



AMY BIEHL HIGH SCHOOL FACILITY MASTER PLAN & ED SPEC

2016 - 2021





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TABLE OF CONTENTS

INTRODUCTION

- 1.1 Goals:
 - 1.1.1 Mission
 - 1.1.2 Educational Philosophy
- 1.2 Process:
 - 1.2.1 Data Gathering and Analysis
- 1.3 Acronyms

EXISTING AND PROJECTED CONDITIONS

- 2.1 Programs and Delivery Methods
 - 2.1.1 Diversity
 - 2.1.2 Programs overview
- 2.2 Proposed Enrollment
 - 2.2.1 Overview of Enrollment, Historic and Projected
 - 2.2.2 Classroom Loading Policy
 - 2.2.3 Classroom Needs
- 2.3 Site and Facilities
 - 2.3.1 Location /Site
 - 2.3.2 Facility Evaluation (FAD)

PROPOSED FACILITY REQUIREMENTS (Ed Spec)

- 3.1 Facility Goals and Concepts
 - 3.1.1 Goals to be met by school facility
 - 3.1.2 Facility Concepts

CAPITAL PLAN

- 4.1 Short Range Plan
 - 4.1.1 Capital Projects
 - 4.1.2 Financing Options

MASTER PLAN SUPPORT MATERIAL

- 5.1 Sites and Facilities Data Table
- 5.2 Site Plan
- 5.3 Floor Plans
 - 5.3.1 Scaled Floor Plans
 - 5.3.2 Updated FAD Forms
- 5.4 Detailed Space and Room Requirements
 - 5.4.1 Technology and Communications Criteria
 - 5.4.2 Power Criteria
 - 5.4.3 Lighting and Day Lighting Criteria
 - 5.4.4 Classroom Acoustics Criteria
 - 5.4.5 Furnishing and Equipment Criteria
 - 5.4.6 Criteria Sheets

APPENDIX

- 6.1 Technology and Communications Support Material
 - 6.1.1 Technology Needs Survey
 - 6.1.2 Needs Analysis and Assessment
- 6.2 PSFA Facility Maintenance Assessment Report 2016



1. INTRODUCTION





1.0 Introduction

The Public School Facilities Authority (PSFA), acting as staff for the Public School Capital Outlay Council (PSCOC), requires that all New Mexico public and State chartered charter schools complete a five year facilities master plan as a prerequisite for eligibility to receive state capital outlay assistance, under State statute Section 22-24-5 NMSA 1978. This document is the Amy Biehl High School (ABHS) Facilities Master Plan (FMP) and Educational Specification (ED SPEC) for 2016-2021.

The intent of the FMP/ED SPEC is to record existing facility conditions, project enrollment, review the school's education model, and use this information to create a plan for the use of school resources for capital needs. This charter school facility master plan also seeks to demonstrate the inclusion program needs as it relates to space and functionality of the facility, given the unique nature of a charter school, and through discussions with the New Mexico Public School Facilities Authority (PSFA), this document will also incorporate elements of an educational specification.

This Facilities Master Plan and Educational Specification is designed as a living document to present issues to the community, board of education, and Amy Biehl High School staff for input and periodic revision. This document was prepared using a systematic process. The goal was to identify needs and allocate capital resources to address these needs to assure that statewide adequacy standards and charter school policies are targeted and met.

This FMP and ED SPEC is structured in the following way:

1. Goals/Process: Information about Amy Biehl High School's goals and the master planning process.
2. Existing and Projected Conditions; information regarding programs and program delivery, facility capacity and utilization, demographics, and projected enrollment.
3. Capital Improvement Plan: Detailed information about capital needs, priorities, and strategies.
4. Master Plan Support material: Condition assessment of existing facilities, site plans, floor plans, detailed demography info, etc.



1.1 Goals

- Amy Biehl High School graduates will have completed 2 dual credit classes with a C- or better, or 1 dual credit class and 1 career readiness course with a C- or better.
- Amy Biehl High School graduates will have completed a minimum of 100 hours of community engagement as measured by participation in the first semester freshmen community engagement experience, 2 quarterly advisory service projects for sophomores and juniors, and/or senior service projects.
- 5* Amy Biehl High School graduates will have completed four public Performance Assessments.
- 85% of eligible Amy Biehl High School students will re-enroll the following school year.
- 70 - 79% of Amy Biehl High School Full Academic Year (FAY) students will perform at average for the nation as measured by the ACT Aspire Math and Reading short-cycle assessments.





1.1.1 Mission

Amy Biehl High School was founded in the spirit of Amy Biehl, a young person dedicated to social justice and service. We graduate diverse learners and leaders who demonstrate the intellectual, social and ethical habits to improve their communities. Our graduates are civic-minded, college-bound and career ready.

The school is named after Amy Biehl, a young woman who attended high school in Santa Fe and died tragically while working to end apartheid in South Africa. As we work together each day, we do so in the spirit of Amy Biehl. As an academic scholar and a young woman of deep and purposeful conscience, she committed herself to her studies and to making a better world.

Amy Biehl High School is determined to hold itself accountable for a student's success after high school. With its mission of college readiness and community engagement, ABHS offers a needed and relevant educational program to the high school population in Albuquerque. As we move into the 21st century many have asserted, including President Barack Obama, that in order to be competitive and have relevant skills in the global marketplace, students must pursue education and training beyond a high school diploma. Through its dual credit program for all students, ABHS offers precisely that opportunity by making college available and accessible to a broad range of students. While ABHS cannot force a student to attend a post-secondary institution, by guiding students as early as the ninth grade to cultivate the skills and habits necessary for college success, continuing one's education after high school becomes a logical and attainable next step for the student, instead of a dream.

1.1.2 Educational Philosophy

- Amy Biehl High School will continue its College Engagement program to support our students in meeting the ABHS graduation requirement of successfully completing two college classes at the University of New Mexico or Central New Mexico Community College (CNM) with a grade of a C or better. This goal is conditional upon stipulations within a student's IEP and their respective graduation track. The College Engagement program's primary functions will continue to be: to assist students in developing test taking strategies, to support the college application process, to support the selection of appropriate dual-credit courses, and to provide the appropriate supports to ensure a successful dual-credit experience.



1.1.2 Educational Philosophy

- Amy Biehl High School will continue its Community Engagement program to support our students in completing a community project which is an ABHS graduation requirement. The Community Engagement Team supports the development of Senior Projects through a course called “Compass,” in which community partners are identified and the project is framed. The Senior Project is monitored through the “Senior Project” class. In addition, the Community Engagement Team will continue to support and develop programs for grade levels 9-11 to ensure formative community engagement experiences occur prior to the senior year. Every ABHS graduate will successfully complete a 100-hour community engagement project in their senior year.
- Amy Biehl High School will continue its commitment to academic rigor by requiring students to earn a minimum of 75% in order to receive academic credit for a class. ABHS supports students to meet this goal by matching the high level of academic rigor expected of all ABHS students with corresponding levels of social and emotional support and access to additional venues for academic support. The school maintains a commitment to providing academic supports both during and after the school day. While these supports may be refined or altered to better meet student needs, they currently include subject area tutoring, reading support, On-line credit recovery, summer school, Saturday Breakfast Club, and Interim School.
- In addition to traditional assessments, Amy Biehl High School will develop and utilize alternative forms of assessment for its students. By providing students with opportunities to demonstrate learning beyond traditional paper and pencil assessments, the school embraces a broader approach to measuring student growth. Such alternative assessments are consistent with the school’s commitment to enhance student learning through personalization, extension, and increased relevancy to real world applications. As such, ABHS students will participate in a minimum of two public exhibitions of learning or other alternative assessment per academic year. The design of such assessments is the responsibility of the content teams, and student participation will be recorded by content teachers and the student’s advisor.



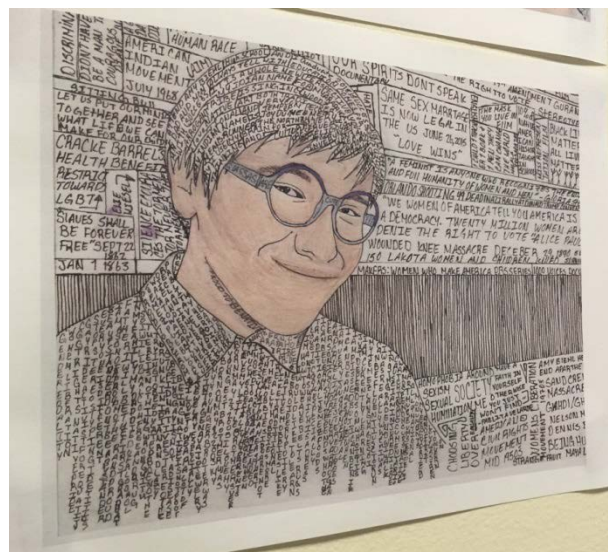


1.1.2 Educational Philosophy

Amy Biehl High School expects its teachers and staff to be innovators in their field of instruction, to hold themselves accountable for preparing students for college, open to take creative risks in the interest of instructional improvement to engage with colleagues and other professionals within and beyond the school as critical friends to share, assess, and refine instructional and institutional practices. To support these expectations for faculty and staff, the school provides five to six weeks of professional development a year.

As part of the approach to supporting this philosophy, the ABHS curriculum includes alternative education methods that integrate students with the larger community. This alternative approach creates unique space requirements for ABHS that are different from conventional high schools. These alternative methods/ spaces include the following:

- College Engagement Program / Dual Credit Program (UNM + CNM)
- Community Engagement Program
- Public Library
- Simms Fitness / City of ABQ Parks
- Literary Circles
- Public Exhibitions of Learning
- Interim School
- Summer School
- Makers Space
- Enrichment classes including Art, Yoga, Dance, Music, Technology, Yearbook, Credit Recovery and MESA.





1.2 Process

During the fall of 2014 (August), ABHS renewed their school charter. As part of this process, the school conducted meetings with input from students, parents, community members, and the School Board. At the conclusion of the charter meeting sessions, and in order to renew the charter, the school collected signed petitions of support that the school, as framed by its mission and goals, should continue to exist. The school received signed petitions of support from over 88% of school families and 95% of faculty and staff.

1.2.1 Data Gathering and Analysis

In the summer of 2016 formation of a steering committee composed of teachers, administrators, community members, and architects was initiated. There were Steering committee meetings to review the school's mission, educational program, and facility assets / needs. The steering committee discussed how the existing school facility can best support the school's goals, as well as how future facility improvements could better support the school's goals. Three Steering Committee meetings to review the school's mission, educational program, and facility assets / needs. These meetings commenced at 3:00 pm and concluded at approximately 4:30 pm. Portions of the meetings were conducted as group discussions, while at other times, facility evaluations were conducted.

Administration and analysis of surveys related to the school's program and facility. Surveys were completed by students, staff, parents, community members, and school board members. Survey results were reviewed and analyzed by the Steering Committee. (Refer to survey response summaries in the appendix.)

Decisions regarding content for the school's Ed Specs / FMP were made by group consensus, and a preliminary draft was reviewed, commented on, and approved by the Steering Committee. (Refer to steering committee meeting notes in the appendix.)

Architectural and engineering assessment of the existing facility, including interviews with building users and support staff, to determine building maintenance requirements and to compare the existing facility with PSFA Adequacy Standards.

During the steering committee meetings, the group agreed that facility improvements recommended in survey responses should be addressed in the following order:

- Health, safety, welfare of occupants
- Stabilization and upkeep / maintenance of existing facility
- Preventive maintenance (to avoid more costly repairs in the future)
- Energy efficiency of building systems (to reduce operating cost in order to reallocate funds for academics)
- Space-related facility improvements in accordance with the Adequacy Standards



1.3 Acronyms

ABHS	(Amy Biehl High School)
ABHSF	(Amy Biehl High School Foundation)
AS	(Public School Facilities Authority Adequacy Standards)
CNM	(Central New Mexico Community College)
Ed Spec	(Education Specifications)
FMP	(Facility Master Plan)
FAD	(Facility Assessment Database)
GSF	(Gross square feet)
IBC	(International Building Code; 2009 edition)
L/S	(Life-safety)
NSF	(Net square feet)
PE	(Physical education)
PG	(Public School Facilities Authority Planning Guidelines)
PSFA	(Public School Facilities Authority)
PSCOC	(Public School Capital Outlay Council)
SF	(Square feet)
UNM	(University of New Mexico)



2. EXISTING & PROJECTED CONDITIONS





2.1 Programs and Delivery Methods

2.1.1 Diversity

ABHS serves students from throughout the Albuquerque metro area and beyond, and the school is characterized by the diversity of its students. The school draws students from approximately 22 different zip codes, representing over 34 different middle school feeders. Students come to ABHS from every area of the city and as far away as Moriarty, Rio Rancho, Bernalillo, Los Lunas, and Belen. Many of these students arrive at ABHS because of its stated mission of college readiness and community engagement; however, many are merely seeking a school with smaller classes and more individual attention.

The school continues to attract a comparatively high number of students receiving special education services, a group which composes approximately 25% of the school's population. In addition, an average of 42% of incoming 9th graders are two or more grade levels behind in reading.





2.1.2 Programs Overview

As stated by the ABHS Mission Statement, *“We graduate diverse learners and leaders who demonstrate the intellectual, social and ethical habits to improve their communities. Our graduates are civic-minded, college-bound and career ready.”* Using a thematic approach across subject areas, students are taught to apply and demonstrate skills and knowledge to analyze and address community needs. Through service, students are challenged to play meaningful roles in their communities while developing leadership skills. ABHS is a school of choice that assists a diverse student body to acquire intellectual, social and ethical habits to prepare for post secondary education and life.

As part of the approach to achieving this goal, the ABHS curriculum includes alternative education methods that integrate students with the larger community. This alternative approach creates unique space requirements for ABHS that are different from conventional high schools. These alternative methods/spaces include the following:

- College Engagement Program / Dual Credit Program
- Community Engagement Program
- Public Library
- Simms Fitness/ City of ABQ Parks
- Literary Circles
- Public Exhibitions of Learning
- Interim School

College Engagement / Dual Credit Program

The purpose of this program is to prepare and assist students with their transition to college. At ABHS, this process begins in the 9th grade by exposing all students to the idea of going to college and continues through the 12th grade when all seniors are required to take and pass two college classes at either UNM or CNM. To provide more relevance, the college courses are linked to student community service projects. The dual credit program also enables students to earn college credit while still enrolled in high school. Past college courses take by ABHS students include the following:

- Business Ethics
- English 101
- Animal Advocacy
- Public Speaking
- Intro to Sociology
- Intro Psychology
- Web Collectivism
- The Human Brain
- Introduction to American Studies (now offered on Campus)



Community Engagement Program

In the 12th grade, all students at ABHS are required to complete a Senior Project by volunteering 100 hours with a community organization in the Albuquerque area. Projects often expose students to professional environments, such as downtown organizations and agencies, and as such are part of the school's career education program. The goal is to have students develop a project in which they can explore a passion while serving the community and tackling a community need, problem, or issue. The project is carefully planned by students and advisors to relate to dual credit courses that are part of the college engagement program. Past service learning projects have included the following:

- Local schools, such as the Dolores Gonzales Elementary, Coronado Elementary School, Lew Wallace Elementary School, Inez Elementary School, Martin Luther King Jr. Elementary, Griegos Elementary School and Bernalillo High School.
- Non profit organizations, such as Enlace Comunitario, Ronald McDonald House, The NM Forum for Youth and Community, Roadrunner Food Bank, and Kids Cook.
- Social service agencies, such as NM Family Legal Assistance Group and Cuidando Los Ninos.
- Animal rescue agencies, such as The Humane Society, Animal Welfare, Chihuahua Rescue, Walking Circles Horse Rescue, and Watermelon Mountain Ranch.
- Museums and community centers, such as Explora, the National Atomic Museum, New Mexico Museum of Natural History, UNM Hospital, and Sandia Mountain Natural History Museum.



Students volunteer at a downtown community garden.

Many successful senior projects benefit students in terms of employability and professional skills. Because the school's community engagement program places students with outside organizations as part of the career education curriculum, the school does not require as much space for their career education program as a conventional high school requires. This program is currently coordinated from an office located on the school's 2nd floor.

**Public Library**

The ABHS facility does not require a traditional media center because the school encourages the use of several alternate resources to an on campus option. Day-to-day student activities that typically take place in a high school library, such as reading, researching, and studying, are conducted at Albuquerque's downtown public library instead. Because ABHS encourages student involvement in the community, the school does not desire a comprehensive media center typical of conventional high schools.

