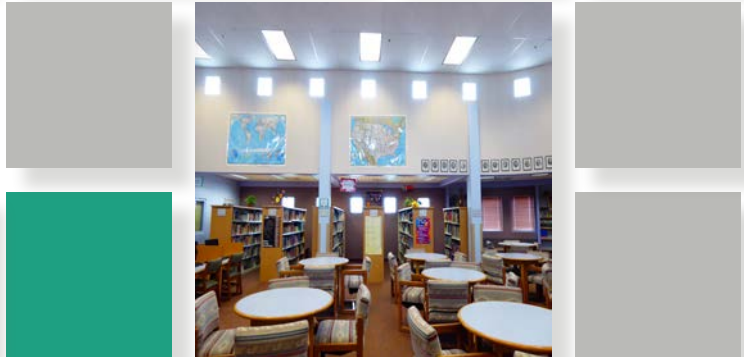
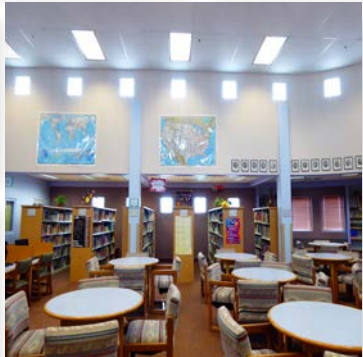


BERNALILLO PUBLIC SCHOOLS
5 Year Facilities Master Plan
FINAL • 2018-2022 • # 5340



Executive Summary

REQUIREMENT

The Public School Capital Outlay Council (PSCOC)/Public School Facilities Authority (PSFA) require that New Mexico Public School Districts have a Facilities Master Plan as a prerequisite for eligibility to receive state capital outlay assistance (New Mexico Statutes Section [22-25-5 NMSA 1978]). This 5 Year Facilities Master Plan (FMP) was developed utilizing the School District Facilities Master Plan Components and Guidelines issued by Public School Capital Outlay Council/ Public School Facilities Authority, October 2016 Revision. It incorporates all public schools within Bernalillo Public Schools (BPS).

PROCESS AND ADOPTION

The following process was followed to conduct the facility assessment and to formulate the FMP. Refer to Section 1.2 for a detailed explanation of the FMP process.

1. School Board - Review and approve facilities master plan process
2. Gather/formulate data
3. FMP Committee Meetings - Review, Discuss Data, and Generate Recommendations
4. School Board - Adoption of Final FMP Document

The Bernalillo Public Schools Board of Education adopted the completed 5 Year Facilities Master Plan on December 21, 2017.

SCHOOL DISTRICT INFORMATION

Address

Bernalillo Public Schools

560 S. Camino del Pueblo

Bernalillo, NM 87004

Phone: 505.867.2317

Mission

Bernalillo Public Schools is committed to student achievement and the graduation of all students.

Vision

Bernalillo Public Schools challenges our diverse student community with a rigorous education.



Number of Schools 9

Types of Schools

1 Early Childhood Center	Pre - k
4 Elementary Schools	Pre-K - 5th Grades
2 Elementary / Middle Schools	Pre-K - 8th Grades
1 Middle School	6th - 8th Grades
1 High School	9th - 12th Grades

Executive Summary

FACILITIES

Bernalillo Public Schools has 9 schools. The state identification number is 61430000 and the sites are District owned. The total facility inventory square footage per the floor plans contained in this FMP is 735,360sf including administration and support.

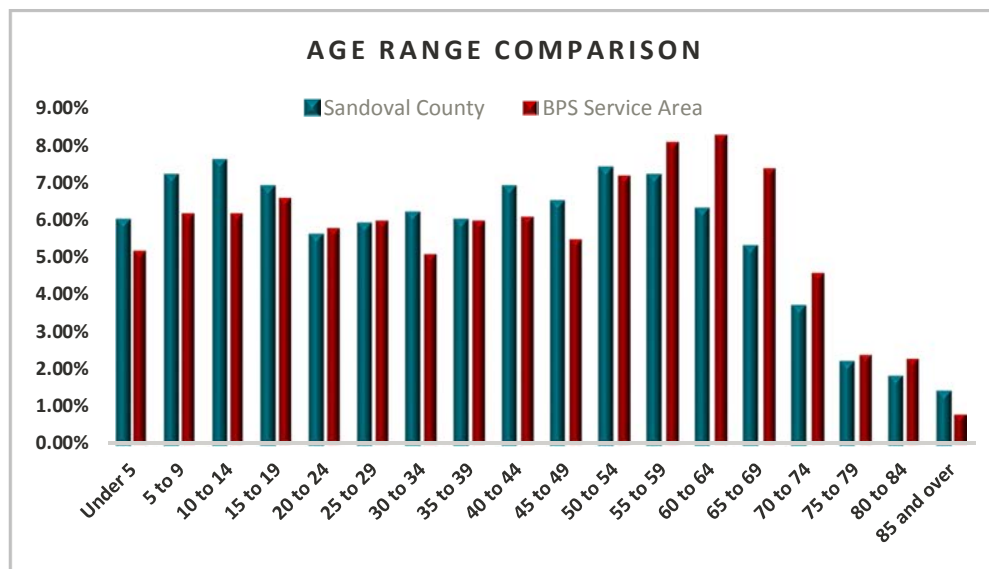
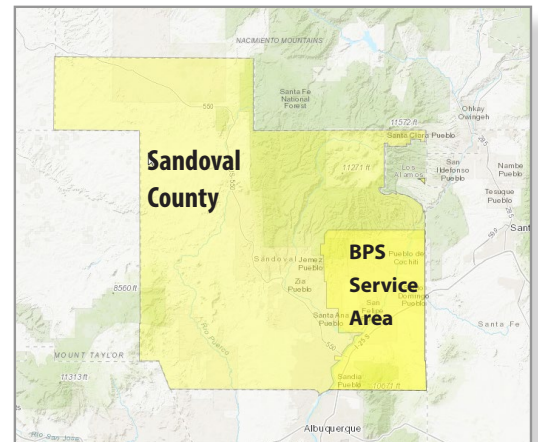
There are 15 portable classrooms District wide; 9 at the closed Roosevelt ES. The remaining 6 are located 2 at Algodones ES and 4 at Cochiti ES/MS. Of the 268 total classrooms, 162 are general use, 73 are special use and 33 special education. Total enrollment at 2016-17 PED 40 day count was 3,188 students. There are approximately 162 square feet per student of District facilities. Total permanent facility square footage of BPS schools according to PSFA is 598,020sf. This number does not include administration and support.

DEMOGRAPHICS/ENROLLMENT

Bernalillo Public Schools schools are located in the Town of Bernalillo, Placitas, Algodones, and in the Pueblos of Cochiti and Santo Domingo. The District's service area is located in the eastern section of Sandoval County.

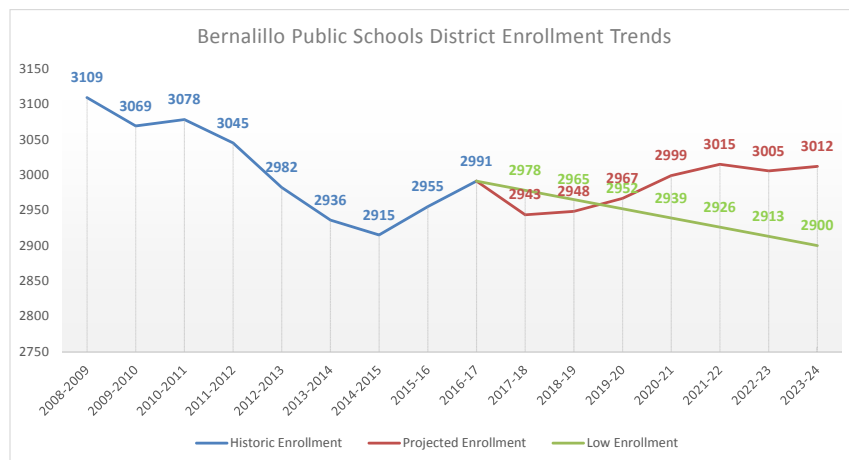
Sandoval County has experienced steady increases in its population since 2000. Population projections from the Bureau of Business and Economic Research (BBER) indicate that the population in Sandoval County may continue to grow through 2040.

The graph below shows the population by age of Sandoval County and the BPS Service Area. This graph shows that the largest percentage of population for Sandoval County is in the 5 to 14 age ranges, while for the BPS Service Area is in the 55 to 64 age ranges.



Executive Summary

Bernalillo Public Schools' enrollment has shown decline in its enrollment for the past 10 years. In 2008-09 District's enrollment was 3,109 students. By 2016-17 it has declined by approximately 118 students. Projections for the next 5 years anticipate enrollment to be somewhere between 3,012 and 2,900 students.



UTILIZATION AND CAPACITY

The table below identifies the 2016-17 enrollment and available capacity at each BPS school. The Functional Facility Capacity analysis indicates that the District facilities are under capacity and could accommodate 1,500 additional students. NM Adequacy Standards recommended capacity for the District based on the existing square footage is 5,457 students. The current enrollment of BPS district wide is 3,188 students. Based on these analyses, the District is under capacity by approximately 1,500 students.

Instructional Space Capacity

School	2016-17 Enrollment	Maximum Facility Capacity w/Portables	Functional Facility Capacity w/Portables	Instructional Space Capacity w/ Portables @ 67%	NMAS Capacity based on Existing SF/Student
La Escuelita Pre-School	164	152	88	102	158
Pre-K Subtotal:	164	152	88	102	158
Algodones ES	193	288	228	193	190
Bernalillo ES	442	760	468	509	516
Carroll ES	373	664	416	445	497
Placitas ES	120	344	176	230	249
Cochiti ES/MS	294	624	561	418	445
Santo Domingo ES/MS	314	621	563	416	425
Elementary Subtotal:	1,736	3,301	2,412	2,212	2,322
Bernalillo MS	473	1,122	883	752	919
Middle School Subtotal:	473	1,122	883	752	919
Bernalillo HS	815	1,564	1,324	1,048	2,058
High School Subtotal:	815	1,564	1,324	1,048	2,058
DISTRICT TOTALS:	3,188	6,139	4,707	4,113	5,457

The overall Classroom Utilization Rate of BPS is 66%. This rate is lower than the PSCOC/PSFA recommended value of between 85-95%. The overall Facility Utilization Rate of the District is 69% which indicates that the District overall has a good balance between assigned and unassigned or support classrooms. Refer to the following table for a detailed breakdown of classroom and facility utilization by school.

Executive Summary

Utilization of Spaces

School	Grades	2016-17 Enrollment	Existing # of Classrooms w/ Portables	Classroom Utilization Rate	Facility Utilization Rate
La Escuelita Pre-School	Pre-K	164	14	94%	57%
Pre-K Subtotal:		164	14	94%	57%
Algodones ES	PreK - 4	193	14	85%	79%
Bernalillo ES	3 - 5	442	35	95%	57%
Carroll ES	K - 2	373	33	90%	61%
Placitas ES	K - 5	120	17	68%	47%
Cochiti ES/MS	PreK - 8	294	28	56%	70%
Santo Domingo ES/MS	K - 8	314	27	57%	76%
Elementary Subtotal:		1736	154	75%	65%
Bernalillo MS	6 - 8	473	50	50%	72%
Middle School Subtotal:		473	50	50%	72%
Bernalillo HS	9 - 12	815	54	46%	81%
High School Subtotal:		815	54	46%	81%
DISTRICT TOTALS:		3,188	272	66%	69%

TECHNOLOGY

Bernalillo Public Schools has an active Technology Department and a comprehensive Technology Plan in place. The District utilizes several modes of transmitting technology, from desktops in classrooms, computer labs, Mondo Pads, and security cameras. The District is developing a Technology Plan replacing the plan that is no longer required by the Public Education Department (PED).

ENERGY MANAGEMENT/PREVENTATIVE MAINTENANCE PLAN

BPS has a documented Energy Management Plan in place. Under the plan, the District has been working on making all District facilities more energy efficient as funding permits.

The District has a Preventative Maintenance Plan in place. Under the 2017 assessment by PSFA of BPS facilities, the combined school facilities currently have an average Facility Maintenance Assessment Report (FMAR) ranking of 74.39% and fell into the "Satisfactory" rated category, indicating that "Maintenance activities demonstrate a sufficient maintenance program which is sufficient to meet the demand or requirement".

Since the 2017 FMAR assessment, the District is working diligently at improving the ranking at all BPS schools.

DISTRICT FINANCIAL INFORMATION

Property Valuations:	\$ 637,301,494	SB-9 State/District:	\$ 1,285,000
Bonding Capacity:	\$ 38,238,090	Last GOB Election - 2017:	\$ 18,500,000
Bonding Debt:	\$ 34,495,000	E-rate 2017	\$ 3,000,000
Available Bond:	\$ 3,743,090	Anticipated 2021 GOB Election	\$ 18,500,000

Executive Summary

PSCOC FACILITIES ASSESSMENT DATABASE

The condition of facilities and the FAD ranking was considered in the FMP Committees' prioritization of the District's needs. According to the Facilities Assessment Database (FAD) rankings, it would appear that none of the Bernalillo Public Schools will be eligible for PSCOC/PSFA funding during the life span of this FMP; however, the FAD rankings are subject to change as the database is updated. The District should review the rankings periodically to monitor any changes and apply for PSCOC / PSFA funding when appropriate. These FAD rankings were published August 16, 2017.

BPS PSFA Facilities Assessment Database

School	2016-17 Rank	2017-18 Rank	2017-18 Rank2	Weighted NMCI
Algodones ES	63	55	55	30.78%
Bernalillo ES	663	663	664	3.22%
Carroll ES	404	403	404	13.90%
Placitas ES	605	603	604	5.41%
Cochiti ES/MS	397	395	396	14.14%
Santo Domingo ES/MS	738	736	737	0.00%
Bernalillo MS	346	344	345	16.04%
Bernalillo HS	673	673	674	2.67%

State Share 42%, District Share 58% of a PSCOC/PSFA approved project.

SCHOOL DISTRICT PRIORITIES

The FMP Steering Committee presented the following District Priorities as recommendations to the Bernalillo Public Schools Board on November 2, 2017.

BPS 2018-22 FMP PRIORITIES AND CAPITAL PROJECTS

FINAL Priority RANK	Priority Description	Funding Source	PSCOC / PSFA Funding	Schedule	Total Project
1A	Life-Health-Safety-Security	SB-9		2018-22	\$2,118,935
1B	Maintenance/Preventive Maintenance	SB-9		2018-22	\$4,299,997
1C	Technology	GOB	1	2018-22	\$3,250,000
	Subtotal Priority 1:				\$9,668,932
2	Building / Site System Renewal				
2A	Fire Detection / alarm: AES, CES/MS, BMS	SB-9/GOB	2	2018-22	\$528,563
2B	Communications / Security: AES, BES, LEPS, CES, PES, CES/MS, SDES/MS, BMS, BHS, DW	SB-9/GOB	2	2018-22	\$578,250
2C	Roofs: AES, CES/MS, BMS, DW	SB-9/GOB	2	2018-22	\$3,593,988
2D	HVAC: Equipment & Controls: AES, CES/MS, BHS, DW	SB-9/GOB	2	2018-22	\$3,174,834
2E	Plumbing: AES, BES, LEPS, CES, PES, CES/MS, BMS, BHS, DW	SB-9/GOB	2	2018-22	\$3,412,175
2F	Playground Equipment: AES, LEPS, CES, PES, DW	SB-9/GOB	2	2018-22	\$133,250
2G	Site Lighting: AES, BES, LEPS, CES, PES, CES/MS, BMS	SB-9/GOB	2	2018-22	\$980,850
2H	Fencing: AES, BES, LEPS, CES	SB-9/GOB	2	2018-22	\$1,017,250
2I	Lighting/Brnach Circuits: AES, BES, LEPS, PES, CES/MS, BHS, DW	SB-9/GOB	2	2018-22	\$1,557,197
	Subtotal Priority 2:				\$14,976,358
3A	Santo Domingo ES/MS Gym Renovation/Playing Fields	GOB		2018	\$2,730,000
3B	Bernalillo ES/MS Pickup - Dropoff	GOB		2018	\$2,730,000
3C	Bernalillo MS Library Renovation	GOB		2018	\$630,500
3D	Bernalillo MS Re-Stucco	GOB		2018	\$910,000
3E	Algodones ES Classroom Addition	GOB	3	2021	\$4,290,000
	Algodones ES Renovation	GOB	3	2021	\$4,913,025
	OR Algodones New School	GOB	3	2021	\$12,870,000
3F	District Wide New Athletic Field West of BES	GOB		2023	\$3,770,000
3G	Bernalillo HS Auxiliary Gym	GOB		2023	\$3,217,500
	Subtotal Priority 3:				\$23,191,025
	2018-2022 GOB PROJECT TOTAL:				\$47,836,315
	These items are not included in GOB Total				

Executive Summary

SCHOOL DISTRICT CAPITAL PLAN

BPS passed a \$18,500,00 GOB election in February 2017 to support several capital projects throughout the district. As 2017 GOB funds become available they will be used to begin addressing the district's most critical needs, building system upgrades, and the larger capital plan projects. The district also identifies SB-9 and e-rate bonds as available funding sources to address its identified 2018-22 facility needs. According to the Facilities Assessment Database (FAD) rankings, the District anticipates the possibility to partner with PSCOC/PSFA during the life of this FMP to address the needs of Algodones Elementary School.

BPS has SB-9 funds available at this time, but the District will ask its community to support another SB-9 election in 2019 to continue funding its life-health-safety-security, general maintenance, preventive maintenance issues, and building system upgrades.

BPS applies for and receives e-rate funding to support its technology needs. In 2017 the district received \$3,000,000 from e-rate funds to upgrade its technology.

BPS can receive direct appropriations granted by the legislature, but those funds are not guaranteed and usually not large enough for a capital project. With current economic conditions, it is unlikely that BPS will receive any direct appropriations for capital projects. BPS will continue to seek available funding from various sources.

BPS has been focused on addressing its priorities and accomplishing one project at a time as funds are available. The District will continue this strategy and use the majority of its 2017 GOB funds to address the capital needs identified in this FMP. The district anticipates its next GOB election for 2021.

Master Plan Team

BERNALILLO PUBLIC SCHOOLS REPRESENTATIVES

Bernalillo Public Schools District Board of Education

Ramona Salazar - President
Vincent Montoya - Vice President
Olivia Calabaza - Secretary
Isaac Herrera - Member
Jodilynn Ortiz - Member

Superintendent

Keith Cowan

FMP Committee

Elaine Dryer
Pete Padilla
Dean Gallegos

Community Participants

Larry Davis
Lorenzo Barraza
John Sais
Shauna Branch
Larryssa Archuleta
Eric Tiger
Jack Van Hoose

Public Schools Facility Authority Representatives

Bill Sprick - Facilities Master Planner

Planning Professional

Greer Stafford / SJCF Architecture

Marilyn Strube, Head Planner
Gabriela Ochoa, Planner
Jacqueline Zamora, Intern
Alyssa Metoyer, Intern



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Goals

Bernalillo Public Schools (BPS) Mission and Vision Statements

Mission

Bernalillo Public Schools is committed to student achievement and the graduation of all students.

Vision:

Bernalillo Public Schools challenges our diverse student community with a rigorous Education.

BPS 5 Year Educational Goals

Bernalillo Public Schools aligns its curriculum with NM Common Core State Standards (CCSS) and New Mexico Standards and Benchmarks. An integral part of BPS's overall vision is to equip students with current technology in the classroom creating opportunities for students and providing students with more devices ensuring equitable access to technology. The District was recently named a Google for Education Reference District, the only school district in the state to hold this distinction.



Relationship with BPS Community

BPS realizes community partnership is an essential part of the success of the District. BPS makes every effort to involve the local community in school functions and programmatic decisions, as well as opening the school facilities for community use.

District Facilities Alignment to New Mexico Adequacy Standards (NMAS)

BPS has made difficult decisions to reduce square footage and renovate existing facilities to meet NMAS nonetheless, BPS is functioning above New Mexico Adequacy Standards recommended square footage per student. Most elementary schools are aligned to NMAS. BPS middle and high schools are the most misaligned to NMAS square footage per student. The District has reviewed all utilization and capacity at all schools that do not meet NMAS and the issues are addressed in the District's needs and priorities.

Long Range Facility Goals

The long range facilities vision of BPS is to provide quality education to all of its students in comfortable and stimulating learning environments that are housed in safe, efficient and effective facilities that support its educational programming. The District is currently renovating the Career - Tech facilities to better equip and prepare their students for employment after high school.

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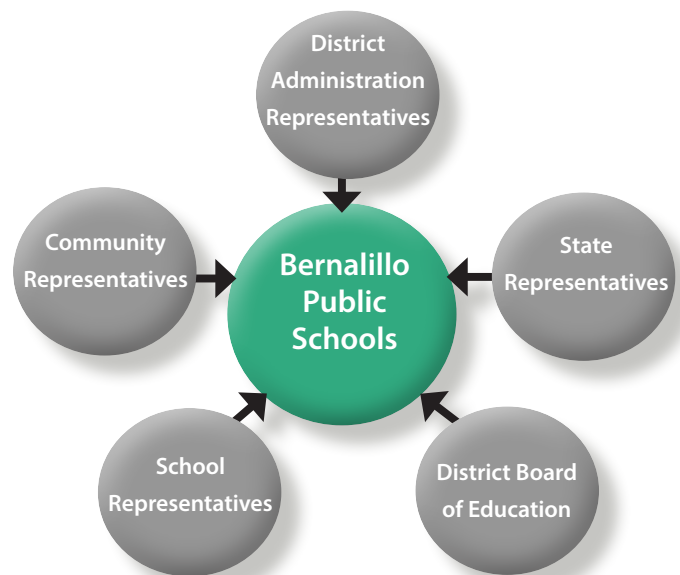
DECISION MAKING AUTHORITY

The Board of Education commissioned the development of this 5 Year Facilities Master Plan (FMP) to serve as a reference and guide for Bernalillo Public Schools (BPS). It is recommended that this plan be reviewed yearly and modified as necessary to reflect the direction and accomplishments of BPS. It is the responsibility of BPS to review and revise the content of this FMP every 5 years.

FACILITIES MASTER PLAN PROCESS

Bernalillo Public Schools recognizes that success of this FMP and subsequent projects depend on the District developing strong partnerships between BPS staff, the State of New Mexico and the local community. Each entity plays a vital role in the progress of the District. Without the support of all partners, the District will not be able to move forward with its capital plan.

BPS has developed a long, successful relationship with the local community and with the State's PSCOC / PSFA representatives. BPS continuously seeks input from the local community and is aware of their concerns for the future of the District. To serve as a liaison between the School Board and the community, an Advisory Committee was appointed by BPS to assure that all aspects of the District were represented.



Utilization of Data in the FMP Process

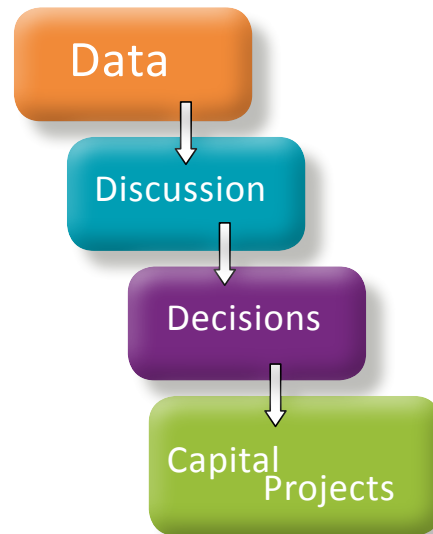
The driving force behind recommendations made by the Advisory Committee, BPS community and Board of Education was quality representation of the accumulated data. Through each phase of the process, participants were presented with data and information which they analyzed, discussed and developed recommendations.

Committee members and the community were asked to provide insight behind the data that may be causing certain situations to develop in the Bernalillo area. Community members' insight is crucial in making strong recommendations of how the FMP will use funds towards capital projects that affect BPS.

District Data

The data presented to partners and stakeholders during the FMP process included:

- Enrollment History/Projections based on:
 - Births
 - Migrations
 - Housing
 - Programming Requirements
 - Historical Enrollments
- Community and School Profile based on:
 - Demographics
 - Educational programs
 - Academic Achievements
 - Financial Information
- Educational Facility Assessments based on:
 - Capacity/Utilization Studies
 - Profiles
 - Priorities
 - Quantitative/Qualitative Analysis
 - Facilities Assessment Database (FAD) information
 - Code Review
 - ADA compliance

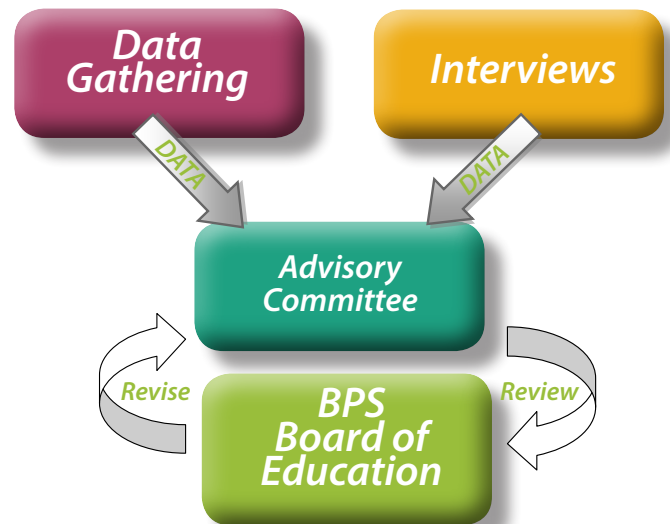


FMP Participatory Process

GS Planning conducted interviews with BPS administration and staff. This information along with the data listed above was used by the Advisory Committee as a basis for discussion of BPS facilities. The committee included members from the State, District administration, faculty, department heads, staff and community.

Initially, the Advisory Committee had the task of reviewing information about the Bernalillo Public Schools facilities, understanding the requirements of a facility master plan and generating goals and recommendations for the District's facilities.

As the process advanced, the FMP Committee worked closely with the BPS School Board, reviewed all documents for accuracy, correlated all information acquired during the meetings, and made a final recommendation to the BPS School Board. Ultimately, the School Board is responsible for approval of the final FMP.



FMP PRIORITIZATION SCHEDULE

The following is a list of all meetings and agendas in the FMP process.

Refer to Section 4.2- Appendix for the sign-in sheets, agendas, and presentations of each FMP meeting.

Participants	Meeting Description	Location	Date	Time
BPS Core FMP Committee	Superintendent Meeting: Review PSFA concerns; FMP Process		29-Mar-17	
BPS Maintenance	Review FAD & FMAR Reports		25-Apr-17	
BPS Core FMP Committee	Strategic Planning Mtg.: Review PSFA concerns; Establish FMP Process & Schedule; Establish Roles & Responsibilities & Decision Making Process; Establish Committees; Discuss FMP Goals; District Issues, Concerns & Needs		25-Apr-17	
Greer Stafford	Site Assessments / Principal Interviews		9-May-17	9:30-4:00pm
Greer Stafford	Site Assessments / Principal Interviews		10-May-17	9:30-4:00pm
Greer Stafford	Site Assessments / Principal Interviews		11-May-17	1:00-4:30pm
BPS Core FMP Committee	Interviews Data; Review 1st FMP Steering Committee Agenda; Discuss FMP Goals; District Issues, Concerns & Needs		11-May-17	4:30-5:30pm
BPS School Board & Community	Review of FMP Process and committees		11-May-07	5:30pm
Greer Stafford	Department Interview		May 2017	
BPS Core FMP Committee	Review Data & Background Information; Review 1st FMP Steering Committee presentation; Discuss Use of Surveys; Discuss FMP Goals; District Issues, Concerns, Needs; Develop Agenda for 2nd Steering Committee Mtg		31-May-17	11:00-12:00pm
1st FMP Steering Committee	Review & Discuss FMP Process & Schedule; Present Data & District Background Info; Input on FMP Goals, Issues, Concerns & Needs		31-May-17	1:00-2:30pm
BPS Maintenance	Finalize FAD & FMAR Reports		31-May-17	2:30-3:30pm
BPS Core FMP Committee	Review Data & Begin Surveys; Review 1st FMP Steering Committee input; Review 2nd FMP Steering Committee presentation; Discuss FMP Goals; District Issues, Concerns, Needs, Priorities & Options; Develop Agenda for 3rd Steering Committee Mtg			
2nd FMP Steering Committee	Summary of District Data & Background Information; Discuss & Input on Goals, Issues, Concerns & Needs; Review and input on draft Surveys; Discuss Community Meetings		1-Aug-17	1:00-2:30pm
BPS Core FMP Committee	Review 2nd FMP Steering Mtg input. Review community presentation; Discuss District Options & Priorities; Discuss Community Meetings & 3rd FMP Steering mtg.; Finalize Surveys			

SECTION
1.2

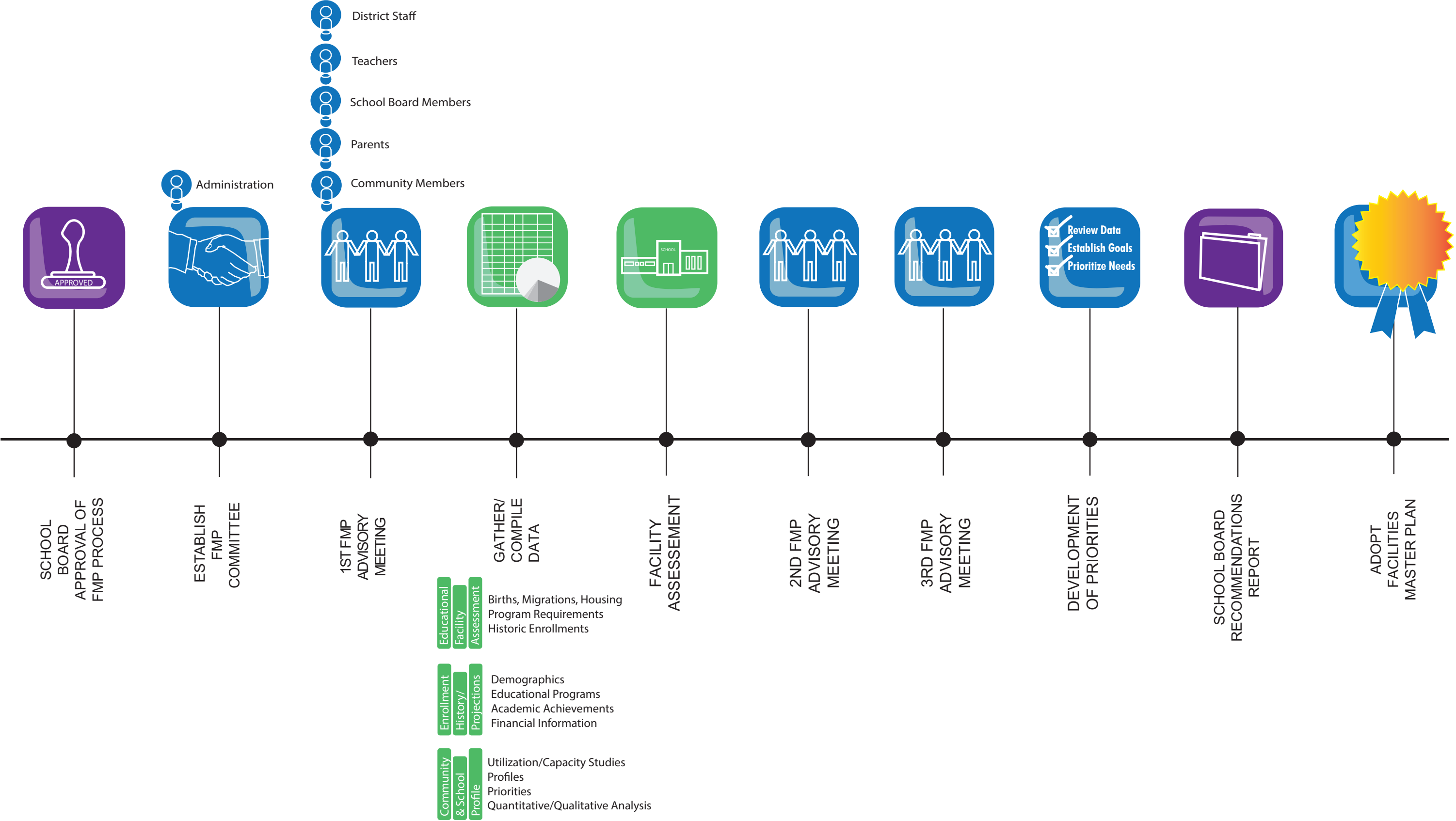
Process

Community Meeting	Background Information; Discuss & Input on Goals, Issues, Concerns & Needs			
Greer Stafford	Issue Community Surveys			
BPS Core FMP Committee	Review Survey summary and community input; Review 3rd FMP Steering Mtg presentation; Discuss and outline Priorities; Options; Discuss Capital Plan and Recommendations			
3rd FMP Steering Committee	Review Survey Summary and community input; Discuss & Input on District Options, Priorities, Capital Plan and Recommendations		12-Sep-17	
School Board and Community	Review of District Priorities, Capital Plan and Recommendations.		29-Nov-17	
School Board	Adopt FMP		21-Dec-17	

Conclusion

The process of participation for the BPS FMP reflects the level of commitment of the BPS community to its students. This process was possible because of the groundwork for community engagement already established by the District. The FMP document contains the priorities, objectives and goals the committees put forth.

The following page contains a graphic representation of each stage of the process to arrive at a final FMP document.



