

**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

SPECIAL ACKNOWLEDGEMENT

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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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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, subparagraph, 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		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> In "B. Long-Term Operations, Maintenance and Sustainability": Add new paragraph at end describing recommendations toward minimizing air infiltration into buildings.
		Sec. VI-C	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Add note referencing new Square Foot Interpolation Guide tool on PSFA web site. Delete note referencing potential incentive for space reduction.
		Appendix B	<ul style="list-style-type: none"> After second paragraph: Insert two new paragraphs referring to control of visual access, views and natural light into classroom.
		Appendix D	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Delete entire appendix and transfer text to Appendix D (see above)
3	01/15/13	Appendix A	<ul style="list-style-type: none"> <u>Delete “Appendix A: Maximum Building Gross Square Footage (GSF) per Student” tables and text and replace with revised tables along with supplemental language.</u>
		Section III-A-2b	<ul style="list-style-type: none"> Replace words “Square Foot Interpolation Guide” with words “Maximum Gross SF per Student Calculator”.
4	08/28/13	Appendix A	<ul style="list-style-type: none"> In both <u>Middle School</u> and <u>High School</u> 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	<ul style="list-style-type: none"> 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:

$GSF = (NSF \text{ multiplied by } 30\%) \text{ plus NSF}$

$GSF = (70,000 \times 0.30) + 70,000$

$GSF = (21,000) + 70,000$

$GSF = 91,000$

- 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.

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.

<u>Grade Level</u>	<u>Standard Furnishings</u>
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]	

<u>Adequacy Standards Area Summary</u>	<u>Minimum Area (Net Square Feet)</u>
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- | | |
|--|-------------------------------------|
| • 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.

<u>Adequacy Standards Area Summary</u>	<u>Minimum Area (Net Square Feet)</u>
<ul style="list-style-type: none">Grades Pre-Kindergarten – 6 All Science	No additional specialized space required
<ul style="list-style-type: none">Grades 7 – 12 Science Lecture & Labs	4 net sf/students in program No smaller than average-sized general use CR
<ul style="list-style-type: none">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 Storage	May be accommodated in general use classrooms Dedicated art classrooms: no smaller than 800 net sf with a sink (excluding perf. arts) 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 rehearsal 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 cafeteriums 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.

<u>Adequacy Standards Area Summary</u>	<u>Minimum Area (Net Square Feet)</u>
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• 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.
- 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.

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]

<u>Adequacy Standards Area Summary</u>	<u>Minimum Area (Net Square Feet)</u>
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- | | |
|------------------------------|--|
| • 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 & seating | 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/research 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.)
Elementary	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]

<u>Adequacy Standards Area Summary</u>	<u>Minimum Area (Net Square Feet)</u>
--	---------------------------------------

- | | |
|---------------------------------|--|
| • 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 comfortable 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]

<u>Adequacy Standards Area Summary</u>	<u>Minimum Area (Net Square Feet)</u>
<ul style="list-style-type: none">Storage areas (does not include in-classroom storage)<ul style="list-style-type: none">General storageTextbook storageMaintenance / janitorial rooms	<ul style="list-style-type: none">1.5 net s.f/student total1 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)			Max. Building Gross Square Footage Per Student for Middle Schools (Grades 6-8)			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	Maximum Total Projected Enrollment	Gross Square Footage per Student	Total Facility GSF	Maximum Total Projected Enrollment	Gross Square Footage per Student	Total Facility GSF
25	496	12,412	25	487	12,166	25	653	16,320
50	372	18,614	50	376	18,775	50	489	24,448
100	279	27,917	100	290	28,972	100	366	36,624
150	236	35,385	150	249	37,342	150	309	46,393
200	209	41,867	200	224	44,709	200	274	54,866
250	191	47,702	250	206	51,411	250	250	62,490
300	177	53,068	300	192	57,626	300	232	69,500
350	166	58,074	350	181	63,462	350	217	76,036
400	157	62,789	400	172	68,994	400	205	82,193
450	149	67,266	450	1650	742,473	450	196	88,037
500	143	71,540	500	159	79,336	500	187	93,615
550	138	75,640	550	153	84,213	550	180	98,965
600	133	79,588	600	148	88,926	600	174	104,115
650	128	83,401	650	144	93,495	650	168	109,090
700	124	87,094	700	140	97,934	700	163	113,907
750	121	90,680	750	136	102,255	750	158	118,583
800	118	94,167	800	133	106,470	800	154	123,131
850	115	97,565	850	130	110,588	850	150	127,561
900	112	100,881	900	127	114,616	900	147	131,885
950	110	104,121	950	125	118,561	950	143	136,109
1000	107	107,291	1000	122	122,429	1000	140	140,241

Max. Building Gross Square Footage Per Student for Elementary/Middle Combo Schools (Grades PK-8)			Max. Building Gross Square Footage Per Student for Middle/High Combo Schools (Grades 6-12)			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	Maximum Total Projected Enrollment	Gross Square Footage per Student	Total Facility GSF	Maximum Total Projected Enrollment	Gross Square Footage per Student	Total Facility GSF
25	2200	55,000	25	2200	55,000	25	2200	55,000
50	1100	55,000	50	1100	55,000	50	1100	55,000
100	550	55,000	100	550	55,000	100	550	55,000
150	367	55,000	150	367	55,000	150	367	55,000
200	275	55,000	200	275	55,000	200	288	57,548
250	236	59,104	250	256	63,930	250	263	65,702
300	221	66,302	300	237	71,144	300	244	73,214
350	209	73,069	350	222	77,874	350	229	80,232
400	199	79,486	400	211	84,217	400	217	86,853
450	190	85,613	450	201	90,239	450	207	93,145
500	183	91,492	500	192	95,991	500	198	99,158
550	177	97,158	550	185	101,508	550	191	104,932
600	171	102,636	600	178	106,822	600	184	110,496
650	166	107,948	650	172	111,955	650	178	115,875
700	162	113,110	700	167	116,928	700	173	121,088
750	158	118,138	750	162	121,755	750	168	126,151
800	154	123,044	800	158	126,452	800	164	131,080
850	150	127,837	850	154	131,028	850	160	135,884
900	147	132,528	900	151	135,494	900	156	140,576
950	144	137,123	950	147	139,859	950	153	145,162
1000	142	141,629	1000	144	144,129	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 available 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 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:	
Area:		Date:	
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