

RED RIVER VALLEY CHARTER SCHOOL

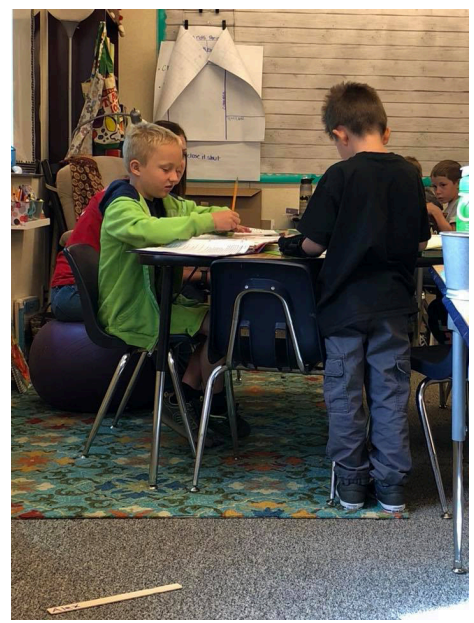
EDUCATIONAL SPECIFICATIONS & 5 YEAR FACILITIES MASTER PLAN

Red River, New Mexico | 2019 - 2024

500 East High Street
Red River, New Mexico 87558

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(575)754-6117



12.17.2018
HENRY ARCHITECTS



ACKNOWLEDGEMENTS

Red River Valley Charter School

500 East High Street
Red River, New Mexico 87558

P.O. Box 742, Red River, NM, United States

Original charter date - 2001
Current enrollment cap - 100

Governance Council

Courtney Henderson, President
Jenna Grubbs, Vice President
Davia Richard, Secretary
Heather Larson, Treasurer
Joe Ben Mandonado, Member

Steering Committee Members

Kimberly Ritterhouse-School Administrator
Courtney Henderson-Governance Council President
Heather Larson-Governance Council Treasurer
Martie Lockwood-Community Member
Katy Pierce-Community Member

PSFA

Bill Sprick, Facilities Master Planning Manager

Planning Consultant

Henry Architects LLC

Introduction **Charter School Overview**

1.1 Goals/Mission

- 1.1.1 Mission
- 1.1.2 Educational philosophy

1.2 Process

- 1.2.1 Process for Data Gathering and Analysis

1.3 Issues and Findings

2.0 Projected Conditions

- 2.1.1 Programs overview

2.2 Proposed Enrollment

- 2.2.2 Proposed Enrollment
- 2.2.2 Classroom loading policy
- 2.2.4 Classroom needs

2.3 Site and Facilities

- 2.3.1 Location/site
- 2.3.4 Facility evaluation

2.4 Utilization Analysis

- 2.4.1 Special Factors

2.5 Facility Maintenance

- 2.5.1 Facility Goals/ Maintenance Projects

3.0 Proposed Facility Requirements (Ed Spec)

- 3.1.1 Facility Goals and Concepts
- 3.1.2 Concepts

4.0 Capital Plan

- 4.1 Total Capital Needs

5 Master Plan Support Material

- 5.1 Sites and Facilities Data Table
- 5.2 Site Plan
- 5.3 Facility Evaluation
- 5.5 Detailed Space and Room Requirements

6 Appendix

- A. Meeting Minutes - Board Approval of DRAFT RRVCs FMP



Abbreviations, Acronyms/ Definitions

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ADA.	Americans with Disabilities Act
AMOG	Annual measurable objectives
AYP	Annual yearly progress
CIP	Capital improvement projects or plan
EdSpec	Educational specifications
FAD	Facility adequacy database
FMP	Facility Master Plan
FCI	Facility condition index
GC	Governing Council
GSF	Gross square feet, or the sum of net assignable square feet plus all other building areas that are not assignable (the area remaining is called "tare," which includes areas such as hallways, mechanical areas, rest rooms, and the area of interior and exterior walls)
HVAC	Heating, ventilating, air conditioning
IEP	Individualized education program
NASF	Net assignable square feet, or the total of all assignable areas in square feet
NMAC	New Mexico Administrative Code
NMCI	New Mexico Condition Index
NMPED	New Mexico Public Education Department or PED
PE	Physical education
PSCOC	Public School Capital Outlay Council
PSFA	Public School Facilities Authority
PTR	Pupil/teacher ratio
QISD	Questa Independent School District
RRVCS	Red River Valley Charter School
TMSD	Taos Municipal School District
WAP	Wireless access point



Charter School Overview:

Red River Valley Charter School (RWCS) opened its doors in 2001. The school was founded by a group of local business women and mothers to ensure that a local school would be available for the children of Red River. The school now enrolls 100 students in grades k-8. The enrollment cap is 100.

We at Red River Valley Charter School think of your children as our children. Our goal is to help give them the skills and desire to excel in whatever field of endeavor they choose to pursue in the future. Of equal importance is that we foster a sense of self-discipline and control, imparting to them the self-confidence they need to achieve their highest potential while respecting all others and treating them with kindness.

Statement acknowledging review:

We have reviewed the:

- o Statewide Adequacy Standards NMAC 6.27.30
- Charter-Alternative School Statewide Adequacy Standard Variance

Organization

Five main sections and this introduction comprise the master plan and educational specification

Section 1

Goals / Process presents the charter school's goals and the planning process

Section 2

Existing and Projected Conditions presents programs and delivery methods, enrollment, details about the school's existing facilities, and technology and energy management. It outlines facility goals and concepts, details space needs and other facility requirements, and describes strategies for implementing space needs.

Section 3

Facility Requirements presents facility goals and concepts, lists and diagrams specific facility needs to accommodate projected enrollment, and describes how the school will implement facility needs over time

Section 4

Capital Plan presents information about capital resources, capital needs, project priorities, and capital project implementation

Section 5

Master Plan Supporting Material contains details about school facilities, evaluations, plans, and other information



1.1.1 Red River Valley Charter School Mission Statement:

The mission of the Red River Valley Charter School is to provide every student the opportunity to develop academically, socially, and physically through quality learning experiences utilizing the Core Knowledge Curriculum.

Desired state of educational programs:

Red River Valley Charter School (RRVCS) is a Core Knowledge School and as such, does not have textbooks that support the curriculum, instead teachers utilize the Core Knowledge website at coreknowledge.org to locate units of study and lesson plans that correspond with the Core Knowledge Curriculum and Pacing Guides. In future, RRVCS would like to purchase Core Knowledge History books. The purchase of these books, will alleviate the number of copies made to support instruction. Teachers are creative and resourceful, however a set math curriculum that builds from K-5 could increase math scores. Currently, teachers are free to choose their curriculum as long as it meets both the state standards and the Core Knowledge focus.