Literary Circles

Literary Circles are composed of approximately one adult (often a community volunteer), and 5 students. All ABHS students in 10th and 11th grade participate in literary circles, and these groups meet for one hour each week to discuss reading material. Literature studied includes both fiction and non-fiction texts. Literary circles are a valuable part of the school's humanities curriculum and provide opportunities for different generations to learn from each other. Currently, the majority of Literary Circles are held in the school's cafeteria, but this location is not ideal due to poor acoustics for small group activities, and other distractions. Some are also lead within classroom and office spaces, depending on the volunteer leading the group.

Public Exhibitions of Learning

At least twice per year, each ABHS student presents some aspect of their learning in the form of public exhibitions. These exhibitions are judged by panels of teachers, parents, students and community members and are an excellent way for high school students to develop strong communication and public speaking skills. Exhibitions include subjects from humanities, literature, and science classes, as well as service learning activities. Examples of past exhibition topics include: Science Fair, the John Brown and My Lai Massacre trials, Social Action Carnival, Writing Portfolio Exhibitions, Turning Point in History Exhibition, and Senior Reviews. Exhibitions make use of spaces throughout the school, including the Courtroom and other general classrooms, the Student Commons, and the Cafeteria. Exhibitions also take place within the community. For example, past exhibitions have been held at PNM, the public library, and downtown businesses.

One to One Computer Access

One of the goals for technology at ABHS is for every student, every day, every where to have access to everything. What that means to the school is providing every student with a computer (Chromebook) and using public cloud as well as virtualized apps to meet these goals. Currently the school does have a wireless network in place, but its stability and capacity needs to be improved to adequately provide support for the one to one initiative. There are several other items that are addressed in the Technology plan in Section 5.4.1 within this document.



Simms Fitness / City of Albuquerque Parks

The ABHS facility does not have a dedicated gymnasium, but instead the school uses public parks and Simms Fitness to deliver its PE curriculum for training and learning units/ PE classes, which all students are required to take. These units address subjects such as wellness, drugs and medicines, human relationships and sexuality, motor skill development, and fitness. Students learn that good health is necessary for effective learning. The curriculum not only prepares them to be better students, but also helps them become more productive community members. In addition, the school also has elective after school sports teams including volleyball, basketball, rugby and soccer. While ABHS prefers to use community facilities for most of its PE and athletic needs, the school would like to provide some site / landscape improvements. This would both improve safety and create an outdoor area for exercise on site to add to the existing basketball hoop at the northeast corner that is frequently used by students during lunch and after classes.





Saturday Breakfast Club

This voluntary club provides the opportunity for students to focus on schoolwork for 3 weekend hours with targeted support from teachers, tutors, and student peers. Students attend to catch up on missing or incomplete work, receive individual help on concepts or skills, prepare for specific exhibitions or to complete homework in a structured environment. Meetings are held at ABHS, usually in the cafeteria, and typical attendance is 50 to 70 students on Saturday mornings.

Interim School

Occurring between the Fall and Spring quarters (2 times per year), when much of the school is on break, Interim School provides invaluable time and space to support those students who need additional time to complete assignments, follow up on concepts, and prepare for the next quarter. The focused support ensures students have every opportunity to stay on track academically. In fact, over 85% of interim students make significant academic gains. Typically 65 students are hosted with 6 teachers for one week.

Mentor 2.0

Mentor 2.0 is an innovative program that builds one-to-one, professionally supported mentoring relationships that empower students at Amy Biehl High School to graduate high school, succeed in college and achieve their ambitions. Students work with their mentors online and in person to develop professional and personal relationships, nurture a college aspiration, navigate the college application process and build critical skills that will lead to college success.

Every week, students are taught curriculum that is geared to help them build and practice skills directly related to their future success. Students then engage in email exchanges with their mentors about what they have learned and gain insight into how their mentors have utilized these skills in their own successes and professional lives. Every 4-6 weeks, Amy Biehl hosts an in person event for the matches where they can practice their new skills. Mentor 2.0 is in its third year at Amy Biehl and will graduate its first class in 2017.





2.2 Proposed Enrollment

2.2.1 Overview of Enrollment, Historic and Projected

School Size

The current enrollment cap at ABHS is 325 students. This school year (2016 - 2017), the 40 day count is 325 Students. Based on historical enrollments for the downtown facility, the school is likely to continue to have a significant standing wait list for the foreseeable future. ABHS is considering expanding to 400 students, but funding sources and the viability of the basement level as instructional space would need to be evaluated to do so.

The 40 day count for each year below is sourced from New Mexico Public Education Department historic data.

School Year	#40 Day Students	Grade Level	#40 Day Students 2016-2017	#Special Needs Students Per Grade (C + D Level)
2011-2012	294	9	80	5
2012-2013	292	10	85	16
2013-2014	300	11	71	2
2014-2015	300	12	65	5
2015-2016	317	Level A + B		12
2016-2017	301	Total	301	70

Class Size

The preferred class size at ABHS school is 17 to 20 students, but some classes may be as large as 25 students depending on course objectives.

Grade Level Configuration

The educational program is organized by grades. ABHS includes students in 9th, 10th, 11th, and 12th grades. (Refer to educational program delivery system in the Ed Spec.)

Joint Use Facilities

ABHS encourages students to take active roles in their communities. As such, the school encourages joint use facilities as part of the educational experience. Some of the facilities that are used by students include the Albuquerque Public Library (downtown branch), Simms Fitness, Barelas Community Center, City of Albuquerque Parks, UNM and CNM, the Hispanic Cultural Center, and local businesses.



2.2.2 Classroom Loading Policy

The previous capacity analysis indicates that, while the overall facility may be undersized relative to PSFA Adequacy Standards and Planning Guidelines, the school does have ample classroom space to accommodate 325 students. Using the school's current enrollment cap of 325 students, the average classroom utilization was calculated to be approximately 70% in PSFA's spreadsheet on the following page. Some factors affecting the utilization are the number of students per class, as well as the size of the classroom. For example, most classes at ABHS contain between 17 to 20 students, while state standards would allow 30 students or more per class. Also, most of the classrooms in the school are smaller than 675 NSF, and thus it would be impractical, if not impossible, to conduct a class of 30 students in such a small space.

The current enrollment cap at ABHS is 325 students. This year's 40 day count was 301 students. The following section discusses the school's ability to accommodate 325 students.

The school's overall GSF is 41,900. This area excludes the basement, because there are life-safety and code violations which render the basement un-occupiable in its current state. ABHS also leases approximately 3,100 sf of space within the Simms Building located just south of the school as additional education space. For a high school of 325 students, the Planning Guidelines recommend a maximum of 200 GSF per student, or 65,000 GSF total. ABHS is below this maximum recommended area by approximately 30% (20,000 GSF). This overall difference includes the leased space in the calculation.

Comparison of the existing building's NSF with both the Adequacy Standards and Planning Guidelines also indicates that the existing facility is smaller than recommended. The existing facility includes 35,930 NSF, while the Adequacy Standards recommend 44,575 NSF and the Planning Guidelines recommend 56,655 NSF. Some of these discrepancies are explained in the following section.



Typical general classroom.



2.2.3 Classroom Needs

General Use Classrooms

Based on the Adequacy Standards recommendation of 25 NSF per student for general use classrooms, the school can accommodate 325 students in their existing classrooms. For example, the school has 10,070 NSF of general classroom area. At 25 NSF per student, 8,125 NSF is recommended by the Adequacy Standards. It is important to realize that this minimum recommended area would require that all general use classrooms be occupied at 100% capacity for 100% of the school day. Because this expectation is unrealistic, it is common practice to apply an efficiency factor of 85%, which is a standard percentage for a high school. At 85% efficiency, the minimum required area for general classrooms would be 9,344 NSF. The school would especially like to improve acoustics in general use classrooms and adjacent hallways.

Specialty Classrooms

Science: The existing facility has 1,390 NSF of science classroom space. The Adequacy Standards recommend a minimum of 4 NSF per student. Thus, the minimum amount of space recommended for 325 students is 1,300 NSF. Currently there are 3 years of science provided and ABHS would like to shift the program to 4 years and add another classroom dedicated to science, as learning is more hands on now and requires specialty environments. The school would like to expand its facility to include a designated makers space, possibly in the basement if code compliance can be achieved.

Art Education: The existing facility has a 550 NSF classroom for visual arts. The Adequacy Standards recommend a minimum of 5 NSF per student plus additional ancillary space for group music practice, individual practice room(s), specialized storage/library rooms, and offices for art education. Therefore, the existing facility is below standard for art education by more than 1,000 NSF. The school would like to expand its facility to include a designated music classroom.

Career Education: The existing facility includes a 160 NSF office where the school's student internship program is coordinated. This program places students with local businesses and organizations as part of the school's curriculum. The school would like additional space on-site for coordinating the career education program. The Adequacy Standards recommend 8 NSF per student for career education programs. Therefore, the total recommended area for 325 students is 2,600 NSF.

Technology-Aided Instruction: The existing facility includes a 170 NSF office for IT staff. Mobile laptop carts are used to provide students with computer instruction. The Adequacy Standards recommend 3 NSF per student for technology-aided instruction. Therefore, the recommended area for 325 students is 975 NSF, which can be concentrated in a computer lab or dispersed throughout the facility. The goal for technology-aided instruction at ABHS is to provide every student with a laptop, access to a public cloud, and virtualized applications that will support the curriculum.



2.2.3 Classroom Needs

Media Center

ABHS does not have an on-site media center but students use the downtown public library instead. Access thru technology, with one computer provided to each student as one of ABHS's on-going goals, students have access to on-line information. The Adequacy Standards recommend a minimum of 2,000 NSF for stacks and seating in a high school library, with additional area for office/workroom and secure storage. ABHS would like to provide some library resources for students within the existing student commons. These additional resources may include storage for literary materials, reading alcoves/nooks, study carrels, collaborative work zones for activities such as literary circles, as well as acoustic upgrades.

Physical Education

The existing facility includes a small health classroom and PE teacher office, totaling 450 NSF. Students also participate in PE activities by attending the nearby Simms Fitness. The Adequacy Standards recommend 6,500 NSF for a high school gymnasium, plus bleacher area for 1.5 x the student capacity. For 325 students, the total area of gymnasium plus bleachers would be approximately 9,915 NSF. Such a facility is impractical for the school's existing urban site. However, the school would like to provide an additional on-site outdoor area for PE classes.

Parent Room

For 325 students, the Adequacy Standards recommend 160 NSF for parent and volunteer activities. ABHS uses a portion of the administrative conference space for parent and volunteer work.

Student Health + Counseling

The existing facility includes a 'Student Support Center' that occupies 1,095 NSF. This area contains offices for counselors and a group discussion area. Also, the school hosts social work interns from NM Highlands University and Smith College. These interns are accommodated in the Student Support Center. For 325 students, the Adequacy Standards recommend 325 NSF for student health and counseling space. ABHS allocates additional space to this area that supports the academic, social, and emotional needs of students, and is critical to the school's mission and success.

Special Education Support Space

The existing facility includes 725 NSF of special education support space, including offices, conference, and classroom space. The Adequacy Standards state that the area for special education support space shall be "appropriate for the programmatic need." Approximately 25% of the students at ABHS receive special education services.



2.3 Site and Facilities

2.3.1 Location and Site

Location

Amy Biehl High School is located in downtown Albuquerque, New Mexico at 123 4th Street SW (northwest corner of 4th Street and Gold Avenue). The school is housed in the Old Federal Building which is listed on the National Register of Historic Places and the State Register of Cultural Properties. The building is a spectacular three-story Italianate structure whose granite steps and red clay tile roof were a landmark and symbol of civic pride. Completed in 1911, just prior to statehood, the Old Federal Building housed New Mexico's largest Post Office and the District Court. The building currently functions as a high school, serving students in grades 9, 10, 11, and 12.

ABHS also leases approximately 3,100 SF of space on the first floor of the Simms Building located at 400 Gold Ave. SW (southwest corner of 4th Street and Gold Avenue). The 40th day enrollment for 2016-2017 school year was 301 students, which is approaching the 325 enrollment cap .

Site

The site is approximately 0.65 acres. In addition to the historic structure, the site includes a mechanical building that was constructed in 2006 to house a new boiler and chiller. Metered parking (on-street and in lots) is available nearby. There is a small vehicular drop-off and pick-up area in front of the school. Many students and staff commute via public transportation, as the school itself does not provide transportation. Concrete sidewalks are in good condition. There are trees, benches, and tables lining the sidewalk in the limited area between the building and the street. The school does not have on-site athletic facilities, but would like to provide some landscape improvements / amenities such as an outdoor classroom area.

Drainage on site is good, although window wells to the basement must be maintained / cleaned to prevent flooding.

CONSTRUCTION DATES

1911: Original building

1930: Building addition

1960: HVAC overhaul

2005: ABHS renovation

2006: HVAC upgrades





2.3.2 Facility Evaluation

A summary of data provided by ABHS maintenance team interviews and information provided by a Facility Assessment (FAD) completed by PSFA in the fall of 2016 is provided in the following paragraphs. A complete list of items and the FAD can be found in the Appendix.

Structural / Exterior Closure

The school occupies a total of 41,900 GSF including the ground floor, 2nd floor, and 3rd floor of the building. The basement level (15,000 GSF) currently cannot be occupied due to numerous life-safety and code issues. It is the desire of ABHS to re-evaluate and address these code issues to be able to absorb the basement area into occupiable space. The building's structure appears to be in good repair without signs of settlement. Exterior stucco is in fair condition, with some spots requiring repair now to prevent deterioration. Windows are single pane glass with wood frames. Most windows are inoperable. The wood frames are due for routine patch and paint maintenance in the near future to prevent them from deteriorating. The school would like to increase the efficiency of the single pane windows. The main roof is clay tile, and is currently in fairly good condition (last replaced in 1996).

There are minor areas with broken and missing tile that can allow water to penetrate which are recommended to be repaired and replace the missing tile.

The school's mezzanine level and the mechanical building is a coated elastomeric roof system that is required to be recoated every 10 years. Emergency repair to the roof at the end of summer 2016 had to be completed to address maintenance issues.





2.3.2 Facility Evaluation

General Mechanical / Plumbing

Heating and cooling is provided by a steam boiler, water chiller, and a dual duct distribution system. The boiler and chiller were installed as part of a mechanical upgrade in 2006 - 2007, and are housed in a separate building adjacent to the main school building. The exhaust system overall is in fair condition, and many windows are sealed shut. The 3rd floor air return for the classrooms is problematic as it is thru the door grills or transoms and then transits to hallway ceiling grilles, which causes significant acoustic issues for the learning environment. The school continues to struggle with balancing air flows and maintaining comfortable temperatures throughout the school. Most of the building's plumbing systems were replaced in 2005. However, the main sewer line to the street was not replaced and has been prioritized as a critical capitol planning item for the next 5 years. The Southern exit sewer pipes are composed of cast iron and there age is unknown.

The center sewer pipes service the two staff bathrooms on the first floor and the Commons student bathrooms and third floor staff bathroom., also on the first floor along with custodial and kitchen water discharge.

The sewer pipe toward the Southwest portion of the building services second and third floor student Men's bathrooms along with various sinks found in classrooms and Science classrooms. Camera work in 2011 identified the need to schedule replacement due to scale, corrosion and pest buildup in both sets of sewer pipes. A detailed list of items have been provided by the facility maintenance team and included below.

HVAC – Boiler/Chiller

Upon school purchase of building an assessment of the existing boiler was initiated. The boiler was determined to be in good condition with scale and corrosion in manageable levels with an aggressive chemical program. Since the evaluation in 2015 the condition of the water has been brought into acceptable levels and another inspection of the boiler was conducted in the spring of 2016. The Chiller has been determined to be in good condition with the exception of a faulty diagnostic motherboard that was bypassed for continued operation. The motherboard is scheduled to be replaced and the Chiller supply and return pipes were purged in 2016 and a corrosion inhibitor was added and circulated.

HVAC - Building - Hydronics (Steam/Chilled water)

There is evidence that Asbestos is still present and should be removed from supply pipes situated in attic. Building steam pipes are planned for full inspection in 2018 as chemical treatment was used in 2016 to bring sludge and corrosion levels into compliance. Chilled water pipes will require full inspection in 2018 as chemical treatment has brought iron and copper corrosion levels into compliance as well.



