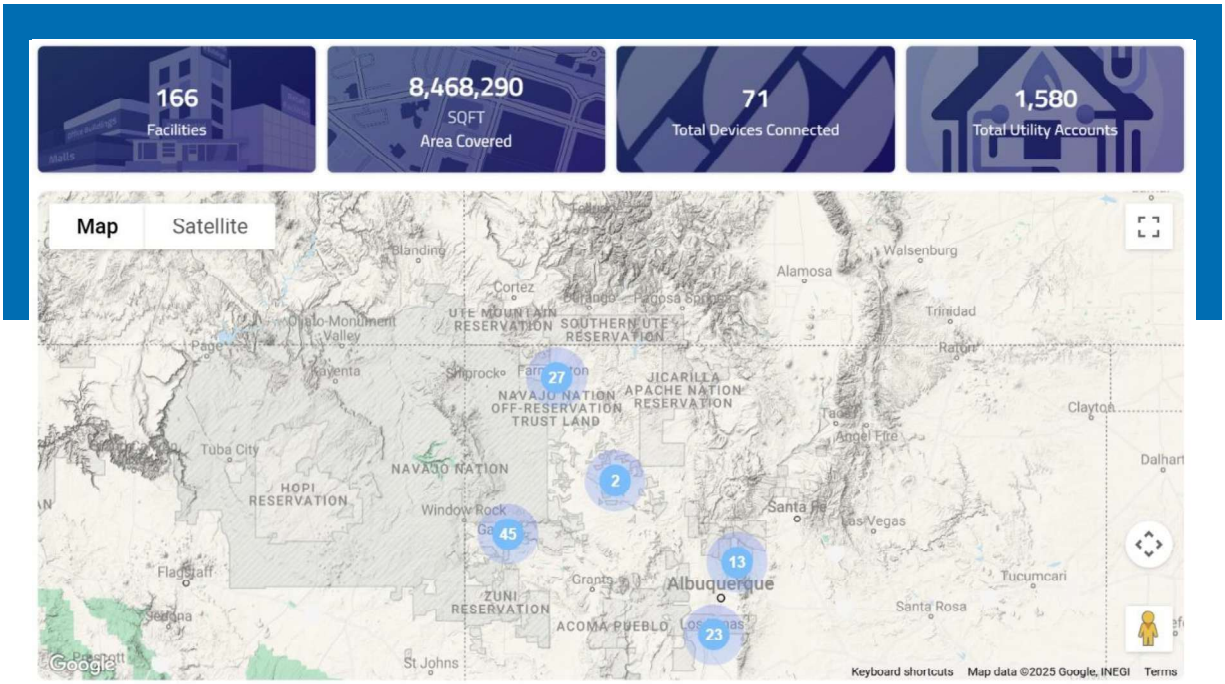
Aaron Cook, Director of Facilities, Gallup-McKinley County Schools

Gallup-McKinley County Schools, with the Operations Leadership of Aaron Cook and his Team, has been actively involved with the PSFA M&V Program data, issue identification and issue resolution. Most recently Aaron has taken steps to include the PSFA M&V Program in Gallup's new construction projects.

"As a pilot program GMCS, NMPSFA are working to get real time energy reporting to include usage along with cost data through their application. GMCS wants to ensure we plan to integrate the necessary sensors into our projects to achieve real time reporting going forward."

Program Scope, Delivery & Results

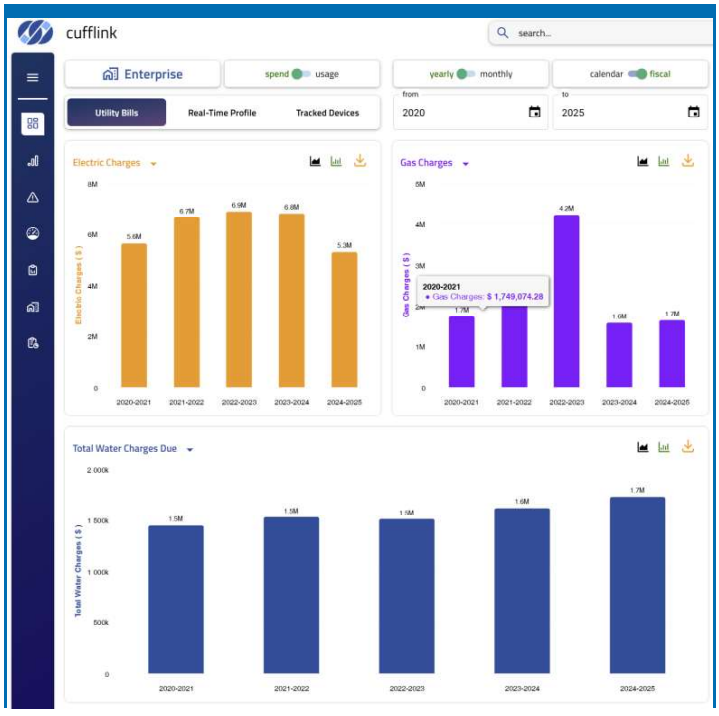
Program Scope: PSFA is currently connected to 166 Facilities across 5 School Districts comprised of 8,468, 290 square feet, 71 interval data meters and 1,580 utility accounts.



Program Delivery:

With contract execution in February 2024, install start in April 2024, and program kickoff in August 2024, PSFA and its M&V Program Delivery Team meet every 2 weeks with Hobbs, Gallup, Farmington, Bernalillo and Los Lunas School Districts to review energy and water performance, utility billing issues and recent fault analytics for their facilities.

PSFA utility performance for 5 districts is now managed enterprise wide, by district, by building type, individual facility, and individual utility account.



Utility Bill Performance Results:

With 7 months of comparable Utility Data last fiscal year to present, PSFA is pleased to demonstrate that our baseline (FY 23-24) vs. actual (FY 24-25) utility bill performance measurement & verification is actively managed and accurately reporting.

The table below represents actual utility bill performance with no weather normalization or adjustments.

Baseline: FY 23-24 AUG – FEB (7 months of Utility Data)

Current: FY 24-25 AUG – FEB (7 months of Utility Data)

Deltas, Current vs Baseline						
District	**Electric Charges**	**Electric Usage**	**Gas Charges**	**Gas Usage**	**Total Water Charges**	**Water Usage**
Farmington	-$121,691	-519,894	$100,248	5,942	$15,017	-7,025,788
Gallup	$221,585	1,175,156	-$16,861	9,886	$34,161	5,561,451
Hobbs	-$65,029	-627,047	-$39,491	668	$17,880	-10,104,092
Los Lunas	-$34,207	-73,849	$3,742	1,375	$30,395	4,284,830
Grand Total	**$658**	**-45,634**	**$47,638**	**17,871**	**$97,453**	**-7,283,599**
% change from baseline	**0.02%**	**-0.15%**	**3.95%**	**11.89%**	**11.33%**	**-5.42%**

**Negative numbers indicate a reduction, and positive numbers indicate an increase.*

Across the districts over the last 7 months, empirical non-weather normalized electricity decreases at Farmington, Hobbs, and Los Lunas are offset by an increase at Gallup.

Natural Gas, a highly weather driven expense, has cost decreases at Gallup and Hobbs offset by increases at Farmington and Los Lunas.

Water performance warrants more time and discovery with irrigation requirements and turf field implementations in progress.

We can effectively review performance relative to our peers and explore and share 'best known methods.' In the spirit of, "You can't manage what you don't measure," the PSFA M&V Program has kicked off our energy and water optimization journey.

As evidenced by the values above, we have more work to do to characterize and study utility cost increase and decrease across the districts over time.

Interval Data Performance Results:

The PSFA M&V Program established live cellular telemetry to our existing interval data meter infrastructure and brought that data to life in an advanced fault analytics software platform. Based on the severity and duration of a change in building performance, the platform automatically calculates the associated usage and cost. As an example, the day we get back from Winter Break when schools are unoccupied, the platform calculates the utility reduction and cost savings for the district.

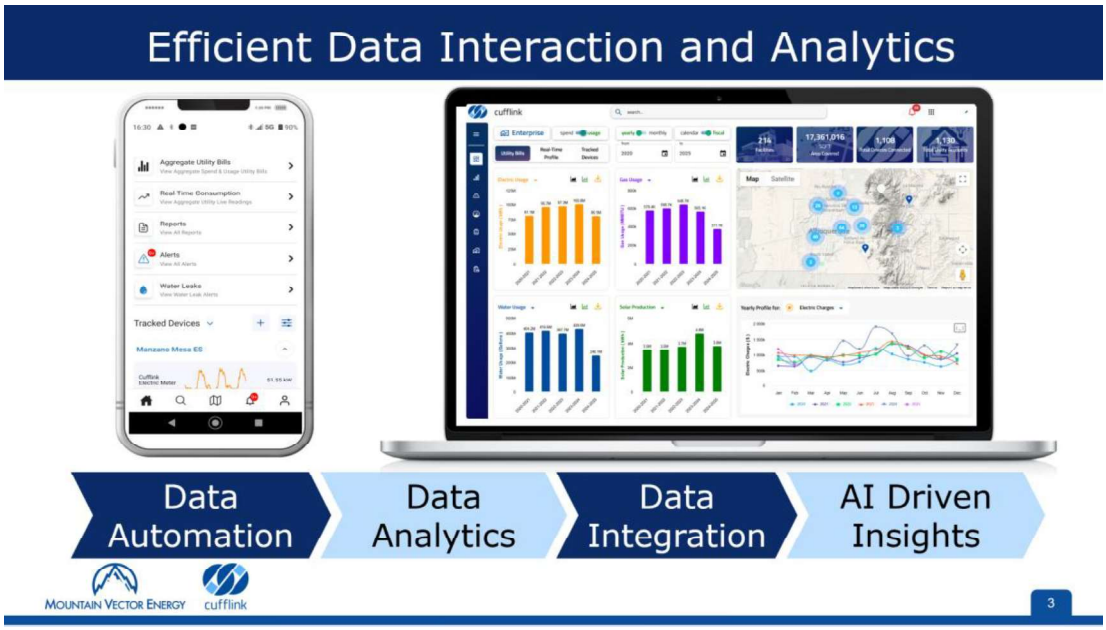
Shown below are a few examples of interval data alerts that show avoided cost impact if the problem or savings opportunity persisted for 1 month, 1 quarter or for the full year. Winter and Spring Break savings are displayed on a 'per year' basis for the 5 connected districts today.

Project	1 Month Avoided Cost	1 Quarter Avoided Cost	1 Year Avoided Cost
Santo Domingo Water Main Break	$11,823	$35,468	$153,698
Murray ES Gas Over Usage	$954	$2,532	$11,200
Murray ES Water Leak	$1,356	$4,217	$21,391
Hermosa MS Water Leak	$857	$2,571	$10,285
Hobbs Peak Demand Reduction	$5,833	$17,500	$70,000
Winter Break Savings	N/A	N/A	$62,671
Spring Break Savings	N/A	N/A	$25,156
Automated Utility Bill Upload (Time Based Estimate)	$2,000	$6,000	$24,000
Total	**$24,214**	**$72,643**	**$378,401**

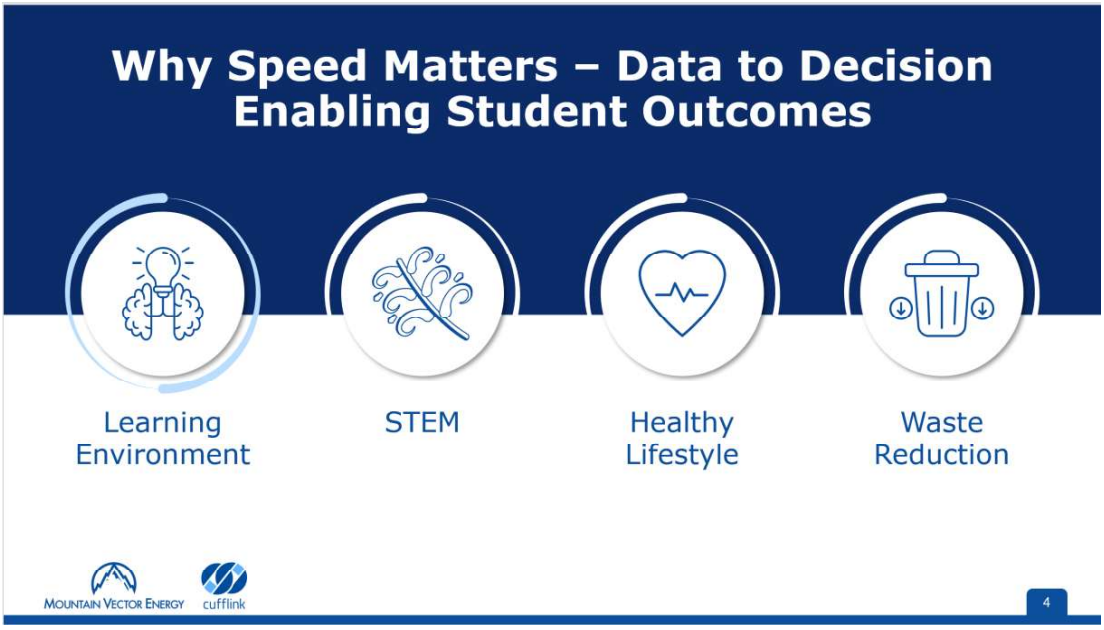
PSFA and our 5 connected districts are interacting with water leaks, peak demand events, building schedules, system offline and excessive usage alerts in real time. This enables an increase in speed from 'data to decision' at the districts.

By providing measurable and visualized examples of each occurrence that we can address immediately, we better inform our operational processes going forward.

The tools that PSFA has deployed in the first phase of the M&V Program automate many processes that were done manually. It means less data entry tasks and more efficient access to actionable information to improve learning environments while reducing cost.



Building Performance data in real time improves the learning environment for students by fixing issues faster. The software is available in the classroom and has 'built in' interactive STEM Quizzes for various grade levels. Clean air and water in our learning environments promote a healthy lifestyle with a consistent focus on waste reduction.

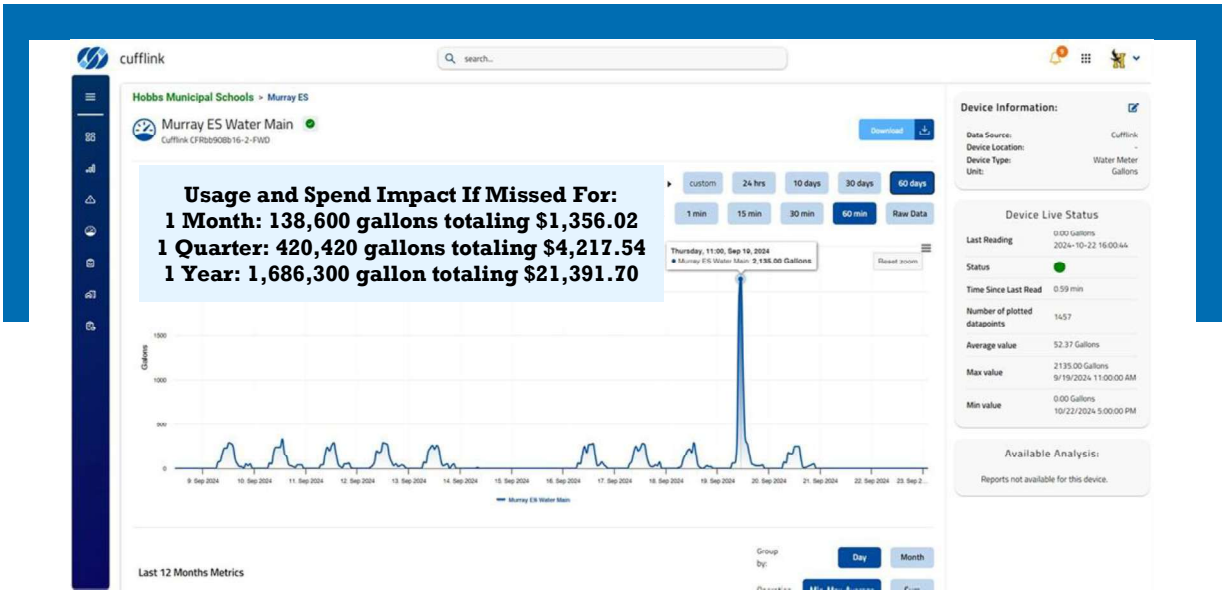


The data and associated outcomes are shared by example against the M&V Program Goals in the following sections.

Energy Conservation and Cost Savings Examples

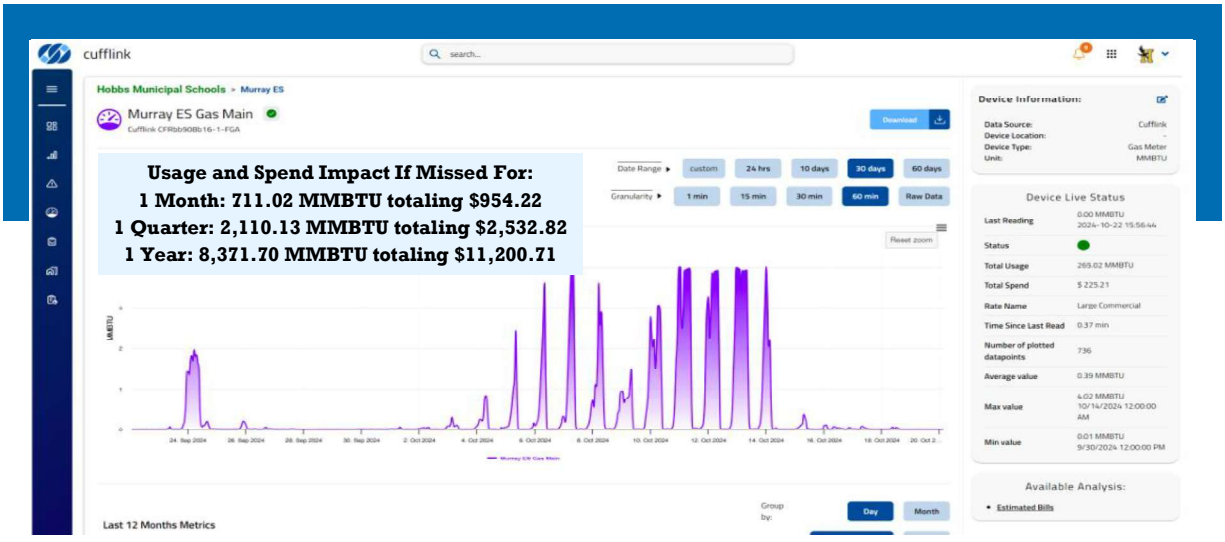
Hobbs Municipal Schools (HMS) – Water Leak

A water leak at Murray ES was detected and automatically flagged within 15 minutes by M&V platform. HMS Maintenance addressed the issue immediately, preventing water waste and cost impacts.



Hobbs Municipal Schools - Hot Water System Failure

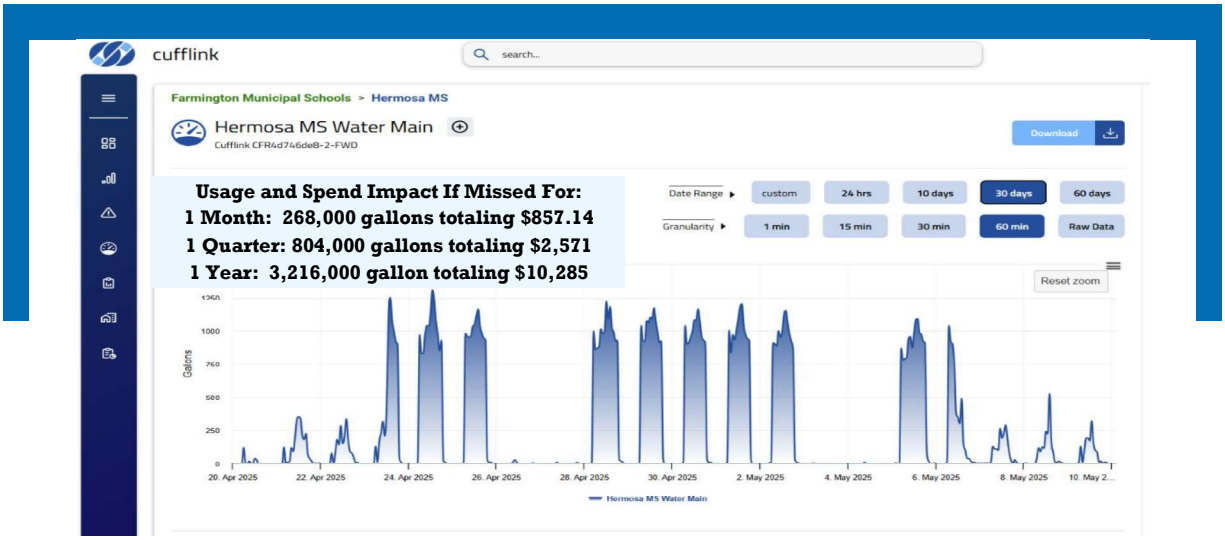
A hot water heater failure caused natural gas to be consumed at several times the normal rate. This event generated an automated alert in the M&V platform. HMS Maintenance addressed the issue within a few days, resolving the high gas usage.



Farmington Municipal Schools (FMS) – Hermosa MS Water Leak

Water leak detected automatically by M&V platform alerts engine.

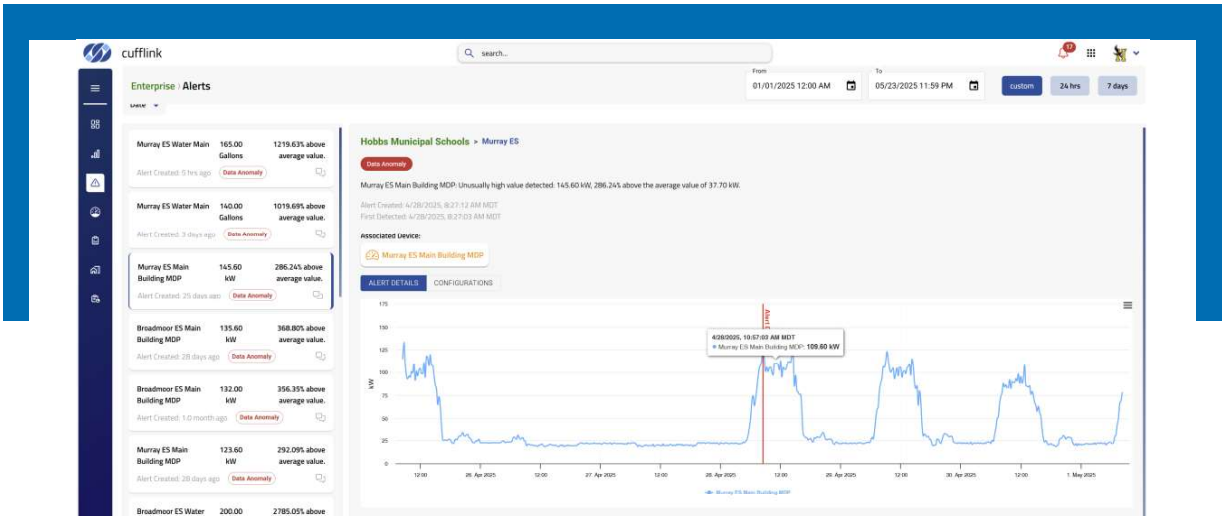
- FMS Maintenance addressed stuck drain valves immediately, preventing water waste and cost impacts.



Hobbs Municipal Schools – Peak Demand Reduction

New Peak Demand increase detected automatically by M&V platform alerts engine.

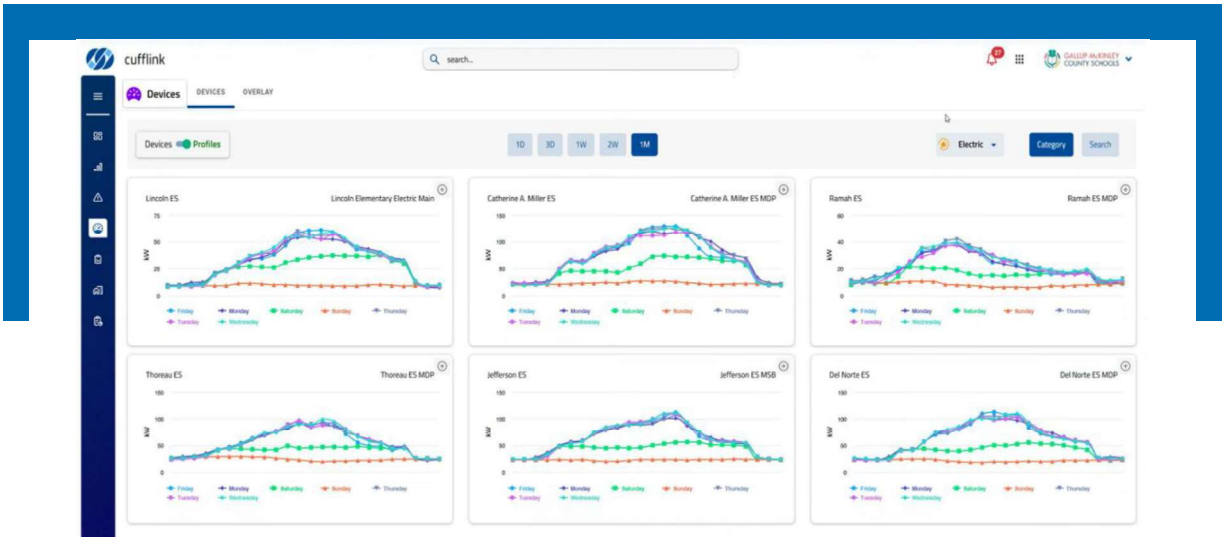
- In May 2025, Hobbs worked with their BAS Contractor to establish equipment startup resets up to 15-minute intervals to reduce Peak Demand impacts to their electric bills.



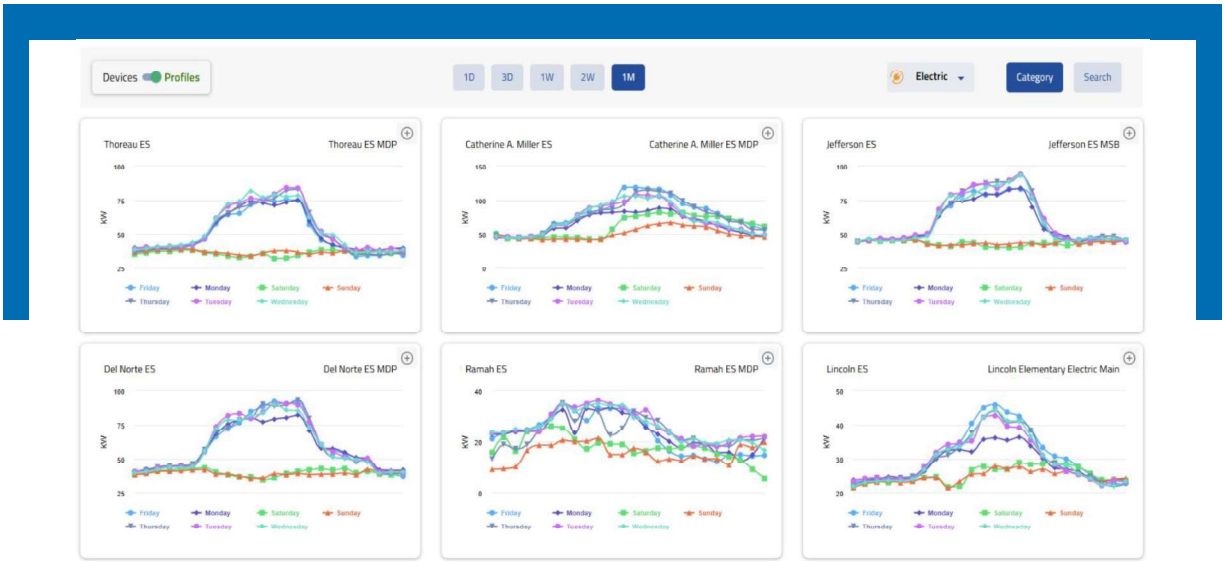
Gallup McKinley County Schools – Occupancy Schedules

The M&V Platform identified that certain facilities were running energy systems on Saturdays, resulting in unnecessary energy consumption. The district adjusted schedules to turn buildings unoccupied on weekends.

Before: Green Saturday profiles are elevated above orange Sunday profiles.



After: Saturday (green) and Sunday (orange) profiles are flatlined as expected during unoccupied hours.

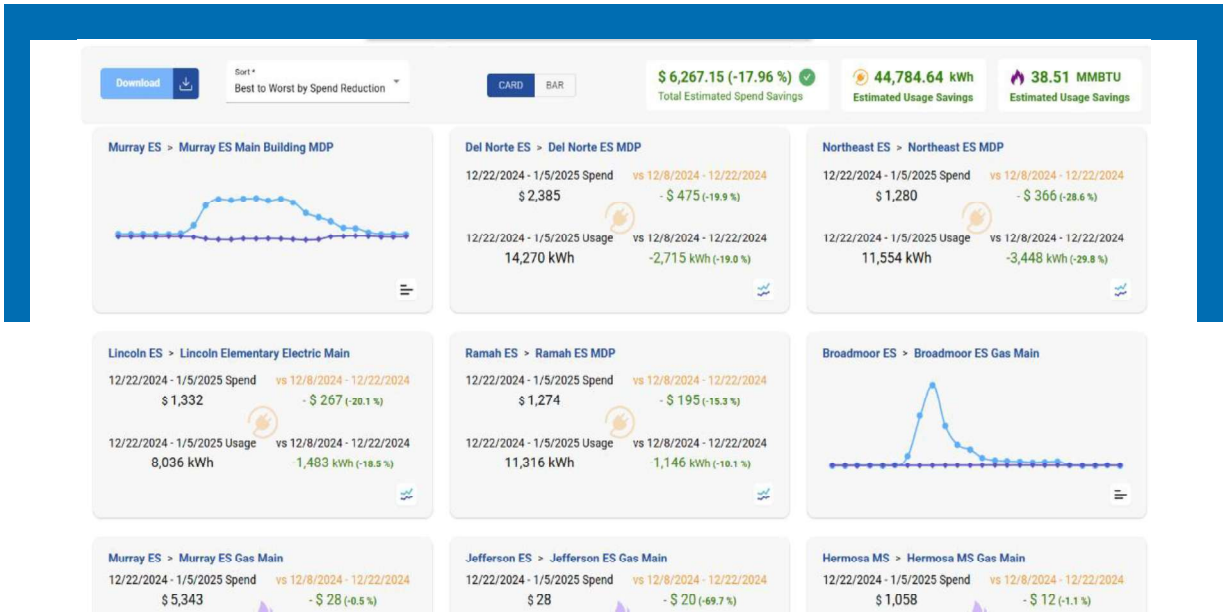


This is an example of getting systems turned off when they are not in use or needed. This represents energy conservation and cost savings consistent with the first goal of the M&V Program.

Winter Break:

Real Time M&V Connected Schools: 44,784 kWh totaling $6267.15 (18%)

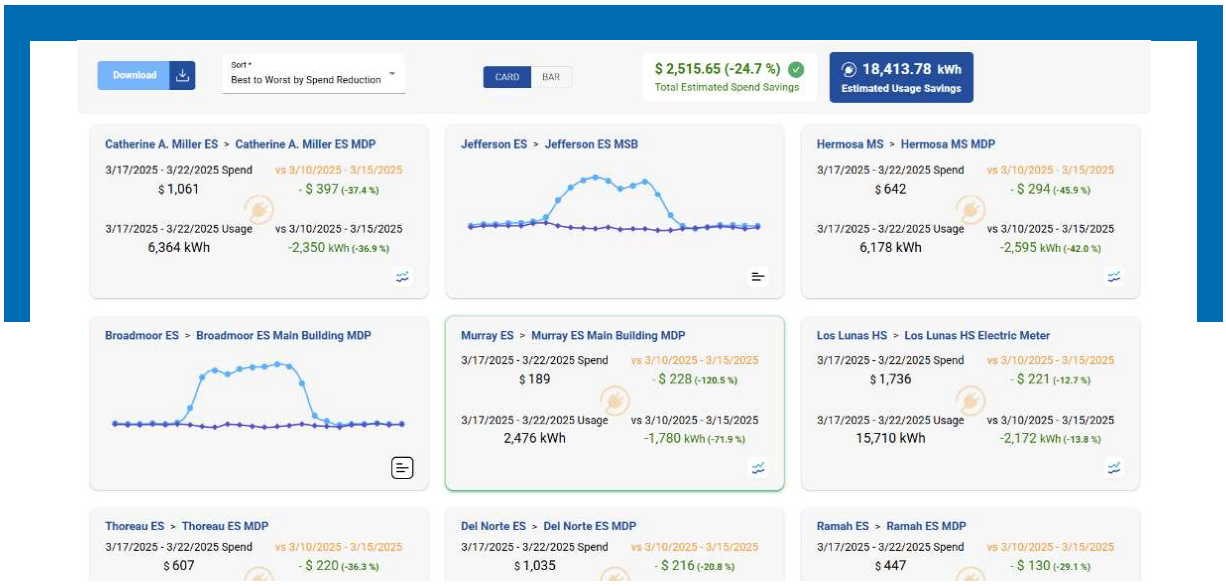
Estimated Savings for Pilot Districts: 447,840 kWh totaling $62,671.50



Spring Break:

Real Time M&V Connected Schools: 18,413 kWh totaling $2,515.65 (25%)

Estimated Savings for Pilot Districts: 184,130 totaling $25,156.50

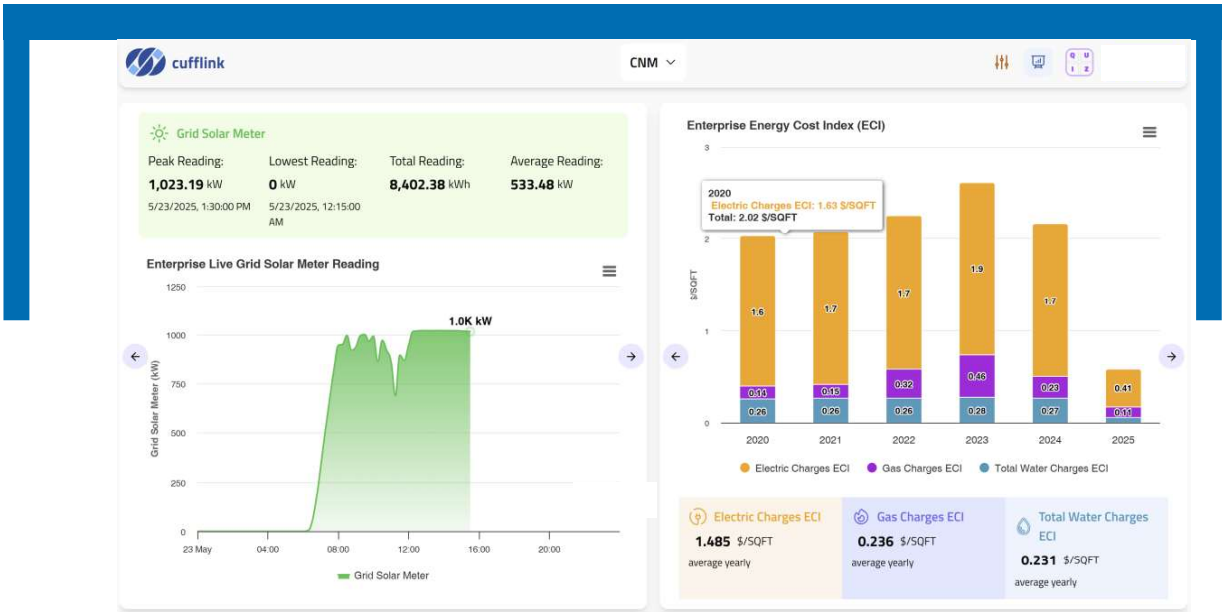


Calculating savings over school holidays and breaks used to take months for utility bill analysis. With interval data, we can enable the savings calculation instantaneously and extrapolate to the district quickly and accurately.

Energy Education and Delivering STEM in the Classroom Examples

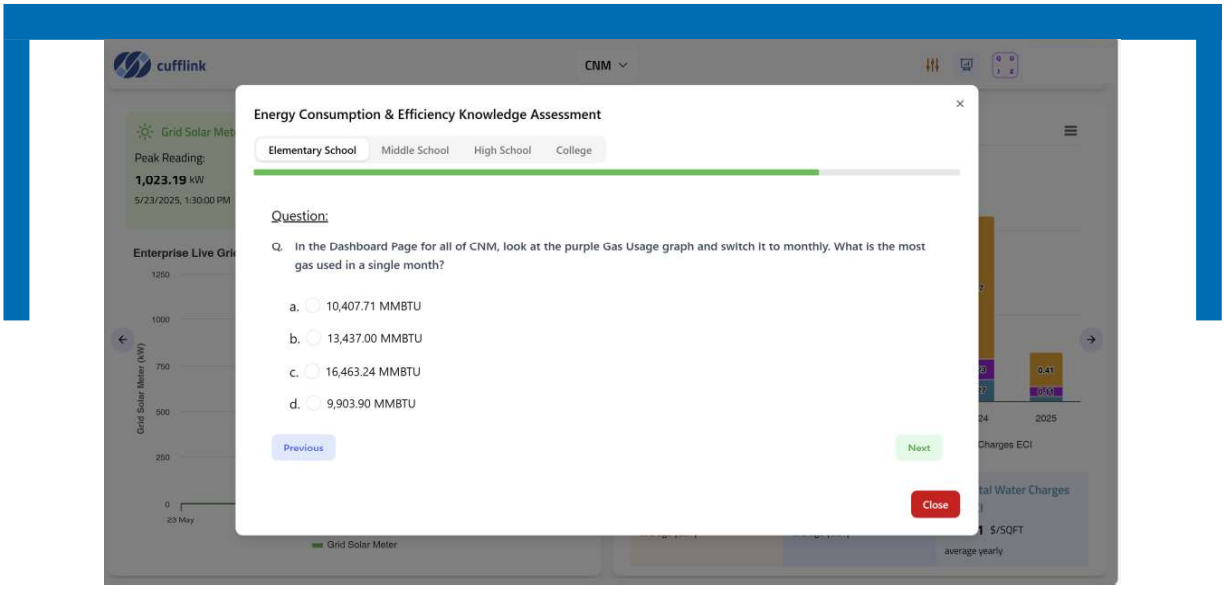
Public Facing Dashboard

Energy and Water metrics are customized to each entity's public facing requirements for reporting and transparency on energy and water usage and spend. This information can be displayed anywhere and configured for an interactive slide show mode.



STEM Quiz Integration for the Classroom

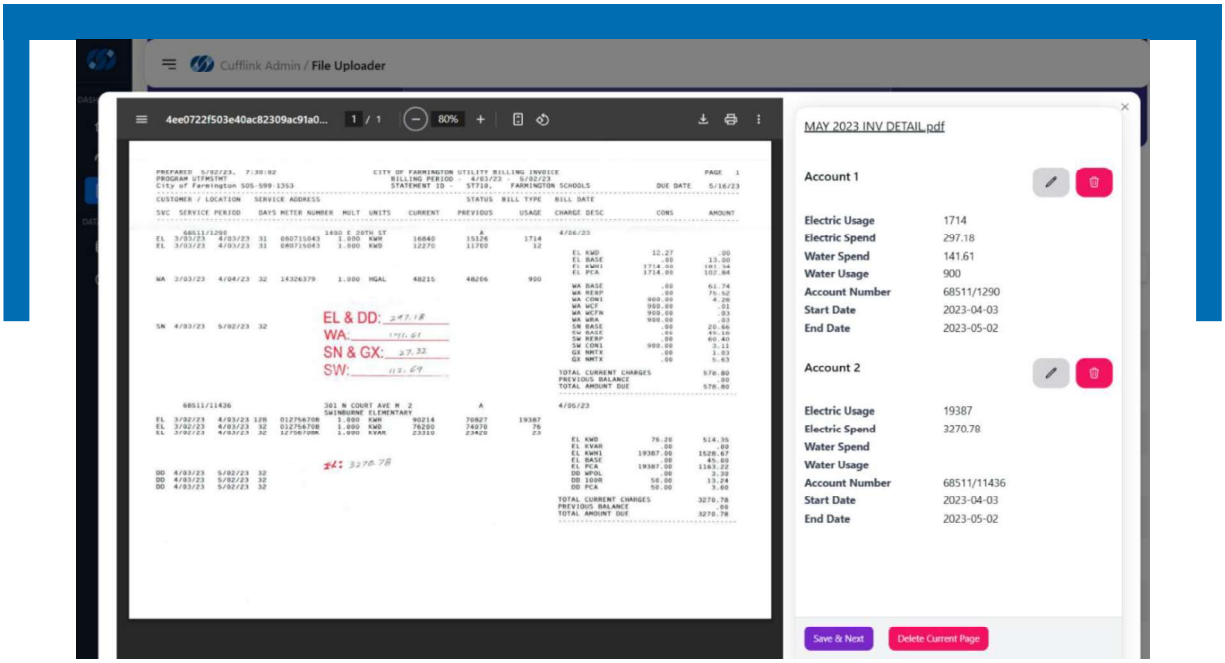
STEM self-correcting quizzes are built into the PSFA M&V Platform for Elementary, Middle, High School energy and water related STEM learning opportunities. This represents Education and STEM consistent with the second goal of the M&V Program.



International Research/Benchmarking/Advanced Data Base Performance Examples

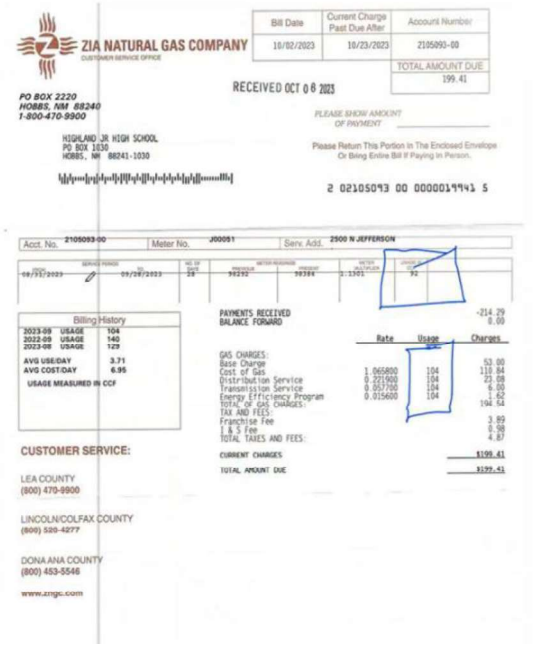
Automated Utility Bill Upload – Eliminating manual energy data entry

Legacy energy tracking systems often require manual data entry for all utility invoices. The PSFA M&V platform uses private AI models to automatically upload raw data, PDFs, scanned copies, and other formats saving days of manual entry each month for the districts.



Utility Bill Auditing

While uploading years of historical data to the M&V platform, it was discovered that a district had been tracking raw gas volume for several years without applying the appropriate temperature correction multiplier. Several years of historical gas usage was corrected during the onboarding process.



ZIA NATURAL GAS COMPANY

Bill Date	Current Charge Past Due After	Account Number
10/02/2023	10/23/2023	2105093-00

TOTAL AMOUNT DUE 199.41

RECEIVED OCT 06 2023

PO BOX 2220
HOBBS, NM 88240
1-800-470-9900

HIGHLAND JR HIGH SCHOOL
PO BOX 1030
HOBBS, NM 88241-1030

PLEASE SHOW AMOUNT OF PAYMENT

Please Return This Portion In The Enclosed Envelope Or Bring Entire Bill If Paying In Person.

2 02105093 00 0000019941 5

Acct. No. 2105093-00 | Meter No. J00051 | Serv. Add. 2500 N JEFFERSON

09/01/2023 09/28/2023 28 92292 92384 1.2305 92

Billing History

2023-09	USAGE	104
2022-09	USAGE	140
2021-09	USAGE	129
AVG USE/DAY		3.71
AVG COST/DAY		6.95

USAGE MEASURED IN CCF

PAYMENTS RECEIVED -214.29
BALANCE FORWARD 0.00

	Rate	Usage	Charges
GAS CHARGES:			
Base Charge			53.00
Cost of Gas	1.065800	104	110.84
Distribution Service	0.221600	104	23.04
Transmission Service	0.057700	104	6.00
Energy Efficiency Program	0.015600	104	1.62
TOTAL OF GAS CHARGES:			194.54
TAX AND FEES:			
Franchise Fee			3.89
1.8.5 Fee			0.98
TOTAL TAXES AND FEES:			4.87
CURRENT CHARGES			$199.41
TOTAL AMOUNT DUE			$199.41

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LINCOLN/COLFAX COUNTY
(800) 530-4277

DONA ANA COUNTY
(800) 453-5546

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The flexibility of the PSFA' M&V platform dovetails with the third goal of the M&V Program to provide an industry leading energy and water database for advanced benchmarking and international research. The modern automation in place today enables fast data cleaning and organization with on-going technological advances.

Conclusion

PSFA Mission: Through efficient use of state and local resources, NMPSFA will support our school communities in providing quality, sustainable, safe, and adequately equipped facilities that enhance educational outcomes for students and staff.

As stated in the NMPSFA 2024 Annual Report:

> Over $9 billion is wasted nationwide every year because of undetected faults in building sub-systems. Access to real time metered utility data by staff and management can result in a 5% to 15% reductions in energy and water expenses. By partnering with these NM school districts, PSFA hopes to garner value from the advanced energy management systems, develop proof of concept, and cost savings opportunities over time.

We have started the process to improve the efficient use of our energy and water resources through the PSFA M&V Program. We are actively working to improve outcomes in support of the M&V Program goals:

1. Energy Conservation and Cost Savings
2. Energy Education and delivering STEM engagement with the classroom
3. Providing an industry leading energy and water database for advanced benchmarking and international research.

While we are still early in the process, this PSFA Success Story is intended to serve as an outline and template for excellence with the measurement and verification of building performance, optimization, learning opportunities, and cost savings in the future.