The Core Knowledge Curriculum supports higher level thinking skills in all content areas. The possibility of monthly project based learning that moves beyond the classroom is a natural extension to our program. A few teachers have implement this type of learning and the goal is for more teachers to embrace this option. To support teachers, adding after school clubs such as robotics, mathmania, and other problem solving clubs is our goal.

Philosophy

We at RRVCS think of your children as our children. Our goal is to help give them the skills and desire to excel in whatever field of endeavor they choose to pursue in the future. Of equal importance is that we foster a sense of self-discipline and control, imparting to them the self-confidence they need to achieve their highest potential while respecting all others and treating them with kindness.

1.1.2 Educational Philosophy

We at RRVCS think of your children as our children. Our goal is to help give them the skills and desire to excel in whatever field of endeavor they choose to pursue in the future. Of equal importance is that we foster a sense of self-discipline and control, imparting to them the self-confidence they need to achieve their highest potential while respecting all others and treating them with kindness.

Red River Valley Charter School (RRVCS) was granted Charter Status in academic year 2000-2001. RRVCS is authorized as a charter school by the state of New Mexico through the Public Education Commission. A Charter School is a free public school that is authorized to develop and implement an alternative curriculum and manage its own budget. Charter Schools involve parents in the decision making process of school governance.

Red River Valley Charter School has an integral theme based curriculum, Core Knowledge Sequence. We believe in a child-centered school that addresses the strengths, needs, interests, and cultures that equip our students with the knowledge and skills needed to meet challenges and succeed in a rapidly changing world.



1.2.1 Process for Data Gathering and Analysis

The individual representing the school authorized as contact on issues and questions related to this submission is Alix Henry, MArch, NCARB; Henry Architects, LLC. 575.776.2761 henry.architects@gmail.com.

Authority and Facilities Decision Making

Questions and issues related to this submission should be directed to Kimberly Ritterhouse, school administrator.

Planning process

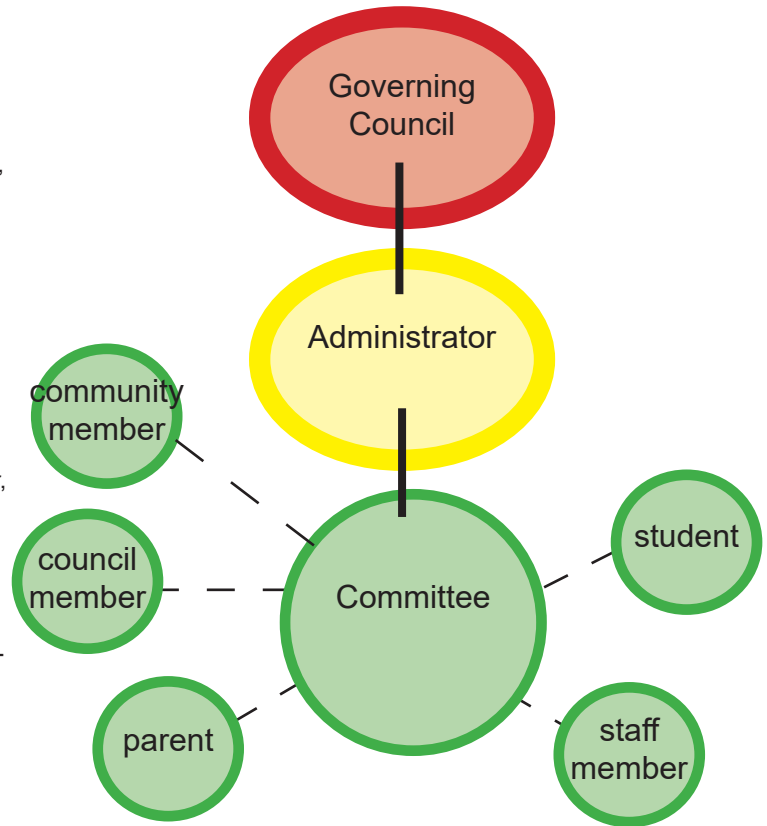
The process for capital planning and decision making falls to committee. Committees are comprised of parents, council members, staff, and community stakeholders. Information gathered in committee is brought to monthly council meetings to discuss and vote upon. Committees vary in size and participation.

A typical committee consists of one council member, one staff member, one community member, and one parent. At times, when the discussion directly relates to the student body, a student is asked to participate.

The steering committee is the Governing Board. However, at times, stakeholders with expertise provide insight into projects. When these stakeholders help to guide the council, they are not allowed to bid on the project.

The FMP from 2011-2016 was reviewed and applicable portions incorporated into this updated FMP. The administrator and planning consultant walked through the facility to review existing conditions.

An open meeting at a regularly scheduled governance council meeting in workshop format for consideration of elements that would improve the facilities. The process provided the foundation for the updates within this document.



2.1 Projected Conditions- Programs and Delivery Methods

2.1.1 Programs overview

Proposed Capital Outlay Projects (use of GRT funds for most)

Instructional Organization

The teachers and staff of the Red River Valley Charter School take our responsibility in the education of your child very seriously. It is a challenge, and a privilege to help mold the future of these children, and ultimately of our Nation. One of the most important factors in our success is recognizing that we are only one part of the process. Equally critical is the active and continuous involvement of parents and children in helping us to achieve excellence.

Our philosophy of education is to create a foundation for self-initiated, life-long learning. In this we take an integrated approach combining traditional academics with creative and innovative teaching practices. It is clear that reading, math, and writing are the building blocks for learning. However, the ultimate goal of our program is to instill in our students an excitement for learning. In an increasingly technologically advanced society education must be continuous and those who will succeed are those who possess the tools for learning, and the adaptability necessary for change.

In putting this philosophy into practice we believe that the Core Knowledge Curriculum developed by Dr. E. D. Hirsh, Jr., is currently the most effective and innovative approach in American education (www.coreknowledge.org). Core Knowledge provides children with a strong foundation of knowledge in traditional disciplines, while encouraging innovative thinking and multi-disciplinary integration. In effect, what we teach in reading, builds on what we teach in math, which builds on what we teach in science, and so forth.

Of critical importance in this process is developing a solid foundation in reading and mathematics in every student, as early as possible in their educational career. For our reading instruction in our younger grades, we follow a variety of programs that incorporate multi-sensory, comprehensive, systematic approaches to phonics. In addition, we implement several other programs for reading comprehension and writing skills- Guided Reading, Accelerated Reading, Literature Circles, Reading Street. For our Math program we use a variety of curriculum resources such as Accelerated Math, Go-Math, SRA Real Math, Saxon Math, and Littel McDougal Math. These curriculums build and continuously reinforce fundamental skills.