2.3.2 Facility Evaluation

HVAC – Air Handler Units (AHU)

Attic (main) VFD Controller and motor are still in good condition but is scheduled to have a full assessment in the spring of 2017, as VFD and motor were installed in 2006 as part of the first HVAC upgrade and Energy Management Assessment. Squirrel cage bearings will need to be changed shortly and are scheduled for replacement within 2016-2017 time frame.

Predictive Maintenance

It is the intent for the facility to add a static Pressure Differential gauge to the filter rack as soon as possible to place the Air Filter replacement on a Reliability-Centered program instead of a Preventive Maintenance agenda. The Condensate Drain channels for Hot/Cold Deck fins were modified to prevent leaks but will require further modification within 2017-2018 due to age and metal composition. Attic condensate motor was replaced in 2016 as well as rebuilding the motor holding tank. The existing actuator valves require replacement as the style of the open/close valve prevents automatic operation of Actuators through Building Maintenance Software. Isolation valves at this same location will require replacement within 2018 due to age, if not sooner.

Value Centered Maintenance

Asbestos insulation is still present within the attic space and should be removed from attic AHU pipes. Currently the Relief Fan are not operating and should be brought into operation by repair of electrical and fan within the unit. This item is suggested for completion during 2017.





2.3.2 Facility Evaluation

HVAC – Ducts (Supply and Return)

Per the facility maintenance team, the complete building air return system requires immediate attention and is considered a Reliability Centered Maintenance Item by the facility maintenance team. The complete air supply system flexible ducts into VAV boxes require re-installation. The complete air supply system requires cleaning and is scheduled for 2017-2018. The existing insulation for both hot deck and cold deck require removal and install of new insulation per the facility maintenance team, which is planned for 2017-2018. VAV boxes require inspection and replacement of Damper motors and should be completed in the next few years. (2018-2019)

Electrical

Service to the building is provided by PNM through an underground duct on the north side of the building. Power entering the building is 480/277, 3-phase, 4-wire. Some of the building's power is stepped down to 208/120 at a transformer in the building's basement. Power supply to the building is suitable for the school's needs, but distribution of that power is where there are inadequacies. Many panels in the building are at capacity. The existing inverter has also been noted to be replaced by ABHS maintenance flow chart due to lack of capacity to increased demand from emergency fire, exit and emergency lighting requirements. An electrical upgrade necessary to support technology and lab station upgrades is also needed.

Lighting

Lighting is currently provided a mixture of fluorescent fixtures with T8 lamps and electronic ballasts and LED lamps. Lamps in incandescent fixtures have been replaced with compact fluorescent lamps. ABHS has begun to phase in LED lamp/ fixtures as older fixtures have needed to be replaced. Light levels appear to be adequate, and the school is able to supplement artificial lighting with daylight from its many large windows.

Fire Protection / Life-Safety Systems / Accessibility

The school has a fire alarm system and is sprinkled throughout. The school also has an intercom system. The school is generally handicap accessible. Due to the historic status of the building, some items, such as exterior stairs, entrances, and stoops, cannot be modified to meet accessibility guidelines. Additional, accessible entrances have been provided instead. Also some interior doors and hardware do not meet accessibility guidelines, and there is a plan in place to update in phases, though these doors are exempt due to their historic status. The elevator requires upgrades to meet current life-safety codes. The elevator has been prioritized as a critical capital planning item for the next 5 years. Many of the classrooms are missing strobe/visual life safety devices. As there is now a deaf education program at ABHS, this is an item that should be addressed as soon as possible.



3. PROPOSED FACILITY REQUIREMENTS (Ed Spec)





3.1 Facility Goals and Concepts

Currently ABHS leases their facility located at 123 4th St. SW from the ABHSF and is currently under a 5 year lease agreement through June, 2020. ABHS receives funding through PSFA for their lease, which the agreement's language states that the lease amount each year is tied to the lease assistance calculation in the application. This allows for stability and reassurance to the school that the lease amount will not be significantly greater than the financial assistance received from PSFA. As of January 1st, 2017 ABHS/ABHSF has submitted a lease to purchase agreement to the PED/PSFA.

3.1.1 Goals to be met by school facility

The following facility improvements are desired to improve the educational program at ABHS. These improvements were discussed and evaluated by the steering committee, and are supported by the school community, as demonstrated in survey responses.

Acoustic Control

The school would like to decrease noise levels in student learning spaces throughout the school, including general classrooms and adjacent hallways, the student commons, and the courtroom.

Music Room

The school would like to expand its facility to accommodate a music room. Music education currently takes place in the school's cafeteria, and is disruptive to classes throughout the school due to poor acoustic control. The school is undersized by 950 NSF relative to the Adequacy Standards for art education programs.

Site Landscaping and Outdoor Classroom Area

The school would like to provide some site / landscape improvements to both improve safety and create a multi-purpose outdoor area for students and staff on site. The school is particularly interested in developing the area on the north side of the school, between the building and the alleyway for this purpose. Currently, there is an unused loading dock with exterior storage at this location. the loading dock is dark and uninviting with life-safety concerns. This space could be renovated to provide a pleasant exterior classroom space for students, staff, and PE classes and sports teams.





3.1.1 Goals to be met by school facility

Physical Education

ABHS students participate in most of their PE and athletic activities by attending the nearby Simms Fitness, Barelvas Community Center, and city parks, but the school would like to provide some opportunities for PE classes on campus. The school includes a small health classroom (which is shared with other subjects) and PE teacher's office, totaling 450 NSF. The Adequacy Standards recommend 6,500 NSF for a high school gymnasium, plus bleacher area for 1.5 x the student capacity. For 325 students at a conventional high school, the total area of gymnasium plus bleachers would be approximately 9,650 NSF. Such a facility is impractical for the school's existing urban site, and is not desired by ABHS. However, the school would like to provide a smaller on-site outdoor area for PE classes and other academic purposes.

Library Resources

ABHS does not have an on-site media center and, in keeping with the school's community-oriented vision, students use the downtown public library instead. While a full-scale on-site library is not desirable for ABHS, the school would like to provide some library resources for students within the existing student commons. These additional resources may include storage for literary materials, reading alcoves/nooks, study carrels, collaborative work zones for activities such as literary circles, and acoustic control improvements.



Computer Lab

The school currently has four mobile laptop carts with 36 desktop computers used for mandatory testing. Almost all of staff used a laptop computer. Most of the computers for student use are mobile devices and the goal is to provide each student a laptop. The school is undersized by 730 NSF relative to the Adequacy Standards for dedicated technology-aided instructional space.



3.1.1 Goals to be met by school facility

Makers Space

ABHS's math and science departments would like to add a makers space within the main building. This would be a classroom/workshop equipped with tools, a 3-D printer, and other equipment that could provide hands-on learning for students in science, engineering, MESA and other STEM or art classes. Teachers would book classes into the space as needed. Currently, space in the existing science classrooms is inadequate for most engineering projects and the MESA program is limited without a space for tools and equipment.

Career Education

The school would like to expand its facility to provide additional space on-site for coordinating career education and technology programs. Currently, the school's community engagement program places students with outside organizations as part of the career education curriculum, so the school does not require as much space for their career education program as a conventional high school requires. However, the school would benefit from some additional permanent space to orchestrate this program which is such an important component of the school's mission. Currently, the community engagement program is coordinated from the off site Simms location located at 400 Gold Ave.



School Administration and Support Upgrades

The existing facility includes 500 NSF of school administrative area and a 220 NSF of staff workroom for administrative functions. For 325 students, the Adequacy Standards recommend 600 NSF for school administration. The school would like to renovate the existing administration and staff support area to improve better serve students and visitors as well as make the limited areas more efficient.



3.1.1 Goals to be met by school facility

Cafeteria

The existing facility includes 4,195 NSF that is used as a dining area, as well as for school-wide assemblies. The Adequacy Standards recommend that a dining area be sized to provide 15 NSF per seated occupant. Assuming one serving turn, which is the school's current operation, the required area for 325 students is 4,875 NSF. If the school were to have 3 serving turns, which is the maximum number of turns allowed by PSFA, then the required dining area would be 1,625 NSF. However, this smaller dining area would not accommodate school-wide assemblies.

Kitchen

The school currently has a serving kitchen that occupies 520 NSF. The Adequacy Standards recommend 200 NSF minimum for a serving kitchen. As supported by many of the survey responses, the school would like to convert the existing serving kitchen into a full-preparation kitchen in the future. If the kitchen were to be a full-preparation kitchen, the area recommended by the Adequacy Standards for 325 students and 40 staff would be 720 NSF.



Indaba Cafeteria & Assembly

General Storage

The existing facility has 285 SF of designated general storage, including a textbook storage room. This is close to the Adequacy Standards' recommendation of 300 SF for general storage.



Serving area

Maintenance / Janitorial Space

The existing facility includes 95 SF of designated maintenance space. The Adequacy Standards recommend 150 SF for a school of 325 students.



3.1.1 Goals to be met by school facility

Tare

The existing facility has 14,135 SF of tare space, including the student commons, restrooms, hallways, vestibules, stairs, mechanical and electrical rooms, and computer server room. The Adequacy Standards does not include a recommendation for tare space, but the Planning Guidelines recommend that tare space account for no more than 30% of a facility's GSF. The amount of tare space in ABHS is slightly less than 34% of the school's 41,900 GSF. While this is above the Planning Guidelines' recommended amount, it should be noted that the Guidelines apply to new construction, and it is more feasible to design a new facility efficiently than it is to achieve the same efficiency in the adaptive re-use of a historic building.

Utilization

The previous capacity analysis indicates that, while the overall facility may be undersized relative to PSFA Adequacy Standards and Planning Guidelines, the school does have ample classroom space to accommodate 325 students. Using the school's current enrollment cap of 325 students, the average classroom utilization was calculated to be approximately 70% in PSFA's spreadsheet included in Section 5.1 of this document. Some factors affecting the utilization are the number of students per class, as well as the size of the classroom. For example, most classes at ABHS contain between 17 to 20 students, while state standards would allow 30 students or more per class. Also, most of the classrooms in the school are smaller than 675 NSF, and thus it would be impractical, if not impossible, to conduct a class of 30 students in such a small space. Also, survey results from students and staff indicate that the school feels the existing classrooms are somewhat crowded, and increasing class sizes is not recommended.



Science classroom



3.1.2 Facility Concepts

Location

Since January of 2006, Amy Biehl High School has been located at 123 4th Street S.W. in downtown Albuquerque in the one hundred year-old historic Federal Post Office and Courthouse. A public building, the Old Post Office was renovated with a significant investment from the State of New Mexico and private donors. ABHS Foundation purchased the 42,000 square foot facility from the General Services Administration in 2014 and is leasing the facility to ABHS.

During the search process to find a new home, the school strived to find a facility that was in a public building, was worthy of state investment, and whose location and design supported the school's mission of service and scholarship. In the process of choosing this facility, the school sought guidance and feedback from critical stakeholders through a series of stakeholder meetings held over 2004-5 that culminated in a public charette at the Albuquerque Public Library. Representatives from myriad groups were asked to examine the mission of the school and frame the opportunities inherent with locating the school in a downtown urban setting. Among the groups that participated in this discussion were: downtown businesses, neighborhood associations, state government, parents and students, developers, non-profits, foundations, public transportation, public safety, and city government.

The location and building have supported the school's mission in the following instrumental ways: The downtown location is instrumental to being able to implement ABHS's Community Engagement/Service Learning Program with minimal transportation costs. The school is close to many businesses, city offices, churches, schools, and non-profits which host our students and staff volunteers. These sites are within easy walking distance. The close proximity of the Albuquerque Transportation Center facilitates easy bus and train travel for sites that are further away and for general student transportation to and from school.

Community Engagement

Another aspect of the school's Community Engagement Program involves bringing adult mentors from the community into the school. ABHS's central location in a densely populated, metro area has supported the school's ability to bring in significant numbers of adult volunteers to serve as community panelists to evaluate student work, serve as tutors and mentors, guest-teach, and participate in literary circles and community celebrations. Community members volunteer at the school on a weekly basis, assisting students in literacy, music and math.



3.1.2 Facility Concepts

College Readiness

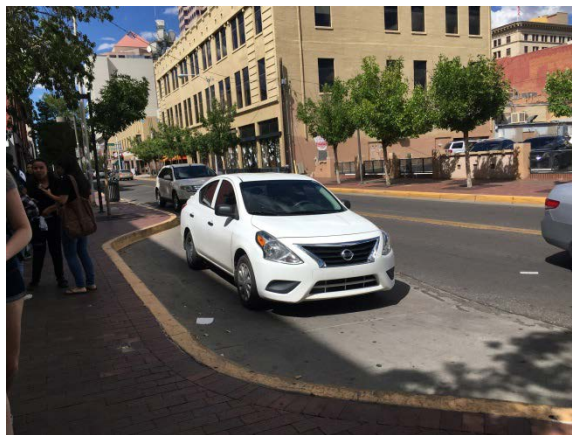
Each ABHS student takes two or more college classes at UNM and/or CNM. Our proximity to each of these campuses through the use of public transportation is a huge benefit in supporting our students' ability to arrive at these institutions easily and with minimal cost.

Fiscal Efficiency

Our location and facility have also helped us keep certain capital costs low by partnering with nearby entities to provide space for educational program that would typically be contained in-house at a high school. The most notable amongst these are: the Albuquerque Public Library two blocks away, the Barelás Community Center for a gymnasium and tennis courts, a City of Albuquerque Park for playing fields, as well as the Albuquerque Transportation Center as hub of public transportation. Our students also participate in programs through numerous partnerships with nearby non-profits, businesses, and schools, including Yoga Now, Simms Fitness, Working Classroom, the Hispanic Cultural Center, Holocaust Museum, Dolores Gonzales Elementary School, Coronado Elementary School, and Lew Wallace Elementary.

Transportation

Amy Biehl High School students come from various locations across the city of Albuquerque, as well as the outlying communities of Bernalillo, Rio Rancho, Corrales, Los Lunas, Bosque Farms, Belen, and the East Mountain Communities. The school provides free monthly city bus passes for those students who qualify for the free/reduced lunch program (approximately 40% of the population). Students who do not qualify for free/reduced lunch are required to provide their own transportation. Many students access public transportation (city bus system and the NM Rail Runner), some ride bicycles and skateboards, while other students are transported to and from school by their parents/guardians.



Parent Drop Off/ Pick up on 4th St.



3.1.2 Facility Concepts

Safety and Security

The safety of students, faculty, and staff at ABHS is at the forefront while in the pursuit of service and scholarship. The school's location in a high-traffic, downtown, urban setting has necessitated particular attention to issues of facility access and egress, evacuation plans, and overall student supervision. In addition to school security measures, ABHS has cultivated a strong working relationship with the Albuquerque Police Department, the ABQ Fire Department, and the Downtown Action Team to ensure quick response to any incident that might require additional support.

The school's small size also contributes significantly to overall school safety. ABHS strives to ensure that every student is known well by multiple adults within the community. This starts in the classroom. With just 325 students, the school's average class size of 18 allows faculty to establish meaningful relationships with students while also maintaining an overview of their students performance and attendance, engaging different support structures with the school as needed.

This classroom level support is augmented by the school's Advisory program. Every student at Amy Biehl High School belongs to a multi-age Advisory group. Each advisory has 12 to 15 students and meets three times a week with an Advisor. Ultimately, the role of Advisory is to help a student build relationships that will sustain them during their time at ABHS. Advisory provides the following to students:

- Careful monitoring of academic progress
- Routing students towards academic support spaces
- Framing a student's four-year ABHS journey
- Establishing personalized learning plans
- Engaging in service work
- Framing a pathway to college



In addition, a student's Advisor is the central link for parents and families to the school; parents may contact their student's advisor at any time. Through Advisory, families at Amy Biehl participate in an ongoing conversation about their child's well being and education. The Advisor organizes twice-yearly family meetings to assess student strengths, struggles, passions, and goals as well as to develop strategies to support student success. The family meetings are co-led by the student and their advisor.