Exhibit B

MOUNTAIN VECTOR ENERGY

Public School Facilities Authority
M&V Program
Phase I & II Summary

PSFA M&V Program Overview

- **Baseline Year: 23/24** School Year
- **Goal:** Achieve a **20% reduction in energy and water consumption** over the next **10 years**
- **M&V Program Phase I Timeline: FYQ4 2023/24–FYQ4 2026/2027**
- **Metrics for Measurement:**
  - Electric and gas: kBtu/ft^2
  - Water: Gallons
- **Current Status: M&V Program District Engagement**
  - Biweekly check ins
  - Updates on overall progress against plan, quantify results of ECMs in progress, review any excursions flagged by Cufflink software

FARMINGTON MUNICIPAL SCHOOLS

GALLUP-McKINLEY COUNTY SCHOOLS

LOS LUNAS SCHOOLS

BERNALILLO PUBLIC SCHOOLS EDUCATE & GRADUATE

MOUNTAIN VECTOR ENERGY

cufflink

Phase I Summary

- **Phase I** includes **5** school districts and **73** meters:
  - Bernalillo Public Schools
  - Farmington Municipal Schools
  - Gallup McKinley Public Schools
  - Hobbs Municipal Schools
  - Los Lunas Schools

- **Timeline**:
  - Q1 2023: PSCOC approval
  - Q1-Q2 2024 Sensor deployment and district onboarding
  - Q3 2024–Q3 2027: M&V program implementation

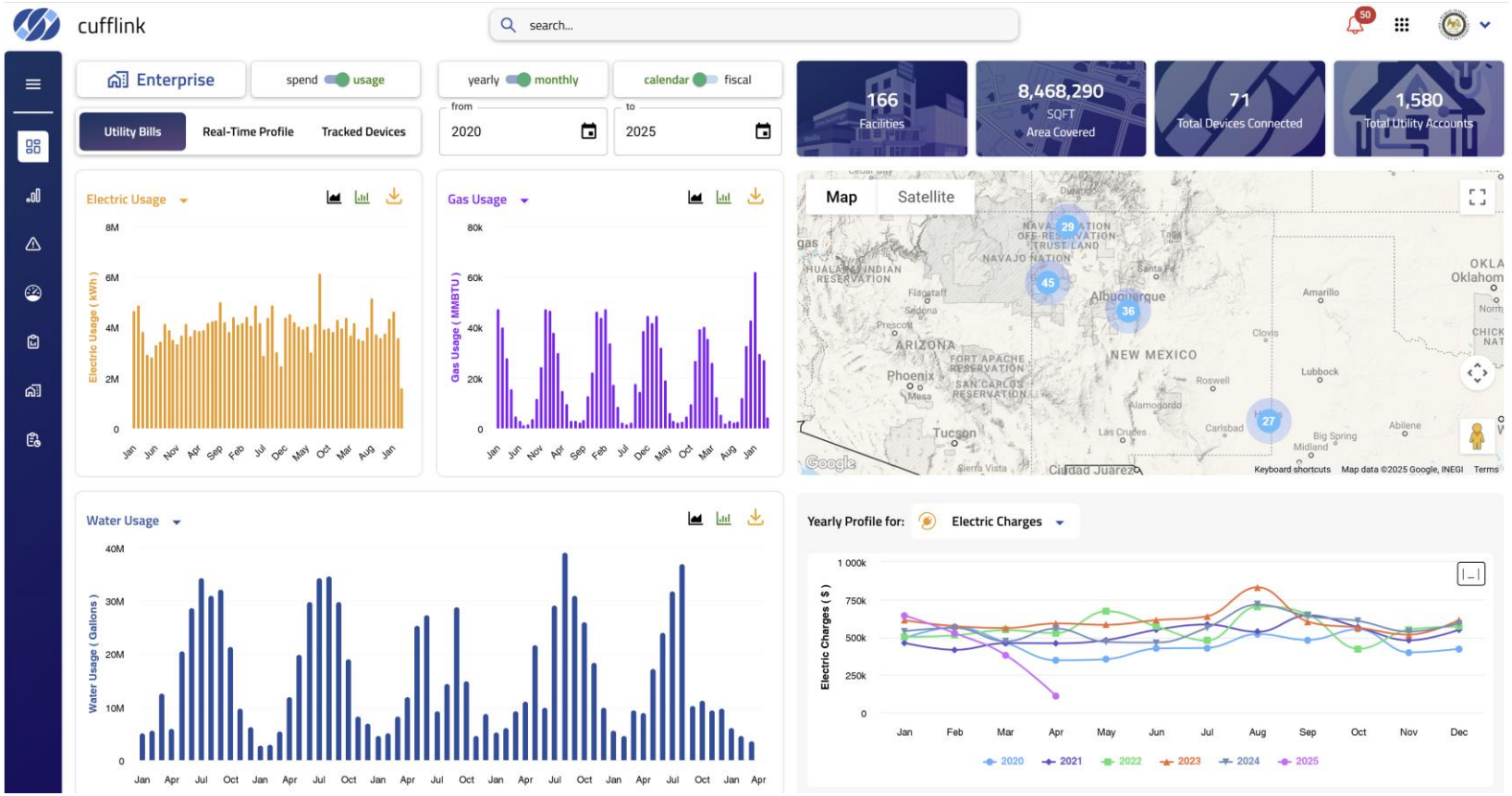
District / School	Electric Sensors	Gas Sensors	Water Sensors
Bernalillo, Santo Domingo ES/MS	9	1	1
Farmington, Hermosa MS	1	1	1
Farmington, High School	18	1	1
Farmington, Northeast ES	1	1	1
Gallup, Catherine A. Miller ES	1	1	1
Gallup, Del Norte ES	1	1	2
Gallup, Jefferson ES	3	1	1
Gallup, Lincoln ES	5	1	1
Gallup, Ramah ES	3	1	1
Gallup, Thoreau ES	1	1	1
Hobbs, Broadmoor ES	1	1	1
Hobbs, Murray ES	1	1	1
Los Lunas, High School	1	1	1
Totals	**46**	**13**	**14**

Mountain Vector Energy Cufflink connected all available historical utility bills and facility data to interact with the full footprint for each district in FYQ4 2023/2024.
We successfully connected all interval data infrastructure and incorporated utility tariffs for real time usage and spend.

MOUNTAIN VECTOR ENERGY cufflink

Phase I M&V Program Delivery – Measurement & Verification

- **PSFA footprint data uploaded:**
  - 1,580 utility accounts
  - 166 facilities
  - 8.5M ft^2
  - 71 connected devices
  - 1,580 Utility Accounts

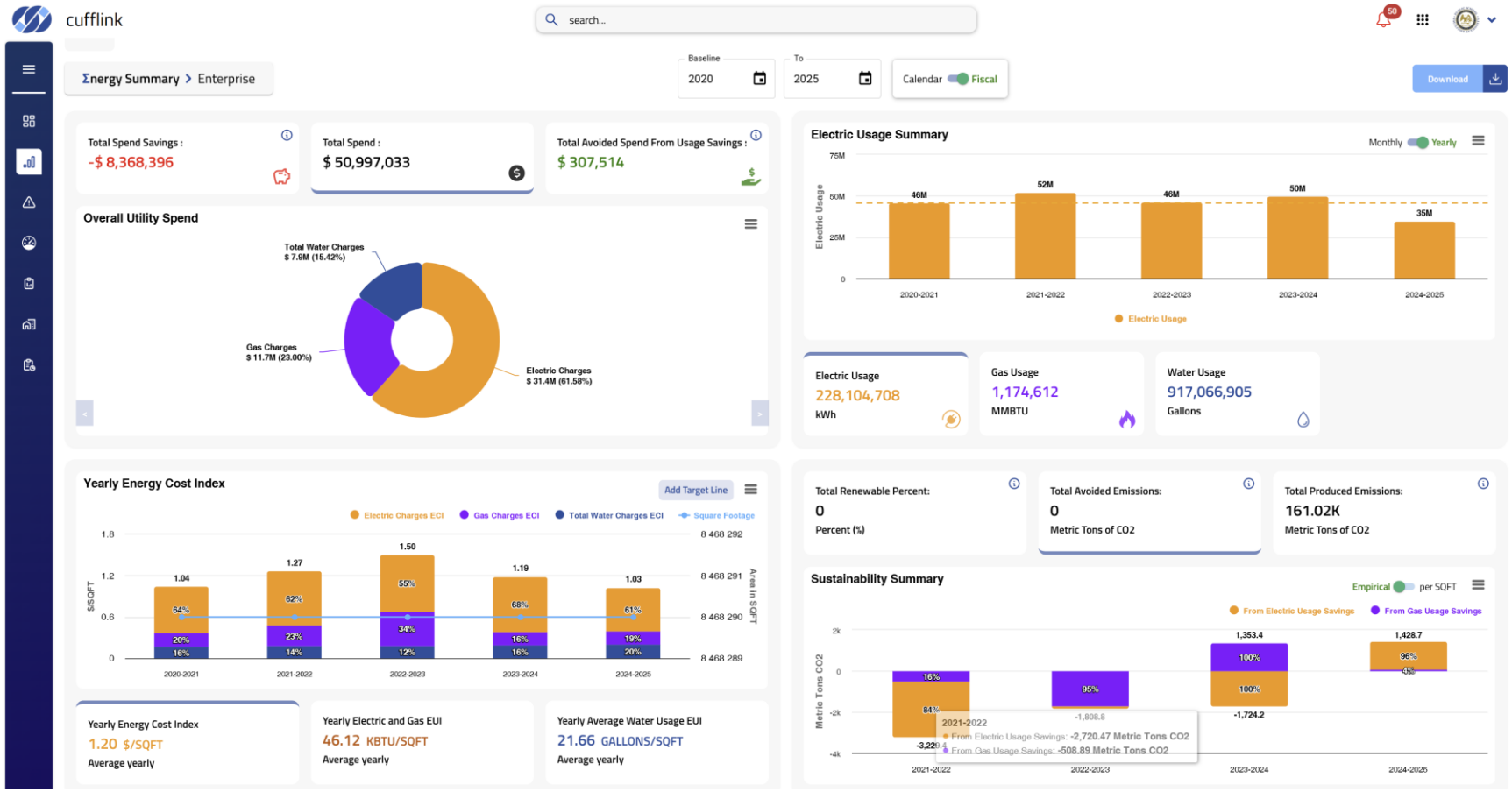


The districts have unlimited access to Cufflink from the boardroom to the classroom. Energy and water savings performance is tracked in real time in the software.

MOUNTAIN VECTOR ENERGY cufflink

Phase I M&V Program Delivery – Program Tracking Against Baseline

- **M&V Program progress is tracked automatically:**
  - Enterprise usage and cost summary
  - EUI, ECI
  - Percent reduction against baseline
  - Emissions metrics

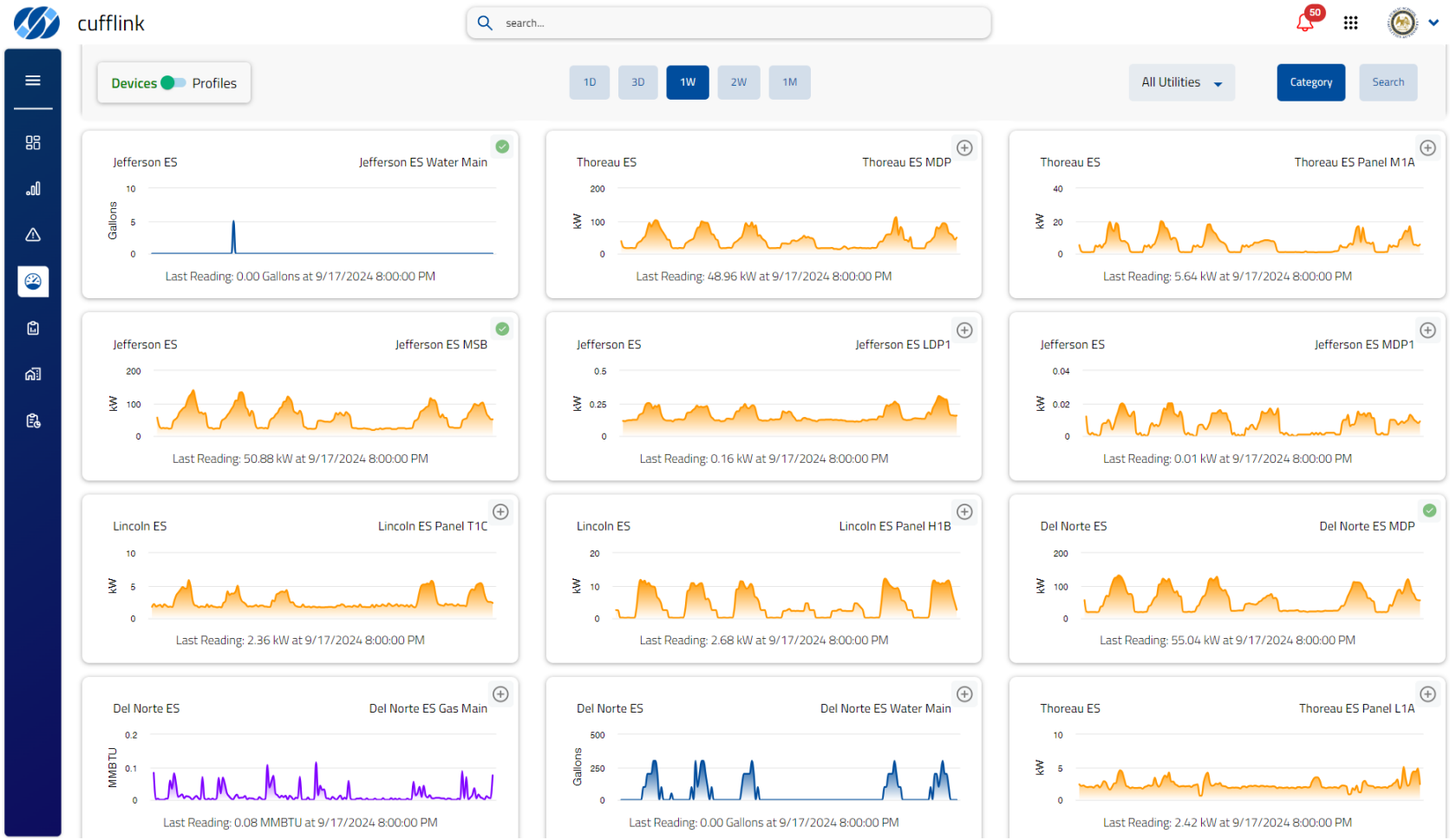


Electric, gas & water spend, usage and performance against baseline are automatically tracked in the software. Multiple baseline methodologies can be accommodated in the platform on a go forward basis. Sustainability performance, in metric tons of CO_2, is automatically reported in the platform as well.

MOUNTAIN VECTOR ENERGY cufflink

Phase I M&V Program Delivery – Connected Meters

- **73 previously stranded meters, reporting live**
  - ECM results instantly validated
  - Real time data is constantly analyzed by alerts engine, notifies district of over usage or leaks

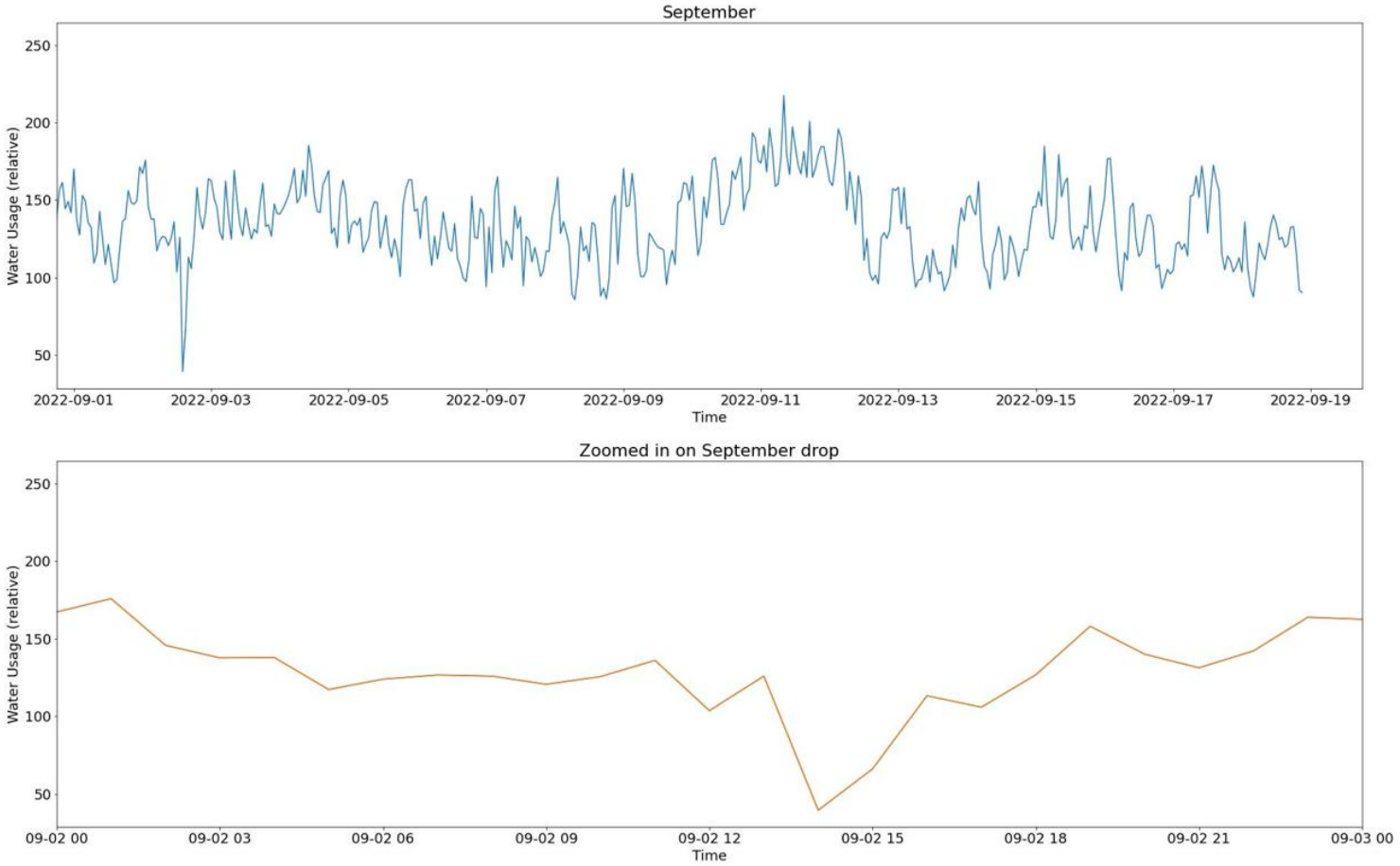


Water leaks, peak demand impacts, scheduling issues, on/offline status are live for automated alerts through both software and phone application for participants.

MOUNTAIN VECTOR ENERGY cufflink

Bernalillo – Santo Domingo Water Leak

- "IDR data can be used to protect a district from risk and liability. Just recently at the existing IDR data pilot site at the Santo Domingo school, the water utility blamed the district for using hundreds of thousands of gallons of water. In this case, the root cause was identified as a utility-side failure, and the existing IDR data shown demonstrates that the district was not responsible for the massive loss of water and the resulting cost."



Usage and Spend Impact If 400,000 Gallons/Week Persisted For:
1 Month: 1,600,000 gallons totaling $11,823.00
1 Quarter: 4,800,000 gallons totaling $35,468.99
1 Year: 20,800,000 gallon totaling $153,698.97

MOUNTAIN VECTOR ENERGY cufflink

Hobbs – Murray ES Water Heater Failure

- **Hot water heater failure generated alert in Cufflink**
  - HMS Maintenance addressed the issue within a few days, eliminating the unusually high gas usage

Usage and Spend Impact If Missed For:
1 Month: 711.02 MMBTU totaling $954.22
1 Quarter: 2,110.13 MMBTU totaling $2,532.82
1 Year: 8,371.70 MMBTU totaling $11,200.71

MOUNTAIN VECTOR ENERGY cufflink

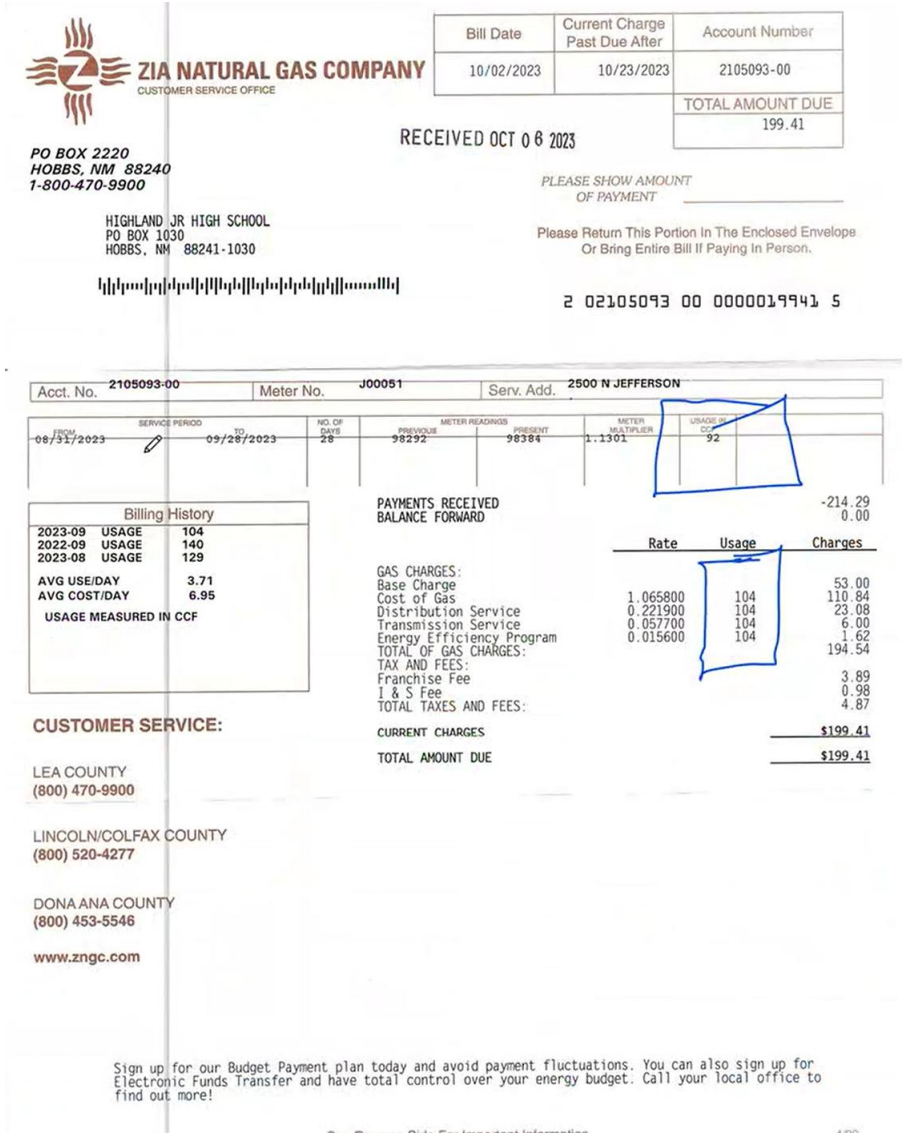
Hobbs– Murray ES Water Leak

- **Water leak detected automatically by alerts engine**
  - HMS Maintenance addressed the issue immediately, preventing water waste and cost impacts

Usage and Spend Impact If Missed For:
1 Month: 138,600 gallons totaling $1,356.02
1 Quarter: 420,420 gallons totaling $4,217.54
1 Year: 1,686,300 gallon totaling $21,391.70

MOUNTAIN VECTOR ENERGY cufflink

Hobbs – Oct 24 Natural Gas Bill Issue



ZIA NATURAL GAS COMPANY
CUSTOMER SERVICE OFFICE

Bill Date	Current Charge Past Due After	Account Number
10/02/2023	10/23/2023	2105093-00

TOTAL AMOUNT DUE 199.41

RECEIVED OCT 06 2023

PO BOX 2220
HOBBS, NM 88240
1-800-470-9900

PLEASE SHOW AMOUNT OF PAYMENT

HIGHLAND JR HIGH SCHOOL
PO BOX 1030
HOBBS, NM 88241-1030

Please Return This Portion In The Enclosed Envelope
Or Bring Entire Bill If Paying In Person.

2 02105093 00 0000019941 5

Acct. No. 2105093-00 | Meter No. J00051 | Serv. Add. 2500 N JEFFERSON

SERVICE PERIOD FROM	TO	NO. OF DAYS	METER READINGS PREVIOUS	PRESENT	METER MULTIPLIER	USAGE (CCF)
08/31/2023	09/28/2023	28	98292	98384	1.1301	92

Billing History		
2023-09	USAGE	104
2022-09	USAGE	140
2023-08	USAGE	129
AVG USE/DAY		3.71
AVG COST/DAY		6.95

USAGE MEASURED IN CCF

	Rate	Usage	Charges
PAYMENTS RECEIVED			-214.29
BALANCE FORWARD			0.00
GAS CHARGES:			
Base Charge			53.00
Cost of Gas	1.065800	104	110.84
Distribution Service	0.221900	104	23.08
Transmission Service	0.057700	104	6.00
Energy Efficiency Program	0.015600	104	1.62
TOTAL OF GAS CHARGES:			194.54
TAX AND FEES:			
Franchise Fee			3.89
I & S Fee			0.98
TOTAL TAXES AND FEES:			4.87
CURRENT CHARGES			$199.41
TOTAL AMOUNT DUE			$199.41

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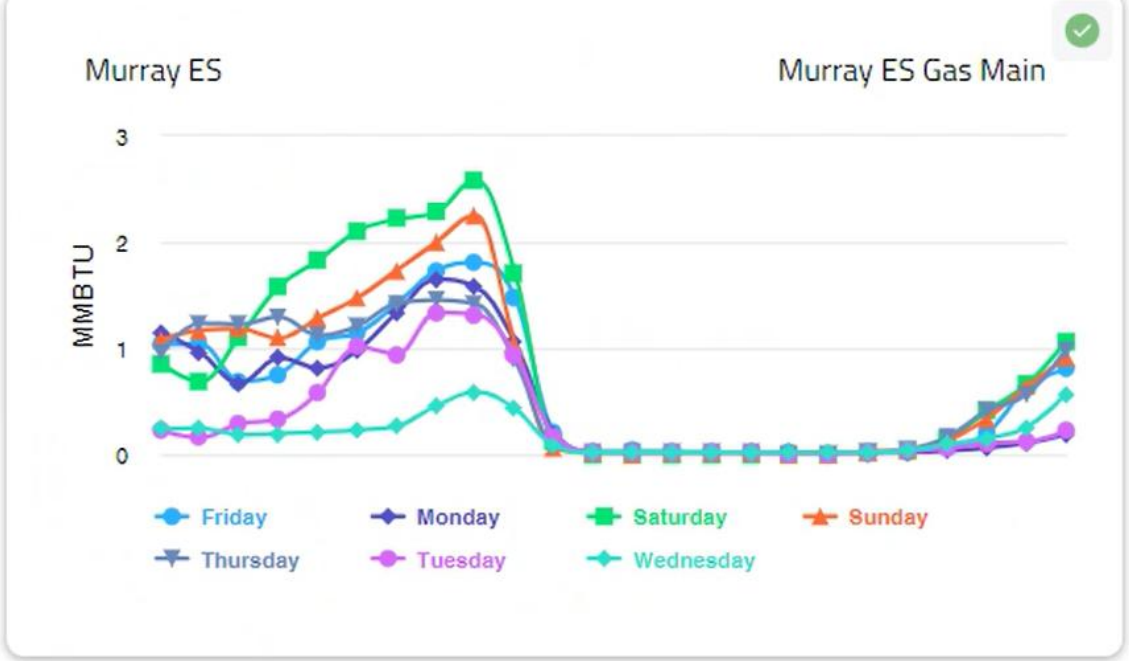
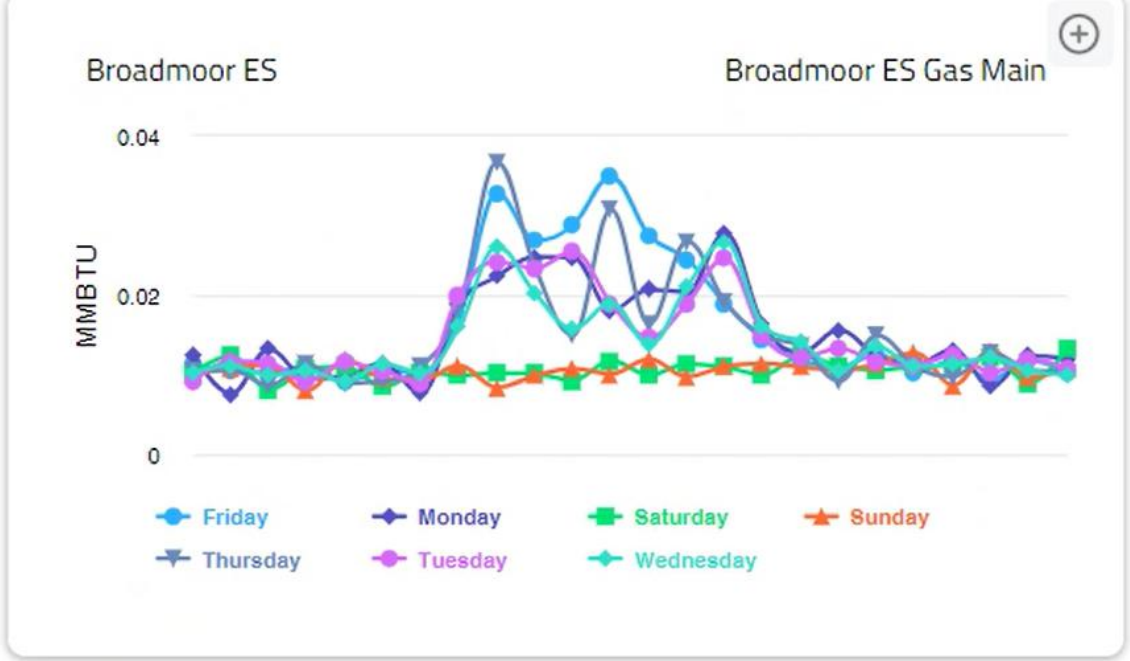
Utility Bill meter multiplier not incorporated into usage for internal accounting.

Achieved internal alignment on recording proper usage values based on Natural Gas bills.

Good catch, no impact on budget or natural gas spend. Just ‘usage record keeping.’

MOUNTAIN VECTOR ENERGY cufflink

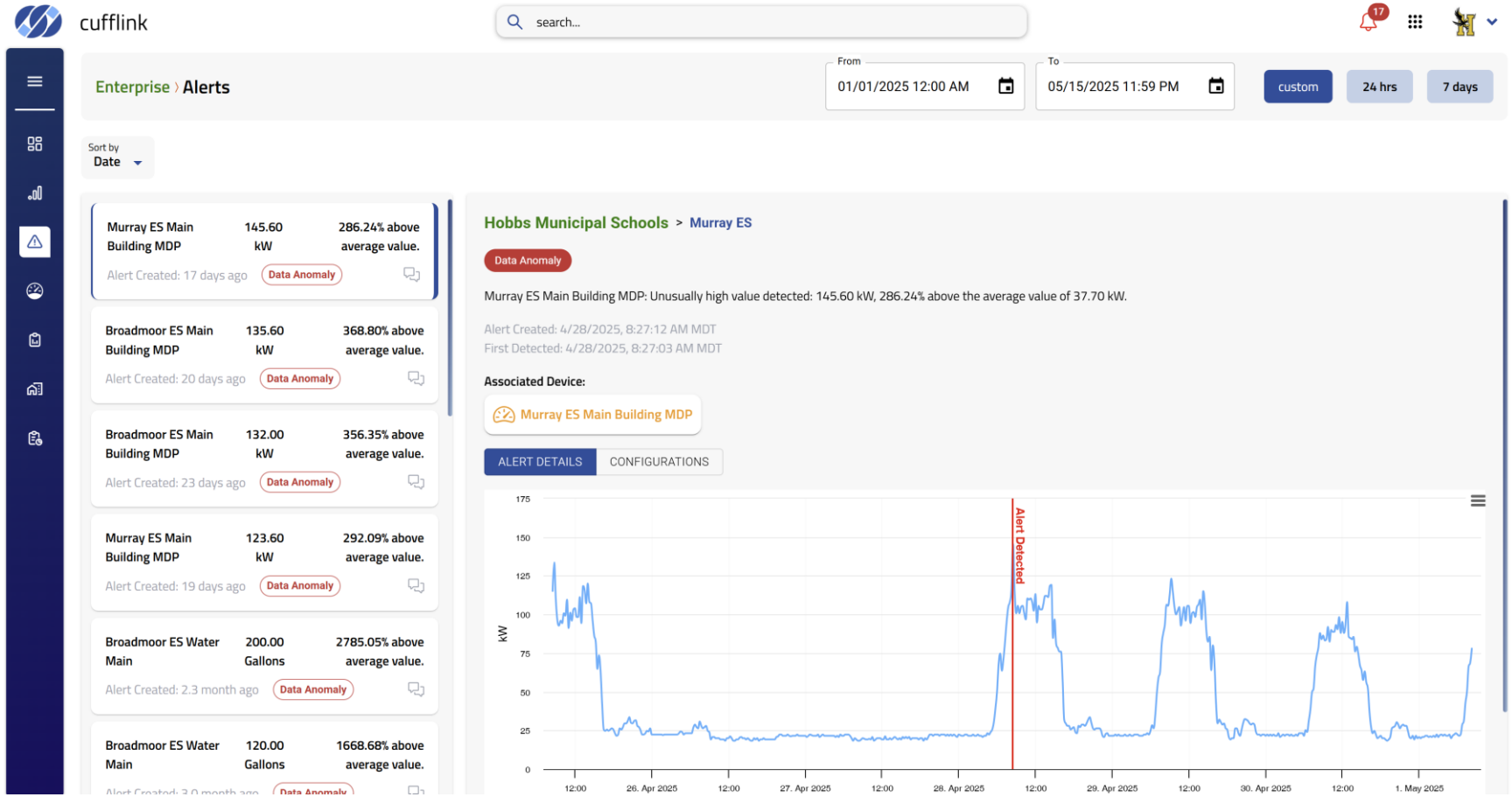




Hobbs – Oct 24

- Murray ES and Broadmoor ES are nearly identical schools.
- Murray appears to have BAS Settings on optimized start.
- Broadmoor ES appears to be on an occupied/unoccupied schedule.
- Gas usage is much higher at Murray In October ’24 than Broadmoor which is what Cufflink automatically alerted for gas usage.
- Murray is also running heating on Saturday & Sunday (possibly due to pickleball) while Broadmoor gas does not run on the weekends.
- Shawn and Ethan will investigate BAS settings to decide what works best for the district and for both schools.

Hobbs Peak Demand Events – Corrective Action May 2025



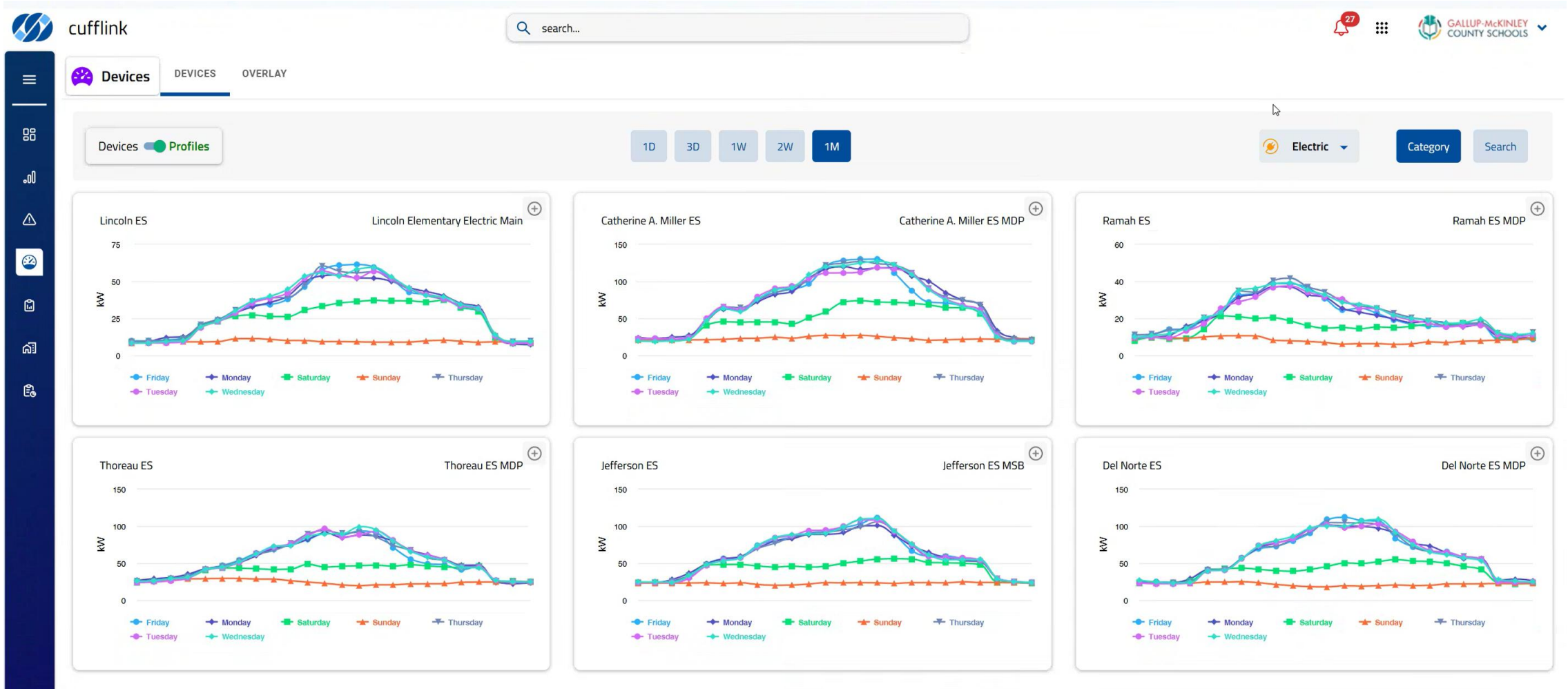
- Murray ES and Broadmoor ES are nearly identical schools.
- In April 2025, we received Peak Demand Alerts from the Cufflink enabled electric meters at Murray and Broadmoor ES.
- In May 2025, 15 minute resets to slow down equipment startup times are implemented.

In May 2025, Hobbs worked with their BAS Contractor to establish equipment startup resets up to 15 minute intervals to reduce Peak Demand impacts to their electric bills.

Hobbs School District Peak Demand is approximately 50% of their electric charges monthly.

MOUNTAIN VECTOR ENERGY cufflink

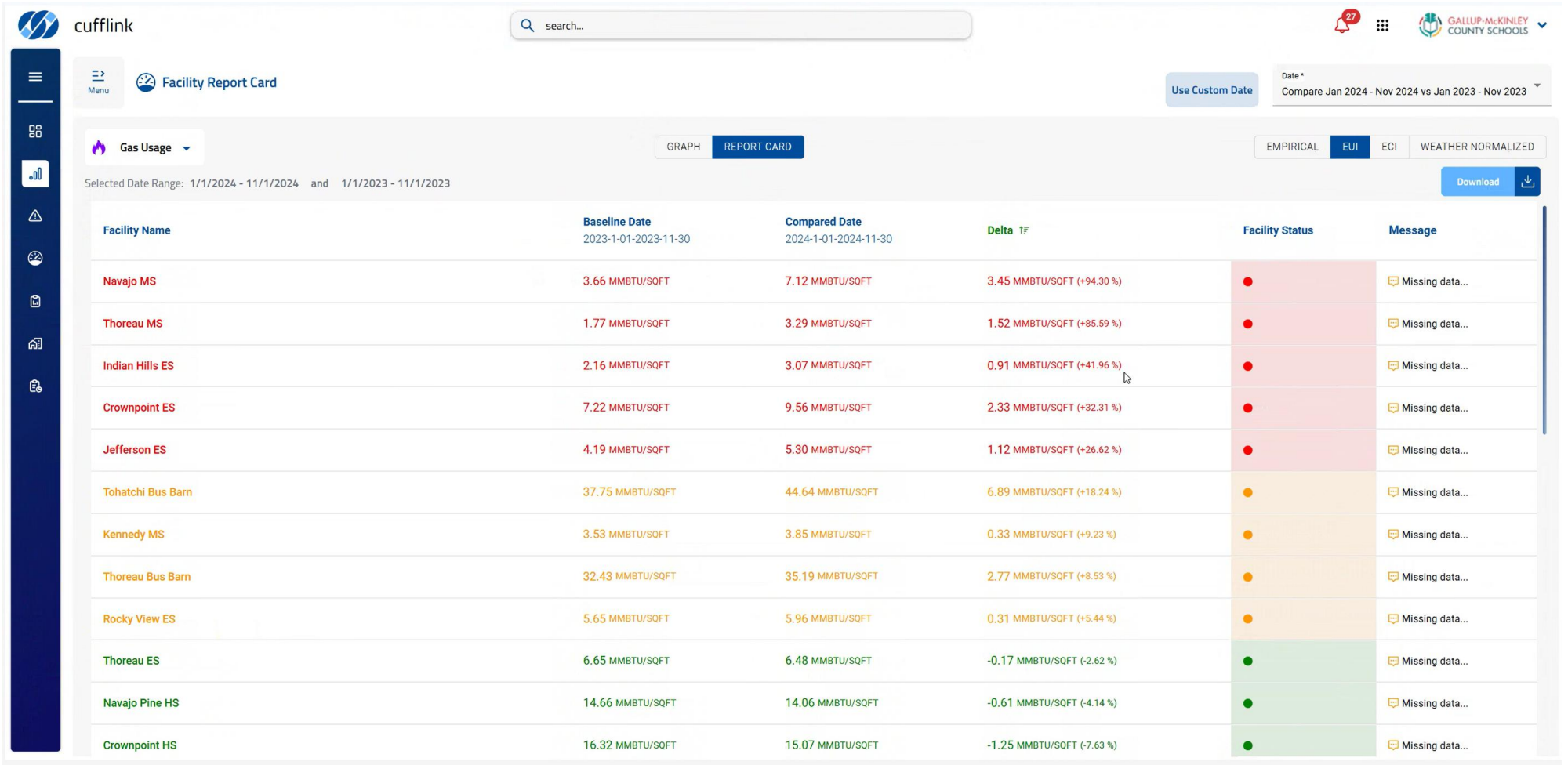
Gallup McKinley – Weekend Schedules



Facilities are running on Saturday. Gallup McKinley Team to look into it.

MOUNTAIN VECTOR ENERGY cufflink

Gallup McKinley – Facility Report Card

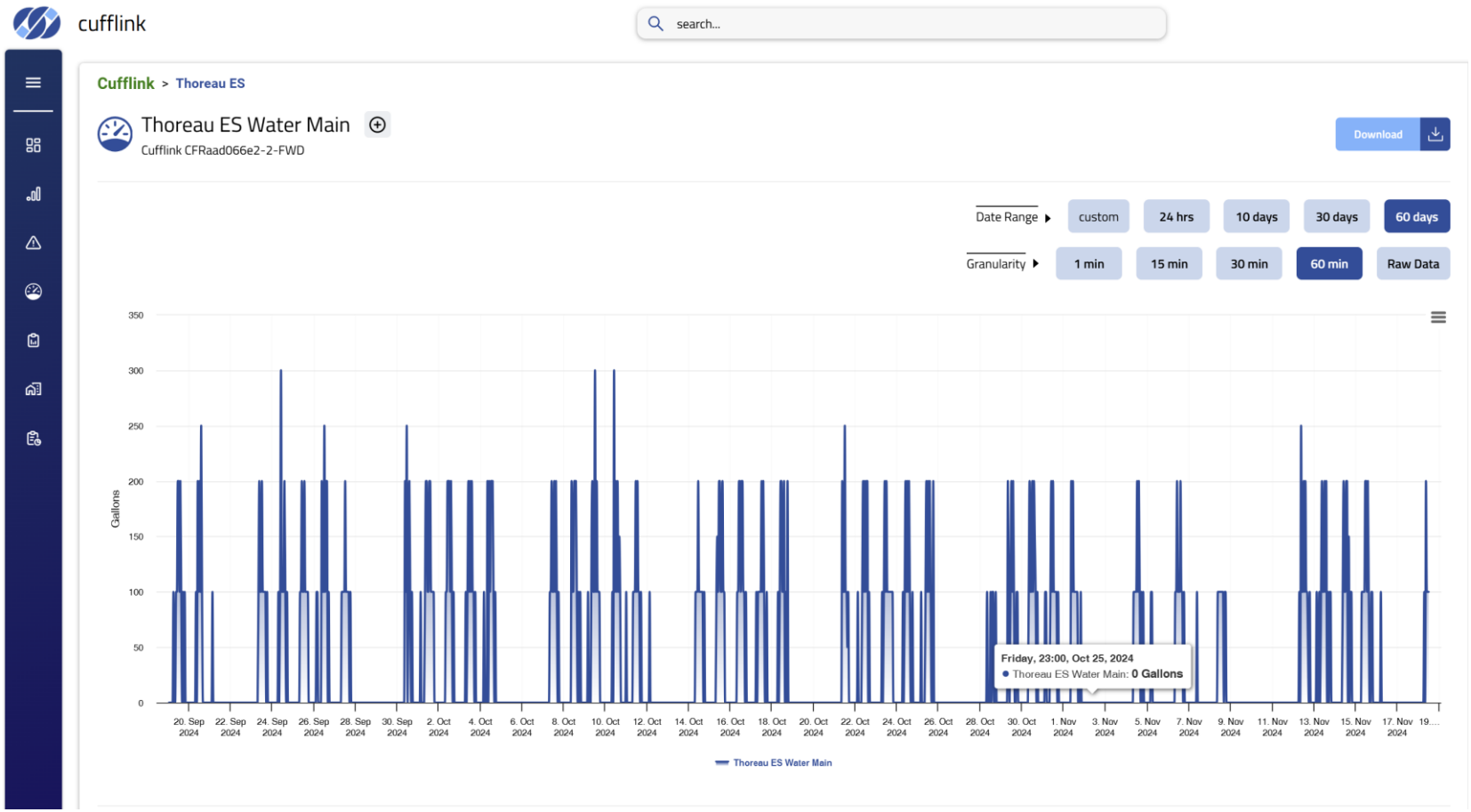


School Utility Performance Report card is helping Gallup McKinley prioritize. Empirical, EUI, ECI, Weather Normalized district wide is easily available.

MOUNTAIN VECTOR ENERGY cufflink

Gallup McKinley – Thoreau ES Water – 33% increase

- **Water Usage jumped from 200 gallons to 300 gallons on 24 Sep and 10 October 2024**

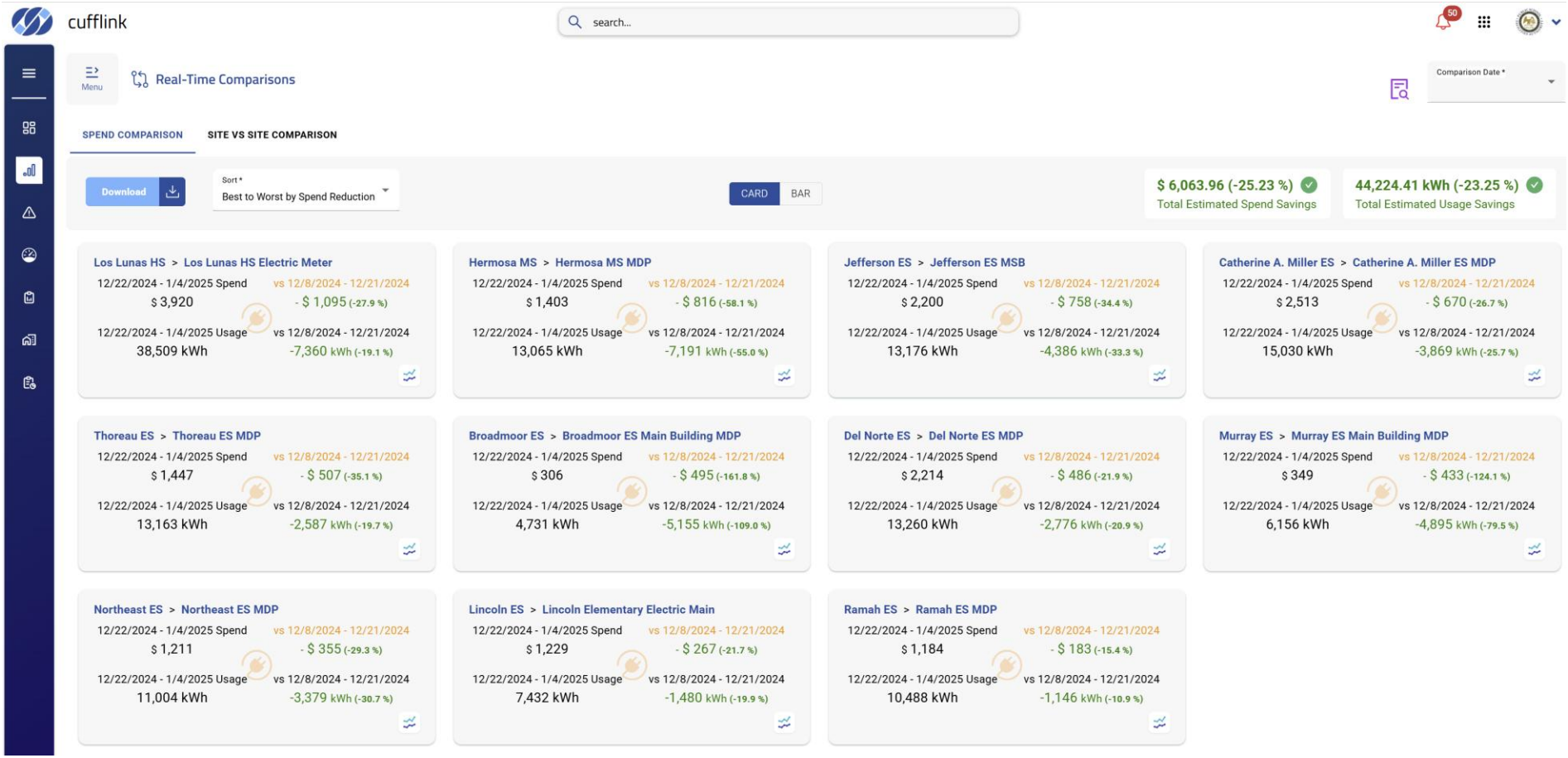


Usage and Spend Impact of 100-gallon increase is not significant in isolation.
We wanted to ensure it wasn't persistent like a leak or establishing a new baseline usage.
Identified issue with the school team for future monitoring.