General Instructional Organization

RRVCS provides instruction for grades pre-k through 8th grade. We have 6 classrooms, and of those classrooms two are self-contained and 5 are multi-grade level. Pre-k and Kindergarten are each their own class, first and second grade are together, third and fourth grade are together, fifth and sixth grade are together, and seventh and eighth grade are together. Each of these classes utilize the Core Knowledge Curriculum to deliver content and prepare the students to progress to the next level.

Alternative Methods of Educational Program Delivery

RRVCS has a variety of learners and our teachers work to meet the needs of each individual student. Content is presented in ways that capture more than one learning modality. Teachers provide visual, auditory, and kinesthetic connections throughout the school day. Whole group, small group, individual, push-in, pull-out, occupational therapy, speech, and physical therapy are daily approaches to meet the needs of our students. Occupational therapy, speech, and physical therapy are provided per a student's IEP. RRVCS also utilizes the school counselor during the teach day as extra support, as needed. Gone are the days of lecturing, rote, and regurgitation of knowledge. It is replaced with thinking, doing, extending, problem solving, and supporting.



Scheduling Approach

All classes at RRVCS are self-contained and each teacher is responsible for providing the content for the grade level(s) he/she teaches. The only exception to this is the seventh and eighth grade class. Because the seventh and eighth grade teacher is also the physical education instructor, this class has another teacher for science. The students receive science daily, from 1:15 p.m.-2:45 p.m. while their regular classroom teacher is conducting physical education classes on a rotation basis.

Teachers at RRVCS block the morning into math and literature and the afternoon for science and history. During the morning, the special education teacher pushes-in and assists students who need the additional support. The special education teacher also has pull-out times where she teaches small group and individual, with the focus on supporting IEP goals.

Anticipated Special Curricular/ Extracurricular Activities

The teachers and staff would like to expand learning beyond the school day by offering after-school clubs that focus on problem solving, real world experiences, and technology. Eventually, we would like to offer robotics, drama with an emphasis on history, art with an emphasis on science, and a mathematics and technology institute. Opportunities such as these will enhance the happenings in the classroom and support the development of our students through increased awareness and an appreciation of academics beyond the classroom.



1. Enter the date the Local Board or Governance Council approved the School Calendar: 1-May-2018
2. **Block** all Non-Instructional days (Note: Only include In-Service and Professional Development Days).
3. **Shade** all observed Holidays (Note: Holidays are **not** included in the Non-Instructional Day counts).
4. The first Instructional day is: 13-Aug-2018. The last Instructional day is: 22-May-2019.
5. **Strike** all days prior to the first day of instruction and after the last day of instruction.
6. Include the Total Instructional and Non-Instructional Days for each month in the spaces provided below each month.
7. Are you operating on a 4-Day or 5-Day week? 4 Day

2018						
July		August		September		
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
July Instructional Days 0		Aug. Instructional Days 12		Sep. Instructional Days 16		
Non-Instructional Days 0		Non-Instructional Days 5		Non-Instructional Days 0		
2018						
October		November		December		
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Oct. Instructional Days 16		Nov. Instructional Days 16		Dec. Instructional Days 13		
Non-Instructional Days 0		Non-Instructional Days 0		Non-Instructional Days 0		
2019						
January		February		March		
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Jan. Instructional Days 16		Feb. Instructional Days 16		March Instructional Days 16		
Non-Instructional Days 0		Non-Instructional Days 0		Non-Instructional Days 0		
2019						
April		May		June		
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
April Instructional Days 15		May Instructional Days 14		June Instructional Days 0		
Non-Instructional Days 0		Non-Instructional Days 5		Non-Instructional Days 0		
Total Instructional Days: 150		Total Non-Instructional Days: 10		Reminder: Holidays should not be included in the Non-Instructional Day counts.		
2018-2019 Membership Reporting Dates:						
*October 10, 2018 (40 Day) - 1st Reporting Period in October (2nd Wednesday in October)						
*December 3, 2018 (80 Day) - 2nd Reporting Period (December 1 or first working day in December)						
*February 13, 2019 (120 Day) - 3rd Reporting Period (2nd Wednesday in February)						

County: Taos District/Charter: Red River Valley Charter School PED # 539001

Additional Educational Programs

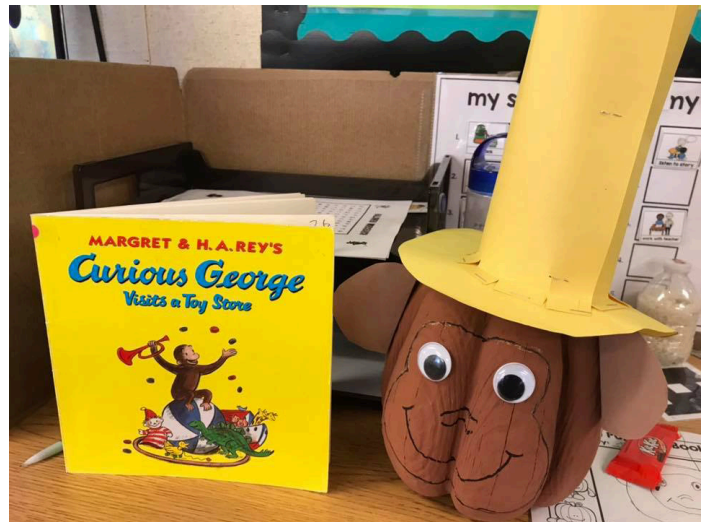
RRVCS intends to close the achievement gap through opportunities that connect learning in the classroom to clubs offered after school. Options RRVCS is considering include: robotics, drama through history, art and science, and mathematic connections. These club options will provide opportunities for students to problem solve, team build, connect, and apply skills and knowledge.

Parent Involvement-RRVCS strives to involve parents in the happenings of the classes, the school events, and the community events. It is important for parents to be involved. The teachers, staff, and administrator encourage parents to get involved, engage with their children, monitor their children's progress, attend parent and community events where the students play a role, and support their children.

RRVCS coordinates a monthly parent engagement activity that include both academic and social focus. Some school-wide parent engagement activities include: literacy night, Living History Day, Math and Science night, Thanksgiving Lunch, Open House and Parent/Teacher Conferences, and various awards ceremonies.

RRVCS Teachers also plan parent engagement events in their classrooms. Some examples are Pumpkin Project Book Reports, Christmas Plays, Historical re-enactments, and mini-conferences.