3.1.2 Facility Concepts

The third layer of security and safety for students comes in the form of the school's Student Support Center. The SSC works with students, families, and staff to support social and emotional well-being. Its goal is to promote self and social awareness and develop interpersonal skills to establish and maintain positive and healthy relationships in our community. Support is provided in many ways, including:

- Intervening with students and their families
- Working closely with teachers and other staff members to address concerns in the classroom and develop solutions for that student
- Attending IEP meetings as an advocate for the student and family
- Mediating disagreements between students or between students and staff
- Assisting students and families with community resources such as legal services, advocacy, trainings, support groups, mental health agencies, etc.
- Consulting with other mental health professionals to address student needs
- Facilitating discussions in the classroom to promote social and emotional wellness
- Educating and promoting healthy behavior and providing assistance for sick/injured students
- Working to empower teachers and students to create safe classroom conditions
- Providing crisis management services to individuals and the community as needed

Sustainability/Utilities

Efficient and mindful use of energy resources is important to the culture of social awareness at ABHS. The school's urban location provides many students and staff the opportunity to commute via public transportation. By choosing to adaptively re-use the old federal building, the school preserved the materials and energy that would have otherwise been consumed in the construction of a new facility. Some measures that the school has taken to improve the energy efficiency of the older building in the past include the following:

- Replacement of older plumbing fixtures with low-flow fixtures
- Replacement of incandescent bulbs with compact fluorescent bulbs
- Installation of lighting occupancy sensors in classrooms and offices
- Installation of controls to allow multiple lighting levels in some classrooms
- Use of daylighting rather than artificial lighting when possible
- Installation of white reflective roof coating over existing built-up roof
- Preventive maintenance practices to maximize life of building systems
- Replacement of single speed motors with variable speed motors in HVAC equipment



3.1.2 Facility Concepts

In addition, the school would like to pursue the following energy saving measures in the future:

- Upgrade existing single pane windows
- Improve building envelope insulation
- Calibration of mechanical controls and air flows
- Regular servicing of air handling units to optimize efficiency

Student Involvement with Energy Management

The Amy Biehl High School building committee is comprised of students from all grade levels. These volunteers learn about the historical, maintenance aspects and logistics necessary to our building health. They provide community service to the school by acting as tour guides and participate in decisions to maintain and enhance our school. Their input on such diverse topics as solar energy, landscaping, waste reduction and recycling efforts and future construction goals add to the school's image. The active role these students take parallel the community service goals and leadership skills that play a major part of the Amy Biehl High School curriculum.





3.1.2 Facility Concepts

Flexibility

The School's location in the Old Post Office has proven itself to be very adaptable in meeting the many needs of instruction and community engagement programming. The classrooms have considerable variation in size, a fact that although presents difficulty in scheduling classes, also offers a variety of venues for different types of instruction. Between classrooms and the larger multi-use spaces on the first and second floor, the school works to carefully manage facility use to allow for small group activities, lecture style instruction, the combination of classes, break out sessions, all school assemblies and events, weekly literary circles, and public exhibitions of learning. Although the campus is small, the school also works with the city to barricade streets in the case for all school events which occur approximately 2-3 times a year.

Further flexibility has been added with the recent addition of the lease space on the first floor of the Simms building, adding 3 larger classrooms to ABHS's space.

Community Use

As previously described, given its mission of scholarship and community engagement, ABHS strives to make its facility accessible to members of both the immediate school community as well as the broader Albuquerque community. The school holds regular Saturday School Session and Interim School Sessions two times a year. In addition, the school regularly hosts the practices and meetings of Calpulli Ehecatl, a local troupe of Aztec Dancers, local Kung Fu class, and Families for ABHS. The school has also hosted meetings and provided conference space for the Children's' Cabinet, New Mexico Forum for Youth and Community, UNM, CNM, PNM, the New Mexico Coalition for Charter Schools, and the Downtown Action Team.





4. CAPITAL PLAN





Capital Plan

The timeline on the following pages identifies projected costs for the next 5 years (2017 to 2021) for life-safety upgrades, building upkeep and maintenance, and facility improvements. Following the graphic timeline is a more detailed breakdown of probable costs in table format. Costs included in the table were obtained from national and local industry data, contractors, and product manufacturers. Costs included in the project budget do not include inflation factors.

Typical annual facility needs are summarized below and are included in the yearly budgets on the following pages. Costs for typical annual needs were obtained from ABHS.

TYPICAL ANNUAL NEEDS: \$377,350.00

• Maintenance & Upkeep of boiler, chiller and elevator	\$18,650.00
• Utilities (Water/Gas/Electric)	\$70,000.00
• Janitorial	\$38,000.00
• Burglar, Elevator and Fire Alarm monitoring	\$8,700.00
• Lease of Building from ABHS Foundation	\$232,000.00
• Other miscellaneous repairs and maintenance	\$10,000.00



10/10 Fundraising
Event for Amy
Biehl High school
class-6:30pm
\$35.00: PUBLIC
WELCOME!



ABHS holds many fundraising events throughout the year.



4.1.1 Capital Projects

Strategy for prioritization of capital needs

The steering committee organized the school's capital needs based on the following order of priorities:

- Health, safety, welfare of occupants
- Stabilization and upkeep / maintenance of existing facility
- Preventive maintenance
- Energy efficiency of building systems
- Facility improvements in accordance with Adequacy Standards

For example, the steering committee recommends that those items which may potentially impact the health, safety, and welfare of building occupants be addressed as soon as funding permits. After these life-safety items have been resolved, the steering committee recommends addressing items related to maintaining the existing facility. Such items may include upkeep of the building envelope in order to prevent deterioration which may lead to more costly repairs, as well as improving energy efficiency of existing systems. Following life-safety and building maintenance items, the steering committee recommends facility improvements in accordance with PSFA's Adequacy Standards that support the school's educational goals.

The following list represents the main items requiring significant capital attention and is in order of priority as established through discussion with the steering committee members. The items are listed in the following chart in specific years for planning reasons, but may shift up or down the timeline due to circumstance and maintenance. The overall order though is intended to remain the same.





4.1.1 Capital Projects

Priority List for Significant Capital

1st significant capital priority- Replacement of Main Sewer Connections in Gold Avenue

The Steering committee listed this item as first priority as it is a life safety and welfare issue. The main sewer line connections are original to the building and are cast iron. Many investigative scopes of the lines have been performed and show major blockage and degradation of the lines. When the lines are replaced they should be resized from 4" to 6". This project would have significant coordination with public entities as some of the scope of work would take place in the public right away.

2nd significant capital priority- Elevator Modernization

Currently the elevator does not have annunciation and doors are in need of replacement. ABHS has received quotes and has listed from vendors to set a budget and has placed this item as the second priority and would like to accomplish this item within 2017-2018, funding provided.

3rd significant capital priority- HVAC air return system

Currently there is not a reliable return air system, most notably, for the classrooms on the 2nd and 3rd floors of the main building. The air return is currently the door grilles and transoms to the hallway ceiling grills from the classroom spaces. This causes acoustic issues and many have been closed off by staff due to distraction to learning.



4th significant capital priority- Electrical Distribution

The existing inverter and motherboard have failed in the recent past and have been serviced but not replaced. For consistency of service in the future, as well as providing capacity for possible expansion of the basement as occupiable space, it is recommended that both should be replaced. Also within this category is the inclusion of wireless access throughout the school as it is the intent for every student to have their own computer and provide the connectivity to all of the additional devices, which averages 3 per person.



4.1.1 Capital Projects

Priority List for Significant Capital

5th significant capital priority- Increase Educational Space

There are several items included in this priority and range in size. The first is creating an additional classroom space at the west end of the school commons located on the first floor of the main building. At the conclusion of the list would be the renovation of the basement into additional educational space. Desired educational space would include a 'makers space' lab, music room, or if code issues can be addressed, additional classrooms. The major hurdles that will need to be addressed for the basement include ceiling height (which may be the most difficult to address), accessibility and exiting requirements, and abatement of lead and asbestos.



It is a critical item for the school to keep educational space expansion on the priority list due to their main funding source being tenuous in nature. If ABHS were to lose the small school funding, they would need to expand the student body count from 325 to 400 to maintain adequate funding to continue as a school. The long term intent is to have all of the educational space within the main building and not have the Simms lease space as a long term solution to the school's space needs.



4.1.1 Capital Projects

Priority of Capital Projects By Year

ANNUAL				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Boiler/ Chiller/ Elevator	Upkeep / Maintenance	\$18,650.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	No funding anticipated at this time.
Janitorial	Upkeep/ renewal of existing/ graffiti removal/ supplies	\$38,000.00		
Communication + security	Alarm monitoring and equipment maintenance	\$8,700.00		
Utilities	Water/ Gas/ Electric	\$70,000.00		
Lease of Building	from ABHS Foundation	\$232,000.00		
Misc. Repairs/ Maintenance		\$10,000.00		
	ANNUAL TOTAL	\$377,350.00		
2017				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Annual costs	Typical	\$377,350.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	No funding anticipated at this time.
Replace aging sewer pipes	Two separate pipes connected to main in Gold St. as well as new line to connect basement. Price also includes associated street/sidewalk replacement.	\$235,644.00		
Indaba ceiling replacement	Address HVAC return air issue (currently air is pulled thru acoustic tile)	\$25,200.00		
	2017 TOTAL	\$638,194.00		



4.1.1 Capital Projects

Priority of Capital Projects By Year

2018				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Annual costs	Typical	\$377,350.00		\$0.00
Elevator upgrades (L/S)	Life-safety upgrades	\$140,000.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	\$75,600.00
HVAC upgrades	2nd and 3rd floor return system and monitor upgrades	\$90,200.00		\$48,708.00
Abatement of Asbestos at attic and Mezzanine	Attic: Removal of approx. 200 lf of ACM TSI on pipe runs and 10 elbows. Mezzanine: Removal of approx 200 lf of ACM TSI on pipe runs and 10 elbows.	\$26,355.00		\$14,231.70
Communications & Security	Infrastructure upgrades	\$28,500.00		\$15,390.00
2018 TOTAL		\$662,405.00		
2019				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Annual costs	Typical	\$377,350.00		\$0.00
Electrical upgrades	Panel and breaker upgrades	\$17,000.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	\$9,180.00
Interior paint	Repaint all interior walls	\$110,000.00		\$59,400.00
New art room sinks and casework	Replace existing sink that clogs with 1 sink for art room environment and another sink for accessibility	\$12,000.00		\$6,480.00
Acoustic panels in courtroom	Replace existing acoustic panels	\$4,000.00		\$2,160.00
Acoustic panels in hallways	Install panels in hallways 317B and 317C	\$6,750.00		\$3,645.00
Flooring - classrooms	Replace carpet in classrooms with marmoleum tile	\$50,000.00		\$27,000.00
Classroom Space at Commons	installation of storefront wall at the west end, including sound attenuation and associated ceiling.	\$52,000.00		\$28,080.00
2019 TOTAL		\$629,100.00		\$491,890.00



4.1.1 Capital Projects

Priority of Capital Projects By Year

2020				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Annual costs	Typical	\$377,350.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	\$0.00
Outdoor PE area	Improvements and expansion of existing loading dock to make space usable for PE classes	\$110,000.00		\$59,400.00
Exterior doors and windows	Repair, Patch and paint existing	\$100,000.00		\$54,000.00
	2020 TOTAL	\$587,350.00	\$473,950.00	\$113,400.00
2021				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Annual costs	Typical	\$377,350.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	\$0.00
Music classroom addition	16' x 32' pre-fabricated structure installed on the northeast portion of property	\$290,000.00		\$152,600.00
Administration renovation	To address HVAC issues and possible security at the entry procession	\$125,000.00		\$67,500.00
	2021 TOTAL	\$692,350.00	\$542,950.00	\$194,400.00
2022				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Annual costs	Typical	\$377,350.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	\$0.00
Hazardous material abatement at basement level	FLOOR TILE/MASTIC 7,700 SF	\$31,127.25		\$16,808.72
Basement renovation	To create work labs, such as the makers space (14,200 SF at \$85 per SF)	\$1,207,000.00		\$651,780.00
	2022 TOTAL	\$1,615,477.25	\$946,888.54	\$668,588.72



4.1.2 Financing Options

Capital Funding Description

Historical

ABHS remodeled its current home through state, local, and private fundraising efforts. Since occupying the Old Federal Post Office and Courtroom in 2006, the school has used state capital appropriations and grant funds to make additional capital improvements, including recent roof and boiler repair.

Current and Future Funding

The school will continue to utilize SB 9 and HB 33 funds as well as revenue generated through private fundraising. HB 33 funds amount to \$642.59 per student on an annual basis, which is \$203,701.03 per year, using the enrollment of 317 students from the last 40th day enrollment for 2016 for the school. SB 9 funds amount to \$322.15 per student on an annual basis, which is \$102,121.55 per year for 317 students, for a total combined fund of \$305,822.58.

Additional funds from the Amy Biehl High School Foundation are focused on student centered initiatives such as the Angel Fund, which provides funding for college entrance exams, college visits, dual-credit textbooks, and other college related expenses for students in need.





5. MASTER PLAN SUPPORT MATERIAL





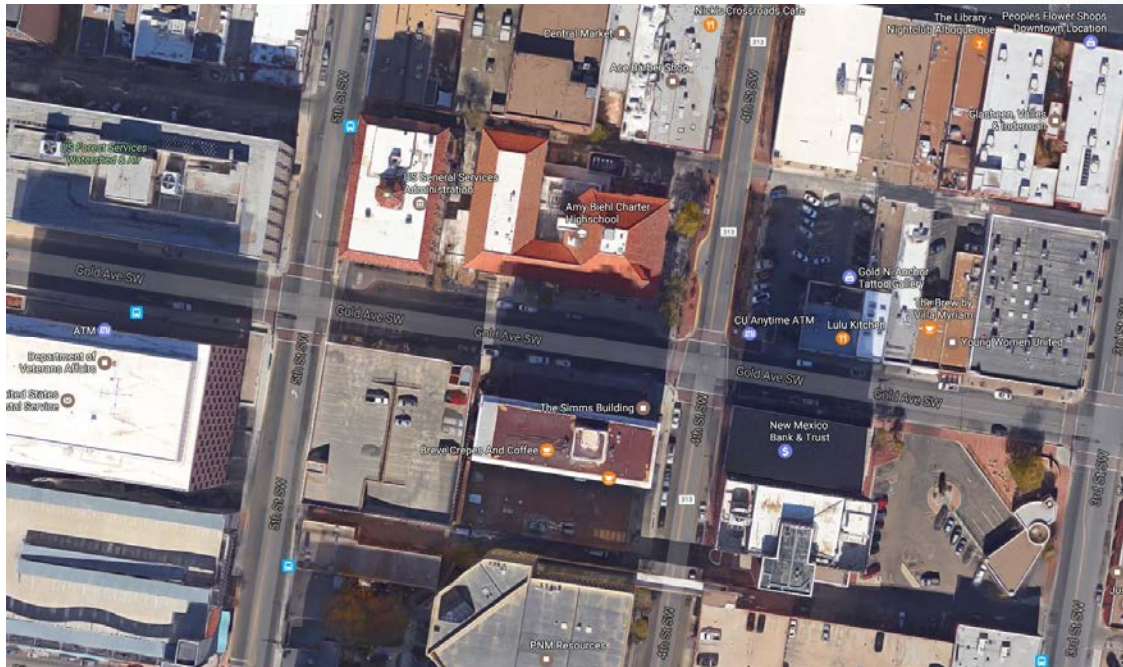
5.1 Sites and Facilities Data Table

Facilities Inventory Data									
Facility Name	District ID	State ID	Address	ZIP	Phone	Fax	Principal / Site Manager	Open Date	Age (Years)
Charter Schools									
Amy Beall High School		525-001	123 4th ST SW, Albuquerque, NM	87102	505.293.8409	505.293.9493	Frank McCalliech, executive director	2006	100
								2016	62