MOUNTAIN VECTOR ENERGY cufflink

Winter Break Performance 24-25 School Year for connected buildings

- **Real Time savings performance for connected PSFA schools**



Commercial Impact
Connected Schools: 44,224 kWh totaling $6063.96 (25%)
Connected Districts Estimated: 440,224 kWh totaling $60,630.96 (25%)

MOUNTAIN VECTOR ENERGY cufflink

Phase I – Total Project Cost – IN PROGRESS

Total Project Cost:	$735,740
One-Time Costs:	$292,940
Recurring Costs (1 year):	$147,600
Recurring Costs (3 year total term):	$442,800

Total Meters:	73
Existing Stranded Meters Connected:	61
New Meters Installed:	12

In FYQ1 2024/2025 School Year, quarterly software billing went into effect at $36,900/quarter.

Phase II Expansion

- **Phase II** includes **20** school districts and **88** meters:
  - Alamogordo
  - Belen Consolidated Schools
  - Bernalillo Public Schools
  - Capitan Municipal Schools
  - Central Consolidated School District
  - Clovis
  - Deming Public Schools
  - Espanola Public Schools
  - Estancia Municipal Schools
  - Gadsden Independent School District
  - Las Cruces Public Schools
  - Lordsburg Municipal Schools
  - Mesa Vista Consolidated Schools
  - Mountainair
  - Reserve Independent School District
  - Roswell Independent School District
  - Ruidoso
  - San Antonio
  - Truth or Consequences
  - Zuni Public School District

District / School	Electric Sensors	Gas Sensors	Water Sensors
Alamogordo, NMSBVI	1	1	1
Belen, Rio Grand ES	1	1	1
Bernalillo, Bernalillo HS	1	1	1
Capitan High School	1	1	1
CCSD, Judy Nelson ES	1	1	1
CCSD, Nascitti ES	1	1	1
Clovis, Highland ES	1	1	1
Clovis, Parkview ES	1	1	1
Deming Intermediate	1	1	1
Deming, High School	1	1	1
Deming, Hofacket	1	1	1
Espanola, ETS Fairview	1	1	1
Espanola, Los Ninos Kindergarten	1	1	1
Estancia, Middle School	1	1	1
Gadsden, Yucca Heights ES	1	1	1
Las Cruces High School	1	1	1
Lordsburg, High School	1	1	1
Mesa Vista, Ojo Caliente ES/MS	1	2	1
Mountainair, High School	1	1	1
Reserve, Combined School	1	1	1
Roswell, Berendo ES	1	1	1
Roswell, Del Norte ES	1	1	1
Roswell, El Capitan ES	1	1	1
Roswell, Parkview Early Lit	1	1	1
Roswell, Valley View ES	1	1	1
Ruidoso, Nob Hill ES	1	1	1
San Antonio, San Antonio ES	1	1	1
Truth Or Consequences ES	1	1	1
Zuni, Shiwi T'sana ES	1	1	1
Totals	**29**	**30**	**29**

There are 88 existing meters connected to PSFA electric, gas and water infrastructure across 20 school districts that are not being utilized today. This represents stranded or underutilized data.

MOUNTAIN VECTOR ENERGY cufflink

Phase II – Total Project Cost CURRENT MAY 2025

Total Project Cost:	$1,277,928
One-Time Costs:	$538,150
Recurring Costs (1 year):	$224,983
Recurring Costs (3 year total term):	$674,948

Total Meters:	88
Existing Stranded Meters Connected:	49
New Meters Installed:	39

Utilizing CES Pricing to enable Phase II, we are asking for $1.278M to complete Phase II.
Connectivity costs are $647 per school per month.

We reduced cost for PSFA $223.5K from previous by focusing on main utility meter enablement for all locations.

Phase II Cost Detail – 5-15-25

District / School	Hardware Install Cost	NMGRT	Installation of Hardware with GRT included	Travel Expenses	NMGRT	Travel Expenses with GRT included	Connected Meters Fee (3 Years)	Connected Meters Fee (1 Yr.)	Multi District License Fee (3 Years)	Multi District License Fee (1 Year)	NMGRT	Total Dashboard Fees, with GRT Included (3 yr)	Total Dashboard Fees with GRT included (1 yr)	Total Devices	V3-002 Measurement & Verification Phase II Projet Total with GRT included
Alamogordo, NMSBVI	$20,500	7.6250%	$22,063.13	$2,740	7.6250%	$2,948.93	$10,800	$3,600	$10,707	$3,569	7.6250%	$23,146.80	$7,715.60	3	$48,159
Belen, Rio Grand ES	$20,500	8.0625%	$22,152.81	$0	8.0625%	$0.00	$10,800	$3,600	$10,707	$3,569	8.0625%	$23,240.89	$7,746.96	3	$45,394
Bernalillo, Bernalillo HS	$14,800	6.9375%	$15,826.75	$0	6.9375%	$0.00	$10,800	$3,600	$10,707	$3,569	6.9375%	$22,998.94	$7,666.31	3	$38,826
Capitan High School	$20,500	6.5625%	$21,845.31	$2,740	6.5625%	$2,919.81	$10,800	$3,600	$10,707	$3,569	6.5625%	$22,918.29	$7,639.43	3	$47,683
CCSD, Judy Nelson ES	$14,300	6.5000%	$15,229.50	$2,740	6.5000%	$2,918.10	$10,800	$3,600	$10,707	$3,569	6.5000%	$22,904.84	$7,634.95	3	$41,052
CCSD, Naschitti ES	$20,500	6.5000%	$21,832.50	$2,740	6.5000%	$2,918.10	$10,800	$3,600	$10,707	$3,569	6.5000%	$22,904.84	$7,634.95	3	$47,655
Clovis, Highland ES	$20,500	7.9375%	$22,127.19	$2,740	7.9375%	$2,957.49	$10,800	$3,600	$10,707	$3,569	7.9375%	$23,214.01	$7,738.00	3	$48,299
Clovis, Parkview ES	$17,150	7.9375%	$18,511.28	$2,740	7.9375%	$2,957.49	$10,800	$3,600	$10,707	$3,569	7.9375%	$23,214.01	$7,738.00	3	$44,683
Deming Intermediate	$14,300	8.2500%	$15,479.75	$2,740	8.2500%	$2,966.05	$10,800	$3,600	$10,707	$3,569	8.2500%	$23,281.22	$7,760.41	3	$41,727
Deming, High School	$14,300	8.2500%	$15,479.75	$2,740	8.2500%	$2,966.05	$10,800	$3,600	$10,707	$3,569	8.2500%	$23,281.22	$7,760.41	3	$41,727
Deming, Hofacket	$14,300	8.2500%	$15,479.75	$2,740	8.2500%	$2,966.05	$10,800	$3,600	$10,707	$3,569	8.2500%	$23,281.22	$7,760.41	3	$41,727
Espanola, ETS Fairview	$14,300	8.6875%	$15,542.31	$0	8.6875%	$0.00	$10,800	$3,600	$10,707	$3,569	8.6875%	$23,375.31	$7,791.77	3	$38,918
Espanola, Los Ninos Kindergarten	$14,300	8.6875%	$15,542.31	$0	8.6875%	$0.00	$10,800	$3,600	$10,707	$3,569	8.6875%	$23,375.31	$7,791.77	3	$38,918
Estancia, Middle School	$14,300	7.9375%	$15,435.06	$0	7.9375%	$0.00	$10,800	$3,600	$10,707	$3,569	7.9375%	$23,214.01	$7,738.00	3	$38,649
Gadsden, Yucca Heights ES	$17,150	6.2500%	$18,221.88	$2,740	6.2500%	$2,911.25	$10,800	$3,600	$10,707	$3,569	6.2500%	$22,851.08	$7,617.03	3	$43,984
Las Cruces High School	$14,300	8.0650%	$15,453.30	$2,740	8.0650%	$2,960.98	$10,800	$3,600	$10,707	$3,569	8.0650%	$23,241.43	$7,747.14	3	$41,656
Lordsburg, High School	$14,300	7.7500%	$15,408.25	$2,740	7.7500%	$2,952.35	$10,800	$3,600	$10,707	$3,569	7.7500%	$23,173.68	$7,724.56	3	$41,534
Mesa Vista, Ojo Caliente ES (&MS)	$19,300	7.5000%	$20,747.50	$2,740	7.5000%	$2,945.50	$14,400	$4,800	$10,707	$3,569	7.5000%	$26,989.91	$8,996.64	4	$50,683
Mountainair, High School	$20,500	7.6875%	$22,075.94	$0	7.6875%	$0.00	$10,800	$3,600	$10,707	$3,569	7.6875%	$23,160.24	$7,720.08	3	$45,236
Reserve, Combined School	$14,300	7.7500%	$15,408.25	$2,740	7.7500%	$2,952.35	$10,800	$3,600	$10,707	$3,569	7.7500%	$23,173.68	$7,724.56	3	$41,534
Roswell, Berrendo ES	$20,500	6.2708%	$21,785.51	$2,740	6.2708%	$2,911.82	$10,800	$3,600	$10,707	$3,569	6.2708%	$22,855.55	$7,618.52	3	$47,553
Roswell, Del Norte ES	$20,500	7.8958%	$22,118.64	$2,740	7.8958%	$2,956.34	$10,800	$3,600	$10,707	$3,569	7.8958%	$23,205.04	$7,735.01	3	$48,280
Roswell, El Capitan ES	$14,300	7.8958%	$15,429.10	$2,740	7.8958%	$2,956.34	$10,800	$3,600	$10,707	$3,569	7.8958%	$23,205.04	$7,735.01	3	$41,590
Roswell, Parkview Early Lit	$14,300	7.8958%	$15,429.10	$2,740	7.8958%	$2,956.34	$10,800	$3,600	$10,707	$3,569	7.8958%	$23,205.04	$7,735.01	3	$41,590
Roswell, Valley View ES	$20,500	7.8958%	$22,118.64	$2,740	7.8958%	$2,956.34	$10,800	$3,600	$10,707	$3,569	7.8958%	$23,205.04	$7,735.01	3	$48,280
Ruidoso, Nob Hill ES	$20,500	8.1875%	$22,178.44	$2,740	8.1875%	$2,964.34	$10,800	$3,600	$10,707	$3,569	8.1875%	$23,267.77	$7,755.92	3	$48,411
San Antonio, San Antonio ES	$20,500	6.2500%	$21,781.25	$0	6.2500%	$0.00	$10,800	$3,600	$10,707	$3,569	6.2500%	$22,851.08	$7,617.03	3	$44,632
Truth Or Consequences ES	$20,500	8.3750%	$22,216.88	$2,740	8.3750%	$2,969.48	$10,800	$3,600	$10,707	$3,569	8.3750%	$23,308.10	$7,769.37	3	$48,494
Zuni, Shiwi Ts'Ana ES	$14,300	6.5000%	$15,229.50	$2,740	6.5000%	$2,918.10	$10,800	$3,600	$10,707	$3,569	6.5000%	$22,904.84	$7,634.95	3	$41,052

Hardware Installation	NMGRT	Installation of Hardware with GRT included
$500,300		$538,150

Travel Expenses	NMGRT	Travel Expenses with GRT included
$60,280		$64,830

Connected Meters Fee (3 yrs)	Connected Meters Fee (1 yr)	Multi District License Fee (3 yrs)	Multi District License Fee (1 yr)	NMGRT	Total Dashboard Fees, incl. NMGRT (3 yr)	Total Dashboard Fees, incl. NMGRT (1 yr)	Total Devices
$316,800	$105,600	$310,500	$103,500		$674,948	$224,983	88

Fully Enabled Dashboard Cost per Site per Month
$647

V3-002 Measurement & Verification Phase II Projet Total with GRT included
$1,277,928

MOUNTAIN VECTOR ENERGY

cufflink

MOUNTAIN VECTOR ENERGY

Thank You!

I. Adequacy Planning Guide Update

II. Presenter(s): Iris K. Romero, Executive Director
Andrew Martinez, FAD Manager
John Valdez, Facilities Master Planner

III. Potential Motion:

Council approval of the first phase of updates to the Adequacy Planning Guide.

IV. Executive Summary:

Staff Recommendation:
Approval of motion.

Key Points:

- The Adequacy Planning Guide (APG) is a key document used to assist in ensuring that school facilities meet specific standards and guidelines. It is intended for the design and construction of new schools and provides best practices based on national and local school planning criteria.
- On September 11, 2024, the PSCOC approved the request to publish the revised Adequacy Standards with approval for PSFA to make minor technical changes after the approval.
- The updates made by former PSFA staff to the APG on April 14th, 2025, reflect the approved changes to the adequacy standards. These updates also include revisions to terminology and structure to enhance the clarity and flow of information.
- In addition to incorporating the new adequacy standards:
  - Section III. Policies and Procedures were added:
    - Facility Master Planning Requirements including required sections and state-chartered charter schools FMP requirements
    - Added the occasional need for additional planning studies based on certain circumstances such as the BSAR, ed specs, capacity/utilization studies,
      and enrollment studies.
- On May 28, 2025, Mr. John Valdez did a quick review and included the following updates:
  - Added some facilities not eligible for PSCOC funding such as
    - Buses as some districts have asked particularly for those that served as Wi-Fi stations during COVID

        - Online schools where the students are exclusively online and do not access the facilities for large group instruction.
- Following the June 12, 2025 meeting, staff facilitated another review and made the these additional changes:
    - Clarified TARE calculation
    - Added space for special education services and identified continuum of special education services to the best practices section
    - Updated the bleacher calculation
    - Updated GSF table in Appendix

Timeline: Through the strategic plan, staff are actively developing the next steps to updating the Adequacy Planning Guide to include:

- Conducting a risk analysis to determine where the project left off with previous staff and steps to revitalize through strategic planning.
- Timeframe established: 12 months. June 2025 to June 30, 2026.
- Create a road map of potential meeting locations including creating a list of potential partners & stakeholders (in draft).
    - Send out correspondence seeking collaboration, validating meetings and locations.
    - Develop a stakeholder survey for distribution and input.
    - Below is the list of proposed state-wide meetings (pending district and staff Confirmation).

District	Roundtable Date	Time	Address	Building Name
Artesia	Thursday August 28, 2025	5 pm to 7 pm	301 Bulldog Blvd	Administration Building
Las Vegas	Thursday September 4, 2025	5 pm to 7 pm	5th and Frieman	Robertson High School Library
Deming	Thursday September 11, 2025	5 pm to 7 pm	310 West Elm Street	Smith Administration Building
Farmington	Thursday September 25, 2025	5 pm to 7 pm	3401 East 30th Street	Administration Building
Rio Rancho	Monday September 29, 2025	5 pm to 7 pm	5400 Obregon Road NE	Enchanted Hills ES
Albuquerque	Tuesday September 30, 2025	10 am to 12 pm	1312 Basehart Rd. SE	Rotunda

- October 2025-December 2025:
    - compile and analyze data;
    - make updates to the final draft of the APG
- January 14, 2026: Present draft to PSCOC for approval
- February 2026-March 2026
    - Follow legal process to go out for public hearing for public comment
    - Review and make changes if necessary based on public comment
- April 22, 2026: Present final version to PSCOC
- If all goes as scheduled, publish in May of 2026

The current timeline allows for any adjustments that may be needed during the process.

Exhibit(s):
A – Adequacy Planning Guide Redlined Master
B – Adequacy Planning Guide

Exhibit A

THE
NEW MEXICO
PUBLIC SCHOOL

ADEQUACY PLANNING GUIDE

New Mexico Public School Facilities Authority

July 15th, 2010
Including Change No.54 dated April 14th ,2025~~August 28th, 2013~~

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SPECIAL ACKNOWLEDGEMENT

Special acknowledgement is given to the Public School Capital Outlay Council's Adequacy & Maintenance Sub-Committee and PSFA staff, who dedicated so much additional time to the production of the original July 2010 edition of the revised *Planning Guide*. Special thanks also go to the members of the Adequacy Planning Guide Advisory Group, consisting of the following persons who donated a large quantity of their time to this effort:

Gene Bieker	Clovis Schools
Ted Burr	Deming Public Schools
Karen Couch	Moriarty – Edgewood Schools
Jonty Cresto	Gallup-McKinley Public Schools
Paul Crickard	Greer-Stafford Architects
William DeJong	DeJONG (Educational Facility Planners)
Brian Dunnihoo	Deming Public Schools
Jessica Frost	Safe Routes to School / NMDOT
Sanjay Engineer	Fanning Bard Tatum Architects
Benjamin Gardner	Dekker Perich Sabatini Architects
Leonard Haskie	Gallup-McKinley Public Schools
Christian Helgesen	Dekker Perich Sabatini Architects
Kim Hooker	Studio Southwest Architects
Joseph Hughes	Dekker Perich Sabatini Architects
Don Kelly	Don Kelly (Educational Facility Planner)
Jerry Maestas	West Las Vegas Public Schools
Colleen Martinez	Wilson & Co. Architects
Gloria Martinez	Las Cruces Public Schools
Joe Muhlberger	Van Gilbert Architects
Javier Ortega	ORR Architects
Ryan Parks	Fanning Bard Tatum Architects
John Petronis	ARC (Planners)
Joel Shirley	Clovis Public Schools
Molly Smith	thinkSMART Planning
Marilyn Strube	Greer-Stafford Architects
Ray Vigil	Vigil & Associates Architects
Chris Willadsen	SMPC Architects
Gary Yabumoto	ASA Architects

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THE NEW MEXICO PUBLIC SCHOOL ADEQUACY PLANNING GUIDE

RECORD OF CHANGES

Each page of the *Adequacy Planning Guide*, including the table of contents, introduction, and appendices bears a heading which indicates the PSFA publication date for the entire document. Changes may include simple modifications of text, or the deletion or addition of entire sections. PSFA will list each change made between the previous and current version of the *Guide* on the RECORD OF CHANGES spreadsheet below. A changed section, article, paragraph, sub-paragraph, or table is marked with a corresponding single, vertical line appearing in the left-hand margin opposite the change.

It is the responsibility of the planner or design professional to make sure that the version being consulted is the latest version. This may be verified by checking the most current edition of this document posted on the PSFA web site at www.nmpsfa.org.

No.	Date	Location	Description
1	01/27/11		• Appendix A: Calculation error corrected in "Total Facility GSF 'to Adequacy" column for 200 Student row (all school types).
2	09/14/12	Sec. III-A	• In "A. Space Allocation", Item 2 referencing "Total Gross Square Footage (General)": Add new "Item a" describing the process for excluding floor area of certain oversized existing spaces in calculation of Total Gross Square Foot area of entire facility. • In "A. Spaced Allocation", Item 2, add at end of second sentence in main paragraph new text related to efficient design and programmatic requirements. • "A. Space Allocation", Item 2 referencing "Total Gross Square Footage (General)": Add new "Item b" referring to new Square Foot Interpolation Guide tool on PSFA web site.
		Sec. VI-B	• In "B. Long-Term Operations, Maintenance and Sustainability": Add new paragraph at end describing recommendations toward minimizing air infiltration into buildings.
		Sec. VI-C	• In "C. Long-Term Energy Costs": Add new paragraph at end mentioning considerations in HVAC system selection and performance of building envelope components.
		Sec. VIII-B	• In "Best Practices-Academic Classroom Space," in section entitled "General Classroom Environment", under subsection related to "Size": Add text which addresses classroom arrangement and design features which minimize glare problems on instructional surfaces.

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No.	Date	Location	Description
2	09/14/12 Cont'd	Sec. VIII-L	• In "Best Practices-Food Services", in first item referencing maximum number of meal periods per day: Eliminate reference to PED requirement (matching change in Adequacy Standards).
		Sec. VIII-N	• In "Best Practices-Circulation, Entries & Commons", in first section referencing design of hallways and entries: Add an item suggesting controllability of vision between classrooms and corridors if interior windows provided.
		Sec. VIII-O	• In "Best Practices-Bldg. Support Spaces", add new fifth item recommending provision of secure filing space for maintenance documents, etc. within this area.
		Appendix A	• Add note referencing new Square Foot Interpolation Guide tool on PSFA web site. • Delete note referencing potential incentive for space reduction.
		Appendix B	• After second paragraph: Insert two new paragraphs referring to control of visual access, views and natural light into classroom.
		Appendix D	• In section entitled "Classroom Acoustics": Transfer and insert entire text from deleted Appendix E and add detailed best practices related to sound reverberation times in classrooms.
		Appendix E	• Delete entire appendix and transfer text to Appendix D (see above)
3	01/15/13	Appendix A	• Delete "Appendix A: Maximum Building Gross Square Footage (GSF) per Student" tables and text and replace with revised tables along with supplemental language.
		Section III-A-2b	• Replace words "Square Foot Interpolation Guide" with words "Maximum Gross SF per Student Calculator".
4	08/28/13	Appendix A	• In both Middle School and High School sections of Appendix A, insert words "Use Maximum GSF per Student Calculator available at www.nmpsfa.org" into cells horizontally adjacent to "above 1000" in the Maximum Total Projected Enrollment columns.
5	4/14/25	Entire APG	• Updated to align with the January 14, 2025 repeal and replace of the Statewide Adequacy Standards. • Technical corrections throughout best practice sections.

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TABLE OF CONTENTS PAGE

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I. INTRODUCTION TO THE *GUIDE*

In 2003, the Public School Capital Outlay Council, through its Standards Subcommittee and Guidelines Advisory Group, drafted a reference guide to the *New Mexico Public School Facility Adequacy Standards*. This document was developed to clarify the standards and to provide assistance through references and 'best practice' examples to complement the adopted *Standards* {6.27.30 NMAC, 9/1/2002}. ~~Recently~~, the ***New Mexico Public School Adequacy Planning Guide*** was incorporated by reference into the *Adequacy Standards* rule and coordinated with the 2007 revisions to the *Adequacy Standards*. The *Adequacy Standards* now state that the ***New Mexico Public School Adequacy Planning Guide*** is to be used in the programming and design of school projects to meet adequacy requirements. The *Guide* remains by design a dynamic document, meant to be re-visited and modified periodically in such a manner in order to adapt to changes in New Mexico educational programs and facility requirements.

II. THE PURPOSE OF THE *GUIDE*

The *Adequacy Planning Guide* is a reference that will guide the user on the acquisition of school sites and the planning and design of new schools, additions, and renovation in compliance with the *Adequacy Standards*.

The *Adequacy Planning Guide* does not supersede or increase the state's adopted *Adequacy Standards* when evaluating existing facilities for adequacy. It is provided as a reference tool which complies with the *Adequacy Standards* and is used for the design of new construction, additions and renovations of sites and facilities. If there appears to be a conflict between the *Adequacy Standards* and the *Adequacy Planning Guide* during the appraisal for adequacy of an existing facility, the *Adequacy Standards* control.

Use of the *Adequacy Planning Guide* provides acceptable models for how statewide school sites should be selected and how facilities can be designed to support statewide educational programs and other needs. Both the *Adequacy Planning Guide* and *Adequacy Standards* underscore the assumption that facilities and sites exist to support statewide instructional needs, leading to student achievement and success.

III. POLICIES AND PROCEDURES

A. Facilities Master Planning:

Per Section 22-24-5 NMSA 1978, the five-year facilities master plan (FMP) is a requirement for potential Public School Capital Outlay Council (PSCOC) awards to school districts, State Constitutional Schools, and state-chartered charter schools, including lease assistance. Should a school district or state authorized charter school decide to apply for PSCOC funds for any of its highly ranked projects, it will need to have a current five-year master plan identifying that project as a priority. This means that the district has prepared and adopted a FMP based on data and input with clear priorities

on the projects it has deemed the most important for resource allocation. The FMP contains the following key sections and data:

1. Enrollment Projections: Projects enrollment for five years for the district as a whole by grade level and each school within the district by grade level.

2. Capacity: Capacity measures the number of students a school building can hold based on number of classrooms, educational program or grade level assigned to the classroom, scheduling efficiencies, room size, and pupil teacher ratio.

3. Utilization: Utilization measures the rate at which a school uses its educational spaces throughout the school day, which could help determine future classroom need or identify inefficiencies in room usage. There are two measurements of utilization the FMP must contain.

    a) Building Utilization: Measures the frequency of classroom used by hour or class period to arrive at an average for the building as a whole. The ideal utilization rate for an elementary school should fall between 90% and 95% while secondary school's ideal utilization rate should fall between 70% and 90%, given scheduling variations in middle and high school curriculum and student rotations in and out of certain rooms.

    b) Seat Utilization: Measures the number of seats occupied per classroom per school day or class period against the total number of seats in the room.

4. District Financial Resources: Identifies the financial resources at the district's disposal, which it can use to address FMP identified facility priorities.

5. Building Assessment and Facilities Assessment Database Updates: For each school in the district, this assessment examines building structural condition as well as systems condition, which helps the district establish the planning priorities. These conditions are measured against the Facilities Assessment Database results for the school.

6. Capital and Systems Priorities: Based on data enrollment, capacity, financial resources, building/system condition information, as well as public input, the FMP must contain project priorities for the district to address for each five-year planning period.

7. Supporting Information: Includes floor plans/site plans, construction/addition dates, district mapping including attendance zone boundaries, and graphics/photos.

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8. The FMP for a state-chartered charter school includes an educational specification component, which defines their educational delivery and curriculum and aligns it with the spaces the school needs in a permanent facility. State-chartered charter schools require their own FMP even if they are leasing from a public school district or other public entity. For state-chartered charter schools that have a FMP and have not experienced

changed conditions upon expiration of the existing plan, they can update or renew their existing plan for another five-years by providing an outline prescribed by PSFA. The district FMP must address all district-chartered charter schools in its plan.

B. Special Planning Studies:

At PSFA Staff recommendations and the Council's discretion, the PSCOC may require special planning studies to help further define a project including but not limited to Building Systems Analysis Report, Educational Specifications, Campus Master Plans, Utilization/Capacity studies, and/or enrollment updates.

~~A~~C. Space Allocation:

1. **Minimum areas:** The minimum net square foot area requirements (NSF) stated for each category of space in the Adequacy Planning Guide are in conformance with the requirements listed in the current version of *6.27.30 NMAC, New Mexico Public School Facility Adequacy Standards.* No new space shall be constructed below the Adequacy Standards ~~NSF~~ net square feet requirements.

2. **Total Gross Square Footage (General):** The State of New Mexico Public School Capital Outlay Council (PSCOC) has established maximum allowable square foot guidelines for ~~entire~~ school facilities based on the type of school and number of students. The state will provide funding up to the maximum gross square footage (GSF) per student as provided in these guidelines and as justified by an efficient design solution based upon actual programmatic requirements. See Appendix A for a table of maximum allowable gross square foot per student figures. Individual spaces within the allowed ~~Total~~ total GSF for the facility shall be sized to accommodate the program and required efficiency (utilization ratio). The aggregate of all such spaces, including ~~TARE~~tare, shall not exceed the total maximum allowable GSF as established by Appendix A for the facility.

    a) **Exception:** Certain oversized existing spaces may cause an entire facility to exceed the maximum ~~Allowable~~ allowable ~~Total~~ GSF calculated using Appendix A. If the excess existing space cannot be economically subdivided or converted for other required purposes to meet adequacy while remaining functional, then the excess amount of such space shall be individually identified, quantified separately, and excluded from the Total GSF calculation for the entire school.

    b) A Maximum Gross Square Footage per Student Calculator is available on the PSFA web-site as a tool for calculating the ~~Total~~ total GSF of a facility based upon the number of students and the school type in accordance with Appendix A.

Available at: https://www.nmpsfa.org/wordpress/building-standards-and-planning-guidelines/~~http://www.nmpsfa.org/facility_planning/adequacy_standards.htm~~

3. **Exceeding the Allowable Total GSF:** If the maximum allowable GSF per student area for the entire school is exceeded, the school district ~~may~~ must wholly fund the excess area through a locally-funded initiative in addition to contributing the required local share to the project.

~~4. **Utilization:** Utilization analysis identifies the number of classrooms needed to accommodate a given student enrollment. The inputs needed for the analysis are the number of classrooms, general and special education (C&D levels), enrollment by grade, state PTR requirements, special programs (federal and categorical), and classroom schedules. The utilization of school facilities is normally less than 100%, due to scheduling inefficiencies. The ideal **utilization ratio** for elementary schools is 95%-100%; middle and high schools can range from 80-95%, depending upon scheduling variations. The Total Allowable GSF figures in Appendix A assume a high utilization ratio for the facility.~~

~~5.~~4. **Efficiency Ratio and Tare:** The ~~Total~~ total ~~Allowable~~ allowable GSF figures in Appendix A assume a high level of building efficiency. When determining *building efficiency* and related *tare*, school buildings are considered to have two categories of space:

a) *Net square feet (NSF)*, also known as Net Assignable Square Feet, is the interior usable space required to meet general or specific programmatic needs.

b) *Gross Square Feet (GSF)* is total area of all spaces in the building that includes the NSF plus all other non-assignable spaces measured to the outside of the exterior walls. ~~The "left over" non-assignable space is called "**tare**" and includes:~~

~~i. Circulation, including corridors, stairways, elevators~~

~~ii. Restrooms (specialized restrooms such as in a kindergarten classroom are typically counted in the NSF)~~

~~iii. Mechanical Rooms~~

~~iv. Electrical Rooms~~

~~v. Custodial Closets~~

~~vi. Thickness of the walls~~

i. *Tare* space is non-assignable space, limited to 30% of the GSF on PSCOC-funded projects, and includes:~~.~~

(1) Circulation, including corridors, stairways, elevators

(2) Restrooms (specialized restrooms such as in a kindergarten classroom are typically counted in the NSF)

(3) Mechanical rooms

(4) Electrical rooms

(5) Custodial closets

~~(1)~~(6) Thickness of the walls

The ratio of NSF / GSF calculates is the **building efficiency**. Building efficiencies for school buildings typically vary depending on the specific building design and variables such as school level, number of students, climate, and programmatic requirements.

~~If you know the NSF~~ Y~~y~~ou can estimate the GSF by two methods:

a) Dividing the NSF by the target building efficiency.

Sample calculation: An example for a facility with 70,000 NSF of programmable area is as follows:

GSF = NSF multiplied by~~divided~~ by 30~~70~~%: plus NSF

GSF = ~~Divide~~ 70,000 NSF x~~by~~ 30~~70~~% = ~~10~~70,000 GSF

GSF = (21,000) + 70,000

GSF = 91,00

~~Tare: 100,000 – 70,000 = 30,000 sf~~

~~b) Multiplying NSF by target efficiency factor~~

~~Efficiency factor examples:~~

~~75% efficiency = 1.33~~
~~70% efficiency = 1.43~~
~~65% efficiency = 1.54~~

~~**Sample calculation:** An example for a facility with 70,000 NSF of programmable area is as follows:~~

~~GSF = NSF multiplied by efficiency factor~~

~~Multiply 70,000 NSF by 1.428 = 100,000 GSF (nearest 1,000)~~

~~Tare: 100,000 – 70,000 = 30,000 sf~~

~~6.~~5. **Ineligible Features:** If the school district elects to proceed with facility components considered to be typically ineligible for PSCOC funding, the school district ~~may~~ must wholly fund these excess features through a locally-funded initiative in addition to contributing the required local share to the project. Such deviations should be discussed with the PSFA staff during the early phases of the project. ~~Funding excess features through special state appropriations may result in reduction of PSCOC award to school district in the form of an offset.~~

The following are samples of facility areas and features ~~along with their~~that are ~~eligibility~~ ineligible for PSCOC funding. Other items in these categories, but not specifically mentioned on this list should be discussed with PSFA staff during the early phases of the project.

Facility ~~items~~ areas typically not eligible for PSCOC funding are as follows:

~~Sports~~ Athletic facilities:

- Stadiums
- Swimming pools/natatoriums
- Baseball fields
- Softball fields
- Football fields including striping
- Soccer fields including striping
- Tennis courts
- Additional track lanes
- Miscellaneous facilities (e.g. ~~football~~, golf)
- Multipurpose/auxiliary gym
- Athletic locker rooms
- Press b~~B~~ox
- Concession stands
- Ticket booths
- Officials changing rooms
- Athletic offices
- Athletic team storage
- Training room
- Weight r~~R~~oom
- Wrestling room

Performing arts facilities:

See "G. ART EDUCATION ~~– PERFORMING ARTS~~" for exceptions to ineligibility of following features:

- Auditoriums/black box theater
- ~~Stages (permanent and temporary)~~

School support facilities:

- Bus compounds or garages
- Board rooms~~offices~~
- Equipment storage or tool sheds
- Maintenance facilities
- District administrative offices
- Buses

Non-school facilities

- School-based health centers
- Recreation centers
- Senior citizens centers
- Food pantries

Technology

- Technology infrastructure and equipment (except wiring, conduit, cable trays, receptacles, and patch panel assembly).
- Computers/Software

Online Schools

- Schools instructing their students entirely online and students do not access the facilities for large group instruction.

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~~Special athletic program areas~~

- ~~Multipurpose/auxiliary gym~~
- ~~Athletic locker rooms~~
- ~~Main athletic lockers (Boys/Girls)~~
- ~~Athletic team storage~~
- ~~Training room~~
- ~~Weight room~~
- ~~Wrestling room~~

Other

- Sinks in ~~regular~~ general classrooms (required in pre-kindergarten classrooms)
- Site landscaping

Certain ~~major~~ facility features may be eligible for PSCOC funding if supported by educational program need, FTE assignment, ~~and~~ degree of academic utilization, and/or district does not have a separate facility for essential spaces. Those are as follows:

- Auditoriums/black box theater – See "G. Art Education ~~– PERFORMING ARTS~~"
- Stage
- Auxiliary gymnasiums
- Weight rooms

- ~~Additional playing fields~~
- ~~Early childhood education (except special education pre-K facilities)~~
- Daycare or Head Start classrooms
- Youth group facilities
- Superintendent office/business office, board room, or other district administrative space – only if the district does not have a separate administration building

~~7.~~6. **Community Use:** Schools are an important focal point of the community that they serve and can support the needs of a community. Communities provide important family and community facilities such as parks, auditoriums, and playing fields. As resources such as water and energy become more expensive, the opportunity to create joint use facilities is becoming more important. ~~– The s~~School districts may partner with communities by allowing community facilities to be built on school grounds and then sharing operational costs with a community. Alternately, a district may be able to justify a facility for joint use with a community that by itself could not be financially justified. ~~In addition to direct financial advantage, state direct appropriations for jointly used facilities on school property will be offset against Public School Capital Outlay Awards to the degree the facility can be demonstrated to be used by the school for educational programs.~~

~~a) Example: An auditorium might be funded by a direct appropriation to a county. The county builds the facility on a high school campus. The high school uses the facility for drama classes and as a lecture hall about half of the time during its regular hours. The offset would be reduced by 50%. If then the county pays for one half its operational costs, the school is in far better financial shape than it would be building an auditorium and operating it on its own.~~

B. School classifications:

Per the Adequacy Standards, ~~the~~ classifications for public schools are:

1. Early childhood schools are schools that only serve pre-kindergarten, and no other grade levels.
2. Elementary schools are ~~typically considered by the *Adequacy Standards* to be~~ schools with a combination of grades Pre-Kindergarten ~~-5~~ through 6th. ~~However, for the purposes of the *Guide*, schools with grades K-6 shall be subject to the same guidelines as those pertaining to elementary schools only, and not considered combination schools.~~
3. Middle school / junior high schools are schools with a combination of grades 6th through 8th.

~~1.~~ High schools are schools with grades 9th through 12th.

~~2.~~ Combination schools shall provide the elements of ~~all the grades served (Elementary/Mid-Jr. High/High School) without duplication.~~and combination of grade levels served by elementary, middle/junior, or high schools.

~~3.~~4. Recommendations related to small/large schools, rural schools, special programs, community use, etc. are provided in order to establish a reasonable degree of flexibility in the planning and design of school projects that meet state standards.

~~**C. Educational Specifications:**~~

~~Space allocations for a new project are initially developed during the production of Educational Specifications on PSCOC-funded projects. The *Adequacy Planning Guide* is a primary resource which will assist the planner and district in determining the total size of the project, individual space needs, and offers guidance on PSCOC funding for space. More information on Educational Specification requirements is available at **www.nmpsfa.org**.~~

D. Process for submitting planning and design documents to PSFA:

A school facility design will typically meet adequacy if the requirements of the *Guide* are met. The PSFA Planning & Design Department reviews programs and plans for new facilities and renovation projects to check for compliance with the *Guide's* intent. Written notification is sent by the PSFA plan reviewer to the district, design professional, and PSFA regional projects manager, which lists the results of each review. If the PSFA plan review process results in identification of non-compliant or unacceptable items in the program or design, the district and design professional must respond promptly with either corrections or further clarifications. These should be addressed directly to the PSFA plan reviewer. In the event that the corrections or clarifications have not, in the judgment of the PSFA plan reviewer, resulted in conformance with the intent of the *Guide,* the district may either accept the decision or request a Final Administrative Interpretation (FAI) from PSFA as follows:

1. **Requesting an FAI:** If an issue cannot be resolved directly between the district and the PSFA plan reviewer, a district, through their design professional, may request in a timely manner, an FAI hearing by the PSFA during any phase of a project. A written request must be addressed to the PSFA Planning & Design Department Manager with copies to the PSFA plan reviewer and regional project manager. This request shall contain the following information about the issue(s) in question:

    a. One copy of the latest correspondence from the PSFA plan reviewer indicating disapproval regarding the issue(s) to be considered in the FAI.

    b. Detailed programmatic information relevant to the issue.

    c. Spatial utilization information and calculations indicating the anticipated efficiency of use for any space in question.

    d. Any anticipated impact on the total project budget if a variance to the *Guide* is granted.

e. Any other information which may justify or explain the request.

2. **PSFA Agency Review of FAI:** The agency will review the FAI and request additional information as necessary from any party involved with the project in order to make an administrative decision. The district and design professional will be offered an opportunity to meet with the agency to present their request in person. The agency's decision will be conveyed after that meeting in writing to the district and design professional with copies sent to the PSFA plan reviewer and regional manager. If the variance is granted, then no further steps are necessary.

3. **Appeal to Council:** In the event that PSFA upholds the decision of the agency plan reviewer to disapprove, the district may either accept the decision or file for a variance from the PSCOC. Filing must be made in writing within 10 calendar days from the date of the agency's letter announcing the decision and no later than two weeks before the next scheduled PSCOC monthly meeting. Filing must be made directly to the chair of the Council with copies of the filing request sent by the district to the PSFA Planning & Design Department Manager. Filing documents sent by the district shall include a description of the request and any information and/or justification which the district feels supports its request. The district must also include with their filing ~~who~~ the name of the person(s) that will present the variance request at the Council meeting. PSFA staff will ~~be present at the meeting to~~ provide the Council with background information and consultation as required for considering the appeal. The decision of the Council shall be considered final and will be documented in the official meeting minutes.

IV. 'BEST PRACTICES'

A. Definition: A 'best practice,'~~,~~ as considered by the *Guide* is a technique, process, activity, or consideration that typically proves ~~to be~~ effective in accommodating or exceeding adequacy. These techniques, processes, etc. have been tested on past school design and construction projects and can usually be adapted for use on new projects. The 'best practices' included in the *Guide* should provide for increased efficiency in the programming and design process and reduce the chance for errors in meeting the ~~owner's~~ school and district's needs. The 'best practices' in this document are divided into those that are general in nature and others that are specific to each building area category. An example of a 'best practice' would be in relation to the general safe ~~site~~ access and circulation minimum requirements contained in *6.27.30.10 NMAC*.~~–~~ 'Best practices' in the *Guide* recommend methods for establishing proper site access such as having "two separated road access points" for a typical site.

V. ORGANIZATION OF INFORMATION IN THE *GUIDE*

A. Format:

1. For each section there are ~~two~~ three parts. The first part of each section is labeled "Adequacy Requirements" and contains the excerpted *Adequacy Standards* text pertaining specifically to the section.

2. The "Adequacy Standards Area Summary" table follows with the minimum area requirements listed in outline form for clarity.

3. The next part entitled "Best Practices" provides supplemental information to be considered for new school construction and renovation projects. See definition of Best Practices above.

4. The *Guide* references the *Primary and Secondary Educational Standards General Requirements – Standards for Excellence (6.30.2 NMAC)* where necessary to clarify intent.

5. Facility areas and spaces which typically *do not* currently qualify for PSCOC funding are identified where possible.

6. Refer to the *Adequacy Standards* "Definitions" section (6.27.30.7 NMAC) for a list of commonly-used terms used also in the *Guide.*

VI. BEST GENERAL PLANNING PRACTICES

A. Function: The facility's physical characteristics must reinforce and support the implementation of the basic educational requirements set by statute~~,~~ and preferred by the school district. These include, in part, site development, arrangement of spaces, occupant circulation, lighting, ~~temperature~~ thermal comfort ~~such as individual room controls~~, adequate air changes, storage, security, safety, and so on. Functional school buildings are a product of an educational planning process that leads to a design that organizes all activity and space around students and teachers and the desired educational outcomes.

The design of facilities must be a collaborative process developed by school staff and community members, with a clear vision of both learning methods and human roles to be served by the spaces in the school. Good design for any school building pays attention to vision, educational standards and performance criteria and includes the activities for translating those standards into learning, the spaces needed and the relationship between those spaces and the persons who use them.

The educational requirements for the public schools in New Mexico that must be accommodated by the facility have been expanded upon in the content standards, benchmarks and performance standards, which essentially define the curriculum to be delivered and the learner outcomes to be achieved by all students. The educational standards provide guidance ~~to~~for the work of the Public Education Department, local school boards and administrators, and local school personnel.

B. Long-Term Operations, Maintenance and Sustainability: Sustainable design, construction and operation of K-12 educational facilities are highly valued. The ASHRAE definition of ~~Sustainability~~ sustainability is "providing for the needs of the present without detracting from the ability to fulfill the needs of the future." ~~.~~ The fruit of a good sustainable design is protection of taxpayer investment, lesser operational costs, and more funding available for the classroom.

Maintainability is a major consideration through the entire building life-cycle, such as how often maintenance is required, location/accessibility to equipment, unintended consequences of one system upon another (such as roof top equipment and roof damage), ease of custodial upkeep and safety of chemicals used for custodial, and so on.

Durable construction materials and efficient systems typically reduce long-term operational and maintenance costs. The significant public investment in school facilities requires solutions that consider the continued costs and responsibilities of long-term building ownership. The design must facilitate the ability of school support staff to sustain the efficient operation and maintenance of the building after occupancy.

Sustainability also pertains to the facility location. Consider water availability, snow accumulation, blowing sand, freeze thaw, drainage patterns, wind loads, expansive/collapsible soil, transportation availability and cost, future traffic, future neighborhood, and so on, in the design solutions.

Air infiltration shall be considered per ASHRAE Standard 62.1. All reasonable measures will be taken to minimize undesirable air infiltration for purposes of energy management, maintenance, and building occupant health. These measures should include applicable vapor barriers, foam sealing of building penetrations, continuous air infiltration retarder, airtight seals of window and doors, sally port (i.e., double barrier) ingress and egress, and any other applicable measures. Tracer gas and/or pressure testing may be used as a performance measure, per ASTM E779.

C. Long Term Energy Costs: The volatility of energy supply markets present a difficult challenge in predicting long-range utility costs for schools. School buildings must be designed to optimize energy use and minimize utility costs, mainly by complying with the '*PSFA Design Guidelines for HVAC and Controls'* (Appendix B of the PSFA HVAC and Controls Performance Assurance Program). This document is available on the PSFA website at www.nmpsfa.org.

All school building construction or renovation projects should include the best available technologies to minimize energy use and life costs within the budgets of individual projects. Refer to '*PSFA Design Guidelines For HVAC and Controls*' for information on specific systems. Special consideration shall be given to the building envelope, where actual performance for building systems and components installed in the structure must meet or exceed applicable standards and code requirements, verifiable upon installation.

D. Construction Cost: Although last on this list of criteria, attention to the limits of the project construction budget is essential. The PSFA encourages innovative and cost effective design appropriate to the facility location.

School construction budgets are not infinite and rapid cost escalation can jeopardize timely execution of even modest building projects. The designer must clearly update the public owner regarding any new factor significantly impacting the project budget as the design develops. Long-term operational cost savings appear to be a benefit related to simpler and more efficient designs.

When more costly solutions are needed to achieve desired functional or ~~long term~~long-term operational benefits, the designer should weigh the pros and cons with the owner prior to proceeding.

For example, a design solution which will require discussion with the owner is as follows:

- The ceiling height for spaces not serving a multi-purpose function is limited by PSFA to a maximum of fourteen (14) feet high. Discuss with the owner any design reason that might require an exception to this limitation.

VII. PSFA WEBSITE AND CONTACT INFORMATION

- The most recent versions of PSFA documents, procedures, standards, and contact information are available at www.nmpsfa.org.