Joint/Shared Usage of the Multi-Purpose Facility-RRVCS has welcomed two Zumba instructors and their classes in this space. Each teacher taught her class in the space for one year. A Questa cheer team is in the process of gathering the appropriate forms and will begin practice this month (Nov). This space has been used by eighth grade graduates as a large space in which to work on their Senior Projects for high school. Meetings and assemblies have used this space, too.



2.2 Proposed Enrollment

2.2.1 Enrollment

2.2.1 RRVCS, according to our charter has a cap of 100 students K-8. Pre-K is figured separately and has a cap of 10. Charter Renewal is 2021, and there is a desire to split the first and second grade class, but only if it appears to be sustainable. At this it does not appear reasonable to split. There are 10 kindergarten students, with none on the waiting list. Therefore, splitting at this time is not possible. However, it is something that we would like to do if enrollment were to increase.

Proposed Occupancy for proposed facility will remain the same. There is a cap of 10 students in the pre-k, a cap of 14 students in the kindergarten (18 with a full time teaching assistant), and 18 students per classroom grades one through eight. Should the school find the need for the addition of another classroom, it would seek the advice of the governing board.



2.2.2 Classroom loading policy

The teacher to student ratio is

Pre-K 10/1

K-14/1

1-8-18/1

Throughout the day the classes may have additional teacher support in the form of educational assistants, special education teacher, school counselor, occupational therapist, and/or speech therapist.

2.2.3 Classroom needs

The portable buildings need to be replaced with a permanent structure. The permanent building should provide four classrooms, an office, and a library. Although there is not a plan to increase enrollment at this time, RRVCS wants to keep options open and consider increasing enrollment in the future. The past five years have seen decreased enrollment; therefore, it would not be in the best interest of the school at this time.



RRVCS has a multi-purpose building serves as a meeting space, the cafeteria, an assembly hall, an occupational therapy gym, a school gym, and a community space. The library serves as a library, after school tutoring/study room, and a small group pull out room. The special education room serves as an office and meeting room, a pull out room, and a safe place for students with special needs. The reading resource room serves as an office, a pull out room, and a meeting space. RRVCS also utilizes outdoor spaces as additional learning spaces for students working in small groups, or as individuals.



Itemized quantity and sizes of the spaces within the facility used to accommodate the school's educational program

Room	Function	Number of Spaces	Square Footage
1	Multi-Purpose Classroom Lunch, assemblies, art class, rehearsal space for plays and singing, additional space for co-teaching	1	1540
2	Storage Space P.E Equipment, games, and instructional materials	1	56
3	Science labs and instruction	1	300
4	Kitchen Food prep and Service	1	171
5	Office	3	154
6	Pre-K Classroom	1	1364
7	Kindergarten	1	1024
8	Fifth/Sixth Grade	1	980
9	Bathrooms-Boys and Girls	2 rooms, 6 spaces	
10	7 th /8 th Grade Classroom	1	896
11	Literacy Classroom	1	230
12	1 st /2 nd Grade Classroom	1	528
13	Additional classroom	1	552
14	3 rd /4 th Grade Classroom	1	552
14	Library/Spill over Classroom	1	575
15	Computer Classroom	1	759
16	Outdoor Classroom Space	2	?
Total		21	9681 (without outdoor classroom spaces included)

2.2.4 Facilities Condition Index

The school's facilities are in satisfactory physical condition; the NMCI score is 582; with a weighted NMCI 12.84%.

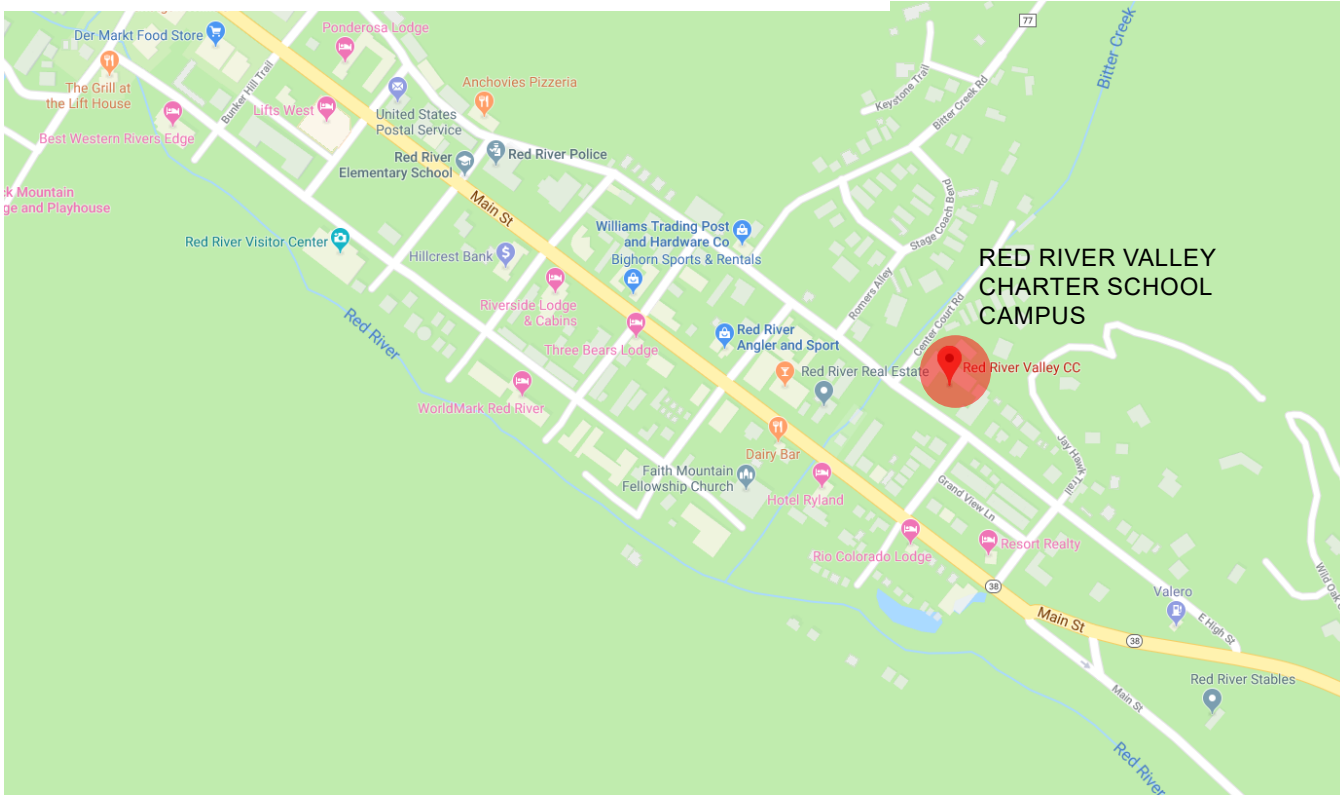
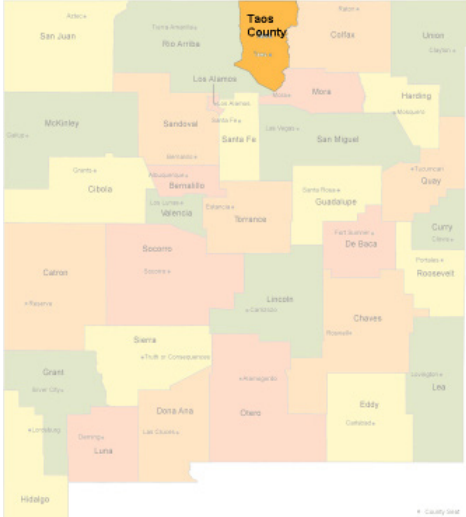
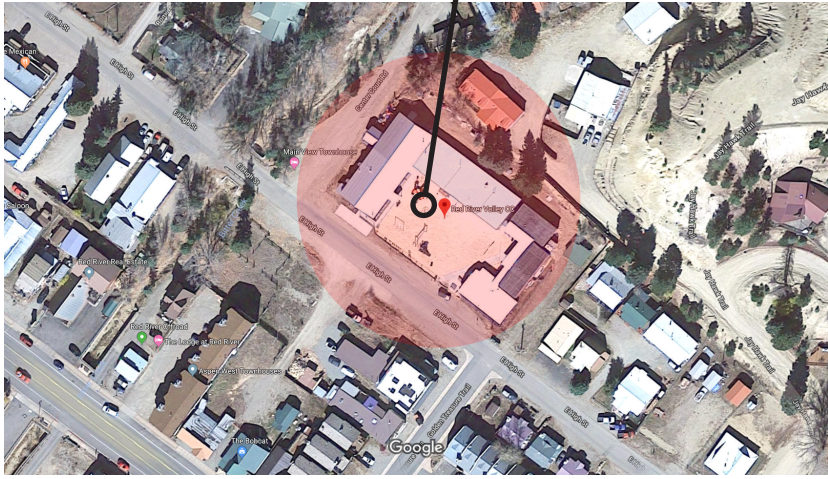