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Acronyms/Definitions

AES – Algodones Elementary School	FAD – Facility Assessment Database
ANC – Ancillary	FCI – Facility Condition Index (the ratio of need repairs to current replacement value)
ART – Art	FF&E – Furniture, Fixtures and Equipment
ATD – Attendance Office	FIN – Finance Office
AUD – Auditorium	FMP – Facilities Master Plan
AUX – Auxiliary	FO – Front Office
AV – Audio/Video (room, closet)	FP – Free Play (area)
B – Boy’s Toilet	FS – Food Service
BES – Bernalillo Elementary School	FZ – Freezer
BDCP – Broadband Deficiencies Corrections Program	G – Girl’s Toilet
BHS – Bernalillo High School	GSF – Gross Square Feet, or the sum of the net assignable square feet plus all other building area that is not assignable.
BIE – Bureau of Indian Education	GYM – Gymnasium
BKRM – Book Room	ITV – Interactive Television
BLDG – Building	J – Janitor’s / Custodial Closet
BMS – Bernalillo Middle School	HL – Hall
BPS – Bernalillo Public Schools	KIT – Kitchen
BR – Boiler Room	LA – Language Arts
BRK – Break Room	LEA – Local Education Agency
Building Efficiency – Ratio - NASF/ GSF	LEPS – La Escuelita Pre-School
BUS – Business	LIB – Library
BYOD – Bring Your Own Device	LKRM – Lockers (room, area)
CCSS – Common Core State Standards	LNG – Lounge
CEMS – Cochiti Elementary Middle School	LOB – Lobby
CONF – Conference Room	M – Men’s Toilet
CSCI – Computer Science (lab, room)	MACC – Maximum Allowable Construction Cost
CAF – Cafeteria	MBPS – Megabits per Second
CLRM – Classroom	MT – Math
CNC – Concessions	MAT – Material Storage
CNG – Changing Room	MC – Media Center
COMP – Computer Lab	M – Mechanical
CON – Conference	MNT – Maintenance (room, area)
COR – Corridor	MP – Multi-Purpose Room
COUN – Counseling	MS – Media Storage
DD Program – Developmentally Delayed Program	N – Nurse
DW – Dish Wash (room, area)	NASF – Net Assignable Square Feet, or building area that can be assigned to specific task, not including building circulation, wall thickness, mechanical equipment and toilet facilities
E – Electrical	
ENG – English	
EPSS – Educational Plan for Student Success	
EQ – Equipment	
F – File Room	

Acronyms/Definitions

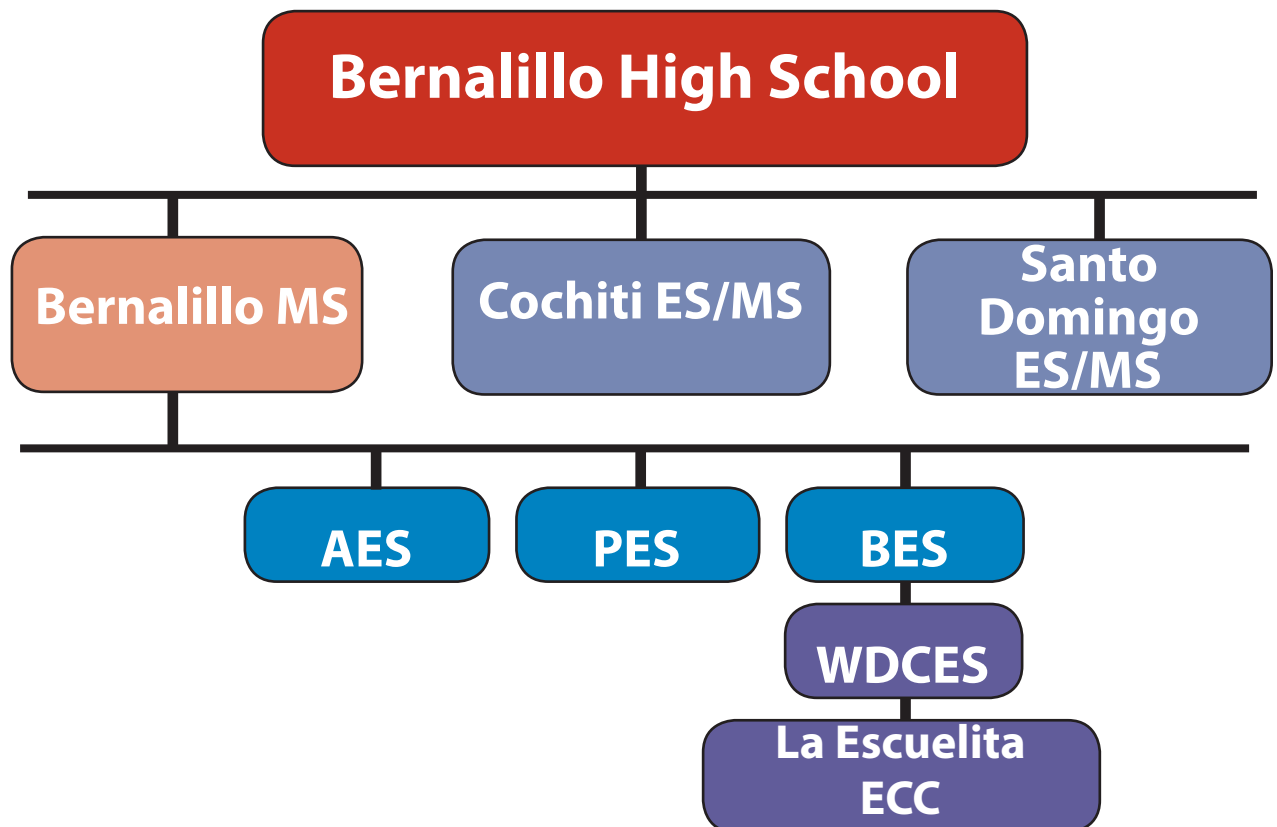
NMAS - New Mexico Adequacy Standards	W – Women’s Toilet
O – Office	WAIT – Waiting (area, room)
PE –Physical Education	WCES – W. Carroll Elementary School
PED – Public Education Department	WR – Work Room
PER – Personnel Office	WTS – Weight Room
PES – Placitas Elementary School	
PERM – Permanent building	
PLC - Professional Learning Communities	
PORT – Portable Building	
PSCOC – Public School Capital Outlay Council	
PTR – Pupil to Teacher Ratio	
PSFA – Public School Facilities Authority	
REF – Refrigerator	
SB – Sport’s Booth	
SCI – Science (room, lab)	
SEAT – Seating (area)	
SDEMS – Santo Domingo Elementary Middle School	
SS – Social Studies	
SF – Square Feet	
SHWR – Shower (area)	
SLP – Speech / Language Pathology	
SPED – Special Education	
SQFT – Square Feet	
S/R – Secretary / Receptionist	
SRVC – Service (area)	
SRVG – Cafeteria Serving (room, area)	
SS – Social Studies	
State FCI – State Facilities Condition Index	
State ID – State Building Identification Number	
STG – Stage	
STO - Storage	
SUP – Supply (room, closet)	
T – Toilet (unisex)	
TARE – The area allowing circulation, space for electrical, mechanical, bldg and tech systems, toilets and wall thickness	
V – Vault	
VE – Vestibule	
VOC – Vocational (room, lab)	

Programs

2.1.1 BPS OVERVIEW OF CURRENT EDUCATIONAL PROGRAMS AND FACILITIES

2016-17 Enrollment	3,188 Students
Number of Schools	9 Schools
Types of Schools	1 High School
	1 Middle School
	2 Elementary / Middle Schools
	4 Elementary Schools
	1 Early Childhood Education Center
Average BPS Pupil to Teacher Ratio (PTR)	Elementary School = 16.82
	Middle / High School = 15.46
State Charter School	0
Alternative Schools operating in BPS	None
Private Schools Operating within BPS	
BIE Schools Operating within BPS	San Felipe School, K - 7th; Keres Children Learning Center (Cochiti), 3 - 6 year olds

The following graph depicts BPS school feeder chart.



Average Teacher to Pupil District Ratio 17

State Charter Schools operating in District 0

School Grades

The Public Education Department (PED) uses a school grading system for each school across the State of New Mexico. The following are the 2016-17 grades for BPS schools:

SCHOOL NAMES:	2016-2017	2017-2018
ALGODONES ELEMENTARY	F	D
BERNALILLO ELEMENTARY	D	C
BERNALILLO HIGH SCHOOL	D	C
BERNALILLO MIDDLE SCHOOL	D	F
COCHITI ELEMENTARY SCHOOL	B	B
COCHITI MIDDLE SCHOOL	C	B
PLACITAS ELEMENTARY SCHOOL	A	A
SANTO DOMINGO ELEMENTARY SCHOOL	D	F
SANTO DOMINGO MIDDLE SCHOOL	C	F
WD CARROLL ELEMENTARY SCHOOL	D	B

Educational Programs

Federal Programs

BPS participates in and receives federal monies from the following programs:

- Title I - Rural / Low Income Schools
- Title II - Professional Development
- Title III - English Language Acquisition
- Title VII - Indian Education Programs and Bilingual
- Title VIII - Federal Impact Aid funds Indian Education Programs

School Programs

BPS provides its students with a diverse and comprehensive package of educational programs that supplement academics.

BPS provides the following programs and services to its students throughout the District:

- Special Education
- Response Through Intervention(RTI)
- Tutoring
- Bilingual Programs
- Reading First Programs
- NM Pre-K and District Pre-K programs

BPS provides the following programs to Middle and High School:

Advanced Placement (AP) -
 English
 Math
 Science
 Gifted Programs
 Fine Arts
 Technology
 Languages
 Multi-Cultural Education
 Distance on-line and Interactive Television (ITV) Courses
 Career Academy
 Advanced Placement College Credit Programs

BPS High School also provides and encourages participation in dual - credit and college credit courses through University of New Mexico. Students can take classes online or in person.

Extracurricular Programs

Athletics:

Football
 Cross Country
 Golf
 Soccer
 Basketball
 Baseball
 Softball
 Volleyball
 Track and Field
 Cheer
 Dance

Clubs / Activities:

Band / Choir / Orchestra
 MC Junior Reserve Officer Training Corps
 Yearbook
 National Honor Society
 Bowling Club
 Drama Club
 MESA
 Student Government

2.1.2 ANTICIPATED CHANGES IN EDUCATIONAL PROGRAMS

BPS does not anticipate major changes in educational programming overall in the near future. Currently Algodones ES is over capacity and the District has been transporting 5th grade students to

Bernalillo ES. One of the goals of this FMP is to develop a plan to add classrooms to Algodones ES in order to keep 5th grade students at the elementary school.

2.1.3 SHARED / JOINT USE OF FACILITIES

BPS does not have joint or shared use with any other private or public entities and does not have any plans to increase shared or joint use in the near future.

BPS facilities are available for use by the community. All community access must comply with Bernalillo Public Schools Board of Education established policies related to community use of District facilities. The community has access to the following District facilities or property:

- Athletic Fields
- Gymnasiums
- Libraries and Cafeterias - available for community meetings and gatherings

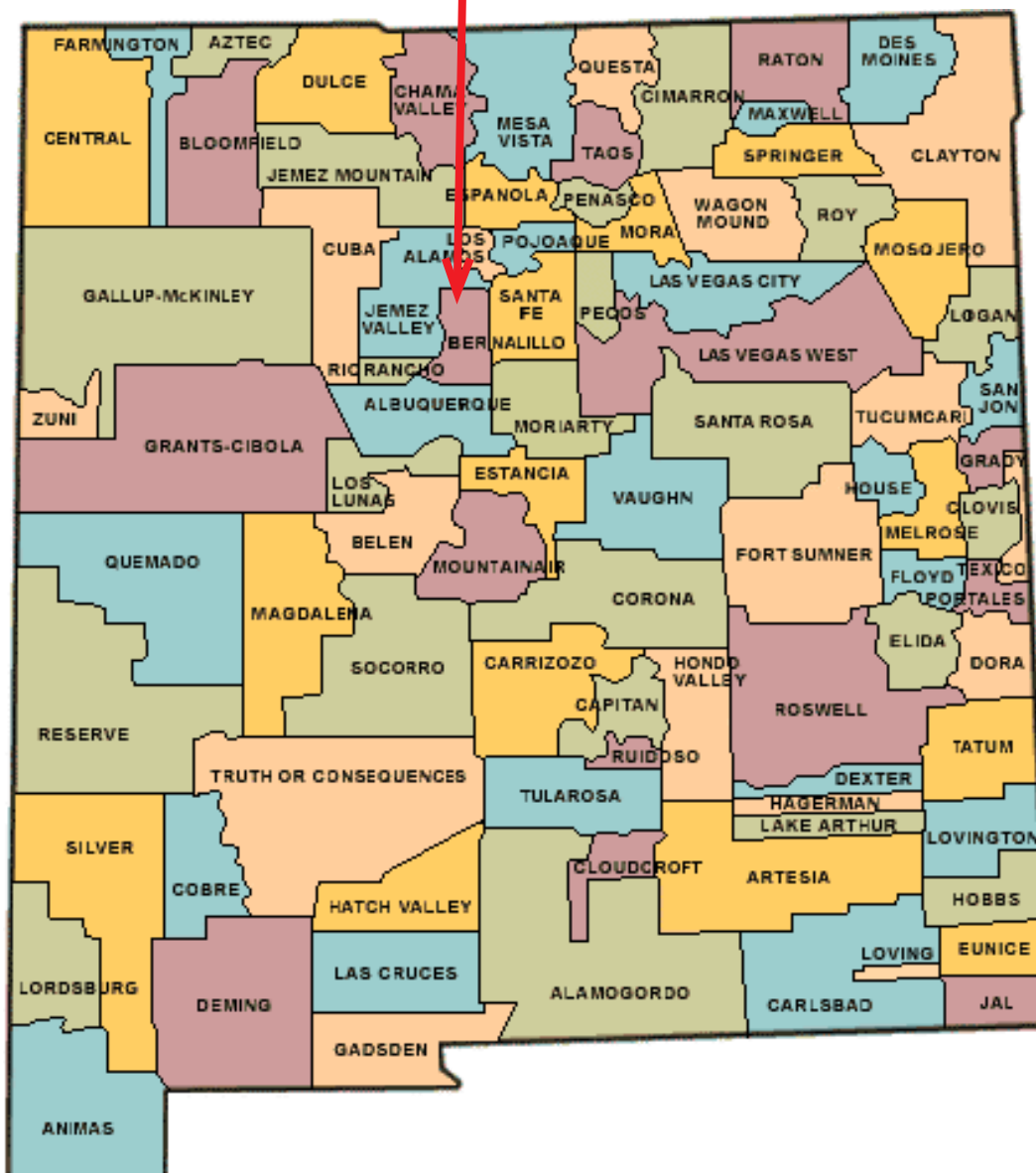
Sites / Facilities

2.2.1 MAPS

Bernalillo Public Schools Boundaries

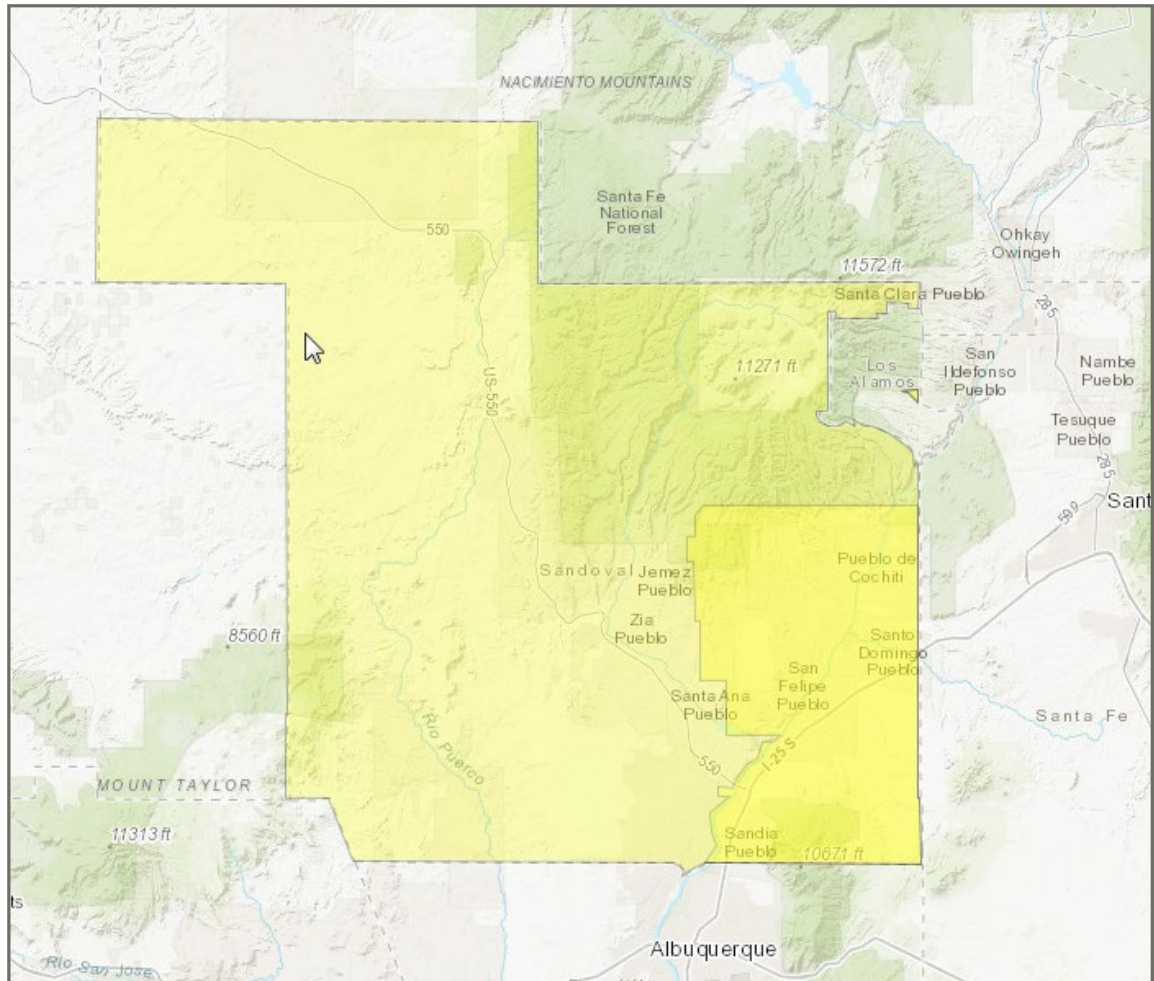
Bernalillo Public Schools (BPS) is located in north western New Mexico in Sandoval County. BPS schools are located in the towns of Bernalillo, Algodones, Cochiti, Santo Domingo and Placitas, New Mexico. The District shares borders with the Jemez Valley, Rio Rancho, Albuquerque, Moriarty and Santa Fe school districts. Bernalillo Public Schools incorporates 648 square miles.

In the map of New Mexico School Districts below, the red arrow points to the Bernalillo Public Schools location.



Sites / Facilities

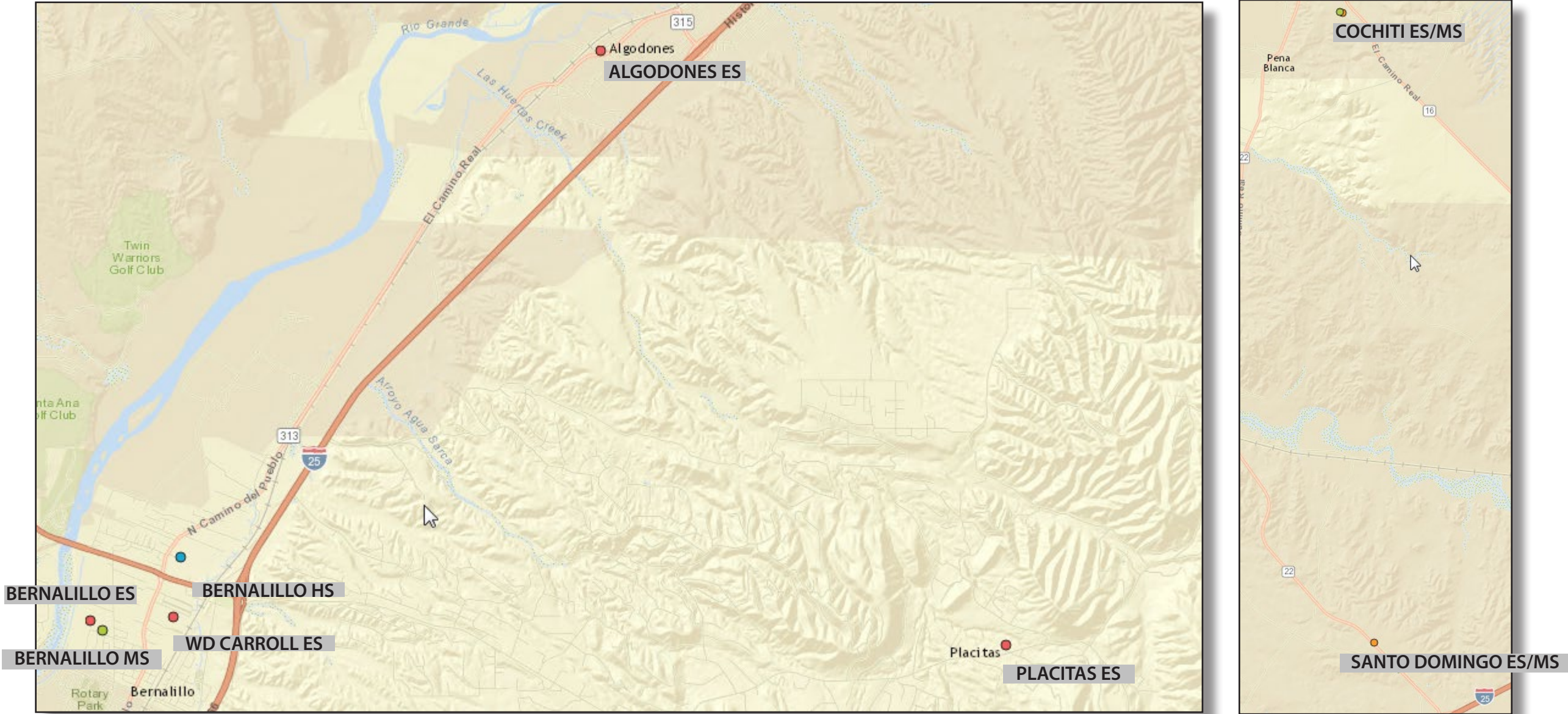
The map below shows Bernalillo Public School District (BPS) boundaries in relation to Sandoval County. Most of the District's students live in towns of Algodones, Bernalillo, Placitas and in the Pueblos of Santo Domingo and Cochiti.



Basemap Source: US Census.gov

Bernalillo Public Schools Locations

In the following maps, each BPS School location is depicted. Four of the ten schools are located in the Town of Bernalillo. Algodones ES is located approximately 6 miles to the northeast in the Town of Algodones. Placitas ES is located approximately 7 miles to the east in Placitas, NM. Santo Domingo ES/MS is located approximately 18 miles northeast near Santo Domingo Pueblo. Cochiti ES/MS is located approximately 24 miles northeast near Cochiti Pueblo.



Source: PSFA GIS

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Sites / Facilities

Bernalillo Public Schools Facility Inventory

Bernalillo Public Schools has 9 schools. The state identification number is 61430 and the sites are District owned. The total facility inventory square footage is 735,360 including administration.

There are 15 portable classrooms District wide; 9 of which are at the closed Roosevelt Elementary School. The remaining 6 that are in use are located at (2) Algodones, and (4) at Cochiti ES/MS. Of the 268 total classrooms, 162 are general use, 73 are special use and 33 special education. Total enrollment at 2016-17 PED 40 day count was 3,188 students. There are approximately 16.2 square feet per student of District facilities. Total permanent facility square footage, according to PSFA is 657,828sf including administration and support. According to the documents presented in this FMP, actual total permanent facility square footage is 735,360 including administration.

FAD Rankings

The following table contains the FAD Rankings for all District Schools:

School	2016-17 Rank	2017-18 Rank	2017-18 Rank2	Weighted NMCI
Algodones ES	63	55	55	30.78%
Bernalillo ES	663	663	664	3.22%
Carroll ES	404	403	404	13.90%
Placitas ES	605	603	604	5.41%
Cochiti ES/MS	397	395	396	14.14%
Santo Domingo ES/MS	738	736	737	0.00%
Bernalillo MS	346	344	345	16.04%
Bernalillo HS	673	673	674	2.67%

The following page contains the Bernalillo Public School Facility Inventory Table.

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SECTION
2.2

Site/Facilities

FACILITY INVENTORY
2018-2023

Facility Name	State ID	Address	Open Date	Age (Years)	Construction Dates	State FCI	Replacement Value from State Database	Weighted NMCI	Site Acreage	Owned or Leased	Total Permanent Bldg Area	Total Portable Bldg Area	Total Bldg Area (GSF)	Grades	Current Year Enrollment (40 day)	No. of General Classrooms	No. of Special Ed Classrooms	No. of Special Use Classrooms	Total Classrooms	No. Single Portables	Port CR % of Total	GSF Per Student	
Early Childhood																							
La Escuelita Pre-School	n/a	301 Calle del Escuela 87004	2009	8	2009	n/a	\$3,601,565	20.28%	-	Owned	22,712	0	22,712	Pre-K	164	9	4	1	14	0	0%	138	
						Sub-totals	n/a	\$3,601,565	n/a	0.00	n/a	22,712	0	22,712	n/a	164	9	4	1	14	0	0%	138
Elementary																							
Algodones ES	61431016	1399 Highway 313 87001	1990	27	1990, 2011	53.81	\$4,218,478	14.38%	2.95	Owned	25,156	1,792	26,948	PreK - 4	193	11	1	3	15	2	13%	140	
Bernalillo ES	61431136	480 Calle del Norte 87004	2010	7	2010	9.07	\$10,686,882	8.01%	0.01	Owned	65,479	0	65,479	3 - 5	442	21	4	10	35	0	0%	148	
Carroll ES	61431140	301 Calle del Escuela 87004	2011	6	2011	17.26	\$10,676,763	20.49%	13.65	Owned	65,417	0	65,417	K - 2	373	22	5	7	34	0	0%	175	
Placitas ES	61431127	05 Called del Carbon 87043	1975	42	1975, 89, 2006	23.4	\$5,841,642	24.28%	4	Owned	35,792	0	35,792	K - 5	120	10	2	6	18	0	0%	298	
Cochiti ES/MS	61431151/024	800 Quail Hill Trail 87041	1990	27	1990, 2006, 10	28.05	\$10,505,183	19.43%	22.4	Owned	63,510	3,584	67,094	PreK - 8	294	15	4	9	28	4	14%	228	
Santo Domingo ES/MS	61431151/028	100 Highway 22 West 87052	1957	60	1957, 90, 92, 95, 2005	0	\$7,916,029	18.90%	15.17	Owned	49,415	0	49,415	K - 8	314	16	2	10	28	0	0%	157	
						Sub-totals	n/a	\$49,844,977	n/a	58.18	n/a	304,769	5,376	310,145	n/a	1,736	95	18	45	158	6	4%	191
Middle School																							
Bernalillo MS	61431026	485 Camino don Thomas 87004	1957	60		41.49	\$16,920,352		17.9	Owned	104,317	1,792	106,109	6 - 8	473	27	7	12	46	0	0%	224	
						Sub-totals	n/a	\$16,920,352	n/a	17.90	n/a	104,317	1,792	106,109	n/a	473	27	7	12	46	0	0%	224
High Schools																							
Bernalillo HS	61431027	250 Isidro Sanchez Rd. 87004	2016	62	2016, 2017	11.1	\$34,322,576	7.07%	44.73	Owned	188,934	0	188,934	9 - 12	815	31	4	19	54	0	0%	232	
						Sub-totals	n/a	\$34,322,576	n/a	44.73	n/a	188,934	0	188,934	n/a	815	31	4	19	54	0	0%	232
						Totals	n/a	\$104,689,470	n/a	120.81	n/a	620,732	7,168	627,900	n/a	3,188	162	33	77	272	6	2%	196
Real Estate Holding																							
Roosevelt ES - Closed		842 Camino don Thomas, 87004	1920	97	1920, 33, 68, 75, 93, 01					Owned	54,820	0	54,820	n/a	0	0	0	0	0	9	0%	0	
									Real Estate Holding Totals:														
									0.00	n/a	54,820	0	54,820	n/a	0	0	0	0	0	9	0%	0	
Administrative and Support																							
Cochiti Housing 9 Units		800 Quail Hill Trail 87041			Unknown	84.66	\$0	0	0	Owned	8,900	0	8,900	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
District Transportation	61430000	224 N. Camino del Pueblo			Unknown	84.66	\$1,835,342	0	0	Owned	3,883	0	3,883	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
District Warehouse	61430000	225 N. Camino del Pueblo			Unknown	84.66	\$0	0	0	Owned	7,289	0	7,289	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
District Support	61430000	226 N. Camino del Pueblo			Unknown	84.66	\$0	0	0	Owned	3,936	1,769	5,705	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
District Administration	61430000	227 N. Camino del Pueblo			Unknown	84.66	\$0	0	0	Owned	4,899	0	4,899	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Central Office/Dist. Property	61430000	560 Camino del Pueblo			Unknown	84.66	\$0	0	0.0	Owned	21,964	0	21,964	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
						Sub-totals	n/a	\$1,835,342	n/a	0.00	n/a	50,871	1,769	52,640	n/a	0	0	0	0	0	0	0	
						District Totals	n/a	\$106,524,812	n/a	120.81	n/a	726,423	8,937	735,360	n/a	3,188	162	33	77	272	6	2%	196

Notes
The Facility Sq.Ft. Including Portables is from the FMP drawings and it might differ from the Sq. Ft. identified on the FAD.

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District Growth

This District Growth analysis takes a look at the region that impacts Bernalillo Public Schools (BPS). In this section relevant demographic information regarding the populations living in Sandoval County, the Town of Bernalillo, Placitas, Algodones, the Pueblos of Cochiti and Santo Domingo, and the BPS service area boundaries will be documented. The first part of this section focuses on demographic factors affecting BPS, the second part focuses on economic and development factors that may contribute to growth within the District.

Data Resources

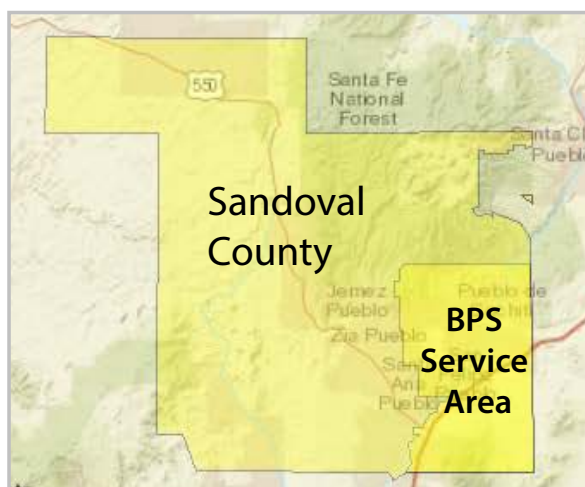
Data used in this District Growth analysis was obtained from the Bureau of Business and Economic Research (BBER), and both American Community Survey (ACS) data and US Census Bureau data all of which will be used interchangeably to yield a thorough interpretation of the demographic factors affecting the communities and the Bernalillo Public Schools service area.

The 2010-2015 ACS provides estimates regarding demographic profiles including population and economic characteristics of geographic areas in the United States. ACS data is collected in 1 year and 5 year periods and provide a more detailed analysis of a given population than 10 year census data. The population estimates of the ACS do not match the official counts of the 2010 census, but provide a reliable outlook regarding the demographic conditions of a particular geographic area. State and county data resources are also used throughout this section, please see source information in each subheading for details.

Bernalillo Public Schools

Sandoval County

The region encompassing BPS is in the eastern section of Sandoval County. Sandoval County is located in the northern central region New Mexico. It shares its southern border with Bernalillo County. A large part of Sandoval County is Native American Reservation lands. The proximity



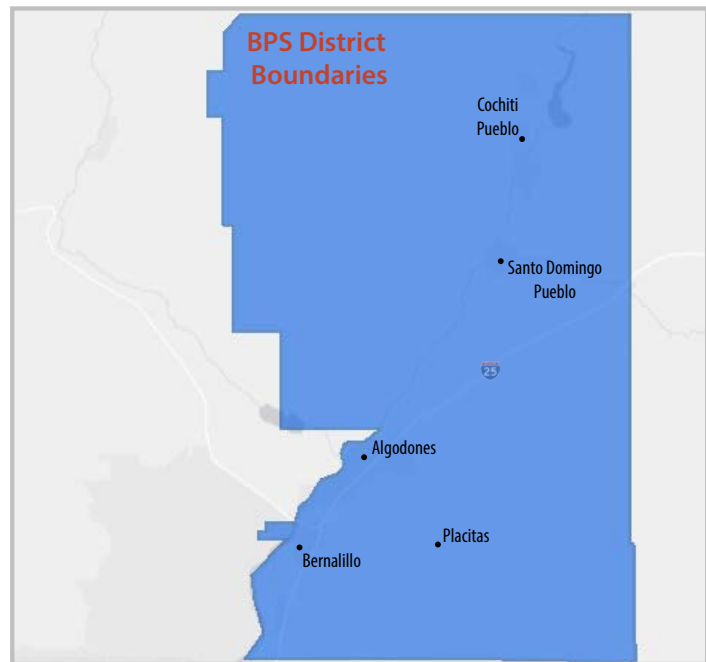
Basemap Source: US Census Bureau

of the Town of Bernalillo to San Felipe, Santo Domingo and Cochiti Pueblos has a distinct impact on the district's enrollment demographics. The region's economic development is fueled by four top industries; Administrative, health care, hospitality and educational services jobs. The largest cities in Sandoval County are Rio Rancho, Corrales and the Town of Bernalillo.

The close proximity of these communities to the City of Albuquerque, which offers diverse employment opportunities results in frequent mobility between these communities. Enrollment fluctuations in the corresponding school districts reflects this mobility.