VIII. FACILITY AREAS

A. SCHOOL SITE

Adequacy Requirements

Two sections of the *New Mexico State Adequacy Standards* separately address minimum requirements for school sites and site development. The following ***Section 6.27.30.10 NMAC*** pertains to school site size and general minimum requirements in site development:

> **6.27.30.10 SCHOOL SITE.**
> A school site shall be of sufficient size to accommodate safe access, parking, drainage and security. Additionally, the site shall be provided with an adequate source of potable water and appropriate means of effluent disposal.
> **A.** Safe access and circulation. A school site shall be configured for safe, controlled access and on-site circulation. It shall have clearly identified and visually-observable pedestrian and vehicular pathways extending from the site perimeter to the main building entrance. Pedestrian and vehicular traffic, including service vehicle traffic shall be safely separated on site. If buses are used to transport students then separate bus loading/unloading areas shall be provided wherever possible. Dedicated student drop-off and pickup areas shall be provided for safe use by student passengers arriving or departing by automobile.
> **B.** Staff, student and visitor parking. A school site shall include a maintainable surfaced area that is stable, firm and slip resistant and is large enough to accommodate 1.5 parking spaces /staff FTE and 1 student space /4 high school students. If this standard is not met, alternative parking may be approved after the sufficiency of parking at the site is reviewed by the council using the following criteria:
> (1) availability of street parking around the school;
> (2) availability of any nearby parking lots;
> (3) availability of public transit;
> (4) number of staff who drive to work on a daily basis; and
> (5) average number of visitors on a daily basis.
> **C.** Drainage. A school site shall be configured such that runoff does not undermine the structural integrity of the school buildings located on the site or create flooding, ponding or erosion resulting in a threat to health, safety or welfare.
> [6.27.30.10 NMAC - Rp, 6.27.30.10 NMAC, 1/14/2025]

Best Practices – Site (*Section 6.27.30.10 NMAC*)

Consider the following when selecting or developing a site:

- In practice, site size may be reduced significantly for urban schools, and other small schools requiring creative solutions in site development, facility utilization and building design and still remain educationally viable.
- Considerations determining the ability to properly and economically develop a school site are covered in detail in Appendix C in this document. The on-site characteristics that

primarily impact the design and construction of a school facility are generally summarized as follows:

- Sub-surface conditions
- Topography (slope, drainage, etc.)
- Size and shape of site

- *Site location and size:* The initial site purchase should meet all the site location requirements ~~because land adjacent to a new educational facility may not be available later~~. The ~~site for~~ anticipated full development of the site should be determined largely by the nature and scope of the contemplated educational program.
- *Site ~~Utilities~~utilities:* Essential utilities should be available to serve the site as follows:
  - *Energy:* The site should have economical access to adequate energy sources such as natural gas and electrical power. Alternative energy sources for utilities may include solar power, wind, biomass fuel, and geothermal energy. Establish the availability of all utilities early in the site selection and planning process and ensure that quantity and quality of service is sufficient to accommodate estimated present and future needs.
  - *Water:* There should be an ample supply of water for the facility needs, which include potable water, water for landscaping, and for fire-suppression.

- *Safe ~~Access~~access and circulation: *see Adequacy Standards, Sec. 6.27.30.10-A*

  - *General access:* There should be good connectivity between the school site and surrounding neighborhood. It should be designed with respect for the safety and convenience of all users. Coordinate motor vehicle and non-motorized vehicle flow to avoid or reduce conflicts between the users.

  - *Vehicular access:* The site should have clear, separate, distinct and safe on-site circulation paths for pedestrians, buses, staff, students, visitors and service vehicles. PSFA recommends that each site have two separated road access points for safe egress from the property.

  - *Pedestrian/~~Bicycle~~ bicycle ~~Access~~access:* On-site pedestrian and bicycle paths should be connected with street bike lanes, pedestrian routes, etc. to ensure safe travel to and through the campus.

  - *Sidewalks:* The school site should have safe walking routes for all children and adults accessing the school. These on-site routes should be connected to off-site sidewalks to provide safe and convenient walking routes. Avoid or minimize road, driveway and parking lot crossings by pedestrians. Provide wide sidewalks (5' minimum) and student gathering areas in convenient locations that are easily supervised. Speed zones around the school site and crossing locations need to be coordinated with local jurisdictions responsible for traffic controls in the public right-of-way.

- *Bus loading/unloading:* The site should have separate bus loading/unloading zones accommodating the required number of buses for that school that do not conflict with other vehicular or pedestrian pathways and that provide for the safe loading and unloading of students. Typically, a 45' minimum outside turning radius is needed for a full-size bus. Consider also:
  - Separate bus drive and entrance to avoid conflicts with private cars and service vehicles.
  - Counter-clockwise circulation for loading/unloading areas to prevent students exiting buses from crossing other vehicular paths.

- *Student drop-off/pick-up:* The site should have a separate area for the drop-off and pick-up of students by private vehicles that provides for the safe loading and unloading of students. Traffic circulation should move in a counterclockwise direction and student waiting areas should be designed to provide adequate area for waiting students. A good resource for pick-up/drop-off strategies is at http://guide.saferoutesinfo.org/dropoff_pickup/index.cfm ~~http://www.saferoutesinfo.org/guide/pdf/SRTS-Guide-Dropoff-Pickup.pdf~~.

- *Vehicular entrances/exits:* Vehicular entrances and exits should be planned for safe and efficient traffic flow. Avoid conflict with pedestrian traffic flow.

- *Service/emergency access:* The site should have properly identified, appropriate, and safe access to all areas for service and emergency vehicles. Service and delivery access routes should not conflict with other vehicular pathways and should avoid sharing on-site bus lanes.

- *Trash dumpsters:* Locate convenient to pickup vehicles but also within reasonable distance from the building area(s).

- *Portable buildings:* The site should have sufficient room for ingress and egress of portable buildings. Good planning practice is to consider future potential placement of portable buildings during initial site master-planning. It is important that portable classrooms have equal access to centralized facilities and school support facilities while not obstructing future expansion.

- ~~*Parking*~~*Staff, student and visitor parking*. **see Adequacy Standards, Sec. 6.27.30.10-B*

- Reliance on curbside parking to handle school parking should be avoided when possible. Most Authorities-Having-Jurisdiction consider off-street parking essential. Adequate parking that is well designed for safe entrance and exit of traffic at peak hours is a key site element. Circulation patterns of students, staff, visitors and service vehicles must be separated from bus drives and pedestrian walkways. Provide appropriate, secure, easy to use, and conveniently-located bicycle parking. See the Association of Bicycle and Pedestrian Professionals' "Bicycle Parking Guidelines" at:

  https://apbp.memberclicks.net/assets/docs/EssentialsofBikeParking_FINA.pdf~~http://www.apbp.org/resource/resmgr/publications/bicycle_parking_guidelines.pdf~~.

- Provide adequate visitor parking conveniently located near the school office. Driveways and parking areas should be well-drained with solid, traffic-bearing surfaces. Parking areas should be landscaped to improve appearance.

- Parking lots should address the needs of motorists when in their vehicles and when walking through the parking lots, such as providing pedestrian pathways and raised crosswalks.

- ~~*Grading &*~~ *Drainage. *see Adequacy Standards, Sec. 6.27.30.10-C*

  - *Grading:* Creative, functional grading of the site can improve the appearance of the building and provide screening from noise, wind and other climatic conditions. For example, earth berms, or mounding, along highways can shield the site from traffic noise.

  - *Storm Drainage:* The school site should be well-drained and free from erosion. The maximum site slope is recommended as 2% - 4% over a minimum of 50% of the site for ease of design and access. Drainage considerations include the following:
    - Consider the impact of off-site drainage patterns upon the site itself must be considered to prevent the danger of erosion or flooding.
    - Water should not discharge over sidewalks except by un-concentrated sheet flow.
    - Design sidewalks with a 1% cross slope for drainage.
    - Drainage should be removed by adequate catch basins and drainpipes or retained on-site.
    - Roof drainage should be directed away from the building while avoiding sidewalk areas subject to freezing during cold weather (i.e., at the north side of structures).
    - Recreation and play areas should be properly drained.
    - Drainage into public rights of way should be avoided.
    - Consider use of run-off water as a resource. Incorporate water-harvesting techniques where practical for use in irrigation or ground-water re-charge.

- ~~*Security: *see Adequacy Standards, Sec. 6.27.30.10 D*~~

  - ~~*Safety/security hazards:* The site should be free of safety or security hazards such as excessive slope and improperly designed stairs or retaining walls. Sidewalks should be located and designed to reduce the formation of ice upon their surfaces. Balance safety and security with invited community access.~~

  - ~~*Fencing:* Safety security fences should be provided to protect students from the hazards of traffic, railroad tracks and steep terraces; to protect adjacent properties from trespass by students; and to discourage passersby from walking onto the campus. Security fencing should not prohibit students who are walking or bicycling from accessing the school site via the most convenient and direct access points. Connectivity with the surrounding neighborhood should be considered to provide multiple access points that facilitate safe and convenient walking and bicycling routes for students.~~

  - ~~*Security lighting:* Site should have illuminated parking areas, walks, entrances and exterior building areas for both safety and security purposes. Comply with any "night sky" ordinances and avoid creating lighting nuisance conditions for adjacent neighbors.~~

  - *Utility systems:* Discourage tampering and improper activation of exposed utility fixtures such as backflow preventers, electrical panels, irrigation and fire safety systems by installing protective lockable coverings, fencing, etc.

  - *Drain fields:* Septic tanks and drainage fields should be isolated from recreational areas where possible and protected from traffic.

  - ~~*Site and playground supervision:* The site and play areas should be laid out to allow ease of visual supervision of the whole area by school personnel from one to two spots. The school facility needs to invite the community in while ensuring student safety. Locate the office in a prominent place to help control access to the site. Community use of fields and other school facilities must not interrupt the educational mission.~~

6.27.30.11 SITE RECREATION AND OUTDOOR PHYSICAL EDUCATION.
A school facility shall have area, space and fixtures, in accordance with the standard equipment necessary to meet the educational requirements of the public education department, for physical education activity. Play area(s), play field(s) and equipment for physical education and school recreational purposes shall be age appropriate and be provided based on the planned school program capacity or current enrollment.

A. Early childhood. Play areas for pre-kindergarten shall be fenced or walled, with age-appropriate playground equipment and convenient to the pre-kindergarten classroom(s).

B. Elementary school. Safe play area(s) and playground(s), including paved multipurpose play surface(s) or unpaved recreation area(s), shall be conveniently accessible to the students. Play areas for kindergarten shall be fenced or walled, with age-appropriate playground equipment and convenient to the kindergarten classroom(s).

C. Middle school/junior high school. A paved multipurpose play surface and play field(s) for physical education activities shall be provided.

D. High school. A paved multipurpose play surface and a play field for physical education activities shall be provided.

E. Combination school. A combination school shall provide the elements of the grades served by Subsections A, B, C and D above without duplication, but shall meet the highest standard.
[6.27.30.11 NMAC – Rp, 6.27.30.11 NMAC, 1/14/2025]

Best Practices – Site Recreation and Outdoor Physical Education (*Section 6.27.30.11 NMAC):*

Consider the following when developing recreation and outdoor physical education facilities on the school site:

- The physical education program of the school determines the main extent of outdoor playing areas required while the general category of "Site Recreation" is established to allow for outdoor activities.

- *Community and ~~Shared~~ shared ~~Use~~use:* Opportunities to share facilities with other schools and/or districts should be explored. The site facilities may be used as community resources as long as they can operate as such without disrupting the educational program. Sharing the funding and operational costs with community groups and public organizations should be explored when considering expanded or enlarged site recreation facilities which serve the community beyond the educational program needs.

Note: Additional or expanded portions of facilities for community use beyond the school program do not ~~currently~~ qualify for PSCOC funding.

- *Intramural and ~~Interscholastic~~ interscholastic athletics*: Intramural athletics are commonly a part of the total educational program.– The type and quality of special facilities for interscholastic athletic programs will depend on the available local funds and on the importance attached to competitive sports by the school's students, staff, parents, alumni and community. The PSCOC does not typically fund interscholastic athletic facilities Refer to "PSCOC Funding Guidance" in "Using the Guide" section above.

- *Suggested pre-kindergarden ~~K~~ to 6 Grade Recreation Areas: *see Adequacy Standards, Sec. 6.27.30.11-A and B*

    - *General design considerations for playgrounds:* Students should not have to cross service roads, parking lots, or driveways to access play areas. Base design of play facilities on the range of student ages and total student population. Provide appropriate areas and equipment devoted to safe, active play. Provide appropriate fencing for separation of play areas designed for very young students from the general playground area. Playground design and equipment installation must meet school district insurance coverage safety requirements and be in conformance with all governing safety standards. Verify such standards with the district insurance administrator.

    - *Playground equipment:* Playground apparatus and equipment should be carefully selected by playground committees and playground design professionals. Only equipment of sturdy construction should be selected. It should be erected by certified playground equipment installation contractors. Hard surfaces under climbing equipment must conform to required safety standards to reduce injuries. Ease of supervision, safety and economical use of space are considerations in locating equipment. Apparatus may be placed to advantage near a school building where the noise created will not be a problem and where it is readily accessible. Ample space for safe use around equipment and fall zones are to meet playground safety standards. Hard-surfaced or unpaved play areas shall be provided for P.E based upon program capacity needs and made accessible for students.

- *Suggested Middle School/Junior High School Recreation Areas: * see Adequacy Standards, Sec. 6.27.30.11-~~B~~C*

    - *Playing field(s) and fixed equipment for P.E.:* Larger schools may require more fields based on utilization requirements for physical education classes.

- *Suggested High School Recreation Areas: *see Adequacy Standards, Sec. 6.27.30.11-~~C~~D*

    - *Playing field(s) for P.E.:* Larger schools may require more fields based on utilization requirements for physical education classes.

- *Combination School Recreation Areas: *see Adequacy Standards, Sec. 6.27.30.11-~~D~~E*

    - The facility may require the provision of recreation and playground facilities to accommodate all grade levels.

- *Site and playground supervision:* The site and play areas should be laid out to allow ease of visual supervision of the whole area by school personnel from one to two spots. The school facility needs to invite the community in while ensuring student safety. Locate the office in a prominent place to help control access to the site. Community use of fields and other school facilities must not interrupt the educational mission.

B. OCCUPIABLE SPACE

Adequacy Requirements

The *New Mexico State Adequacy Standards Section* ***6.27.30.12 NMAC*** establishes the basic minimum requirements that all ~~academic classrooms~~occupiable space must meet or exceed. These apply to any ~~teaching~~ space in the facility and are as follows:

6.27.30.12 OCCUPIABLE SPACE:
All occupiable space within the building(s) shall meet or exceed the general requirements listed below:

A. Fixtures and equipment.

(1) Each general and specialty classroom shall contain a work surface and seat for each student in the classroom. The work surface and seat shall be appropriate for the normal activity of the class conducted in the room.

(2) Each general and specialty classroom shall have an erasable surface and a surface suitable for projection purposes, appropriate for group classroom instruction, and a display surface. A single surface may meet one or more of these purposes.

(3) Each general and specialty classroom shall have storage for classroom materials or access to conveniently located storage.

(4) Each general and specialty classroom shall have a work surface and seat for the teacher and for the aide assigned to the classroom, and it shall have secure storage for student records that is located in the classroom or is convenient to access from the classroom.

(5) Occupiable administrative and facility support spaces shall have the fixtures and equipment necessary for functions performed within.

B. Lighting.

(1) All occupiable space within the building(s) shall have a light system capable of maintaining at least 50 foot-candles of well-distributed light. Provide appropriate task lighting in specialty classrooms and other occupiable spaces where enhanced visibility is required.

(2) The light level shall be measured at a work surface located in the approximate center of the classroom, between clean light fixtures.

C. Temperature.

(1) Each general and specialty classroom shall have a heating, ventilation and air conditioning (HVAC) system capable of maintaining a temperature between sixty-eight and seventy-five degrees fahrenheit with full occupancy.

(2) The temperature shall be measured at a work surface in the approximate center of the classroom.

D. Acoustics.

(1) All occupiable space within the building(s) shall be maintainable at a sustained background sound level of less than 55 decibels.

(2) The sound level shall be measured at a work surface in the approximate center of the classroom.

(3) All occupiable space within the building(s) shall be acoustically-separated from adjoining spaces when necessary to meet privacy or confidentiality requirements.

E. Air quality.

(1) All occupiable space within the building(s) shall have an HVAC system that continually moves air and is capable of maintaining a CO2 level of not more than 1,000 parts per million.

(2) The air quality shall be measured at a work surface in the approximate center of the classroom.

F. Technology. All occupiable spaces within the building(s) shall have technology and connectivity that will appropriately support educational activities conducted in the room. Safe and

adequate access to power to recharge and operate technology devices by all students and staff simultaneously shall be provided.
[6.27.30.12 NMAC - Rp, 6.27.30.12 NMAC, 1/14/2025]

Best Practices – Occupiable Space (*Section 6.27.30.12 NMAC*)

- *Fixtures and equipment:* Many factors, such as furniture, equipment (computers), class size and educational programs, will affect the optimum size and arrangement of a classroom. Configure electrical outlet locations in a manner that allows for locating furnishings and equipment to suit varying needs. Take into consideration the location of white boards and interactive projection surfaces in relation to glare-producing windows. It is recommended that interactive white boards be tilted from 5 to 10 degrees away from the wall at the base to prevent glare. Provide a good balance of window vs. wall space. White boards should be installed in every room that has an interactive white board and both should be specified with a low visible sheen.

- *Lighting:* In addition to encouraging energy savings through artificial lighting controls, the designer should emphasize the provision of diffuse natural light that can be controlled when needed into all learning spaces. The Adequacy Standards require a level of at least 50 foot candles of well-distributed light at classroom work surfaces. Skylights, clerestories, windows, with light diffusing "eyebrows", and other daylight-harvesting features are typical elements of a well-lighted space. These apertures should be able to be darkened for AV presentations and positioned so that the room does not over-heat. Many studies correlate the levels of natural light to educational achievement. See Appendix B for reference to these studies. Dual-technology occupancy controls which are properly adjusted can help keep lights on during times of low occupancy conditions.

- *Temperature:* Classroom temperature should be easily maintained between 68 and 75 degrees Fahrenheit with individual controls for each classroom.

- *Acoustics:* The acoustical quality of learning spaces is becoming a critical matter. Designers will need to pay attention to the effect of noise-producing factors and absorbing noise that is generated within the classroom. The *Adequacy Standards* require that a one-hour, A-weighted Noise Criteria of less than 55 decibels must be maintained (45 decibels or less is preferred). Keep reverberation times in classrooms within a range of 0.4 – 0.6 seconds. See also Appendix D of the *Guide*.

- *Air Quality:* Comply with the "PSFA Design Guidelines for HVAC and Controls" (Appendix B of the PSFA HVAC and Controls Performance Assurance Program).

C. SCHOOL SECURITY

Adequacy Requirements

The *New Mexico State Adequacy Standards Section* ***6.27.30.13 NMAC*** establishes the minimum requirements for school security.

> **6.27.30.13 SCHOOL SECURITY:**
> School security features shall be integrated at all layers of the school.
> **A.** Site security.
> **(1)** All functional areas of a school site shall have safe and secure site fencing or other barriers with accommodations for safe passage through openings to protect students from the hazards of traffic, railroad tracks, steep slopes, animal nuisance, and to discourage unauthorized access to the school site. Alternative security may be approved after the sufficiency of security at the site is reviewed by the council using the following criteria:
> **(a)** amount of vehicular traffic near the school site;
> **(b)** existence of hazardous or natural barriers on or near the school site;
> **(c)** amount of animal nuisance or unique conditions near the school site;
> **(d)** visibility of the play/physical education area; and
> **(e)** site lighting, as required to meet safe, normal access conditions.
> **B.** Building security. All occupiable spaces within the building(s) shall have the ability to control access to the extent required for confidentiality and security. Building attributes supporting controlled access to the building(s) and interior spaces, shall be integrated with all layers of school security.
> **(1)** Security systems. Built-in security systems, which support building access control and emergency operations, shall be in working order.
> **(2)** Classroom doors. All interior and exterior classroom doors, accessible from indoor and outdoor traffic areas, shall have hardware that is lockable from the inside of the classroom.
> [6.27.30.13 NMAC - N, 1/14/2025]

Best Practices – School Security (*Section 6.27.30.13 NMAC*)

- *Safety/security hazards:* The site should be free of safety or security hazards such as excessive slope and improperly designed stairs or retaining walls. Sidewalks should be located and designed to reduce the formation of ice upon their surfaces. Balance safety and security with invited community access.

- *Fencing:* Safety security fences should be provided to protect students from the hazards of traffic, railroad tracks and steep terraces; to protect adjacent properties from trespass by students; and to discourage passersby from walking onto the campus. Security fencing should not prohibit students who are walking or bicycling from accessing the school site via the most convenient and direct access points. Connectivity with the surrounding neighborhood should be considered to provide multiple access points that facilitate safe and convenient walking and bicycling routes for students.

- *Security lighting:* Site should have illuminated parking areas, walks, entrances and exterior building areas for both safety and security purposes. Comply with any "night sky" ordinances and avoid creating lighting nuisance conditions for adjacent neighbors.

- *Utility systems:* Discourage tampering and improper activation of exposed utility fixtures such as backflow preventers, electrical panels, irrigation and fire safety systems by installing protective lockable coverings, fencing, etc.

- *Drain fields:* Septic tanks and drainage fields should be isolated from recreational areas where possible and protected from traffic.

- *Site and playground supervision:* The site and play areas should be laid out to allow ease of visual supervision of the whole area by school personnel from one to two spots. The school facility needs to invite the community in while ensuring student safety. Locate the office in a prominent place to help control access to the site. Community use of fields and other school facilities must not interrupt the educational mission.

~~XXXX~~

~~B~~D. GENERAL USE CLASSROOMS

Adequacy Requirements

Section ***6.27.30.~~13~~ 14 NMAC*** includes minimum area requirements for general use classrooms as described below:

> **6.27.30.14 GENERAL USE CLASSROOMS (LANGUAGE ARTS, MATHEMATICS AND SOCIAL STUDIES):**

A. Cumulative classroom net sf requirements, excluding in-classroom storage space, shall be at least:

(1)	Pre-Kindergarten - Kindergarten	1000 net sf minimum
(2)	Grades 1 - 5	800 net sf minimum
(3)	Grades 6 - 8	800 net sf minimum
(4)	Grades 9 - 12	800 net sf minimum

B. In addition, at least 2 net sf/student shall be available for dedicated classroom storage.

C. All pre-kindergarten classrooms shall have a sink.

D. A sufficient number of classrooms shall be provided to meet statutory student/staff ratio requirements.

[6.27.30.14 NMAC - Rp, 6.27.30.13 NMAC, 1/14/2025]

Note:

- See also "Space for Technology-Aided Instruction" in this *Guide* for classroom computer information.
- Spaces created by temporary partitions shall not be considered below minimum size if necessary to accommodate class loads smaller than those listed above.

Adequacy Standards Area Summary **Minimum Area (Net Square Feet)**

- Minimum total net s-f- areas for classroom space, excluding storage are limited to the following:
  - Pre-Kindergarten - Kindergarten 1000 net sf min.
  - Grades 1 – 5 800 net sf min.
  - Grades 6 – 8 800 net sf min.
  - High School (9-12) 800 net sf min.

- The areas listed above are based upon the following ranges of class sizes:
  - Pre-Kindergarten - Kindergarten: 13 – 20 students
  - Grades 1 – 3: 17 – 22 students
  - Grades 4 – 6: 18 – 24 students
  - Grades 7 – 8: 19 – 27 students
  - Grades 9 – 12 21 – 30 students

- Dedicated Classroom Storage ——— at least 2 net sf/student*

Best Practices – Academic Classroom Space:

- Minimum classroom sizes:
  - Minimum total net s.f. areas for classroom space, excluding storage are limited to the following:
    - Kindergarten 650 min.
    - Grades 1 – 5 650 min.
    - Grades 6 – 8 650 min.
    - High School (9-12) 650 min.
  - The areas listed above are based upon the following ranges of class sizes:
    - Kindergarten: 13 – 20 students
    - Grades 1 – 3: 17 – 22 students
    - Grades 4 – 6: 18 – 24 students
    - Grades 7 – 8: 19 – 27 students
    - Grades 9 – 12 21 – 30 students
- General Classroom Environment: ** see New Mexico Statewide Adequacy Standards Section 6.27.30.12*
-
  - *Size and arrangement:* Many factors, such as furniture, equipment (computers), class size and educational programs, will affect the optimum size and arrangement of a classroom. Configure electrical outlet locations in a manner that allows for locating furnishings and equipment to suit varying needs. Take into consideration the location of white boards and interactive projection surfaces in relation to glare producing windows. It is recommended that interactive white boards be tilted from 5 to 10 degrees away from the wall at the base to prevent glare. Provide a good balance of window vs. wall space. White boards should be installed in every room that has an interactive white board and both should be specified with a low visible sheen.
  - *Lighting:* In addition to encouraging energy savings through artificial lighting controls, the designer should emphasize the provision of diffuse natural light that can be controlled when needed into all learning spaces. The Adequacy Standards require a level of at least 50 foot candles of well distributed light at classroom work surfaces. Skylights, clerestories, windows, with light diffusing "eyebrows", and other daylight harvesting features are typical elements of a well lighted space. These apertures should be able to be darkened for AV presentations and positioned so that the room does not over heat. Many studies correlate the levels of natural light to educational achievement. See Appendix B for reference to these studies. Dual technology occupancy controls which are properly adjusted can help keep lights on during times of low occupancy conditions.
  - *Temperature:* Classroom temperature should be easily maintained between 68 and 75 degrees Fahrenheit with individual controls for each classroom.

- ~~*Acoustics:* The acoustical quality of learning spaces is becoming a critical matter. Designers will need to pay attention to the effect of noise producing factors and absorbing noise that is generated within the classroom. The *Adequacy Standards* require that a one-hour, A-weighted Noise Criteria of less than 55 decibels must be maintained (45 decibels or less is preferred). Keep reverberation times in classrooms within a range of 0.4 – 0.6 seconds. See also Appendix D of the *Guide*.~~

- ~~*Air Quality:* Comply with the "PSFA Design Guidelines for HVAC and Controls" (Appendix B of the PSFA HVAC and Controls Performance Assurance Program).~~

- ~~*Computer Technology:* Accommodations for networked multimedia computer connections are to be provided in conformance with Public Education Department requirements for educational technology. These computers may be dispersed throughout the entire facility, concentrated in computer labs, or provided through a combination of both methods.~~

- Grade Level Considerations

  - Pre-Kindergarten - Kindergarten: Instruction tends to be project and center oriented. The curriculum is generally contained in one space and must accommodate many activities.

  - Grades 1 – 5: Curriculum at the elementary level tends to be self-contained within a single classroom involving a single teacher supported by any number of specialty instructors. Consequently, large groups, small groups and independent study must all be supported within the confines of the classroom at various times. Classroom activities include physical movement, long-term projects, cooperative learning groups, learning centers and process learning. Space layout must be flexible enough to accommodate these needs.

  - Grades 6 – 8: ~~Early adolescence is a unique period of transition with specific educational requirements. Programs provide exploratory learning opportunities typically based around interdisciplinary instructional teams.~~ The need for specialty classrooms begins to emerge at the middle school level and, therefore, the general classroom size is often reduced.

  - Grades 9 – 12: ~~The content driven curriculum of high schools is expressed in the trend toward academic teaming with many schools developing learning academies stressing separate disciplines within a single facility.~~ Specialized instruction and an increased need for specialty classrooms diminish the need for large general classrooms. The goal of facility planning at the high school level should be to create a dynamic learning environment that allows both faculty and students ~~a fair amount of~~ flexibility in organizing their time and schedules. The layout of general classrooms should allow for easy access to specialized learning environments.

- **Standard Classroom Furnishings**
    - Provisions for these items should be made in the layout of each classroom.

Grade Level	Standard Furnishings
Pre-Kindergarten - Kindergarten	**Storage (some lockable)** **1 snack area w/sink** **Adjacency to restroom facilities** **Access to computer networking (1 computer station for each 3 students or wireless capability)** **Intercom system** **White boards**
Elementary	**Storage (some lockable)** **Cabinets and file storage** **Access to computer networking (1 computer station for each 3 students or wireless capability)** **Projection surface** **Intercom system** **White boards**
Middle School/Junior High/High School	**Storage (some lockable)** **Cabinets and file storage** **Computer networking (1 computer station for each 3 students or wireless capability)** **Projection surface** **Intercom system** **White boards**

E. SPECIAL EDUCATION

Adequacy Requirements

The *New Mexico State Adequacy Standards Section* ***6.27.30.15 NMAC*** establishes the minimum requirements for special education.

> **6.27.30.15 SPECIAL EDUCATION**
> **A.** Special education:
> **(1)** Special education classrooms shall not be smaller than 800 net sf.
> **(2)** Special education classrooms serving students requiring a high degree of personal care and assistance shall include an accessible unisex restroom, a kitchenette, and at least 15 net sf of storage.
> **B.** A school shall provide ancillary space for therapy programs, such as occupational, physical, speech and language, no smaller than 650 net sf each. These functions may be combined into one space if scheduling permits shared use and sufficient physical and acoustic separation is provided to ensure privacy.
> [6.27.30.15 NMAC - N, 1/14/2025]

Adequacy Standards Area Summary	Minimum Area (Net Square Feet)
• Type I classroom (A,B,C levels)	800 net sf min. (15 students, max.)
• Type II classroom (D level)	800 net sf min. (8 students, max.)
• In Type II classrooms there shall be a directly accessible unisex restroom with one toilet, sink, washer/dryer, and a shower/stall tub. Other potential ancillary areas are the following:	
• Kitchenette	15 net sf of storage
• Ancillary Space for the continuum of special education services no smaller than 650 net SF each	

Best Practices – Special Education:

- A principal goal of special education is to provide services in the least restrictive environment possible. This allows services to be performed within the regular classroom along with the typical instructional program or in special dedicated or pull-out spaces. A combination of delivery techniques may be used, which have bearing on the space required. Sometimes space can be used within other regular or special program areas such as in the home economics classroom when life skills are part of the special education curriculum. The idea of including the special education student within the regular school program is promoted as beneficial to the student as well as to the entire student body.

- Most special education programs in New Mexico are historically categorized according to A, B, C or D level designations. These designations can be used in the *Adequacy Planning Guide* to describe the typical degrees of service required. Most special education students are learning-disabled and need varying types of specialized instruction.

  Classifications are defined as follows in these guidelines:

  A Level: Programs serving students who primarily need specialized instruction. Students usually rotate through these programs on a periodic basis.

  B Level: Programs where management needs require a classroom assistant.

  C Level: Programs where a small group of students require highly-intensive, individualized instruction.

  D Level: Programs serving students with severe or multiple disabilities and primarily in need of habilitation and treatment, while requiring a staff person for small groups of students within the class.

- Depending on the number of students to be served, their ages, and the nature of special needs, classroom sizes will range from full-size to half-size.

- Kitchenettes may be included or used on a shared basis with other programs, (e.g. Home Ec.). A kitchenette is defined as a very small room or an area within a room with compact kitchen appliances and a sink used for occasional preparation of simple meals and snacks.

- Ancillary space allowing for the continuum of special education services may include offices and shared meeting or testing rooms, pull-out rooms, mental health/behavior disorder cool-down rooms. These spaces should be provided within an area at least one-fourth the size of the classroom space required and in addition to the regular classroom area. Continuum of services for special education include:

- Physical Therapy
- Occupational Therapy
- Speech/language pathology
- Consultant teachers
- Social workers
- Visiting/virtual professionals
- Restorative/cool down rooms
- Hearing and vision impaired professionals

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- Separate isolation areas for disruptive students are not recommended due to supervision issues.
- Special needs facilities may also include changing tables, pull-out tutoring areas or OT/PT equipment.
- Small-scale or limited programs might only require shared use of appropriately sized and equipped space. Type I (A,B,C levels) classes can use the same space during different times of the day. These rooms can also be subdivided with movable partitions to create more flexible space.
- Type I (A,B,C levels) instructional space may also serve as conference rooms.
- Small or remote schools may choose to centralize their special education services at a selected location for logistical purposes.

~~C~~F. SPECIALTY CLASSROOMS - SCIENCE

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.~~14~~16.A NMAC establishes the following basic minimum requirements for science instructional space in schools:

> **6.27.30.16 SPECIALTY CLASSROOMS:**
> **A.** Science education:
> **(1)** For grades pre-kindergarten through 6, provide storage space for science equipment and materials. No additional classroom space is required.
> **(2)** For grades 7 through 12, 4 net sf/student of the planned school program capacity or current enrollment for science is required. The space shall not be smaller than 800 net sf. The space shall have science fixtures and equipment, in accordance with the standard equipment and technology necessary to meet the educational requirements of the public education department. If an alternate science learning method is used by a school district, the district shall verify the appropriate alternate fixtures and equipment to the council. Provide at least 96 net sf for securable, well-ventilated storage/prep space for each science room having science fixtures and equipment. Storage/prep room(s) may be combined and shared between more than one classroom.

Adequacy Standards Area Summary	Minimum Area (Net Square Feet)
~~Lecture and Laboratories:~~	
• Grades Pre-Kindergarten – 6 All Science	No additional specialized space required*
• Grades 7 – ~~8~~12	

Science Lecture & Labs	4 net sf/students in program No smaller than average-sized general use CR*
~~Grades 9-12~~ ~~Science Lecture & Labs~~	~~4 nsf/students in program~~ ~~No smaller than average~~use CR*
• Storage/Prep Area	~~80~~ 96 net s.f / lab* min.

~~*see New Mexico Statewide Adequacy Standards: Section 6.27.30.14-A~~

Best Practices – Science

- Shared spaces may decrease the need for laboratories dedicated to a specific science discipline. Lecture areas can be combined with lab space or separated within the same room or in different rooms. The lab design may accommodate the following:

    - Lab equipment.
    - Computer and multimedia presentations.
    - Furnishings must be flexible and allow for working in teams, must accommodate
    - Interactive learning programs that facilitate hands-on assignments.
    - Flexible, high-density storage.
    - Secure storage.
    - OSHA requirements (e.g., eyewash stations, emergency shutoffs, etc.)

- The trend toward "virtual" lab experiments requires consideration of computer networking, portable demonstration tables, yet smaller table-based furnishings and equipment.
- Science classrooms are often larger than ~~regular~~ general use classrooms at the facility to accommodate demonstration areas and specialized furniture and equipment.
- ~~-~~Science classrooms in small schools might only be used for parts of the day and the same room may be used for other programs when not used for science.
- ~~If Storage~~Storage/~~Prep~~ prep space ~~is provided it~~ shall be separate, well-ventilated, preferably adjacent and accessible to each lab. It shall contain safe and secure storage for valuable equipment and chemicals used for experiments. This space may be combined and shared between more than one classroom.

D. SPECIALTY CLASSROOMS - SPECIAL EDUCATION

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.14.B NMAC establishes the following basic minimum requirements for a classroom for special education purposes:

B. Special education classroom. If a special education space is provided and the space is required to support educational programs, services, and curricula, the space shall not be smaller than 450 net sf. When the need is demonstrated in type II (d-level) classrooms, additional space in the classroom shall be provided with, or students shall have an accessible route to; an accessible unisex restroom with one toilet, sink, washer/dryer, and shower stall/tub, and at least 15 net sf of storage. When the need is demonstrated in 7th grade classrooms and above, a kitchenette with at least 15 net sf of storage shall be provided.

Adequacy Standards Area Summary	Minimum Area (Net Square Feet)
• Type I classroom (A,B,C levels)	450* min. (15 students, max.)
Type II classroom (D level)	450* min. (8 students, max.)

In Type II classrooms, and when the need is demonstrated, there shall be a directly accessible or otherwise convenient unisex restroom with one toilet, sink, washer/dryer, and a shower/stall tub. Other potential ancillary areas are the following:

• Kitchenette (7th Grade & above)	80* min.
• Storage	15* min.

**see New Mexico Statewide Adequacy Standards: Section 6.27.30.14-B*

Best Practices – Special Education:

A principal goal of special education is to provide services in the least restrictive environment possible. This allows services to be performed within the regular classroom along with the typical instructional program or in special dedicated or pull-out spaces. A combination of delivery techniques may be used which have bearing on the space required. Sometimes space can be used within other regular or special program areas such as in the home economics classroom when life skills are part of the special education curriculum. The idea of including the special education student within the regular school program is promoted as beneficial to the student as well as to the entire student body.

Most special education programs in New Mexico are historically categorized according to A, B, C or D level designations. These designations can be used in the *Adequacy Planning Guide* to describe the typical degrees of service required. Most special education students are learning-disabled and need varying types of specialized instruction.

Classifications are defined as follows in these guidelines:

A Level: Programs serving students who primarily need specialized instruction. Students usually rotate through these programs on a periodic basis.

B Level: Programs where management needs require a classroom assistant.

C Level: Programs where a small group of students require highly intensive, individualized instruction.

D Level: Programs serving students with severe or multiple handicaps and primarily in need of habilitation and treatment, while requiring a staff person for small groups of students within the class.

Depending on the number of students to be served, their ages, and the nature of special needs, classroom sizes will range from full-size to half-size.

Kitchenettes may be included or used on a shared basis with other programs, (e.g. Home Ec.) and are allowed by PSFA for 7th Gr. and above, only. A kitchenette is defined as a very small room or an area within a room with compact kitchen appliances and a sink used for occasional preparation of simple meals and snacks.

Ancillary space may include offices and shared meeting or testing rooms. These spaces should be provided within an area at least one fourth the size of the classroom space required and in addition to the regular classroom area.

Separate isolation areas for disruptive students are currently not recommended due to supervision issues.

Special needs facilities may also include changing tables, pull-out tutoring areas or OT/PT equipment.

Small scale or limited programs might only require shared use of appropriately sized and equipped space. Type I classes can use the same space during different times of the day. These rooms can also be subdivided with movable partitions to create more flexible space.

Type I instructional space may also serve as conference rooms.

Small or remote schools may choose to centralize their special education services at a selected location for logistical purposes.

~~E~~G. SPECIALTY CLASSROOMS - ART EDUCATION~~ - VISUAL ARTS~~

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.~~14~~16.~~C~~ B NMAC establishes the following minimum basic requirements for art program instructional space in schools:

> **6.27.30.16 SPECIALTY CLASSROOMS:**
> **B.** Art education.
> A school facility shall have classroom space to deliver art education programs, including dance, music, theatre/drama, and visual arts programs, or have access to an alternate learning method. Art education classroom space(s) may be used for other instruction.
> **(1)** Early education. If applicable, art education programs may be accommodated within a general use classroom.
> **(2)** Elementary school. Art education programs may be accommodated within a general use or dedicated art classroom. Classroom space(s) for art education shall not be smaller than 800 nsf. Provide additional dedicated art program storage of at least 60 net sf per facility. Dedicated art classrooms, excluding performing arts, shall have a sink.
> **(3)** Middle school/junior high school. Classroom space(s) for art education programs shall have no less than 4 net sf/student and shall not be smaller than 800 nsf. Provide additional ancillary space for group music practice, individual music practice room(s), specialized storage/library rooms, and office(s). Dedicated art classrooms, excluding performing arts, shall have a sink.
> **(4)** High school. Classroom space(s) for art education programs shall have no less than 5 net sf/student and shall not be smaller than 800 nsf. Provide additional ancillary space for group music practice, individual music practice room(s), specialized storage/library rooms, and office(s). Dedicated art classrooms, excluding performing arts, shall have a sink.
> **(5)** Combination school. A combination school shall provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication.

Adequacy Standards Area Summary - Minimum Area (Net Square Feet)

Early Education	May be accommodated in general use classrooms
Visual Arts, Music, Performing Arts	
Elementary School	May be accommodated in general use classrooms
Visual Arts, Music, Performing Arts	Dedicated art classrooms: no smaller than 800 net sf with a sink (excluding perf. arts)
Storage	60 net sf per facility
Middle / Jr. High	No smaller than 4 net sf/student, 800 net sf minimum,
Visual Arts, Music, Performing Arts	with a sink (excluding perf. arts)

	Additional Ancillary Space	Group music practice, individual music practice room(s), specialized storage/library rooms, and office(s)
High School		
	Visual Arts, Music, Performing Arts	No smaller than 5 net sf/student, 800 net sf minimum, with a sink (excluding perf. arts)
	Additional Ancillary Space	Group music practice, individual music practice room(s), specialized storage/library rooms, and office(s)

~~K-6 Art smaller than avg. classroom in facility)*~~
~~Storage* 60 net s.f.* per facility~~

- ~~Middle / Jr. High~~
  ~~Visual Arts Classrm.* No smaller than average classroom in facility~~
  ~~Storage / Library Rm*.~~
  ~~Office*~~

- ~~High School~~
  ~~Visual Arts Classrm*. No smaller than average classroom in facility~~
  ~~Storage / Library Rm*.~~
  ~~Office*~~

~~*see New Mexico Statewide Adequacy Standards: Section 6.27.30.14-C~~

Best Practices – Visual Arts Classroom**:**

- ~~*Visual Arts*:~~ In elementary schools, the visual arts program includes painting, drawing, construction, modeling, carving, photography, printmaking and weaving. The basic media used are finger paints, clay, paper maché, water color, wood, chalk, tempera, brush and ink, charcoal, pencils and scrap materials. In secondary schools, activities may include three-dimensional construction projects, graphic arts, mechanical and fine art drawing, modeling, sculpture, ceramics, painting and photography. Some important media in use are wax and oil crayons, charcoal, watercolors, tempera, enamels, wood, metal, plastic, textiles, ink, yarns, clay, leather, wire, reed and raffia.

- High school visual arts programs at larger schools or schools with special programs may justify separate areas for classes such as painting/drawing, jewelry/ceramics/sculpture and photography/filmmaking. Small-scale or limited programs might only require shared use of appropriately sized and equipped space.

- ~~Best practices suggest that art~~ Art learning spaces should be located on the ground floor with access to related curricular areas and convenient entry for delivery purposes. If the spaces are to be used after regular school hours, they should permit easy but controlled entry from the outside. During school hours, students need ~~ready~~ easy access to the out-of-doors for sketching, painting and field trips.

- Art activities are best performed on tables with mar-resistant surfaces.

- Illumination that is glare-free, intense enough for detailed work and that allows true color discrimination is vital. Natural light from northern windows is ideal.

- When photography is included in the visual arts programs, a darkroom will not be needed if the program is electronically based.

- If provided, a kiln requires an area of 40 sq ft min, with ventilation.

- In small schools, art is often shared with other uses or incorporated into the regular classroom. Depending on layout and design, an art room can be shared for art and music, art and science, with tutoring, or other general education functions.

F. ART EDUCATION – MUSIC
Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.14.C NMAC establishes the following minimum basic requirements for art program instructional space in schools:

C. Art education programs. A school facility shall have classroom space to deliver art education programs, including dance, music, theatre/drama, and visual arts programs, or have access to an alternate learning method. Classroom space(s) for art education shall not be smaller than the average classroom at the facility. Art education classroom space(s) may be included in the academic classroom requirement and may be used for other instruction.

(1) Elementary school. Art education programs may be accommodated within a general use or dedicated art classroom. Provide additional dedicated art program storage of at least 60 net sf per facility.

(2) Middle school/junior high school. Classroom space(s) for art education programs shall have no less than 4 net sf/student of the specialty program capacity for art. Provide additional ancillary space for group music practice, individual music practice room(s), specialized storage/library rooms, and office(s).

(3) High school. Classroom space(s) for art education programs shall have no less than 5 net sf/student of the specialty program capacity for art. Provide additional ancillary space for group music practice, individual music practice room(s), specialized storage/library rooms, and office(s).

Adequacy Standards Area Summary – Area (Net Square Feet)

- K–6 Music/Drama — smaller than avg. classroom in facility)*
  - Storage — 60 net s.f.* per facility

- Middle / Jr. High
  - Band/Orchestra — No smaller than the avg. CR in the facility *
  - Chorus Room — No smaller than the avg. CR in the facility*

- High School
  - Band/Orchestra — No smaller than the avg. CR in the facility*
  - Chorus Room — No smaller than the avg. CR in the facility*

- Support Space (Mid/Jr. High School)
  - Instrument Storage*
  - Music Library*
  - Office (each)*
  - Individual Prac. Rm.*
  - Group Prac. Rm.*

see New Mexico Statewide Adequacy Standards: Section 6.27.30.14.C

Best Practices – Music**:**

~~Consider the following when designing a performing arts program in music:~~

- Teaching spaces for instrumental and vocal instruction and rehersal may be needed for ~~on an~~ individuals and groups~~ basis~~, requiring a range of room sizes. These spaces should be appropriately acoustically-treated.
- ~~Acoustically-treated rehearsal room for individuals and small groups.~~ Offices may be needed for the faculty and staff, some of which may double as studios.
- Storage areas are needed to accommodate musical instruments, teaching aids, uniforms, music stands, risers, shells, lights and other performance apparatuses. These should be located close to areas where equipment will be used.
- ~~Facilities~~ Space for instrument repair may be needed.
- Careful attention is needed in regards to acoustics, room size, room shape, temperature, relative humidity and spatial relationships.
- ~~Because acoustics are obviously critical~~, ~~a~~ An acoustic consultant can be helpful in designing spaces that enhance the quality of sound. Surface materials that eliminate distortions and undesirable transmissions of sound can be applied. Windows, doors, walls and floors should be treated so that transmission of sounds to and from areas is reduced. Keep reverberation times in rehearsal areas within a range of 0.6 – 1.1 seconds.
- Band, orchestra and chorus programs at larger schools may justify separate areas for each program, while small-scale programs might only require the shared use of an appropriately sized and equipped space.
- Music instruction may need to be delivered in ~~the regular~~ general use classrooms. If this is the case, provisions should be made within the facility for storage of musical instruments and ~~other music items~~equipment. In other cases, the music instruction may be combined with another program [e.g., visual art] or the room may be used for other purposes [e.g., parent room, tutoring, etc.].

G. SPECIALTY CLASSROOMS - ART EDUCATION – PERFORMING ARTS

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.14.C NMAC establishes the following minimum basic requirements for art program instructional space in schools:

C. Art education programs. A school facility shall have classroom space to deliver art education programs, including dance, music, theatre/drama, and visual arts programs, or have access to an alternate learning method. Classroom space(s) for art education shall not be smaller than the average classroom at the facility. Art education classroom space(s) may be included in the academic classroom requirement and may be used for other instruction.

(1) Elementary school. Art education programs may be accommodated within a general use or dedicated art classroom. Provide additional dedicated art program storage of at least 60 net sf per facility.

(2) Middle school/junior high school. Classroom space(s) for art education programs shall have no less than 4 net sf/student of the specialty program capacity for art. Provide additional ancillary space for group music practice, individual music practice room(s), specialized storage/library rooms, and office(s).

(3) High school. Classroom space(s) for art education programs shall have no less than 5 net sf/student of the specialty program capacity for art. Provide additional ancillary space for group music practice, individual music practice room(s), specialized storage/library rooms, and office(s).

Adequacy Standards Area Summary – Minimum Area (Net Square Feet)

K–6 Music/Drama/Dance General classroom size* (no smaller than avg. CR in facility)

Middle / Jr. High
Theatre/Drama/Dance No smaller than avg. CR in facility*

High School
Drama CR
No smaller than avg. CR in facility*
Dance CR No smaller than avg. CR in facility*

Support Spaces
Storage*
Office*

**see New Mexico Statewide Adequacy Standards: Section 6.27.30.14.C*

Best Practices – Performing Arts**:**

- Auditoriums and stages may qualify for PSCOC funding if supported by educational program need and a high degree of utilization. Many schools expressing an interest in creating some form of performance venue may develop performance space within a school~~s~~ without creating a separate auditorium. The most common solutions are through cafetoriums and auditerias. Such spaces must have proper lighting and acoustics. More recent and more creative solutions have addressed many of these issues and have created dynamic environments which can be used for both cafeteria and for performances. Music rooms can be located next to cafeterias to double as a stage or green room. Combining gyms and cafeterias, separated by movable partitions, ~~help~~ to create even larger spaces that can accommodate performances and audiences. ~~Other creative suggestions have also included space for dance instruction.~~

- Separate space for high school dance programs mentioned in the *New Mexico Primary and Secondary Educational Standards (6.30.2.17 NMAC)* may be included if the district demonstrates appropriate programmatic need. These may be accommodated in a multipurpose space associated with the physical education area and can be shared with aerobics, gymnastics and other activities. In high schools, dressing rooms and access to showers is desirable. P.E. or gym locker rooms may be jointly used when located nearby.