2.3 Site and Facilities

2.3.1 Location/site

RRVCS is located in Red River New Mexico.
500 East High Street
Red River, New Mexico 87558

**RED RIVER VALLEY
CHARTER SCHOOL
CAMPUS**



Map from google maps 2018

2.3.2 Facility Evaluation

The Red River Valley Charter School facility was assessed in 2017/2018 by the PSFA and was ranked 582 with a NMCI score of 12.84%.

2018-2019 wNMCI FINAL Ranking, By District Then Rank With Building FCI

FMAR Score	Rank	District	School Name	Building Name	Gross Area (Sq. Ft.)	wNMCI	Building FCI
		State Chartered Schools	Tierra Encantada Charter School	Addition (1963)	1,809		57.90%
		State Chartered Schools	Tierra Encantada Charter School	Addition (1969)	3,237		57.10%
	350	State Chartered Schools	Health Leadership Charter High School - TO	Overall Campus wNMCI Score	16,124	24.53%	
		State Chartered Schools	Health Leadership Charter High School - TO	Main Building (1984)	16,124		58.27%
	392	State Chartered Schools	Carinos de los Ninos Charter School	Overall Campus wNMCI Score	26,599	22.80%	
		State Chartered Schools	Carinos de los Ninos Charter School	Warehouse (1937) FKA Old Cafeteria	6,664		94.34%
		State Chartered Schools	Carinos de los Ninos Charter School	Warehouse (1976)	5,360		79.98%
		State Chartered Schools	Carinos de los Ninos Charter School	Original Building (1937)	15,594		74.08%
		State Chartered Schools	Carinos de los Ninos Charter School	Gym (1950)	6,752		67.96%
		State Chartered Schools	Carinos de los Ninos Charter School	Gym Addition (1960)	4,253		46.17%
	399	State Chartered Schools	Alma d' Arte Charter High School	Overall Campus wNMCI Score	47,308	22.18%	
		State Chartered Schools	Alma d' Arte Charter High School	Main Building (1936)	47,308		56.25%
	424	State Chartered Schools	La Promesa Early Learning Charter School	Overall Campus wNMCI Score	67,899	20.74%	
		State Chartered Schools	La Promesa Early Learning Charter School	Elite Campus Building - 5201 Central Ave	33,073		63.70%
		State Chartered Schools	La Promesa Early Learning Charter School	Building D - Classrooms (2013)	8,050		20.34%
		State Chartered Schools	La Promesa Early Learning Charter School	Building E - Classrooms (2013)	8,050		20.34%
		State Chartered Schools	La Promesa Early Learning Charter School	Building G - Classrooms (2013)	8,350		20.34%
		State Chartered Schools	La Promesa Early Learning Charter School	Building F - Cafeteria & Admin (2013)	10,376		19.84%
		State Chartered Schools	La Promesa Early Learning Charter School	Empty Shell Building #2 (2008)	7,956		7.90%
		State Chartered Schools	La Promesa Early Learning Charter School	Empty Shell Building #3 (2008)	7,956		7.90%
		State Chartered Schools	La Promesa Early Learning Charter School	Empty Shell Building #1 (2008)	10,134		7.90%
		State Chartered Schools	La Promesa Early Learning Charter School	Empty Shell Building #4 (2008)	10,134		7.90%
		State Chartered Schools	La Promesa Early Learning Charter School	Empty Shell Building #5 (2008)	10,134		7.90%
	445	State Chartered Schools	Academy of Trades and Technology Charter	Overall Campus wNMCI Score	21,045	19.51%	
		State Chartered Schools	Academy of Trades and Technology Charter	Main Building (1990)	21,045		56.71%
	455	State Chartered Schools	Cottonwood Classical Preparatory School	Overall Campus wNMCI Score	47,241	18.88%	
		State Chartered Schools	Cottonwood Classical Preparatory School - TO	Main Building (1991)	47,241		48.06%
	472	State Chartered Schools	Gilbert L Sena Charter High School	Overall Campus wNMCI Score	14,110	18.03%	
		State Chartered Schools	Gilbert L Sena Charter High School	School Building (1994)	14,110		60.81%
	484	State Chartered Schools	Walatowa Charter High School	Overall Campus wNMCI Score	18,251	17.63%	
		State Chartered Schools	Walatowa Charter High School	Youth Center / Gym (2003)	10,955		42.41%
		State Chartered Schools	Walatowa Charter High School	Tuff Shed Storage (2010)	2,688		18.36%
	531	State Chartered Schools	New America Charter School - Albuquerque	Overall Campus wNMCI Score	25,439	15.47%	
		State Chartered Schools	New America Charter School - Albuquerque	Classroom Building (1958)	4,536		46.67%
		State Chartered Schools	New America Charter School - Albuquerque	Gym (2014)	9,036		12.53%
		State Chartered Schools	New America Charter School - Albuquerque	Kitchen Addition to Gym (2017)	587		3.13%
	535	State Chartered Schools	La Tierra Montessori School of the Arts & Sci	Overall Campus wNMCI Score	14,482	15.40%	
		State Chartered Schools	La Tierra Montessori School of the Arts & Sci	Main Building (1963)	14,482		38.45%
	543	State Chartered Schools	Albuquerque School of Excellence Charter S	Overall Campus wNMCI Score	24,784	15.00%	
		State Chartered Schools	Albuquerque School of Excellence Charter S	Main Building (1995)	24,784		44.50%
	546	State Chartered Schools	New America Charter School - Las Cruces Ca	Overall Campus wNMCI Score	24,329	14.93%	
		State Chartered Schools	New America Charter School - Las Cruces Ca	Main Building (2012)	24,329		18.74%
	551	State Chartered Schools	The MASTERS Program Early College Charte	Overall Campus wNMCI Score	5,543	14.63%	
		State Chartered Schools	The MASTERS Program Early College Charte	Main Building (1994)	5,543		53.60%
	552	State Chartered Schools	Albuquerque Institute for Math and Science	Overall Campus wNMCI Score	21,016	14.55%	
		State Chartered Schools	Albuquerque Institute for Math and Science	Satellite Building (1992) - 1009 Bradbury	1,387		66.42%
		State Chartered Schools	Albuquerque Institute for Math and Science	Main Building (1967) - 933 Bradbury	18,365		49.47%
		State Chartered Schools	Albuquerque Institute for Math and Science	Satellite Building (2001) - 800 Basehart	1,264		47.07%
	561	State Chartered Schools	North Valley Academy Charter School	Overall Campus wNMCI Score	46,614	14.03%	
		State Chartered Schools	North Valley Academy Charter School	Room (1985 ?) In Strip Mall (rented space)	3,200		73.63%
		State Chartered Schools	North Valley Academy Charter School	Main Classrooms (2003) (5)	18,490		43.78%
		State Chartered Schools	North Valley Academy Charter School	Classroom and Restrooms Modular (2003)	7,377		43.24%
		State Chartered Schools	North Valley Academy Charter School	Admin Building (2003)	3,698		43.21%
		State Chartered Schools	North Valley Academy Charter School	Pre-K & Kindergarten (2003) (1)	1,849		43.15%
		State Chartered Schools	North Valley Academy Charter School	MultiPurpose / Cafeteria (2003)	8,400		43.13%
	582	State Chartered Schools	Red River Valley Charter School	Overall Campus wNMCI Score	14,766	12.84%	
		State Chartered Schools	Red River Valley Charter School	Permanent Building (2009)	3,072		30.14%
		State Chartered Schools	Red River Valley Charter School	Addition (2011)	7,408		22.39%