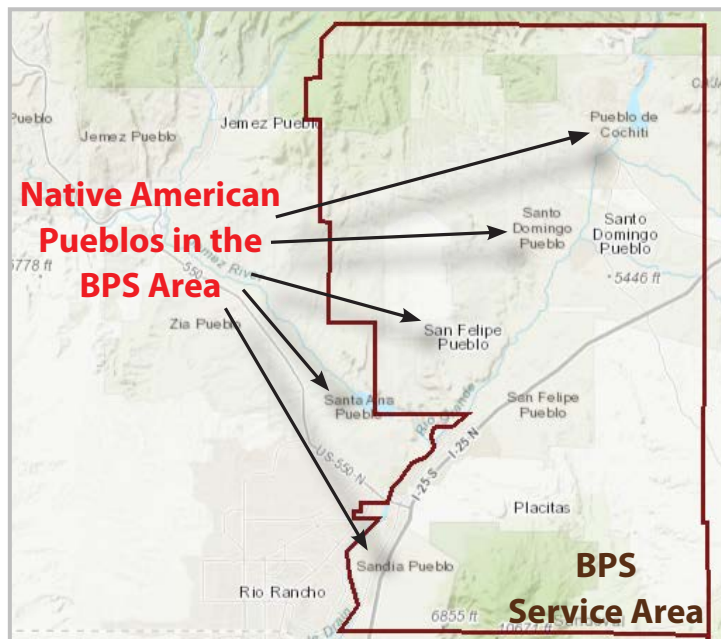
District Growth

The BPS school facilities are located primarily in the Town of Bernalillo, with two elementary schools, middle school and high school within the Town of Bernalillo. As shown in the map to the right, BPS boundaries include a large section of rural sparsely populated land to the east. (Base map Source: NM Community Data Collaborative).



Native American Land Boundaries

Bernalillo Public Schools boundaries include Santo Domingo, San Felipe, Santa Ana, Sandia and Cochiti. This area of land is populated primarily by Tribal Members who primarily attend the public schools in the area. More on the ethnic and racial demographic characteristics are shown later in this section. The map below shows the area of Native American Pueblos in proximity to Bernalillo (Base map Source: US Census Bureau).

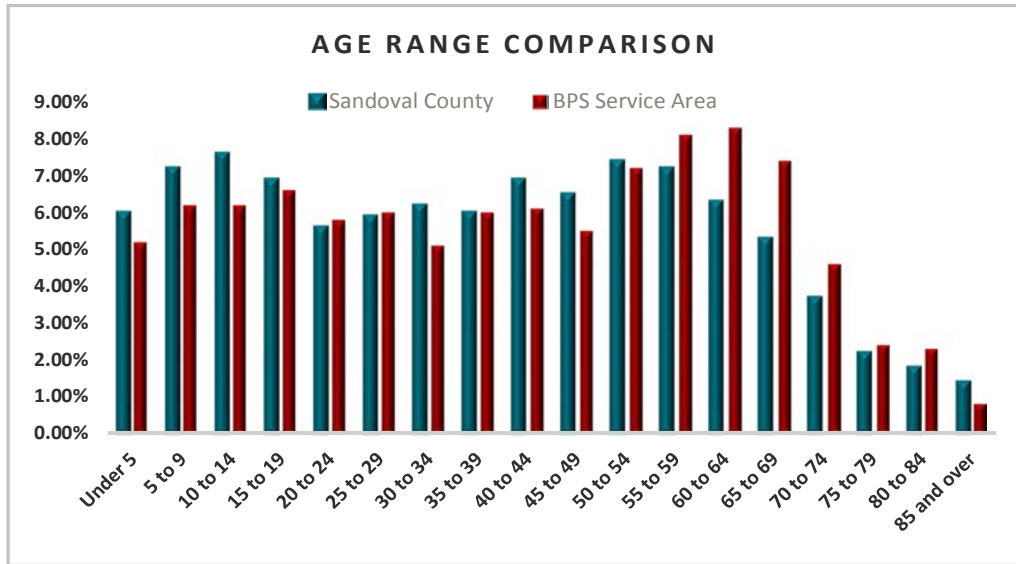


District Growth

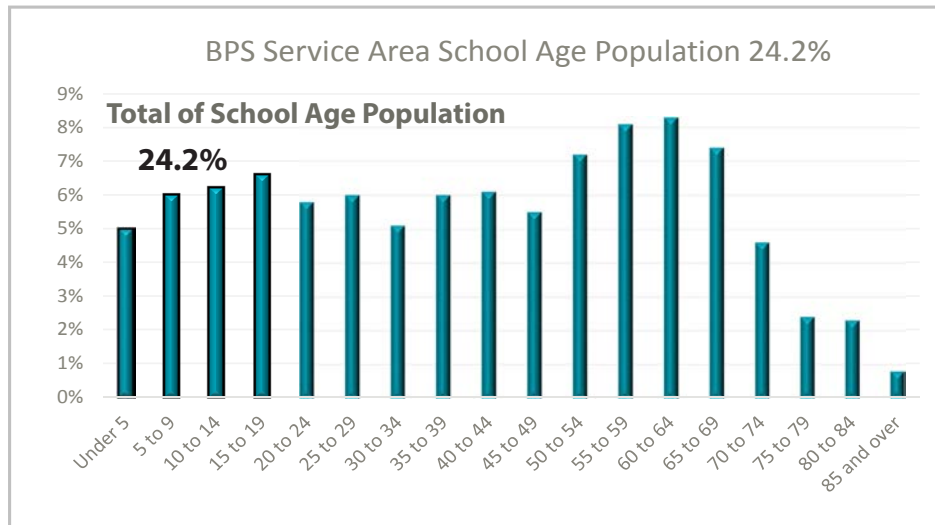
DEMOGRAPHIC TRENDS

Bernalillo Public Schools Area Population Comparisons

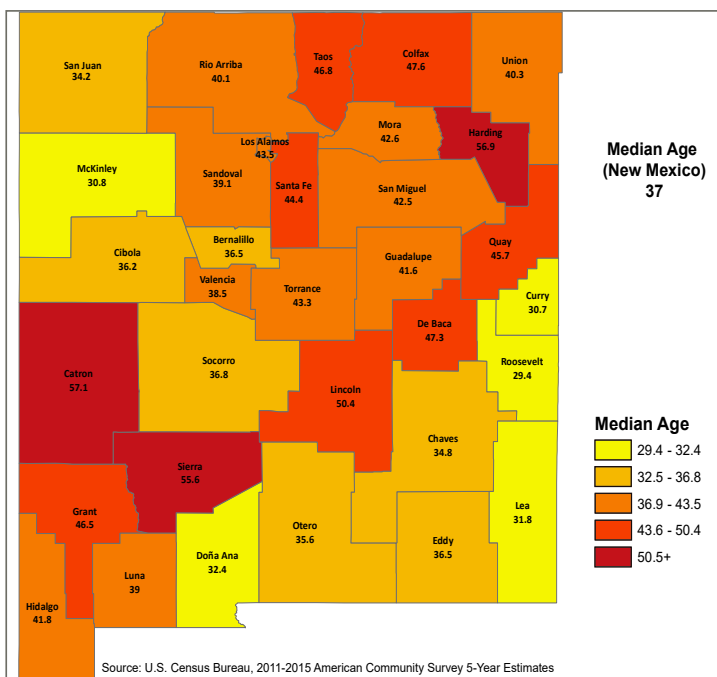
According to the 2015 U.S. Census, median age in Sandoval County was 39.1 years. The median age for the BPS Service area was 42.2. Both values are above the NM Median age of 37 (Source: U.S. Census 2015 & 2010).



In the BPS service area, the percentage of the population that is school age is approximately 24.2%. The entire area has a proportionate percentage of the population in the wage earning categories of 20 - 64 years. This bodes well for the future of BPS as this population tends to have children living at home and enrolled in school. These population numbers are from the 2015 ACS and reflect that the working class population tends to be higher for the individual age ranges of 50-65. In addition, Sandoval County is one of the fastest growing areas in the United States with a population growth of 43% since year 2000. This is due in part by the addition of large employers that have moved into cities within Sandoval County and the favorable tax rate in comparison with larger border cities like Corrales and Albuquerque.



District Growth

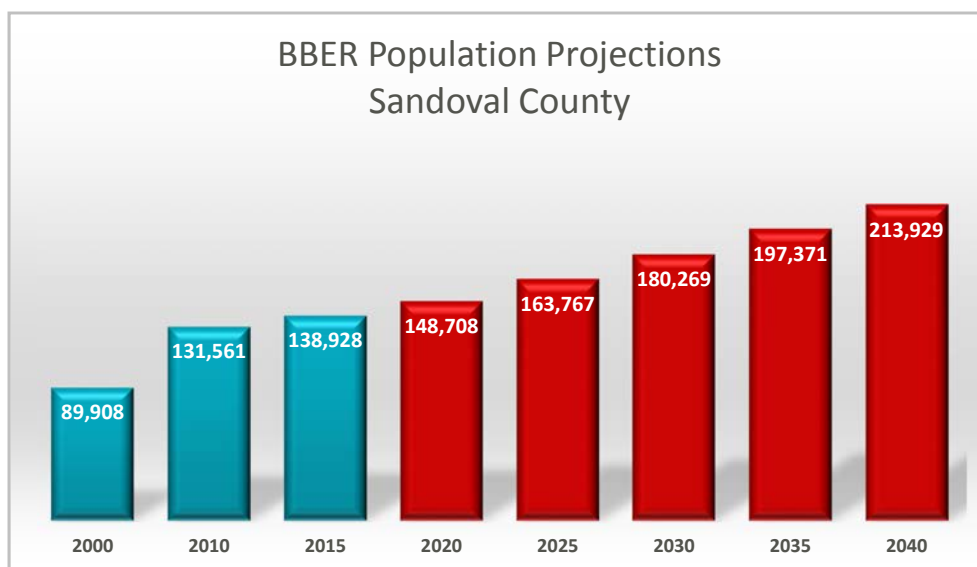


New Mexico County Median Age Comparison Map

The following map compares median age across New Mexico in 2015. In this map Sandoval County’s median age is 39.1 and is among the mid range compared to other counties in New Mexico. Again this is a good sign that the area is retaining young families.

Sandoval County Historic and Projected Population

Population numbers in Sandoval County increased substantially since 2000. BBER census projections for New Mexico Counties from the present through 2040 projects that Sandoval county population will continue to show strong growth through 2040 (Source: UNM Geospatial and Population Studies, New Mexico County Projections July 1, 2010 to July 1, 2040, Bureau Business and Economic Research, UNM. Released Oct. 2012).



District Growth

Population Growth Comparisons

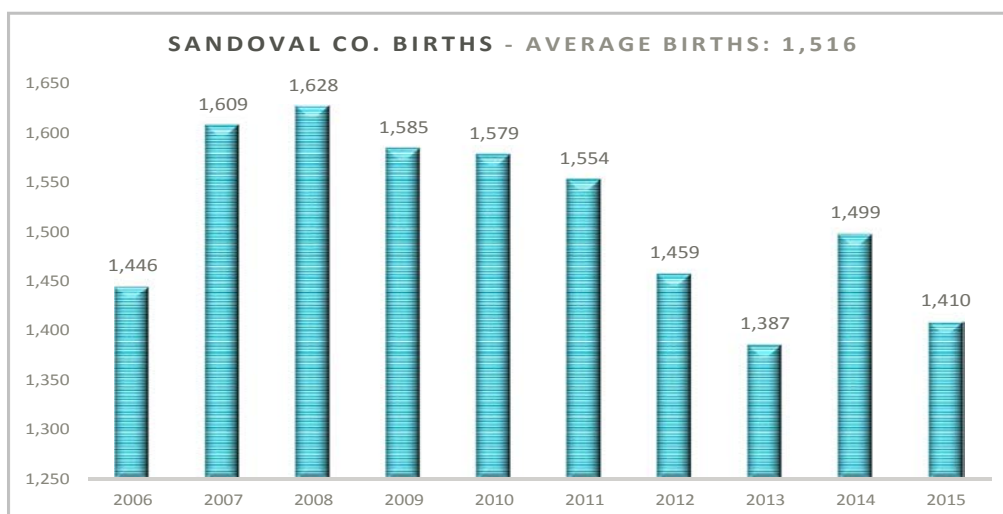
Comparisons of county, BPS service area and BPS enrollment shows that all population centers associated with BPS increased in population. While the growth in population is modest, it represents growth rather than stagnation or decreases which is positive for the District. As indicated earlier, economic conditions in the retail, hospitality and call centers weighs heavily in the influence of population fluctuations in the area. Population and enrollment numbers should be monitored carefully for sudden changes.

Total Population	2010	2015	% Change
New Mexico	2,013,122	2,084,117	+ 3.50%
Sandoval County	124,263	136,638	+ 9.90%
BPS Service Area	24,430	25,521	+ 4.50%
BPS Enrollment	3,043	2,968	- 2.40%

In 2010, District enrollment constituted approximately 2.4% of county population, in 2015 it registered a slight change to 2.17%. This indicates that BPS enrollment decreased although Sandoval County's population grew in the same time period (Source: ACS 5-Year Estimates, 2010-2015, 2010-2014; PSFA Enrollment Trends, 2015-16).

Sandoval County Births

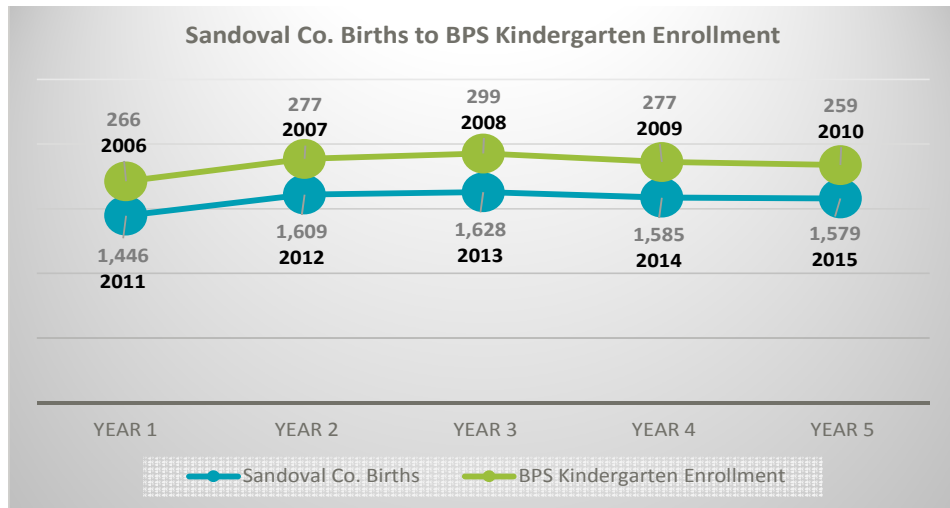
The following graph depicts the combined births in Sandoval for the last 10 years. These births provide a point of reference to the number of entering kindergarten students to BPS. The graph shows that an average of 1,516 children were born per year from 2006 to 2015. In 2010 there were 1,579 births; this number provides us with an estimate of the number of entering kindergarten students in the 2015 school year (Source: NM Department of Health).



District Growth

Sandoval County Births to BPS Kindergarten Enrollment

In the next chart, births to kindergarten enrollment are compared in two separate 6 year periods (The X coordinate represents the periods and the Y coordinate represents the number of children). The relationship between the two sets are analyzed so that the number of births in a given year are an indicator or the number of kindergarten enrollment 6 years later. For example, Year 1 of birth (2005) corresponds to Year 1 of kindergarten enrollment (2010) because the child who was born in 2005 will attend kindergarten in 2010.



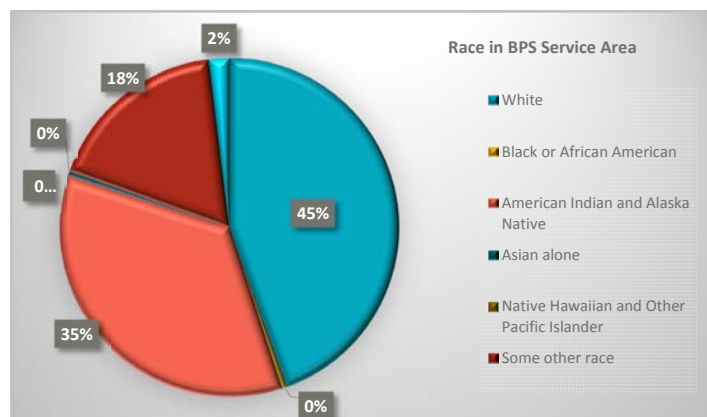
The average number of Sandoval County births from years 2006-2010 is 2,196 per year. Kindergarten enrollment at BPS constituted about 8.6% of the share of county births in the Year 1 Period shown above (e.g. kindergarten enrollment in 2010 at BPS, [239]. County births, [2069]). This ratio decreased 8.2%, share by Year 6 related period (Source: PED 40 Day Count, Fall 2016; NM Department of Health, 2015).

Race and Ethnicity

The following three charts represent the expressed racial and ethnic identities of the BPS area population.

The first chart represents the expressed racial identities in the BPS boundary area. It reveals that the majority of the BPS area population identifies as White alone and the second largest category is American Indian and Alaska Native alone (Source: ACS, 2010-2015).

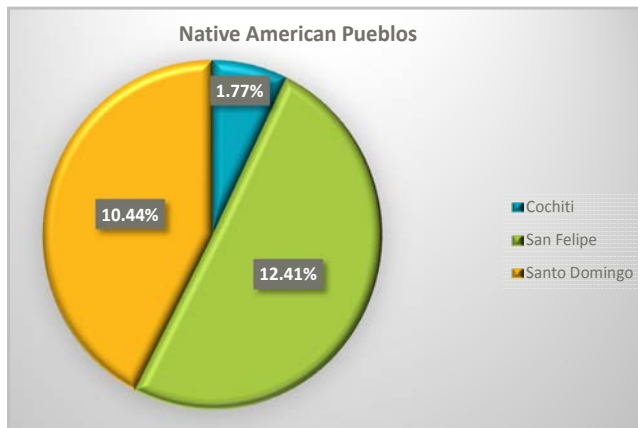
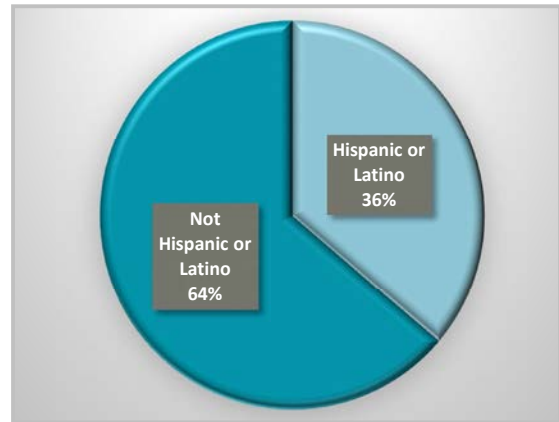
Because populations that identify their ethnic origin as Hispanic or Latino can be from any race, the US Census



District Growth

provides a category to measure Hispanic or Latino ethnic identity.

The chart to the right represents the population that identifies as Hispanic and the population that does not. It shows that 8,806 or 36% of the total population in the BPS area identifies as Hispanic or Latino and 15,536, or 64% do not (Source: ACS, 2010-2015).



The Native American population comprises approximately 24.63% of the BPS service area's population. As mentioned before, the Pueblos of Cochiti, Santo Domingo and San Felipe all border within the BPS boundary area. The chart to the left reflects the population percentage within the 24.63% for each of these pueblos. The stability and growth of tribal families may be the most important factor contributing to stable young families in the BPS service area.

Bernalillo Public Schools Boundary Area Household Types

Of the households in the BPS service area, 28.80% have one or more children under 18 compared to the significantly higher percentage of 52.20% which have one or more people over 60. The number of Family Households is 6,052 of the total households in the area (Source: ACS, 2010-2015). These numbers indicate that half of the BPS service area households do not have school age children, while only close to a third have children in this service boundary area. This could also mean that this area is becoming more a site for retired households and not so much for young parents.

Total family households	6,052
Average family size	3.62
Households with one or more people under 18 years	28.80%
Households with one or more people 60 years and over	52.20%

District Growth

Population Mobility

The table below shows mobility rates for the BPS service area population and for Sandoval County. Overall the majority of the BPS service area mobility rates are below Sandoval County rates.

The highest percentile of mobility for the BPS service area is within the 60-69 age range followed by the 50-59 year old age range. The percentage of young families is comparable to the rest of Sandoval County. This may indicate that young families are moving from place to place in the same county, possibly enrolling younger children in different School Districts within Sandoval County (Source: ACS, 2010-2015). BPS mobility rate based on school age population is around 19% (Source: BPS enrollment data).

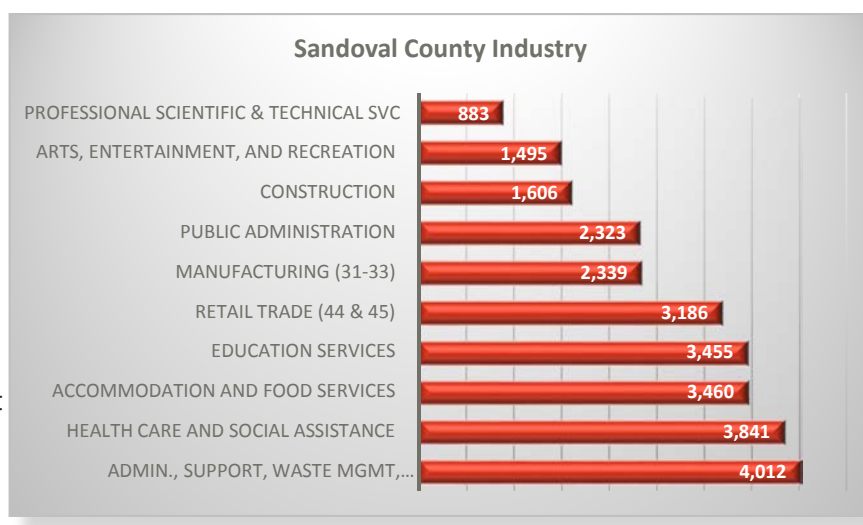
Age Range	BPS Service Area	Sandoval Co.
1 - 4 years	5.2%	6.0%
5 - 9 years	6.2%	7.2%
10 - 19 years	12.8%	14.5%
20 - 29 years	11.8%	11.5%
30 - 39 years	11.1%	12.2%
40 - 49 years	11.6%	13.4%
50 - 59 years	15.3%	14.6%
60 - 69 years	15.7%	11.6%
70 + years	10.1%	9.1%

Mobility rates are dependent on the economic data in the following section. Populations move frequently within Sandoval County following employment opportunities.

ECONOMIC AND DEVELOPMENT ANALYSIS

Sandoval County Industry

The top three industries in Sandoval County is Administrative and support, health care and accommodations. (Source: ACS, 2010-2015). Sandoval County ranks 9th in the State of New Mexico for highest preliminary estimated average weekly wages in NM for the 1st quarter in 2017. (Source: Dept. of Workforce Solutions Labor Market by county, 2017)



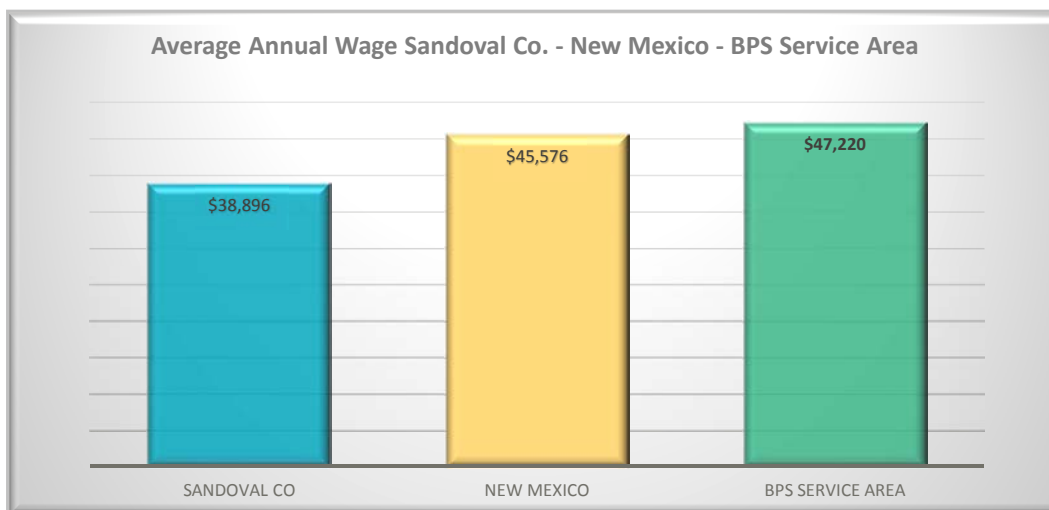
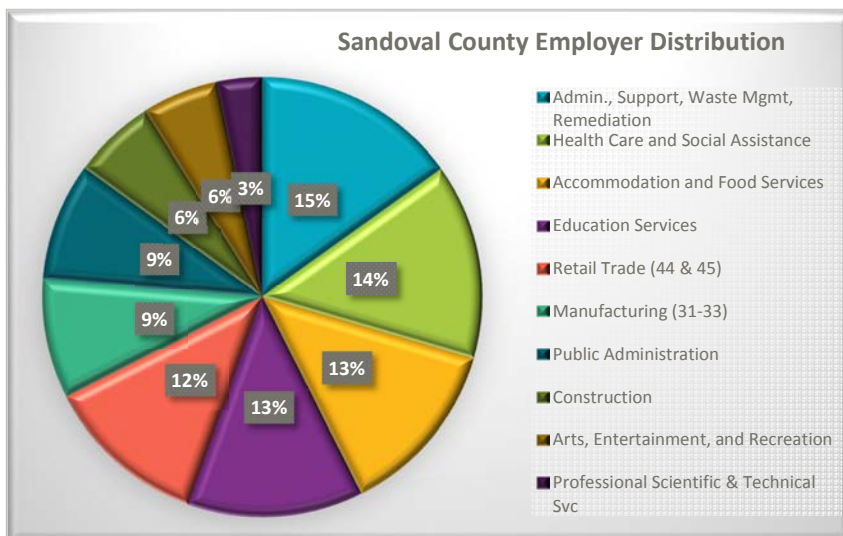
District Growth

BPS Area Occupations, Earnings and Incomes

The BPS service area population primary occupations are in the Administrative, health care and accommodations fields. Retail and education fields also have a strong labor presence in the county. (Source: Dept. of Workforce Solutions, Labor Market by County, 2017).

According to the US Census, earnings refer to the direct compensation workers collect from their occupation; income refers to earnings as well as income derived from alternative sources such as investments, retirement / pension and social security insurance programs.

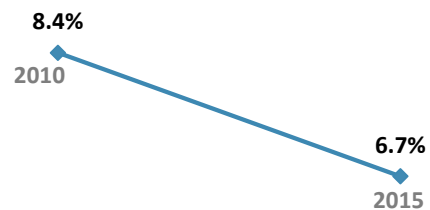
The median income for the BPS service area in 2014 was \$47,220, which is higher than the median income for the State of New Mexico which is \$44,976, and is also higher than the median income for Sandoval County which is \$38,896 (Source: ACS, 2010-2014). This suggests that the population in the BPS service area has a higher income derived from sources other than direct occupational earnings. The following is a graphic representation of these values.



District Growth

Unemployment rate went down by approximately 1.7% over a five year period from 2010 to 2015. While downturn in the oil and gas industry has affected the BPS area adversely, the county as whole has seen unemployment decline. (Source: Bureau of Business and Economic Research (BBER))

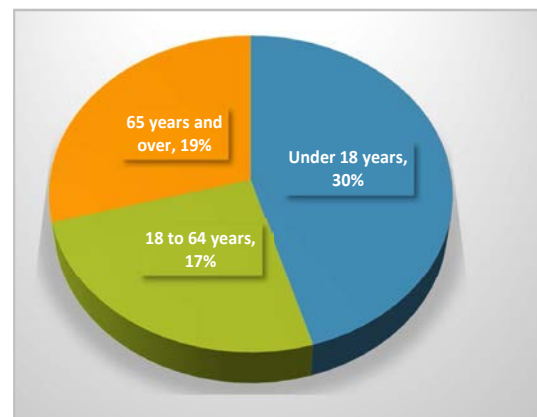
Sandoval Co. Unemployment Rate



New Mexico Unemployment 2015: **6.6%**

BPS Boundary Area Poverty Designation

The following chart indicates the population that has been determined as living in poverty by the US Census. This chart shows that the majority of the people living in poverty are under 18 years old. Population under 18 years comprise approximately 30% of the total population living in poverty which is 16,872 (Source: ACS, 2014). According to PED Bernalillo Schools have recently been approved for 100% free lunch, indicating that more families are needing nutritional assistance due to loss of family wages.



Enrollment

RELEVANT FACTORS

Bernalillo Public Schools service area is located in Sandoval County, New Mexico. .

BPS service area is centered around the town of Bernalillo. The service area's strongest economic drivers are in administrative, health care and educational industries. The BPS service area contains a large section of rural, sparsely populated land to the east. With the close proximity to Albuquerque, many residents of Bernalillo travel to Albuquerque for employment and are not dependent on jobs in the area.

The District's enrollment has increased in the last few years. This can be attributed to the fact that Sandoval County is one of the fastest growing areas in the United States due in part by the addition of large employers that have moved into the cities within Sandoval County. However, the median age range for the county and BPS service area are both higher than the NM Median age and the birth rate over the last few years has been lower than in previous years, this could have a negative impact on the enrollment at BPS.

PROJECTION METHOD

There are several methods of projecting student enrollment for school districts. The most common of which is the cohort-survival method. In this method, the numbers of students in a cohort (a group of students of a certain age who move together through one grade level to the next) are tracked through past grades. Based on historical enrollments, survival rates (ratios of the number of students who remain from one year to the next) are calculated. Prevailing birth rates (for kindergarten) and average survival rates (for other grades) are used to calculate future enrollments. As warranted, ratios can be adjusted to reflect major factors identified during the growth analysis. Since the cohort-survival method addresses students who are currently in the system, it tends to be very accurate for 5 to 7 years.

The population method is another projection technique. This method uses information about a known population (usually derived from U.S. Census data) and actual attendance from the area. Projected enrollment is calculated based on the ratio of students attending classes to the general population, multiplied by the projected change for the population in the general area.

These two methods were combined to project the enrollment for Bernalillo Public Schools (BPS). Overall student enrollment is calculated at the district level using the population method. This number is used as a control total for detailed cohort-survival projections at the school level. Smaller school districts can often rely on close monitoring of development activity to identify changes in student population.

The following pages will present:

- District wide Historic and Projected Enrollment
- Elementary School Historic and Projected Enrollment
- Middle and High School Historic and Projected Enrollment

2.4.1 & 2.4.2 HISTORIC AND PROJECTED ENROLLMENT TABLES

BPS District wide Enrollment Trends

In 2007-08 District enrollment was 3,109 students. By 2016-17 enrollment had only declined by approximately 118 students, however that includes an increase in student enrollment from 2014-15 to 2016-17 (Source: NM PED Official 40 Day Count). The slight increase is likely due to the increase in population in Sandoval County. The declines are a result of multiple factors, including families moving out of the BPS service area for jobs or and relocating to nearby cities such as Santa Fe and Albuquerque, New Mexico for other employment opportunities.

Enrollment projections for BPS anticipate enrollment to continue to stay steadily around the 2900-3000 range, plateauing by 2023-24. These enrollment projections were reached after analyzing the following factors:

- Historic enrollment trends showing decline of student enrollment
- Unstable population of young families in BPS service area
- Small population of women of child bearing age in BPS service area
- Declining birth rates in Sandoval County
- Slow growth in crucial economic sectors or addition of economic development in the near future

The following page contains tables for historic and projected enrollment and a trend graph comparing BPS district wide enrollment trends over time.