~~H~~G. SPECIALTY CLASSROOMS - CAREER EDUCATION

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.~~14~~15.~~D~~ C NMAC establishes the following minimum basic requirements for typical career education program space in mid / jr. high schools:

> C. Career technical education.
> (1) Early education and elementary school. No requirement.
> (2) Middle school/junior high school. Career technical education programs shall have no less than 3 net sf/student. Additional space for specialized curriculum, equipment and technology requirements, and safety zones shall be included. Each program lab or classroom space shall not be smaller than 800 net sf.
> (3) High school. Career technical education programs space shall have no less than 4 net sf/student. Additional adequate space for specialized curriculum, equipment and technology requirements, and safety zones shall be included. Each program lab or classroom space shall not be smaller than 800 net sf.
> (4) Combination school. A combination school shall provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication, but meeting the higher standards.

Adequacy Standards Area Summary	Minimum Area (Net Square Feet)
• Middle / Jr. High	~~(At least 3 n.s.f./student in progr.)~~No smaller than the average-sized general use classroom at the facility*
Equipment/technology/safety zones	Additional adequate space*
• High School	No smaller than the average-sized general use classroom at the facility ~~(at least 4 n.s.f. /student in progr.)~~*
	~~650 net s.f. min. for ea. Lab or CR~~*
Equipment/technology/safety zones	Additional adequate space*

**see the New Mexico Statewide Adequacy Standards: Section 6.27.30.14-D*

Best Practices – Career Education:

- ~~Typical space sizes are based upon the ranges of class sizes listed in the previous section entitled "General Classrooms".~~

- The following are examples of career education curriculum areas that might appear in a modern school program:

Middle / Jr. High

- *Technology Education:*
  - Tech Ed Lab
    - Clean Area
    - Fabrication Area
    - Consumer Science
    - Food/Kitchen Area
    - Multipurpose Area

High School

- *Technical ~~Education~~education*
  - Construction / Manufacturing
  - Power & Transportation
  - Computers & Communications
  - Technical Drawing
  - Photography / Graphics
- *Agricultural ~~Education~~education:*
  - Science Lab
  - Ag Business
  - Demonstration Area
- *Consumer ~~Science~~science:*
  - Culinary Occupations
  - Hospitality & Catering
  - Child Development & Parenting
  - Child Care Occupations
  - Introduction to Design
- *Business:*
  - Accounting
  - Computer Systems/ IT
  - Keyboarding / Key Applications
  - Business Law
  - Office Administration
- *Marketing:*
  - Marketing
  - Fashion
- ~~*Health:*~~

Classroom/Lab

- During the initial planning phase, it is essential to consult with faculty, administration and community members to gain a thorough understanding of the immediate and long-range goals and needs of the career education program. Many districts ~~have begun to~~ organize these programs into career academies and school-to-work or career pathway programs, fostering or strengthening partnerships with community colleges, technical/vocational schools and the surrounding business community. The character and design of career education spaces will depend on the nature of the instructional program, the students involved and the resources of the school.

- The ~~Career~~ career ~~Education~~ education ~~field~~ programs are ~~is~~ undergoing rapid change. Today all fields have a major technology focus. Agriculture is dominated by science and business, manufacturing by robotics and advances in technology based tools. The space requirements to accommodate the Tech Ed [career/vocational] requirement of the future will include:
    - Multipurpose classrooms, which have the ability to incorporate extensive technology, especially computers with moveable furnishings and equipment.
    - Fabrication areas that are multidisciplinary and spaces which can be rearranged easily depending on the curriculum and the instructor.

- *Business education classrooms:* (for instruction in word processing, ~~short-hand,~~ office bookkeeping and accounting, use of general business machines, duplicating equipment, computers, etc.) These classrooms will require adequate circuitry with receptacles in well-planned locations. Floor outlets should be avoided while considering the use of power poles and receptacles mounted in "pony" walls or integral with furnishings. Ceilings should be acoustically treated and carpeting considered as floor covering. These classrooms should be placed for easy access by visitors. Adequate storage should be provided and ~~should~~ include cabinets, shelving and closets. Consider including a sink with hot and cold water. Beyond minimum standards, the space should be large enough to accommodate persons, machinery and furniture and to allow easy traffic flow.

- *Consumer ~~Science~~ science classrooms:* (for instruction in nutrition and consumer education~~.~~) These rooms should be placed to minimize problems of delivery service, waste removal and adult and student traffic. The space may be required to include unit kitchens ~~typical of those found in the community~~. Spaces should accommodate tables, counters, chairs and other home furnishings, as well as flat work surfaces for clothing construction. Adequate plumbing and drainage for hot and cold water, ~~as well as~~ electrical and gas connections, and ventilation hoods should be provided. Access to laundry equipment, storage space for garments and portable or stationary sewing equipment should be considered. Carpeting may be preferred in some areas. Wall finishes should be durable and easy to clean. Careful consideration of acoustics is required.

- *Technical ~~Education~~education:* Organized education programs that offer a sequence of courses that are directly related to the preparation of individuals for employment in current or emerging occupations ~~requiring other than a baccalaureate or advanced degree~~. Such programs shall include competency-based applied learning which contributes to an individual's occupational-specific skill.

- *Agricultural education programs:* Agricultural education programs will vary greatly from district to district, depending on the availability of resources and the needs and concerns of the community being served. In addition to instructional space, more developed programs may consider providing a land laboratory of an acre or more for agricultural production, floriculture, natural resources and/or forestry. Space to provide a shop for agricultural mechanics might also be considered.

~~H~~H. SPECIALTY CLASSROOMS - ~~SPACE FOR~~ TECHNOLOGY ~~AIDED INSTRUCTION~~ EDUCATION

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.~~14~~16.~~E~~ D NMAC establishes the following minimum basic requirements for ~~computer and~~ technology-~~aided instruction~~ education in all schools:

> **D.** Technology education. A school facility shall have space (computer labs) to deliver educational programs in technology or have access to an alternate delivery method (one-to-one devices). This requirement may be distributed throughout other program spaces.
>
> **(1)** Early education. No requirement.
>
> **(2)** Elementary school. Provide space that meets 3 net sf/student of the planned school program capacity or current enrollment, with no less than 700 net sf.
>
> **(3)** Middle school/junior high school. Provide space that meets at least 3 net sf/student of the planned school program capacity or current enrollment, with no less than 800 net sf.
>
> **(4)** High school. Provide space that meets 3 net sf/student of the planned school program capacity or current enrollment, with no less than 900 net sf.
>
> **(5)** Combination school. A combination school shall provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication, but meeting the higher standards.

Adequacy Standards Area Summary	**Minimum Area (Net Square Feet)**
• Early Education	No requirement
• Elementary ~~K – 6~~	3 net sf/student 700 net sf~~*~~ min.
• Middle / Jr. High	At least 3 net sf/student 800 net sf~~*~~ min.
• High School	3 net sf/student 900 net sf~~*~~ min.
~~• Support Spaces~~	

~~*see the New Mexico Statewide Adequacy Standards: Section 6.27.30.14 E~~

Best Practices – ~~Space for~~ Technology ~~Aided Instruction~~ Education**:**

- Adequate access to electrical outlets and phone jacks must be provided to ensure flexibility of the space.

- Include dust-free writing boards (instead of chalkboards), and increased shelving, cabinets and storage space.
- Carpet should be used for flooring to improve acoustical quality.
- Include independent temperature controls if the lab is in a separate room.
- Determine if wireless, portable technology should be accommodated.
- There are few differences between a classroom, tech ed lab, computer lab, business lab and other classroom areas in a building. If all of the spaces are equipped appropriately, any space can be designated as a computer lab. Portable carts may be used to transport laptops to classrooms for computer instruction.

J. PHYSICAL EDUCATION

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.~~15~~ 17 NMAC establishes the following minimum basic requirements for indoor physical education teaching space for all schools:

6.27.30.17 PHYSICAL EDUCATION:

A. General requirements. A school facility shall have an area, space and fixtures for indoor physical education activity. This space may have more than one function and may fulfill more than one standard requirement.

(1) Early education. No requirement.

(2) Elementary school. Provide an indoor physical education teaching facility with at least 2,400 net sf. This space may have multi-purpose use in accommodating other educational program activities such as art program performances.

(3) Middle school/junior high school. For a middle school/junior high school facility, an indoor physical education teaching facility that shall have a minimum of 5,200 net sf, plus bleachers for 1.5 design capacity.

(4) High school. A physical education complex shall have a minimum of 6,500 net sf, plus bleachers for 1.5 design capacity.

(5) Combination school. Provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication, but meeting the higher net sf standards with bleacher capacity for at least 2.0-planned school program capacity or current enrollment. A single high school gymnasium shall fulfill the minimum requirements of both high school and middle school/junior high school classes. If the combination school includes an elementary, then it shall include the separate space required for an elementary school. This space may have more than one function and may fulfill more than one standard requirement.

(6) Physical education space and seating shall support access to and use of appropriate technology devices and have access to power and functional wireless connectivity.

B. Additional physical education requirements:

(1) Early education. No requirement.

(2) Elementary school. One office shall be provided, with separate physical education equipment storage with a minimum of 200 net sf each.

(3) Middle school/junior high school. Two dressing rooms shall be provided, with lockers, restroom fixtures, and at least one shower per dressing room. Two offices shall be provided with a minimum of 150 net sf each, along with separate physical education equipment storage space, with a minimum of 300 net sf.

(4) High school. Two dressing rooms shall be provided, with lockers, restroom fixtures, and at least one shower per dressing room. Two offices shall be provided with a minimum of 150 net sf each, along with separate physical education equipment storage space, with a minimum of 300 net sf.

(5) Combination school. A combination school shall provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication, but meeting the higher standards.

[6.27.30.17 NMAC - Rp, 6.27.30.15 NMAC, 1/14/2025]

Note: See "School Site" section for outdoor P.E. area requirements.

Adequacy Standards Area Summary	Minimum Area (Net Square Feet)
• Early Education	No requirement
• Elementary ~~K – 6~~	
Multipurpose/Indoor P.E	
Gym/Play Area	2,400 n~~-~~et s~~-~~f~~.~~ min. ~~)*~~
Office	200 net sf min.
PE equipment storage	~~150~~ 200 net sf min.~~*~~
~~•~~ Middle / Jr. High	
~~•~~	
~~Note: Mid-Jr. high school gyms are not required when a high school gym exists or is provided at a combination school.~~	
Gymnasium	5,200 net sf min.~~*~~
Seating (in additional space)	~~Provide~~ bleachers for 1.5 ~~planned school program~~ design capacity~~*~~
~~P.E. storage*~~	
P.E. locker rms. (2)~~*~~	
Offices (2)/PE equipment storage	150 net sf min.(ea.)~~*~~
PE equipment storage	300 net sf
• High School	
Gymnasium	6,500 net sf min.~~*~~
Seating (in additional space)	~~Provide~~ bleachers for 1.5 ~~planned school program~~ design capacity ~~*~~
P.E. locker~~s~~ rms.(2)*	
Offices (2)	150 net sf min.(ea.)
P.E. equipment storage	~~150 (ea.)~~300 net sf min.~~*~~
~~P.E. storage*~~	

~~** see the New Mexico Statewide Adequacy Standards: Section 6.27.30.15*~~

Best Practices - Physical Education:

- Due to the high cost and difficulty of expanding physical education facilities, consider the immediate and long-range use requirements during initial planning phases. Careful attention should be paid to program areas that are eligible to receive PSCOC funds and those that will require local funding. The PSCOC funds spaces that support physical education; however, it is the local responsibility to fund spaces for interscholastic sports and community recreation. The education program, available funding, size of the school, involvement in competitive and spectator sports, and the support of the community for recreational programs should all be weighed during the planning phase.

- Indoor gymnasium facilities made larger for expanded community use will have greater construction and operational costs. Consideration should be given to partnering with local government, community groups or organizations to share in both initial and operating/maintenance costs for added portions of enlarged facilities if shared use is planned.
- It is important to define the interrelationship between indoor and outdoor facilities early on. Interscholastic sports and community recreation provide opportunities for partnerships between the school district, parks & recreation, and/or other local organizations. Since these facilities may be used during non-school hours, considerations should be made for separate entrances, zoning of HVAC, location of parking, exterior lighting, storage, location of restrooms, and the ability of accessing these facilities without accessing the entire building or facility.

- Include the provision of equal facilities for men and women, access and suitability for physically impaired persons and providing flexibility so that the facility can be used for a variety of purposes.

- Isolate physical education facilities from other classroom areas due to noise considerations. Reduce noise, reverberation and echo within the gymnasium. Keep reverberation times in the gym within a range of .8 - 1.5 seconds. (See "Performing Arts" section for acoustical recommendations for gyms used also as performing arts spaces)

- Specify non-slip floors and non-abrasive wall surfaces.

- Ensure that there are no sharp edges, corners, or dangerous protrusions within reach in court space.

- Protect all wall-mounted items susceptible to damage with wire guards or other durable coverings.

- Suitable light fixtures that are recessed or shielded should be installed. Windows in the gymnasium should be elevated and protected.

- The installation of a public address system should be considered.
- Facilities for applying emergency first aid should be conveniently accessible.
- P.E. facilities in elementary schools are typically designed to allow for multi-use of the space.
- For middle school / junior high and high school:
    - It is important to recognize the trend at the middle school/junior high school level to use the physical education facility for all-school assemblies. This may result in the increased need for proper acoustic control.
    - Placement and storage of bleachers should be carefully studied.
    - Consider providing outdoor equipment storage accessible from outdoor areas.
    - Floors in shower and drying areas should have slip-resistant floor surfaces.
    - Ensure adequate storage space for equipment (recreation mats, chairs, etc.), especially if the space is to be used for multiple functions.

J. LIBRARIES, ~~AND~~ MEDIA AND RESEARCH CENTERS

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.1~~6~~8 NMAC establishes the following minimum basic requirements for libraries ~~and~~, media, and research centers:

> **6.27.30.18 LIBRARIES, MEDIA, AND RESEARCH CENTERS:**
> A school facility shall have flexible space for students to access research materials, books, digital devices, and computers, with wired and wireless connectivity. The facility shall have fixtures, equipment, technology, and resources in accordance with the standard equipment necessary to meet the educational requirements of the public education department. The area be at least 2.5 net sf/student of the planned school program capacity or current enrollment, but no less than 1,000 net sf. In addition, office/workroom space and secure storage shall be provided, with a cumulative minimum of 200 net sf.
> [6.27.30.18 NMAC - Rp, 6.27.30.16 NMAC, 1/14/2025]

Adequacy Standards Area Summary	**Minimum Area (Net Square Feet)**
• Early Education	No requirement
• Elementary ~~K – 6~~ Main room w/stacks & seating*	~~at least 3~~ 2.5 net sf/student (1,000 net sf min.)
~~Librarian's office~~Office/workroom/storage*	200 net sf combined min.
~~Storage*~~	
• Middle / Jr. High Main room w/stacks & ~~s~~eating*	~~at least 3~~ 2.5 nsf/student (1,000 net sf min.)
~~Librarian's office~~Office/workroom/storage*	200 net sf combined min.
~~Storage*~~	
• High School Main room w/stacks & seating*	~~at least 3~~ 2.5 nsf/student (1,000 net sf min.)
~~Librarian's office~~Office/workroom/storage*	200 net sf combined min.
~~Storage*~~	

~~*see the New Mexico Statewide Adequacy Standards: Section 6.27.30.16~~

Best Practices – Libraries ~~and~~, Media, and Research Centers**:**

- The library/media/research center is the academic core of the building, serving as an extension of each classroom. It should occupy a central physical and visual position in the building.
- Provide appropriate space for instruction~~,~~ and secure storage, ~~secure areas and appropriate space~~ for computers, ~~and~~ telecommunications equipment, and digital devices.
- Design the library/media/reseach center as an inviting, stimulating and accessible place, providing workspace for individuals and small and large groups for research, browsing, listening, viewing, reading and producing materials for instructional purposes.
- Provide maximum flexibility in order to meet the needs of students and staff~~,~~ ~~accommodate~~ Accommodate program priorities and respond to student population growth, information expansion and changing technologies.
- Since library/media/research centers may receive extensive after hour use by students, staff and the community, consideration might be given to locating the media center near the front entry of the building.
- Logical circulation patterns should be considered early in the design process. Design for ease of visual control.
- The use of natural lighting is encouraged.
- Lighting fixtures and patterns should be designed to illuminate between, not over, bookcases. Strive to maintain a light level of between 50 and 70 foot candles in reading areas. Efforts should be made to reduce glare in computer areas.
- Appropriate wiring for audiovisual and computer equipment is required.
- ~~There should be limited, controlled access.~~
- Provide an adjacent office/workroom for the librarian, with visual access into the library/media/research center.
- Carefully consider immediate and long-term library/media/research center needs and technological trends. As some portions of a collection are converted to digital technology, the overall storage needs of a facility may diminish. The spread of wireless technology may make expensive wiring of computer stations obsolete. Flexibility of design and technology planning is becoming increasingly necessary in considering the infrastructure and space layout of new libraries and the updating of existing facilities. Provide wired and wireless connectivity.

- Sturdy equipment with adjustable shelving is recommended to ensure prolonged use and flexibility.
- In addition to computers, other electronic communications equipment (copiers, telephone, fax machine, scanner, printer, etc.) should be planned for. Provide appropriate storage and workstation space for such equipment.
- To protect the collection and electronic equipment, controls for the heating, cooling and ventilation of a library/media/research center should be independent of other parts of the facility.

L. FOOD SERVICES

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.1~~7~~9 NMAC establishes the following minimum basic requirements for food service areas in all schools:

6.27.30.19 FOOD SERVICE STANDARDS:

A. Cafeterias. A school facility shall have adequate space and equipment necessary to provide regular meals to students during the school day.

(1) Dining. A school facility shall have a covered area or space, or combination, to permit students to eat within the school site, outside of general classrooms. This space may be multi-purpose and may fulfill more than one adequacy standards requirement not in conflict with the regular serving and dining function. Dining area shall be sized for the planned school program capacity or current enrollment to allow for a meal period requiring no more than three serving periods. The dining area shall have no less than 15 net sf/seated student.

(2) Serving. Serving area(s) accommodating efficient flow of traffic shall be provided in addition to net sf areas assigned to dining and food preparation area. The space, fixtures and equipment shall be appropriate for the food service program of the school facility and shall be provided in consideration of the size and location of the facility. Food service facilities and equipment shall comply with the food service and food processing regulations of the New Mexico department of environment.

B. Kitchen. Kitchen space and equipment shall comply with either the food preparation kitchen or the serving kitchen standards defined as follows:

(1) Food preparation kitchen - 2 net sf/meal served minimum, based upon the single largest serving period:

(a) Early childhood and elementary school: 1,000 net sf minimum.

(b) Middle school/junior high school: 1,600 net sf minimum.

(c) High school: 1,700 net sf minimum.

(d) Combination school: shall provide the elements of the grades served by Subparagraphs (a), (b) and (c) above without duplication, but meeting the higher standards.

(2) Serving kitchen. Where food is not prepared on the school site, but is delivered prepared, there shall be a minimum of 200 net sf.

(3) Additional kitchen space requirements. The kitchen shall include an office with a minimum of 150 net sf, restroom, lockers, and a custodial space with a mop sink.

(4) Fixtures, equipment, and storage. A school facility shall have space, fixtures and equipment accessible to the kitchen and serving area, in accordance with the standard equipment required, for the preparation, receipt, storage or service of food to students.

(a) The space, fixtures and equipment shall be appropriate for the food service program of the school facility and shall be provided in consideration of the size and location of the facility and frequency of food service supply deliveries. Food service facilities and equipment shall comply with the food service and food processing regulations of the New Mexico department of environment.

(b) Fixtures and equipment should include: food prep area items, including hand wash sink, serving area equipment (or buffet equipment), dishwasher, cold storage, dry other appropriate fixtures and equipment items to perform necessary cooking or warming functions.

[6.27.30,19 NMAC - Rp, 6.27.30.17 NMAC, 1/14/2025]

Adequacy Standards Area Summary	Minimum Area (Net Sq. Ft.)
• Pre-Kindergarten – 12	
Dining	15 net sf / seated student min. (3 seatings per meal period max.)*
Serving	Provided in addition to Dining Area*
Kitchen (~~full prep~~food preparation)	2 net sf / meal served, per serving period (min.)*
Elemetary	1,000 net sf min.
Middle / Jr. High	1,600 net sf min.
High School	1,700 net sf min.
~~Dishwashing area~~	
~~Cold storage~~	
~~Dry storage~~	
Serving Kitchen (~~serving/~~warming kitchen)	200 net sf min.*
Office	150 net sf min.

~~*see the New Mexico Statewide Adequacy Standards: Section 6.27.30.17~~

Best Practices – Food Services:

- ~~The designer should work to understand the owner's plan for food service and consider the following:~~
  - The type of food service program operated by the school will depend on the site location of the school and the ease with which deliveries can be made. The site therefore influences the type of kitchen facility needed and the type of equipment that must be purchased. Thus, if a school is in a rural area, daily deliveries from a central kitchen may be impractical, and a fully equipped, independent kitchen may be a necessity. Also, a remote location may call for the installation of large freezers for the storage of food that would not be necessary in a suburban school to which deliveries could be quickly and easily made.
  - Design serving, dining, and kitchen spaces to a maximum of three servings per meal period.

- ~~Food service equipment, layout of serving areas and overall size depend on the typical menu and food preparation and serving concepts.~~

- ~~Determine whether the kitchen will provide food for other sites in addition to the facility where located.~~

- ~~Many schools have satellite kitchens which serve or warm food entirely prepared off site. Some schools serve as main food prep facility for several satellite kitchens and require more space and equipment.~~

- ~~Many locations in New Mexico can augment a cafeteria with protected outdoor dining areas.~~

- ~~It is recommended that enough storage be provided for a schedule that does not exceed one week between deliveries. Schools in remote locations may require additional storage space depending on a lesser frequency of deliveries.~~

- ~~For most schools under 300, and allowing 2 cafeteria sittings per day, the likely solution will be a multi purpose space which is used as the cafeteria, for PE classes, and for assemblies and performances. If a cafeteria is to double with any other function, the designer should eliminate interior columns where possible and provide adequate space for storage. A multi-use space also calls for extra attention to acoustics and a built in sound system with reverberation times within a range of 0.7 – 1.2 seconds.~~

- The types of activities inherent in the delivery and preparation of food demand great care. Areas in which large amounts of food are prepared are typically regulated by the appropriate state and federal agencies concerned with health and environmental hazards related to food safety and the prevention of food contamination. ~~In addition, the types of activities inherent in the delivery and preparation of food demand great care.~~

- **Hazard Analysis and Critical Control Points (HACCP)** is a systematic preventive approach to food safety. It is recommended that a HACCP is performed by the food services designer to identify potential food safety hazards which can be avoided by the design. Large kitchen projects may benefit from the services of a consultant who is experienced in this type of analysis.

- ~~*General requirements for related spaces*:~~

  - *Multi-purpose space*: For most schools under 300 students, and allowing for 2 cafeteria sittings per day, the likely solution will be a multi-purpose space, which is used as the cafeteria, for PE classes, and for assemblies and performances. If a cafeteria is to double with any other function, the

designer should eliminate interior columns where possible and provide adequate space for storage. A multi-use space also calls for extra attention to acoustics and a built-in sound system with reverberation times within a range of 0.7 – 1.2 seconds.

- ~~*Receiving Area:* The receiving dock should permit easy unloading of supplies and food. This area should be located away from student traffic. The floor level of the dock and the storage/kitchen areas should be the same.~~

- ~~*Storage:* Storage for food items that do not require refrigeration should be adjacent to the receiving area and convenient to the kitchen. This area should be dry and clean. Separate bulk storage from food preparation area.~~

- *Kitchen:* The type of kitchen planned will depend on the nature of the food service program. The following questions should be answered:

  - Is the food to be prepared on site or will it be delivered from a central kitchen?
  - What type of food will be served – hot meals, convenient pre-packaged foods, vended items?
  - How many meals will be served every school day for breakfast, for lunch, for after-school programs, and special events?

  - The size of the kitchen will depend on the nature of the equipment and the number of people required to prepar~~ing~~ meals. Food preparation equipment is expensive, and it should be chosen with care before the kitchen can be designed. ~~Refrigerators and freezers for food storage – if required by the program – must be planned for and accommodated.~~ Lay out the kitchen with defined cold food prep, hot food prep, and assembly areas to enable the staff to operate efficiently.

  - *Distribution kitchen*: Many schools have satellite kitchens, which warm and serve food entirely prepared off-site. Some schools serve as a main food preparation facility for several satellite kitchens and require more space and equipment.

  - *Serving kitchen*: If the preparation and packaging of food is done at a remote location outside the immediate school, the elaborate cooking, service and clean-up facilities described above are superfluous.

- *Service:* Food service equipment, layout of serving areas and overall size depend on the typical menu, food preparation and serving concepts.

- Food service may occur in a section of the kitchen, in a separate room or in the dining area. The space needed, the equipment required and the food

preparation/service program will determine the arrangement of service counters. The objective ~~here~~ is to facilitate an attractive display, easy selection and quick service of food. Student circulation related to serving must be well-planned and coordinated within the space with other traffic paths.

- *Receiving area:* The receiving dock should permit easy unloading of supplies and food. This area should be located away from student traffic. The floor level of the dock and the storage/kitchen areas should be the same.

- *Storage:* It is recommended that enough storage be provided for a schedule that does not exceed one week between deliveries. Schools in remote locations may require additional storage space depending on a lesser frequency of deliveries. Storage for food items that do not require refrigeration should be adjacent to the receiving area and convenient to the kitchen. This area should be dry and clean. Separate bulk storage from food preparation area. Refrigerators and freezers for cold food storage – if required by the program – must be planned for and accommodated.

- *Dishwashing:* The dishwashing and maintenance area is a separate function from food preparation and holding, and should be located separately but adjacent to the dining room, preferably near its exit. Equipment selected for cleaning dishes and utensils will determine the size of the space.

- *Garbage and trash disposal:* must be separated from food storage and preparation areas to prevent contamination. This applies to dirty dishes and trays, food waste, soaps and detergents, de-greasers, pesticides, and other potential contaminants.

- *Office:* Enclosed office(s) for the head cook and/or administrator ~~will be needed~~provide space to accommodate menu preparation, purchasing and other tasks related to the management and supervision of the kitchen. The office should have a window providing a view of the kitchen and serving areas. Provide ability to have a telephone with an external line. Locate the office near the receiving door and/or near the cafeteria dining room.

- *Utility ~~Room~~room:* A utility/custodial room with a mop sink is required within the food service~~s~~ area.

- *Staff ~~Restrooms~~restrooms:* Appropriate restroom facilities, isolated from food prep areas but easily accessible to the kitchen staff, should be provided. Individual lockers for the use of kitchen staff may be required.

- ~~The type of food service program operated by the school will depend on the site location of the school and the ease with which deliveries can be made. Site therefore influences the type of kitchen facility that will be needed and the type of equipment that must be purchased. Thus, if a school is in a rural area, daily~~

~~deliveries from a central kitchen may be impractical, and a fully equipped, independent kitchen may be a necessity. Also, a remote location may call for the installation of large freezers for the storage of food that would not be necessary in a suburban school to which deliveries could be quickly and easily made.~~

- ~~If the preparation and packaging of food is done at a remote location outside the immediate school, the elaborate cooking, service and clean-up facilities described above are superfluous.~~

M. ADMINISTRATION & OTHER FACILITY SUPPORT AREAS

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.~~18~~20 NMAC establishes the following minimum basic requirements for "Other Facility Areas":

> **6.27.30.20 OTHER FACILITY AREAS:**
> **A.** Administrative space. A school facility shall have administrative space, to include offices for school administrators, councilors, ancillary staff, and records. The space shall consist of a minimum of 150 net sf, plus 1.5 net sf/student of the planned school program capacity or current enrollment.
> **B.** Student health. A school facility shall have spaces for the delivery of student health. The student health or nurse's suite shall have space to isolate any sick student(s) from the other students and perform necessary testing. It shall have a sink, refrigerator, and secure storage for records, medications, supplies. This space shall be a designated space consisting of at least 1 net sf/student of the planned school program capacity or current enrollment with a minimum of 200 net sf. The student health or nurse's suite shall have a connected accessible restroom, not included in the minimum.
> **C.** Faculty workspace and break room. A school facility shall have workspace available to the faculty. This space is in addition to any workspace available in or near a classroom. The space shall consist of at least 1 net sf/student of the planned school program capacity or current enrollment with no less than 150 net sf. The space may consist of more than one room and may have more than one function. The break room shall include a kitchenette.
> **D.** Network distribution space. A school shall have at least 120 net sf of appropriately distributed, securable, well-ventilated, temperature controlled space to accommodate routers, switches, servers and other devices to support school technology operational needs.
> [6.27.30.20 NMAC - Rp, 6.27.30.18 NMAC, 1/14/2025]

Adequacy Standards Area Summary -	**Minimum Area (Net Square Feet)**
• Administrative ~~suite~~space ~~the~~ ~~• planned school program capacity~~	~~At least~~ 150 net~~.~~ s~~.~~f~~.~~ min., plus 1.5 net~~.~~ s~~.~~f~~./~~student ~~x (150 n.s.f. minimum) *~~
~~• Parent workspace~~	~~150*min. (.5 n.s.f. x planned school program capacity)*~~
• Student health ~~capacity~~	~~At least~~ 1 net~~.~~ s~~.~~f~~./~~student ~~x planned school program~~ 200 net sf min. ~~(Includes counseling and ancillary space)*~~
Nurse's area ~~Toilet~~ Accessible restroom ~~Storage~~	~~150* min.~~ ~~Included*~~ ~~Included*~~

- ~~School Based Health Center See below (non-PSCOC funded)~~
- ~~Counseling suite See "Student Health" above"~~
- Faculty workspace~~workroom~~ / breakroom ~~150* min.~~ 1 net sf/student, 150 net sf min.
- ~~Teachers' lounge 150* min.~~
- Network distribution space 120 net sf min.

~~*see the New Mexico Statewide Adequacy Standards: Section 6.27.30.18~~

Best Practices – Administration and Other Facility Support Areas:

- *Parent ~~Workspace~~organization storage:* Parents are encouraged to form active partnerships with schools to assist with planning and carrying out school activities. This space should have:
  - Small group meeting capabilities.
  - ~~Space to house parent coordinator or volunteers to coordinate school outreach activities.~~
  - Easy access to administration and outside entrance.

- *Administrative ~~Space~~space:* Provide space for the basic administrative functions concerned with the operation of the school. This area should be located near the main entrance of the school where it is easily accessible to visitors and close to parking areas, with a suitable reception area readily available to students, teachers and visitors. Appropriate display areas should be available to display student art and other school artifacts. The administration offices should be accessed directly through the administrative reception area. The principal's office should be accessible from within the main office area as well as directly from the main corridor and commons areas. Additional considerations for the administrative space should include:
  - Ample and conveniently located storage.
  - Conferencing space.
  - Secure place for permanent records (fireproof file storage). (REQUIRED)
  - A small safe.
  - All appropriate building infrastructure for telecommunications and technology.
  - Mail rooms/workrooms (adjacent to teacher lounge).

- Acoustically-separated small meeting or conference spaces for specialized staff use.

- *Counseling:* In elementary schools, ~~these services may be only needed on a part-time basis but~~ space for both individual and small group consultation sessions is recommended. Middle and high schools typically require space for full-time counseling staff and usually employ the services of several counselors depending on school size. Small schools may have only one counselor. Part-time counseling services may be provided on a shared-schedule basis in another office. Students should feel secure and comfortable in accessing and utilizing the counseling area.

  The size of the counseling staff and spaces needed to accommodate the student population depends on the size and level of the school. Space for both individual and small group consultation sessions is recommended. Students should feel secure and comfortale in accessing and utilizing the counseling area.

- *Student ~~Health~~health:* Provide space for activities include maintaining student health records, treating minor injuries, conferencing with students and parents, conducting health screening activities, immunizations and conferring with other health professionals, teachers and administrators. Additional considerations are as follows:

  - The school nurse's area should, if necessary, be adjacent to and entered by way of the school's central control and reception area.
  - The school secretary should, if necessary, have direct visual contact with the health reception area.
  - There should be sufficient space to conduct eye examinations (minimum of 20 feet).
  - The office for the nurse or the nurse's aide shall be provided with a telephone.
  - Student health records must be maintained in secure storage.

- *Faculty ~~Workspace~~workspace/~~Teacher Lounge~~ breakroom:* Locate near the administrative hub of the facility. The atmosphere of the lounge should be relaxing and comfortable. The room should invite relaxation and informal communication, as well as provide an atmosphere of work-related collaboration. The space should be provided to accommodate the following:

  - A kitchenette with a sink
  - A break area
  - Technology access (Internet, etc.).

- *Network distribution space*

~~*School-Based Health Center (SBHC):* Each **separately-funded** center provides primary and behavioral health care including substance abuse treatment. Services are available to all students/clients regardless of ability to pay. The SBHC is operated by contracted health professional partners and groups who may be subject to additional accrediting requirements and regulations pertaining to facilities. Each state SBHC is classified to provide one of three levels of service (Level 1, 2 or 3) depending upon staffing capabilities and arrangements. Some SBHCs are designed to serve a client base which extends beyond the school campus and into the surrounding community. The SBHCs and schools work as cooperative partners serving the needs of the students and the community.~~

~~When planning the SBHC it is important to identify the anticipated level of the program, who will provide professional services, and whether services will extend into the community. The SBHC must have qualities of privacy, safety and comfort and should be convenient to accessible student pathways, parking and emergency vehicle access. Proximity to the school nurse's area is preferred, dependent upon that area's location on campus. Sharing of the center's waiting area with the general student health center waiting area may also be considered. Confidentiality in accessing SBHC services must be fostered by the location on campus and the design. The location must be inclusive without impairing the student's perception of privacy when traveling to and visiting the center. Locating the SBHC in proximity to administration and/or security staff offices is not recommended. Interior provisions for privacy and confidentiality are necessary and can be achieved through the use of visual screening and sound transmission control. Other important considerations are security of records, medications, instruments, etc., maintaining hygiene and the proper disposal of clinical waste. The private areas of the SBHC should be designed as a suite of spaces that can be entirely secured after hours or when not in use. **The table below is provided for general reference in space planning. More detailed programmatic information is available from the NM Department of Health, Office of School Health.**~~

Program Spaces (Net Only)	Area (s.f.) Level 1	Area (s.f.) Level 2	Area (s.f.) Level 3
Waiting/Reception	120	120	120
Business/Recep Office	100	100	100
Coordinator's Office	100	100	100
Providers Office	100	100	100
Exam Room			
x 1	80		
x 2		160	160
Behavioral Health Office/Therapy		100	100
x 1	100	100	
x 2			200
Group Counseling/Conf. Rm.	120	120	120
Pharmacy Area	50	50	50
Laboratory Area	110	110	110
General Storage	50	50	50
Toilet Room	60	60	60
Medical Record Storage	50	75	75
-	-	-	-
Total Area (s.f.):	1040	1245	1345

Note: General circulation space and area for walls, partitions, etc. are not included in the figures above

N. CIRCULATION, ENTRIES & COMMONS

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30 NMAC does not establish the minimum basic requirements for school building circulation, entries, and commons. Code requirements shall determine the minimum criteria for these items.

NOTE:

- Circulation and entry vestibules are generally included as *tare* space within the building. See discussion on *Efficiency Ratio and Tare* in PART III – POLICIES AND PROCEDURES.

- Commons areas are typically considered as part of circulation, and are therefore *tare* space, with some exceptions. They are usually part of the net area when they are used more as regularly occupied space than for building traffic circulation.

Best Practices – Circulation, Entries, and Commons:

- *Hallways*: ~~Key points to consider when designing *hallways* and *entries* are as follows:~~
    - Exit way widths are prescribed in the code, and can be increased to allow for locker installations in secondary schools.
    - Exit ways should be carefully laid out to provide a simple, clear, supervised way out of all school facilities.
    - Openings to outdoor areas may include vestibules and airlocks.
    - If interior windows are provided between classrooms and corridors, install blinds to allow visual control capability.

- *Commons*:~~Key points to consider when designing *commons* are as follows:~~
    - The student commons can be a central location in the school where students can congregate for relaxation, conversation, committee meetings, study and snacks. Its purpose is to nurture social and personal as well as academic advancement and to provide for student-teacher interchange in an informal atmosphere. It is normally provided only in secondary facilities and may be a repetitive feature in schools designed for learning academies.
    - ~~Although the~~ The student commons should be centrally located – perhaps in conjunction with a library, auditorium or dining area~~ – it should be somewhat secluded.~~.
    - Commons spaces may be dispersed throughout a school, in each~~a~~ learning academy~~ school may be dispersed among the various "houses"~~.
    - It should always be available for use and furnished as a ~~place~~ space for informal study and socializing.
    - Snacking facilities may be incorporated within or adjacent to the area.

O. BUILDING SUPPORT SPACES

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.~~19~~ 21 NMAC and *Section 6.27.30.~~20~~ 22 NMAC* establish the following minimum basic requirements for general storage and maintenance or janitorial space:

> **6.27.30.21 GENERAL STORAGE (EXCLUDES LOCKERS, JANITORIAL, KITCHEN, GENERAL CLASSROOM, SPECIALTY CLASSROOMS, AND ADMINISTRATIVE STORAGE):** For storage, at least 1.5 net sf/student of the planned school program capacity or current enrollment may be distributed in or throughout any type of room or space, but may not count toward required room square footages. General storage must be securable and include textbook storage.
> [6.27.30.21 NMAC - Rp, 6.27.30.19 NMAC, 1/14/2025]
>
> **6.27.30.22 MAINTENANCE OR JANITORIAL SPACE:** Each school shall designate 1 net sf/student of the planned school program capacity or current enrollment for maintenance or janitorial space. Janitorial space shall include a janitorial sink.
> [6.27.30.22 NMAC - Rp, 6.27.30.20 NMAC, 1/14/2025]

Adequacy Standards Area Summary	**Minimum Area (Net Square Feet)**
~~• Custodial rooms**~~	~~.5 net s.f/student total*~~
• Storage areas (does not include in-classroom storage) General storage* Textbook storage*	1.5 net s.f/student total*
• Maintenance / janitorial rooms	1 net s.f/student total

> ~~*see the New Mexico Statewide Adequacy Standards: Section 6.27.30.19~~
> ~~**see the New Mexico Statewide Adequacy Standards: Section 6.27.30.20~~

Best Practices – Building Support Spaces:

- General storage is typically dispersed throughout the facility and receiving areas should be located where easily and safely accessed for deliveries without disrupting other normal school traffic.

- The number and locations of such areas are dependent upon the scale of the facility and the limitations of the systems or functions provided. For example, custodial space should be provided to allow for reasonable access to a mop sink and supplies in every major building area.

- **It is critical that custodial and grounds maintenance storage be sufficient in size, properly located, and separate from general storage and mechanical /electrical rooms. Safe storage of potentially hazardous cleaning materials, fuels, etc. is mandatory. Code compliance in rooms with mechanical and electrical equipment requires that general and custodial storage is not accommodated within these spaces.**

- Provide a roof top access hatch accessible by a fixed steel ladder placed within a lockable storage or custodial space.

- Provide secure filing space for building maintenance documents, training videos, handbooks, and manuals.

- General design considerations related to building maintenance are as follows:

    - Where there will be above-ceiling space for mechanical and electrical system components, design for convenient installation and maintenance of fixtures and equipment. Provide access panels in ceilings and include doorways for large chase spaces to facilitate maintenance and repair work.

    - Make sure there is proper lighting in all support spaces.

    - When planning rooms for specialized data and telephone electronics equipment, work closely with the appropriate specialists to determine room sizes, clearances and any critical ventilation requirements to handle the heat buildup from this equipment. Louvers in interior doors are not recommended. Use ducted transfer ventilation or undercut doors. Consider any other special requirements such as needed to prevent or reduce dust infiltration.

IX. APPENDICES

APPENDIX A: Maximum Building Gross Square Footage (GSF) per Student

Max. Building Gross Square Footage Per Student for Elementary Schools (Grades K - 5)

Maximum Total Projected Enrollment	Gross Square Footage per Student (GSF/Student) To Adequacy	Total Facility GSF To Adequacy
25	150	3750
50	149	7441
100	146	14647
150	144	21616
200	142	28350
250	139	34849
300	137	41112
350	135	47139
400	132	52930
450	130	58486
500	128	63806
550	125	68750
600	123	73740
650	121	78353
700	118	82731
750	116	86872
800	113	90779
850	111	94449
900	109	97884
950	106	101084
1000	104	104047

Max. Building Gross Square Footage Per Student for Middle Schools (Grades 6, 7, 8)

Maximum Total Projected Enrollment		Gross Square Footage per Student (GSF/Student) To Adequacy	Total Facility GSF To Adequacy
	50	170	8500
	100	167	16685
	150	164	24554
	200	161	32107
	250	157	39345
	300	154	46268
	350	151	52875
	400	148	59167
	450	145	65144
	500	142	70804
	550	139	76150
	600	135	81180
	650	132	85894
	700	130	91000
	750	126	94377
	800	123	98145
	850	120	101598
	900	116	104735
	950	113	107557
	1000	110	110063
above	1000	Use Maximum GSF/Student Calculator available at www.nmpsfa.org	

Max. Building Gross Square Footage Per Student for High Schools (Grades 9 - 12)

Maximum Total Projected Enrollment		Gross Square Footage per Student (GSF/Student) To Adequacy	Total Facility GSF To Adequacy
	50	215	10750
	100	211	21053
	150	206	30909
	200	202	40319
	250	197	49281
	300	193	57797
	350	188	65865
	400	184	73487
	450	179	80662
	500	175	87390
	550	170	93500
	600	166	99505
	650	161	104892
	700	157	109832
	750	152	114326
	800	148	118372
	850	143	121972
	900	139	125125
	950	135	127830
	1000	130	130089
above	1000	Use Maximum GSF/Student Calculator available at www.nmpsfa.org	

By reducing the APG GSF per student, every project may be challenged with regards to space utilization efficiency. The revised APG are intended to functionally support all of a school's educational programs, yet to encourage multi-use spaces and other utilization maximizing strategies that will reduce facility size. It is however recommended that guideline maximums be allowed to be challenged first to the PSFA on a case-by-case and educational program-by-program basis. If agreement cannot be reached, districts may appeal any PSFA decisions to the PSCOC. Appeals to the PSCOC should be required to be in writing and no later than 20 days prior to the next PSCOC meeting

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Max. Building Gross Square Footage Per Student for Elementary Schools (Grades 1-5)		
Maximum Total Projected Enrollment	Gross Square Footage per Student	Total Facility GSF
25	496	12,412
50	372	18,614
100	279	27,917
150	236	35,385
200	209	41,867
250	191	47,702
300	177	53,068
350	166	58,074
400	157	62,789
450	149	67,266
500	143	71,540
550	138	75,640
600	133	79,588
650	128	83,401
700	124	87,094
750	121	90,680
800	118	94,167
850	115	97,565
900	112	100,881
950	110	104,121
1000	107	107,291

Max. Building Gross Square Footage Per Student for Middle Schools (Grades 6-8)		
Maximum Total Projected Enrollment	Gross Square Footage per Student	Total Facility GSF
25	487	12,166
50	376	18,775
100	290	28,972
150	249	37,342
200	224	44,709
250	206	51,411
300	192	57,626
350	181	63,462
400	172	68,994
450	1650	742,473
500	159	79,336
550	153	84,213
600	148	88,926
650	144	93,495
700	140	97,934
750	136	102,255
800	133	106,470
850	130	110,588
900	127	114,616
950	125	118,561
1000	122	122,429

Max. Building Gross Square Footage Per Student for High Schools (Grades 9-12)		
Maximum Total Projected Enrollment	Gross Square Footage per Student	Total Facility GSF
25	653	16,320
50	489	24,448
100	366	36,624
150	309	46,393
200	274	54,866
250	250	62,490
300	232	69,500
350	217	76,036
400	205	82,193
450	196	88,037
500	187	93,615
550	180	98,965
600	174	104,115
650	168	109,090
700	163	113,907
750	158	118,583
800	154	123,131
850	150	127,561
900	147	131,885
950	143	136,109
1000	140	140,241

Max. Building Gross Square Footage Per Student for Elementary/Middle Combo Schools (Grades PK-8)		
Maximum Total Projected Enrollment	Gross Square Footage per Student	Total Facility GSF
25	2200	55,000
50	1100	55,000
100	550	55,000
150	367	55,000
200	275	55,000
250	236	59,104
300	221	66,302
350	209	73,069
400	199	79,486
450	190	85,613
500	183	91,492
550	177	97,158
600	171	102,636
650	166	107,948
700	162	113,110
750	158	118,138
800	154	123,044
850	150	127,837
900	147	132,528
950	144	137,123
1000	142	141,629

Max. Building Gross Square Footage Per Student for Middle/High Combo Schools (Grades 6-12)		
Maximum Total Projected Enrollment	Gross Square Footage per Student	Total Facility GSF
25	2200	55,000
50	1100	55,000
100	550	55,000
150	367	55,000
200	275	55,000
250	256	63,930
300	237	71,144
350	222	77,874
400	211	84,217
450	201	90,239
500	192	95,991
550	185	101,508
600	178	106,822
650	172	111,955
700	167	116,928
750	162	121,755
800	158	126,452
850	154	131,028
900	151	135,494
950	147	139,859
1000	144	144,129

Max. Building Gross Square Footage Per Student for Elementary/Middle/High Combo Schools (Grades PK-12)		
Maximum Total Projected Enrollment	Gross Square Footage per Student	Total Facility GSF
25	2200	55,000
50	1100	55,000
100	550	55,000
150	367	55,000
200	288	57,548
250	263	65,702
300	244	73,214
350	229	80,232
400	217	86,853
450	207	93,145
500	198	99,158
550	191	104,932
600	184	110,496
650	178	115,875
700	173	121,088
750	168	126,151
800	164	131,080
850	160	135,884
900	156	140,576
950	153	145,162
1000	150	149,651

Appendix A above only describes the Maximum Building Gross Square Footage at specific intervals as an example. Refer to the Max GSF Calculator avaiable at www.nmpsfa.org for specific enrollment maximums.

The GSF Calculator is intended to functionally support all of a school's educational programs, yet to encourage multi-use spaces and other utilization maximizing strategies that will reduce facility size. It is however recommended that guideline maximums be allowed to be challenged first to the PSFA on a case-by-case and educational program-by-program basis. If an agreement cannot be reached, districts may appeal any PSFA decisions to the PSCOC. Appeals to the PSCOC should be required to be in writing and no later than 20 days prior to the next PSCOC meeting.

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APPENDIX B: Natural Lighting in the Classroom

A ~~recent~~ study found that over half of the energy use in New Mexico public schools goes toward lighting the facilities.

The proper use of natural lighting in the classroom can help to reduce overall energy use. ~~Recent s~~Studies have shown that daylighting in the classroom can also have a positive effect upon human psychology and performance. ~~A number of s~~Studies have also demonstrated a direct correlation between increased daylight exposure in the classroom and increased test scores on standardized tests for students at all grade levels. Properly designed daylighting systems can be both aesthetically pleasing and cost-effective to integrate into building design. Successful daylighting solutions in schools include translucent wall panels and clerestory light monitors with operable shading devices. Any solution needs to consider the problems of glare and the distribution of usable light.

Consider the potential of distracting views to the outside, any necessity for visual monitoring, safety, and security in selecting window types, sizes, and locations.

Properly selected blinds or shades are typically useful in controlling natural light and views to the outside and classroom interior. Avoid types that introduce visual patterns which are distracting to students. Consider the need for a certain level of room-darkening for audio/visual presentations. Black-out shades are not recommended except where absolutely necessary.