2.4 Utilization Analysis

This section identifies the recommended spaces to meet there education program and identified spaces.

Identification of Special Factors

We do not have any under-utilized spaces and/or possible options to reduce square footage.

Facility Description:

Red River Valley Charter School sits on a 2-acre site on 504 East High Street in Red River New Mexico leased from the Questa Independent School District. There are two portable buildings and two permanent building on site. The total square footage of the school is 14,766. The complex serves grades Pre-K through 8th, and has a staff of 13 including the cook, educational assistants, teachers, and office manager, plus 3-occupational therapist, speech therapist, school counselor for a total of 16.

The existing portables are in very poor condition. The portables have damaged or missing skirting and under-floor insulation, the flooring is damaged (there are holes to the exterior in some areas), the roofing needs to be replaced, the plumbing and HVAC systems all require upgrades, interior finishes need to be upgraded (carpet is torn, tile is missing or cracked), and the windows need to be replaced with insulated glass. If funding is unavailable for future new construction, the portables will require renovations to meet state adequacy standards and to accommodate to the needs of the faculty, staff, and students.



View at Entry to pre-K playground



Western Entry



Typical Classroom

Facilities History In 2009 and 2011, phases I and II of the new multi-purpose building were constructed using PSCOC funding. The building houses the multi-purpose room (cafeteria, indoor physical education, art, music, and special education programs), kitchen, science lab, administrative office, and pre-k classroom. The existing kitchen is not adequate to provide hot lunches, so the students bring their lunches and microwaves are made available to the students. The kitchen requires commercial equipment upgrades in order to provide hot lunches.

The multi-purpose building was designed for future expansion, and phase III of construction began in late 2011 using local bond funding. Phase III includes additional classrooms and ADA compliant restrooms.

Facilities Future Future construction phases should incorporate additional general and special education classrooms, administrative offices, equipment and records storage, and a new hands-on STEM learning space including a functioning science lab. The goal is to eliminate all of the portable buildings, and become a completely permanent school campus. Upon completion of all phases of new construction, the school would like to upgrade the exterior to either a wood siding or stucco finish to better blend with the neighboring Red River community. All of the existing portables will either be returned to the district or demolished.

The school currently leases the property from the district (with no maintenance included), and the school hopes to purchase the property in the next five years.

Site: The site includes a gravel and dirt play area with equipment. There is no available parking on site; however street parking and a nearby town-owned parking lot is available. There is not an adequate student drop-off/pick-up zone, and there is insufficient separation between transportation types. The majority of the walkways connecting the school's buildings are covered, and provide for safe access; however, some of the existing concrete walks are not covered and are subsequently in poor condition. Icy conditions are prevalent throughout the winter months. Some of the wooden walkways, stairs and ramps are out of plane and require modifications to prevent tripping hazards.

The site perimeter fence is damaged in some areas due to the relocation of some of the portable buildings and the utility company accessing the site, and subsequently needs to be repaired. The school would like to replace the fencing for improved security, function and aesthetics. Site lighting is generally poor and landscaping is minimal. Improved landscaping is desired for aesthetic and functional reasons.