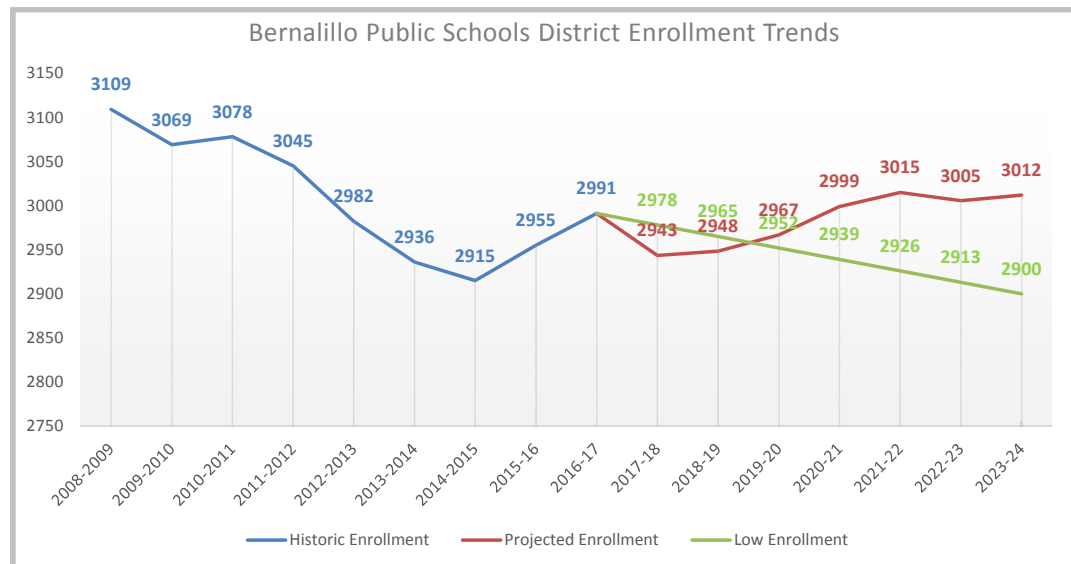
Enrollment

BPS District wide Historic Enrollment

Grade Levels	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-K	20	20	0	143	161	63	20	182	197
KN	276	255	246	266	277	299	277	259	236
1st	266	269	273	233	277	267	280	283	261
2nd	241	268	271	275	225	250	249	273	272
3rd	232	239	263	262	257	208	239	241	271
4th	251	238	239	268	270	258	212	247	234
5th	220	242	239	243	247	254	253	225	251
6th	213	190	223	214	223	212	242	232	217
7th	218	210	190	197	208	214	196	222	212
8th	262	210	199	179	194	204	208	196	222
9th	324	290	286	288	180	177	204	215	209
10th	209	293	251	226	206	183	165	215	208
11th	208	184	252	193	188	183	171	167	214
12th	189	181	146	201	230	227	219	180	184
TOTAL	3129	3089	3078	3188	3143	2999	2935	3137	3188
w/o Pre-K	3109	3069	3078	3045	2982	2936	2915	2955	2991

BPS District wide Projected Enrollment

Grade Levels	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	214	208	214	207	214	216	216
KN	271	281	313	272	247	256	267
1st	233	276	268	278	272	254	254
2nd	255	230	261	267	277	263	249
3rd	263	245	221	251	257	267	253
4th	276	266	248	225	254	259	269
5th	181	211	205	208	206	202	198
6th	225	218	228	244	235	227	232
7th	206	214	208	217	231	223	216
8th	214	208	218	212	220	233	225
9th	252	243	236	247	240	249	264
10th	184	222	215	208	218	212	220
11th	181	160	193	187	181	189	184
12th	204	172	153	184	178	172	180
TOTAL	3157	3156	3181	3206	3229	3221	3228
w/o Pre-K	2943	2948	2967	2999	3015	3005	3012



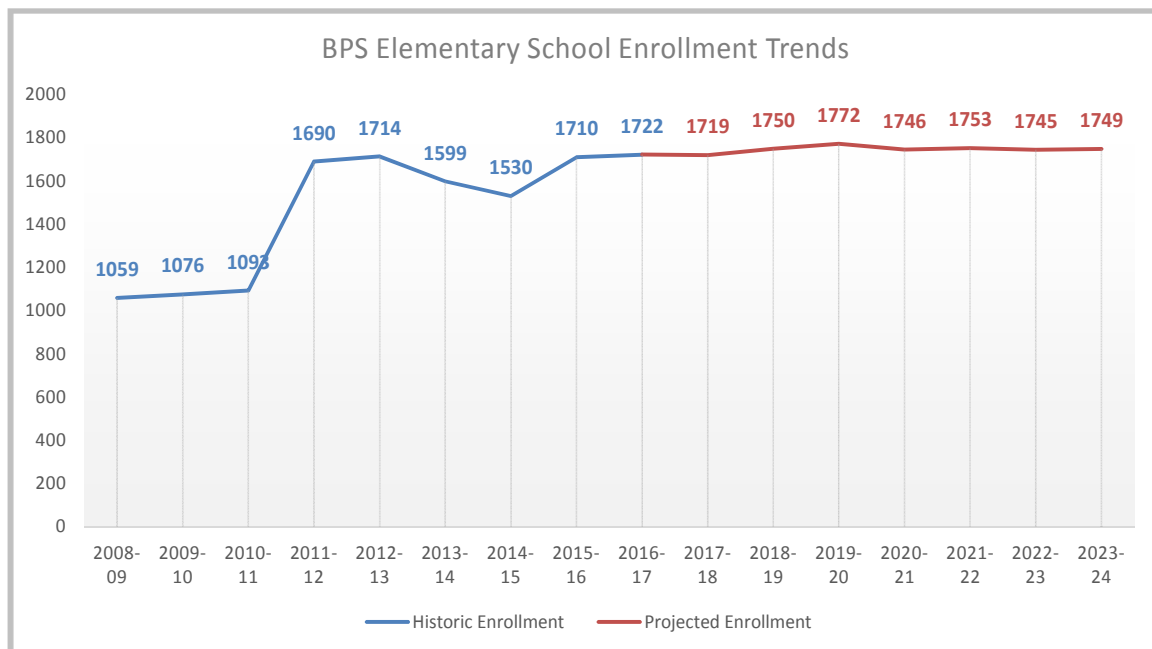
Enrollment

BPS Elementary Schools Enrollment

BPS elementary schools include one BPS Pre-Kindergarten, La Escuelita located on the WD Carroll Elementary site; Algodones ES (AES), PreK - 4th; Bernalillo ES (BES), 3 - 5th grade; Placitas ES (PES), K - 5th and WD Carroll ES (WDCES), K - 2nd grade. BPS also has combined elementary and middle schools, these include; Cochiti ES/MS, PreK - 8th grade; and Santo Domingo ES/MS, K - 8th grade.

Historic elementary enrollment shows an increase in the elementary enrollment, likely due to the opening of Bernalillo Elementary school in 2011 and plateaus in the years that follow. A minor decline is shown in 2013 but enrollment returns to the 1700's in 2015. Elementary enrollment is projected to continue to plateau for the next 7 years.

Projected elementary enrollment is in line with the Sandoval County birth rates which remain steady due to Sandoval County being one of the fastest growing cities in the United States. This is due in part by the addition of large employers that have moved into cities within Sandoval County and the favorable tax rate in comparison with larger border cities like Corrales and Albuquerque.



The following page contains historic and projected enrollment tables and an Enrollment Trends Graph for each BPS Elementary School.

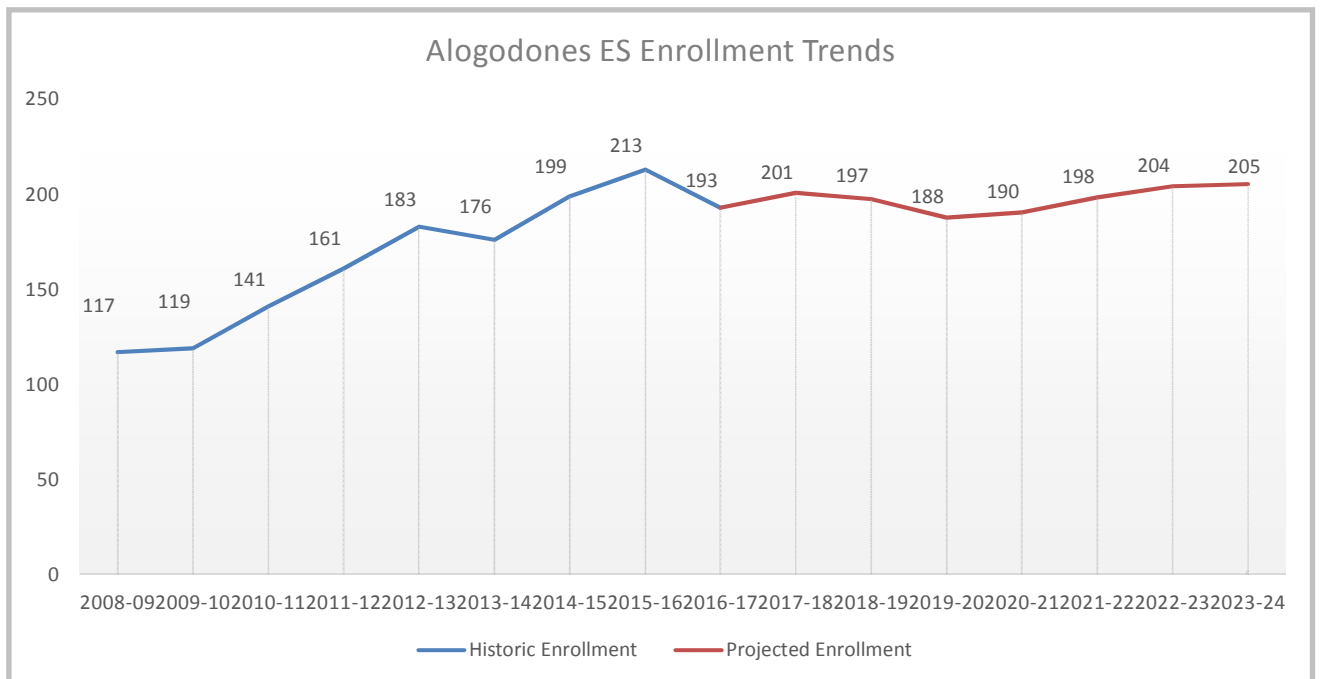
Enrollment

Algodones ES Historic Enrollment

Grade Levels	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-K	0	0	0	29	24	11	0	9	12
KN	23	17	22	23	38	36	39	39	27
1st	18	21	22	18	32	40	44	44	34
2nd	18	22	30	23	20	26	37	45	42
3rd	21	17	25	23	25	19	29	43	42
4th	21	21	22	25	22	24	24	33	36
5th	16	21	20	20	22	20	26	0	0
TOTAL	117	119	141	161	183	176	199	213	193

Algodones ES Projected Enrollment

Grade Levels	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	20	22	20	21	22	20	21
KN	29	33	32	35	33	36	33
1st	28	30	34	33	36	34	37
2nd	36	30	32	36	35	38	36
3rd	43	37	30	33	37	36	39
4th	45	46	39	32	35	40	38
5th	0	0	0	0	0	0	0
TOTAL	201	197	188	190	198	204	205



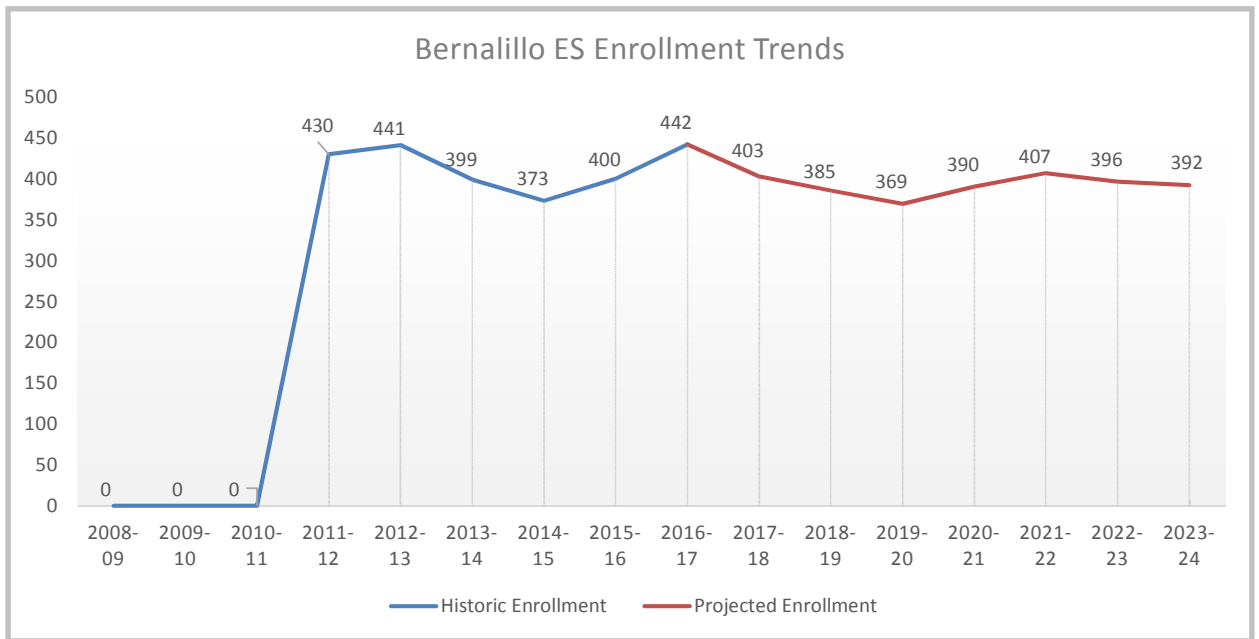
Enrollment

Bernalillo ES Historic Enrollment

Grade Levels	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
3rd	0	0	0	152	142	108	134	126	139
4th	0	0	0	145	161	140	109	134	131
5th	0	0	0	133	138	151	130	140	172
TOTAL	0	0	0	430	441	399	373	400	442

Bernalillo ES Projected Enrollment

Grade Levels	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
3rd	120	111	110	130	125	127	116
4th	142	122	113	112	132	127	129
5th	141	153	147	149	150	142	147
TOTAL	403	385	369	390	407	396	392



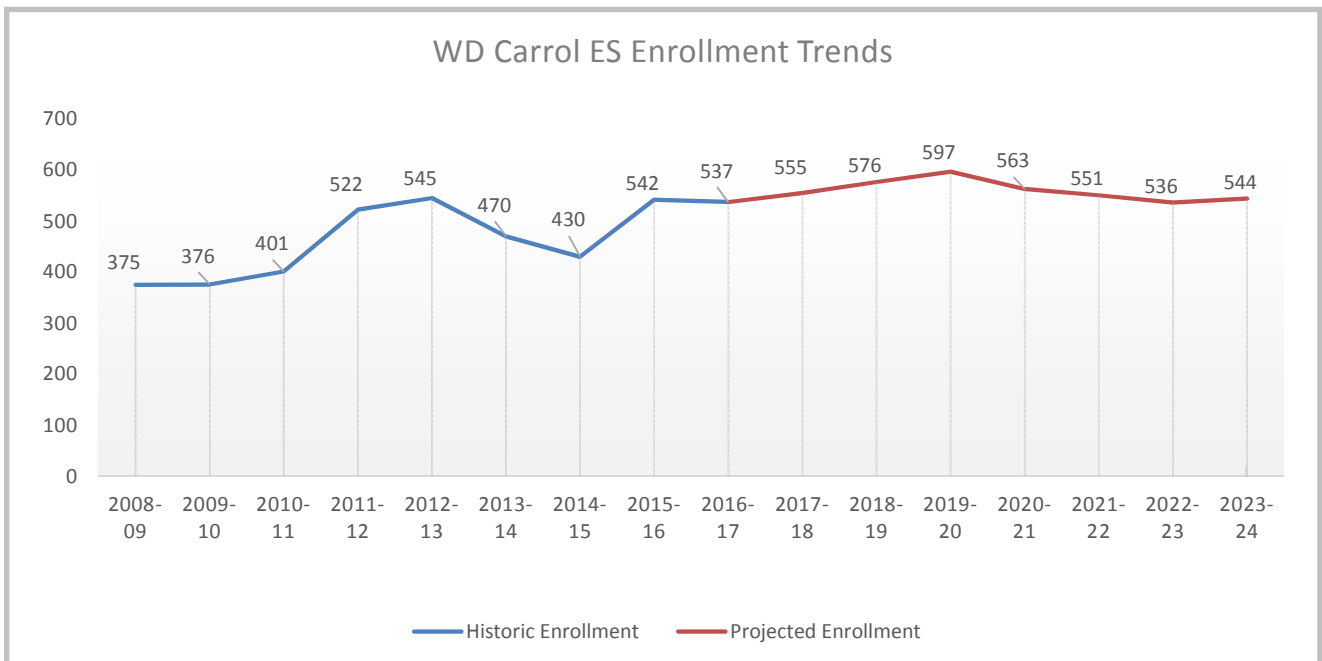
Enrollment

WD Carroll ES Historic Enrollment

Grade Levels	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-K	0	0	0	93	117	29	18	151	164
K	0	0	0	152	151	161	136	116	123
1st	0	0	0	128	156	137	138	135	122
2nd	0	0	0	149	121	143	138	140	128
3rd	121	134	139	0	0	0	0	0	0
4th	126	122	131	0	0	0	0	0	0
5th	128	120	131	0	0	0	0	0	0
TOTAL	375	376	401	522	545	470	430	542	537

WD Carroll ES Projected Enrollment

Grade Levels	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	172	163	171	165	173	176	174
K	146	145	155	131	112	119	141
1st	119	151	132	133	131	118	115
2nd	118	117	138	133	135	124	114
3rd	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0
TOTAL	555	576	597	563	551	536	544



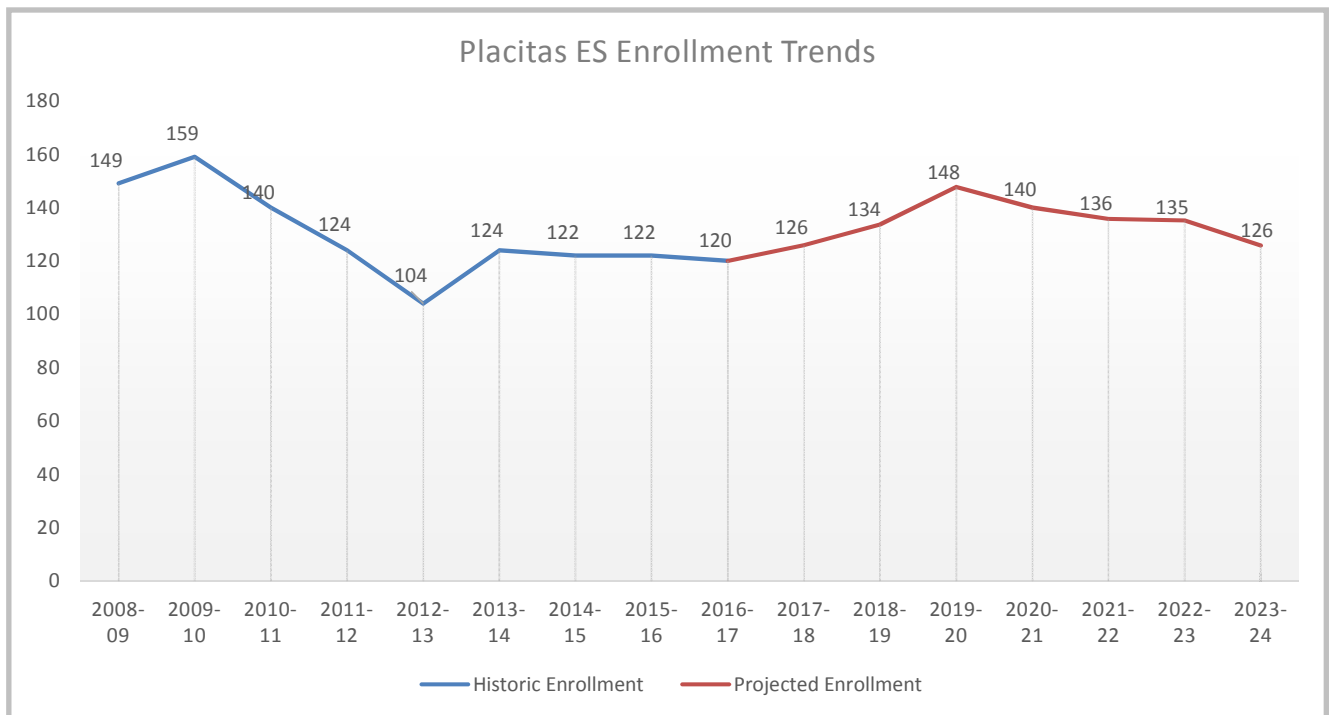
Enrollment

Placitas ES Historic Enrollment

Grade Levels	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-K	0	0	0	1	1	3	1	0	0
KN	22	21	22	18	16	26	18	27	23
1st	32	27	24	22	18	20	28	17	27
2nd	23	31	24	18	15	18	18	23	16
3rd	24	23	25	20	17	16	18	16	21
4th	26	31	20	23	21	21	16	20	13
5th	22	26	25	22	16	20	23	19	20
6th	0	0	0	0	0	0	0	0	0
TOTAL	149	159	140	124	104	124	122	122	120

Placitas ES Projected Enrollment

Grade Levels	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	0	0	0	0	0	0	0
KN	29	24	38	23	22	23	19
1st	24	30	25	27	24	23	24
2nd	25	22	27	22	25	22	21
3rd	15	23	20	25	21	23	20
4th	21	15	23	20	25	21	23
5th	13	20	15	22	20	25	20
6th	0	0	0	0	0	0	0
TOTAL	126	134	148	140	136	135	126



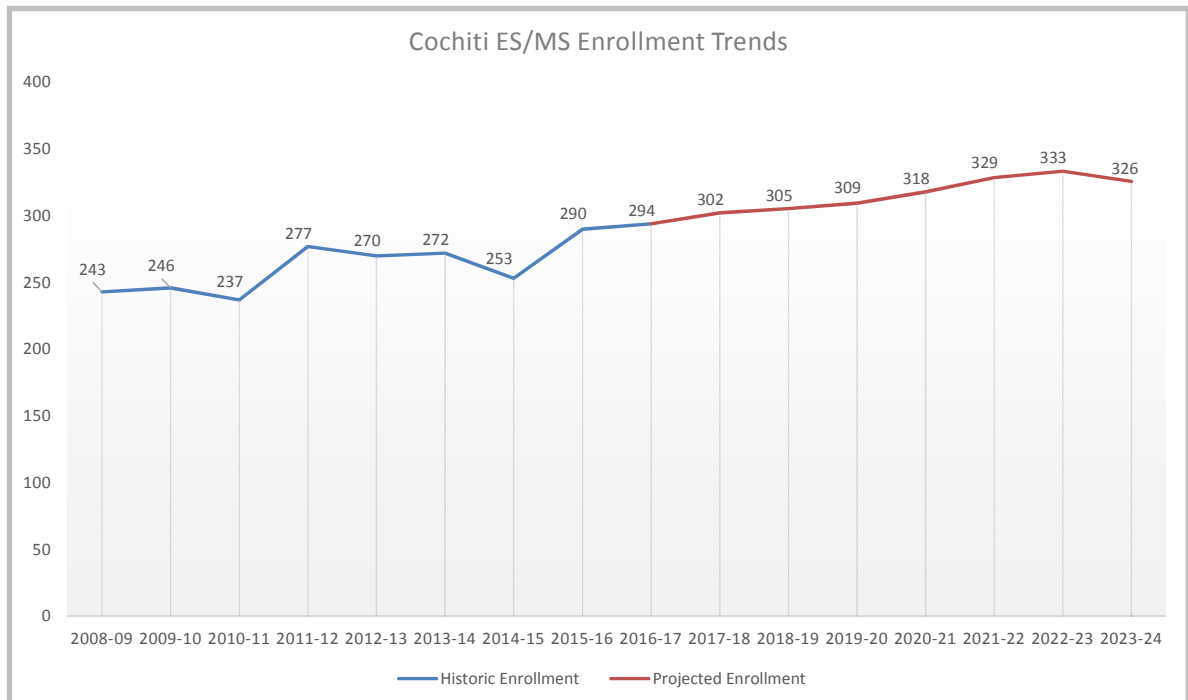
Enrollment

Cochiti ES/MS Historic Enrollment

Grade Levels	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-K	1	3	0	20	19	20	0	22	21
KN	20	34	27	27	24	30	30	32	30
1st	28	22	32	25	28	25	29	37	32
2nd	28	31	19	39	28	25	24	29	39
3rd	28	27	30	19	34	27	20	25	34
4th	30	30	28	33	22	36	30	23	26
5th	29	28	28	30	28	24	41	31	26
6th	26	26	29	34	30	25	27	40	32
7th	23	23	22	28	31	31	24	27	29
8th	30	22	22	22	26	29	28	24	25
TOTAL	243	246	237	277	270	272	253	290	294

Cochiti ES/MS Projected Enrollment

Grade Levels	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	22	23	23	21	19	20	21
KN	29	26	28	31	35	36	28
1st	31	30	27	29	32	37	38
2nd	33	33	31	28	30	34	38
3rd	39	33	32	31	28	30	33
4th	37	41	35	35	33	30	32
5th	27	38	43	37	36	35	31
6th	27	28	40	45	38	37	36
7th	29	25	26	36	41	35	34
8th	28	28	24	25	35	40	34
TOTAL	302	305	309	318	329	333	326



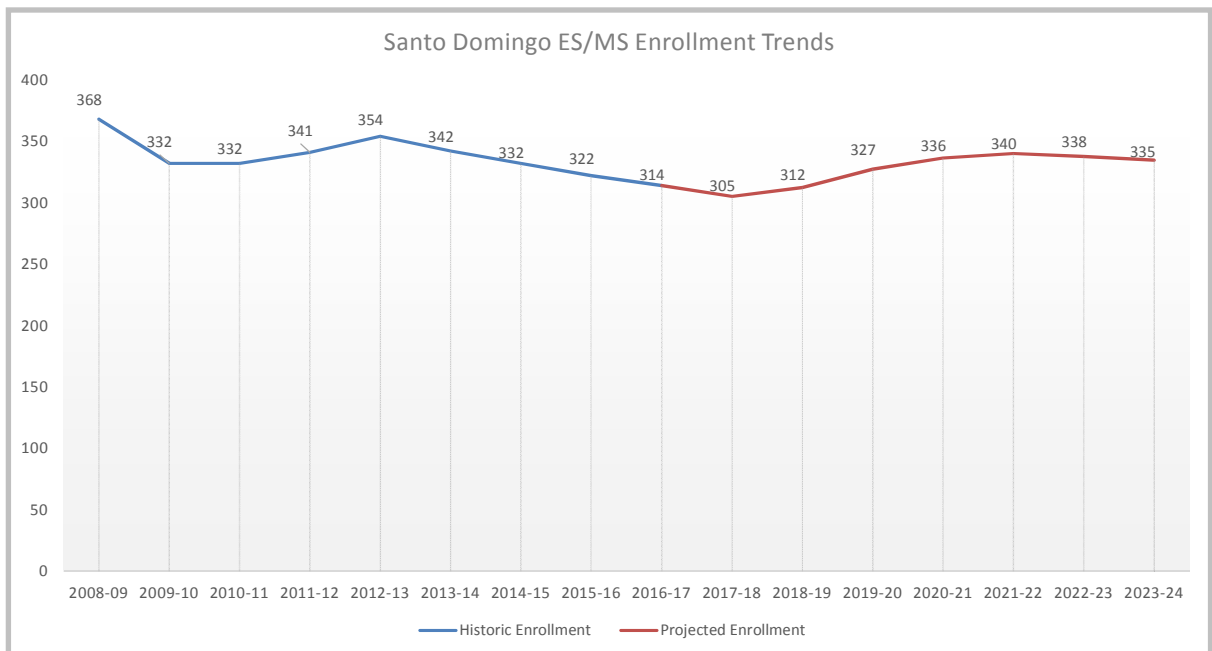
Enrollment

Santo Domingo ES/MS Historic Enrollment

Grade Levels	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-K	0	0	0	0	0	0	1	0	0
K	52	45	42	46	48	46	54	45	33
1st	50	41	45	40	43	45	41	50	46
2nd	41	42	43	46	41	38	32	36	47
3rd	38	38	44	48	39	38	38	31	35
4th	48	34	38	42	44	37	33	37	28
5th	25	47	35	38	43	39	33	35	33
6th	39	25	43	35	38	42	38	31	35
7th	30	35	18	30	30	30	33	27	30
8th	45	25	24	16	28	27	29	30	27
TOTAL	368	332	332	341	354	342	332	322	314

Santo Domingo ES/MS Projected Enrollment

Grade Levels	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	0	0	0	0	0	0	0
K	37	53	59	52	45	42	46
1st	31	35	50	56	49	42	40
2nd	43	29	33	47	52	46	40
3rd	46	42	28	32	46	51	45
4th	32	42	39	26	29	42	47
5th	28	32	42	38	26	29	42
6th	32	27	31	40	37	25	28
7th	29	26	22	25	33	30	20
8th	28	26	24	20	23	30	28
TOTAL	305	312	327	336	340	338	335



Enrollment

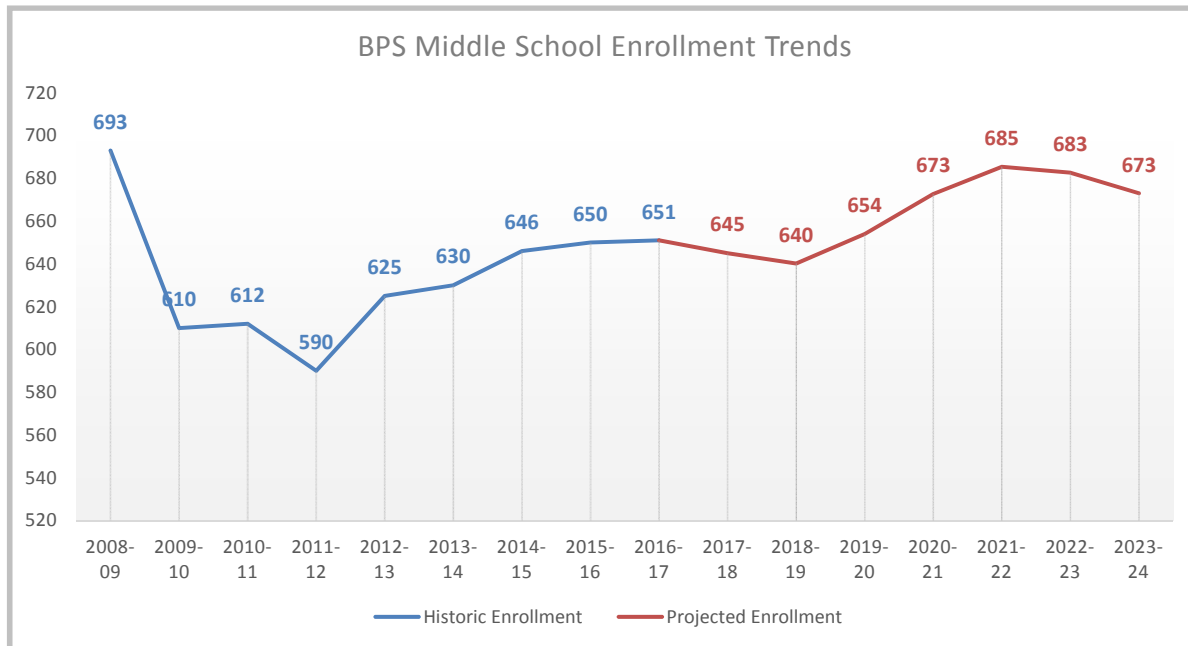
Middle and High School Enrollment

Middle Schools

BPS has one middle school, Bernalillo MS that houses 6th - 8th grade. However, there are also two combined elementary and middle schools in the northwest area of the school district, Cochiti ES/MS, PreK - 8th grade and Santo Domingo, K - 8th grade.

Historic enrollment trends from 2008 - 09 show a decline in middle school enrollment however, in 2013 there was an increase in enrollment that has continued since.

Projections through 2023-24 for middle school enrollment points to a slight decline in enrollment then eventually exceeding the current enrollment ranges.



High School

Bernalillo High School (BHS) houses 9th - 12th grade students and is the only high school in the District. Historic enrollment since 2007-08 has declined steadily from 950 students to mid 700 student range. The District loses students at the High School mostly due to migration and dropouts.

However, in 2016-17 the school increased it's population by about 40 students. Projections for high school enrollment anticipate that given current conditions, enrollment will plateau in the low 800 range

The following page contains tables for historic and projected enrollment and a trend graphs for BMS and BHS.

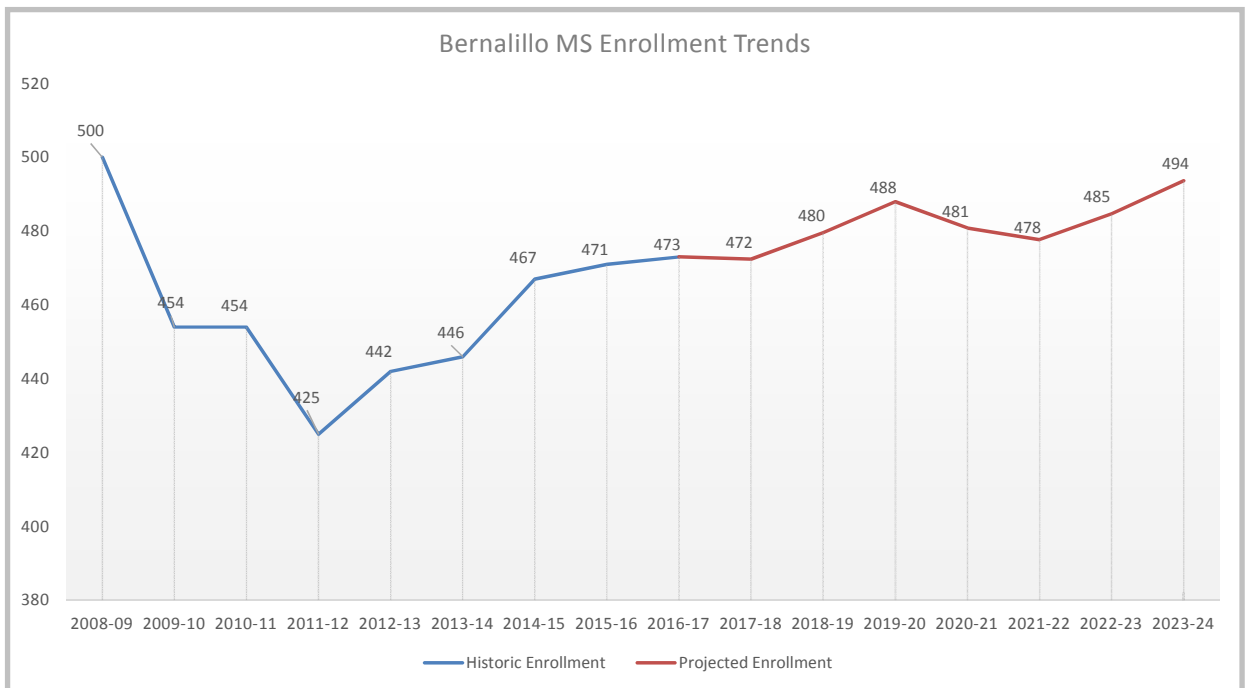
Enrollment

Bernalillo MS Enrollment History

Grade Levels	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
6th	148	139	151	145	155	145	177	161	150
7th	165	152	150	139	147	153	139	168	153
8th	187	163	153	141	140	148	151	142	170
TOTALS	500	454	454	425	442	446	467	471	473

Bernalillo MS Enrollment Projection

Grade Levels	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
6th	166	163	158	159	160	165	168
7th	148	164	160	156	156	157	162
8th	159	153	170	166	161	162	163
TOTALS	472	480	488	481	478	485	494



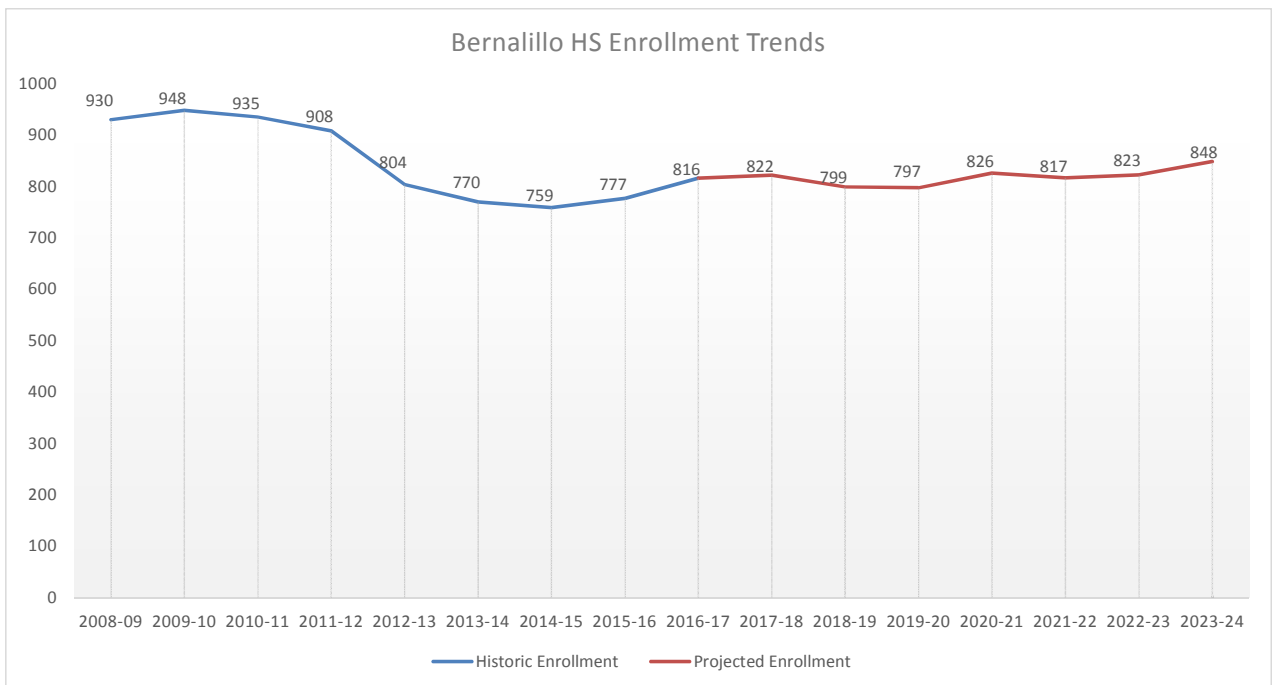
Enrollment

Bernalillo HS Enrollment History

Grade Levels	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
9th	324	290	286	288	180	177	204	215	210
10th	209	293	251	226	206	183	165	215	208
11th	208	184	252	193	188	183	171	167	214
12th	189	181	146	201	230	227	219	180	184
TOTAL	930	948	935	908	804	770	759	777	816

Bernalillo HS Enrollment Projection

Grade Levels	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
9th	252	243	236	247	240	249	264
10th	185	222	215	208	218	212	220
11th	181	161	193	187	181	189	184
12th	204	172	154	184	178	172	180
TOTAL	822	799	797	826	817	823	848



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Utilization / Capacity

2.5.1 REQUIRED AND EXISTING CLASSROOM SPACES

The following table shows the **minimum** number of classrooms that are currently required to accommodate the current enrollment at BPS schools, the **minimum** number of classrooms that are projected to be required in the next five years for projected enrollment at BPS, and the number of existing classrooms per school.