The National Clearinghouse for Educational Facilities posts a web page linking to a number of books, journal articles, related web sites and resource links dealing with natural light in the classroom environment, its effect upon human performance and the design of daylighting systems. This resource list can be viewed at: http://www.edfacilities.org/rl/daylighting.cfm.

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APPENDIX C

Site Selection Criteria			
Site Name: **Site:** **Date:** **Area:**			
Location	Yes	No	Comments
Is it within the attendance area?			
Is adjacent land use compatible?			
Is it centrally located to avoid extensive transporting and to minimize student travel distance?			
Is it compatible with current and probable future zoning regulations?			
Is it close to libraries, parks, museums and other community services?			
Is there available fire and police protection, including fire lines?			
Is there favorable orientation to wind and natural light?			
Is the site close to other schools?			
Are there known or potential significant environmental concerns impacting site habitat (e.g., fish-bearing streams, unique flora or fauna)?			
Are there heritage/archaeological artifacts of known or potential historical/archaeological significance?			
Is there existing or proposed zoning/land use designation which prevents development as school site?			
Is there known or anticipated unsuitable development on adjacent properties?			
Is there convenient potential for joint-use opportunities?			
Is there existing trash and garbage disposal service conveniently available to the site?			
Is there proximity to available housing?			
Adjacencies			
Is it properlydistanced from roadways with high volumes of traffic?			
Is it farther than 1,500 feet away from railway tracks?			
Is it farther than two miles away from an airport runway?			
Is it free from the existing paths of high voltage lines?			
Is it free from the existing paths of high-pressure lines (gas*, sewer or water lines)? *Contact the PRC Pipeline			

Safety Division for more info			
Are there safe and convenient routes for students to walk and bicycle to school? (Use NM Safe Routes to School neighborhood assessment forms available at *www.nmshtd.state.nm.us*).			
Is the site free of contaminants/toxics in soil or ground water, such as from landfills, dumps, chemical plants, refineries, fuel tanks, nuclear power plants or agricultural use of pesticides or fertilizer, etc.?			
Is far from high-decibel noise sources?			
Is it far from open-pit mining?			
Is it far from a fault zone or active fault?			
Is it outside a dam inundation area or a 100-year flood plain?			
Is it relatively free of social hazards in the neighborhood, such as high incidence of crime and drug or alcohol abuse?			
Are air quality levels acceptable?			
Can school regulate access by unwanted visitors?			
Soils			
Is the site far from faults or fault traces?			
Is there stable subsurface and bearing capacity?			
Is it free of the danger of slides or liquefaction?			
Is there adequate percolation for septic system and drainage?			
Is there an adequate water table water level?			
Is existing land fill reasonably well compacted? **Note:** A geological hazard report must be conducted to determine soil and seismic conditions			
Is the site free from hazardous materials?			
Accessibility			
Is public transportation available?			
Are there safe, convenient routes for all users (students, staff, parents and visitors) to walk and bicycle to the site? (Use NM Safe Routes to School neighborhood assessment forms available at *www.nmshtd.state.nm.us*).			
Does it have easy community access for shared use?			
Is adjacent traffic reasonable?			
Can buses get in and out easily?			
Can emergency vehicles get in and out easily?			

Is the site free from nearby off-site obstacles such as crossings on major streets and intersections, narrow or winding streets, or heavy traffic patterns?			
Is the site clear from natural obstacles such as grades or gullies?			
Is there reasonable freeway access for bus transportation without the site being adjacent to the freeway?			

Environment	Yes	No	Comments
Is the site free from sources of noise that may impede the instructional process?			
Is the site free from air, water and soil pollution?			
Is the site free from smoke, dust, odors and pesticide spray?			
Does the site provide aesthetic off-site and on-site views?			
Is the site environment compatible with the educational program?			
Are there places for outdoor education?			
Is there natural vegetation?			
Topography			
Can the site be drained properly?			
Can grading be performed easily and economically?			
Can vehicles easily negotiate the terrain?			
Are there flat areas for playing fields?			
Is the site free of rock ledges or outcroppings?			
Is it below the maximum site slope of 2-4% over minimum of 50% of site for ease of design and access?			
Size and Shape			
Is the net acreage consistent with intended use?			
Is the length-to-width ratio below 2:1?			
Is there sufficient open play area and open space?			
Is there potential for expansion for future needs?			
Is there area for adequate and separate bus loading and parking?			
Is there adequate space for bus loading and separate parent drop-off / pick-up areas?			
Does the site shape facilitate pedestrian and bicycle access?			

Utilities			
Is there availability of water, electricity, gas, and sewer?*			
Is there the feasibility of bringing utilities to site at a reasonable cost?			
Are there no restrictions on rights of way?			
*Contact State Fire Marshal for requirements for fire suppression water needs and site approval			
Availability			
Is the property on the market for sale?			
Are title clearance issues non-existent or resolved?			
Is condemnation of property unnecessary?			
Is it free of site easements or restrictions?			
Cost	Yes	No	Comments
Are anticipated costs for purchase of property, severance damages, relocation of residents and business, and legal fees reasonable?			
Are estimated costs for site preparation, including drainage, parking, driveways, removal of existing buildings and grading reasonable?			
Are the estimates for any long-time site maintenance costs reasonable?			
Is the site free of need for toxic cleanup beyond the owner's obligation?			
Is the site free of any extensive need for environmental mitigation?			
Does the site location minimize the need for long-distance transportation of students to and from the site and the associated costs?			
Public Acceptance			
Is there public acceptance public acceptance of the proposed site?			
Is the city or county planning commission receptive to the location of the site?			
Is the site free from prime agriculture or industrial use zoning designations?			
Is the site free of a negative environmental impact report?			
Is there coordination of the proposed school location with future community plans?			

APPENDIX D: ACCESSIBILITY AND UNIVERSAL DESIGN

The New Mexico Building Code has adopted accessibility codes for all public buildings. Compliance with the Americans with Disabilities Act (ADA) is a requirement for all public schools. Further, in 1997 the Individuals with Disabilities Education Act (IDEA) was amended to strengthen, to the maximum extent possible, the right of students with disabilities to be educated with non-disabled students (mainstreaming). Once relegated to special needs classrooms or specialized facilities, an increasing number of students with moderate, severe and even profound disabilities are now requiring full accessibility to public school facilities at all grade levels. Thus, issues of accessibility must become a fundamental component of public school facility design. The final decision on interpretation of accessibility requirements shall be according to the State of New Mexico Building Code.

The following issues should be considered in regard to accessibility in public schools:

Universal Design—Pursuing universal design principles results in easier access and increased safety for all users. The expansion of school-based programs means an increase of users ranging from pre-schoolers to senior citizens. The application of universal design principles can allow a wider range of users access to a facility.

Versatile Classroom Space—Classrooms that provide a variety of choices in the physical environment can be important in meeting the needs of students with a wide range of disabilities. The creation of alcoves and use of varying ceiling heights to define space separations within the classroom can aid students with emotional disabilities and those with attention disorders who require greater physical and/or acoustic separation between activities to reduce distractions. Modular furniture can also lend an element of versatility to the classroom. Data outlets should be dispersed throughout a classroom rather than clustered.

Minimal Travel Distances—It is important to minimize the distance any student travels from one destination to another, especially for students with disabilities. Gymnasiums, libraries, music and art classrooms and elevators should all be centrally located to reduce travel distances. In multi-story facilities, it may be necessary to provide more than one elevator to provide reasonable travel distances.

Integration of General and Specialty Classrooms—To the extent possible, specialized education spaces should not be isolated or clustered in a single area of the building, but dispersed throughout the school.

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Outdoor Areas — Accessibility issues are not limited to the facility but should be extended to include the entire site. Far too often playgrounds and other outdoor areas are inaccessible to students with disabilities. New federal guidelines address what types and to what extent playground components must be made accessible. Though the Department of Justice has not yet adopted these, they should be used as a guide. (The outdoor play area guidelines and all other regulations of the ADAAG and UFAS are available at http://www.access-board.gov.)

Classroom Acoustics — The acoustical quality of learning spaces is becoming a critical matter in today's schools. Designers must pay specific attention to the effect of noise-producing factors and absorption of noise generated within the learning space and of noise isolation between spaces. A good source of information on this subject is the publication entitled "Classroom Acoustics" issued by the Acoustical Society of America, www.asa.aip.org .

In 2002, voluntary acoustic standards were adopted for classrooms serving students with hearing impairments, attention disorders, emotional disabilities and multiple disabilities. The background noise standard is set at a maximum of 35 dBA with a reverberation time standard in an unoccupied classroom of 0.5 seconds for classroom volume under 10,000 cubic feet, 0.6 seconds for volumes between 10,001 and 20,000, and reverberation times of 1.5 seconds for classrooms with volumes exceeding 20,001 cubic feet.

For classrooms serving mainstream students the background noise standard is set at a maximum of 45 dBA for new construction and renovation projects, with a reverberation time standard in an unoccupied classroom of 0.6 seconds for classroom volume under 10,000 cubic feet, 0.7 seconds for volumes between 10,001 and 20,000, and reverberation times of 1.5 seconds for classrooms with volumes exceeding 20,001 cubic feet.

Special attention shall be given to noise isolation of and between classrooms and noisy adjacencies as outlined in ANSI S12.60 - 2002.

Building Security — The general trend toward controlling access to keep unauthorized individuals from entering schools can also serve to keep students with disabilities, such as autism and emotional disabilities from leaving the school building. Such students are prone to leaving the school building unsupervised and risking harm to them. Access to areas such as storage rooms and mechanical areas with potentially dangerous equipment or supplies presents other security issues worthy of consideration.

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THE
NEW MEXICO
PUBLIC SCHOOL

ADEQUACY PLANNING GUIDE

New Mexico Public School Facilities Authority

July 15th, 2010
Including Change No.5 dated April 14th, 2025

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RECORD OF CHANGES

Each page of the *Adequacy Planning Guide*, including the table of contents, introduction, and appendices bears a heading which indicates the PSFA publication date for the entire document. Changes may include simple modifications of text, or the deletion or addition of entire sections. PSFA will list each change made between the previous and current version of the *Guide* on the RECORD OF CHANGES spreadsheet below. A changed section, article, paragraph, sub-paragraph, or table is marked with a corresponding single, vertical line appearing in the left-hand margin opposite the change.

It is the responsibility of the planner or design professional to make sure that the version being consulted is the latest version. This may be verified by checking the most current edition of this document posted on the PSFA web site at www.nmpsfa.org.

No.	Date	Location	Description
1	01/27/11		• Appendix A: Calculation error corrected in "Total Facility GSF 'to Adequacy" column for 200 Student row (all school types).
2	09/14/12	Sec. III-A	• In "A. Space Allocation", Item 2 referencing "Total Gross Square Footage (General)": Add new "Item a" describing the process for excluding floor area of certain oversized existing spaces in calculation of Total Gross Square Foot area of entire facility. • In "A. Spaced Allocation", Item 2, add at end of second sentence in main paragraph new text related to efficient design and programmatic requirements. • "A. Space Allocation", Item 2 referencing "Total Gross Square Footage (General)": Add new "Item b" referring to new Square Foot Interpolation Guide tool on PSFA web site.
		Sec. VI-B	• In "B. Long-Term Operations, Maintenance and Sustainability": Add new paragraph at end describing recommendations toward minimizing air infiltration into buildings.
		Sec. VI-C	• In "C. Long-Term Energy Costs": Add new paragraph at end mentioning considerations in HVAC system selection and performance of building envelope components.
		Sec. VIII-B	• In "Best Practices-Academic Classroom Space," in section entitled "General Classroom Environment", under subsection related to "Size": Add text which addresses classroom arrangement and design features which minimize glare problems on instructional surfaces.
No.	**Date**	**Location**	**Description**

2	09/14/12 Cont'd	Sec. VIII-L	• In "Best Practices-Food Services", in first item referencing maximum number of meal periods per day: Eliminate reference to PED requirement (matching change in Adequacy Standards).
		Sec. VIII-N	• In "Best Practices-Circulation, Entries & Commons", in first section referencing design of hallways and entries: Add an item suggesting controllability of vision between classrooms and corridors if interior windows provided.
		Sec. VIII-O	• In "Best Practices-Bldg. Support Spaces", add new fifth item recommending provision of secure filing space for maintenance documents, etc. within this area.
		Appendix A	• Add note referencing new Square Foot Interpolation Guide tool on PSFA web site. • Delete note referencing potential incentive for space reduction.
		Appendix B	• After second paragraph: Insert two new paragraphs referring to control of visual access, views and natural light into classroom.
		Appendix D	• In section entitled "Classroom Acoustics": Transfer and insert entire text from deleted Appendix E and add detailed best practices related to sound reverberation times in classrooms.
		Appendix E	• Delete entire appendix and transfer text to Appendix D (see above)
3	01/15/13	Appendix A	• Delete "Appendix A: Maximum Building Gross Square Footage (GSF) per Student" tables and text and replace with revised tables along with supplemental language.
		Section III-A-2b	• Replace words "Square Foot Interpolation Guide" with words "Maximum Gross SF per Student Calculator".
4	08/28/13	Appendix A	• In both Middle School and High School sections of Appendix A, insert words "Use Maximum GSF per Student Calculator available at www.nmpsfa.org" into cells horizontally adjacent to "above 1000" in the Maximum Total Projected Enrollment columns.
5	4/14/25	Entire APG	• Updated to align with the January 14, 2025, repeal and replace of the Statewide Adequacy Standards. • Technical corrections throughout best practice sections.

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I. INTRODUCTION TO THE *GUIDE*

In 2003, the Public School Capital Outlay Council, through its Standards Subcommittee and Guidelines Advisory Group, drafted a reference guide to the *New Mexico Public School Facility Adequacy Standards*. This document was developed to clarify the standards and to provide assistance through references and 'best practice' examples to complement the adopted *Standards* {6.27.30 NMAC, 9/1/2002}. The ***New Mexico Public School Adequacy Planning Guide*** was incorporated by reference into the *Adequacy Standards* rule and coordinated with the 2007 revisions to the *Adequacy Standards*. The *Adequacy Standards* now state that the ***New Mexico Public School Adequacy Planning Guide*** is to be used in the programming and design of school projects to meet adequacy requirements. The *Guide* remains by design a dynamic document, meant to be re-visited and modified periodically in such a manner in order to adapt to changes in New Mexico educational programs and facility requirements.

II. THE PURPOSE OF THE *GUIDE*

The *Adequacy Planning Guide* is a reference that will guide the user on the acquisition of school sites and the planning and design of new schools, additions, and renovation in compliance with the *Adequacy Standards*.

The *Adequacy Planning Guide* does not supersede or increase the state's adopted *Adequacy Standards* when evaluating existing facilities for adequacy. It is provided as a reference tool which complies with the *Adequacy Standards* and is used for the design of new construction, additions and renovations of sites and facilities. If there appears to be a conflict between the *Adequacy Standards* and the *Adequacy Planning Guide* during the appraisal for adequacy of an existing facility, the *Adequacy Standards* control.

Use of the *Adequacy Planning Guide* provides acceptable models for how statewide school sites should be selected and how facilities can be designed to support statewide educational programs and other needs. Both the *Adequacy Planning Guide* and *Adequacy Standards* underscore the assumption that facilities and sites exist to support statewide instructional needs, leading to student achievement and success.

III. POLICIES AND PROCEDURES

A. Facilities Master Planning:

Per Section 22-24-5 NMSA 1978, the five-year facilities master plan (FMP) is a requirement for potential Public School Capital Outlay Council (PSCOC) awards to school districts and state-chartered charter schools, including lease assistance. Should a school district or state authorized charter school decide to apply for PSCOC funds for any of its highly ranked projects, it will need to have a current five-year master plan identifying that project as a priority. This means that the district has prepared and adopted a FMP based on data and input with clear priorities on the projects it has deemed the most important for resource allocation. The FMP contains the following key sections and data:

1. Enrollment Projections: Projects enrollment for five years for the district as a whole by grade level and each school within the district by grade level.

2. Capacity: Capacity measures the number of students a school building can hold based on number of classrooms, educational program or grade level assigned to the classroom, scheduling efficiencies, room size, and pupil teacher ratio.

3. Utilization: Utilization measures the rate at which a school uses its educational spaces throughout the school day, which could help determine future classroom need or identify inefficiencies in room usage. There are two measurements of utilization the FMP must contain.

    a) Building Utilization: Measures the frequency of classroom used by hour or class period to arrive at an average for the building as a whole. The ideal utilization rate for an elementary school should fall between 90% and 95% while secondary school's ideal utilization rate should fall between 70% and 90%, given scheduling variations in middle and high school curriculum and student rotations in and out of certain rooms.

    b) Seat Utilization: Measures the number of seats occupied per classroom per school day or class period against the total number of seats in the room.

4. District Financial Resources: Identifies the financial resources at the district's disposal, which it can use to address FMP identified facility priorities.

5. Building Assessment and Facilities Assessment Database Updates: For each school in the district, this assessment examines building structural condition as well as systems condition, which helps the district establish the planning priorities. These conditions are measured against the Facilities Assessment Database results for the school.

6. Capital and Systems Priorities: Based on data enrollment, capacity, financial resources, building/system condition information, as well as public input, the FMP must contain project priorities for the district to address for each five-year planning period.

7. Supporting Information: Includes floor plans/site plans, construction/addition dates, district mapping including attendance zone boundaries, and graphics/photos.

B. Special Planning Studies:

At PSFA Staff recommendations and the Council's discretion, the PSCOC may require special planning studies to help further define a project including but not limited to Building Systems Analysis Report, Educational Specifications, Campus Master Plans, Utilization/Capacity studies, and/or enrollment updates.

C. Space Allocation:

1. **Minimum areas:** The minimum net square foot area requirements (NSF) stated for each category of space in the Adequacy Planning Guide are in conformance with the requirements listed in the current version of *6.27.30 NMAC, New Mexico Public School Facility Adequacy Standards.* No new space shall be constructed below the Adequacy Standards net square feet requirements.

2. **Total Gross Square Footage (General):** The State of New Mexico Public School Capital Outlay Council (PSCOC) has established maximum allowable square foot guidelines for school facilities based on the type of school and number of students. The state will provide funding up to the maximum gross square footage (GSF) per student as provided in these guidelines and as justified by an efficient design solution based upon actual programmatic requirements. See Appendix A for a table of maximum allowable gross square foot per student figures. Individual spaces within the allowed total GSF for the facility shall be sized to accommodate the program and required efficiency (utilization ratio). The aggregate of all such spaces, including tare, shall not exceed the total maximum allowable GSF as established by Appendix A for the facility.

    a) **Exception:** Certain oversized existing spaces may cause an entire facility to exceed the maximum allowable GSF calculated using Appendix A. If the excess existing space cannot be economically subdivided or converted for other required purposes to meet adequacy while remaining functional, then the excess amount of such space shall be individually identified, quantified separately, and excluded from the Total GSF calculation for the entire school.

    b) A Maximum Gross Square Footage per Student Calculator is available on the PSFA website as a tool for calculating the total GSF of a facility based upon the number of students and the school type in accordance with Appendix A.

    Available at: https://www.nmpsfa.org/wordpress/standards-based-projects/

3. **Exceeding the Allowable Total GSF:** If the maximum allowable GSF per student area for the entire school is exceeded, the school district must wholly fund the excess area through a locally-funded initiative in addition to contributing the required local share to the project.

4. **Tare:** The total allowable GSF figures in Appendix A assume a high level of building efficiency. When determining *building efficiency* and related *tare*, school buildings are considered to have two categories of space:

    a) *Net square feet (NSF)*, also known as Net Assignable Square Feet, is the interior usable space required to meet general or specific programmatic needs.

b) *Gross Square Feet (GSF)* is total area of all spaces in the building that includes the NSF plus all other non-assignable spaces measured to the outside of the exterior walls.

i. *Tare* space is non-assignable space, limited to 30% of the GSF on PSCOC-funded projects, and includes:

(1) Circulation, including corridors, stairways, elevators

(2) Restrooms (specialized restrooms such as in a kindergarten classroom are typically counted in the NSF)

(3) Mechanical rooms

(4) Electrical rooms

(5) Custodial closets

(6) Thickness of the walls

You can estimate the GSF by:

a) Multiplying NSF by tare percentage

Sample calculation: An example for a facility with 70,000 NSF of programmable area is as follows:

GSF = (NSF multiplied by 30%) plus NSF

GSF = (70,000 x 0.30) + 70,000

GSF = (21,000) + 70,000

GSF = 91,000

5. **Ineligible Features:** If the school district elects to proceed with facility components considered to be typically ineligible for PSCOC funding, the school district must wholly fund these excess features through a locally-funded initiative in addition to contributing the required local share to the project. Such deviations should be discussed with the PSFA staff during the early phases of the project.

   The following are samples of facility areas and features that are ineligible for PSCOC funding. Other items in these categories, but not specifically mentioned on this list, should be discussed with PSFA staff during the early phases of the project.

Facility areas typically not eligible for PSCOC funding are as follows:

Athletic facilities:

- Stadiums
- Swimming pools
- Baseball fields
- Softball fields
- Football fields
- Soccer fields
- Tennis courts
- Miscellaneous facilities (e.g. football, golf)
- Multipurpose/auxiliary gym
- Athletic locker rooms
- Press Box
- Concession stands
- Ticket booths
- Officials changing rooms
- Athletic offices
- Athletic team storage
- Training room
- Weight Room
- Wrestling room

Performing arts facilities:

See "G. ART EDUCATION" for exceptions to ineligibility of following features:

- Auditoriums

School support facilities:

- Bus compounds or garages
- Board rooms
- Equipment storage or tool sheds
- Maintenance facilities
- District administrative offices

Non-school facilities

- School-based health centers
- Recreation centers

- Senior citizens centers
- Food pantries

Technology

- Technology infrastructure and equipment (except wiring, conduit, cable trays, receptacles, and patch panel assembly).
- Computers/Software

Other

- Sinks in general classrooms (required in pre-kindergarten classrooms)
- Site landscaping

Certain facility features may be eligible for PSCOC funding if supported by educational program need, FTE assignment, degree of academic utilization, and/or district does not have a separate facility for essential spaces. Those are as follows:

- Auditoriums – See "G. Specialty Classrooms – Art Education"
- Stage
- Auxiliary gymnasiums
- Weight rooms
- Additional playing fields
- Daycare or Head Start classrooms
- Youth group facilities
- Superintendent office/business office, board room, or other district administrative space – only if the district does not have a separate administration building

6. **Community Use:** Schools are an important focal point of the community that they serve and can support the needs of a community. Communities provide important family and community facilities such as parks, auditoriums, and playing fields. As resources such as water and energy become more expensive, the opportunity to create joint use facilities is becoming more important. School districts may partner with communities by allowing community facilities to be built on school grounds and then sharing operational costs with a community. Alternately, a district may be able to justify a facility for joint use with a community that by itself could not be financially justified.

D. School classifications:

Per the Adequacy Standards, the classifications for public schools are:

1. Early childhood schools are schools that only serve pre-kindergarten, and no other grade levels.
2. Elementary schools are schools with a combination of grades Pre-Kindergarten through 6th.
3. Middle school / junior high schools are schools with a combination of grades 6th through 8th.
4. High schools are schools with grades 9th through 12th.
5. Combination schools shall provide the elements of and combinations of grade levels served by elementary, middle/junior, or high schools.
6. Recommendations related to small/large schools, rural schools, special programs, community use, etc. are provided in order to establish a reasonable degree of flexibility in the planning and design of school projects that meet state standards.

E. Process for submitting planning and design documents to PSFA:

A school facility design will typically meet adequacy if the requirements of the *Guide* are met. The PSFA Planning & Design Department reviews programs and plans for new facilities and renovation projects to check for compliance with the *Guide's* intent. Written notification is sent by the PSFA plan reviewer to the district, design professional, and PSFA regional project manager, which lists the results of each review. If the PSFA plan review process results in identification of non-compliant or unacceptable items in the program or design, the district and design professional must respond promptly with either corrections or further clarifications. These should be addressed directly to the PSFA plan reviewer. In the event that the corrections or clarifications have not, in the judgment of the PSFA plan reviewer, resulted in conformance with the intent of the *Guide,* the district may either accept the decision or request a Final Administrative Interpretation (FAI) from PSFA as follows:

1. **Requesting an FAI:** If an issue cannot be resolved directly between the district and the PSFA plan reviewer, a district, through their design professional, may request in a timely manner, an FAI hearing by the PSFA during any phase of a project. A written request must be addressed to the PSFA Planning & Design Department Manager with copies to the PSFA plan reviewer and regional project manager. This request shall contain the following information about the issue(s) in question:

    a. One copy of the latest correspondence from the PSFA plan reviewer indicating disapproval regarding the issue(s) to be considered in the FAI.

    b. Detailed programmatic information relevant to the issue.

    c. Spatial utilization information and calculations indicating the anticipated efficiency of use for any space in question.

    d. Any anticipated impact on the total project budget if a variance to the *Guide* is granted.

    e. Any other information which may justify or explain the request.

2. **PSFA Agency Review of FAI:** The agency will review the FAI and request additional information as necessary from any party involved with the project in order to make an administrative decision. The district and design professional will be offered an opportunity to meet with the agency to present their request in person. The agency's decision will be conveyed after that meeting in writing to the district and design professional with copies sent to the PSFA plan reviewer and regional manager. If the variance is granted, then no further steps are necessary.

3. **Appeal to Council:** In the event that PSFA upholds the decision of the agency plan reviewer to disapprove, the district may either accept the decision or file for a variance from the PSCOC. Filing must be made in writing within 10 calendar days from the date of the agency's letter announcing the decision and no later than two weeks before the next scheduled PSCOC monthly meeting. Filing must be made directly to the chair of the Council with copies of the filing request sent by the district to the PSFA Planning & Design Department Manager. Filing documents sent by the district shall include a description of the request and any information and/or justification which the district feels supports its request. The district must also include with their filing the name of the person(s) that will present the variance request at the Council meeting. PSFA staff will provide the Council with background information and consultation as required for considering the appeal. The decision of the Council shall be considered final and will be documented in the official meeting minutes.

IV. 'BEST PRACTICES'

A. Definition: A 'best practice,' as considered by the *Guide* is a technique, process, activity, or consideration that typically proves effective in accommodating or exceeding adequacy. These techniques, processes, etc. have been tested on past school design and construction projects and can usually be adapted for use on new projects. The 'best practices' included in the *Guide* should provide for increased efficiency in the programming and design process and reduce the chance for errors in meeting the school and district's needs. The 'best practices' in this document are divided into those that are general in nature and others that are specific to each building area category. An example of a 'best practice' would be in relation to the general safe access and circulation minimum requirements contained in *6.27.30.10 NMAC*. 'Best practices' in the *Guide* recommend methods for establishing proper site access such as having "two separated road access points" for a typical site.

V. ORGANIZATION OF INFORMATION IN THE *GUIDE*

A. Format:

1. For each section there are three parts. The first part of each section is labeled "Adequacy Requirements" and contains the excerpted *Adequacy Standards* text pertaining specifically to the section.

2. The "Adequacy Standards Area Summary" table follows with the minimum area requirements listed in outline form for clarity.

3. The next part entitled "Best Practices" provides supplemental information to be considered for new school construction and renovation projects. See definition of Best Practices above.

4. The *Guide* references the *Primary and Secondary Educational Standards General Requirements – Standards for Excellence (6.30.2 NMAC)* where necessary to clarify intent.

5. Facility areas and spaces which typically *do not* currently qualify for PSCOC funding are identified where possible.

6. Refer to the *Adequacy Standards* "Definitions" section (6.27.30.7 NMAC) for a list of commonly-used terms used also in the *Guide.*

VI. BEST GENERAL PLANNING PRACTICES

A. Function: The facility's physical characteristics must reinforce and support the implementation of the basic educational requirements set by statute and preferred by the school district. These include, in part, site development, arrangement of spaces, occupant circulation, lighting, thermal comfort, adequate air changes, storage, security, safety, and so on. Functional school buildings are a product of an educational planning process that leads to a design that organizes all activity and space around students and teachers and the desired educational outcomes.

The design of facilities must be a collaborative process developed by school staff and community members, with a clear vision of both learning methods and human roles to be served by the spaces in the school. Good design for any school building pays attention to vision, educational standards and performance criteria and includes the activities for translating those standards into learning, the spaces needed and the relationship between those spaces and the persons who use them.

The educational requirements for the public schools in New Mexico that must be accommodated by the facility have been expanded upon in the content standards, benchmarks and performance standards, which essentially define the curriculum to be delivered and the learner outcomes to be achieved by all students. The educational standards provide guidance for the work of the Public Education Department, local school boards and administrators, and local school personnel.

B. Long-Term Operations, Maintenance and Sustainability: Sustainable design, construction and operation of K-12 educational facilities are highly valued. The ASHRAE definition of

sustainability is "providing for the needs of the present without detracting from the ability to fulfill the needs of the future." The fruit of a good sustainable design is protection of taxpayer investment, lesser operational costs, and more funding available for the classroom.

Maintainability is a major consideration through the entire building life-cycle, such as how often maintenance is required, location/accessibility to equipment, unintended consequences of one system upon another (such as roof top equipment and roof damage), ease of custodial upkeep and safety of chemicals used for custodial, and so on.

Durable construction materials and efficient systems typically reduce long-term operational and maintenance costs. The significant public investment in school facilities requires solutions that consider the continued costs and responsibilities of long-term building ownership. The design must facilitate the ability of school support staff to sustain the efficient operation and maintenance of the building after occupancy.

Sustainability also pertains to the facility location. Consider water availability, snow accumulation, blowing sand, freeze thaw, drainage patterns, wind loads, expansive/collapsible soil, transportation availability and cost, future traffic, future neighborhood, and so on, in the design solutions.

Air infiltration shall be considered per ASHRAE Standard 62.1. All reasonable measures will be taken to minimize undesirable air infiltration for purposes of energy management, maintenance, and building occupant health. These measures should include applicable vapor barriers, foam sealing of building penetrations, continuous air infiltration retarder, airtight seals of window and doors, sally port (i.e., double barrier) ingress and egress, and any other applicable measures. Tracer gas and/or pressure testing may be used as a performance measure, per ASTM E779.

C. Long Term Energy Costs: The volatility of energy supply markets present a difficult challenge in predicting long-range utility costs for schools. School buildings must be designed to optimize energy use and minimize utility costs, mainly by complying with the '*PSFA Design Guidelines for HVAC and Controls'* (Appendix B of the PSFA HVAC and Controls Performance Assurance Program). This document is available on the PSFA website at www.nmpsfa.org.

All school building construction or renovation projects should include the best available technologies to minimize energy use and life costs within the budgets of individual projects. Refer to '*PSFA Design Guidelines For HVAC and Controls*' for information on specific systems. Special consideration shall be given to the building envelope, where actual performance for building systems and components installed in the structure must meet or exceed applicable standards and code requirements, verifiable upon installation.

D. Construction Cost: Although last on this list of criteria, attention to the limits of the project construction budget is essential. The PSFA encourages innovative and cost-effective design appropriate to the facility location.

School construction budgets are not infinite and rapid cost escalation can jeopardize timely execution of even modest building projects. The designer must clearly update the public owner regarding any new factor significantly impacting the project budget as the design develops. Long-term operational cost savings appear to be a benefit related to simpler and more efficient designs.

When more costly solutions are needed to achieve desired functional or long-term operational benefits, the designer should weigh the pros and cons with the owner prior to proceeding.

For example, a design solution which will require discussion with the owner is as follows:

- The ceiling height for spaces not serving a multi-purpose function is limited by PSFA to a maximum of fourteen (14) feet high. Discuss with the owner any design reason that might require an exception to this limitation.

VII. PSFA WEBSITE AND CONTACT INFORMATION

- The most recent versions of PSFA documents, procedures, standards, and contact information are available at www.nmpsfa.org.

VIII. FACILITY AREAS

A. SCHOOL SITE

Adequacy Requirements

Two sections of the *New Mexico State Adequacy Standards* separately address minimum requirements for school sites and site development. The following ***Section 6.27.30.10 NMAC*** pertains to school site size and general minimum requirements in site development:

> **6.27.30.10 SCHOOL SITE.**
> A school site shall be of sufficient size to accommodate safe access, parking, drainage and security. Additionally, the site shall be provided with an adequate source of potable water and appropriate means of effluent disposal.
>
> **A.** Safe access and circulation. A school site shall be configured for safe, controlled access and on-site circulation. It shall have clearly identified and visually-observable pedestrian and vehicular pathways extending from the site perimeter to the main building entrance. Pedestrian and vehicular traffic, including service vehicle traffic shall be safely separated on site. If buses are used to transport students then separate bus loading/unloading areas shall be provided wherever possible. Dedicated student drop-off and pickup areas shall be provided for safe use by student passengers arriving or departing by automobile.
>
> **B.** Staff, student and visitor parking. A school site shall include a maintainable surfaced area that is stable, firm and slip resistant and is large enough to accommodate 1.5 parking spaces /staff FTE and 1 student space /4 high school students. If this standard is not met, alternative parking may be approved after the sufficiency of parking at the site is reviewed by the council using the following criteria:
>
> (1) availability of street parking around the school;
> (2) availability of any nearby parking lots;
> (3) availability of public transit;
> (4) number of staff who drive to work on a daily basis; and
> (5) average number of visitors on a daily basis.
>
> **C.** Drainage. A school site shall be configured such that runoff does not undermine the structural integrity of the school buildings located on the site or create flooding, ponding or erosion resulting in a threat to health, safety or welfare.
> [6.27.30.10 NMAC - Rp, 6.27.30.10 NMAC, 1/14/2025]

Best Practices – Site (*Section 6.27.30.10 NMAC*)

Consider the following when selecting or developing a site:

- In practice, site size may be reduced significantly for urban schools, and other small schools requiring creative solutions in site development, facility utilization and building design and still remain educationally viable.
- Considerations determining the ability to properly and economically develop a school site are covered in detail in Appendix C in this document. The on-site characteristics that

primarily impact the design and construction of a school facility are generally summarized as follows:
    - Sub-surface conditions
    - Topography (slope, drainage, etc.)
    - Size and shape of site
- *Site location and size:* The initial site purchase should meet all the site location requirements. The anticipated full development of the site should be determined largely by the nature and scope of the contemplated educational program.
- *Site utilities:* Essential utilities should be available to serve the site as follows:
    - *Energy:* The site should have economical access to adequate energy sources such as natural gas and electrical power. Alternative energy sources for utilities may include solar power, wind, biomass fuel, and geothermal energy. Establish the availability of all utilities early in the site selection and planning process and ensure that quantity and quality of service is sufficient to accommodate estimated present and future needs.
    - *Water:* There should be an ample supply of water for the facility needs, which include potable water, water for landscaping, and for fire-suppression.

- *Safe access and circulation: *see Adequacy Standards, Sec. 6.27.30.10-A*

    - *General access:* There should be good connectivity between the school site and surrounding neighborhood. It should be designed with respect for the safety and convenience of all users. Coordinate motor vehicle and non-motorized vehicle flow to avoid or reduce conflicts between the users.

    - *Vehicular access:* The site should have clear, separate, distinct and safe on-site circulation paths for pedestrians, buses, staff, students, visitors and service vehicles. PSFA recommends that each site have two separated road access points for safe egress from the property.

    - *Pedestrian/bicycle access:* On-site pedestrian and bicycle paths should be connected with street bike lanes, pedestrian routes, etc. to ensure safe travel to and through the campus.

    - *Sidewalks:* The school site should have safe walking routes for all children and adults accessing the school. These on-site routes should be connected to off-site sidewalks to provide safe and convenient walking routes. Avoid or minimize road, driveway and parking lot crossings by pedestrians. Provide wide sidewalks (5' minimum) and student gathering areas in convenient locations that are easily supervised. Speed zones around the school site and crossing locations need to be coordinated with local jurisdictions responsible for traffic controls in the public right-of-way.

    - *Bus loading/unloading:* The site should have separate bus loading/unloading zones accommodating the required number of buses for that school that do not conflict

with other vehicular or pedestrian pathways and that provide for the safe loading and unloading of students. Typically, a 45' minimum outside turning radius is needed for a full-size bus. Consider also:

- Separate bus drive and entrance to avoid conflicts with private cars and service vehicles.
- Counter-clockwise circulation for loading/unloading areas to prevent students exiting buses from crossing other vehicular paths.

- *Student drop-off/pick-up:* The site should have a separate area for the drop-off and pick-up of students by private vehicles that provides for the safe loading and unloading of students. Traffic circulation should move in a counterclockwise direction and student waiting areas should be designed to provide adequate area for waiting students. A good resource for pick-up/drop-off strategies is at http://guide.saferoutesinfo.org/dropoff_pickup/index.cfm .

- *Vehicular entrances/exits:* Vehicular entrances and exits should be planned for safe and efficient traffic flow. Avoid conflict with pedestrian traffic flow.

- *Service/emergency access:* The site should have properly identified, appropriate, and safe access to all areas for service and emergency vehicles. Service and delivery access routes should not conflict with other vehicular pathways and should avoid sharing on-site bus lanes.

- *Trash dumpsters:* Locate convenient to pickup vehicles but also within reasonable distance from the building area(s).

- *Portable buildings:* The site should have sufficient room for ingress and egress of portable buildings. Good planning practice is to consider future potential placement of portable buildings during initial site master-planning. It is important that portable classrooms have equal access to centralized facilities and school support facilities while not obstructing future expansion.

- *Staff, student and visitor parking. *see Adequacy Standards, Sec. 6.27.30.10-B*
  - Reliance on curbside parking to handle school parking should be avoided when possible. Most Authorities-Having-Jurisdiction consider off-street parking essential. Adequate parking that is well designed for safe entrance and exit of traffic at peak hours is a key site element. Circulation patterns of students, staff, visitors and service vehicles must be separated from bus drives and pedestrian walkways. Provide appropriate, secure, easy to use, and conveniently-located bicycle parking. See the Association of Bicycle and Pedestrian Professionals' "Bicycle Parking Guidelines" at: https://apbp.memberclicks.net/assets/docs/EssentialsofBikeParking_FINA.pdf.

  - Provide adequate visitor parking conveniently located near the school office. Driveways and parking areas should be well-drained with solid, traffic-bearing surfaces. Parking areas should be landscaped to improve appearance.

- Parking lots should address the needs of motorists when in their vehicles and when walking through the parking lots, such as providing pedestrian pathways and raised crosswalks.

- *Drainage. *see Adequacy Standards, Sec. 6.27.30.10-C*

  - *Grading:* Creative, functional grading of the site can improve the appearance of the building and provide screening from noise, wind and other climatic conditions. For example, earth berms, or mounding, along highways can shield the site from traffic noise.

  - *Storm Drainage:* The school site should be well-drained and free from erosion. The maximum site slope is recommended as 2% - 4% over a minimum of 50% of the site for ease of design and access. Drainage considerations include the following:
    - Consider the impact of off-site drainage patterns upon the site itself must be considered to prevent the danger of erosion or flooding.
    - Water should not discharge over sidewalks except by un-concentrated sheet flow.
    - Design sidewalks with a 1% cross slope for drainage.
    - Drainage should be removed by adequate catch basins and drainpipes or retained on-site.
    - Roof drainage should be directed away from the building while avoiding sidewalk areas subject to freezing during cold weather (i.e., at the north side of structures).
    - Recreation and play areas should be properly drained.
    - Drainage into public rights of way should be avoided.
    - Consider use of run-off water as a resource. Incorporate water-harvesting techniques where practical for use in irrigation or ground-water re-charge.

  - *Utility systems:* Discourage tampering and improper activation of exposed utility fixtures such as backflow preventers, electrical panels, irrigation and fire safety systems by installing protective lockable coverings, fencing, etc.

  - *Drain fields:* Septic tanks and drainage fields should be isolated from recreational areas where possible and protected from traffic.

6.27.30.11 SITE RECREATION AND OUTDOOR PHYSICAL EDUCATION.

A school facility shall have area, space and fixtures, in accordance with the standard equipment necessary to meet the educational requirements of the public education department, for physical education activity. Play area(s), play field(s) and equipment for physical education and school recreational purposes shall be age appropriate and be provided based on the planned school program capacity or current enrollment.

A. Early childhood. Play areas for pre-kindergarten shall be fenced or walled, with age-appropriate playground equipment and convenient to the pre-kindergarten classroom(s).

B. Elementary school. Safe play area(s) and playground(s), including paved multipurpose play surface(s) or unpaved recreation area(s), shall be conveniently accessible to the students. Play areas for kindergarten shall be fenced or walled, with age-appropriate playground equipment and convenient to the kindergarten classroom(s).

C. Middle school/junior high school. A paved multipurpose play surface and play field(s) for physical education activities shall be provided.

D. High school. A paved multipurpose play surface and a play field for physical education activities shall be provided.

E. Combination school. A combination school shall provide the elements of the grades served by Subsections A, B, C and D above without duplication, but shall meet the highest standard. [6.27.30.11 NMAC – Rp, 6.27.30.11 NMAC, 1/14/2025]

Best Practices – Site Recreation and Outdoor Physical Education (*Section 6.27.30.11 NMAC):*

Consider the following when developing recreation and outdoor physical education facilities on the school site:

- The physical education program of the school determines the main extent of outdoor playing areas required while the general category of "Site Recreation" is established to allow for outdoor activities.

- *Community and shared use:* Opportunities to share facilities with other schools and/or districts should be explored. The site facilities may be used as community resources as long as they can operate as such without disrupting the educational program. Sharing the funding and operational costs with community groups and public organizations should be explored when considering expanded or enlarged site recreation facilities which serve the community beyond the educational program needs.

Note: Additional or expanded portions of facilities for community use beyond the school program do not qualify for PSCOC funding.

- *Intramural and interscholastic athletics*: Intramural athletics are commonly a part of the total educational program. The type and quality of special facilities for interscholastic athletic programs will depend on the available local funds and on the importance attached to competitive sports by the school's students, staff, parents, alumni and community. The PSCOC does not typically fund interscholastic athletic facilities Refer to "PSCOC Funding Guidance" in "Using the Guide" section above.

- *Suggested Pre-Kindergarten to 6 Grade Recreation Areas*: **see Adequacy Standards, Sec. 6.27.30.11-A and B*

    - *General design considerations for playgrounds:* Students should not have to cross service roads, parking lots, or driveways to access play areas. Base design of play facilities on the range of student ages and total student population. Provide appropriate areas and equipment devoted to safe, active play. Provide appropriate fencing for separation of play areas designed for very young students from the general playground area. Playground design and equipment installation must meet school district insurance coverage safety requirements and be in conformance with all governing safety standards. Verify such standards with the district insurance administrator.

    - *Playground equipment:* Playground apparatus and equipment should be carefully selected by playground committees and playground design professionals. Only equipment of sturdy construction should be selected. It should be erected by certified playground equipment installation contractors. Hard surfaces under climbing equipment must conform to required safety standards to reduce injuries. Ease of supervision, safety and economical use of space are considerations in locating equipment. Apparatus may be placed to advantage near a school building where the noise created will not be a problem and where it is readily accessible. Ample space for safe use around equipment and fall zones are to meet playground safety standards. Hard-surfaced or unpaved play areas shall be provided for P.E based upon program capacity needs and made accessible for students.

- *Suggested Middle School/Junior High School Recreation Areas: * see Adequacy Standards, Sec. 6.27.30.11-C*

    - *Playing field(s) and fixed equipment for P.E.:* Larger schools may require more fields based on utilization requirements for physical education classes.

- *Suggested High School Recreation Areas: *see Adequacy Standards, Sec. 6.27.30.11-D*

    - *Playing field(s) for P.E.:* Larger schools may require more fields based on utilization requirements for physical education classes.

- *Combination School Recreation Areas: *see Adequacy Standards, Sec. 6.27.30.11-E*

    - The facility may require the provision of recreation and playground facilities to accommodate all grade levels.
    - *Site and playground supervision:* The site and play areas should be laid out to allow ease of visual supervision of the whole area by school personnel from one to two spots. The school facility needs to invite the community in while ensuring student safety.

Locate the office in a prominent place to help control access to the site. Community use of fields and other school facilities must not interrupt the educational mission.

B. OCCUPIABLE SPACE

Adequacy Requirements

The *New Mexico State Adequacy Standards Section **6.27.30.12 NMAC*** establishes the basic minimum requirements that all occupiable space must meet or exceed. These apply to any space in the facility and are as follows:

6.27.30.12 OCCUPIABLE SPACE:
All occupiable space within the building(s) shall meet or exceed the general requirements listed below:

A. Fixtures and equipment.

(1) Each general and specialty classroom shall contain a work surface and seat for each student in the classroom. The work surface and seat shall be appropriate for the normal activity of the class conducted in the room.

(2) Each general and specialty classroom shall have an erasable surface and a surface suitable for projection purposes, appropriate for group classroom instruction, and a display surface. A single surface may meet one or more of these purposes.

(3) Each general and specialty classroom shall have storage for classroom materials or access to conveniently located storage.

(4) Each general and specialty classroom shall have a work surface and seat for the teacher and for the aide assigned to the classroom, and it shall have secure storage for student records that is located in the classroom or is convenient to access from the classroom.

(5) Occupiable administrative and facility support spaces shall have the fixtures and equipment necessary for functions performed within.

B. Lighting.

(1) All occupiable space within the building(s) shall have a light system capable of maintaining at least 50 foot-candles of well-distributed light. Provide appropriate task lighting in specialty classrooms and other occupiable spaces where enhanced visibility is required.

(2) The light level shall be measured at a work surface located in the approximate center of the classroom, between clean light fixtures.

C. Temperature.

(1) Each general and specialty classroom shall have a heating, ventilation and air conditioning (HVAC) system capable of maintaining a temperature between sixty-eight and seventy-five degrees fahrenheit with full occupancy.

(2) The temperature shall be measured at a work surface in the approximate center of the classroom.

D. Acoustics.

(1) All occupiable space within the building(s) shall be maintainable at a sustained background sound level of less than 55 decibels.

(2) The sound level shall be measured at a work surface in the approximate center of the classroom.

(3) All occupiable space within the building(s) shall be acoustically-separated from adjoining spaces when necessary to meet privacy or confidentiality requirements.

E. Air quality.

(1) All occupiable space within the building(s) shall have an HVAC system that continually moves air and is capable of maintaining a CO2 level of not more than 1,000 parts per million.

(2) The air quality shall be measured at a work surface in the approximate center of the classroom.

F. Technology. All occupiable spaces within the building(s) shall have technology and connectivity that will appropriately support educational activities conducted in the room. Safe and adequate access to power to recharge and operate technology devices by all students and staff simultaneously shall be provided.
[6.27.30.12 NMAC - Rp, 6.27.30.12 NMAC, 1/14/2025]

Best Practices – Occupiable Space (*Section 6.27.30.12 NMAC*)

- *Fixtures and equipment:* Many factors, such as furniture, equipment (computers), class size and educational programs, will affect the optimum size and arrangement of a classroom. Configure electrical outlet locations in a manner that allows for locating furnishings and equipment to suit varying needs. Take into consideration the location of white boards and interactive projection surfaces in relation to glare-producing windows. It is recommended that interactive white boards be tilted from 5 to 10 degrees away from the wall at the base to prevent glare. Provide a good balance of window vs. wall space. White boards should be installed in every room that has an interactive white board and both should be specified with a low visible sheen.

- *Lighting:* In addition to encouraging energy savings through artificial lighting controls, the designer should emphasize the provision of diffuse natural light that can be controlled when needed into all learning spaces. The Adequacy Standards require a level of at least 50 foot candles of well-distributed light at classroom work surfaces. Skylights, clerestories, windows, with light diffusing "eyebrows", and other daylight-harvesting features are typical elements of a well-lighted space. These apertures should be able to be darkened for AV presentations and positioned so that the room does not over-heat. Many studies correlate the levels of natural light to educational achievement. See Appendix B for reference to these studies. Dual-technology occupancy controls which are properly adjusted can help keep lights on during times of low occupancy conditions.