Multi-Purpose Building/ Pre-K/ K 5th-8th grade The multi-purpose building is constructed of pre-fabricated metal components with metal siding and a metal roof. All exterior windows and doors are insulated. The structural foundation is a continuous perimeter stem wall. The interior walls of the multi-purpose building are metal stud and drywall construction. Flooring is vinyl composite tile and carpet. The multi-purpose building has a central boiler and air conditioning unit. The air is supplied by ductwork. Bathroom ventilation is adequate. All plumbing fixtures are from 2009 & 2011 and in working order. There is a roof leak in the restrooms causing damage to the ceiling. The roof of this building sheds to the north and therefore snow is held on the roof and poses a danger when it slides off.



Specialty classroom



Multi-purpose room



Classroom



Roof detail at potential leak source

Portable buildings are wood construction, asphalt roof, wood siding, wood doors, and single-pane windows. Flooring is vinyl composite tile and carpet. The interior walls of the portable buildings are wood stud and wood paneling construction. Flooring is vinyl composite tile and carpet. The library/ admin. space in the southern portable has a bathroom that is not functioning and is currently used as storage, and the seam between the two sides of the building indicates a gap and has been reinforced with an additional column. The daylighting within these buildings is poor; finishes are old.

The portable buildings are heated with individual fan coil units (which do not function efficiently) and no cooling is provided. Additional space heaters are used in the portables during the winter months. Plumbing fixtures in the portable are original and are in poor condition, upgrades are recommended.

Fire Protection/Life Safety Systems: The fire alarm system (in all buildings) consists of audible and strobe alarms in classrooms, corridors, and other public spaces. The systems are activated by pull stations at exits, and they are not centrally monitored. Both buildings do not have sprinkler systems. Egress corridors in the multi-purpose buildings have appropriate fire separation walls and fire-rated corridor doors.

Accessibility: The school buildings and site are generally ADA compliant. Improved concrete walkways are recommended. ADA compliant toilets are available in the new multi-purpose building. The toilet rooms in the portables are not accessible. The wooden exterior walkways at the portables have level changes that most likely exceed the height limit to comply with ADA. The sidewalks should be redone to improve on safety and accessibility.



Seam inside portable (gap)



Covered exterior walkway at portable



Exterior of portable



Admin. space in portable



2.4.1 Utilization by Schedule

The schedules described below are approximations and the likelihood of adjustments happening as we move through the school year and throughout the life span of the FMP are likely.

Class Schedule-The school bus and trolley arrive at school between 7:35-7:50, and the school day begins at 8:00. Each teacher has a unique schedule to meet the needs of the class, content, and syllabus for that grade level. Breakfast is served on a rotation beginning at 8:00 and the last class is served at 8:45 a.m. Teachers utilize their classroom space throughout the day and the multi-purpose, science classroom, and computer classroom on an as needed basis. Co-teaching, singing practice, drama practice, and larger science dissection activities take place in the multi-purpose room. Teachers also utilize the library for mini-lessons on library days. Morning lessons take place for pre-K through 4th grade until 11:30. The Kindergarten-4th grade students have lunch and recess from 11:30-12:30 and then return to class for afternoon lessons. The 5th through 8th grade classes have morning lessons until 12:00 when they head off to lunch. After lunch the 5th-8th graders return to class for afternoon lessons. The school day ends at 4:00, and we are a four-day week; Monday-Thursday.

A typical day at RRVCS finds K-2nd grade students in their homeroom classes 6-6.5 hours a day. The K-2nd grade teachers rotate through library, art, P.E., and science on a weekly basis, spending approximately 30-45 minutes in these special classes. These special classes take place in the library, the multi-purpose room, and the science classroom. In future, the K-2nd grade students will also rotate through the computer classroom. The goal is to provide students additional opportunities to hone computer usage skills. RRVCS is in the process of acquiring computers for the computer classroom.

A typical day at RRVCS finds 3rd-8th grade students in their homeroom classes 6.5-7.0 hours a day. The 3rd-8th grade classes enjoy breakfast in their classroom. Once breakfast is ready, the students pick it up and head back to class to eat and complete warm up activities. The 3rd-8th grade teachers rotate through special classes, like the K-2nd, but spend a bit more time in each special (45-60 minutes). Library, P.E., Computer, science labs, music and art. In addition to the weekly rotations, 3rd-8th grade teachers, spend some time co-teaching. When combining two classes, it makes sense to meet in the multi-purpose because it is bigger and will accommodate the increased class size.

RRVCS is organizing music and art events with local musicians and artists. The musicians and artist will come to campus to teach the students age appropriate music and art. These activities will be held once a month and will happen in the multi-purpose room.

Library-Once a week rotations K-8th. This class is also utilized for tutoring (30-60 Minutes per classroom/per week). This is an average of time spent in the library, there are some weeks where the space is utilized for longer than the average. Periodically, guest librarians teach lessons that connect to reading skills and concepts.

Multi-purpose: Art, P.E., Science, Co-teaching, music, drama, tutoring space, projects, and Monday morning student meeting, breakfast and lunch. Coming Soon-Local musician and artist presentations and hands on participation/learning. (Daily use at least 180 minutes per day). Once the local musician schedule is determined, the time usage will increase.

Computer Classroom-As mentioned before, we are trying to acquire desktops and/or laptops to enhance computer skills across campus K-8. This room is additionally utilized for lunch/recess detention, and in school and after school tutoring. (Envisioning-30-40 minutes per class each week-180 minutes).

Science Classroom-Utilized for Kindergarten-2nd science lessons, counseling, occupational therapy, speech therapy, break out groups, and tutoring. This classroom is also utilized for after school tutoring (one to one, small group, and special activities. This room is utilized approximately 20 hours per week).

Literacy Classroom-K-6th grade rotations daily. This room is utilized to support learning in a small group setting every day for approximately 6 hours per day. Additionally, this classroom space is utilized for in school and after school tutoring.

The Extra Classroom-2nd-8th grade teachers utilize this space and the teacher for small group refocus and additional support for students who may have difficulty concentrating in the regular classroom environment. The students that receive help from this additional teacher in her classroom. The room is also utilized for in school and after school tutoring. On average, this space is utilized approximately 6 hours a day between the 2nd-8th grade students and teachers.

Main Office/Hallway-K-8th grade students who have difficulty concentrating are given the opportunity to adjust concentration by working in the main office where there are less student distractions. It is difficult to determine the number of hours this space is used daily/weekly. It is a space that is utilized per need. It is also where students who are not feeling well wait for parent pick-up.