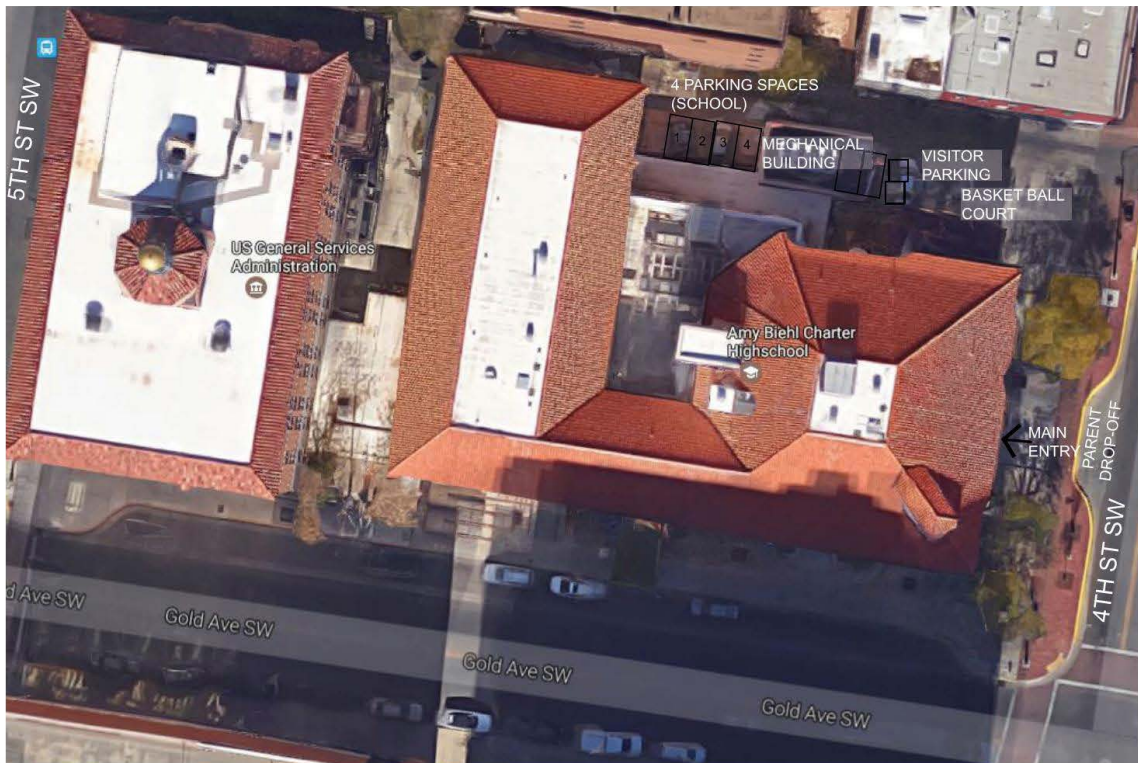
Facility Inventory											
Facility Name	District ID	State ID	Construction Dates	State FCI	Site Acreage	Owned or Leased?	Total Perm Bldg Area	Total Port Bldg Area	Total Bldg Area (GSF)	Grades	Current Year Enrollment (49 days)
Charter Schools											
Amy Beall High School		525-001	1910, 1930, 1940, 2005	580	0.65 acres	lease	41,300	0	41,900	9, 10, 11, 12	317
			1954, lease space for ABHS 2016			lease	3,100		3,100	12	0
			Sub-Totals		2.00		45000.00	0.00	45,000		317

Facility Name	District ID	State ID	Full-Size Classrooms	Half-Size Classrooms	Gym/Multi-Purpose	No. of Permanent Classrooms	No. Double Portables	No. of Portable Class-rooms	Total Class-rooms	Port CR % of Total	GSF Per Student
Charter Schools											
Amy Beall High School		525-001	2	19	None	21	0	0	21.0	0	139.7
			3			3	0	0	3.0	0	0.0
						24.00	0.00	0.00	24.00	0.0%	139.7



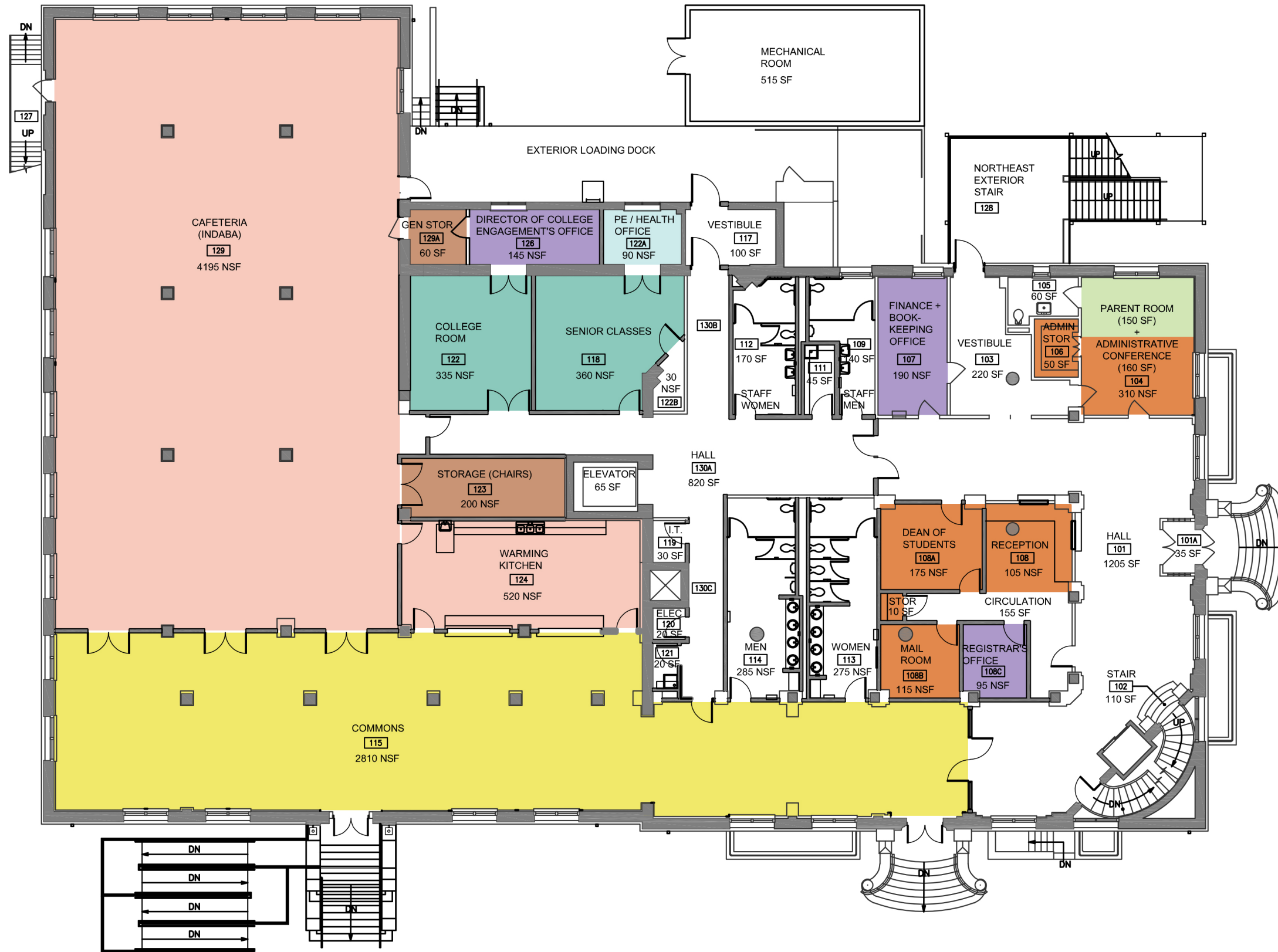


1 KEY PLAN
NOT TO SCALE



1 SITE PLAN
NOT TO SCALE

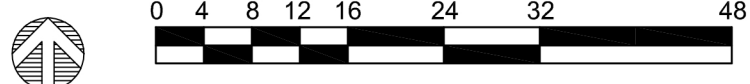




LEGEND

- GENERAL USE CLASSROOMS
- SPECIALTY CLASSROOMS
- SCHOOL ADMINISTRATION
- DISTRICT ADMINISTRATION
- SPECIAL ED. SUPPORT
- PHYSICAL ED. / HEALTH
- STAFF WORKROOM
- CAFETERIA / KITCHEN
- STUDENT HEALTH / COUNSELING
- STUDENT COMMONS
- PARENT ROOM
- GENERAL STORAGE
- COMPUTER SUPPORT

1 1ST FLOOR PLAN
SCALE: 1/16" = 1'-0"





- LEGEND**
- GENERAL USE CLASSROOMS
 - SPECIALTY CLASSROOMS
 - SCHOOL ADMINISTRATION
 - DISTRICT ADMINISTRATION
 - SPECIAL ED. SUPPORT
 - PHYSICAL ED. / HEALTH
 - STAFF WORKROOM
 - CAFETERIA / KITCHEN
 - STUDENT HEALTH / COUNSELING
 - STUDENT COMMONS
 - PARENT ROOM
 - GENERAL STORAGE
 - COMPUTER SUPPORT

1 2ND FLOOR PLAN
SCALE: 1/16" = 1'-0"



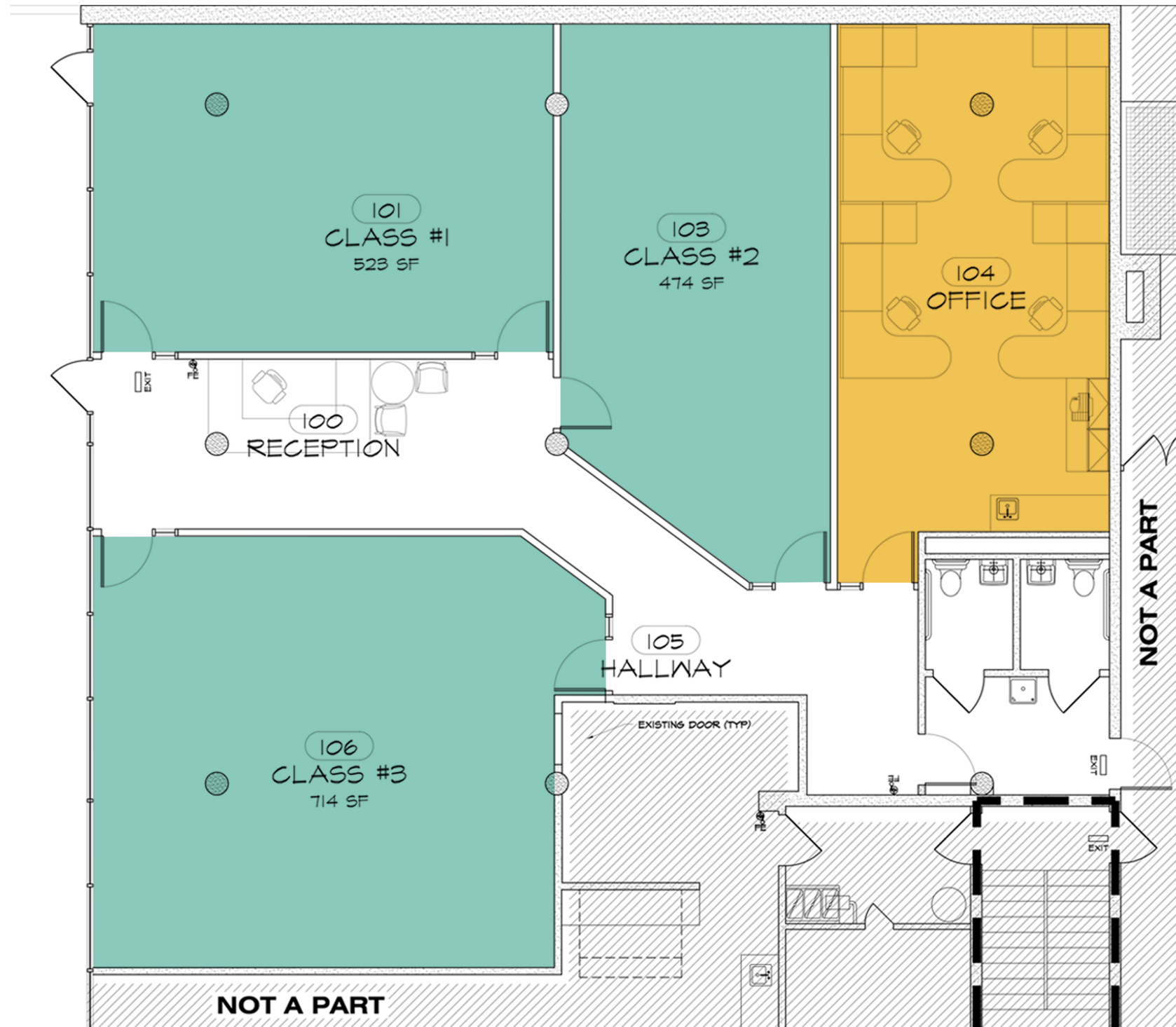


LEGEND

- GENERAL USE CLASSROOMS
- SPECIALTY CLASSROOMS
- SCHOOL ADMINISTRATION
- DISTRICT ADMINISTRATION
- SPECIAL ED. SUPPORT
- PHYSICAL ED. / HEALTH
- STAFF WORKROOM
- CAFETERIA / KITCHEN
- STUDENT HEALTH / COUNSELING
- STUDENT COMMONS
- PARENT ROOM
- GENERAL STORAGE
- COMPUTER SUPPORT

1 3RD FLOOR PLAN
SCALE: 1/16" = 1'-0"





LEGEND

- GENERAL USE CLASSROOMS
- SPECIALTY CLASSROOMS
- SCHOOL ADMINISTRATION
- DISTRICT ADMINISTRATION
- SPECIAL ED. SUPPORT
- PHYSICAL ED. / HEALTH
- STAFF WORKROOM
- CAFETERIA / KITCHEN
- STUDENT HEALTH / COUNSELING
- STUDENT COMMONS
- PARENT ROOM
- GENERAL STORAGE
- COMPUTER SUPPORT

1 SIMMS LEASE SPACE FLOOR PLAN
NOT TO SCALE



OVERÖLL BUILDING ÖREÖ - GSF

	YCVSTING	PSFÖ PLÖWIF GUIDELINES MAXIMUM
Maximum GSF (for high school with 325 students)	41,900	65,000 (325 students x 200 GSF)
Maximum GSF (for Simms Tower Lease Space)	3,100	N/A

Discussion:

The following is an overall inventory of existing spaces by category compared with PSFA recommendations for each category of space. Some discrepancies between existing and recommended areas may be attributed to the unique education program of ABHS. In general, however, these comparisons are useful for identifying space inefficiencies, such as significant shortages and excesses, and can be used to inform future facility improvements. For example, the comparisons indicates that the total building area of ABHS is smaller than the maximum recommended area for a high school with 325 students, and that the school may benefit from providing additional space for general use classrooms, art education, career education, computer-aided instruction, physical education, and library/media center resources. In 2016 ABHS began to address this issue by leasing approximately 3,100 sf in the Simms Tower just south of the ABHS main building. The lease space has added 3 classrooms to the school's space as well as teacher's work space.

OVERÖLL BUILDING ÖREÖ - NSF

	YCVSTING	PSFÖ ÖCY 4R Ö56P STÖG ÖRDS MAXIMUM	PSFÖ PLÖWIF GUIDELINES MAXIMUM
NSF Comparison	37,641	45,150	56,535

One discrepancy with PSFA recommended areas is evident in the amount of space allocated by ABHS for the Student Support Center. Although this area is greater than that recommended for 'counseling and student health,' it is critical for realizing the school's mission and providing students with the academic, social, and emotional support needed for success.