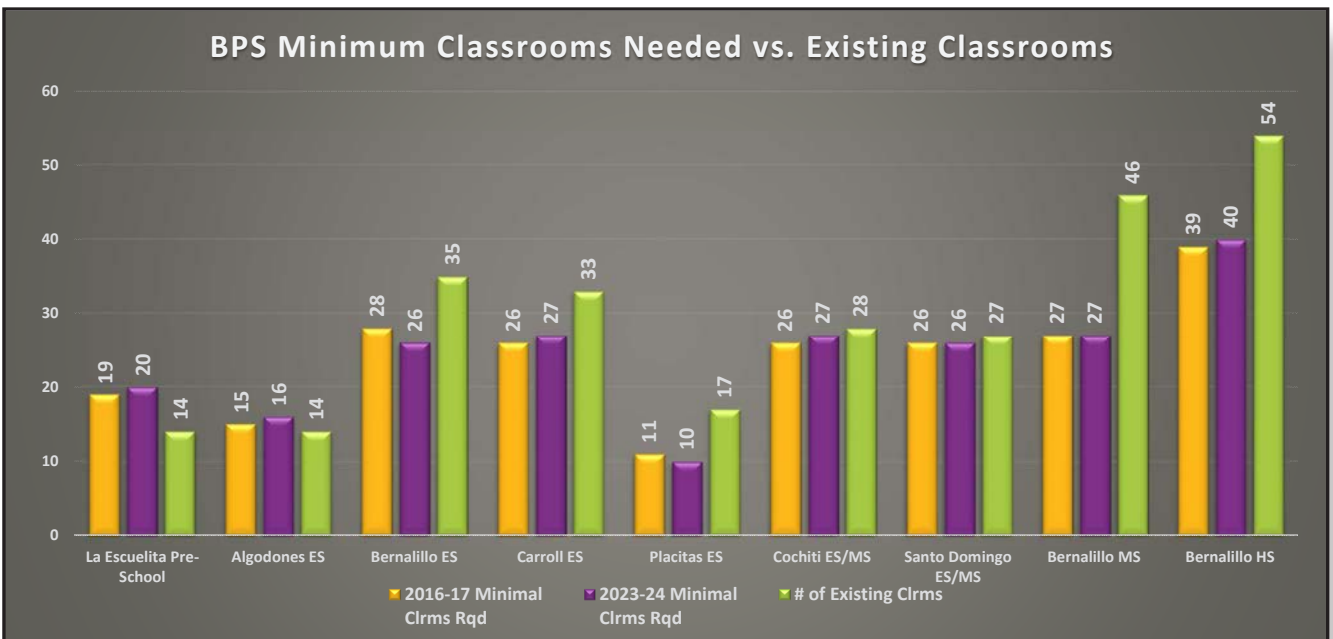
According to the results shown in the table in the 2016-17 school year a **minimum** of 217 classrooms were required to accommodate the year's enrollment; while a **minimum** of 219 classrooms are projected to be required for the 2023-24 projected enrollment. The district has 268 existing classrooms.

The enrollment numbers identified on this table only reflect the number of Developmentally Delay students (DD) in Pre-K and do not include the Typically Developing students that BPS supports in its elementary Pre-K program. BPS has to provide adequate space to support all Pre-K students. Only the enrollment number of La Escuelita Pre-School represents the total number of students including both DD and Typically Developing students.

Number of Minimum Classrooms Required

School	2016-17		2023-24		# of Existing Clrms
	Total Current Enroll	2016-17 Minimal Clrms Rqd	Total Projected Enroll	2023-24 Minimal Clrms Rqd	
La Escuelita Pre-School	164	19	174	20	14
Pre-K Subtotal:	164	19	174	20	14
Algodones ES	193	15	204	16	14
Bernalillo ES	442	28	392	26	35
Carroll ES	373	26	370	27	33
Placitas ES	120	11	127	10	17
Cochiti ES/MS	294	26	325	27	28
Santo Domingo ES/MS	314	26	336	26	27
Elementary Subtotal:	1,736	132	1,754	132	154
Bernalillo MS	473	27	493	27	46
Middle School Subtotal:	473	27	493	27	46
Bernalillo HS	815	39	848	40	54
High School Subtotal:	815	39	848	40	54
DISTRICT TOTALS:	3,188	217	3,269	219	268

Number of existing classrooms is based upon existing permanent and portable



Utilization / Capacity

The number of classrooms identified in the table reflects the minimal number of classrooms required to house the students but does not take into consideration the educational programs offered at each school. The middle and high schools of BPS provide a robust class offering to its students which could require additional classrooms to adequately support their programs.

As noted the District overall has more classrooms than it would required for the current enrollment. By taking a look at the breakdown of classrooms required by each school it is possible to notice that the elementary schools have more than enough classrooms and the two combined elementary/middle schools have more than the required number of classrooms for both the existing and projected required classrooms. Algodones ES is the only school that is currently at capacity and will require an additional classroom to support its projected 2023-24 enrollment. During the FMP process the district discussed the need to provide additional classrooms at Algodones ES to accommodate 5th grade students since those students were relocated to Bernalillo ES in 2015. The District also discussed options to utilize existing square footage more efficiently in case that enrollment decreases over the next 5 years.

2.5.2 SPECIAL FACTORS INFLUENCING FACILITY USE

To get an overall picture of the utilization of a school it is important to take a look at how the instructional spaces are being utilized and the different factors that can influence their use. These factors include the Pupil Teacher Ratios (PTRs), special programs, student transfers, boundary areas, and other special and magnet programs. The analysis and identification of these factors will help determine their impact on the facility use of spaces.

Lower than state required PTRs

The Pupil Teacher Ratios (PTRs), determined by the New Mexico Public Education Department (PED), indicates the maximum number of students that should be assigned to each teacher in a classroom. A school's average PTR is based on PED's Pupil to Teacher Ratio by grade level. It is important to consider this factor since it can influence the number of teachers and classrooms required for a given facility.

The following is the allowable PTR by grade level from PED:

Pre - K	8 - 12 with aides
Kindergarten	15 without an aide; 20 with an aide
1st - 3rd	22
4th - 6th	24
7th - 8th	Max English class size; 27 or 150 / teacher / day
9th - 12th	Max English class size: 30 or 150 / teacher / day

The following table compares the district PTR to the PED's allowable PTR. The sixth column of the table shows the average PTRs of each school in BPS and the average PED PTR by school level. These values are calculated based on the total current enrollment of each school and divided by the total number of assigned classrooms/teachers. The fifth column shows the average allowable PED PTR based on the grade configuration of each school.

Utilization / Capacity

School	Grades	2016-17 Enrollment	2016-17 # of BPS Assigned Teachers / Classrooms	PED PTR	2016-17 BPS PTR w/ Existing Classrooms
La Escuelita Pre-School	Pre-K	164	8	24	20.50
Pre-K Subtotal:		164	8	24	20.50
Algodones ES	PreK - 4	193	11	22	17.08
Bernalillo ES	3 - 5	442	20	23	22.41
Carroll ES	K - 2	373	20	21	18.78
Placitas ES	K - 5	120	8	22	11.67
Cochiti ES/MS	PreK - 8	294	24	22	16.08
Santo Domingo ES/MS	K - 8	314	24	24	14.89
Elementary Subtotal:		1,736	107	22	16.82
Bernalillo MS	6 - 8	473	36	26	13.14
Middle School Subtotal:		473	36	26	13.14
Bernalillo HS	9 - 12	815	46	30	17.77
High School Subtotal:		815	46	30	17.77
DISTRICT TOTALS:		3,188	197	26	17.06

Pre-School PED PTR value increases because the school has an AM and a PM session.

According to the results shown on the table, the elementary schools have an average PTR of 16.82 which is under the average 22 PED PTR. On the other hand, the middle schools have an average PTR of 13.14 while the PED PTR is 26, and the high school has an average PTR of 17.77 while the allowable PED PTR is 30. Both middle and high school values are lower compared to the allowable PED PTR which indicates that the required number of teachers and classrooms is lower than the ones that are currently available; however, this may also reflect a robust educational program in those schools.

Special Education Spaces

The Special Education (SPED) program must be reviewed whenever determining the capacity and utilization of facilities. It is important to understand the impact that Special Education has on each school. The table to the right identifies the number of students at BPS that are eligible to receive C and D levels of special education instruction but do not include A and B levels, gifted and pre-school. The percentage of students identified to receive special education instruction at BPS is 4% of the total student population.

SPED Enrollment Comparisons

School	2016-17 Enrollment	Special Ed Enrollment	Special Ed as % of Total
La Escuelita Pre-School	164	13	8%
Pre-K Subtotal:	164	13	8%
Algodones ES	193	5	3%
Bernalillo ES	442	9	2%
Carroll ES	373	21	6%
Placitas ES	120	2	2%
Cochiti ES/MS	294	13	4%
Santo Domingo ES/MS	314	4	1%
Elementary Subtotal:	1,736	54	3%
Bernalillo MS	473	24	5%
Middle School Subtotal:	473	24	5%
Bernalillo HS	815	43	5%
High School Subtotal:	815	43	5%
DISTRICT TOTALS:	3,188	134	4%

Utilization / Capacity

Student Transfers, Magnet Programs, and Other Special Programs

BPS experiences student transfers to outside the district. Bernalillo students have options for school selection such as BIA schools at San Felipe and Santa Fe, or they can also attend neighbor's school districts such as Jemez Valley and Rio Rancho. BPS does not have any other special and magnet programs at this time.

Boundary Areas

BPS moved Algodones 5th grade students to Bernalillo ES in order to provide adequate space for the students at the school since Algodones ES was over capacity. The district performed this action in 2015 as a temporary solution. BPS discussed the available options to return 5th grade to Algodones ES during the FMP process and the School Board made this part of its 2017 GOB priorities. BPS does not anticipate at this time any reconfiguration of its school boundaries; however, this is an option that is open to the district in case of future enrollment decline.

Instructional Space Comparisons

When calculating capacity and utilization it is necessary to know how many general instruction, special education and special use spaces are located within a school in order to determine how the spaces are being utilized. General instruction classrooms are those spaces dedicated to regular education, while special use spaces are those spaces used for career, art, music, physical education, computer, science labs, etc. that require specialized space to accommodate the function occurring within that space.

The following two tables identify the number of instructional spaces in the three different categories. The first table shows the number of spaces that are used for general instruction, special education, and special use, while the second table shows the percentage of the overall facility.

Instructional Space Comparisons

School	# of General Use Classrooms	# Special Ed Classrooms	# Special Use Classrooms	Total Instructional Spaces	Portable Classrooms Total # of Instructional Spaces
La Escuelita Pre-School	9	4	1	14	0
Pre-K Subtotal:	9	4	1	14	0
Algodones ES	11	1	2	14	2
Bernalillo ES	21	4	10	35	0
Carroll ES	22	5	6	33	0
Placitas ES	10	2	5	17	0
Cochiti ES/MS	15	4	9	28	4
Santo Domingo ES/MS	16	2	9	27	0
Elementary Subtotal:	95	18	41	154	6
Bernalillo MS	27	7	12	46	0
Middle School Subtotal:	27	7	12	46	0
Bernalillo HS	31	4	19	54	0
High School Subtotal:	31	4	19	54	0
District Totals:	162	33	73	268	6

Total instructional spaces are based upon existing permanent and portable classrooms.

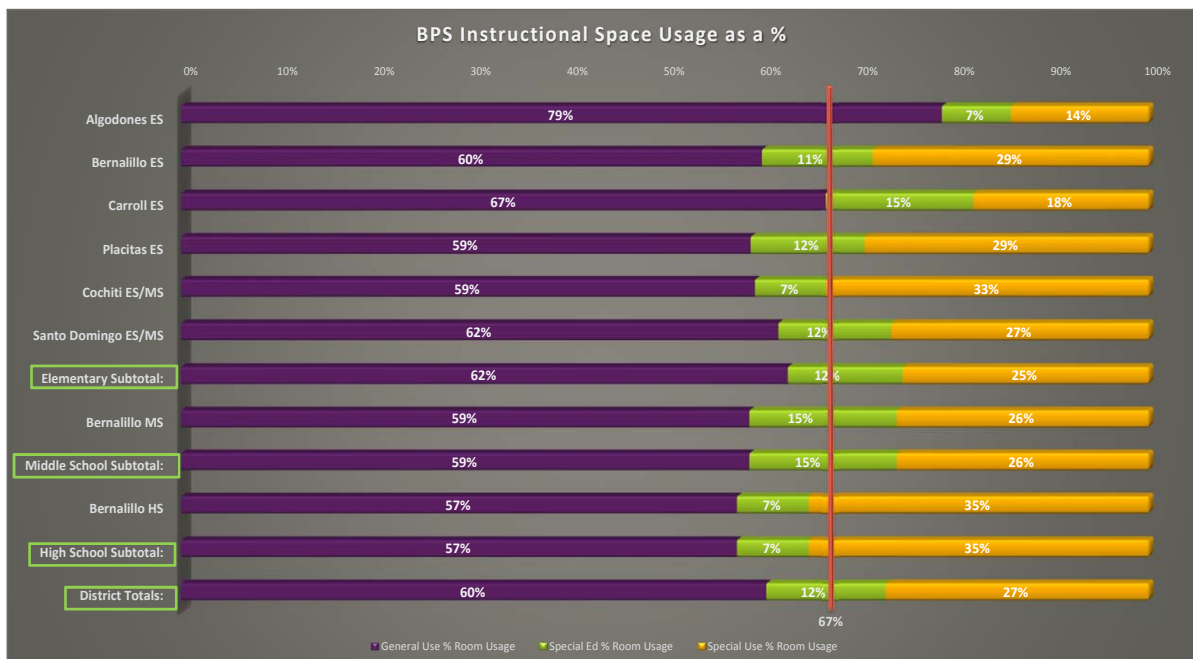
Utilization / Capacity

The previous table shows that the District has 268 permanent and portable instructional spaces, of the 268 spaces, 6 are portables; 162 instructional spaces are for general instruction, 33 instructional spaces are for special education, and 73 instructional spaces are for special use. This corresponds to 60% general use spaces, 12% special education spaces, and 27% special use spaces as shown in the following table.

Instructional Space Usage as a Percent

School	General Use % Room Usage	Special Ed % Room Usage	Special Use % Room Usage
La Escuelita Pre-School	64%	29%	7%
Pre-K Subtotal:	64%	29%	7%
Algodones ES	79%	7%	14%
Bernalillo ES	60%	11%	29%
Carroll ES	67%	15%	18%
Placitas ES	59%	12%	29%
Cochiti ES/MS	59%	7%	33%
Santo Domingo ES/MS	62%	12%	27%
Elementary Subtotal:	62%	12%	25%
Bernalillo MS	59%	15%	26%
Middle School Subtotal:	59%	15%	26%
Bernalillo HS	57%	7%	35%
High School Subtotal:	57%	7%	35%
District Totals:	60%	12%	27%

Additionally, the following graphic has a line at 67% which serves as a benchmark of the balance between assigned spaces and unassigned spaces or classrooms used for support in a school. According to this graphic, only Algodones ES exceeds this percentage and Carroll ES is at the 67%. The remainder schools in the district are below the 67% which means they might not be operating as efficiently as they could; nonetheless, all of them are less than 10% below the 67% line.



Utilization / Capacity

2.5.3 UTILIZATION AND CAPACITY ANALYSIS

School utilization and capacity are not stationary numbers; they can change from year to year depending on the educational programs available at the school, the Pupil to Teacher Ratio (class size), scheduling, and special needs of the students. Special programs that the District provides to meet the needs of its students can have a dramatic impact on the capacity and utilization of educational facilities. For that reason, it is recommended that the utilization and capacity of the facilities be reviewed annually and updated as necessary to realize the most effective use of the buildings and to enable the district to effectively plan for the future.

The methodology used to determine facility capacity can be slightly different for each school type due to their educational programs and use of facilities. For this Facilities Master Plan, capacities were analyzed using three different capacity calculation methods to provide a comprehensive look at school capacities; the first is Capacity based on NM Adequacy Standards (NMAS) which is based on the permanent square footages of schools; the second is Functional Facility Capacity which is based on the number of instructional spaces and educational programming of each school; and the third method is Instructional Space Capacity which is based on the number of instructional spaces at each school and is used as a benchmark. All three capacity analyses are based on existing facilities. The capacities are calculated for both permanent facilities and permanent plus portable facilities. The square footage used in these calculations is based on the square footage identified in the floor plans for each school. It is important to mention that the floor plans in this FMP have been updated and reflect changes to school facilities that PSFA has not recorded.

The utilization and capacity analysis for La Escuelita Pre-School includes Typical Developing Pre-K and Developmentally Delay (DD) Pre-K students since the District has these programs in place using District facilities. On the contrary, the analyses made on the BPS elementary schools that house Pre-K program only include Developmentally Delay students since PSCOC/PSFA only provides capital funding to support DD Pre-K students.

Capacity Based on NM Adequacy Standards (NMAS) Methodology

The first capacity calculation method is based on the comparison of the existing square feet, identified in the floor plans, of each school including portables to the NMAS recommended square feet per student for a new school as calculated by The State of New Mexico's Public Schools Facility Authority (PSFA) recommendations.

NMAS for overall square footage of a school are based on student population and derived from the Maximum Building Gross Square Foot Calculator located on the PSFA website. Recommended square footage per student in the NMAS are intended to functionally support all of a school's educational programs, yet encourage multi-use spaces and other strategies that will maximize utilization and create an efficient footprint for the school.

The NMAS recommended square feet per student provides insight to student capacity of existing district school facilities based on the existing square feet of each school, both permanent and

Utilization / Capacity

portable. This method of calculating capacity provides a look at how the existing school compares to NMAS. The square footage per student is based solely on NMAS square footage and does not take into consideration the number of existing instructional spaces or the educational program of the school.

In determining the capacity that Public Schools Capital Outlay Council (PSCOC)/Public School Facilities Authority (PSFA) anticipates for a new school, the overall square footage of the school is compared to square footages in the Maximum Building Gross Square Foot Calculator and the capacity associated with that square footage. While existing schools were not originally designed utilizing today's standards, this comparison does provide some insight into the capacity and utilization of existing schools and provides a benchmark.

Maximum and Functional Facility Capacity Methodology

This method is based in part on the New Mexico Public Education Department (PED) Pupil to Teacher Ratio (PTR) previously explained in this section, and the other part based on the number of existing classrooms and educational with portables. This capacity method looks at the Maximum Facility Capacity and the Functional Facility Capacity of each school. These two capacities are explained below.

Maximum Facility Capacity: This capacity is the sum of the maximum number of students that can be assigned to each classroom/instructional space of a school facility. The maximum number of students that can be assigned to each instructional space including classrooms, gymnasiums, computer labs, and multi-purpose rooms, is based upon the PED standard for PTR or the NMAS for minimum square feet required per student, whichever is more restrictive. When calculating Maximum Facility Capacity, consideration is solely based on how many students are allowed in each instructional space; it does not take into consideration the educational program delivered at the school and how the classrooms are used. It is understood that this is not a realistic capacity for a school but serves to identify a facility's **maximum capacity**.

Functional Facility Capacity: This is the potential best use of classrooms/instructional spaces based on the school's educational program and facility design. It is the sum of the maximum number of students that can be assigned to each general use classroom of a school facility and takes into consideration instructional support classrooms. Unlike Maximum Facility Capacity, this calculation includes only spaces that have assigned classes functioning within; however, they exclude the instructional spaces that provide support to assigned classroom/instructional spaces such as science labs, art, music, computer labs, specialty labs, and certain special education spaces that are not assigned classrooms. Similar to Maximum Facility Capacity, the number of students that can be assigned to each classroom is based upon the PED standard for PTR or the NMAS for square feet per student, whichever is more restrictive. This calculation of capacity allows for the distinct **functional** uses of the facility based on educational programming.

When analyzing Functional Facility Capacity of a school it is important to remember that

Utilization / Capacity

schools with excess classrooms may convert these classrooms into 'other' use rooms such as storage, meeting rooms or may leave them just as vacant classrooms. In that case, those classrooms will not show up in the final Functional Facility Capacity number. This will reduce the school's overall capacity numbers and may not be a realistic representation of the school's capacity, but rather a better reflection of the current use of the instructional spaces at each school.

For elementary schools, this means that only the general use classrooms are counted for Functional Facility Capacity. The special use rooms such as art, music, computer, and gym would not be counted for capacity. Except for Level D or DD classrooms, special education classrooms are not included in the capacity count. The functional capacity calculation accounts for the potential to fill classrooms that function as "homeroom instruction" for students. On the other hand, for middle/high schools the only rooms deducted from the Maximum Facility Capacity are rooms identified as special education or unassigned support labs such as computer labs, science labs, specialty labs, etc. unless they have assigned classes functioning in the space. The exclusion of special use and support classrooms provides a more realistic capacity that reflects the educational program of the school.

Instructional Space Capacity Methodology

Just as the previous methods, this capacity method, also known as the 67% Instructional Space Capacity, is also based in part on the New Mexico Public Education Department (PED) Pupil to Teacher Ratio (PTR) previously explained in this section, and the other part based on the number of existing classrooms and educational programs with and without portables.

The **67% Instructional Space Capacity** is based strictly on the number of classrooms/instruction spaces of the school. This analysis is a BENCHMARK based on **Instructional Space Capacity** calculations to provide insight to BPS. It is based on the premises that an overall school capacity of 67% of its maximum capacity serves as a benchmark for the overall capacity of school facilities. An overall instructional capacity of 67% should be a very attainable efficiency rate for schools. The majority of elementary, middle and high schools in the State of New Mexico are able to achieve this rate. If a school is below an overall capacity of 67%, the district needs to review the educational program of the school and develop a plan to increase the utilization and efficiency of the school.

Capacity Analysis Results Based on the NM Adequacy Standards (NMAS) Method

The following table shows the current BPS enrollment and the NMAS recommended square feet per student per school. The NMAS recommended facility square footage is based on the current enrollment and the NMAS current recommended SF/Student. The differences between existing school square footages and NMAS recommended facility square footages are shown in the subsequent columns for comparison. The table also contains the NMAS recommended student capacity based on the existing square footage of each school in the district. The total combined NMAS totals are calculated across the bottom of the table.

Utilization / Capacity

BPS has 9 schools with a 2016-17 student population of 3,188 and an overall square footage of permanent and portable facilities of 632,195 according to the floor plans. This square footage is comprised of 268 instructional spaces of which 262 are permanent and 6 are portable.

NMAS Recommended Square Footage

School	2016-17 Enrollment	NMAS CURRENT Rcmd SF/Student	NMAS Rcmd Facility SF	Actual Facility SF (Permanent)	Actual Facility SF (w/portables)	Ratio of Existing SF to Rcmd SF	NMAS Capacity based on Existing SF/Student
La Escuelita Pre-School	164	143	23,526	22,712	22,712	97%	158
Pre-K Subtotal:	164		23,526	22,712	22,712	97%	158
Algodones ES	193	142	27,422	25,195	27,103	99%	190
Bernalillo ES	442	130	57,613	65,479	65,479	114%	516
Carroll ES	373	134	49,832	63,493	63,493	127%	497
Placitas ES	120	146	17,463	34,746	34,746	199%	249
Cochiti ES/MS	294	155	45,454	61,018	64,602	142%	445
Santo Domingo ES/MS	314	153	48,150	62,199	62,199	129%	425
Elementary Subtotal:	1,736		245,934	312,130	317,622	129%	2,322
Bernalillo MS	473	143	67,787	104,084	105,876	156%	919
Middle School Subtotal:	473		67,787	104,084	105,876	450%	919
Bernalillo HS	815	147	119,499	185,985	185,985	156%	2,058
High School Subtotal:	815		119,499	185,985	185,985	156%	2,058
DISTRICT TOTALS:	3,188		456,746	624,911	632,195	138%	5,457

Facility SF Including Portables is from floor plans, and could be different than FAD SF.

CES/MS and SDE/MS are combined totals using MS Capacity estimates

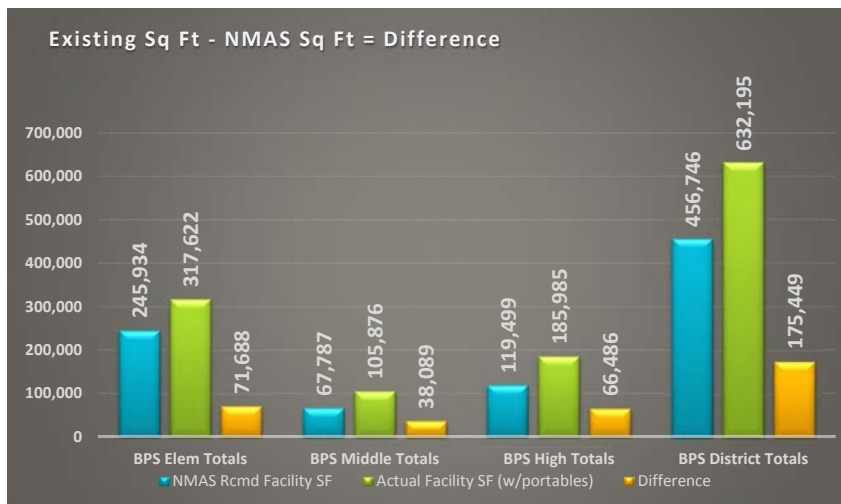
The NMAS recommended overall district capacity for the 9 schools, based on existing square footage and the NMAS calculator, is approximately 5,457 students or 2,269 students more than the 2016-17 student population of 3,188. The NMAS recommended square footage for the 9 schools based on 3,188 students is 456,746 square feet which are 175,449 square feet less than the existing square footage of 632,195. The table and graphic below delineate the NMAS recommended and existing square footages for each school, as well as the difference between the two.

School	Grades	2016-17 Enrollment	NMAS Rcmd Facility SF	Actual Facility SF (w/portables)	Difference
La Escuelita Pre-School	Pre-K	164	23,526	22,712	-814
Pre-K Subtotal:		164	23,526	22,712	-814
Algodones ES	PreK - 4	193	27,422	27,103	-319
Bernalillo ES	3 - 5	442	57,613	65,479	7,866
Carroll ES	K - 2	373	49,832	63,493	13,661
Placitas ES	K - 5	120	17,463	34,746	17,283
Cochiti ES/MS	PreK - 8	294	45,454	64,602	19,148
Santo Domingo ES/MS	K - 8	314	48,150	62,199	14,049
Elementary Subtotal:		1,736	245,934	317,622	71,688
Bernalillo MS	6 - 8	473	67,787	105,876	38,089
Middle School Subtotal:		473	67,787	105,876	38,089
Bernalillo HS	9 - 12	815	119,499	185,985	66,486
High School Subtotal:		815	119,499	185,985	66,486
DISTRICT TOTALS:		3,188	456,746	632,195	175,449

These capacities are based upon square foot per student and include portables.

Utilization / Capacity

BPS elementary schools' NMAS recommended square footage is 245,934 sf. The elementary schools actual square footage is 317,622 sf including portables, which is 71,688 sf over NMAS recommended square footage. Without portables the elementary schools are 66,196 sf over NMAS recommended square footage. Middle schools exceed NMAS recommendations by 38,089 sf and the high school, which was built in 2016 to PSFA recommendations, exceeds NMAS recommendations by 66,486 square feet. NMAS recommendations do not include full-size gymnasiums for elementary schools, or auxiliary gymnasiums and performing arts centers for middle and high schools. The following figure is a graphic representation of these values.



Capacity Analysis Results Based on the Functional Facility Capacity Method

The following table shows the results of the Maximum Facility Capacity and the Functional Facility Capacity. The analysis indicates that the District's Maximum Facility Capacity with portables is 6,139 students and its Functional Facility Capacity with portables is 4,707 students. BPS 2016-17 enrollment is 3,188. The Functional Facility Capacity of 4,707 students reflects that there is a need to address under-utilized space throughout the District.

Functional Facility Capacity Compared to Maximum Facility Capacity

School	Grades	2016-17 Enrollment	Existing # of Classrooms w/ Portables	Maximum Facility Capacity w/Portables	Functional Facility Capacity w/Portables
La Escuelita Pre-School	Pre-K	164	14	152	88
Pre-K Subtotal:		164	14	152	88
Algodones ES	PreK - 4	193	14	288	228
Bernalillo ES	3 - 5	442	35	760	468
Carroll ES	K - 2	373	33	664	416
Placitas ES	K - 5	120	17	344	176
Cochiti ES/MS	PreK - 8	294	28	624	561
Santo Domingo ES/MS	K - 8	314	27	621	563
Elementary Subtotal:		1,736	154	3,301	2,412
Bernalillo MS	6 - 8	473	46	1,122	883
Middle School Subtotal:		473	46	1,122	883
Bernalillo HS	9 - 12	815	54	1,564	1,324
High School Subtotal:		815	54	1,564	1,324
DISTRICT TOTALS:		3,188	268	6,139	4,707

These capacities are based upon the number of classrooms in the District.
CES/MS and SDE/MS are combined totals

Utilization / Capacity

The BPS elementary schools, with an enrollment of 1,736, are fairly efficient since they are close to their Functional Facility Capacity of 2,412 with portables; however, District wide the majority of schools are under capacity and based on the functional capacity it could accommodate an additional 1,519 students primarily in the two elementary/middle schools, the middle school and the high school, with the current educational program and still remain under the Functional Facility Capacity threshold.

Capacity Analysis Results Based on the Instructional Space Capacity Method

The following table shows the results of the third method of analysis, the 67% Instructional Space Capacity. This method serves as a benchmark and can be used to validate the values obtained from the other two capacity methods.

Instructional Space Capacity - 67% Range

School	Grades	2016-17 Enrollment	Existing # of Classrooms w/ Portables	Instructional Space Capacity w/Portables @ 67%
La Escuelita Pre-School	Pre-K	164	14	102
Pre-K Subtotal:		164	14	102
Algodones ES	PreK - 4	193	14	193
Bernalillo ES	3 - 5	442	35	509
Carroll ES	K - 2	373	33	445
Placitas ES	K - 5	120	17	230
Cochiti ES/MS	PreK - 8	294	28	418
Santo Domingo ES/MS	K - 8	314	27	416
Elementary Subtotal:		1,736	154	2,212
Bernalillo MS	6 - 8	473	46	752
Middle School Subtotal:		473	46	752
Bernalillo HS	9 - 12	815	54	1048
High School Subtotal:		815	54	1,048
DISTRICT TOTALS:		3,188	268	4,113

According to the results, the District's Instructional Space Capacity is 4,113 students which is 925 students more than its current enrollment of 3,188. As the results indicate the elementary schools, except for Placitas ES, are close to their capacity. While the two elementary/middle schools, the middle and the high schools are considerably under capacity and could accommodate 750 additional students.

Capacity Analysis Summary

The following table shows a summary of the three capacity methods used for BPS, **Capacity Based on NM Adequacy Standards, The Maximum Facility Capacity / Functional Facility Capacity** and the **67% Instructional Space Capacity**. According to the results of all three methods, the capacities exceed the current student population of the existing schools. The capacities at the elementary school level show that the majority of the schools are close to their capacity. Whereas, the results indicate that the district elementary/middle, middle and high schools are oversized for the current student population.