2.4.2 Timeline

The existing facility is meeting the needs of the school, yet RRVCS has the goal of reviewing option for lease purchase, eliminating the portables and replacing them with permanent buildings and maintaining/ improving the existing facilities and site as outlined in the following schedule:

Fall 2018- Spring 2019

- Determine what the steps are for lease/ purchase of the site and buildings
- Approach Questa Independent School District regarding options
- Lease/ Purchase current facilities, as possible
- Establish cost analysis of options
- Identify option(s) to pursue; apply for funding (grants); Fund raise
- Review pros and cons of adding a 9th grade with technology focus

Fall 2018-Spring 2020

- General maintenance projects:
 - modify wood walkway/ ramps/ stairs to improve tripping hazards and mitigate water and ice issues
 - Assess water damage and leaks; fix roof and plumbing leaks
 - Snow stops added to roofs where snow fall is dangerous
 - Covered outdoor spaces at back of building for additional instructional spaces
 - Upgrade Playground Equipment and running surfaces
 - Improve signage/ wayfinding
 - Improve fencing and general security upgrades
 - Cameras and IT security
- Facility Design:
 - Determine funding options for replacing the portable buildings
 - Design new buildings to replace portables for classrooms
 - Design new multipurpose space and storage closets
 - Reconfiguration of existing spaces for improved function
 - Kitchen Upgrades

Spring 2020-2024

- As funding allows, pursue construction of new classrooms etc.



Walkway with tripping hazard



Kitchen improvements: equipment



Ceiling at restroom damaged from roof leak



Playground in need of upgrades



Improve signage and fencing



3 Proposed Facility Requirements (Ed Spec)

3.1.1 Facility Goals and Concepts

The plan is for RRVCS to own the buildings and site that will meet the educational mission of the school. The plan is to review the options for how to achieve this goal with special attention to the cost analysis.

For Immediate Consideration (Facilities)

Safety The greatest priority as of this publication is school safety. Items in current discussion include: access control, phone/intercom system, horns for the yard, playground upgrades (equipment, ground covering, and overhangs), infrastructure upgrades, buzzer access for the main entry door, bathroom and decking improvements.

Permanent School Sign we are currently using a plastic sign secured to the fence with zip ties. We are in the process of voting on the design and will then send it off for building. It will be installed on posts in the front of the school, centered between the current buildings. Considering the potential for an electronic marquee.

Improved Infrastructure Often, during school wide testing, students are kicked off of the internet due to overloading. Since the state has moved away from paper testing and require computer based testing, it is imperative that the school's infrastructure be able to handle to load. We have started this process and hope to have it completed by the spring testing window.

Access Control-Re-Key Outside and Inside Buildings -Currently there are twelve different keys to open the buildings and classrooms. This poses a security threat for a couple of reasons. One, the fire department does not have a knocks box with a key to get inside the building. If we had one now, it would be full of keys. Our goal is to streamline the access-one key for the large permanent building doors (outside) and one for the portable buildings (outside). There is continued discussion about whether the classroom doors should have individual keys, or the same. Two-the main door requires a buzzer/camera system. We would like parents to have access from the main door, but there is difficulty seeing who is at the door from the office unless the secretary leaves her desk to check. A camera and buzzer system would help her identify and allow access inside the building from her post.

School-wide Security System-cameras both inside and outside the building are needed. It is known that security systems deter theft, vandalism, and other threats. RRVCS would like to install cameras to cover the exterior and interior. Pending approval of the proposals, this work would be completed January 2019.

Phone/Intercom/Horns System-During the building process, the intercom system was removed and never reinstalled. This poses a safety issue for students and staff alike. It is difficult to call a shelter in place or a lock down without the benefit of an intercom. In addition to the phone/intercom system, horns installed on the playground and in the cafeteria are imperative for school-wide notification. Teachers, at this time, must use personal cell phones to keep in touch with the administrator, the school secretary, and one another. This is not the best system, but it is the one we currently have. Pending approval of the proposals, this work would be completed January 2019.

Playground Equipment Repair/Upgrade-Currently we have one piece of playground equipment that could use repair/upgrade. It is the desire of the student body to take a look at options other than replacing the damaged tunnel. We are in the process of making a decision.



Specialty Classroom



Classroom



Yard with portable beyond



Playground Ground Cover-RRVCS has tried gravel and wood chips as ground cover. Of the two options, the wood chips seem to be the less offensive. The gravel tracked in on the soles of student shoes, and then fell out of the shoes onto the floor by which the vacuum sucked them up. Many a vacuum was destroyed, so we switched to wood chips. These still came into the classroom on the soles of the students' shoes, but didn't seem to destroy the vacuum cleaners.

Covered Outdoor Learning Spaces-RRVCS students are organized in double grades and therefore, at times the grade levels are split for individualized teaching, small group, or reteach. During these split times, it is nice to have the outdoor learning spaces for the other students to work independently. Covered awnings to protect picnic tables, other study furniture and students from the elements would create a more comfortable study space.

Roof Leak/Bathroom Repair- RRVCS is in the process of reviewing the Facility Build contract. The former administrator tried on numerous occasions to get Facility Build to return to campus to check the roof. It is my understanding that Facility Build did not find any damage or fault in the roof and refused to return at a later time. Regardless, there is a leak and the girl's bathroom has water damage that must be addressed, asap.

Portable Classroom Repairs-The portables are old and several are in need attention. The library has an airway issue and warm/cold air streams in from the heating unit. It is imperative that this issue be addressed asap, as it gets very cold in the winter in Red River.

Repair and Replace Sidewalks-To improve on the safety and accessibility, the sidewalks will require replacement.

Long Term (Facilities)

Permanent Buildings to replace the portables that remain on campus. Phase I, II, and III were completed in 2011. Since then, RRVCS has not had the funding it continue. Discussion of fund raising ideas to supplement GRT continues. The community is supportive and would like to see the school succeed and for the students to have classrooms in a permanent structure. RRVCS also seeks a large multi-purpose room for flexible instructional space.

Purchase the Land from Questa Independent School District-RRVCS leases the property from Questa ISD. RRVCS would like to purchase the property to alleviate the school from costly payments, and to know that improvements made for the children of RRVCS will remain for the children of RRVCS. The land purchase was recommended by the NM PSFA during the previous planning period.

Large Lettered Sign Across the Top of the Main Building-RRVCS is located in a quaint mountain community and to honor the feeling, we would like to add large metal letters to spell out the school name across the top of the building in a "mountain scape" fashion. Additionally, RRVCS would like to add a couple of metal bears climbing up the side of the building toward the "mountain scape".

Kitchen Upgrades-The kitchen requires industrial grade roasters. The ventilation does not warrant the addition of a range, or industrial cook top. The RRVCS cook uses microwaves, electric griddles, and roaster ovens to prepare meals for the students. These options limit the choices of available foods. If possible, with improved ventilation, RRVCS would like to purchase a commercial range with convection, new microwaves, and a dishwasher.



Playground



Ceiling at portable



Admin.