OVERÖLL BUILDING COMPILÖTION OF SPÖCES

SPACY	YCVSTING		PSFÖ ÖCY 4R Ö56P STÖG ÖRDS		PSFÖ PLÖNNING GUIDELINES		NOTES: PSFÖ	NOTES: GENERÖL
	# OF SPÖCES	TOTÖL NSF	# OF SPÖCES	TOTÖL NSF	# OF SPÖCES	TOTÖL NSF		
General use classrooms	20	11,781	14 (24 students per classroom)	8,125 (325 students x 25 NSF)	20	14,000	Includes Language arts, math, + social studies. 325 students / 20 = 17 17 / 0.85 efficiency = 20 20 x 700 sf min = 14,000	This includes 3 classrooms located in the Simms building under lease agreement
Storage for general use classrooms	n/a	325 (built-in casework)	n/a	3	n/a	3	Öt least 2 NSF per student for dedicated classroom storage.	
Science classrooms (Specialty classrooms)	3	1,390	n/a	1,300	n/a	1,300	4 NSF min per student. 800 NSF min per classroom. Plus 80 NSF storage per lab.	
Art education classrooms (Specialty classrooms)	1	550	n/a	1,625	n/a	1,625	Includes visual arts, music, dance, drama. 5 NSF min per student. Provide additional ancillary space for group music practice, individual practice rooms, specialized storage/library rooms, and offices.	ABHS would like to expand its facility to accommodate a music program. PSFÖ standards allow 5 NSF per student plus additional ancillary space for group music practice, individual practice rooms, specialized storage/library rooms, and offices. The existing art classroom currently occupies 550 NSF.
Career education (Specialty classrooms)	1	160	n/a	2,600	n/a	2,600	8 NSF min per student. 650 NSF min for each program lab / classroom space. Examples include: Business education, Home Ec, VoTech	ABHS's student internship program places students with local businesses and organizations. Office space for this program occupies 160 NSF. The school would like additional space for agricultural and technology programs.
Technology-aided instruction (Specialty classrooms)	1	170	n/a	975	n/a	975	3 NSF min per student. 900 NSF min. Can be concentrated in labs or dispersed throughout facility.	The school currently has a one to one policy that checks out laptops to each student during the school year. They would like to upgrade the infrastructure for wireless and power to continue to support this program. Existing IT office is 170 NSF.
Media Center	0	0	1	2,275	1	4,450	<u>Ödequacy Standards:</u> 3 NSF per student. 2,000 NSF min for stacks + seating. Öso provide office/workroom + secure storage. <u>Planning Guidelines:</u> 2,000 NSF min for stacks + seating. Öso provide office, circulation area, equipment storage, small conference, classroom area, staff development area, media production area.	ABHS does not have an on-site media center. Students use the public library located at the intersection of 5th + Copper, H: The school would like to provide additional library resources on site. These additional spaces may include literary material resource rooms, reading rooms, and study carrels.



OVERÖLL BUILDING COMPIÖTION OF SPÖCES

SPACY	YCVSTING		PSFÖÖÖY4K ÖCY STÖÖ ÖRDS		PSFÖ PLÖNNING GUIDELINES		NOTES: PSFÖ	NOTES: GENERÖL
	# OF SPÖCES	TOTÖL NSF	# OF SPÖCES	TOTÖL NSF	# OF SPÖCES	TOTÖL NSF		
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SUB-TOTAL		14,376		16,875		23,575		

DETAILED SPACE AND ROOM REQUIREMENTS 5.4

The following describes space characteristics and specific program requirements for each type of space inherent to ABHS program.

SPACE CHARACTERISTICS

SPACE	CHARACTERISTICS OF SPACE AND FINISHES	FURNISHINGS + EQUIPMENT	ELECTRICAL + SPECIAL SYSTEMS	SPECIAL REQUIREMENTS / NOTES
General notes for all occupied spaces	<p>Spaces should be flexible with abundant and controllable natural light where possible depending on floor plan layout. Artificial lighting should be adjustable, and the color quality should be as close to natural light as feasible.</p> <p>Wall paint should be light colored. When selecting flooring material, considerations should include impact on indoor environmental air quality, acoustics, and function of space.</p>	<p>Additional display surfaces, such as tackboards and strips, are desired throughout the facility. Display surfaces that help with noise control, such as fabric faced panels, are recommended. Per PSFY Adequacy Standards, each general and specialty classroom shall have 1 erasable surface, 1 projection surface, and 1 display surface.</p> <p>Storage is at a premium throughout the school, especially in classrooms where casework takes-up valuable floor area. Therefore, creative and compact storage solutions are encouraged.</p>		<p>Acoustic control is a common issue throughout the school. When undertaken, facility upgrades should try to reduce noise levels. Teachers have noted that doors in particular permit a lot of noise from adjacent hallways to infiltrate classrooms.</p> <p>Per PSFY Adequacy Standards, each general and specialty classroom shall be maintainable at a sustained background sound level of less than 55 decibels.</p>
General use classrooms	Refer to general notes above.	<p>Work stations for up to 24 students.</p> <p>1 Teacher's desk.</p> <p>Countertop, base, + overhead cabinets (12 LF min).</p> <p>1 Whiteboard (8' x 4' min).</p> <p>1 Tackboard (4' x 4' min).</p>	<p>2 Electrical outlets per wall.</p> <p>4 Data connections, minimum.</p> <p>Teacher's desk station with electrical and data connections.</p> <p>Wireless access.</p> <p>1 Ceiling mounted projector (in 6 general use classrooms, total).</p> <p>Telephone / Intercom / Clock.</p>	
Science classrooms (specialty classrooms)	<p>Existing flooring is vinyl composition tile, but marmoleum may be preferred in the future.</p> <p>Existing laminate countertops are worn and should be replaced with solid epoxy tops for science lab environments.</p>	<p>Science lab stations with solid epoxy tops for up to 24 students.</p> <p>1 Teacher's desk.</p> <p>Countertop, base, + overhead cabinets (18 LF min).</p> <p>1 Whiteboard (8' x 4' min).</p> <p>1 Tackboard (4' x 4' min).</p>	<p>2 Electrical outlets per wall.</p> <p>Access to 1 electrical outlet from each lab station.</p> <p>4 Data connections, minimum.</p> <p>Teacher's desk station with electrical and data connections.</p> <p>Wireless access.</p> <p>1 Ceiling mounted projector.</p> <p>Telephone / Intercom / Clock.</p>	<p>4 sinks per classroom, min.</p> <p>Gas connection at each sink.</p> <p>Fume hood in 1 science lab.</p> <p>Eyewash station in each lab.</p> <p>1 fire extinguisher.</p>
Art education classrooms (specialty classrooms)	<p>Existing flooring is carpet, but marmoleum may be preferred in the future, if acoustics can be adequately controlled.</p>	<p>Group tables (solid epoxy surface) and chairs for up to 24 students.</p> <p>1 Teacher's desk.</p> <p>Countertop, base, + overhead cabinets (18 LF min).</p> <p>1 Whiteboard (8' x 4' min).</p> <p>1 Tackboard (4' x 4' min).</p>	<p>4 Electrical outlets per wall.</p> <p>4 Data connections, minimum.</p> <p>Teacher's desk station with electrical and data connections.</p> <p>Wireless access.</p> <p>1 Ceiling mounted projector.</p> <p>Telephone / Intercom / Clock.</p>	<p>1 fire extinguisher.</p> <p>1 light table.</p> <p>Existing sink is not optimal for art room environment. 2 new sinks should be provided; (1 deep bowl and 1 accessible, both with clay traps).</p>
Administrative space	Carpet flooring is preferred.	<p>Offices: Desk and chair for each occupant. Convenient access to lockable storage.</p> <p>Conference Spaces: Group table and comfortable chairs. 1 Whiteboard / Smartboard (8' x 4' min). 1 Tackboard (4' x 4' min).</p>	<p>2 Electrical outlets per wall.</p> <p>4 Data connections, minimum.</p> <p>Wireless access.</p> <p>1 Ceiling mounted projector in all conference spaces.</p> <p>Telephone / Intercom / Clock.</p>	<p>It is desirable to upgrade the existing conference spaces to include more technology (such as smartboards and projectors), as well as more comfortable seating.</p>
Parent workspace	Carpet flooring is preferred.	Large table and chairs for volunteer activities.	<p>2 Electrical outlets per wall.</p> <p>4 Data connections, minimum.</p> <p>Wireless access.</p> <p>Telephone / Intercom / Clock.</p>	<p>Existing parent space shares the school administration conference area.</p>

SPACE	QUALITIES OF SPACE AND FINISHES	FURNISHINGS + EQUIPMENT	ELECTRICAL + SPECIAL SYSTEMS	SPECIAL REQUIREMENTS / NOTES
Student Health + Counseling (Student Support Center)	Refer to general notes.	Desk and chair for each counselor. Convenient access to lockable storage. Tables and chairs for group meetings.	2 Electrical outlets per wall. 4 Data connections, minimum. Wireless access. Telephone / Intercom / Clock.	This space should be centrally located and easily accessible for students.
Special education support space	Refer to general notes.	Offices: Desk and chair for each occupant. Convenient access to lockable storage. Conference Spaces: Group table and comfortable chairs. 1 Whiteboard / Smartboard (8' x 4' min) 1 Tackboard (4' x 4' min)	2 Electrical outlets per wall. 4 Data connections, minimum. Wireless access. Telephone / Intercom / Clock.	
Staff workroom / lounge	Refer to general notes.	Group table and chairs (for 6 occupants, min). Countertop, base, + overhead cabinets (12 LF min) 1 Whiteboard (8' x 4' min) 1 Tackboard (4' x 4' min) 1 Copy machine. 1 Paper cutter.	2 Electrical outlets per wall. 4 Data connections, minimum. Wireless access. Telephone / Intercom / Clock.	1 Sink. 1 Refrigerator. 1 Microwave. 1 Coffee pot.
Cafeteria (Indaba) + Student commons	Existing flooring is vinyl composition tile, but marmoleum may be preferred in the future.	Indaba: Tables and chairs for 300 students. Student Commons: Comfortable chairs and work stations.	Electrical outlets spaced 12' apart on walls. Power and data connections for 24 computers, min. Wireless access. 1 Ceiling mounted projector. Telephone / Intercom / Clock.	Additional power and data connections are desired for Indaba to accommodate computer classes as well as microwave ovens. Movable partitions are desired for Indaba for the ability to subdivide this multi-use space..
Serving Kitchen	Space should be clean, efficient, and well lit. Existing flooring is vinyl composition tile, but marmoleum may be preferred in the future. Existing countertops are laminate, and stainless steel is preferred in the future.	Countertop, base, + overhead cabinets (44 LF min). 1 Serving window (18 LF min). 1 Tackboard (4' x 4' min).	Electrical and data outlets as required to operate food service equipment.	1 handwashing sink. 1 refrigerator. 1 food warmer. 2 microwaves. MS would like to expand the existing serving kitchen into a full-preparation kitchen in the future. This renovation may require mechanical, electrical, and kitchen equipment
General storage		Heavy duty, adjustable shelving is preferred.		Storage areas should be lockable.



The existing facility does not currently include the following spaces, but they are desired as part of future improvements.

SPACE	QUALITIES OF SPACE AND FINISHES	FURNISHINGS + EQUIPMENT	ELECTRICAL + SPECIAL SYSTEMS	SPECIAL REQUIREMENTS / NOTES
Music classroom	Carpet is preferred to help control acoustics.	Workstations and chairs for up to 24 students. 1 Whiteboard / Smartboard (8' x 4' min) 1 Tackboard (4' x 4' min)	2 Electrical outlets per wall. 4 Data connections, minimum. Teacher's desk station with electrical and data connections. Wireless access. 1 Ceiling mounted projector. Telephone / Intercom / Clock.	
Physical Education Space	Space should be outdoors. Portion of space should be covered / shaded. Flooring should be multi-purpose athletic type that is shock and sound absorbent.	Storage should be provided for athletic equipment, such as jump ropes, basketballs, medicine balls, stretching mats, and weights.	2 Exterior electrical outlets, minimum.	YDI S does not have an on-site gymnasium. Students use nearby athletic facilities, such as the Sports Club Gym and Barelas Community Center. The school would like to provide an exterior space for physical education classes on-site.
Technology-aided instruction space (Computer Lab)	Controlled natural lighting is desired.	Workstations and chairs for up to 24 students. 1 Whiteboard / Smartboard (8' x 4' min) 1 Tackboard (4' x 4' min)	Power and data for 24 student computer stations, min. Wireless access. 1 Ceiling mounted projector. Telephone / Intercom / Clock.	YDI S does not have a computer lab, but instead has a one to one policy where all students are provided a laptop for individual use. The school would like to upgrade their infrastructure to continue to seamlessly support this technology for connection to the school's network as well as the internet.
Media center resources	Carpet is preferred to help control acoustics. Natural light is desirable.	Comfortable seating and work surfaces.	2 Electrical outlets. 1 Data connection.	YDI S does not have an on-site media center. Students use the downtown public library. The school would like to provide some library resources on-site. These resources may include additional space for literary materials, reading rooms, and study carrels.





5.4.1 Technology and Communications Criteria

ABHS Technology Upgrade Plan

There are three broad project categories that the school would like to accomplish during the 2016-2019 timeline. All are meant to meet ABHS's educational goals. Further information can be found in the Appendix in the form of a survey and self assessment provided by the technology committee.

Technology Vision Statement

Every Student, Every Day, Every Where access to Every Thing

Goals

Improved Wireless Network

ABHS sees it as a requirement to improve the stability and capacity of their wireless network. With an older building wiring for traditional access points quickly becomes cost prohibitive. Coupled with the school's location in central Albuquerque, it leads to a lot of interference from neighboring business and organizations.

After reviewing what is available to the school, ABHS's technology committee came to the conclusion that a mesh wireless network anchored with several wire connected access points would meet ABHS needs. The Chromebooks that the school recently purchased came with wireless access cards, which would support the desire to have a wireless network. The new wireless network would need to handle multiple devices from every user, which can be quantified as an average of 2.5 devices per user. With a user base of 350-400 users, this works out to be approximately 875-1000 devices that will need to be planned for. This number should be considered the maximum as it would not be the median number due to schedule of daily activity.

Internal Network Connectivity

Virtualization of Apps requires a server centric network design. It is the intension of the Technology committee to create iSCSI shared storage solution running on 10G network and create a 10G data connection between ABHS servers and the switch stack located in the school's data closet. There would be a 1G copper connection for management and another connection for failover. It is planned to have 3 devices in the server room; two virtual hosts and one shared storage device. Creating shared storage with an existing device (currently running FreeNAS) is also a possibility.

Visualized Apps

ABHS technology committee is still reviewing alternatives at this time. The gold standard is XenApp, but could be cost prohibitive, especially if a NetScaler unit is required. Another option would be to initiate a virtual desktop. Microsoft Terminal Server, or something similar, would then be used if that alternate is selected. As this is the goal is a future priority, details are still being refined.



6. APPENDIX





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ABHS technology committee is still reviewing alternatives at this time. The gold standard is XenApp, but could be cost prohibitive, especially if a NetScaler unit is required. Another option would be to initiate a virtual desktop. Microsoft Terminal Server, or something similar, would then be used if that alternate is selected. As this is the goal is a future priority, details are still being refined.



6. APPENDIX

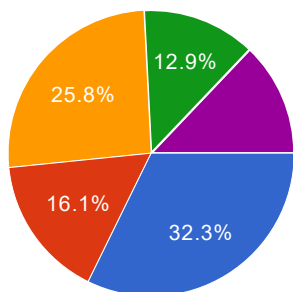


31 responses

[View all responses](#) [Publish analytics](#)

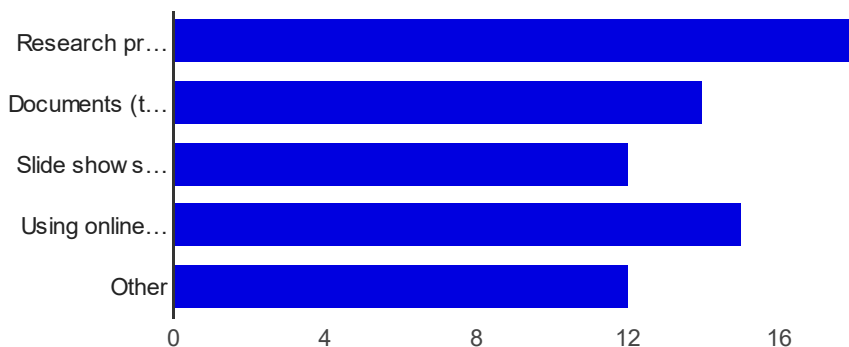
Summary

Currently about what percent of your assignments require computer access to complete?



Very little	10	32.3%
About 25%	5	16.1%
Almost half	8	25.8%
Close to 75%	4	12.9%
Almost all	4	12.9%

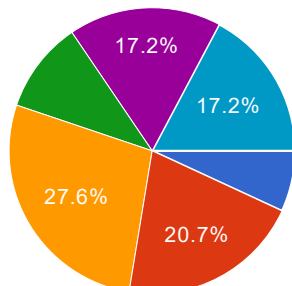
What type of assignments that require computers are you currently assigning (check all that apply)?



Research projects	18	75%
Documents (traditional reports)	14	58.3%

Slide shows (Powerpoint, Prezi others)	12	50%
Using online or computer applications	15	62.5%
Other	12	50%

What are the roadblocks to assigning more?



Does not fit curriculum	2	6.9%
Computer carts are a hassle	6	20.7%
Not enough computers anywhere	8	27.6%
Students don't have access outside of school	3	10.3%
Need PD to understand how to do more	5	17.2%
Other	5	17.2%

If every student had a computing device with them at all times, what types of projects would you like to undertake (if you don't know please indicate that)?