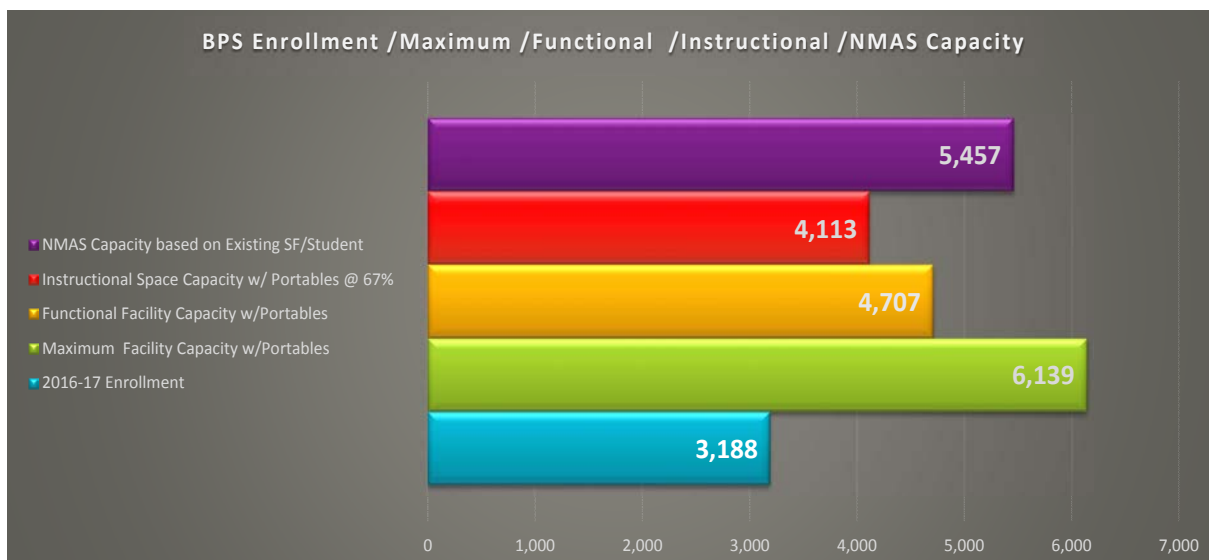
Utilization / Capacity

Instructional Space Capacity

School	2016-17 Enrollment	Maximum Facility Capacity w/Portables	Functional Facility Capacity w/Portables	Instructional Space Capacity w/ Portables @ 67%	NMAS Capacity based on Existing SF/Student
La Escuelita Pre-School	164	152	88	102	158
Pre-K Subtotal:	164	152	88	102	158
Algodones ES	193	288	228	193	190
Bernalillo ES	442	760	468	509	516
Carroll ES	373	664	416	445	497
Placitas ES	120	344	176	230	249
Cochiti ES/MS	294	624	561	418	445
Santo Domingo ES/MS	314	621	563	416	425
Elementary Subtotal:	1,736	3,301	2,412	2,212	2,322
Bernalillo MS	473	1,122	883	752	919
Middle School Subtotal:	473	1,122	883	752	919
Bernalillo HS	815	1,564	1,324	1,048	2,058
High School Subtotal:	815	1,564	1,324	1,048	2,058
DISTRICT TOTALS:	3,188	6,139	4,707	4,113	5,457

These capacities are based upon the number of classrooms in the District.
CES/MS and SDE/MS are combined totals

The Functional Facility Capacity and the 67% Capacity methods are better indicators of facility capacity for BPS schools than the NMAS capacity method since the identified square footage takes into consideration gymnasiums and other support spaces that significantly increase the available space and as a result the capacity of the school. Finally, the table below shows a comparison of the district total capacities of all three methods of analysis. Based on the current square footage of existing facilities, the current educational program, and the number of instructional spaces the District can accommodate, at a minimum, approximately 1,500 additional students. From this number, around 900 students correspond to the middle and high school levels, 500 to the elementary/middle schools, and 100 to the elementary schools.



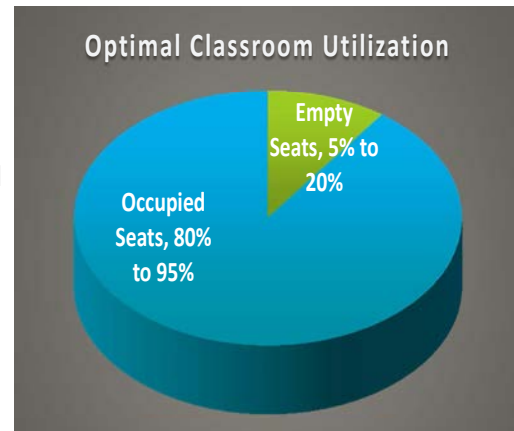
Utilization / Capacity

Utilization Studies

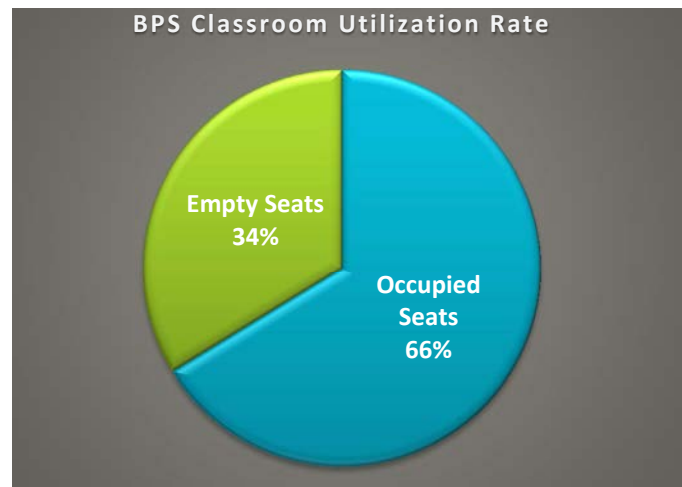
There are two indicators of space utilization, **Classroom Utilization Rate** and **Facility Utilization Rate**. The first indicator, Classroom Utilization Rate, is based on the percentage rate of assigned classroom occupancy. Whereas the second one, Facility Utilization Rate, is the percentage of assigned spaces compared to unassigned classroom spaces during a typical school day. Both indicators are explained in greater detail below.

Classroom Utilization Rate Indicator

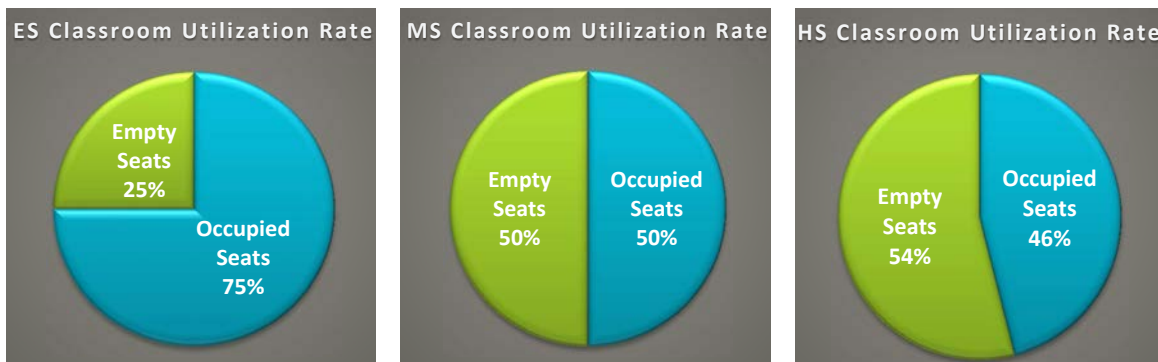
The Classroom Utilization Rate indicator is based on the percentage rate of assigned classroom occupancy and does not include instructional support spaces. The State of New Mexico strives for an optimal Instructional Space Utilization of 95% - 100% of general use classrooms for elementary schools and an optimal rate of 80% - 95% for middle and high schools. These utilization percentages are not to be confused with the capacity studies just discussed in this FMP. The 95% - 100% utilization rate identified for elementary schools and the 80% - 95% utilization rate identified for middle and high schools refers to utilization of the scheduled/ assigned classrooms / instructional spaces. For example, if an elementary classroom / instructional space has a capacity of 22 students, the State anticipates 21 to 22 students to occupy that space, or a utilization rate of 95% - 100%.



BPS has an average Classroom Utilization Rate of 66% district wide. This rate is considerably below the 80%-95% NMAS recommended rate. BPS elementary and elementary/ middle schools have a Classroom Utilization Rate of approximately 75%; middle school 50%; and high school approximately 46%. None of the BPS school levels Classroom Utilization Rates are consistent with the NM utilization guidelines of 80%-95%. This indicates room for improvement in the use of classrooms. These results are shown graphically in the following figure.



Utilization / Capacity

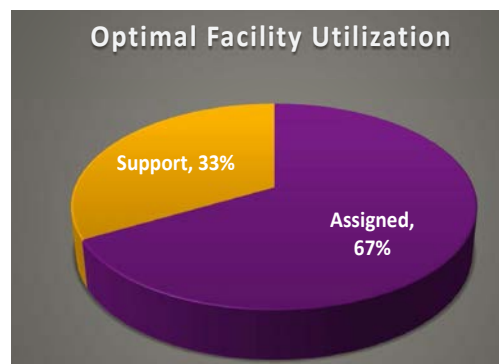


Facility Utilization Rate Indicator

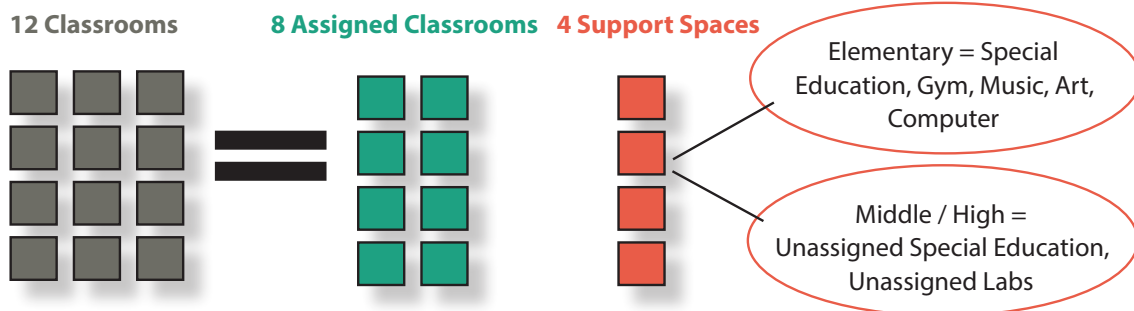
The Facility Utilization Rate indicator is the percentage that indicates the number of assigned and unassigned classroom spaces during a typical school day. The Facility Utilization Rate separates classrooms that are assigned on a given school day and the number of classrooms that are used for support spaces or are unassigned.

An optimal benchmark for facility utilization for schools is 67% of its maximum capacity, which is defined by determining 67% of the total number of Instructional Spaces. To make this clearer, let's take for instance a school with 12 total classrooms. At 67% capacity, this school would have 8 assigned classrooms and no more than 4 classrooms that are unassigned or for support. The image below represents this example graphically.

It should be mentioned that elementary school unassigned classrooms for support are different from the middle and high school levels.



67% Capacity of a 12 Classroom School

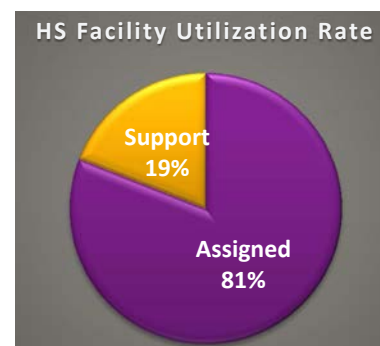
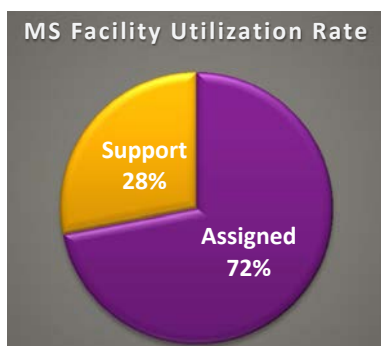
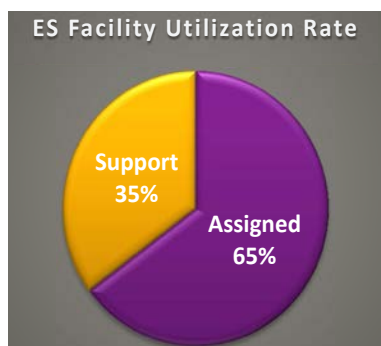
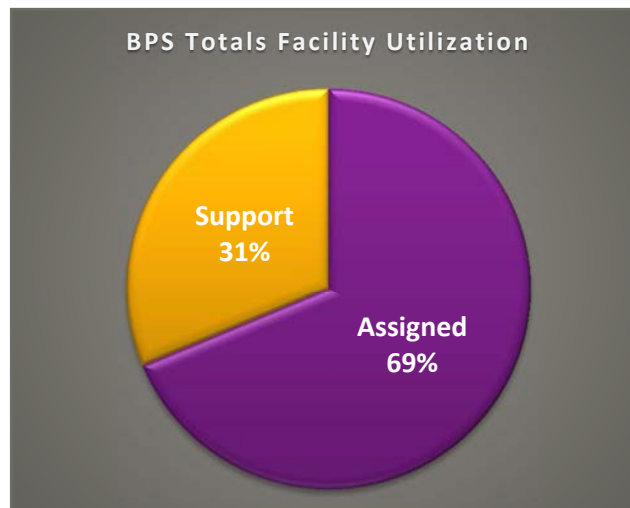


The following chart shows the percentage of Assigned Classroom spaces and the number of Support Spaces of the overall District. BPS students occupy on average, 69% of the instructional spaces during the school day. The 69% overall Facility Utilization Rate does not reflect the capacity

Utilization / Capacity

of students in the classroom spaces, only that 69% of those spaces are used during the day by any number of students.

Currently, the elementary schools have 65% of their instructional spaces assigned during the day which is close to the 67% benchmark and indicates that there is a slight excess of elementary and elementary/middle schools instructional spaces. Middle and High Schools are utilizing their classroom spaces an average of 72% and 81% correspondingly. These values surpass the 67% benchmark and indicate that there is no excess of instructional spaces to accommodate the educational program and there is a below average of instructional spaces that are not assigned and being used as support spaces.



Utilization Studies Summary

The following table shows each BPS school, their Classroom Utilization Rate and their Facility Utilization Rate.

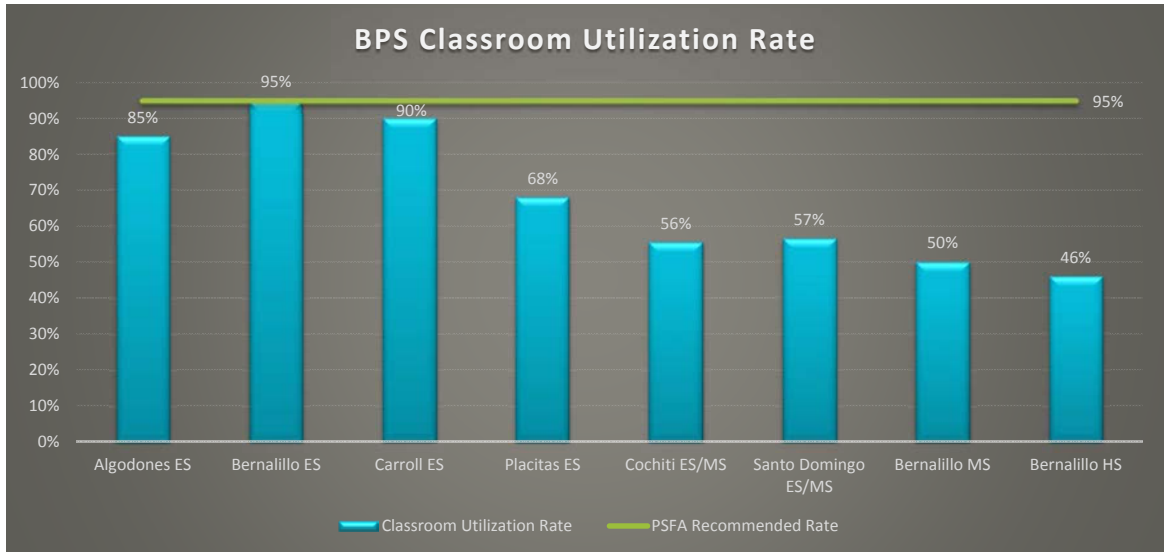
Utilization of Spaces

School	Grades	2016-17 Enrollment	Existing # of Classrooms w/ Portables	Classroom Utilization Rate	Facility Utilization Rate
La Escuelita Pre-School	Pre-K	164	14	94%	57%
Pre-K Subtotal:		164	14	94%	57%
Algodones ES	PreK - 4	193	14	85%	79%
Bernalillo ES	3 - 5	442	35	95%	57%
Carroll ES	K - 2	373	33	90%	61%
Placitas ES	K - 5	120	17	68%	47%
Cochiti ES/MS	PreK - 8	294	28	56%	70%
Santo Domingo ES/MS	K - 8	314	27	57%	76%
Elementary Subtotal:		1736	154	75%	65%
Bernalillo MS	6 - 8	473	50	50%	72%
Middle School Subtotal:		473	50	50%	72%
Bernalillo HS	9 - 12	815	54	46%	81%
High School Subtotal:		815	54	46%	81%
DISTRICT TOTALS:		3,188	272	66%	69%

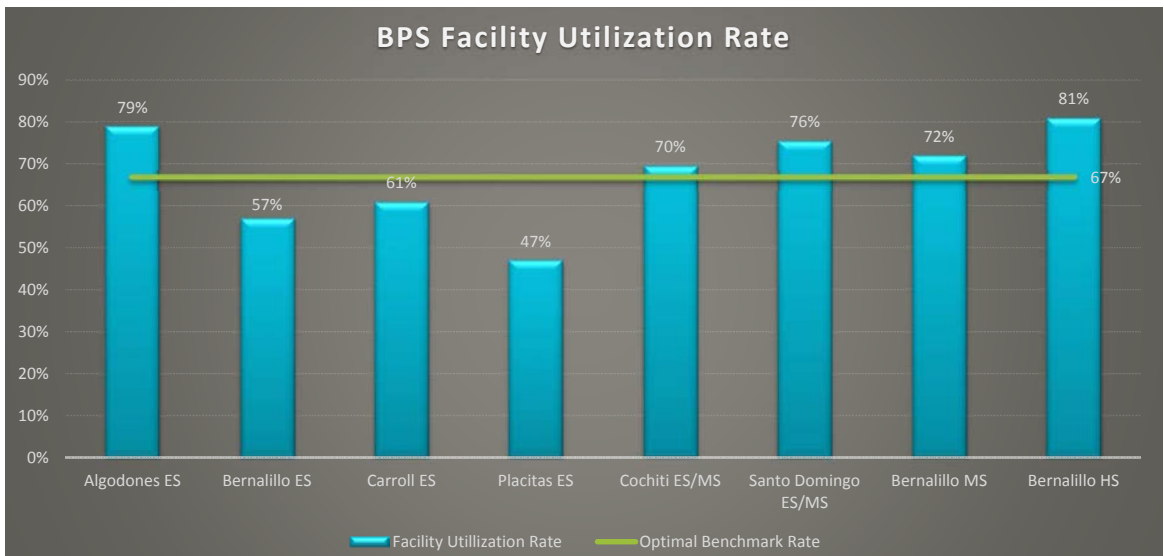
BPS Pre-K student enrollment is not included in the 40th day count, per PED.

Utilization / Capacity

In addition, the following graphs present a comparison of each school utilization rates to the recommended rates. The results show that only Bernalillo ES has a Classroom Utilization Rate that complies with the recommended rate of 95%, while Algodones ES and Carroll ES are very close to it at 85% and 90% correspondingly. Whereas Placitas ES has a value of 68% which is very low compared to the recommended rate. As well, the two elementary/middle schools, the middle school and the high school have low classroom utilization rates showing values below 60%.



With respect to the Facility Utilization Rates all the elementary schools, except for Algodones ES, show values lower than the 67% optimal benchmark rate. On the other hand, the two elementary/middle schools, the middle school and the high school have rates that are above the benchmark value. The high school has the highest rate at 81% which reflects a robust educational program; however, this also represents a lower number of classrooms that serve as support spaces in the school.



Utilization / Capacity

Utilization and Capacity Summary

BPS experienced declines in its enrollment from 2008 to 2015, when the enrollment started to grow again slightly. The projections indicate that the enrollment will continue to grow in the next 5 years, yet it could also continue to decline steadily. As a result, declining enrollment has left some of BPS schools under capacity. This is reflected in the previous analyses since they all indicate that the overall district is under capacity and has a low Classroom Utilization Rate. BPS schools that have the highest underutilized space are the elementary/middle schools, the middle school, and the high school.

The three capacity methods showed that the district can accommodate approximately 1,500 additional students, especially at the two elementary/middle schools and at the middle and high schools. However, schools such as Algodones ES and Bernalillo Es are almost or at their capacity numbers. If the enrollment continues to increase, the district would have to apply strategies to accommodate students efficiently in those schools.

Regarding the utilization studies, the district is below the recommended rates for classroom utilization. The elementary schools have a classroom utilization rate of 66% which does not comply with the recommended 95% rate; however, individually Algodones ES, Bernalillo ES, and Carroll ES have values that are close to the recommended rate. On the other hand, Placitas ES and the combined elementary/middle schools have values that are below 68% and therefore reduce the average classroom utilization rate at the elementary level. The middle and high school are the ones that have the lowest classroom utilization rates with values at 50% or lower. This indicates that the number of students in the classrooms could be improved and, along with the capacity numbers for these schools, that the schools are oversized for the current population.

On the other hand, BPS has high facility utilization rates and the majority of its schools align with the benchmark rate. This indicates that the majority of the schools in the district have a good balance between the assigned classrooms and the unassigned or support classrooms. The schools that are below the 67% benchmark rate are Bernalillo ES at 57%, Carroll ES at 59%, and Placitas ES at 44%. Low facility utilization rates indicate that there is an excess of instructional spaces and an above average of instructional spaces that are not assigned and being used for support. Also, it indicates that the facilities at these schools could be utilized in a more efficient way.

During the FMP process the district discussed the desire to return 5th grade elementary students to Algodones ES that are currently housed in Bernalillo ES; however, based on the results of the capacities the school cannot support the addition of the 5th grade students since it is currently at its capacity. The school also has a facility utilization rate higher than the 67% benchmark, which indicates that the school may not have a sufficient number of support spaces. The district discussed various strategies to address this issue. These strategies are presented in further detail in this FMP.

BPS does not currently have any plans to restructure its combined elementary/middle, middle or high schools; however, in the case enrollment continues to decline the district will revisit the

Utilization / Capacity

utilization of these schools and take appropriate measures to provide efficient utilization of these schools while providing a robust educational program.

2.5.4 STRATEGIES TO MEET SPACE NEEDS

BPS moved Algodones ES 5th grade students to Bernalillo ES at the start of the 2015-16 school year since Algodones ES was over capacity. The district performed this action as a temporary solution to provide adequate space to the students while looking for a solution to move 5th grade back into Algodones ES. The district expressed during the FMP process its desire to perform this action as soon as possible and the School Board identified it as a capital project in its 2017 GOB.

According to the historic enrollment, approximately 26 5th grade students were moved to Bernalillo ES. Based on the projected enrollment around 40 students would pass from 4th grade into 5th grade at Algodones ES in the next 2 years. The current enrollment of the school is 193 students. Based on the NMAS capacity the school can house 190 students, and according to the instructional capacity, it can house 208 students. Based on the capacity analyses the school does not have the capacity to house 5th grade.

BPS discussed various options to accomplish this goal. The first option is to make a classroom addition at Algodones ES campus to house 5th grade. The other option is to replace the school and build a new one that would have the capacity to house students from Pre-K to 5th grade.

It is important to note that moving 5th grade students back to Algodones ES would not have a significant impact in the capacity and utilization of Bernalillo ES, since right at this time the school is fairly close to its capacity.

2.5.5 UNDER-UTILIZED SPACES

As previously mentioned, the middle school and the high school are the schools that have the most underutilized space and could accommodate additional students; however, they also have robust educational programs which means that the schools utilize most of their instructional spaces. They just do not have a great number of students per classroom. BPS does not have plans to reduce the square footage at these schools so they can maintain their educational programs. In addition, the high school is a relatively new facility that was constructed based on the NM Adequacy Standards, so the District does not have plans to reduce space at this time.

Placitas ES has significant space to accommodate additional students; however, the district is aware that enrollment for this school has been declining in the last years. If enrollment continues to decrease, the district would have to address this issue and take appropriate measures to effectively utilize this facility. BPS has identified and discussed some of the available options to address the underutilized facilities at Placitas ES, but at this time the district does not have plans to initiate any of the options.

BPS will continue to monitor the enrollment at Placitas ES, Bernalillo MS and Bernalillo HS, and will make adjustments as necessary in order to provide efficient utilization of the space.

Technology

Bernalillo Public Schools Technology Overview

Bernalillo Public Schools has an active Technology Department in place. The District has documented plans in place to address upgrades and replacements of technology equipment on a regular basis. The District is developing a Technology Plan replacing the plan that is no longer required by Public Education Department (PED).

BPS Current Technology Accessibility

The following information is the approximate inventory of technology devices in use in each BPS school:

Windows Devices	Mondo Pads	Servers	Security Cameras	Phones	Network Printers	Routers/Switches
3000	50	22	50	600	0	10/75

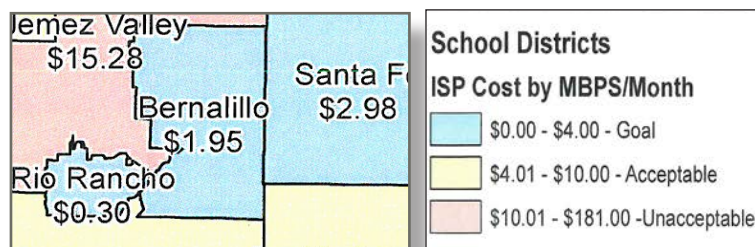
Technology Needs at Each School Site

BPS prioritizes technology at all District schools. The District is meeting all District needs for testing and instruction. The District is currently running at 1mg per student. Internet connection is 1 gigabite. The District will need to upgrade to reach the 2 gigabite connection as required by NM PED by 2020.

Broadband Current and Future Requirements at Each Site

BPS leases broadband fiber from Zayo Group Company. BPS has strong internet coverage at most of its school sites because they applied U84 fiber throughout the district. The schools that were not included in this update are the High School, Placitas ES and Santo Domingo ES/MS. The District would like to continue to upgrade wifi and its broadband to meet requirements by the state.

According to PSFA BPS price for broadband sits within the goal range for districts. The District is satisfied with its broadband cost and service.



Overview of Broadband Plan

BPS technology staff would like to include Mondopads and interactive learning systems, like those at Santo Domingo and Bernalillo High School at all schools. This would be a high cost initially but would ultimately reduce costs over the long term.

Technology Budget

The technology budget for FY 16/17 was \$650,000. The District takes advantage of Erate when

Technology

available and also funds its technology program with SB-9, GOB money and takes advantage of special revenue grants and other state programs for specific projects and software upgrades. During the process of this Facility Master Plan, Bernalillo Public Schools was awarded 3 million from Erate to upgrade their technology program for the district.

Energy Management Program

District Energy Management Plan

Bernalillo Public Schools (BPS) has an Energy Management Plan within its Preventive Maintenance Plan (PMP), and has worked on making all District facilities more energy efficient as funding permits. The entire updated PMP is located in the Appendix of this document.

District Utility Costs

During the FMP process, BPS had the opportunity to review the financial impact District facility square footage has on maintenance and utility costs Districtwide. PSFA has estimated that the average cost for utilities and maintenance for school facilities in New Mexico is \$7.50 / square foot. The following chart illustrates the maintenance and utility cost for each BPS school using PSFA's estimate. The District used this data to develop facility priorities based on the District's ability to afford the maintenance and utilities of each facility. Currently, the cost for utility and maintenance of BPS schools based on actual cost per square foot is \$ 4,737,735.

BPS Utility & Maintenance Cost of Schools Based on PSFA \$7.50/sf

School	Actual Facility SF (Permanent)	Actual Facility SF (w/Portables)	Utility & Maintenance Cost of School Based on PSFA \$7.50/SF
La Escuelita Pre-School	22,712	22,712	\$170,340
Pre-K Subtotal:	22,712	22,712	\$170,340
Algodones ES	25,195	27,103	\$203,273
Bernalillo ES	65,479	65,479	\$491,093
Carroll ES	63,493	63,493	\$476,198
Placitas ES	34,746	34,746	\$260,595
Cochiti ES/MS	60,521	64,105	\$480,788
Santo Domingo ES/MS	62,199	62,199	\$466,493
Elementary Subtotal:	311,633	317,125	\$2,378,438
Bernalillo MS	104,084	105,876	\$794,070
Middle School Subtotal:	104,084	105,876	\$794,070
Bernalillo HS	185,985	185,985	\$1,394,888
High School Subtotal:	185,985	185,985	\$1,394,888
DISTRICT TOTALS:	624,414	631,698	\$4,737,735

The \$7.50/sf includes staff salaries, benefits, materials, installation and utility costs. This number does not include insurance cost of the school.

It is important that the District use this information in conjunction with their own cost estimates to develop a well rounded analysis of costs associated with maintenance and utilities of District facilities.

The following table illustrates how much the District is spending on utilities, per square foot, based on utility bills provided by the district.

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BPS Utilities Cost (dollar/sf) per year

School	Actual Facility SF (Permanent)	Actual Facility SF (w/Portables)	Electricity	Electricity Cost dollar/sf	Natural Gas	Natural Gas Cost dollar/sf	Trash / Waste	Trash / Waste Cost dollar/sf
La Escuelita Pre-School	22,712	22,712	\$19,068	\$0.84	\$5,654	\$0.25	\$0	\$0.00
Pre-K Subtotal:	22,712	22,712	\$19,068	\$0.84	\$5,654	\$0.25	\$0	\$0.00
Algodones ES	25,195	27,103	\$14,691	\$0.54	\$3,421	\$0.13	\$6,745	\$0.25
Bernalillo ES	65,479	65,479	\$7,959	\$0.12	\$3,787	\$0.06	\$13,691	\$0.21
Carroll ES	63,493	63,493	\$53,305	\$0.84	\$4,558	\$0.07	\$1,498	\$0.02
Placitas ES	34,746	34,746	\$35,628	\$1.03	\$5,340	\$0.15	-	\$0.00
Cochiti ES/MS	60,521	64,105	\$43,758	\$0.68	\$9,571	\$0.15	-	\$0.00
Santo Domingo ES/MS	62,199	62,199	\$3,011	\$0.05	\$13,252	\$0.21	-	\$0.00
Elementary Subtotal:	311,633	317,125	\$158,353	\$0.54	\$39,929	\$0.13	\$21,934	\$0.08
Bernalillo MS	104,084	105,876	\$61,445	\$0.58	\$0	\$0.00	\$12,538	\$0.12
Middle School Subtotal:	104,084	105,876	\$61,445	\$0.58	\$0	\$0.00	\$12,538	\$0.12
Bernalillo HS	185,985	185,985	\$168,822	\$0.91	\$33,940	\$0.18	\$30,997	\$0.17
High School Subtotal:	185,985	185,985	\$168,822	\$0.91	\$33,940	\$0.18	\$30,997	\$0.17
DISTRICT TOTALS:	624,414	631,698	\$407,688	\$0.72	\$79,523	\$0.14	\$65,469	\$0.09

Notes: Placitas ES, Cochiti ES/MS and Santo Domingo are on a well system.

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Capital Funding

2.8.1 CAPITAL IMPROVEMENT PROJECT HISTORY

Bernalillo Public Schools (BPS) has developed a capital improvements plan that addresses the highest priorities as money is available. The local community has shown its support of the District by passing General Obligation Bond (GOB) and Senate Bill-9 (SB-9) mill levies. BPS continues to maintain their facilities with available funding. The following list shows a history of GOB bond elections for BPS since 2004.

<u>Bond Election Date</u>	<u>Election Amount</u>
February, 2004	\$11,000,000
February, 2006	\$22,000,000
February 2013	\$20,000,000
February, 2017	\$18,500,000
Total	\$71,500,000

Over the past 13 years the community has supported BPS by passing General Obligation Bonds (GOB) for a total of \$71,500,000. The district just passed a GOB election in 2017. BPS anticipates the next election to be in 2021. BPS does not anticipate asking the community to support an increase in the tax rate, but to maintain the existing tax rate.

The last SB-9 mill levy successful election was held in 2013. The next SB-9 election will be held in 2019. The district receives approximately \$1,285,000 per year from SB-9.

The district has also received PSCOC/PSFA awards for a total of \$36,137,305 since 2005.

Using the funds from these funding sources, the district has been able to accomplish different capital projects. The following table shows the capital projects that the district has completed since 2005 and the funding source of each project.

BPS Capital Projects since 2005

Year	School	Project	Funding Source
2005	Santo Domingo ES/MS	Classroom Addition	GOB
2006	Placitas ES	Classroom Addition	GOB
2006	Cochiti ES/MS	Classroom Addition	GOB
2009	La Escuelita Pre School	New School	GOB
2010	Cochiti ES/MS	Classroom Addition	GOB
2010	Bernalillo ES	New School	GOB & PSCOC/PSFA
2010	Carroll ES	Complete Renovation	GOB & PSCOC/PSFA
2011	Cochiti ES/MS	New Gymnasium	GOB
2017	Bernalillo HS	New School	GOB & PSCOC/PSFA
2017	Santo Domingo ES/MS	New School	GOB & PSCOC/PSFA

2.8.2 CURRENT AND ANTICIPATED FINANCIAL RESOURCES

General Obligation Bonds (GOB)

As of October 2017, the Assessed Land Valuation of BPS was \$637,301,494. BPS maximum bonding capacity at 6.00% of its assessed valuation was approximately \$38,238,090. As of 2017 the District is bonded 90.21% to capacity which is \$34,495,000. Currently, the district's bonding capacity is \$3,743,090. BPS anticipates its next GOB election for 2021.

Mill Levies

BPS has a 2 mill levy in place to take advantage of state matching funds under the NM Senate Bill 9 (SB9) program. SB9 revenues provided approximately \$1,285,000 for the 2016-17 school year for general maintenance and small projects. The levy is subject to renewal through election every six years. The last SB9 election was in 2013, the next SB9 election will be held in 2019.

BPS does not have a mill levy in place allowed under NM House Bill 33 (HB33). HB33 funding is generally used for renovation and additions to existing facilities. Mill levies under HB33 must be approved through periodic election every five years.