- *Temperature:* Classroom temperature should be easily maintained between 68 and 75 degrees Fahrenheit with individual controls for each classroom.

- *Acoustics:* The acoustical quality of learning spaces is becoming a critical matter. Designers will need to pay attention to the effect of noise-producing factors and absorbing noise that is generated within the classroom. The *Adequacy Standards* require that a one-hour, A-weighted Noise Criteria of less than 55 decibels must be maintained (45 decibels or less is preferred). Keep reverberation times in classrooms within a range of 0.4 – 0.6 seconds. See also Appendix D of the *Guide*.

- *Air Quality:* Comply with the "PSFA Design Guidelines for HVAC and Controls" (Appendix B of the PSFA HVAC and Controls Performance Assurance Program).

C. SCHOOL SECURITY

Adequacy Requirements

The *New Mexico State Adequacy Standards Section* ***6.27.30.13 NMAC*** establishes the minimum requirements for school security.

6.27.30.13 SCHOOL SECURITY:
School security features shall be integrated at all layers of the school.

A. Site security.

(1) All functional areas of a school site shall have safe and secure site fencing or other barriers with accommodations for safe passage through openings to protect students from the hazards of traffic, railroad tracks, steep slopes, animal nuisance, and to discourage unauthorized access to the school site. Alternative security may be approved after the sufficiency of security at the site is reviewed by the council using the following criteria:

(a) amount of vehicular traffic near the school site;

(b) existence of hazardous or natural barriers on or near the school site;

(c) amount of animal nuisance or unique conditions near the school site;

(d) visibility of the play/physical education area; and

(e) site lighting, as required to meet safe, normal access conditions.

B. Building security. All occupiable spaces within the building(s) shall have the ability to control access to the extent required for confidentiality and security. Building attributes supporting controlled access to the building(s) and interior spaces, shall be integrated with all layers of school security.

(1) Security systems. Built-in security systems, which support building access control and emergency operations, shall be in working order.

(2) Classroom doors. All interior and exterior classroom doors, accessible from indoor and outdoor traffic areas, shall have hardware that is lockable from the inside of the classroom.
[6.27.30.13 NMAC - N, 1/14/2025]

Best Practices – School Security (*Section 6.27.30.13 NMAC*)

- *Safety/security hazards:* The site should be free of safety or security hazards such as excessive slope and improperly designed stairs or retaining walls. Sidewalks should be located and designed to reduce the formation of ice upon their surfaces. Balance safety and security with invited community access.

- *Fencing:* Safety security fences should be provided to protect students from the hazards of traffic, railroad tracks and steep terraces; to protect adjacent properties from trespass by students; and to discourage passersby from walking onto the campus. Security fencing should not prohibit students who are walking or bicycling from accessing the school site via the most convenient and direct access points. Connectivity with the surrounding neighborhood should be considered to provide multiple access points that facilitate safe and convenient walking and bicycling routes for students.

- *Security lighting:* Site should have illuminated parking areas, walks, entrances and exterior building areas for both safety and security purposes. Comply with any "night sky" ordinances and avoid creating lighting nuisance conditions for adjacent neighbors.

- *Utility systems:* Discourage tampering and improper activation of exposed utility fixtures such as backflow preventers, electrical panels, irrigation and fire safety systems by installing protective lockable coverings, fencing, etc.

- *Drain fields:* Septic tanks and drainage fields should be isolated from recreational areas where possible and protected from traffic.

- *Site and playground supervision:* The site and play areas should be laid out to allow ease of visual supervision of the whole area by school personnel from one to two spots. The school facility needs to invite the community in while ensuring student safety. Locate the office in a prominent place to help control access to the site. Community use of fields and other school facilities must not interrupt the educational mission.

D. GENERAL USE CLASSROOMS

Adequacy Requirements

*Section **6.27.30.14 NMAC*** includes minimum area requirements for general use classrooms as described below:

6.27.30.14 GENERAL USE CLASSROOMS (LANGUAGE ARTS, MATHEMATICS AND SOCIAL STUDIES):

A. Cumulative classroom net sf requirements, excluding in-classroom storage space, shall be at least:

(1)	Pre-Kindergarten - Kindergarten	1000 net sf minimum
(2)	Grades 1 - 5	800 net sf minimum
(3)	Grades 6 - 8	800 net sf minimum
(4)	Grades 9 - 12	800 net sf minimum

B. In addition, at least 2 net sf/student shall be available for dedicated classroom storage.

C. All pre-kindergarten classrooms shall have a sink.

D. A sufficient number of classrooms shall be provided to meet statutory student/staff ratio requirements.

[6.27.30.14 NMAC - Rp, 6.27.30.13 NMAC, 1/14/2025]

Note:

- See also "Space for Technology-Aided Instruction" in this *Guide* for classroom computer information.
- Spaces created by temporary partitions shall not be considered below minimum size if necessary to accommodate class loads smaller than those listed above.

Adequacy Standards Area Summary — Minimum Area (Net Square Feet)

- Minimum total net sf areas for classroom space, excluding storage are limited to the following:
  - Pre-Kindergarten - Kindergarten — 1000 net sf min.
  - Grades 1 – 5 — 800 net sf min.
  - Grades 6 – 8 — 800 net sf min.
  - High School (9-12) — 800 net sf min.

- The areas listed above are based upon the following ranges of class sizes:
  - Pre-Kindergarten - Kindergarten: — 13 – 20 students
  - Grades 1 – 3: — 17 – 22 students
  - Grades 4 – 6: — 18 – 24 students
  - Grades 7 – 8: — 19 – 27 students
  - Grades 9 – 12 — 21 – 30 students

- Dedicated Classroom Storage — at least 2 net sf/student

Best Practices – Academic Classroom Space:

- General Classroom Environment:

- Grade Level Considerations

    - Pre-Kindergarten - Kindergarten: Instruction tends to be project and center oriented. The curriculum is generally contained in one space and must accommodate many activities.

    - Grades 1 – 5: Curriculum at the elementary level tends to be self-contained within a single classroom involving a single teacher supported by any number of specialty instructors. Consequently, large groups, small groups and independent study must all be supported within the confines of the classroom at various times. Classroom activities include physical movement, long-term projects, cooperative learning groups, learning centers and process learning. Space layout must be flexible enough to accommodate these needs.

    - Grades 6 – 8: The need for specialty classrooms begins to emerge at the middle school level and, therefore, the general classroom size is often reduced.

    - Grades 9 – 12: Specialized instruction and an increased need for specialty classrooms diminish the need for large general classrooms. The goal of facility planning at the high school level should be to create a dynamic learning environment that allows both faculty and students flexibility in organizing their time and schedules. The layout of general classrooms should allow for easy access to specialized learning environments.

- **Standard Classroom Furnishings**
    - Provisions for these items should be made in the layout of each classroom.

Grade Level	Standard Furnishings
Pre-Kindergarten - Kindergarten	**Storage (some lockable)** **1 snack area w/sink** **Adjacency to restroom facilities** **Access to computer networking (1 computer station for each 3 students or wireless capability)** **Intercom system** **White boards**
Elementary	**Storage (some lockable)** **Cabinets and file storage** **Access to computer networking (1 computer station for each 3 students or wireless capability)** **Projection surface** **Intercom system** **White boards**
Middle School/Junior High/High School	**Storage (some lockable)** **Cabinets and file storage** **Computer networking (1 computer station for each 3 students or wireless capability)** **Projection surface** **Intercom system** **White boards**

E. SPECIAL EDUCATION

Adequacy Requirements

The *New Mexico State Adequacy Standards Section **6.27.30.15 NMAC*** establishes the minimum requirements for special education.

6.27.30.15 SPECIAL EDUCATION

A. Special education:

(1) Special education classrooms shall not be smaller than 800 net sf.

(2) Special education classrooms serving students requiring a high degree of personal care and assistance shall include an accessible unisex restroom, a kitchenette, and at least 15 net sf of storage.

B. A school shall provide ancillary space for therapy programs, such as occupational, physical, speech and language, no smaller than 650 net sf each. These functions may be combined into one space if scheduling permits shared use and sufficient physical and acoustic separation is provided to ensure privacy.

[6.27.30.15 NMAC - N, 1/14/2025]

Adequacy Standards Area Summary	**Minimum Area (Net Square Feet)**
• Type I classroom (A,B,C levels)	800 net sf min. (15 students, max.)
• Type II classroom (D level)	800 net sf min. (8 students, max.)

In Type II classrooms there shall be a directly accessible unisex restroom with one toilet, sink, washer/dryer, and a shower/stall tub. Other potential ancillary areas are the following:

• Kitchenette	15 net sf of storage
• Ancillary Space for continuum of special education services	650 net sf min.

Best Practices – Special Education:

- A principal goal of special education is to provide services in the least restrictive environment possible. This allows services to be performed within the regular classroom along with the typical instructional program or in special dedicated or pull-out spaces. A combination of delivery techniques may be used, which have bearing on the space required. Sometimes space can be used within other regular or special program areas such as in the home economics classroom when life skills are part of the special education curriculum. The idea of including the special education student within the regular school program is promoted as beneficial to the student as well as to the entire student body.

- Most special education programs in New Mexico are historically categorized according to A, B, C or D level designations. These designations can be used in the *Adequacy Planning Guide* to describe the typical degrees of service required. Most special education students are learning-disabled and need varying types of specialized instruction.

  Classifications are defined as follows in these guidelines:

  A Level: Programs serving students who primarily need specialized instruction. Students usually rotate through these programs on a periodic basis.

  B Level: Programs where management needs require a classroom assistant.

  C Level: Programs where a small group of students require highly-intensive, individualized instruction.

  D Level: Programs serving students with severe or multiple disabilities and primarily in need of habilitation and treatment, while requiring a staff person for small groups of students within the class.

- Depending on the number of students to be served, their ages, and the nature of special needs, classroom sizes will range from full-size to half-size.

- Kitchenettes may be included or used on a shared basis with other programs, (e.g. Home Ec.). A kitchenette is defined as a very small room or an area within a room with compact kitchen appliances and a sink used for occasional preparation of simple meals and snacks.

- Ancillary space allowing for the continuum of special education services may include offices and shared meeting or testing rooms, pull-out rooms, and/or mental health/behavior disorder/cool-down rooms. These spaces should be provided within an area at least one-fourth the size of the classroom space required and in addition to the regular classroom area. Continuum of services for special education include:

  - Physical Therapy
  - Occupational Therapy

- Speech/language pathology
- Consultant teachers
- Social workers
- Visiting/virtual professionals
- Restorative/cool down rooms
- Hearing and vision impairment professionals

- Separate isolation areas for disruptive students are not recommended due to supervision issues.
- Special needs facilities may also include changing tables, pull-out tutoring areas or OT/PT equipment.
- Small-scale or limited programs might only require shared use of appropriately sized and equipped space. Type I (A,B,C levels) classes can use the same space during different times of the day. These rooms can also be subdivided with movable partitions to create more flexible space.
- Type I (A,B,C levels) instructional space may also serve as conference rooms.
- Small or remote schools may choose to centralize their special education services at a selected location for logistical purposes.

F. SPECIALTY CLASSROOMS - SCIENCE

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.16.A NMAC establishes the following basic minimum requirements for science instructional space in schools:

> **6.27.30.16 SPECIALTY CLASSROOMS:**
> **A.** Science education:
> **(1)** For grades pre-kindergarten through 6, provide storage space for science equipment and materials. No additional classroom space is required.
> **(2)** For grades 7 through 12, 4 net sf/student of the planned school program capacity or current enrollment for science is required. The space shall not be smaller than 800 net sf. The space shall have science fixtures and equipment, in accordance with the standard equipment and technology necessary to meet the educational requirements of the public education department. If an alternate science learning method is used by a school district, the district shall verify the appropriate alternate fixtures and equipment to the council. Provide at least 96 net sf for securable, well-ventilated storage/prep space for each science room having science fixtures and equipment. Storage/prep room(s) may be combined and shared between more than one classroom.

Adequacy Standards Area Summary	**Minimum Area (Net Square Feet)**
• Grades Pre-Kindergarten – 6 All Science	No additional specialized space required
• Grades 7 – 12 Science Lecture & Labs	4 net sf/students in program No smaller than average-sized general use CR
• Storage/Prep Area	96 net sf / lab min.

Best Practices – Science

- Shared spaces may decrease the need for laboratories dedicated to a specific science discipline. Lecture areas can be combined with lab space or separated within the same room or in different rooms. The lab design may accommodate the following:
    - Lab equipment.
    - Computer and multimedia presentations.
    - Furnishings must be flexible and allow for working in teams, must accommodate
    - Interactive learning programs that facilitate hands-on assignments.
    - Flexible, high-density storage.
    - Secure storage.

- OSHA requirements (e.g., eyewash stations, emergency shutoffs, etc.)

- The trend toward "virtual" lab experiments requires consideration of computer networking, portable demonstration tables, yet smaller table-based furnishings and equipment.

- Science classrooms are often larger than general use classrooms at the facility to accommodate demonstration areas and specialized furniture and equipment.

- Science classrooms in small schools might only be used for parts of the day and the same room may be used for other programs when not used for science.

- Storage/prep space shall be separate, well-ventilated, preferably adjacent and accessible to each lab. It shall contain safe and secure storage for valuable equipment and chemicals used for experiments. This space may be combined and shared between more than one classroom.

G. SPECIALTY CLASSROOMS - ART EDUCATION

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.16.B NMAC establishes the following minimum basic requirements for art program instructional space in schools:

6.27.30.16 SPECIALTY CLASSROOMS:

B. Art education.

A school facility shall have classroom space to deliver art education programs, including dance, music, theatre/drama, and visual arts programs, or have access to an alternate learning method. Art education classroom space(s) may be used for other instruction.

(1) Early education. If applicable, art education programs may be accommodated within a general use classroom.

(2) Elementary school. Art education programs may be accommodated within a general use or dedicated art classroom. Classroom space(s) for art education shall not be smaller than 800 nsf. Provide additional dedicated art program storage of at least 60 net sf per facility. Dedicated art classrooms, excluding performing arts, shall have a sink.

(3) Middle school/junior high school. Classroom space(s) for art education programs shall have no less than 4 net sf/student and shall not be smaller than 800 nsf. Provide additional ancillary space for group music practice, individual music practice room(s), specialized storage/library rooms, and office(s). Dedicated art classrooms, excluding performing arts, shall have a sink.

(4) High school. Classroom space(s) for art education programs shall have no less than 5 net sf/student and shall not be smaller than 800 nsf. Provide additional ancillary space for group music practice, individual music practice room(s), specialized storage/library rooms, and office(s). Dedicated art classrooms, excluding performing arts, shall have a sink.

(5) Combination school. A combination school shall provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication.

Adequacy Standards Area Summary	**Minimum Area (Net Square Feet)**
Early Education Visual Arts, Music, Performing Arts	May be accommodated in general use classrooms
Elementary School Visual Arts, Music, Performing Arts	May be accommodated in general use classrooms Dedicated art classrooms: no smaller than 800 net sf with a sink (excluding perf. arts)
Storage	60 net sf per facility
Middle / Jr. High Visual Arts, Music, Performing Arts	No smaller than 4 net sf/student, 800 net sf minimum, with a sink (excluding perf. arts)

	Additional Ancillary Space	Group music practice, individual music practice room(s), specialized storage/library rooms, and office(s)
High School	Visual Arts, Music, Performing Arts	No smaller than 5 net sf/student, 800 net sf minimum, with a sink (excluding perf. arts)
	Additional Ancillary Space	Group music practice, individual music practice room(s), specialized storage/library rooms, and office(s)

Best Practices – Visual Arts Classroom**:**

- In elementary schools, the visual arts program includes painting, drawing, construction, modeling, carving, photography, printmaking and weaving. The basic media used are finger paints, clay, paper maché, watercolor, wood, chalk, tempera, brush and ink, charcoal, pencils and scrap materials. In secondary schools, activities may include three-dimensional construction projects, graphic arts, mechanical and fine art drawing, modeling, sculpture, ceramics, painting and photography. Some important media in use are wax and oil crayons, charcoal, watercolors, tempera, enamels, wood, metal, plastic, textiles, ink, yarns, clay, leather, wire, reed and raffia.

- High school visual arts programs at larger schools or schools with special programs may justify separate areas for classes such as painting/drawing, jewelry/ceramics/sculpture and photography/filmmaking. Small-scale or limited programs might only require shared use of appropriately sized and equipped space.

- Art learning spaces should be located on the ground floor with access to related curricular areas and convenient entry for delivery purposes. If the spaces are to be used after regular school hours, they should permit easy but controlled entry from the outside. During school hours, students need easy access to the out-of-doors for sketching, painting and field trips.

- Art activities are best performed on tables with mar-resistant surfaces.

- Illumination that is glare-free, intense enough for detailed work and that allows true color discrimination is vital. Natural light from northern windows is ideal.

- When photography is included in the visual arts programs, a darkroom will not be needed if the program is electronically based.

- If provided, a kiln requires an area of 40 sq ft min, with ventilation.

- In small schools, art is often shared with other uses or incorporated into the regular classroom. Depending on layout and design, an art room can be shared for art and music, art and science, with tutoring, or other general education functions.

Best Practices – Music**:**

- Teaching spaces for instrumental and vocal instruction and rehersal may be needed for individuals and groups, requiring a range of room sizes. These spaces should be appropriately acoustically treated.

- Offices may be needed for the faculty and staff, some of which may double as studios.

- Storage areas are needed to accommodate musical instruments, teaching aids, uniforms, music stands, risers, shells, lights and other performance apparatuses. These should be located close to areas where equipment will be used.

- Space for instrument repair may be needed.

- Careful attention is needed in regard to acoustics, room size, room shape, temperature, relative humidity and spatial relationships.

- An acoustic consultant can be helpful in designing spaces that enhance the quality of sound. Surface materials that eliminate distortions and undesirable transmissions of sound can be applied. Windows, doors, walls and floors should be treated so that transmission of sounds to and from areas is reduced. Keep reverberation times in rehearsal areas within a range of 0.6 – 1.1 seconds.

- Band, orchestra and chorus programs at larger schools may justify separate areas for each program, while small-scale programs might only require the shared use of an appropriately sized and equipped space.

- Music instruction may need to be delivered in general use classrooms. If this is the case, provisions should be made within the facility for storage of musical instruments and equipment. In other cases, the music instruction may be combined with another program [e.g., visual art] or the room may be used for other purposes [e.g., parent room, tutoring, etc.].

Best Practices – Performing Arts**:**

- Auditoriums and stages may qualify for PSCOC funding if supported by educational program need and a high degree of utilization. Many schools expressing an interest in creating some form of performance venue may develop performance space within a school without creating a separate auditorium. The most common solutions are through cafetoriums and auditerias. Such spaces must have proper lighting and acoustics. More recent and more creative solutions have addressed many of these issues and have created dynamic environments which can be used for both cafeteria and for performances. Music rooms can be located next to cafeterias to double as a stage or green room. Combining gyms and cafeterias, separated by movable partitions, to create even larger spaces that can accommodate performances and audiences.

- Separate space for high school dance programs mentioned in the *New Mexico Primary and Secondary Educational Standards (6.30.2.17 NMAC)* may be included if the district demonstrates appropriate programmatic need. These may be accommodated in a multipurpose space associated with the physical education area and can be shared with aerobics, gymnastics and other activities. In high schools, dressing rooms and access to showers is desirable. P.E. or gym locker rooms may be jointly used when located nearby.

H. SPECIALTY CLASSROOMS - CAREER EDUCATION

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.15.C NMAC establishes the following minimum basic requirements for typical career education program space in mid / jr. high schools:

> **C.** Career technical education.
> **(1)** Early education and elementary school. No requirement.
> **(2)** Middle school/junior high school. Career technical education programs shall have no less than 3 net sf/student. Additional space for specialized curriculum, equipment and technology requirements, and safety zones shall be included. Each program lab or classroom space shall not be smaller than 800 net sf.
> **(3)** High school. Career technical education programs space shall have no less than 4 net sf/student. Additional adequate space for specialized curriculum, equipment and technology requirements, and safety zones shall be included. Each program lab or classroom space shall not be smaller than 800 net sf.
> **(4)** Combination school. A combination school shall provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication, but meeting the higher standards.

Adequacy Standards Area Summary	**Minimum Area (Net Square Feet)**
• Middle / Jr. High	No smaller than the average-sized general use classroom at the facility*
Equipment/technology/safety zones	Additional adequate space*
• High School	No smaller than the average-sized general use classroom at the facility*
Equipment/technology/safety zones	Additional adequate space*

**see the New Mexico Statewide Adequacy Standards: Section 6.27.30.14-D*

Best Practices – Career Education:

- The following are examples of career education curriculum areas that might appear in a modern school program:

Middle / Jr. High

- *Technology Education:*

Tech Ed Lab
Clean Area
Fabrication Area
Consumer Science
Food/Kitchen Area
Multipurpose Area

High School

- *Technical education*

Construction / Manufacturing
Power & Transportation
Computers & Communications
Technical Drawing
Photography / Graphics

- *Agricultural education:*

Science Lab
Ag Business
Demonstration Area

- *Consumer science:*

Culinary Occupations
Hospitality & Catering
Child Development & Parenting
Child Care Occupations
Introduction to Design

- *Business:*

Accounting
Computer Systems/ IT
Keyboarding / Key Applications
Business Law
Office Administration

- *Marketing:*

Marketing
Fashion

- *Health:*

Classroom/Lab

- During the initial planning phase, it is essential to consult with faculty, administration and community members to gain a thorough understanding of the immediate and long-range goals and needs of the career education program. Many districts organize these programs into career academies and school-to-work or career pathway programs, fostering or strengthening partnerships with community colleges, technical/vocational schools and the surrounding business community. The character and design of career education spaces will depend on the nature of the instructional program, the students involved and the resources of the school.

- The career education programs are undergoing rapid change. Today all fields have a major technology focus. Agriculture is dominated by science and business, manufacturing by robotics and advances in technology-based tools. The space requirements to accommodate the Tech Ed [career/vocational] requirement of the future will include:
    - Multipurpose classrooms, which have the ability to incorporate extensive technology, especially computers with moveable furnishings and equipment.
    - Fabrication areas that are multidisciplinary and spaces which can be rearranged easily depending on the curriculum and the instructor.

- *Business education classrooms:* (for instruction in word processing, office bookkeeping and accounting, use of general business machines, duplicating equipment, computers, etc.) These classrooms will require adequate circuitry with receptacles in well-planned locations. Floor outlets should be avoided while considering the use of power poles and receptacles mounted in "pony" walls or integral with furnishings. Ceilings should be acoustically treated and carpeting considered as floor covering. These classrooms should be placed for easy access by visitors. Adequate storage should be provided and include cabinets, shelving and closets. Consider including a sink with hot and cold water. Beyond minimum standards, the space should be large enough to accommodate persons, machinery and furniture and to allow easy traffic flow.

- *Consumer science classrooms:* (for instruction in nutrition and consumer education) These rooms should be placed to minimize problems of delivery service, waste removal and adult and student traffic. The space may be required to include unit kitchens. Spaces should accommodate tables, counters, chairs and other home furnishings, as well as flat work surfaces for clothing construction. Adequate plumbing and drainage for hot and cold water, electrical and gas connections, and ventilation hoods should be provided. Access to laundry equipment, storage space for garments and portable or stationary sewing equipment should be considered. Carpeting may be preferred in some areas. Wall finishes should be durable and easy to clean. Careful consideration of acoustics is required.

- *Technical education:* Organized education programs that offer a sequence of courses that are directly related to the preparation of individuals for employment in current or emerging occupations. Such programs shall include competency-based applied learning which contributes to an individual's occupational-specific skill.

- *Agricultural education programs:* Agricultural education programs will vary greatly from district to district, depending on the availability of resources and the needs and concerns of the community being served. In addition to instructional space, more developed programs may consider providing a land laboratory of an acre or more for agricultural production, floriculture, natural resources and/or forestry. Space to provide a shop for agricultural mechanics might also be considered.

I. SPECIALTY CLASSROOMS - TECHNOLOGY EDUCATION

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.16.D NMAC establishes the following minimum basic requirements for technology-education in all schools:

> **D.** Technology education. A school facility shall have space (computer labs) to deliver educational programs in technology or have access to an alternate delivery method (one-to-one devices). This requirement may be distributed throughout other program spaces.
>
> **(1)** Early education. No requirement.
>
> **(2)** Elementary school. Provide space that meets 3 net sf/student of the planned school program capacity or current enrollment, with no less than 700 net sf.
>
> **(3)** Middle school/junior high school. Provide space that meets at least 3 net sf/student of the planned school program capacity or current enrollment, with no less than 800 net sf.
>
> **(4)** High school. Provide space that meets 3 net sf/student of the planned school program capacity or current enrollment, with no less than 900 net sf.
>
> **(5)** Combination school. A combination school shall provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication, but meeting the higher standards.

Adequacy Standards Area Summary	**Minimum Area (Net Square Feet)**
• Early Education	No requirement
• Elementary	3 net sf/student 700 net sf min.
• Middle / Jr. High	At least 3 net sf/student 800 net sf min.
• High School	3 net sf/student 900 net sf min.

Best Practices –Technology Education**:**

- Adequate access to electrical outlets and phone jacks must be provided to ensure flexibility of the space.
- Include dust-free writing boards (instead of chalkboards), and increased shelving, cabinets and storage space.
- Carpet should be used for flooring to improve acoustical quality.

- Include independent temperature controls if the lab is in a separate room.
- Determine if wireless, portable technology should be accommodated.
- There are few differences between a classroom, tech ed lab, computer lab, business lab and other classroom areas in a building. If all of the spaces are equipped appropriately, any space can be designated as a computer lab. Portable carts may be used to transport laptops to classrooms for computer instruction.

J. PHYSICAL EDUCATION

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.17 NMAC establishes the following minimum basic requirements for indoor physical education teaching space for all schools:

6.27.30.17 PHYSICAL EDUCATION:

A. General requirements. A school facility shall have an area, space and fixtures for indoor physical education activity. This space may have more than one function and may fulfill more than one standard requirement.

(1) Early education. No requirement.

(2) Elementary school. Provide an indoor physical education teaching facility with at least 2,400 net sf. This space may have multi-purpose use in accommodating other educational program activities such as art program performances.

(3) Middle school/junior high school. For a middle school/junior high school facility, an indoor physical education teaching facility that shall have a minimum of 5,200 net sf, plus bleachers for 1.5 design capacity.

(4) High school. A physical education complex shall have a minimum of 6,500 net sf, plus bleachers for 1.5 design capacity.

(5) Combination school. Provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication, but meeting the higher net sf standards with bleacher capacity for at least 2.0-planned school program capacity or current enrollment. A single high school gymnasium shall fulfill the minimum requirements of both high school and middle school/junior high school classes. If the combination school includes an elementary, then it shall include the separate space required for an elementary school. This space may have more than one function and may fulfill more than one standard requirement.

(6) Physical education space and seating shall support access to and use of appropriate technology devices and have access to power and functional wireless connectivity.

B. Additional physical education requirements:

(1) Early education. No requirement.

(2) Elementary school. One office shall be provided, with separate physical education equipment storage with a minimum of 200 net sf each.

(3) Middle school/junior high school. Two dressing rooms shall be provided, with lockers, restroom fixtures, and at least one shower per dressing room. Two offices shall be provided with a minimum of 150 net sf each, along with separate physical education equipment storage space, with a minimum of 300 net sf.

(4) High school. Two dressing rooms shall be provided, with lockers, restroom fixtures, and at least one shower per dressing room. Two offices shall be provided with a minimum of 150 net sf each, along with separate physical education equipment storage space, with a minimum of 300 net sf.

(5) Combination school. A combination school shall provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication, but meeting the higher standards.

[6.27.30.17 NMAC - Rp, 6.27.30.15 NMAC, 1/14/2025]

Note: See "School Site" section for outdoor P.E. area requirements.

Adequacy Standards Area Summary	**Minimum Area (Net Square Feet)**
• Early Education	No requirement
• Elementary	
Multipurpose/Indoor P.E	
Gym/Play Area	2,400 net sf min.
Office	200 net sf min.
PE equipment storage	200 net sf min.
• Middle / Jr. High	
Gymnasium	5,200 net sf min.
Seating (in additional space)	bleachers for 1.5 design capacity x 4 (1.5 * planned capacity)*4
P.E. locker rms. (2)	
Offices (2)/PE equipment storage	150 net sf min.(ea.)
PE equipment storage	300 net sf
• High School	
Gymnasium	6,500 net sf min.
Seating (in additional space)	bleachers for 1.5 design capacity (1.5 * planned capacity)*4
P.E. locker rms. (2)	
Offices (2)	150 net sf min.(ea.)
P.E. equipment storage	300 net sf min.

Best Practices - Physical Education:

- Due to the high cost and difficulty of expanding physical education facilities, consider the immediate and long-range use requirements during initial planning phases. Careful attention should be paid to program areas that are eligible to receive PSCOC funds and those that will require local funding. The PSCOC funds spaces that support physical education; however, it is the local responsibility to fund spaces for interscholastic sports and community recreation. The education program, available funding, size of the school, involvement in competitive and spectator sports, and the support of the community for recreational programs should all be weighed during the planning phase.

- Indoor gymnasium facilities made larger for expanded community use will have greater construction and operational costs. Consideration should be given to partnering with local government, community groups or organizations to share in both initial and operating/maintenance costs for added portions of enlarged facilities if shared use is planned.
- It is important to define the interrelationship between indoor and outdoor facilities early on. Interscholastic sports and community recreation provide opportunities for partnerships between the school district, parks & recreation, and/or other local organizations. Since these facilities may be used during non-school hours, considerations should be made for separate entrances, zoning of HVAC, location of parking, exterior lighting, storage, location of restrooms, and the ability of accessing these facilities without accessing the entire building or facility.

- Include the provision of equal facilities for men and women, access and suitability for physically impaired persons and providing flexibility so that the facility can be used for a variety of purposes.

- Isolate physical education facilities from other classroom areas due to noise considerations. Reduce noise, reverberation and echo within the gymnasium. Keep reverberation times in the gym within a range of .8 - 1.5 seconds. (See "Performing Arts" section for acoustical recommendations for gyms used also as performing arts spaces)

- Specify non-slip floors and non-abrasive wall surfaces.

- Ensure that there are no sharp edges, corners, or dangerous protrusions within reach in court space.

- Protect all wall-mounted items susceptible to damage with wire guards or other durable coverings.

- Suitable light fixtures that are recessed or shielded should be installed. Windows in the gymnasium should be elevated and protected.

- The installation of a public address system should be considered.
- Facilities for applying emergency first aid should be conveniently accessible.
- P.E. facilities in elementary schools are typically designed to allow for multi-use of the space.
- <u>For middle school / junior high and high school:</u>
    - It is important to recognize the trend at the middle school/junior high school level to use the physical education facility for all-school assemblies. This may result in the increased need for proper acoustic control.
    - Placement and storage of bleachers should be carefully studied.
    - Consider providing outdoor equipment storage accessible from outdoor areas.
    - Floors in shower and drying areas should have slip-resistant floor surfaces.
    - Ensure adequate storage space for equipment (recreation mats, chairs, etc.), especially if the space is to be used for multiple functions.

K. LIBRARIES, MEDIA AND RESEARCH CENTERS

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.18 NMAC establishes the following minimum basic requirements for libraries, media, and research centers:

> **6.27.30.18 LIBRARIES, MEDIA, AND RESEARCH CENTERS:**
> A school facility shall have flexible space for students to access research materials, books, digital devices, and computers, with wired and wireless connectivity. The facility shall have fixtures, equipment, technology, and resources in accordance with the standard equipment necessary to meet the educational requirements of the public education department. The area be at least 2.5 net sf/student of the planned school program capacity or current enrollment, but no less than 1,000 net sf. In addition, office/workroom space and secure storage shall be provided, with a cumulative minimum of 200 net sf.
> [6.27.30.18 NMAC - Rp, 6.27.30.16 NMAC, 1/14/2025]

Adequacy Standards Area Summary	**Minimum Area (Net Square Feet)**
• Early Education	No requirement
• Elementary	
Main room w/stacks & seating	2.5 net sf/student (1,000 net sf min.)
Office/workroom/storage	200 net sf combined min.
• Middle / Jr. High	
Main room w/stacks & ~~s~~eating	2.5 nsf/student (1,000 net sf min.)
Office/workroom/storage*	200 net sf combined min.
• High School	
Main room w/stacks & seating	2.5 nsf/student (1,000 net sf min.)
Office/workroom/storage	200 net sf combined min.

Best Practices – Libraries, Media, and Research Centers**:**

- The library/media/research center is the academic core of the building, serving as an extension of each classroom. It should occupy a central physical and visual position in the building.

- Provide appropriate space for instruction and secure storage, for computers, telecommunications equipment, and digital devices.

- Design the library/media/reseach center as an inviting, stimulating and accessible place, providing workspace for individuals and small and large groups for research, browsing, listening, viewing, reading and producing materials for instructional purposes.

- Provide maximum flexibility in order to meet the needs of students and staff. Accommodate program priorities and respond to student population growth, information expansion and changing technologies.

- Since library/media/research centers may receive extensive after hour use by students, staff and the community, consideration might be given to locating the media center near the front entry of the building.

- Logical circulation patterns should be considered early in the design process. Design for ease of visual control.

- The use of natural lighting is encouraged.

- Lighting fixtures and patterns should be designed to illuminate between, not over, bookcases. Strive to maintain a light level of between 50 and 70 foot candles in reading areas. Efforts should be made to reduce glare in computer areas.

- Appropriate wiring for audiovisual and computer equipment is required.

- Provide an adjacent office/workroom for the librarian, with visual access into the library/media/research center.

- Carefully consider immediate and long-term library/media/research center needs and technological trends. As some portions of a collection are converted to digital technology, the overall storage needs of a facility may diminish. The spread of wireless technology may make expensive wiring of computer stations obsolete. Flexibility of design and technology planning is becoming increasingly necessary in considering the infrastructure and space layout of new libraries and the updating of existing facilities. Provide wired and wireless connectivity.

- Sturdy equipment with adjustable shelving is recommended to ensure prolonged use and flexibility.

- In addition to computers, other electronic communications equipment (copiers, telephone, fax machine, scanner, printer, etc.) should be planned for. Provide appropriate storage and workstation space for such equipment.

- To protect the collection and electronic equipment, controls for the heating, cooling and ventilation of a library/media/research center should be independent of other parts of the facility.

L. FOOD SERVICES

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.19 NMAC establishes the following minimum basic requirements for food service areas in all schools:

6.27.30.19 FOOD SERVICE STANDARDS:

A. Cafeterias. A school facility shall have adequate space and equipment necessary to provide regular meals to students during the school day.

(1) Dining. A school facility shall have a covered area or space, or combination, to permit students to eat within the school site, outside of general classrooms. This space may be multi-purpose and may fulfill more than one adequacy standards requirement not in conflict with the regular serving and dining function. Dining area shall be sized for the planned school program capacity or current enrollment to allow for a meal period requiring no more than three serving periods. The dining area shall have no less than 15 net sf/seated student.

(2) Serving. Serving area(s) accommodating efficient flow of traffic shall be provided in addition to net sf areas assigned to dining and food preparation area. The space, fixtures and equipment shall be appropriate for the food service program of the school facility and shall be provided in consideration of the size and location of the facility. Food service facilities and equipment shall comply with the food service and food processing regulations of the New Mexico department of environment.

B. Kitchen. Kitchen space and equipment shall comply with either the food preparation kitchen or the serving kitchen standards defined as follows:

(1) Food preparation kitchen - 2 net sf/meal served minimum, based upon the single largest serving period:

(a) Early childhood and elementary school: 1,000 net sf minimum.

(b) Middle school/junior high school: 1,600 net sf minimum.

(c) High school: 1,700 net sf minimum.

(d) Combination school: shall provide the elements of the grades served by Subparagraphs (a), (b) and (c) above without duplication, but meeting the higher standards.

(2) Serving kitchen. Where food is not prepared on the school site, but is delivered prepared, there shall be a minimum of 200 net sf.

(3) Additional kitchen space requirements. The kitchen shall include an office with a minimum of 150 net sf, restroom, lockers, and a custodial space with a mop sink.

(4) Fixtures, equipment, and storage. A school facility shall have space, fixtures and equipment accessible to the kitchen and serving area, in accordance with the standard equipment required, for the preparation, receipt, storage or service of food to students.

(a) The space, fixtures and equipment shall be appropriate for the food service program of the school facility and shall be provided in consideration of the size and location of the facility and frequency of food service supply deliveries. Food service facilities and equipment shall comply with the food service and food processing regulations of the New Mexico department of environment.

(b) Fixtures and equipment should include: food prep area items, including hand wash sink, serving area equipment (or buffet equipment), dishwasher, cold storage, dry other appropriate fixtures and equipment items to perform necessary cooking or warming functions.

[6.27.30,19 NMAC - Rp, 6.27.30.17 NMAC, 1/14/2025]

Adequacy Standards Area Summary	Minimum Area (Net Sq. Ft.)
• Pre-Kindergarten – 12	
Dining	15 net sf / seated student min. (3 seatings per meal period max.)
Serving	Provided in addition to Dining Area
Kitchen (food preparation)	2 net sf / meal served, per serving period (min.)
Elemetary	1,000 net sf min.
Middle / Jr. High	1,600 net sf min.
High School	1,700 net sf min.
Serving Kitchen (warming kitchen)	200 net sf min.
Office	150 net sf min.

Best Practices – Food Services:

- The type of food service program operated by the school will depend on the site location of the school and the ease with which deliveries can be made. The site therefore influences the type of kitchen facility needed and the type of equipment that must be purchased. Thus, if a school is in a rural area, daily deliveries from a central kitchen may be impractical, and a fully equipped, independent kitchen may be a necessity. Also, a remote location may call for the installation of large freezers for the storage of food that would not be necessary in a suburban school to which deliveries could be quickly and easily made.

- Design serving, dining, and kitchen spaces to a maximum of three servings per meal period.

- The types of activities inherent in the delivery and preparation of food demand great care. Areas in which large amounts of food are prepared are typically regulated by the appropriate state and federal agencies concerned with health and environmental hazards related to food safety and the prevention of food contamination.

- **Hazard Analysis and Critical Control Points (HACCP)** is a systematic preventive approach to food safety. It is recommended that a HACCP is performed by the food services designer to identify potential food safety hazards which can be avoided by the design. Large kitchen projects may benefit from the services of a consultant who is experienced in this type of analysis.
- *Multi-purpose space*: For most schools under 300 students, and allowing for 2 cafeteria sittings per day, the likely solution will be a multi-purpose space, which is used as the

cafeteria, for PE classes, and for assemblies and performances. If a cafeteria is to double with any other function, the designer should eliminate interior columns where possible and provide adequate space for storage. A multi-use space also calls for extra attention to acoustics and a built-in sound system with reverberation times within a range of 0.7 – 1.2 seconds.

- *Kitchen:* The type of kitchen planned will depend on the nature of the food service program. The following questions should be answered:

    - Is the food to be prepared on site or will it be delivered from a central kitchen?
    - What type of food will be served – hot meals, convenient pre-packaged foods, vended items?
    - How many meals will be served every school day for breakfast, for lunch, for after-school programs, and special events?

    - The size of the kitchen will depend on the nature of the equipment and the number of people required to prepare meals. Food preparation equipment is expensive, and it should be chosen with care before the kitchen can be designed. Lay out the kitchen with defined cold food prep, hot food prep, and assembly areas to enable the staff to operate efficiently.

    - *Distribution kitchen*: Many schools have satellite kitchens, which warm and serve food entirely prepared off-site. Some schools serve as a main food preparation facility for several satellite kitchens and require more space and equipment.

    - *Serving kitchen*: If the preparation and packaging of food is done at a remote location outside the immediate school, the elaborate cooking, service and clean-up facilities described above are superfluous.

- *Service:* Food service equipment, layout of serving areas and overall size depend on the typical menu, food preparation and serving concepts.

    - Food service may occur in a section of the kitchen, in a separate room or in the dining area. The space needed, the equipment required and the food preparation/service program will determine the arrangement of service counters. The objective is to facilitate an attractive display, easy selection and quick service of food. Student circulation related to serving must be well-planned and coordinated within the space with other traffic paths.

- *Receiving area:* The receiving dock should permit easy unloading of supplies and food. This area should be located away from student traffic. The floor level of the dock and the storage/kitchen areas should be the same.

- *Storage:* It is recommended that enough storage be provided for a schedule that does not exceed one week between deliveries. Schools in remote locations may require additional

storage space depending on a lesser frequency of deliveries. Storage for food items that do not require refrigeration should be adjacent to the receiving area and convenient to the kitchen. This area should be dry and clean. Separate bulk storage from food preparation area. Refrigerators and freezers for cold food storage – if required by the program – must be planned for and accommodated.

- *Dishwashing:* The dishwashing and maintenance area is a separate function from food preparation and holding, and should be located separately but adjacent to the dining room, preferably near its exit. Equipment selected for cleaning dishes and utensils will determine the size of the space.

- *Garbage and trash disposal:* must be separated from food storage and preparation areas to prevent contamination. This applies to dirty dishes and trays, food waste, soaps and detergents, de-greasers, pesticides, and other potential contaminants.

- *Office:* Enclosed office(s) for the head cook and/or administrator provide space to accommodate menu preparation, purchasing and other tasks related to the management and supervision of the kitchen. The office should have a window providing a view of the kitchen and serving areas. Provide ability to have a telephone with an external line. Locate the office near the receiving door and/or near the cafeteria dining room.

- *Utility room:* A utility/custodial room with a mop sink is required within the food service area.

- *Staff restrooms:* Appropriate restroom facilities, isolated from food prep areas but easily accessible to the kitchen staff, should be provided. Individual lockers for the use of kitchen staff may be required.

M. ADMINISTRATION & OTHER FACILITY SUPPORT AREAS

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.20 NMAC establishes the following minimum basic requirements for "Other Facility Areas":

> **6.27.30.20 OTHER FACILITY AREAS:**
> **A.** Administrative space. A school facility shall have administrative space, to include offices for school administrators, councilors, ancillary staff, and records. The space shall consist of a minimum of 150 net sf, plus 1.5 net sf/student of the planned school program capacity or current enrollment.
> **B.** Student health. A school facility shall have spaces for the delivery of student health. The student health or nurse's suite shall have space to isolate any sick student(s) from the other students and perform necessary testing. It shall have a sink, refrigerator, and secure storage for records, medications, supplies. This space shall be a designated space consisting of at least 1 net sf/student of the planned school program capacity or current enrollment with a minimum of 200 net sf. The student health or nurse's suite shall have a connected accessible restroom, not included in the minimum.
> **C.** Faculty workspace and break room. A school facility shall have workspace available to the faculty. This space is in addition to any workspace available in or near a classroom. The space shall consist of at least 1 net sf/student of the planned school program capacity or current enrollment with no less than 150 net sf. The space may consist of more than one room and may have more than one function. The break room shall include a kitchenette.
> **D.** Network distribution space. A school shall have at least 120 net sf of appropriately distributed, securable, well-ventilated, temperature controlled space to accommodate routers, switches, servers and other devices to support school technology operational needs.
> [6.27.30.20 NMAC - Rp, 6.27.30.18 NMAC, 1/14/2025]

Adequacy Standards Area Summary	**Minimum Area (Net Square Feet)**
• Administrative space	150 net sf min., plus 1.5 net sf/student
• Student health	1 net sf/student 200 net sf min.
Nurse's area Accessible restroom	
• Faculty workspace / breakroom	1 net sf/student, 150 net sf min. 150 net sf min.
• Network distribution space	120 net sf min.

Best Practices – Administration and Other Facility Support Areas:

- *Parent organization storage:* Parents are encouraged to form active partnerships with schools to assist with planning and carrying out school activities. This space should have:
    - Small group meeting capabilities.
    - Easy access to administration and outside entrance.

- *Administrative space:* Provide space for the basic administrative functions concerned with the operation of the school. This area should be located near the main entrance of the school where it is easily accessible to visitors and close to parking areas, with a suitable reception area readily available to students, teachers and visitors. Appropriate display areas should be available to display student art and other school artifacts. The administration offices should be accessed directly through the administrative reception area. The principal's office should be accessible from within the main office area as well as directly from the main corridor and commons areas. Additional considerations for the administrative space should include:

    - Ample and conveniently located storage.
    - Conferencing space.
    - Secure place for permanent records (fireproof file storage). (REQUIRED)
    - A small safe.
    - All appropriate building infrastructure for telecommunications and technology.
    - Mail rooms/workrooms (adjacent to teacher lounge).
    - Acoustically-separated small meeting or conference spaces for specialized staff use.

- *Counseling:* In elementary schools, space for both individual and small group consultation sessions is recommended. Middle and high schools typically require space for full-time counseling staff and usually employ the services of several counselors depending on school size. Small schools may have only one counselor. Part-time counseling services may be provided on a shared-schedule basis in another office. Students should feel secure and comfortable in accessing and utilizing the counseling area.

  The size of the counseling staff and spaces needed to accommodate the student population depends on the size and level of the school. Space for both individual and small group consultation sessions is recommended. Students should feel secure and comfortale in accessing and utilizing the counseling area.

- *Student health:* Provide space for activities include maintaining student health records, treating minor injuries, conferencing with students and parents, conducting health screening activities, immunizations and conferring with other health professionals, teachers and administrators. Additional considerations are as follows:

- The school nurse's area should, if necessary, be adjacent to and entered by way of the school's central control and reception area.
- The school secretary should, if necessary, have direct visual contact with the health reception area.
- There should be sufficient space to conduct eye examinations (minimum of 20 feet).
- The office for the nurse or the nurse's aide shall be provided with a telephone.
- Student health records must be maintained in secure storage.

- *Faculty workspace/ breakroom:* Locate near the administrative hub of the facility. The atmosphere of the lounge should be relaxing and comfortable. The room should invite relaxation and informal communication, as well as provide an atmosphere of work-related collaboration. The space should be provided to accommodate the following:

  - A kitchenette with a sink
  - A break area
  - Technology access (Internet, etc.).

- *Network distribution space*

N. CIRCULATION, ENTRIES & COMMONS

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30 NMAC does not establish the minimum basic requirements for school building circulation, entries, and commons. Code requirements shall determine the minimum criteria for these items.

NOTE:

- Circulation and entry vestibules are generally included as *tare* space within the building. See discussion on *Efficiency Ratio and Tare* in PART III – POLICIES AND PROCEDURES.

- Commons areas are typically considered as part of circulation, and are therefore *tare* space, with some exceptions. They are usually part of the net area when they are used more as regularly occupied space than for building traffic circulation.

Best Practices – Circulation, Entries, and Commons:

- *Hallways*:
    - Exit way widths are prescribed in the code, and can be increased to allow for locker installations in secondary schools.
    - Exit ways should be carefully laid out to provide a simple, clear, supervised way out of all school facilities.
    - Openings to outdoor areas may include vestibules and airlocks.
    - If interior windows are provided between classrooms and corridors, install blinds to allow visual control capability.

- *Commons*:
    - The student commons can be a central location in the school where students can congregate for relaxation, conversation, committee meetings, study and snacks. Its purpose is to nurture social and personal as well as academic advancement and to provide for student-teacher interchange in an informal atmosphere. It is normally provided only in secondary facilities and may be a repetitive feature in schools designed for learning academies.
    - The student commons should be centrally located – perhaps in conjunction with a library, auditorium or dining area.
    - Commons spaces may be dispersed throughout a school, in each learning academy.
    - It should always be available for use and furnished as a space for informal study and socializing.
    - Snacking facilities may be incorporated within or adjacent to the area.