Research Daily assignments Papers Presentations

College and career readiness

Continue with current assignments, just less hassle!

online math conjecturing software for trigonometry more use of spreadsheets for graphing and functions graphing calculator functions on a bigger screen possibly individualized viewing of math lessons, especially for remediation/review

Online apps, more videos in the classroom and for homework, Assignment completion and/or quizzes via google docs and utilizing mathematics software and/or programming apps in instructions

Happy Holidays ah...So lonely here wituht you. Will be worst tomorrow at work, haha.I finished all of the 1st season of GLEE... so much fun!!! You should get the soundtrack lah!

I would probably explore more options using more technology based assignments.

There are interesting platforms where a kid can watch a video and answer questions embedded in the film rather than watching whole class and paper questions. Quizzes

online. Many more!

Research projects, resources like dictionaries writing tools

more web design programs (I think that might help them too with regard to spatial organization)

I don't know. ADD management? Frontal lobe research?

Digital Stories College research online journals

More research based assignments

More in-class writing assignments. It would make the research project so much easier to have constant in-class computer access.

coding using online research tools, texts, videos, etc. online applets and other dynamic environments for exploring mathematical structures and objects

have them turn in work via Google docs, create video projects, create more prezis, individual and group research...

investgate

N/A

I would like to continue using Google for more classroom work - tests, quizzes, reading, writing, and online activities including video, simulations, etc.

-message boards -document sharing Etc

maybe real time searches for things pertaining to the lesson

Online editing and writing workshop

Online reading/videos with questions embedded, Blended learning,

Besides projects and assignments how else would you make use of a 1-1 program (if you don't know please indicate that)?

I think a 1-1 program is a great idea and would cut down on lost instructional time looking for carts, unplugged desktops in Indaba, etc.

comminucation (i.e., students typing into a group doc)

I don't know what this question is asking. What is a 1-1 program? If it's 1 device per student, I don't know of ways other than projects or assignments to use them.

I don't know.

I'd do more creative things with different platforms to engage students. Art programs. Writing Tutorials.

Happy Holidays ah...So lonely here wituht you. Will be worst tomorrow at work, haha.I finished all of the 1st season of GLEE... so much fun!!! You should get the soundtrack lah!

We really struggle the last half of the quarters as we are all wanting to create digital stories, portfolios, research papers, etc. It is terrible! We all want a cart.

Putting assignments online for students who are absent or need instructions.

I'm not totally sure!

college classes, grade check

It would enhance SLP therapy by introducing assistive technology software to students who would truly benefit from assistance.

N/A

I would like to assign homework assignments online and do computer based assessments...

I may not grade work on paper anymore, but edit it in google and give feedback that way. I would be able to assign homework more easily.

Able to assign writing homework that is accessible to everyone

I would have students use different media to demonstrate mastery of skills and knowldege.

assessments

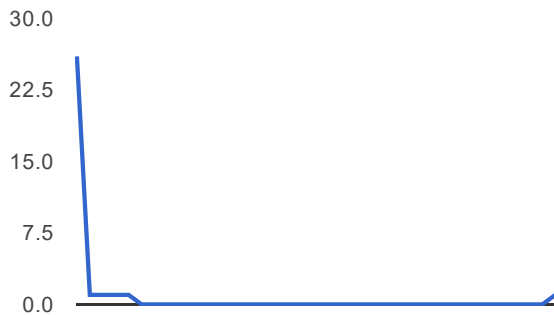
don't know

i dont know

if o 1 to 1 does not mean that every student has their own chromebook/laptop, then could be great to have a set of laptops in my room (1 for every two students probably sufficient) would allow far more use of online/tech resources in algebra 2 and pre-calc

Hmm...I am not sure

Number of daily responses

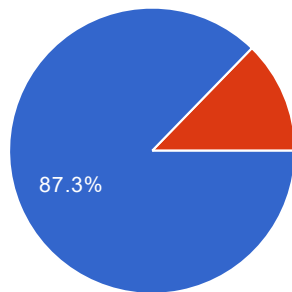


110 responses

[View all responses](#) [Publish analytics](#)

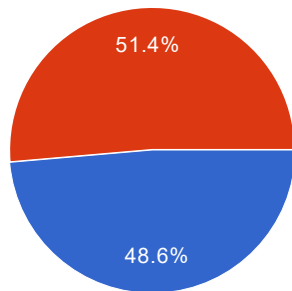
Summary

Can you access the Internet at home?



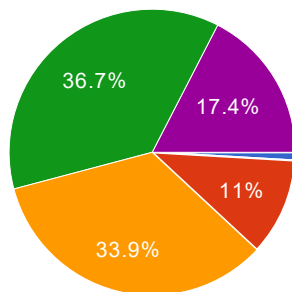
Yes	96	87.3%
No	14	12.7%

Do you use your own device (laptop, Chromebook or tablet) at school?



Yes	53	48.6%
No	56	51.4%

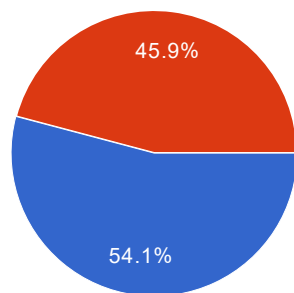
How much of your homework requires the use of a computer?



Very little	1	0.9%
About a quarter	12	11%
About half	37	33.9%

Close to 75%	40	36.7%
Almost all	19	17.4%

Has lack of computer access caused difficulty in completing assignments?



Yes	59	54.1%
No	50	45.9%

What type of projects have you wanted to do but were NOT been able to undertake because of a lack of technologies?

I haven't been able to complete power point, or write essays.

ones involving "technologies"

none

none i know about

I didn't have a computer freshman and part of sophomore year and it affected things like applying for internships that teachers talked about, and made completing assignments 10x more difficult.

There is always something wrong with the printers, I can't ever print the homework I need. I can't even print my homework to turn in. It is extremely frustrating.

None, I had the technology to complete them.

NONE

printing and typing at the school

well it was mostly lack of wi-fi but not technology which was my final essay

No projects I wanted to do I got to do cause you technology when it is there.

Essays, and research for the Science Fair.

.....

None. I've been able to do everything. Some is just laziness.

Lab Reports, Essays, online readings ect...

Several and most involve internet which difficult for me because I do not have internet at home.

I have a computer at home.

none, i have a computer and phone.

my printer broke once.

reader responses, talk backs and such

Talk backs, reports, papers, essays. Printing out missing assignments. Studying, presentations.

Lab Reports Essays

reader resposes

talk backs reader responses

Nothing really.

Essays, lab reports, and just being able to use it fro research.

None

Homework

cannons

Printer sucks and internet is slow

Nothing

Unable to finish large projects

Just any assignments using the internet

None?

I often cannot use the computers in the morning for last minute work because of long boot-times, and slow computing. Adding Solid State Drives to at least some of the computers would go a long way to improving boot times. As would CPU upgrades go a long way to improving performance, and 'snappiness'.

none

I would like to be able to do more creative writing for the projects I have to do. Also yearbook needs more laptops for our work.

All the classes. Science fair, talkbacks,

Just printing out things on time

Not necessarily projects but more of trying to print a project out and not being able to at school.

Reader Responses

N/A

cannons

finals, research, online readings

None. I have my own device.

zero of them.

-PRINTING -PRINTING -PRINTING AT SCHOOL -Exhibition work -Anything to do with a visual presentation (aka powerpoint, prezi...)

Just writing papers and Lab reports are sometimes hard, because I don't have my own computer. My internet is spoty and if i'm not at school it is hard to get assignments

done.

Many.

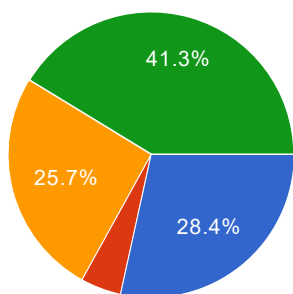
Lab Reports, Reader Response, etc.

I wasn't able to do extensive research for my social action carnival because I didn't have computer access at home. Also, plenty of projects through late elementary and middle school were limited as well.

Math: accessing the book only to do hw. Humanities: typing talk backs and reader responses. weekly. Civics: typing assignments power point/ prezi Science: homework is on the website.

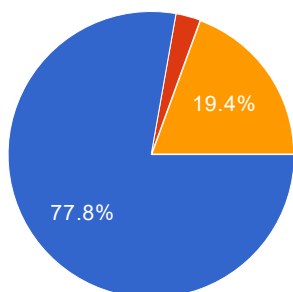
Writing assignments

If assigned a school device would you:



Take it home bringing it back to school every day or,	31	28.4%
leave the device in a secure location at school or,	5	4.6%
both depending on the work assigned or,	28	25.7%
don't need school device because you have your own.	45	41.3%

Do you prefer to use laptops(Chromebooks) or desktop computers?



Laptops(Chromebooks)	84	77.8%
Desktops	3	2.8%
No preference	21	19.4%

Number of daily responses



Needs Analysis Executive Summary

Goal 1 - Access to technology

By access to technology we mean that any student or staff will have access to whatever technology they need, whenever they need it to complete their educational task.

Recommendations

Meeting our goal of anywhere, anytime access for students and staff cannot be met under our current situation. Student access is constrained by the number of available, suitable devices.

To meet our goal we make the following recommendations:

1. Move towards a one to one initiative where every student has full time access to a suitable computing device.
2. Begin a program of scheduled replacement of devices. We recommend that 20% of computing devices and 15% of printers be replaced every year.

Goal 2- Infrastructure to support needed technology

Unless connected together, and connected to the Internet, a computer is of limited use. Our goal is to provide the needed infrastructures, hard and soft, to support the technology we need to meet our educational mission.

Recommendations

Meeting our goal of infrastructure to support our technology will require the following:

1. Change from the current Internet access provider
2. Replacement of the current phone system
3. Purchase of new servers
4. Reconfiguration of our wired network
5. Upgrade our wired network
6. Evaluation of wireless network and upgrade as needed.
7. Make part time technician a full time position
8. Develop a student helper system of training and use
9. Develop new systems to deal with the increase in technology use.

Some of these changes need to be made before we consider more student access, some can be made during the transition and some can wait until the change is complete.

Goal 3 - Basic core knowledge required by students

How can we define what core knowledge is required by students? The most efficient way would be to adopt standards created by others. One such standard, the Common Core State Standards (CCSS) is required by law, and contains a technology component. Once we have adopted standards how do we assess whether a student has met those standards?

Recommendations

The first step would be to determine what we define as core knowledge. Instead of developing this from scratch we should use standards already written and vetted. The International Society of Technology in Education (ISTE) has developed a set of standards for teachers, administration and students. The national standards were developed by teachers and administrators after several months of discussion.

Because we are required to follow CCSS, we should also use those in determining our final decision on what we define as core.

The recommendation is to use the ISTE Net's standards in combination with the CCSS to develop our local definition of what we think a student should know to be successful in high school and beyond. We also recommend that faculty and staff incorporate ISTE standards into professional development programs.

Amy Biehl High School

Needs Assessment

January, 2015

Summary

In this document I will assess the needs of our school in respect to meeting the three goals we agreed were most important.

Goals

The technology team has identified the following three goals as priority goals in our pursuit of our mission.

- Access to technology
- Infrastructure to support needed technology
- Basic core knowledge required by students

Goal 1 - Access to Technology

By access to technology we mean that any student or staff will have access to whatever technology they need, whenever they need it to complete their educational task.

Current Situation

Currently we have both fixed computers(desktops) and mobile devices(laptops and Chromebooks).

Almost all staff use a laptop computer. The laptops are all Dells of different models. They are all fairly recent and should be adequate for a few years. While currently able to meet the needs of staff, in the future they will need to be replaced.

Students use both fixed(desktop) and mobile(laptops, netbooks and Chromebooks). The great majority of fixed computers are located in Indaba. There are about five desktops located in a few classrooms. The computers are a mix of Dell and HP's of several models and capabilities. In general the desktop computers are barely able to meet the needs of our students.

Most of our computers for student use are mobile devices. We have four computer carts with at least 20+ computers in each. One cart has smaller, low powered devices known as netbooks. While they run Windows, they are not as powerful as a regular laptop. We also have mobile devices assigned to some seniors and special education students.

Beside laptops assigned to some students, all general purpose student laptops are located in mobile computer carts. These are a mix of different Dell models. While not as powerful as staff laptops presently they meet the needs of students.

A few years ago many schools were purchasing small, light mobile devices known as netbooks. These use lower power processors and less memory than full laptops, but still run the Windows operating system. They work well for online access and are barely usable for other uses. We have one mobile computer cart with netbooks.

The last couple of years instead of purchasing laptops running Windows we have purchased Chromebooks that run an Android based operating system. These can only run specific web based applications. To get the most benefit from them a user needs to use a Google account to sign in. All of our students have Google accounts which includes the full Google Apps suite of software. We have assigned many Chromebooks to seniors and have one mobile computer cart with them.

Because online assessment are increasing in importance we have gathered older laptops that meet the minimum requirements for the testing tools. These had been retired from daily use and were in storage. Because of their age and capabilities they would not be effective for everyday use unless upgraded. However they may work in a system known as thin clients or virtual desktops. This technology may be useful for other reasons in our situation.

An unknown factor affecting access to computers is the number of student who bring their own device(BYOD) or could if we made it easier for them to use the devices. Anecdotally we know there are many students already using their own laptop. How many is the unknown. Also cell phone are nearly universally used by our students.

Below is a table detailing the current(as of 12/2014) inventory of computers.

Current Computer Inventory		
Device	Description	Count
Staff Laptops	Laptops used by all staff	
Desktops(Indaba)	Desktop computers in Indaba	31
Desktops(rooms)	Desktop computers in other rooms	5
Senior's Chromebooks	Chromebooks checked out to seniors	24

Special Education Laptops	Laptops assigned to special education students	12
Cow	Computer cart with regular laptops	16
Bull	Computer cart with regular laptops	21
Calf	Computer cart with Netbooks	20
Ox	Computer cart with Chromebooks	24
Testing laptops	Older laptops used for online assessments	38

Needs Assessment

There are two parts to our needs, current and ongoing.

To truly meet the current educational needs of our students we should provide each one with a suitable computing device. Only by providing this 1:1 environment can we insure that any student at anytime can access what they need. We are approaching two students per computer, much better than many schools. This ratio of computers to students on a typical day meets our needs. On a non typical day, such as near the end of a semester when projects are due, or during online testing, education suffers because of a lack of computers.

There is little room for future growth in our educational uses of computers. We are already constrained but a lack of devices. Scheduling of computer carts and Indaba is contentious, and several students have request 'loaner' computers so they can complete their work.

Our student population of about 300 students is anticipated to remain steady, or grow slightly. This should not effect our needs for computing devices.

Levels of access for staff are much better than student access. Almost all staff, full and parttime have regular access to a laptop. These laptops are sufficiently powerful enough for them to do what they need. The amount of staff growth, if any will not effect future needs.

Even if we met all our current needs, we would need to replace devices as they become obsolete, break or wear out. While random 'replace as they break" programs can work, it is much better to have a scheduled replacement plan. In business the typical computer is replaced every two or three years. Many times this is for accounting reasons, either the device was under a lease or depreciation rates made it financially foolish to keep the device longer.

Schools are not under these constraints and can determine a replacement cycle based on obsolescence, breakage and wear and tear. Typically most schools keep their devices for five to seven years. At the high end obsolescence has a large impact on educational needs.

Recommendations

Meeting our goal of anywhere, anytime access for students and staff cannot be met under our current situation. Student access is constrained by the number of available, suitable devices.

To meet our goal we make the following recommendations:

1. Move towards a one to one initiative where every student has full time access to a suitable computing device.
2. Begin a program of scheduled replacement of devices. We recommend that 20% of computing devices and 15% of printers be replaced every year.

Goal 2- Infrastructure to support needed technology

Unless connected together, and connected to the Internet, a computer is of limited use. Our goal is to provide the needed infrastructures, hard and soft, to support the technology we need to meet our educational mission.

Current Situation

Infrastructure can be divided into hard infrastructure, the things needed and soft infrastructure, the people and systems that run the things. Our hard infrastructure has three main parts, our connection to the Internet, our internal wired network and our internal wireless network. All three have deficiencies that need to be addressed.