NM House Bill 31 (HB31) was a funding program that was established to provide additional funding to New Mexico Public School Districts to primarily address health and safety needs. BPS has received funding under HB31 to address health and safety needs at all school campuses within the district. All identified projects receiving funds from this source are currently under contract or have been completed. There is no additional funding available for school districts through this resource at this time. The fund was administered by the New Mexico Department of Education Deficiencies Correction Unit (DCU) which has evolved into the Public School Facilities Authority (PSFA). PSFA / DCU provided funds to BPS for correction of identified deficiencies. The exact amount of funds provided to the District could vary slightly based upon the final project completion cost.

Legislative Appropriations

BPS can receive special appropriations granted by the legislature. Amounts appropriated can vary or can be zero. The amount of legislative appropriations accepted by the district will be deducted from critical capital outlay funds. BPS has not received any special appropriations since 2009.

Federal Impact Aid

BPS receives and applies for PL874 Federal Impact Aid funds. Federal Impact Aid funds are provided to school districts in lieu of local property taxes for students residing on federal lands within their service area. This includes Native American lands, military installments, federal public domain and national forest lands. These funds are not typically large enough to support capital projects, so BPS uses Federal Impact Aid funds to support its Special Education and Indian Education programs.

Capital Funding

Grants/E-Rate

BPS is an E-Rate funded district and receives a variable amount of funding every year. The district utilizes E-Rate funding for technology and broadband projects on an annual basis. BPS applied for e-rate funds in 2017 and received \$3,000,000.

Public School Capital Outlay Act

Effective September 1, 2003, any school district can apply for Capital Outlay regardless of its percentage of indebtedness. Priorities for funding of school projects are determined by using the ranking of each public school in the State. The rankings are generated from information in the facilities assessment database which is based on the statewide adequacy standards. All districts must present their needs before the PSCOC which is comprised of nine members. The following or their designees are identified in statute: the Governor, the Secretary of the Department of Finance and Administration, the Director of the Construction Industries Division of the Regulation and Licensing Department, the Secretary of Education, the President of the State Board of Education, the President of the State School Boards Association, and the Directors of the Legislative Education Study Committee, Legislative Finance Committee, and the Legislative Council Services.

The Council shall establish criteria to be used in public school capital outlay projects that receive grant assistance including: the feasibility of using design, build and finance arrangements; the potential use of more durable construction materials; and any other financing or construction concept that may maximize the dollar effect of the state grant assistance.

No more than 10 % of the combined total of grants in a funding cycle shall be used for retrofitting existing facilities for technology infrastructure. No application for grant assistance shall be approved unless the Council determines that: the project is needed and included in the school district's five-year facilities plan; the school district has used its capital resources in a prudent manner; the school district has provided insurance for buildings; the school district has submitted a 5 Year Facilities Master Plan that includes enrollment projections, a current preventive maintenance plan, and projections for the facilities needed in order to maintain a full-day kindergarten program; the school district is willing and able to pay any portion of the total cost not funded with grant assistance from the fund; the application includes the capital needs of any charter schools located in the district; and the school district has agreed to comply with reporting requirements.

PSCOC Awards

BPS must compete with all other New Mexico school districts for this funding. As of June 2017, BPS' match for this funding source is 58% and the state's match is 42%. Since 2005 BPS has received \$36,137,305 from PSCOC for capital projects.

District Financial Advisor Information

The information that appears in this section was partially provided by RBC Capital Markets, LLC. It indicates the present bonding capacity and estimated future bonding capacity of the district.

Capital Funding

Financial Advisor

RBC Capital Markets
6301 Uptown Blvd NE, Suite 110
Albuquerque, NM 87110
505.872.5999



RBC Capital Markets

2.8.3 SCOPE AND ESTIMATED COST OF DISTRICT CAPITAL PLAN

The 2018-22 FMP has identified \$34,285,437 in District prioritized needs. The District's funding sources are not capable of matching these needs. As seen on the previous pages of this section, BPS has a maximum bonding capacity of \$38,238,090, an outstanding bonded debt of \$34,495,000, and a current bonding capacity of \$3,743,090.

In February 2017 BPS held a GOB election asking the community to support the District's capital projects. The \$18,500,000 GOB funds will be available during the following years as shown in the following table.

BPS GOB Funding Schedule

Year	Available Funds
Current	\$3,875,000
2018	\$5,000,000
2019	\$5,000,000
2020	\$4,500,000

Source: RBC Capital Markets

The following table summarizes the identified District prioritized needs, the cost of the projects, and its potential funding source.

BPS Project Cost by Funding Source

Project Type	Funding Source	Total Projects Cost	Percentage of Total
Building Systems Upgrades	GOB	\$16,903,696	33%
Building Systems Upgrades	SB-9	\$6,054,581	12%
Life/Health/Safety/Security/Code Issues	GOB	\$4,789,538	9%
Life/Health/Safety/Security/Code Issues	SB-9	\$3,449,867	7%
Miscellaneous Projects	GOB	\$15,323,393	30%
Miscellaneous Projects	SB-9	\$0	0%
Preventive Maintenance	SB-9	\$1,576,687	3%
Technology	GOB & E-Rate	\$3,250,000	6%
DISTRICT TOTALS		\$51,347,761	100%

Finally, in order to meet the 2018-2022 facilities needs of BPS based on the above funding categories, the table in the following page shows the potential budget that the district anticipates by funding source.

Capital Funding

BPS Anticipated Capital Funding

Funding Source	Project Type	Year	Amount
SB-9	Life-Health-Safety-Security-Code, Building System upgrades, and Preventive Maintenance needs	2018-2022	\$6,418,932
GOB	Life-Health-Safety-Security-Code, Major Building System upgrades and Capital Pojects	2013 / 2017	\$20,500,000
E-rate	Technology and Broadband Projects	2018-2022	\$3,000,000
Anticipated GOB	Life-Health-Safety-Security-Code, major Building System upgrades, and Capital Projects	2021	\$18,500,000
TOTAL BPS Facility Needs Anticipated Budget 2018-2022			\$48,418,932

Capital Funding

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Total Capital Needs



3.1 BERNALILLO PUBLIC SCHOOLS TOTAL CAPITAL NEEDS

The total capital needs for Bernalillo Public Schools (BPS) are identified in the following pages of this section. The capital needs were derived from the identified facility needs of each school building at each campus. They were identified and prioritized by visual inspection of each facility, meetings with district staff, the BPS FMP committee and School Board input. The district staff, FMP committee, and the School Board reviewed the district and facility information to assure all facility needs had been identified for all district facilities for the life of this FMP.



BPS Capital Projects Since 2005 and Funding Sources:

Since 2005 BPS has accomplished the following capital projects through its various funding sources:

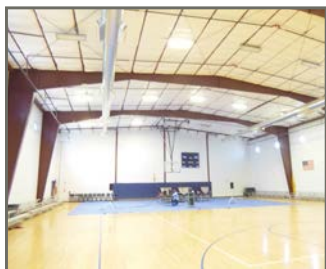
- 2005: Santo Domingo ES/MS Classroom Addition (GOB Funds)
- 2006: Placitas ES Classroom Addition (GOB Funds)
- 2006: Cochiti ES/MS Classroom Addition (GOB Funds)
- 2009: La Escuelita New School (GOB Funds)
- 2010: Cochiti ES/MS Classroom Addition (GOB Funds)
- 2010: Bernalillo ES New School (GOB Funds & PSCOC/PSFA)
- 2010: Carroll ES Complete Renovation (GOB Funds & PSCOC/PSFA)
- 2011: Cochiti ES/MS New Gymnasium (GOB Funds)
- 2017: Bernalillo HS New School (GOB Funds & PSCOC/PSFA)
- 2017: Santo Domingo ES/MS New School (GOB Funds & PSCOC/PSFA)



BPS was able to accomplish, with a community and state partnership, various large scale priorities identified in its 2012-2017 FMP including replacement of Bernalillo HS, replacement of Santo Domingo ES/MS, relocation of district administration / warehouse, roof repairs at Placitas ES and Bernalillo MS, Cochiti ES/MS New Gymnasium, and replacement of Bernalillo MS HVAC; however, there were additional 2012-17 FMP priorities which were not completed or are currently in progress. These projects were included in the discussion and evaluation of the 2018-22 priorities. The 2018-22 FMP is a continuation of the 2012-17 FMP capital projects in addition to developing a long range capital plan to assist the district in re-evaluating and addressing all of its needs in a timely manner.



BPS has been frugal with its capital funding and has partnered with its local community and PSCOC / PSFA on the majority of its major capital projects since 2005. The local community understands the importance of its partnership with the district and has shown continual support of the BPS general obligation bonds (GOB) and Senate Bill-9 (SB-9) elections to accomplish facility projects.



BPS was able to partner with PSCOC/PSFA on some of the above capital projects.

Total Capital Needs



These projects have had FAD rankings that qualified for PSCOC / PSFA funding and the district has been successful in obtaining that funding for all of its qualified projects. This has allowed the district to combine available GOB funds with PSCOC / PSFA funds and accomplish major capital projects such as complete school renovations and replacement of four schools.

BPS applies for and receives funds from e-rate to apply to its technology and broadband needs. The district dedicates a portion of its GOB funds to technology and broadband needs.



BPS applies for and has received funds from New Mexico Department of Transportation (NMDOT) to assist in the funding of road and parking lot projects.

BPS utilizes its SB-9 funds to apply toward preventive maintenance, regular maintenance, life-health-safety-security-code, and minor building system upgrades.



BPS applies for and has received funds from Federal Impact Aid funds to support its Special Education and Indian Education programs. These funds are typically not sufficient to support capital projects.

BPS Total 2018-2022 Anticipated Capital Needs and Funding Sources:

The total 2018-2022 facilities needs identified for BPS during the FMP process is approximately \$51,347,761. This is the total needs of all district facilities including the preschool, the four elementary schools, the two combined elementary/middle schools, the middle school, the high school, and all district support facilities.

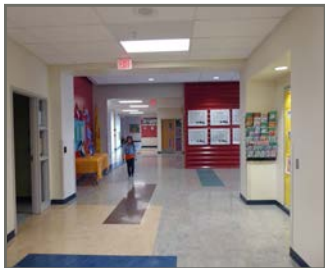


The 2018-2022 facilities needs of BPS has been broken down into eight funding categories to identify the type of need and potential funding source to address that type of need:

1. Building Systems Upgrades – GOB: Identified building systems upgrades anticipated to be funded by GOB.
2. Building Systems Upgrades-SB-9: Identified building systems upgrades anticipated to be funded by SB-9.
3. Life-Health-Safety-Security-GOB: Identified life, health, safety, security and code needs anticipated to be funded by GOB.
4. Life-Health-Safety-Security-SB-9: Identified life, health, safety, security and code needs anticipated to be funded by SB-9.
5. Miscellaneous Capital Projects-GOB: Identified miscellaneous capital projects, not related to building system upgrades, anticipated to be funded by GOB.
6. Miscellaneous Capital Projects-SB-9: Identified miscellaneous capital



Total Capital Needs



projects, not related to building system upgrades, anticipated to be funded by SB-9.

7. Preventive Maintenance: Identified miscellaneous preventive maintenance projects anticipated to be funded by SB-9.
8. Technology: Identified technology projects anticipated to be funded by e-rate and GOB.

The following table summarizes the type of need, its potential funding source, and the cost of the project.

BPS Project Cost by Funding Source

Project Type	Funding Source	Total Projects Cost	Percentage of Total
Building Systems Upgrades	GOB	\$16,903,696	33%
Building Systems Upgrades	SB-9	\$6,054,581	12%
Life/Health/Safety/Security/Code Issues	GOB	\$4,789,538	9%
Life/Health/Safety/Security/Code Issues	SB-9	\$3,449,867	7%
Miscellaneous Projects	GOB	\$15,323,393	30%
Miscellaneous Projects	SB-9	\$0	0%
Preventive Maintenance	SB-9	\$1,576,687	3%
Technology	GOB & E-Rate	\$3,250,000	6%
DISTRICT TOTALS		\$51,347,761	100%

To meet the 2018-2022 facilities needs of BPS based on the above funding categories, the district anticipates a potential budget of:

BPS Anticipated Capital Funding

Funding Source	Project Type	Year	Amount
SB-9	Life-Health-Safety-Security-Code, Building System upgrades, and Preventive Maintenance needs	2018-2022	\$6,418,932
GOB	Life-Health-Safety-Security-Code, Major Building System upgrades and Capital Projects	2013 / 2017	\$20,500,000
E-rate	Technology and Broadband Projects	2018-2022	\$3,000,000
Anticipated GOB	Life-Health-Safety-Security-Code, major Building System upgrades, and Capital Projects	2021	\$18,500,000
TOTAL BPS Facility Needs Anticipated Budget 2018-2022			\$48,418,932

The potential budget for BPS identifies SB-9, GOB and E-rate as available funding sources to address its facility needs. At this time, due to the current Facilities Assessment Database (FAD) ranking of district facilities, BPS anticipates being able to partner with PSCOC / PSFA for the identified facility needs of Algodones ES during the life of this FMP. The district will continue to work with PSFA, monitor its FAD rankings and apply for PSCOC / PSFA funding when appropriate.

Total Capital Needs



The last SB-9 election was held February, 2013 with the next SB-9 election scheduled for 2019. The district receives approximately \$1,285,000 per year from SB-9. The majority of SB-9 funds are used for life-health-safety-security, preventive maintenance, regular maintenance, and building system replacement projects.

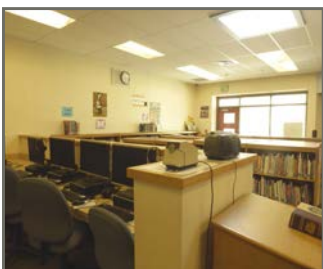


BPS passed a GOB in 2013 for \$20,000,000 to address capital needs. The majority of this GOB was used for the replacement of the high school and the first phase of the replacement of Santo Domingo ES/MS. There is approximately \$2,000,000 remaining to apply to the 2018-22 FMP capital needs. The School Board passed a GOB election in February 2017 that will be used to support the identified needs and capital projects in this FMP. The first project to utilize the 2017 GOB funds will be Phase 2 of the Santo Domingo ES/MS replacement project, which included renovation of their existing gymnasium and replacement of their athletic fields. The majority the GOB funds are used for identified capital projects, large scale building system replacement projects and broadband needs.



BPS has not asked its local community to support House Bill – 33 funds and does not anticipate asking in the foreseeable future.

BPS does partner with New Mexico Department of Transportation (NMDOT). When successful in partnering with NMDOT the funds will be used for district wide road and parking lot projects. It is impossible to determine the amount of funding the District will receive from NMDOT for projects or when that funding will be available.



BPS has not received any direct legislative appropriations since 2009. It is impossible to determine if the District will receive any direct legislative appropriations or when those funds might be available.

BPS applies for and utilizes e-rate funding for technology and broadband projects on an annual basis. The district applied this year for E-rate funds and received \$3,000,000. BPS will use these funds to upgrade its technology in all district's facilities.



BPS receives Federal Impact Aid funds; however these funds have declined substantially in recent years. BPS utilizes these funds to support its Special Education and Indian Education programs and not for capital projects.

BPS priorities, capital needs, and potential funding sources have been identified to assist the district in developing a relevant capital plan. It is evident, from the information above, that the identified capital needs of \$51,347,761 exceed the current funding capabilities of the district and it's identified potential

Total Capital Needs



funding sources for the next five (5) years. This FMP process was instrumental in identifying all of the district's facility needs and establishing priorities to assist the district in its continued effort to optimize its capital fund spending and create efficient and effective facilities which support student success. The needs identified in this FMP will span future GOB and SB-9 elections, and will assist the district in the implementation of its preventive maintenance program with the expectation of extending the life of building systems throughout the district.

Anticipated Maintenance Projects that will become Capital Projects:



The table on page Sec.3.1.3 identify that BPS anticipates \$16,903,696 of maintenance projects that fall under building system projects and \$4,789,538 of maintenance projects that fall under Life/Health/Safety/Security/Code projects will be addressed as capital projects with GOB funds as soon as the district has GOB funds available. The district is in the process of establishing a schedule to begin these capital projects. The district anticipates another GOB election around 2021 which will be used to continue addressing the capital priorities identified in this FMP. A detailed list of these capital projects is identified in the Estimate of Probable Costs Needs by Facility/Funding Source spreadsheet at the end of section 3.3. It identifies the capital projects at each district facility and the funding source for the projects. BPS anticipates partnering with PSCOC / PSFA for funding to help address its maintenance (building and site system) projects at Algodones Elementary School that are anticipated to turn into capital projects. The district has had to move the Algodones ES project down the list of priorities to give the district time to investigate all its options and due to availability of funding for renovation of the existing facility.



These maintenance (building and site system) projects that could turn into capital projects include:

- Air / Ventilation Equipment at AES
- Exterior Windows and Doors at AES
- Fire Detection / Alarm at BMS
- Floor Finishes at AES
- HVAC Systems at AES, BHS, CES/MS
- Institutional Equipment Replacement at AES
- Interior Doors, Partitions, Stairs at AES, BHS
- Lighting / Branch Circuits Systems at AES, BES, CES, CES/MS
- Main Power / Emergency Lighting at AES
- Plumbing at AES, BHS, BMS, CES/MS
- Roof Replacement at AES, BMS, CES/MS,
- Site Utilities at AES, BMS
- Library Renovation at BMS
- Athletic Fields Upgrades
- Playground Equipment Upgrades and Installation



Total Capital Needs



Site Lighting Upgrades
Parking Lot Upgrades



FACILITY NEEDS BY CATEGORY

During this FMP process approximately \$51,347,761 in facility needs were identified that are related to eight assessed categories of facility needs: adequacy standards (AdqStd); educational program (EdPro); facility renewal (FacRen); growth; life-health-safety-security-code-ADA compliance (L-H-S-S); local policy (LocPol); preventive maintenance / maintenance (PreMaint); and technology (Tech). Due to the historic decline in student population there were no identified needs in the growth category. These identified needs require a combination of funding sources; which the district anticipates access to potentially \$29,918,932 in SB-9, GOB, and E-rate funds to address its 2018-2022 facility needs. BPS also anticipates a 2021 GOB for approximately \$18,500,000 which would allow the district to accomplish the majority of its 2018-22 capital priorities.



ADEQUACY STANDARDS:

\$7,528,004

The District has been actively addressing its adequacy standards issues with its SB-9 and GOB funding as available. The majority of adequacy standard needs identified in this FMP will require GOB funding; however, there are some that can be addressed with SB-9 funds. The number of, age and condition of existing permanent buildings along with the limited availability of capital funds has made it impossible to address all adequacy standard issues. As stated above, BPS has been partnering with the community and PSCOC/PSFA to update its facilities and has made significant improvements to the majority of its schools; however, there are still a number of adequacy standard improvements that need to be addressed.



The majority of BPS schools meet or exceed the overall adequacy standards of the recommended square footage per student in their permanent facilities. The primary adequacy standard needs throughout the district identified in this FMP are related to age and condition of building systems and not square footage issues. There are programs housed in spaces that might not meet New Mexico Adequacy Standards; however, there are options within each school, with the exception of Algodones ES, for re-organization that would allow the program to be housed in a space that does meet Adequacy Standards.

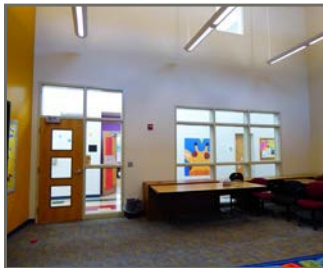


HVAC and site utilities are the primary adequacy standard issues that BPS needs to address, especially at Algodones ES, Cochiti ES/MS, and Placitas ES. The district has implemented a preventive maintenance plan for its HVAC systems which has resulted in extended life for the majority of its HVAC units; however, due to the number of schools and their age, replacement of HVAC equipment will continue to be an on-going process.

Total Capital Needs



The overall square footage of BPS facilities is above state adequacy standards; however, the current Facilities Assessment Database (FAD) identifies spaces at each school that do not meet NM adequacy standards. The combined square footage of the elementary schools is slightly above adequacy standards. The square footage of the middle and high schools exceed the recommended square footage per student, but the space meets the needs of their educational program. A review of these spaces revealed that some of the FAD information needed to be updated and several of the spaces that were identified as not meeting state adequacy standards actually meet the standards. The spaces that were identified in the FAD as not meeting current NM adequacy standards are:



La Escuelita Pre School:

- La Escuelita Pre-School is not on the PSFA FAD inventory. This is a school that houses both the developmentally delayed and typically developing district Pre-School population. While the entire school cannot be funded through PSCOC / PSFA, the portion of the school that houses the developmentally delayed students can be funded.



Algodones Elementary School:

- Insufficient Food Service and Square Footage: AES has 3,085sf to provide food service for the school which meets the required 1,965sf.
- Insufficient Parent Work Space: There is no space available to house this program if it is needed. Algodones ES is at capacity.
- Insufficient Physical Education Square Footage: There is 3,177sf of multi-purpose space to meet the physical education needs of the students and exceeds the required 2,600 sf standard.
- Insufficient General Storage: Algodones ES is over capacity and does not have any additional space to create general storage. The district does not anticipate increasing the general storage.
- Insufficient Total Parking: There are 41 parking spaces of the 62 spaces required on campus to meet the needs of the school. The size of the site makes it impossible to meet the number of required parking spaces.
- Insufficient Special Education Square Footage: AES has 568sf designated as Special Education space which exceeds the 465sf required.



Bernalillo Elementary School:

- Insufficient Total Parking: BES has 47 staff which requires 71 parking spaces; BES has 63 parking spaces on campus to meet the needs of the school, but has identified the reconfiguration of its parent drop-off and pick-up area which could increase the number of parking spaces.
- Insufficient Parent Work Space: There is 277 sf of parent work space of the 400 sf required. This space meets the needs of the school. There is no plan to increase the size of the parent work space in this FMP.

Total Capital Needs



Carroll Elementary School:

- Insufficient Special Education Square Footage: CES has 4,622sf designated as Special Education space in Carroll ES, which exceeds the 465sf required by Adequacy Standards.
- Insufficient Food Service Square Footage: Carroll ES has 5,820sf of food service space to meet the 2,611sf required by Adequacy Standards.
- Insufficient Parent Work Space: CES has 130 sf designated for this program of the 187sf required. There is existing space available to increase the square footage of this program if it is needed. There is no plan to increase the size of the parent work space in this FMP.
- Insufficient Computer Lab Square Footage: There is 1,716sf of computer lab space, which meets the needs of the students, to meet the 1,119 sf standard
- Insufficient Student Drop-Off: CES has a Pick-Up / Drop-Off area. The district has identified the need to redesign the site to better utilize the site and increase safety.
- Inadequate Number of Handicap Spaces: There are 3 spaces of the 5 spaces required in the school. There is sufficient parking to increase the number of handicap spaces to 5.



Placitas Elementary School:

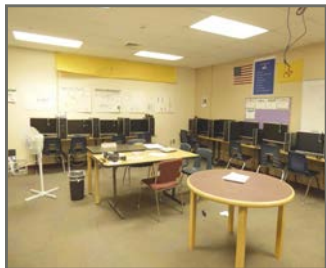
- Insufficient Total Parking: PES has 28 parking spaces of the 30 spaces required based on the current number of staff. There is no plan to increase this space in this FMP.

Cochiti Elementary / Middle School:

- Insufficient Science Square Footage: CES/MS has 1,819sf of science classroom space, which exceeds the 332sf required.
- Insufficient Career Ed Square Footage: Cochiti MS has 83 students which require 249sf of Career Ed space. Cochiti MS uses a 770sf Computer lab to meet its career educational space requirement.
- Insufficient Parent Work Space: There is space available in the school to house this program if it is needed.
- Insufficient Science Storage Square Footage: The existing science labs do not have the required separate storage space, but does have sufficient in classroom storage. There is no plan to increase the size of the science storage.
- Insufficient Computer Lab Square Footage: There is 1,239sf of computer lab space at the school which exceeds the required 882sf.
- Insufficient Janitorial Square Footage: There is no plan in increase the square footage of Janitorial space.
- Inadequate Number of Chemical Storage Units: There are no chemical storage units for the middle school science labs. There is no plan to add chemical storage units at this time.



Total Capital Needs



Santo Domingo Elementary / Middle School:

- The replacement of the school began in 2017. It is being built based on NM Adequacy Standards and complies with all required square footages.

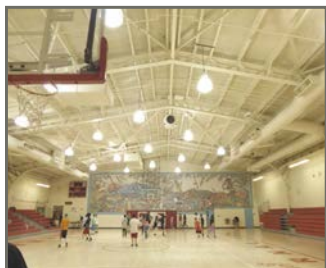
Bernalillo Middle School:

- Insufficient Parent Work Space: There is space available to house this program if it is needed.
- Missing or Inadequate Multi-Use Play Area: The school has a dedicated play field on campus. There is no plan to increase this space in this FMP.
- Inadequate Number of Chemical Storage Units: The existing chemical storage space meets the students' needs at this time. There is no plan to increase chemical storage.



Bernalillo High School:

- The school was replaced in 2017 and built based on NM Adequacy Standards. Therefore, BHS complies with all required square footage space.



BPS has determined that the majority of its existing facilities meets current needs and does not plan to spend capital funds to increase or renovate the spaces of the district schools to bring the square footage of the spaces up to adequacy standards during the next five years, except for Algodones ES. BPS has already accomplished major facility projects at the majority of its schools to bring them into alignment with statewide adequacy standards.

The overall square footage of BPS facilities is above state recommended square footage per student. The only schools that are below NMAS recommended square footage based on their current enrollment are Algodones ES and La Escuelita Pre School. La Escuelita Pre-School has a morning and an afternoon session which makes its footprint very efficient.



A close look at each of the district schools reveals that there is excess square footage at the majority of them. Placitas ES exceeds the recommended square footage by more than 100%; both combined elementary/middle schools also exceed the recommended square footage, Cochiti ES/MS by 42% and Santo Domingo ES/MS by 29%. The district's middle school and high school are also above the state adequacy standards both by 56% more than the state recommended square footage.



The high school is a relatively new facility that was designed and built based on adequacy standards. The educational program offered at this school requires a large number of spaces, so does the educational program at the middle school; however, the classrooms at both schools could be better utilized. This reflects that they both have robust educational programs for the number of students. Any

Total Capital Needs



attempt to reduce the permanent square footage of these schools could result in a reduction of their educational programs.

While the district schools do have an excess of square footage, BPS realizes the importance of right sizing its facilities to reduce maintenance and utility costs. During this FMP process, discussion of how to reduce existing square footage and bring the district's facilities closer to compliance with PSFA recommended adequacy standards related to square footage occurred at each meeting. The discussions centered on the utilization of each facility and the cost of maintenance and operations of under-utilized square footage. The district would like to address these needs as soon as funding allows and will use a combination of GOB and SB-9 funds.



EDUCATIONAL PROGRAM:

\$3,555,500

The district is constantly reviewing its educational program and making adjustments to meet the needs of its students. There are two educational program related projects included in this FMP. There is \$45,500 proposed at La Escuelita Pre-School to increase the amount of adaptive playground equipment that is needed to meet their student needs. The other educational program project is the 5th grade classroom addition at Algodones ES. This project is a top priority of the community and the district, but the district has to determine the best option for Algodones ES and its students. The district would like to address these needs as soon as funding allows and will use a combination of GOB and SB-9 funds.



FACILITY RENEWAL:

\$15,319,936

The majority of the \$15,319,937 reflects upgrades to building systems that are past their useful life district wide. There are large scale needs that will need GOB funds, but a large portion of the facility renewal needs can be addressed with district SB-9 funds. The district has been systematically replacing or upgrading building systems at its facilities as funding allows. The building systems to be updated include:

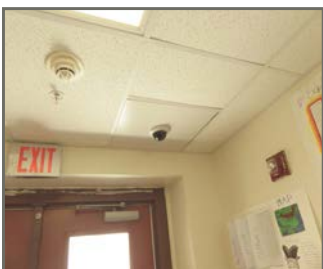
- Air Ventilation / Equipment
- Ceiling finishes
- Exterior windows and doors
- Floor finishes
- Institutional equipment
- Interior doors, partitions, stairs, elevator
- Interior wall finishes
- Lighting / Branch circuits
- Main power / Emergency lighting
- Other electrical systems
- Plumbing



Total Capital Needs



- Roof
- Wall finishes
- Athletic fields
- Site lighting
- Site specialties
- Site utilities



The district recognizes that facility renewal is critical in providing a safe, stimulating learning environment; however, capital funding is limited. BPS requires slightly more facility renewal than existing or anticipated funds can accommodate in the next five years. There are building systems at the majority of the existing district schools that are past their useful life and need to be updated. The district has established its priorities to align with the FAD ranking in anticipation of partnering with PSCOC / PSFA on these building system upgrade projects when the projects qualify for state funding assistance. BPS anticipates being able to partner with PSCOC / PSFA for building system updates in Algodones ES during the life of this FMP. The district would like to address the needs at their other schools as soon as funding allows and will use a combination of GOB and SB-9 funds

LIFE / HEALTH / SAFETY/SECURITY/CODE:

\$8,210,480

The majority of Life-Health-Safety-Security-Code-ADA Compliance needs at BPS facilities is due to changes in ADA requirements and the building code because of the age of the facilities. The needs that fall under changes in ADA requirements and the building code are currently grandfathered in. These items have been identified in this FMP to alert the district to the potential impact of these items to future renovation projects, but do not require immediate action or correction. As facilities are replaced or upgraded, the district might have to address the grandfathered issues, depending on the scope of work identified for a particular facility. The majority of these issues pose no potential impact to school operations at the current time but are identified so they can be included in future projects as needed.

BPS implemented a plan in its previous FMP to update intercom and fire alarm systems as needed. During the past five years the district has updated the majority of the intercom systems at all of its schools with the exception of Algodones ES and Bernalillo MS. There are still several life-health-safety-security facility needs that the district wants to address in the next five years. The main issue is facility security which entails increased entry security, providing card key (fob) entry to main doors, installing and updating the district security camera system and providing adequate site lightings on campus. Other issues that need to be addressed include upgrade or replace fire alarm systems is needed at AES, CES/MS, BMS and LEPS; upgrade main power / emergency lighting at AES, BMS,

Total Capital Needs



and BHS; install, replace or upgrade fencing at AES, BES, CES, PES, and LEPS; correct ponding in play grounds at CES and LEPS; install or replace playground equipment at CES, CES/MS, BMS, and LEPS; and repair or replace damaged walkways. In addition, ADA signage is needed at AES and BMS and BMS also needs ADA entry doors. The district would like to address these needs as soon as funding allows and will use a combination of GOB and SB-9 funds.

GROWTH:

\$0

There are no funds related to growth at BPS identified in this FMP. BPS has experienced slight declines in student enrollment since 2008; however, with the new Bernalillo HS and new Santo Domingo ES/MS there has been a slight increase in student population. The enrollment projections identify a fairly stable student enrollment around 3,000. There is no new economic development identified in this area at this time. The district realizes the implications of a declining enrollment and will continue to monitor its enrollment on a regular basis. Both classroom utilization and capacity at the combined elementary / middle schools, at the middle school and at the high school are low. If student enrollment continues to decline, BPS will review options for its schools which will center on creating more efficient and effective facilities.



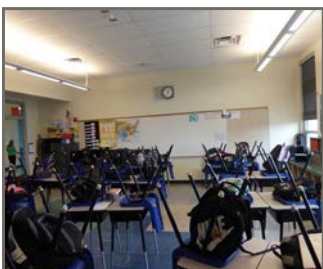
Information regarding the state's "Right Size Initiative" was presented to and discussed by district representatives and the BPS FMP committees. BPS was encouraged to include reduction of under-utilized square footage in their long term facilities planning. As a result, the district has identified areas where it can demolish older and abandoned facilities, and dispose of unused portables. These initiatives will result in a cost savings related to maintenance, and utilities. The district is also investigating alternatives to increase its financial efficiency. It is recommended that the district continue the discussion of closure, disposal or demolition of under-utilized spaces district wide.

LOCAL POLICY:

\$ 11,907,155

BPS recognizes the importance of providing an environment which is conducive to learning for students and also providing facilities that support student and community needs. Local Policy needs are identified needs which do not fall into other categories and exceed adequacy standards, yet they are important to the district's mission and vision and to the community.

BPS has been partnering with PSCOC/PSFA and focusing on updating critical needs at its school facilities such as roofs, HVAC and school renovation/replacement. The district and community have identified needs that are not critical to the operation of its facilities but are beneficial to students, community members and enhance facility operations. These needs include improvements to district extra-curricular venues such as turf softball and baseball field, expand football field bleachers, and install practice field; increase and resurface of



Total Capital Needs



parking lots; relocation and installation of shade structures; and replacement of the Transportation / Facilities Maintenance Shop. BPS will use a combination of GOB and SB-9 funds to address its Local Policy needs.

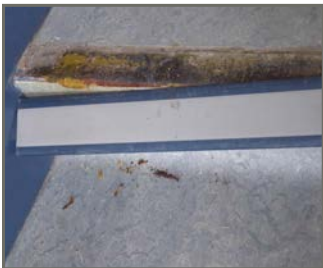
PREVENTIVE MAINTENANCE:

\$1,576,687

BPS recognizes the importance of preventive maintenance and has implemented a PSFA approved Preventive Maintenance Plan. The identified preventative maintenance needs are critical to the upkeep of district facilities and have the potential to extend the life of the existing building / site systems. The district has set in place School Dude, a system where the facility users can submit a work order; identifying when various finishes such as flooring, ceiling tiles, and window coverings need to be replaced, walls need to be painted and building systems are not working properly. This allows the user to have input as to the items that they feel impact their comfort and ability to use the space as intended and allows the district to track the work orders.