O. BUILDING SUPPORT SPACES

Adequacy Requirements

New Mexico State Adequacy Standards Section 6.27.30.21 NMAC and *Section 6.27.30.22 NMAC* establish the following minimum basic requirements for general storage and maintenance or janitorial space:

> **6.27.30.21 GENERAL STORAGE (EXCLUDES LOCKERS, JANITORIAL, KITCHEN, GENERAL CLASSROOM, SPECIALTY CLASSROOMS, AND ADMINISTRATIVE STORAGE):** For storage, at least 1.5 net sf/student of the planned school program capacity or current enrollment may be distributed in or throughout any type of room or space, but may not count toward required room square footages. General storage must be securable and include textbook storage.
> [6.27.30.21 NMAC - Rp, 6.27.30.19 NMAC, 1/14/2025]
>
> **6.27.30.22 MAINTENANCE OR JANITORIAL SPACE:** Each school shall designate 1 net sf/student of the planned school program capacity or current enrollment for maintenance or janitorial space. Janitorial space shall include a janitorial sink.
> [6.27.30.22 NMAC - Rp, 6.27.30.20 NMAC, 1/14/2025]

Adequacy Standards Area Summary	**Minimum Area (Net Square Feet)**
• Storage areas (does not include in-classroom storage) General storage Textbook storage	1.5 net s.f/student total
• Maintenance / janitorial rooms	1 net s.f/student total

Best Practices – Building Support Spaces:

- General storage is typically dispersed throughout the facility and receiving areas should be located where easily and safely accessed for deliveries without disrupting other normal school traffic.
- The number and locations of such areas are dependent upon the scale of the facility and the limitations of the systems or functions provided. For example, custodial space should be provided to allow for reasonable access to a mop sink and supplies in every major building area.
- **It is critical that custodial and grounds maintenance storage be sufficient in size, properly located, and separate from general storage and mechanical /electrical rooms. Safe storage of potentially hazardous cleaning materials, fuels, etc. is**

mandatory. Code compliance in rooms with mechanical and electrical equipment requires that general and custodial storage is not accommodated within these spaces.

- Provide a roof top access hatch accessible by a fixed steel ladder placed within a lockable storage or custodial space.

- Provide secure filing space for building maintenance documents, training videos, handbooks, and manuals.

- General design considerations related to building maintenance are as follows:

    - Where there will be above-ceiling space for mechanical and electrical system components, design for convenient installation and maintenance of fixtures and equipment. Provide access panels in ceilings and include doorways for large chase spaces to facilitate maintenance and repair work.

    - Make sure there is proper lighting in all support spaces.

    - When planning rooms for specialized data and telephone electronics equipment, work closely with the appropriate specialists to determine room sizes, clearances and any critical ventilation requirements to handle the heat buildup from this equipment. Louvers in interior doors are not recommended. Use ducted transfer ventilation or undercut doors. Consider any other special requirements such as needed to prevent or reduce dust infiltration.

IX. APPENDICES

APPENDIX A: Maximum Building Gross Square Footage (GSF) per Student

Max. Building Gross Square Footage Per Student for Elementary Schools (Grades 1-5)

Maximum Total Projected Enrollment	Gross Square Footage per Student	Total Facility GSF
25	496	12,412
50	372	18,614
100	279	27,917
150	236	35,385
200	209	41,867
250	191	47,702
300	177	53,068
350	166	58,074
400	157	62,789
450	149	67,266
500	143	71,540
550	138	75,640
600	133	79,588
650	128	83,401
700	124	87,094
750	121	90,680
800	118	94,167
850	115	97,565
900	112	100,881
950	110	104,121
1000	107	107,291

Max. Building Gross Square Footage Per Student for Middle Schools (Grades 6-8)

Maximum Total Projected Enrollment	Gross Square Footage per Student	Total Facility GSF
25	487	12,166
50	376	18,775
100	290	28,972
150	249	37,342
200	224	44,709
250	206	51,411
300	192	57,626
350	181	63,462
400	172	68,994
450	1650	742,473
500	159	79,336
550	153	84,213
600	148	88,926
650	144	93,495
700	140	97,934
750	136	102,255
800	133	106,470
850	130	110,588
900	127	114,616
950	125	118,561
1000	122	122,429

Max. Building Gross Square Footage Per Student for High Schools (Grades 9-12)

Maximum Total Projected Enrollment	Gross Square Footage per Student	Total Facility GSF
25	653	16,320
50	489	24,448
100	366	36,624
150	309	46,393
200	274	54,866
250	250	62,490
300	232	69,500
350	217	76,036
400	205	82,193
450	196	88,037
500	187	93,615
550	180	98,965
600	174	104,115
650	168	109,090
700	163	113,907
750	158	118,583
800	154	123,131
850	150	127,561
900	147	131,885
950	143	136,109
1000	140	140,241

Max. Building Gross Square Footage Per Student for Elementary/Middle Combo Schools (Grades PK-8)

Maximum Total Projected Enrollment	Gross Square Footage per Student	Total Facility GSF
25	2200	55,000
50	1100	55,000
100	550	55,000
150	367	55,000
200	275	55,000
250	236	59,104
300	221	66,302
350	209	73,069
400	199	79,486
450	190	85,613
500	183	91,492
550	177	97,158
600	171	102,636
650	166	107,948
700	162	113,110
750	158	118,138
800	154	123,044
850	150	127,837
900	147	132,528
950	144	137,123
1000	142	141,629

Max. Building Gross Square Footage Per Student for Middle/High Combo Schools (Grades 6-12)

Maximum Total Projected Enrollment	Gross Square Footage per Student	Total Facility GSF
25	2200	55,000
50	1100	55,000
100	550	55,000
150	367	55,000
200	275	55,000
250	256	63,930
300	237	71,144
350	222	77,874
400	211	84,217
450	201	90,239
500	192	95,991
550	185	101,508
600	178	106,822
650	172	111,955
700	167	116,928
750	162	121,755
800	158	126,452
850	154	131,028
900	151	135,494
950	147	139,859
1000	144	144,129

Max. Building Gross Square Footage Per Student for Elementary/Middle/High Combo Schools (Grades PK-12)

Maximum Total Projected Enrollment	Gross Square Footage per Student	Total Facility GSF
25	2200	55,000
50	1100	55,000
100	550	55,000
150	367	55,000
200	288	57,548
250	263	65,702
300	244	73,214
350	229	80,232
400	217	86,853
450	207	93,145
500	198	99,158
550	191	104,932
600	184	110,496
650	178	115,875
700	173	121,088
750	168	126,151
800	164	131,080
850	160	135,884
900	156	140,576
950	153	145,162
1000	150	149,651

Appendix A above only describes the Maximum Building Gross Square Footage at specific intervals as an example. Refer to the Max GSF Calculator avaiable at www.nmpsfa.org for specific enrollment maximums.

The GSF Calculator is intended to functionally support all of a school's educational programs, yet to encourage multi-use spaces and other utilization maximizing strategies that will reduce facility size. It is however recommended that guideline maximums be allowed to be challenged first to the PSFA on a case-by-case and educational program-by-program basis. If an agreement cannot be reached, districts may appeal any PSFA decisions to the PSCOC. Appeals to the PSCOC should be required to be in writing and no later than 20 days prior to the next PSCOC meeting.

APPENDIX B: Natural Lighting in the Classroom

A study found that over half of the energy use in New Mexico public schools goes toward lighting the facilities.

The proper use of natural lighting in the classroom can help to reduce overall energy use. Studies have shown that daylighting in the classroom can also have a positive effect upon human psychology and performance. Studies have also demonstrated a direct correlation between increased daylight exposure in the classroom and increased test scores on standardized tests for students at all grade levels. Properly designed daylighting systems can be both aesthetically pleasing and cost-effective to integrate into building design. Successful daylighting solutions in schools include translucent wall panels and clerestory light monitors with operable shading devices. Any solution needs to consider the problems of glare and the distribution of usable light.

Consider the potential of distracting views to the outside, any necessity for visual monitoring, safety, and security in selecting window types, sizes, and locations.

Properly selected blinds or shades are typically useful in controlling natural light and views to the outside and classroom interior. Avoid types that introduce visual patterns which are distracting to students. Consider the need for a certain level of room-darkening for audio/visual presentations. Black-out shades are not recommended except where absolutely necessary.

The National Clearinghouse for Educational Facilities posts a web page linking to a number of books, journal articles, related web sites and resource links dealing with natural light in the classroom environment, its effect upon human performance and the design of daylighting systems. This resource list can be viewed at: http://www.edfacilities.org/rl/daylighting.cfm.

APPENDIX C

Site Selection Criteria			
Site Name: **Site:** **Date:** **Area:**			
Location	Yes	No	Comments
Is it within the attendance area?			
Is adjacent land use compatible?			
Is it centrally located to avoid extensive transporting and to minimize student travel distance?			
Is it compatible with current and probable future zoning regulations?			
Is it close to libraries, parks, museums and other community services?			
Is there available fire and police protection, including fire lines?			
Is there favorable orientation to wind and natural light?			
Is the site close to other schools?			
Are there known or potential significant environmental concerns impacting site habitat (e.g., fish-bearing streams, unique flora or fauna)?			
Are there heritage/archaeological artifacts of known or potential historical/archaeological significance?			
Is there existing or proposed zoning/land use designation which prevents development as school site?			
Is there known or anticipated unsuitable development on adjacent properties?			
Is there convenient potential for joint-use opportunities?			
Is there existing trash and garbage disposal service conveniently available to the site?			
Is there proximity to available housing?			
Adjacencies			
Is it properlydistanced from roadways with high volumes of traffic?			
Is it farther than 1,500 feet away from railway tracks?			
Is it farther than two miles away from an airport runway?			
Is it free from the existing paths of high voltage lines?			
Is it free from the existing paths of high-pressure lines (gas*, sewer or water lines)? *Contact the PRC Pipeline Safety Division for more info			

Are there safe and convenient routes for students to walk and bicycle to school? (Use NM Safe Routes to School neighborhood assessment forms available at *www.nmshtd.state.nm.us*).			
Is the site free of contaminants/toxics in soil or ground water, such as from landfills, dumps, chemical plants, refineries, fuel tanks, nuclear power plants or agricultural use of pesticides or fertilizer, etc.?			
Is far from high-decibel noise sources?			
Is it far from open-pit mining?			
Is it far from a fault zone or active fault?			
Is it outside a dam inundation area or a 100-year flood plain?			
Is it relatively free of social hazards in the neighborhood, such as high incidence of crime and drug or alcohol abuse?			
Are air quality levels acceptable?			
Can school regulate access by unwanted visitors?			
Soils			
Is the site far from faults or fault traces?			
Is there stable subsurface and bearing capacity?			
Is it free of the danger of slides or liquefaction?			
Is there adequate percolation for septic system and drainage?			
Is there an adequate water table water level?			
Is existing land fill reasonably well compacted? **Note:** A geological hazard report must be conducted to determine soil and seismic conditions			
Is the site free from hazardous materials?			
Accessibility			
Is public transportation available?			
Are there safe, convenient routes for all users (students, staff, parents and visitors) to walk and bicycle to the site? (Use NM Safe Routes to School neighborhood assessment forms available at *www.nmshtd.state.nm.us*).			
Does it have easy community access for shared use?			
Is adjacent traffic reasonable?			
Can buses get in and out easily?			
Can emergency vehicles get in and out easily?			
Is the site free from nearby off-site obstacles such as crossings on major streets and intersections, narrow or winding streets, or heavy traffic			

patterns?			
Is the site clear from natural obstacles such as grades or gullies?			
Is there reasonable freeway access for bus transportation without the site being adjacent to the freeway?			

Environment	Yes	No	Comments
Is the site free from sources of noise that may impede the instructional process?			
Is the site free from air, water and soil pollution?			
Is the site free from smoke, dust, odors and pesticide spray?			
Does the site provide aesthetic off-site and on-site views?			
Is the site environment compatible with the educational program?			
Are there places for outdoor education?			
Is there natural vegetation?			
Topography			
Can the site be drained properly?			
Can grading be performed easily and economically?			
Can vehicles easily negotiate the terrain?			
Are there flat areas for playing fields?			
Is the site free of rock ledges or outcroppings?			
Is it below the maximum site slope of 2-4% over minimum of 50% of site for ease of design and access?			
Size and Shape			
Is the net acreage consistent with intended use?			
Is the length-to-width ratio below 2:1?			
Is there sufficient open play area and open space?			
Is there potential for expansion for future needs?			
Is there area for adequate and separate bus loading and parking?			
Is there adequate space for bus loading and separate parent drop-off / pick-up areas?			
Does the site shape facilitate pedestrian and bicycle access?			
Utilities			
Is there availability of water, electricity, gas, and sewer?*			

Is there the feasibility of bringing utilities to site at a reasonable cost?			
Are there no restrictions on rights of way?			
*Contact State Fire Marshal for requirements for fire suppression water needs and site approval			
Availability			
Is the property on the market for sale?			
Are title clearance issues non-existent or resolved?			
Is condemnation of property unnecessary?			
Is it free of site easements or restrictions?			
Cost	Yes	No	Comments
Are anticipated costs for purchase of property, severance damages, relocation of residents and business, and legal fees reasonable?			
Are estimated costs for site preparation, including drainage, parking, driveways, removal of existing buildings and grading reasonable?			
Are the estimates for any long-time site maintenance costs reasonable?			
Is the site free of need for toxic cleanup beyond the owner's obligation?			
Is the site free of any extensive need for-environmental mitigation?			
Does the site location minimize the need for long-distance transportation of students to and from the site and the associated costs?			
Public Acceptance			
Is there public acceptance public acceptance of the proposed site?			
Is the city or county planning commission receptive to the location of the site?			
Is the site free from prime agriculture or industrial use zoning designations?			
Is the site free of a negative environmental impact report?			
Is there coordination of the proposed school location with future community plans?			

APPENDIX D: ACCESSIBILITY AND UNIVERSAL DESIGN

The New Mexico Building Code has adopted accessibility codes for all public buildings. Compliance with the Americans with Disabilities Act (ADA) is a requirement for all public schools. Further, in 1997 the Individuals with Disabilities Education Act (IDEA) was amended to strengthen, to the maximum extent possible, the right of students with disabilities to be educated with non-disabled students (mainstreaming). Once relegated to special needs classrooms or specialized facilities, an increasing number of students with moderate, severe and even profound disabilities are now requiring full accessibility to public school facilities at all grade levels. Thus, issues of accessibility must become a fundamental component of public school facility design. The final decision on interpretation of accessibility requirements shall be according to the State of New Mexico Building Code.

The following issues should be considered in regard to accessibility in public schools:

Universal Design—Pursuing universal design principles results in easier access and increased safety for all users. The expansion of school-based programs means an increase of users ranging from pre-schoolers to senior citizens. The application of universal design principles can allow a wider range of users access to a facility.

Versatile Classroom Space—Classrooms that provide a variety of choices in the physical environment can be important in meeting the needs of students with a wide range of disabilities. The creation of alcoves and use of varying ceiling heights to define space separations within the classroom can aid students with emotional disabilities and those with attention disorders who require greater physical and/or acoustic separation between activities to reduce distractions. Modular furniture can also lend an element of versatility to the classroom. Data outlets should be dispersed throughout a classroom rather than clustered.

Minimal Travel Distances—It is important to minimize the distance any student travels from one destination to another, especially for students with disabilities. Gymnasiums, libraries, music and art classrooms and elevators should all be centrally located to reduce travel distances. In multi-story facilities, it may be necessary to provide more than one elevator to provide reasonable travel distances.

Integration of General and Specialty Classrooms—To the extent possible, specialized education spaces should not be isolated or clustered in a single area of the building, but dispersed throughout the school.

Outdoor Areas — Accessibility issues are not limited to the facility but should be extended to include the entire site. Far too often playgrounds and other outdoor areas are inaccessible to students with disabilities. New federal guidelines address what types and to what extent playground components must be made accessible. Though the Department of Justice has not yet adopted these, they should be used as a guide. (The outdoor play area guidelines and all other regulations of the ADAAG and UFAS are available at http://www.access-board.gov.)

Classroom Acoustics — The acoustical quality of learning spaces is becoming a critical matter in today's schools. Designers must pay specific attention to the effect of noise-producing factors and absorption of noise generated within the learning space and of noise isolation between spaces. A good source of information on this subject is the publication entitled "Classroom Acoustics" issued by the Acoustical Society of America, www.asa.aip.org .

In 2002, voluntary acoustic standards were adopted for classrooms serving students with hearing impairments, attention disorders, emotional disabilities and multiple disabilities. The background noise standard is set at a maximum of 35 dBA with a reverberation time standard in an unoccupied classroom of 0.5 seconds for classroom volume under 10,000 cubic feet, 0.6 seconds for volumes between 10,001 and 20,000, and reverberation times of 1.5 seconds for classrooms with volumes exceeding 20,001 cubic feet.

For classrooms serving mainstream students the background noise standard is set at a maximum of 45 dBA for new construction and renovation projects, with a reverberation time standard in an unoccupied classroom of 0.6 seconds for classroom volume under 10,000 cubic feet, 0.7 seconds for volumes between 10,001 and 20,000, and reverberation times of 1.5 seconds for classrooms with volumes exceeding 20,001 cubic feet.

Special attention shall be given to noise isolation of and between classrooms and noisy adjacencies as outlined in ANSI S12.60 - 2002.

Building Security — The general trend toward controlling access to keep unauthorized individuals from entering schools can also serve to keep students with disabilities, such as autism and emotional disabilities from leaving the school building. Such students are prone to leaving the school building unsupervised and risking harm to them. Access to areas such as storage rooms and mechanical areas with potentially dangerous equipment or supplies presents other security issues worthy of consideration.

Resources:

Association of Bicycle and Pedestrian Professionals, *Bicycle Parking Guidelines*, 2nd Edition, 2010, available at http://www.apbp.org/?page=Publications.

US Environmental Protection Agency, *School Siting Guidelines*, October 2011, available at www.epa.gov/schools/siting.

Hawkins, Harold, Ed.D., and H. Edward Lilley, Ph.D., in cooperation with the Council of Educational Facilities Planners International, *Guide for School Facility Appraisal,* 1998

ITE Technical Committee TENC-105-01: *School Site Planning, Design and Transportation*, September 2007.

Myers, Nancy, Ed.D., R.E.F.P, and Robertson, Sue, R.E.F.P., published by the Council of Educational Facilities Planners International, *Creating Connections: CEFPI Guide for Educational Facility Planning*, (2004).

National Center for Safe Routes to School, *Safe Routes to School Guide: Student Drop-off and Pick-up Strategies*, 2007, available at http://www.saferoutesinfo.org/guide/dropoff_pickup/index.cfm.

National Clearinghouse for Educational Facilities Resource Lists. View online at: http://www.edfacilities.org/rl/

New Mexico Safe Routes to School Program, *School Site/Neighborhood Assessment Forms*, 2009 – available at www.nmsaferoutes.com.

New Mexico Task Force for School Libraries, *Standards for New Mexico Libraries,* New Mexico Library Association, January 2001. View online at: http://www.nmla.org/standards.html

Public Schools of North Carolina, *The School Site Planner*, June 1998, available at www.schoolclearinghouse.org/pubs/schsite.pdf

I. Recertification of SSTBs

II. Presenter(s): Matthew Schimmel, Chief Financial Officer

III. Potential Motion:

Council approval to adopt the Resolution, Notification, Certification, and Reconciliation of unexpended bond proceeds as follows:

- **SSTB21SD 0001** – Certifying the net amount of **$1,277,928** to be used for other the Measurement & Verification (M&V) - Phase II program continuation.

IV. Executive Summary:

Key Points:
The following recertifications of SSTBs are based on adjustments and awards:

- **SSTB21SD 0001** – Certifying the net amount of **$1,277,928**

Row Labels	Sum of Certifying	Sum of Decertifying
Measurement & Verification (M&V) - Phase II	$ 1,277,928	
Grand Total	**$ 1,277,928**	

Exhibit(s):
A – Resolution and Worksheet SSTB21SD 0001

STATE OF NEW MEXICO
Public School Capital Outlay Council

RESOLUTION, NOTIFICATION AND CERTIFICATION

WHEREAS, money from the proceeds of severance tax bonds and supplemental severance tax bonds ("Bonds") authorized pursuant to Sections 7-27-12.2 NMSA 1978 (the "Act"), is needed for the purpose of carrying out the provisions of the Public School Capital Outlay Act;

WHEREAS, the State Secretary of Public Education has certified that proceeds from the sale of the Bonds is necessary to make the distributions in the current fiscal year pursuant to Section 22-25-9 NMSA 1978 for the purpose of carrying out the provisions of the Public School Capital Improvements Act;

WHEREAS, money from the proceeds of the sale of the Bonds authorized in the Act is needed to make awards and expenditures pursuant to Section 22-24-4 & 22-24-5 NMSA 1978 for capital project grant assistance, lease payment assistance and related uses pursuant to the Public School Capital Outlay Act and;

WHEREAS, at its meeting on July 16, 2025, the Council adopted the resolution and certification set forth below:

NOW, THEREFORE, BE IT RESOLVED AND CERTIFIED THAT:

1. Exhibit A to the Resolution, Notification and Certification dated December 13, 2021 is amended to reauthorize one million two hundred seventy seven thousand nine hundred twenty eight dollars ($1,277,928.00) per the attached SSTB21SD 0001 Reconciliation worksheet for the following projects:

    a) Measurement & Verification (M&V) - Phase II $ 1,277,928.00

2. Nine hundred seventy three thousand seven hundred forty nine dollars remains unexpended.

Dated: July 16, 2025

PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL

By: _____
Joe Guillen, Chair PSCOC

SSTB21SD- 0001 Reconciliation Worksheet
A04 - SSTB21SD 0001

July 16, 2025

	A-Code	Description	Previously Certified	Pending Certification	Certified	Actual Budget (SHARE)	Pending Budget (SHARE)	Budgeted	
1		Standards and System Awards for FY23	$ -		$ -	$ -		$ -	1
2		2nd Round of Systems Awards for FY22	$ -		$ -	$ -		$ -	2
3		2nd Round of Pre-K Applications	$ 3,560,398.00		$ 3,560,398.00	$ -		$ -	3
4	A04K	Gadsden - Chaparral on Track Center	$ 2,971,909.00		$ 2,971,909.00	$ 2,971,909.00		$ 2,971,909.00	4
5	A04K23001	Farmington - Preschool Academy East	$ 2,700,308.00		$ 2,700,308.00	$ 2,700,308.00		$ 2,700,308.00	5
6	A04K23002	NMSBVI - Albuquerque Pre-School	$ 443,091.00		$ 443,091.00	$ 443,091.00		$ 443,091.00	6
7	A04K24001	Cuba - PreK	$ 124,294.00		$ 124,294.00	$ 124,294.00		$ 124,294.00	7
8		Additional Teacherage Awards for FY23	$ -		$ -	$ -		$ -	8
9	A04SFM23	FY2022-2023 State Fire Marshall Budget/Reimb.	$ 80,000.00		$ 80,000.00	$ 80,000.00		$ 80,000.00	9
10	A04CID23	FY2022-2023 CID Budget/Reimbursement	$ 250,000.00		$ 250,000.00	$ 250,000.00		$ 250,000.00	10
11		FY2022-2023 Capital Imp. Act (SB9)	$ 14,374,831.00		$ 14,374,831.00	$ 14,374,831.00		$ 14,374,831.00	11
12		FY23 Operating Budget	$ 6,342,600.00		$ 6,342,600.00	$ 6,342,600.00		$ 6,342,600.00	12
13		FY23 Special Salaries/Personnel	$ 478,600.00		$ 478,600.00	$ 478,600.00		$ 478,600.00	13
14		FY22 PS & EB (3% compensation)	$ 27,600.00		$ 27,600.00	$ 27,600.00		$ 27,600.00	14
15	A04B23001	BDCP (Broadband)	$ 10,000,000.00		$ 10,000,000.00	$ 10,000,000.00		$ 10,000,000.00	15
16	A04M23001	FY23 FMP (Facility Master Plans)	$ 538,399.00		$ 538,399.00	$ 538,399.00		$ 538,399.00	16
17		SB9 HB119 Maintenance Allocations	$ 17,174,389.00		$ 17,174,389.00	$ 17,174,389.00		$ 17,174,389.00	17
18		SB212 $75M	$ 75,000,000.00		$ 75,000,000.00	$ 75,000,000.00		$ 75,000,000.00	18
19		NMPFA - HB43 Charter School Revolving Loan Fund	$ 10,000,000.00		$ 10,000,000.00	$ 10,000,000.00		$ 10,000,000.00	19
20	A04P23001	Gallup - Gallup Central HS	$ 900,480.00		$ 900,480.00	$ 900,480.00		$ 900,480.00	20
21	A04P23006	Albuquerque Sign Language Academy	$ 28,007,571.00		$ 28,007,571.00	$ 28,007,571.00		$ 28,007,571.00	21
22	A04P23002	Gallup - Thoreau High School	$ 3,821,477.00		$ 3,821,477.00	$ 3,821,477.00		$ 3,821,477.00	22
23	A04P23004	Farmington - Heights MS	$ 4,628,052.00		$ 4,628,052.00	$ 4,628,052.00		$ 4,628,052.00	23
24	A04P23005	Farmington - Mesa Verde ES	$ 2,835,251.00		$ 2,835,251.00	$ 2,835,251.00		$ 2,835,251.00	24
25	A04P23003	Gallup - David Skeet ES	$ 1,771,462.00		$ 1,771,462.00	$ 1,771,462.00		$ 1,771,462.00	25
26	A04S23001	Gallup/McKinley - Indian Hills ES	$ 3,475,836.00		$ 3,475,836.00	$ 3,475,836.00		$ 3,475,836.00	26
27	A04S23002	Moriarity/Edgewood	$ 296,744.00		$ 296,744.00	$ 296,744.00		$ 296,744.00	27
28	A04P20007	Des Monies Combined - Award Language Change	$ 710,953.00		$ 710,953.00	$ 710,953.00		$ 710,953.00	28
29	A04P21001	Zuni Twin Buttes/Zuni HS	$ 9,519,621.00		$ 9,519,621.00	$ 9,519,621.00		$ 9,519,621.00	29
30	A04BBER23	BBER - State/Local Match Study	$ 70,000.00		$ 70,000.00	$ 70,000.00		$ 70,000.00	30
31	A04EBUPGRD	e-Builder Upgrade	$ 48,800.00		$ 48,800.00	$ 48,800.00		$ 48,800.00	31
32	A04FIMS23	FY23 Siemens	$ 352,000.00		$ 352,000.00	$ 352,000.00		$ 352,000.00	32
33	A04CIMS23	FY23 e-Builder Subscription	$ 224,638.00		$ 224,638.00	$ 224,638.00		$ 224,638.00	33
34	A04E21001	Floyd Emergency	$ 37,971.38		$ 37,971.38	$ 37,971.38		$ 37,971.38	34
35	A04L23001	FY23 Lease Assistance adjustment	$ 1,947,133.00		$ 1,947,133.00	$ 1,947,133.00		$ 1,947,133.00	35
36	A04BONDREC	Contractor Bond Reconciliation	$ 65,000.00		$ 65,000.00	$ 65,000.00		$ 65,000.00	36
37	A04P19005	Las Cruces - Desert Hills ES	$ 11,836,400.00		$ 11,836,400.00	$ 11,836,400.00		$ 11,836,400.00	37
38	A04P19015	P19-015 Socorro - Sarracino MS	$ 9,113,990.00		$ 9,113,990.00	$ 9,113,990.00		$ 9,113,990.00	38
39	A04P22005	Los Alamos - Pinon ES	$ 16,283,664.00		$ 16,283,664.00	$ 16,283,664.00		$ 16,283,664.00	39
40	A04P21004	P21-004 Hobbs Heizer MS	$ 2,415,034.00		$ 2,415,034.00	$ 2,415,034.00		$ 2,415,034.00	40
41	A04P21008	P21-008 Hobbs - New MS	$ 2,415,034.00		$ 2,415,034.00	$ -		$ -	41
42	A04P21005	P21-005 Gallup-McKinley - Crownpoint HS	$ 4,720,541.00		$ 4,720,541.00	$ 4,720,541.00		$ 4,720,541.00	42
43	A04P21006	P21-006 Gallup-McKinley - Crownpoint MS	$ 2,532,111.00		$ 2,532,111.00	$ -		$ -	43
44	A04P21003	P21-003 Gallup-McKinley - Gallup HS	$ 11,922,644.00		$ 11,922,644.00	$ 11,922,644.00		$ 11,922,644.00	44
45	A04S22016	S22-016 Farmington - Bluffview ES	$ 604,857.00		$ 604,857.00	$ 604,857.00		$ 604,857.00	45
46	A04S22010	S22-010 Raton - Columbian ES	$ 471,839.00		$ 471,839.00	$ 471,839.00		$ 471,839.00	46
47	A04K22004	K22-004 NM School for the Deaf - Alb	$ 835,000.00		$ 835,000.00	$ 835,000.00		$ 835,000.00	47
48		Measurement & Verification (M&V) - Phase II	$ -	$ 1,277,928.00	$ 1,277,928.00			$ -	48
49		**Subtotals**	**$ 265,930,522.38**	**$ 1,277,928.00**	**$ 267,208,450.38**	**$ 256,587,979.38**	**$ -**	**$ 256,587,979.38**	49
50									50
51		SSTB21SD Proceeds	$ 268,182,200.00						51
52		**SSTB21SD Proceeds Uncertified**	**$ 973,749.62**						52
53		**SSTB21SD Proceeds Unbudgeted**	$ 11,594,220.62						53

VII. Informational

A. Quarterly Lease Assistance Status Report

B. Gross Square Foot Calculator Discussion for Existing Projects

C. Executive Director Search

I. Quarterly Lease Assistance Status Report

II. Presenter(s): Matthew Schimmel, Chief Financial Officer

III. Executive Summary (Informational):

Key Points:
As of Fiscal Year 2025, a total of 105 Lease Assistance awards have been granted, totaling $23,108,712.00 in approved funding.

- The original SHARE budget allocated for Lease Assistance in FY25 was $25,400,000.00.
- Reimbursements to date (as of July 10, 2025) amount to $22,531,462.07.
- The PSFA is actively working with charter schools to invoice the remaining $577,249.93 by the end of July 2025.
- The remaining balance from the original budget, after accounting for awards and reimbursements, is $2,291,288.00.
    - This amount will revert to SSTB24SB001, along with any final unspent funds after all invoices are processed.

Below is a table summarizing the items above:

Original SHARE Budget (FY25)	$ 25,400,000.00
Reimbursements to Date (as of July 10, 2025)	$ 22,531,462.07
Remaining to be Invoiced	$ 577,249.93
Total Awards Granted	$ 23,108,712.00
Estimated Balance to Revert to SSTB24SB001	**$ 2,291,288.00**

Exhibit(s):
A – FY25 Lease Assistance Awards

Exhibit A

FY25 Lease Assistance Awards (as of 07/10/2025)

	PO	School	FY25 Lease Assistance Amount	Paid to Date	Potential Balance to Revert	
1	0000012134	21ST CENTURY PUBLIC ACADEMY	$ 307,073.00	$ 307,073.00	$ -	1
2	0000012190	ABQ CHARTER ACADEMY	$ 299,894.00	$ 299,279.10	$ 614.90	2
3	0000012186	ABQ INST FOR MATH & SCIENCE @ UNM	$ 249,981.00	$ 249,981.00	$ -	3
4	0000012180	ACADEMY FOR TECH & THE CLASSICS, THE	$ 253,841.00	$ 253,841.00	$ -	4
5	0000012238	ACES TECHNICAL CHARTER SCHOOL	$ 123,971.00	$ 123,971.00	$ -	5
6	0000012335	ALBUQUERQUE AVIATION ACADEMY	$ 248,350.00	$ 248,350.00	$ -	6
7	0000012244	ALBUQUERQUE BILINGUAL ACADEMY	$ 303,811.00	$ 227,858.25	$ 75,952.75	7
8	0000012329	ALBUQUERQUE COLLEGIATE CHARTER SCHOOL	$ 151,702.00	$ 151,702.00	$ -	8
9	0000012136	ALBUQUERQUE SCHOOL OF EXCELLENCE	$ 398,013.00	$ 398,013.00	$ -	9
10	0000012270	ALBUQUERQUE SCHOOL OF EXCELLENCE	$ 353,155.00	$ 353,155.00	$ -	10
11	0000012185	ALBUQUERQUE SIGN LANGUAGE ACADEMY	$ 120,301.00	$ 90,225.75	$ 30,075.25	11
12	0000012210	ALBUQUERQUE TALENT DEVELOPMENT SECONDARY	$ 106,028.00	$ 79,724.25	$ 26,303.75	12
13	0000012220	ALDO LEOPOLD CHARTER SCHOOL	$ 150,000.00	$ 150,000.00	$ -	13
14	0000012208	ALICE KING COMMUNITY SCHOOL	$ 332,765.00	$ 332,765.00	$ -	14
15	0000012242	ALMA D' ARTE CHARTER HIGH SCHOOL	$ 106,844.00	$ 106,844.00	$ -	15
16	0000012137	ALTURA PREPARATORY SCHOOL	$ 209,609.00	$ 209,609.00	$ -	16
17	0000012162	AMY BIEHL CHARTER HIGH SCHOOL	$ 168,014.00	$ 168,014.00	$ -	17
18	0000012236	ANANSI CHARTER SCHOOL	$ 161,081.00	$ 161,081.00	$ -	18
19	0000012195	CESAR CHAVEZ COMMUNITY SCHOOL	$ 150,886.00	$ 150,886.00	$ -	19
20	0000012240	CHRISTINE DUNCAN HERITAGE ACADEMY	$ 333,998.00	$ 333,988.00	$ 10.00	20
21	0000012141	CIEN AGUAS INTERNATIONAL SCHOOL	$ 342,552.00	$ 342,552.00	$ -	21
22	0000012161	CORAL COMMUNITY CHARTER	$ 137,387.00	$ 137,386.80	$ 0.20	22
23	0000012219	CORRALES INTERNATIONAL SCHOOOL	$ 203,900.00	$ 203,900.00	$ -	23
24	0000012140	COTTONWOOD CLASSICAL PREPARATORY SCHOOL	$ 648,402.00	$ 648,402.00	$ -	24
25	0000012197	COTTONWOOD VALLEY CHARTER	$ 121,275.00	$ 121,275.00	$ -	25
26	0000012235	DEMING CESAR CHAVEZ CHARTER HIGH SCHOOL	$ 130,904.00	$ 130,904.00	$ -	26
27	0000012310	DIGITAL ARTS & TECHNOLOGY ACADEMY	$ 206,893.00	$ 155,169.76	$ 51,723.24	27
28	0000012225	DREAM DINE' CHARTER SCHOOL	$ 20,390.00	$ 10,195.00	$ 10,195.00	28
29	0000012206	DZIL DIT L OOI SCHOOL OF EMPOWERMENT ACT	$ 44,450.00	$ 33,337.50	$ 11,112.50	29
30	0000012167	EAST MOUNTAIN HIGH SCHOOL	$ 326,648.00	$ 326,648.00	$ -	30
31	0000012211	EL CAMINO REAL ACADEMY	$ 263,439.00	$ 263,439.00	$ -	31
32	0000012184	ESTANCIA VALLEY CLASSICAL ACADEMY	$ 480,388.00	$ 480,388.00	$ -	32
33	0000012217	EXPLORE ACADEMY	$ 332,357.00	$ 332,357.00	$ -	33
34	0000012216	EXPLORE ACADEMY	$ 729,962.00	$ 729,962.00	$ -	34
35	0000012330	EXPLORE ACADEMY LAS CRUCES	$ 300,141.00	$ 300,141.00	$ -	35
36	0000012227	EXPLORE ACADEMY LAS CRUCES	$ 258,953.00	$ 258,953.00	$ -	36
37	0000012228	EXPLORE ACADEMY RIO RANCHO	$ 220,212.00	$ 220,212.00	$ -	37
38	0000012213	GILBERT L SENA HIGH SCHOOL	$ 120,709.00	$ 120,709.00	$ -	38
39	0000012138	GORDON BERNELL CHARTER SCHOOL	$ 154,556.00	$ 154,556.00	$ -	39
40	0000012159	GREAT ACADEMY, THE	$ 81,560.00	$ 81,560.00	$ -	40
41	0000012166	HEALTH LEADERSHIP HIGH SCHOOL	$ 183,918.00	$ 183,918.00	$ -	41
42	0000012221	HORIZON ACADEMY WEST	$ 374,768.00	$ 374,768.00	$ -	42
43	0000012233	HOZHO ACADEMY	$ 552,161.00	$ 552,161.00	$ -	43
44	0000012224	J PAUL TAYLOR ACADEMY	$ 163,120.00	$ 163,120.00	$ -	44
45	0000012183	JEFFERSON MONTESSORI ACADEMY	$ 209,609.00	$ 157,206.75	$ 52,402.25	45
46	0000012434	LA ACADEMIA DE ESPERANZA	$ 204,716.00	$ 204,716.00	$ -	46
47	0000012182	LA ACADEMIA DOLORES HUERTA	$ 66,064.00	$ 66,064.00	$ -	47
48	0000012214	LAS MONTANAS CHARTER HIGH SCHOOL	$ 151,294.00	$ 151,293.97	$ 0.03	48
49	0000012212	LOS PUENTES CHARTER SCHOOL	$ 93,794.00	$ 93,794.00	$ -	49
50	0000012273	MARK ARMIJO ACADEMY	$ 114,143.00	$ 114,143.00	$ -	50
51	0000012231	MASTERS PROGRAM, THE	$ 164,423.00	$ 164,423.00	$ -	51
52	0000012139	MCCURDY CHARTER SCHOOL	$ 446,541.00	$ 446,541.00	$ -	52
53	0000012230	MIDDLE COLLEGE HIGH SCHOOL	$ 26,969.00	$ 26,969.00	$ -	53
54	0000012150	MISSION ACHIEVEMENT & SUCCESS CHARTER	$ 853,525.00	$ 853,525.00	$ -	54
55	0000012142	MISSION ACHIEVEMENT & SUCCESS CHARTER	$ 810,299.00	$ 810,299.00	$ -	55
56	0000012222	MONTE DEL SOL CHARTER SCHOOL	$ 253,752.00	$ 253,752.00	$ -	56
57	0000012165	MONTESSORI ELEMENTARY SCHOOL	$ 360,087.00	$ 360,087.00	$ -	57
58	0000012154	MONTESSORI OF THE RIO GRANDE CHARTER	$ 178,616.00	$ 178,616.00	$ -	58
59	0000012152	MORENO VALLEY HIGH SCHOOL	$ 40,780.00	$ 40,780.00	$ -	59
60	0000012174	MOSAIC ACADEMY	$ 146,808.00	$ 146,808.00	$ -	60
61	0000012205	MOUNTAIN MAHOGANY COMMUNITY SCHOOL	$ 105,996.00	$ 105,996.00	$ -	61
62	0000012346	NATIVE AMERICAN COMMUNITY ACADEMY	$ 132,127.00	$ 66,063.50	$ 66,063.50	62
63	0000012234	NATIVE AMERICAN COMMUNITY ACADEMY	$ 218,581.00	$ 109,290.50	$ 109,290.50	63

FY25 Lease Assistance Awards (as of 07/10/2025)

	PO	School	FY25 Lease Assistance Amount	Paid to Date	Potential Balance to Revert	
64	0000012179	NEW MEXICO ACADEMY FOR THE MEDIA ARTS	$ 101,233.00	$ 101,233.00	$ -	64
65	0000012199	NEW MEXICO SCHOOL FOR THE ARTS	$ 277,304.00	$ 277,304.00	$ -	65
66	0000012223	NM INTERNATIONAL SCHOOL	$ 325,424.00	$ 325,424.00	$ -	66
67	0000012334	NM SCHOOL OF ARCHITECTURE CONSTRUCTION	$ 218,581.00	$ 218,581.00	$ -	67
68	0000012229	NORTH VALLEY ACADEMY	$ 191,870.00	$ 191,870.00	$ -	68
69	0000012209	PUBLIC ACADEMY FOR PERFORMING ARTS	$ 361,719.00	$ 361,719.00	$ -	69
70	0000012347	RAICES DEL SABER XINACHTLI COMM SCHOOL	$ 101,950.00	$ 101,950.00	$ -	70
71	0000012333	RED RIVER VALLEY CHARTER SCHOOL	$ 64,432.00	$ 64,432.00	$ -	71
72	0000012207	RIO GALLINAS SCH FOR ECOLOGY & THE ARTS	$ 48,000.00	$ 48,000.00	$ -	72
73	0000012153	RIO GRANDE ACADEMY OF FINE ARTS	$ 111,329.00	$ 111,329.00	$ -	73
74	0000012192	ROBERT F KENNEDY CHARTER	$ 219,396.00	$ 219,396.00	$ -	74
75	0000012191	ROBERT F KENNEDY CHARTER	$ 59,947.00	$ 59,946.98	$ 0.02	75
76	0000012156	ROOTS & WINGS COMMUNITY CHARTER SCHOOL	$ 33,222.00	$ 33,222.00	$ -	76
77	0000012251	ROSWELL INDEPENDENT SCHOOL DISTRICT	$ 135,797.00	$ 135,797.00	$ -	77
78	0000012435	SAN DIEGO RIVERSIDE SCHOOL	$ 45,482.00	$ 45,482.00	$ -	78
79	0000012181	SANDOVAL ACADEMY OF BILINGUAL EDUCATION	$ 187,588.00	$ 187,588.00	$ -	79
80	0000012176	SCHOOL OF DREAMS ACADEMY	$ 411,062.00	$ 411,062.00	$ -	80
81	0000012272	SIDNEY GUTIERREZ MIDDLE SCHOOL	$ 41,820.00	$ 41,820.00	$ -	81
82	0000012271	SIDNEY GUTIERREZ MIDDLE SCHOOL	$ 106,028.00	$ 106,028.00	$ -	82
83	0000012158	SIEMBRA LEADERSHIP HIGH SCHOOL	$ 312,783.00	$ 312,783.00	$ -	83
84	0000012241	SIX DIRECTIONS INDIGENOUS SCHOOL	$ 52,198.00	$ 52,198.00	$ -	84
85	0000012226	SOLARE COLLEGIATE CHARTER SCHOOL	$ 247,942.00	$ 247,942.00	$ -	85
86	0000012155	SOUTH VALLEY ACADEMY	$ 492,622.00	$ 492,622.00	$ -	86
87	0000012193	SOUTHWEST PREPARATORY LEARNING CENTER	$ 128,049.00	$ 128,049.00	$ -	87
88	0000012196	SOUTHWEST SECONDARY LEARNING	$ 117,039.00	$ 117,039.00	$ -	88
89	0000012332	TAOS ACADEMY	$ 180,536.00	$ 180,536.00	$ -	89
90	0000012218	TAOS INTEGRATED SCHOOL OF THE ARTS	$ 166,382.00	$ 166,382.00	$ -	90
91	0000012160	TAOS INTERNATIONAL SCHOOL	$ 144,361.00	$ 144,361.00	$ -	91
92	0000012331	TAOS MUNICIPAL CHARTER SCHOOL	$ 160,000.00	$ 159,999.96	$ 0.04	92
93	0000012368	TECHNOLOGY LEADERSHIP HIGH SCHOOL	$ 257,322.00	$ 113,816.00	$ 143,506.00	93
94	0000012243	THE ASK ACADEMY	$ 83,599.00	$ 83,599.00	$ -	94
95	0000012164	THE ASK ACADEMY	$ 385,371.00	$ 385,371.00	$ -	95
96	0000012157	THE INTERNATIONAL SCHOOL AT MESA DEL SOL	$ 265,886.00	$ 265,886.00	$ -	96
97	0000012239	THE NEW AMERICA SCHOOL NEW MEXICO	$ 141,507.00	$ 141,507.00	$ -	97
98	0000012200	THE NEW AMERICA SCHOOL-LAS CRUCES	$ 148,439.00	$ 148,439.00	$ -	98
99	0000012178	THRIVE COMMUNITY SCHOOL	$ 196,967.00	$ 196,967.00	$ -	99
100	0000012187	TIERRA ADENTRO OF NEW MEXICO	$ 201,045.00	$ 201,045.00	$ -	100
101	0000012215	TIERRA ENCANTADA CHARTER SCHOOL	$ 218,989.00	$ 218,989.00	$ -	101
102	0000012171	TURQUOISE TRAIL ELEMENTARYSCHOOL	$ 503,633.00	$ 503,633.00	$ -	102
103	0000012163	VISTA GRANDE HIGH SCHOOL	$ 55,869.00	$ 55,869.00	$ -	103
104	0000012232	VOZ COLLEGIATE PREPARATORY CHARTER SCHOO	$ 72,588.00	$ 72,588.00	$ -	104
105	0000012237	WALATOWA HIGH CHARTER SCHOOL	$ 26,915.00	$ 26,915.00	$ -	105
106		**Total FY25 Lease Assistance Award Amount**	**$ 23,108,712.00**	**$ 22,531,462.07**	**$ 577,249.93**	106

I. Gross Square Foot Calculator Discussion for Existing Projects

II. Presenter(s): Iris K. Romero, Executive Director

III. Executive Summary (Informational):

Key Points:

- On January 15, 2025, the Public School Capital Outlay Council (PSCOC) approved the update to the Maximum Allowable Gross Square Foot Calculator.
- The maximum allowable gross square foot (GSF) calculator was developed and added to the Adequacy Planning Guide to:
  - Define an estimated efficient, functional, "right-sized" school size based on the number of students
  - Define the limit of state funding participation on school projects
  - Define an estimated maximum school size in total gross square feet, with the Adequacy Standards describing a minimum school size in total net square feet (NSF), plus a 30% tare
    - Updated Adequacy Standards were adopted by the PSCOC 9-11-2024.
- There are approximately 30 currently awarded projects that are in some stage of the design process.
- Over the past few PSCOC meetings, the Awards Subcommittee has reviewed approximately 8 requests for award language changes to align with the new calculator and has analyzed them on a case by case basis. Some reasons districts are requesting additional square footage include:
  - Increase in career pathways (CTE)
  - Increase in gym and bleacher space
  - Expansion of special education services and additional space for support professionals (i.e. physical/occupational therapists who work with students on mobility issues) and student mental health services.
- The Awards Subcommittee has recommended pausing the approval process for these projects until the Council adopts a policy on how to handle the projects that are currently in the design phase.
- Some questions that should be considered by Council when establishing this policy can include:
  - What stage of the design phase is the project?
  - How old is the award?
  - Why can't the need be fulfilled within the currently awarded square footage?
  - Did the design team attempt to stay within the originally awarded square footage during the initial design phase?
  - Has enrollment changed significantly since the original award was made (increase or decrease of more than 50 students)?

SUPPLEMENTAL MATERIAL

Gross Square Foot Calculator Discussion for Existing Projects

- Is the district adding new programs at this facility not present in the former facility?
- Is the project significantly decreasing its GSF footprint by right-sizing, consolidation, or closure of existing facilities?

I. Executive Director Search

II. Presenter(s): Iris K. Romero, Executive Director

III. Executive Summary (Informational):

Key Points:

- Upon the resignation of Director Romero, the Public School Capital Outlay Council (PSCOC) will be tasked with filling the role of the Executive Director of PSFA.
- A timeline and job announcement will be handed out at the PSCOC meeting.

VIII. **Next PSCOC Meeting** – August 27, 2025

IX. **Adjourn**