Currently we receive Internet services from City-Link. A small(maybe one person) company that provided Internet and phone services to business in Albuquerque. We have two major issues with them, very poor response to service requests and the fact that they will not provide erate eligible service.

Erate is a federal program that provides discounts to schools and libraries for Internet access and some internal networking. The discounts are based on the school's population of students receiving free and reduced lunches. It is estimated that next year we will receive a 60% discount on Internet service. It is very difficult to forego that discount to remain with our current provider. With the lack of service it is really difficult to have any reason to remain.

Except for one glaring area, our current wired network is more than adequate to meet our current needs. There are a few configuration changes that should be made to improve speed and resilience, but they are relatively easy to accomplish. The area that requires attention are our servers. We have two old, slow and frankly, obsolete servers. Servers are the heart of a

connected and networked infrastructure. I have already had to limit some plans because our current servers can't handle the new tasks required.

Moving forward there are improvements that would be important if we adopted a 1 to 1 computer environment. The way a network is connected is through devices called switches. Computers and other devices connect to a switch which then routes the traffic from that computer to where it is supposed to go, and then returns the reply. While our current switches are working well, the connection between them is less than optimal. Also because almost all traffic has to travel from the switches to the servers and back, that path has to be fast and wide. In our case it is not.

Our current wired network is an enigma. It has decent equipment, but it does not seem to perform as well as it should. I feel that part of the issue may be a sub-optimal configuration or improper placement of the access points. I also feel at time we may be overloading the system with several mobile devices accessing a limited number of access points in a small area.

Moving forward the current situation needs to be corrected and we need to determine if additional capacity will be required. Even if we don't go a true 1 to 1, wireless traffic will continue to increase with the increased use of mobile technology.

An ancillary issue we have is with our phones. While most may not think of phones as technology, they run over the same data cabling as our network. Our current phone system is old and obsolete. According to a technician that was working on the system recently, even when it was new the system was not very good, and very few people used it. Because of its age, repairs are costly and time consuming.

Overarching all of this hardware is the need for electrical power. Devices need power, to run or recharge. In discussions with the building manager power distribution could become an issue moving forward and will need to be considered in any future plans.

Besides the hardware that make up our technology infrastructure, we have soft items, people, software and systems.

I feel our staffing levels are adequate to meet current needs. A typical commercial operation will have one full time equivalent(FTE) for every 25-30 computers. That includes those that never touch a computer like server and network personnel. Schools typically have a higher number of computers to FTE, 50 to as much as 100 is not atypical for a well run school. We are at 50 computers per FTE.

With an increase in devices and on responsibilities for the technology department I see that rising to over 100. At that level I feel education will suffer. An untrained body does not count as a FTE. We currently provide access to online technical training for the technology department. We are also working on creating student tech helpers with training and hands on experience.

This will need to continue in the future to allow the staff to remain trained in current technologies.

Our network software is currently Windows Server 2008. There is a new version available, but at this time there are no reasons to upgrade. We use other software packages to manage parts of the network, Most are included with hardware devices or are open source projects. The major exception is our antivirus package, which is purchased.

Systems is a very nebulous term. It can mean many things, or mean nothing. Here I will use it to mean the hardware and software 'things' that we use to help run the technology department. Systems like our help desk tickets(Zendesk) or our inventory system.

For an organization of our size and complexity our systems creak along. I feel we use too much paper and not enough automation. We do not fully leverage the systems we have in place. As we move forward our antiquated systems may not handle our needs.

Needs Assessments

Except for a couple of gaps, Internet access and phones, our technology infrastructure meets our current needs, if only barely. If we ignored future growth in the educational uses of technology, we could continue to operate, but is that what we want?

Internet access needs immediate attention, and we are dealing with that. Because we will use a grant to partially fund the Internet we can't switch providers before the next funding year(beginning 7/1/15).

we have begun to get bids for a replacement phone system. Hopefully we can get one installed by this summer.

Any increase in the use of technology will put strains on our infrastructure. Everything from our servers to wireless access points will have difficulties dealing with the increased work. Our whole infrastructure will need attention moving forward.

Recommendations

Meeting our goal of infrastructure to support our technology will require the following:

1. Change from the current Internet access provider
2. Replacement of the current phone system
3. Purchase of new servers
4. Reconfiguration of our wired network
5. Upgrade our wired network
6. Evaluation of wireless network and upgrade as needed.

7. Make part time technician a full time position
8. Develop a student helper system of training and use
9. Develop new systems to deal with the increase in technology use.

Some of these change need to be made before we consider more student access, some can be made during the transition and some can wait until the change is complete.

Goal 3 - Basic core knowledge required by students

How can we define what core knowledge is required by students? The most efficient way would be to adopt standards created by others. One such standard, the Common Core State Standards(CCSS) is required by law, and contains a technology component. Once we have adopted standards how do we assess whether a student has met those standards?

Current Situation

There is not a method of formally access the technology skills of students. Other than CCSS we do not incorporate any technology standards into the curriculum. Anecdotal evidence indicates a wide difference in the skills of our students. There are issues with students unable to properly save their work for later retrieval.

In order for students to gain knowledge of technology, the faculty and staff must have the ability to teach and model technology use. Our faculty and staff exhibit a variety of technology skill levels. Again anecdotally, incorporating technology into the class is hampered by the lack of skills. While there is a robust professional development system in place, technology training is only a small part and not a major component.

Needs Assessment

We need to incorporate technology into the professional training system for faculty and staff. This will allow those skills to then flow to our students. However we need to define what we consider the required core technology knowledge our students should have.

Recommendations

The first step would be to determine what we define as core knowledge. Instead of developing this from scratch we should use standards already written and vetted. The International Society of Technology in Education (ISTE) has developed a set of standards for teachers,

administration and students. The national standards were developed by teachers and administrators after several months of discussion.

Because we are required to follow CCSS, we should also use those in determining our final decision on what we define as core.

The recommendation is to use the ISTE Net's standards in combination with the CCS to develop our local definition of what we think a student should know to be successful in high school and beyond, We also recommend that faculty and staff incorporate ISTE standards into professional development programs.

Facility Maintenance Assessment Report

2016 Amy Biehl Charter High School

525001 Amy Biehl Charter High School

Combined Id 1:
Schools Id 2:

FMAR_Date: 9/6/2016 Weather: Sunny and Warm 82 degrees

PSFA Reps: Levesque Troy Tillotson, Larry

District Reps: Richard

Overall School Maintenance Rating	
Outstanding	90.1% to 100%
Good	80.1% to 90%
Satisfactory	70.1% to 80%
Marginal	60.1 to 70%
Poor	<= 60%

Deficiency Factors		
Life Safety, Health or Property Loss Exposure Multipliers		
Minor Deficiency	1.5	Potential Threat and No Work Order
Major Deficiency	3.5	Immediate Threat and No Work Order

Area	Performance Items	Performance Level					Deficiency Factors			Performance Deficiencies			
		Outstanding	Good	Satisfactory	Marginal	Poor	Minor x 1.5	Major x 3.5	None	Weight	Performance	Deficiency	Calculated Score
Site	Roadway/Parking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-1.89	0	-5.67
	Site Utilities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-1.89	0	-9.45
	Playgrounds/Athletic Fields	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-1.89	0	-9.45
	Site Drainage	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	8	-1.89	0	-15.12
	Sidewalks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-1.89	0	-3.78
	Grounds	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-1.89	0	-3.78
Building Exterior	Windows/Calking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-2.83	0	-8.49
	Walls/Finishes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	0	0	0.00
	Entry/Exterior Doors	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	7	-1.89	0	-13.23
	Roof/Flashing/Gutters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10	-2.83	1.5	-42.45
Building Interior	Walls/Floors/Ceilings/Stairs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	3	-1.89	1.5	-8.51
	Interior Doors	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-1.89	0	-5.67
	Restrooms	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-1.89	0	-5.67
	Housekeeping	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	4	-1.89	1.5	-11.34
Building Equipment and Systems	Electrical Distribution	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-1.89	0	-5.67
	Lighting	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-1.89	0	-9.45
	Fire Protection Systems	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10	-1.89	1.5	-28.35
	Equipment Rooms	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-1.89	0	-3.78
	Heating/Cooling/Ventilation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	10	-2.83	0	-28.30
	Air Filters	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-1.89	0	-9.45
	Kitchen Equipment/Refrig	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-0.95	0	-1.90
	Plumbing/Water Heaters	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	6	-0.95	0	-5.70
Maintenance Management	PM Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				10	-3.77		-37.7
	FIMS and Equipment Data	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				7	0		0.00
	Staff Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				5	-3.77		-18.85
	Maintenance Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				5	-3.77		-18.85
	Maint. Contractor Oversight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				5	-3.77		-18.85
	Facilities Mater Plan (Renewal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				3	-3.77		-11.31
Total Performance Deficiencies:		-340.76		Total Score:		659.24		Overall Rating:		65.92%			

Comments Section

Roadway/Parking

Parking is on street maintained by the city of Albuquerque. Small asphalt area is used for a basketball court. Three parking spaces back of school from alley, which asphalt is in fair condition with some repairs needed. Satisfactory condition.

Site Utilities

Site Utilities are secure and physically protected. Weeds and debris around main gas meter which need to be removed. Satisfactory performance level with a recommendation for correction.

Playgrounds/Athletic Fields

No Athletic fields on site. Parking area used as a basketball court which is in fair condition with no court striping. Satisfactory performance.

Site Drainage

Building supplied with down spouts and moves water away from building. No visual signs of ponding water. Satisfactory performance.

Sidewalks

Sidewalks and ramps throughout site are satisfactory with no uneven transitions observed. Satisfactory condition.

Grounds

Observed grounds with some weeds and debris in areas mainly on the North side of building. Recommend increasing grounds maintenance on North side, back of building. Satisfactory performance with recommendation for corrections.

Windows/Caulking

Exterior windows are original 1908 wood frame in good condition for age. Windows are sealed and complete. Heavy coat of paint protects wood frames from deterioration, but windows are inoperable. Marginal performance level.

Walls/Finishes

Exterior wall finish is stucco which has been resurfaced at some point. Walls are in good condition with no damage or needed repairs observed. Good condition on exterior wall finishes.

Entry/Exterior Doors

Exterior doors are sealed and are completed with operational hardware. No handicap access to building at entry. Southwest side doors contain a ADA ramp. Other ADA ramps are in the planning stage. This is a historic building. Satisfactory performance level.

Roof/Flashing/Gutters

Tile roof and modified bitumen roofs on site. Tile roof has broken and missing tile in need of repair, and areas which need to be resealed to prevent water/moisture penetration. Modified bitumen contains a solar guard coating which is starting to crack and separate in areas. Recommend repairs on all noted issues to prevent further damage to roof and building. Marginal condition with a minor deficiency.

Walls/Floors/Ceilings/Stairs

Interior walls are clean and painted. Observed areas where paint is peeling away from wall, recommend removing loose paint sand primer and repaint areas. Floors in hallways in good condition, wood floors are maintained and in good condition. Carpets are stained and worn in classrooms and high traffic areas. Recommend carpet replacement. Ceilings are in satisfactory condition throughout. Stairs are original 1908 and maintained in good condition. Satisfactory condition with a minor deficiency for carpet condition.

Interior Doors

1st floor doors are newer 2005 install. Remainder of interior doors are original 1908 which are operable. No door closers on most original doors. Recommend district review of door closer requirements. Overall satisfactory condition.

Restrooms

Restrooms are clean and well maintained with updated partitions, faucets and fixtures. There are no noted issues at this time. Good performance level.

Housekeeping

Housekeeping in classrooms, offices and hallways is evident. Storage areas are unorganized and stored with inappropriate items in areas. Recommend cleaning and organizing storage areas and relocate inappropriate items such as chemicals and paint to rated fire cabinet and maintain clean and accessible storage areas. Satisfactory condition with a minor deficiency.

Electrical Distribution

Observed electrical panels accessible and secure. Electrical upgrades have been provided to accommodate changing needs. Good performance level.

Lighting

Lighting throughout interior is well lit and adequate. Observed a couple of lights out. Lighting systems are maintained as needed. Exterior building lighting is provided at entry's. Satisfactory performance level.

Fire Protection Systems

Fire monitoring system in place with no trouble or advisory codes. Annual inspection review on all fire extinguishers is current. Monthly inspection reviews are not being performed. Recommend mapping fire extinguishers, implementing a PM program to review and document monthly inspection from in house staff. Exit and emergency lighting in place and operational. No hood system. Fire riser quarterly inspection is current. Satisfactory performance with a minor deficiency.

Equipment Rooms

Most equipment rooms are clean and maintained. There are issues with HVAC and Heating controls not working properly. Aged equipment noted. Chiller to building down for repair during visit. Recommend district review of all building equipment and systems to maintain proper function and prolong equipment life. Satisfactory performance.

Heating/Cooling/Ventilation

Recommend district review of Heating / cooling / ventilation issues from old equipment to improper operating equipment. No return air to classrooms and most of the site. Marginal performance level.

Air Filters

Air filters are dated and installed with correct type and sizes. Maintenance has a PM plan on all scheduled filter changes. Recommend assessment of quality and condition of filters during annual replacement for the needs of changing filter from annual to semi annual schedule if needed. Satisfactory performance level.

Kitchen Equipment/Refrig

Kitchen sinks are clean and maintained. Kitchen space is well maintained. Lunch services are contracted out along with equipment. Good performance level.

Plumbing/Water Heaters

Main plumbing from building to street is out dated and in need of replacement. Interior faucets and fixtures are updated and maintained. Interior plumbing is being replaced and is on-going. Electric and gas water heaters are newly installed. Good performance.

Facility Maintenance Assessment Report

2016 Amy Biehl Charter High School

525001 Amy Biehl Charter High School

Combined Id 1:
Schools Id 2:

FMAR_Date: 9/6/2016 Weather: Sunny and Warm 82 degrees

PSFA Reps: Levesque Troy Tillotson, Larry

District Reps: Richard

Overall School Maintenance Rating	
Outstanding	90.1% to 100%
Good	80.1% to 90%
Satisfactory	70.1% to 80
Marginal	60.1 to 70%
Poor	<= 60%

Deficiency Factors		
Life Safety, Health or Property Loss Exposure Multipliers		
Minor Deficiency	1.5	Potential Threat and No Work Order
Major Deficiency	3.5	Immediate Threat and No Work Order

Area	Performance Items	Performance Level					Deficiency Factors			Performance Deficiencies			
		Outstanding	Good	Satisfactory	Marginal	Poor	Minor x 1.5	Major x 3.5	None	Weight	Performance	Deficiency	Calculated Score
Site	Roadway/Parking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-1.89	0	-5.67
	Site Utilities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-1.89	0	-9.45
	Playgrounds/Athletic Fields	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-1.89	0	-9.45
	Site Drainage	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	8	-1.89	0	-15.12
	Sidewalks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-1.89	0	-3.78
	Grounds	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-1.89	0	-3.78
Building Exterior	Windows/Calking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-2.83	0	-8.49
	Walls/Finishes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	0	0	0.00
	Entry/Exterior Doors	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	7	-1.89	0	-13.23
	Roof/Flashing/Gutters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10	-2.83	1.5	-42.45
Building Interior	Walls/Floors/Ceilings/Stairs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	3	-1.89	1.5	-8.51
	Interior Doors	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-1.89	0	-5.67
	Restrooms	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-1.89	0	-5.67
	Housekeeping	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	4	-1.89	1.5	-11.34
Building Equipment and Systems	Electrical Distribution	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-1.89	0	-5.67
	Lighting	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-1.89	0	-9.45
	Fire Protection Systems	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10	-1.89	1.5	-28.35
	Equipment Rooms	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-1.89	0	-3.78
	Heating/Cooling/Ventilation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	10	-2.83	0	-28.30
	Air Filters	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-1.89	0	-9.45
	Kitchen Equipment/Refrig	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-0.95	0	-1.90
Plumbing/Water Heaters	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	6	-0.95	0	-5.70	
Maintenance Management	PM Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				10	-3.77		-37.7
	FIMS and Equipment Data	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				7	0		0.00
	Staff Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				5	-3.77		-18.85
	Maintenance Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				5	-3.77		-18.85
	Maint. Contractor Oversight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				5	-3.77		-18.85
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Total Performance Deficiencies:		-340.76		Total Score:		659.24		Overall Rating:		65.92%			

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Site Utilities are secure and physically protected. Weeds and debris around main gas meter which need to be removed. Satisfactory performance level with a recommendation for correction.

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