Identified preventive maintenance needs include repair of stucco at exterior walls, upgrade floor finishes that past their useful life, repair interior walls, upgrade lighting, install water conditioners, correct ponding, resurface and repair of parking lots, and walkway repairs at district campuses. The major preventive maintenance issues at BPS are repair of:



- Exterior Walls
- Exterior Windows and Doors
- Floor Finishes
- Interior wall finishes
- Lighting / Branch circuit
- Plumbing
- Wall finishes
- Landscape
- Parking lots
- Walkways

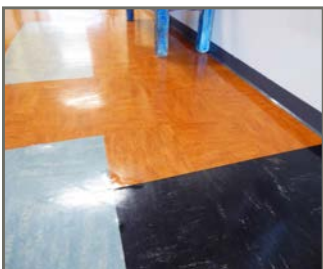


BPS will use SB-9 funds to address its Preventive Maintenance needs.

TECHNOLOGY:

\$3,250,000

BPS is dedicated to providing its students with access to up-to-date technology. The district has developed a Technology Plan that will identify upgrades to technology infrastructure, equipment, software, and broadband. BPS is aware of the Broadband Initiative that PSCOC / PSFA have under taken to provide all New Mexico Public School Districts with affordable and high speed broadband. BPS has not partnered with PSCOC / PSFA on this initiative as its infrastructure already meets the PSFA standards. The District continues to upgrade its technology infrastructure to keep up with the newest advancements. Technology is a tool



Total Capital Needs



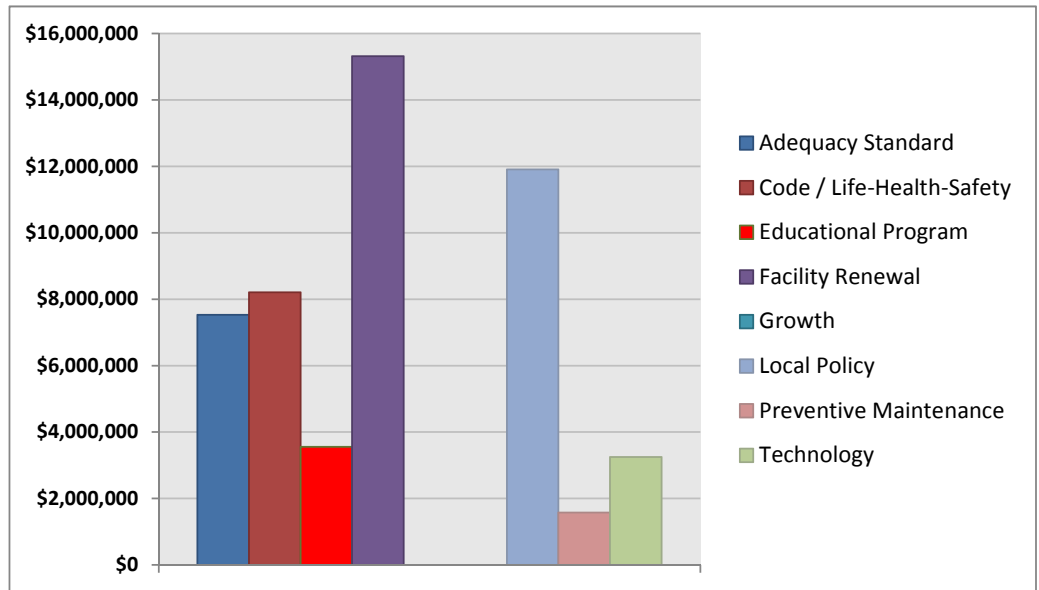
that the District uses extensively in the classroom and for support services which requires a steady funding source. BPS applies for e-rate funding and has set a portion of its GOB funds to address its technology needs. The district applied this year for e-rate funding and received \$3,000,00. BPS will use this funds to update its technology at the district's facilities.

TOTAL DISTRICT CAPITAL NEEDS BY CATEGORY: \$51,347,761

The \$51,347,761 reflects the total needs identified in the above eight categories throughout the district. As shown above, BPS has a potential budget of \$26,918,932 for the next five years from SB-9 funds and previous GOB elections, plus an anticipated \$18,500,000 GOB in 2021.



The chart and graph below illustrate the probable cost of the needs as they fall into the above identified categories. Refer to the NEEDS spreadsheet sorted by CATEGORY in this section for a detailed list of BPS needs related to the categories identified above.



Estimate of Probable Costs

NEEDS BY CATEGORY

FACILITY NAME	AREA-Year	AREA	ROOM	Identified By	SYSTEM	CATEGORY	Funding Source	FACILITY NEEDS	QTY	UNIT	COST/UNIT	MACC	TOTAL PROJECT COST	SUBTOTALS
Priority 1 Life-Health-Safety-Security / Maintenance / Technology:														
District Wide				Dist.	Maintenance	FacRen	BS-SB9	Preventive and Regular Maintenance needs	5	yr	\$661,538.00	\$3,307,690	\$4,299,997	
District Wide					Life-Health-Safety-Security-ADA-Code	LHSS	L-SB9	Address life-health-safety-security issues	5	yr	\$325,990.00	\$1,629,950	\$2,118,935	
District Support		District Wide		FAD	Technology	Tech	Tech	Technology	5	yr	\$500,000.00	\$2,500,000	\$3,250,000	
Priority 1 Life-Health-Safety-Security / Maintenance / Technology:												\$7,437,640	\$9,668,932	
Priority 2 Building / Site System Upgrades:														
Algodones ES	1990	Original Bldg.		FAD	Air / Ventilation Equipment	AdqStd	BS-GOB	Upgrade Air & ventilation system: see HVAC	25,195	sf	\$1.00	\$25,195	\$32,754	
District Support	1968	Admin		Dist	Demolition	AdqStd	MP-GOB	Demolish abandoned district administration bldg.	6,000	sf	\$25.00	\$150,000	\$195,000	
District Support	1990	Admin. Portable		Dist	Demolition	AdqStd	MP-GOB	Dispose of abandoned district administration portables	6	ea	\$25,000.00	\$150,000	\$195,000	
Algodones ES	1990	Original Bldg.		Dist	HVAC	AdqStd	BS-GOB	Replace HVAC: includes air handling	25,195	sf	\$25.00	\$629,875	\$818,838	
Bernalillo HS	1984	Spartan Gym		Dist	HVAC	AdqStd	BS-GOB	Install air in weight, training and coaches rooms	8,791	sf	\$30.00	\$263,730	\$342,849	
Bernalillo HS	1984	Spartan Gym		FAD	HVAC	AdqStd	BS-GOB	Upgrade gym HVAC	18,022	sf	\$20.00	\$360,440	\$468,572	
Cochiti ES/MS	1975	Main Bldg		Dist	HVAC	AdqStd	BS-GOB	Upgrade HVAC: Except 2004 addition and library	30,545	sf	\$25.00	\$763,625	\$992,713	
Cochiti ES/MS	1975	Gym		Dist	HVAC	AdqStd	BS-GOB	Upgrade original gym HVAC	6,527	sf	\$25.00	\$163,175	\$212,128	
Cochiti ES/MS	1975	Main Bldg.		Dist	HVAC	AdqStd	BS-GOB	Upgrade HVAC in Computer Lab 109	1	ea	\$7,500.00	\$7,500	\$9,750	
District Support		Warehouse		Dist	HVAC	AdqStd	BS-GOB	Upgrade HVAC at District Warehouse: Food Safety Issue	11,048	sf	\$20.00	\$220,960	\$287,248	
Cochiti ES/MS	1975	Main Bldg.		Dist	HVAC	AdqStd	BS-SB9	Repair leaks through duckwork in Kindergarten & 1st grade classrooms	1	ea	\$3,500.00	\$3,500	\$4,550	
La Escuelita	2009	Original Bldg.		Dist	HVAC	AdqStd	BS-SB9	Install cooling in IT room	1	ea	\$7,500.00	\$7,500	\$9,750	
Placitas ES	1975	Original Bldg.		Dist	HVAC	AdqStd	BS-SB9	Obtain district / school access to HVAC controls	0		\$0.00	\$0	\$0	
Placitas ES	1975	Original Bldg.		Dist	HVAC	AdqStd	BS-SB9	Remove radiant heater by classroom 110	1	ea	\$1,250.00	\$1,250	\$1,625	
La Escuelita	2009	Original Bldg.		Dist	Institutional Equipment	AdqStd	BS-SB9	Lower classroom sinks: too tall for students	11	ea	\$2,500.00	\$27,500	\$35,750	
Algodones ES	1990	Original Bldg.		Dist	Interior Wall Finishes	AdqStd	BS-GOB	Increase nurse area	1	ea	\$25,000.00	\$25,000	\$32,500	
Algodones ES	1990	Original Bldg.		Dist	Lighting / Branch Circuits	AdqStd	BS-GOB	Upgrade lighting to LED	25,195	sf	\$3.00	\$75,585	\$98,261	
Bernalillo ES	2010	Original Bldg.		Dist	Lighting / Branch Circuits	AdqStd	BS-GOB	Upgrade lighting to LED	65,479	sf	\$3.00	\$196,437	\$255,368	
Bernalillo MS	1994	Library	Library	FAD	Reno	AdqStd	BS-GOB	Renovate Library including: windows, exterior door, flooring, furniture, Fire Alarm/Detection	1	ea	\$485,000.00	\$485,000	\$630,500	
Santo Domingo ES/MS	2018	Gym		Dist	Reno	AdqStd	BS-GOB	Complete Phase II of Gym renovation and site work including fencing and new play fields	1	ea	\$2,100,000.00	\$2,100,000	\$2,730,000	
Carroll ES	2011	Site		Dist	Z-Athletic Fields	AdqStd	BS-SB9	Replace asphalt play area with small grass field	1,200	sf	\$10.00	\$12,000	\$15,600	
Algodones ES	1990	Original Bldg.		FAD	Z-Playground Equipment	AdqStd	BS-GOB	Upgrade playground equipment	1	ea	\$45,000.00	\$45,000	\$58,500	
Algodones ES	1990	Original Bldg.		Dist	Z-Site Utilities	AdqStd	BS-GOB	Assess existing septic for size/capacity	1	ea	\$2,500.00	\$2,500	\$3,250	
Cochiti ES/MS	1975	Site		Dist	Z-Site Utilities	AdqStd	BS-GOB	Repair septic system: grease gets into septic system and floods athletic field: In Progress	0		\$0.00	\$0	\$0	
Placitas ES	1975	Site		Dist	Z-Site Utilities	AdqStd	BS-GOB	Upgrade Sewer / Septic system: In Progress	0		\$0.00	\$0	\$0	
Placitas ES	1975	Site		Dist	Z-Site Utilities	AdqStd	BS-GOB	Install new water well: Providing on 12 gallons of water per minute	1	ea	\$75,000.00	\$75,000	\$97,500	\$7,528,004
La Escuelita	2009	Original Bldg.		Dist	Z-Playground Equipment	EdPro	BS-GOB	Install additional adaptive playground equipment	1	ea	\$35,000.00	\$35,000	\$45,500	\$45,500
Bernalillo MS	1994	Library	Library	FAD	Air / Ventilation Equipment	FacRen	BS-SB9	Beyond expected life: See Library Renovation	0	sf	\$0.00	\$0	\$0	
Cochiti ES/MS	1993	MS		FAD	Air / Ventilation Equipment	FacRen	BS-SB9	Beyond expected life: Upgrade	1	ea	\$5,500.00	\$5,500	\$7,150	
Bernalillo HS	1984	Spartan Gym		FAD	Ceiling Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgrade	6,500	sf	\$4.00	\$26,000	\$33,800	
Cochiti ES/MS	1975	Gym		FAD	Ceiling Finishes	FacRen	BS-SB9	Beyond expected life: Upgrade	1	ea	\$5,500.00	\$5,500	\$7,150	
Algodones ES	1990	Original Bldg.		Dist	Exterior Windows & Doors	FacRen	BS-GOB	Replace Exterior Windows	900	sf	\$175.00	\$157,500	\$204,750	
Algodones ES	1990	Original Bldg.		Dist	Exterior Windows & Doors	FacRen	BS-GOB	Replace Exterior Doors	18	ea	\$5,000.00	\$90,000	\$117,000	
Cochiti ES/MS	1993	MS		Dist	Exterior Windows & Doors	FacRen	BS-GOB	Repair / replace MS windows	300	sf	\$200.00	\$60,000	\$78,000	
Bernalillo HS	1984	Spartan Gym		FAD	Exterior Windows & Doors	FacRen	BS-SB9	Replace east exterior gym doors	10	ea	\$5,000.00	\$50,000	\$65,000	
Bernalillo MS	1957	Main Bldg		Dist	Exterior Windows & Doors	FacRen	BS-SB9	Replace exterior double doors to courtyard	4	ea	\$5,000.00	\$20,000	\$26,000	
Cochiti ES/MS	1975	Gym		FAD	Exterior Windows & doors	FacRen	BS-SB9	Replace exterior door in original gym	2	ea	\$5,000.00	\$10,000	\$13,000	
Cochiti ES/MS	2004	Addition		Dist	Exterior Windows & doors	FacRen	BS-SB9	Replace window at classroom 114	30	sf	\$175.00	\$5,250	\$6,825	
Algodones ES	1990	Original Bldg.		FAD	Floor Finishes	FacRen	BS-GOB	Upgrade floor finishes	18,000	sf	\$6.00	\$108,000	\$140,400	
Bernalillo HS	1984	Spartan Gym		FAD	Floor Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgrade	6,500	sf	\$6.00	\$39,000	\$50,700	
Bernalillo MS	1957	Main Bldg	Administration	Dist	Floor Finishes	FacRen	BS-SB9	Replace carpet in administration	2,590	sf	\$6.00	\$15,540	\$20,202	
Bernalillo MS	1957	Main Bldg		FAD	Floor Finishes	FacRen	BS-SB9	Beyond expected life: Upgrade	35,500	sf	\$6.00	\$213,000	\$276,900	
Bernalillo MS	1957	Main Bldg	Cafeteria	Dist	Floor Finishes	FacRen	BS-SB9	Replace baseboard in cafeteria	250	lf	\$6.00	\$1,500	\$1,950	
Bernalillo MS	1957	Main Bldg	kitchen	Dist	Floor Finishes	FacRen	BS-SB9	Replace VCT in kitchen	741	sf	\$6.00	\$4,446	\$5,780	
Bernalillo MS	1975	Band Bldg	Band	FAD	Floor Finishes	FacRen	BS-SB9	Replace band carpet	2,850	sf	\$6.00	\$17,100	\$22,230	

Estimate of Probable Costs

NEEDS BY CATEGORY

FACILITY NAME	AREA-Year	AREA	ROOM	Identified By	SYSTEM	CATEGORY	Funding Source	FACILITY NEEDS	QTY	UNIT	COST/UNIT	MACC	TOTAL PROJECT COST	SUBTOTALS
Bernalillo MS	1994	Library		FAD	Floor Finishes	FacRen	BS-SB9	Beyond expected life: See Library Renovation	0	lf	\$6.00	\$0	\$0	
Bernalillo MS	2003	Clrm Add.		FAD	Floor Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgrade	6,400	sf	\$6.00	\$38,400	\$49,920	
Cochiti ES/MS	1993	MS		FAD	Floor finishes	FacRen	BS-SB9	Replace VCT in MS corridor	1,512	sf	\$6.00	\$9,072	\$11,794	
Cochiti ES/MS	2004	Clrm Add.		FAD	Floor finishes	FacRen	BS-SB9	Beyond expected life: Upgrade	6,300	sf	\$6.00	\$37,800	\$49,140	
Cochiti ES/MS	2005	Clrm Add.		FAD	Floor finishes	FacRen	BS-SB9	Beyond expected life: Upgrade	2,500	sf	\$6.00	\$15,000	\$19,500	
Algodones ES	1990	Original Bldg.		Dist	Institutional Equipment	FacRen	BS-GOB	Replace classroom casework	300	lf	\$350.00	\$105,000	\$136,500	
Algodones ES	1990	Original Bldg.		Dist	Institutional Equipment	FacRen	BS-GOB	Replace wood bleachers	300	seats	\$200.00	\$60,000	\$78,000	
Algodones ES	1990	Original Bldg.		Dist	Institutional Equipment	FacRen	BS-GOB	Replace stage	1	ea	\$35,000.00	\$35,000	\$45,500	
Cochiti ES/MS	1975	Gym		FAD	Institutional Equipment	FacRen	BS-GOB	Replace bleachers in new gym	300	ea	\$200.00	\$60,000	\$78,000	
Cochiti ES/MS	1993	MS		Dist	Institutional Equipment	FacRen	BS-GOB	Replace casework in MS classrooms	120	lf	\$350.00	\$42,000	\$54,600	
Bernalillo HS	1984	Spartan Gym		FAD	Institutional Equipment	FacRen	BS-SB9	Beyond Expected Life: Upgrade	18,022	sf	\$4.00	\$72,088	\$93,714	
Bernalillo MS	1957	Main Bldg		Dist	Institutional Equipment	FacRen	BS-SB9	Replace exterior lockers	75	ea	\$200.00	\$15,000	\$19,500	
Bernalillo MS	1957	Main Bldg	Gym	Dist	Institutional Equipment	FacRen	BS-SB9	Repair sound system in Gym	1	ea	\$7,500.00	\$7,500	\$9,750	
Bernalillo MS	1957	Main Bldg	Gym	Dist	Institutional Equipment	FacRen	BS-SB9	Replace gym bleachers	700	seats	\$200.00	\$140,000	\$182,000	
Bernalillo MS	1957	Main Bldg	Snack Bar	Dist	Institutional Equipment	FacRen	BS-SB9	Replace casework in snack bar area	25	lf	\$350.00	\$8,750	\$11,375	
Bernalillo MS	1975	Band Bldg	Band	FAD	Institutional Equipment	FacRen	BS-SB9	Potential Mission Impact / Degraded: Upgrade	200	sf	\$50.00	\$10,000	\$13,000	
Cochiti ES/MS	1975	Main Bldg.	Cafeteria	Dist	Institutional Equipment	FacRen	BS-SB9	Repair gate for serving line	1	ea	\$2,500.00	\$2,500	\$3,250	
Algodones ES	1990	Original Bldg.		Dist	Interior Doors, Partitions, Elevator	FacRen	BS-GOB	Replace Interior Doors	42	ea	\$2,500.00	\$105,000	\$136,500	
Bernalillo HS	1984	Spartan Gym		Dist	Interior Doors, Partitions, Elevators	FacRen	BS-GOB	Replace all interior gym doors	30	ea	\$2,500.00	\$75,000	\$97,500	
La Escuelita	2009	Original Bldg.		Dist	Interior Wall Finishes	FacRen	BS-SB9	Paint interior walls: too high for custodian to paint	2,000	sf	\$2.50	\$5,000	\$6,500	
Bernalillo MS	1957	Main Bldg		Dist	Lighting / Branch Circuits	FacRen	BS-GOB	Upgrade lighting to LED	104,084	sf	\$3.00	\$312,252	\$405,928	
Carroll ES	2011	Original Bldg.		Dist	Lighting / Branch Circuits	FacRen	BS-GOB	Upgrade lighting to LED	63,493	sf	\$3.00	\$190,479	\$247,623	
Cochiti ES/MS	1975	Main Bldg.		Dist	Lighting / Branch Circuits	FacRen	BS-GOB	Upgrade lighting to LED	42,507	sf	\$3.00	\$127,521	\$165,777	
Cochiti ES/MS	1975	Gym		Dist	Lighting / Branch Circuits	FacRen	BS-GOB	Upgrade lighting to LED in original gym	6,527	sf	\$4.00	\$26,108	\$33,940	
District Support		District Wide		Dist	Lighting / Branch Circuits	FacRen	BS-GOB	Upgrade lighting to LED	1	ea	\$25,000.00	\$25,000	\$32,500	
Bernalillo HS	1984	Spartan Gym		Dist	Lighting / Branch Circuits	FacRen	BS-SB9	Upgrade gym lighting to LED	18,022	sf	\$4.00	\$72,088	\$93,714	
Placitas ES	1975	Original Bldg.		Dist	Lighting / Branch Circuits	FacRen	BS-SB9	Upgrade lighting to LED	34,746	sf	\$3.00	\$104,238	\$135,509	
Algodones ES	1990	Original Bldg.		Dist	Main Power / Emergency Lighting	FacRen	BS-GOB	Increase electrical power for technology	25,195	sf	\$3.00	\$75,585	\$98,261	
Cochiti ES/MS	1975	Gym		FAD	Other Electrical Systems	FacRen	BS-GOB	Potential Mission Impact / degraded: Upgrade	1	ea	\$4,000.00	\$4,000	\$5,200	
Cochiti ES/MS	1993	MS		FAD	Other Electrical Systems	FacRen	BS-GOB	Potential Mission Impact / degraded: Upgrade	1	ea	\$3,000.00	\$3,000	\$3,900	
Bernalillo HS	1984	Spartan Gym		FAD	Other Electrical Systems	FacRen	BS-SB9	Beyond Expected Life: Upgrade	18,022	sf	\$1.50	\$27,033	\$35,143	
Bernalillo MS	1994	Library		FAD	Other Electrical Systems	FacRen	BS-SB9	Beyond Expected Life: Upgrade	1	ea	\$5,000.00	\$5,000	\$6,500	
Algodones ES	1990	Original Bldg.		Dist	Plumbing	FacRen	BS-GOB	Replace Plumbing: Grease trap is located in the kitchen	900	sf	\$325.00	\$292,500	\$380,250	
Algodones ES	1990	Original Bldg.		Dist	Plumbing	FacRen	BS-GOB	Install additional staff restrooms	160	sf	\$350.00	\$56,000	\$72,800	
Bernalillo HS	1984	Spartan Gym		Dist	Plumbing	FacRen	BS-GOB	Upgrade gym restrooms: Upstairs only	995	sf	\$300.00	\$298,500	\$388,050	
Bernalillo HS	1984	Spartan Gym		Dist	Plumbing	FacRen	BS-GOB	Renovate gym locker rooms	3,900	sf	\$250.00	\$975,000	\$1,267,500	
Bernalillo MS	1957	Main Bldg	Restrooms	Dist	Plumbing	FacRen	BS-GOB	Renovate restrooms	2,119	sf	\$200.00	\$423,800	\$550,940	
Bernalillo MS	1957	Main Bldg	Restrooms	Dist	Plumbing	FacRen	BS-GOB	Upgrade restrooms: floors, sinks, counter tops	2,119	sf	\$50.00	\$105,950	\$137,735	
Cochiti ES/MS	1975	Gym		FAD	Plumbing	FacRen	BS-GOB	Beyond expected life: Upgrade	776	sf	\$250.00	\$194,000	\$252,200	
Placitas ES	1975	Original Bldg.		FAD	Plumbing	FacRen	BS-SB9	Beyond expected life: Upgrade	266	sf	\$250.00	\$66,500	\$86,450	
Bernalillo MS	2001	Portable		FAD	Portable	FacRen	BS-GOB	Beyond expected life: Upgrade	2,119	sf	\$50.00	\$105,950	\$137,735	
Cochiti ES/MS	1990	Portable		FAD	Portable	FacRen	BS-GOB	Beyond expected life: Upgrade	1,792	sf	\$85.00	\$152,320	\$198,016	
Algodones ES	1990	Original Bldg.		Dist	Roof	FacRen	BS-GOB	Replace Roof	25,195	sf	\$18.00	\$453,510	\$589,563	
Bernalillo MS	1957	Main Bldg		Dist	Roof	FacRen	BS-GOB	Replace Roof	104,084	sf	\$18.00	\$1,873,512	\$2,435,566	
Bernalillo MS	1994	Library		FAD	Roof	FacRen	BS-GOB	Beyond Expected Life: Upgrade, included in school roof	0	sf	\$18.00	\$0	\$0	
Cochiti ES/MS	1975	Gym		FAD	Roof	FacRen	BS-GOB	Replace gym roof	6,527	sf	\$20.00	\$130,540	\$169,702	
Cochiti ES/MS	1993	MS		FAD	Roof	FacRen	BS-GOB	Replace Middle School roof	6,010	sf	\$18.00	\$108,180	\$140,634	
District Support		Warehouse		Dist	Roof	FacRen	BS-GOB	Replace roof	11,048	sf	\$18.00	\$198,864	\$258,523	
Bernalillo MS	1957	Main Bldg	kitchen	Dist	Wall Finishes	FacRen	BS-SB9	Repair wall at kitchen mopsink	50	sf	\$25.00	\$1,250	\$1,625	
Bernalillo MS	1957	Main Bldg		FAD	Wall Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgraded as needed	0	sf	\$0.00	\$0	\$0	
Bernalillo MS	1975	Band Bldg	Band	FAD	Wall Finishes	FacRen	BS-SB9	Replace band acoustics tile	300	sf	\$50.00	\$15,000	\$19,500	
Bernalillo MS	1994	Library		FAD	Wall Finishes	FacRen	BS-SB9	Beyond Expected Life: Included in Library Renovation	0	sf	\$0.00	\$0	\$0	
Bernalillo MS	2003	Clrm Add.		FAD	Wall Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgraded as needed	0	sf	\$0.00	\$0	\$0	

Estimate of Probable Costs

NEEDS BY CATEGORY

FACILITY NAME	AREA-Year	AREA	ROOM	Identified By	SYSTEM	CATEGORY	Funding Source	FACILITY NEEDS	QTY	UNIT	COST/UNIT	MACC	TOTAL PROJECT COST	SUBTOTALS
Cochiti ES/MS	1975	Main Bldg.		Dist	Wall Finishes	FacRen	BS-SB9	Renovate Exterior Entry	1	ea	\$25,000.00	\$25,000	\$32,500	
Cochiti ES/MS	2004	Clrm Add.		FAD	Wall Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgraded as needed	0	ea	\$0.00	\$0	\$0	
Cochiti ES/MS	2005	Clrm Add.		FAD	Wall Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgraded as needed	0	ea	\$0.00	\$0	\$0	
Bernalillo MS	1957	Site		FAD	Z-Athletic Fields	FacRen	BS-GOB	Potential Mission Impact / Degraded: Upgraded by district	0	ea	\$0.00	\$0	\$0	
Cochiti ES/MS	1975	Site		Dist	Z-Site Lighting	FacRen	BS-GOB	Upgrade exterior building lighting to LED	20	ea	\$1,250.00	\$25,000	\$32,500	
Cochiti ES/MS	1975	Site		Dist	Z-Site Lighting	FacRen	BS-GOB	Install LED site lighting in parking lots	4	ea	\$25,000.00	\$100,000	\$130,000	
District Support		District Wide		Dist	Z-Site Lighting	FacRen	BS-GOB	Upgrade site lighting to LED	1	ea	\$55,000.00	\$55,000	\$71,500	
District Support		District Wide		Dist	Z-Site Lighting	FacRen	BS-GOB	Upgrade exterior building lighting to LED	1	ea	\$30,000.00	\$30,000	\$39,000	
Bernalillo MS	1957	Site		Dist	Z-Site Lighting	FacRen	BS-SB9	Upgrade 3 west parking lot lightpoles	3	ea	\$25,000.00	\$75,000	\$97,500	
Bernalillo MS	1957	Site		FAD	Z-Site Specialties	FacRen	BS-SB9	Replace delivery ramp to kitchen	50	sf	\$35.00	\$1,750	\$2,275	
Algodones ES	1990	Original Bldg.		Dist	Z-Site Utilities	FacRen	BS-GOB	Deep clean septic system	1	ea	\$7,500.00	\$7,500	\$9,750	
Bernalillo MS	1957	Site		FAD	Z-Site Utilities	FacRen	BS-GOB	Replace water line: Southeast corner of site. Line runs under building.	250	lf	\$250.00	\$62,500	\$81,250	\$11,019,939
Algodones ES	1990	Original Bldg.		FAD	Communications / Security	LHSS	L-GOB	Upgrade Intercom	25,195	sf	\$2.00	\$50,390	\$65,507	
Algodones ES	1990	Original Bldg.		Dist	Communications / Security	LHSS	L-GOB	Install card key access	6	ea	\$7,500.00	\$45,000	\$58,500	
Bernalillo HS	1984	Site		Dist	Communications / Security	LHSS	L-GOB	Increase Site Security: B & D gates allow access to HS. Install electronic gates or fence HS Buildings	1	ea	\$10,000.00	\$10,000	\$13,000	
Bernalillo MS	1957	Campus		FAD	Communications / Security	LHSS	L-GOB	Upgrade intercom	104,084	sf	\$2.00	\$208,168	\$270,618	
Bernalillo MS	1957	Main Bldg	Entry	Dist	Communications / Security	LHSS	L-GOB	Upgrade Security: Entry	1	ea	\$7,500.00	\$7,500	\$9,750	
Carroll ES	2011	Original Bldg.		Dist	Communications / Security	LHSS	L-GOB	Upgrade entry security	1	ea	\$5,500.00	\$5,500	\$7,150	
Cochiti ES/MS	1975	Main Bldg.		Dist	Communications / Security	LHSS	L-GOB	Upgrade Security: Entry	1	ea	\$5,500.00	\$5,500	\$7,150	
Placitas ES	1975	Original Bldg.		Dist	Communications / Security	LHSS	L-GOB	Upgrade entry security: Need more visibility	1	ea	\$12,000.00	\$12,000	\$15,600	
Placitas ES	1975	Original Bldg.		Dist	Communications / Security	LHSS	L-GOB	Install card key access	1	ea	\$15,000.00	\$15,000	\$19,500	
District Support		District		Dist	Communications / Security	LHSS	L-GOB	Security: District Warehouse; District Maintenance	2	ea	\$12,500.00	\$25,000	\$32,500	
Bernalillo ES	2010	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Upgrade entry security	1	ea	\$5,500.00	\$5,500	\$7,150	
Bernalillo ES	2010	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Install security cameras	1	ea	\$7,500.00	\$7,500	\$9,750	
Bernalillo MS	1957	Main Bldg		Dist	Communications / Security	LHSS	L-SB9	Upgrade Security: Cameras	1	ea	\$7,500.00	\$7,500	\$9,750	
Carroll ES	2011	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Install intercom to kitchen	1	ea	\$750.00	\$750	\$975	
Cochiti ES/MS	1975	Main Bldg.		Dist	Communications / Security	LHSS	L-SB9	Upgrade Security: Cameras	1	ea	\$7,500.00	\$7,500	\$9,750	
La Escuelita	2009	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Upgrade Site Security: cameras	1	ea	\$7,500.00	\$7,500	\$9,750	
La Escuelita	2009	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Create secure areas outside classrooms for student use	1	ea	\$12,500.00	\$12,500	\$16,250	
La Escuelita	2009	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Connect security alarm system	1	ea	\$4,500.00	\$4,500	\$5,850	
Placitas ES	1975	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Install security camera system	1	ea	\$7,500.00	\$7,500	\$9,750	
Bernalillo MS	1957	Main Bldg	Entry	Dist	Exterior Windows & Doors	LHSS	L-GOB	Install ADA entry doors	1	ea	\$12,000.00	\$12,000	\$15,600	
Algodones ES	1990	Original Bldg.		Dist	Fire Detection / Alarm	LHSS	L-GOB	Upgrade Fire Detection / alarm system	25,195	sf	\$3.00	\$75,585	\$98,261	
Bernalillo MS	1957	Campus		FAD	Fire Detection / Alarm	LHSS	L-GOB	Upgrade Fire Alarm: Entire School (Band)	104,084	sf	\$3.00	\$312,252	\$405,928	
Cochiti ES/MS	1975	Gym		Dist	Fire Detection / Alarm	LHSS	L-SB9	Protect fire riser in original gym	1	ea	\$2,250.00	\$2,250	\$2,925	
Cochiti ES/MS	2015	New Gym		Dist	Fire Detection / Alarm	LHSS	L-SB9	Upgrade Fire Hydrants by new gymnasium	2	ea	\$2,250.00	\$4,500	\$5,850	
La Escuelita	2009	Original Bldg.		Dist	Fire Detection / Alarm	LHSS	L-SB9	Repair fire alarm system	1	ea	\$4,500.00	\$4,500	\$5,850	
La Escuelita	2009	Original Bldg.		Dist	Fire Detection / Alarm	LHSS	L-SB9	Fire alarm system is not monitored	60	ea	\$125.00	\$7,500	\$9,750	
Bernalillo MS	1975	Band Bldg		FAD	Fire Sprinkler	LHSS	L-GOB	Beyond Expected Life: Upgrade	2,984	sf	\$5.00	\$14,920	\$19,396	
Algodones ES	1990	Original Bldg.		Dist	Institutional Equipment	LHSS	L-GOB	Install ADA signage	60	ea	\$50.00	\$3,000	\$3,900	
Bernalillo MS	1957	Main Bldg		Dist	Institutional Equipment	LHSS	L-SB9	Install ADA signage	120	ea	\$50.00	\$6,000	\$7,800	
Algodones ES	1990	Original Bldg.		FAD	Main Power / Emergency Lighting	LHSS	L-GOB	Upgrade emergency lighting	25,195	sf	\$1.00	\$25,195	\$32,754	
Bernalillo HS	1984	Spartan Gym		FAD	Main Power / Emergency Lighting	LHSS	L-SB9	Beyond Expected Life: Upgrade	18,022	sf	\$2.00	\$36,044	\$46,857	
Bernalillo MS	1975	Band Bldg		FAD	Main Power / Emergency Lighting	LHSS	L-SB9	Beyond Expected Life: Upgrade	1	ea	\$5,000.00	\$5,000	\$6,500	
Placitas ES	1975	Site		Dist	Z-Athletic Fields	LHSS	BS-SB9	Demolish Old basketball court	6,000	sf	\$4.00	\$24,000	\$31,200	
Placitas ES	1975	Site		Dist	Z-Fencing	LHSS	BS-SB9	Install fence on hill to stop students from falling down hill	125	lf	\$100.00	\$12,500	\$16,250	
Placitas ES	1975	Site		Dist	Z-Fencing	LHSS	BS-SB9	Relocate gate to stop entry to back of site	1	ea	\$2,500.00	\$2,500	\$3,250	
Algodones ES	1990	Original Bldg.		Dist	Z-Fencing	LHSS	L-GOB	Upgrade perimeter fence, gate and locking system	3,500	lf	\$100.00	\$350,000	\$455,000	

Estimate of Probable Costs

NEEDS BY CATEGORY

FACILITY NAME	AREA-Year	AREA	ROOM	Identified By	SYSTEM	CATEGORY	Funding Source	FACILITY NEEDS	QTY	UNIT	COST/UNIT	MACC	TOTAL PROJECT COST	SUBTOTALS
Bernalillo ES	2010	Original Bldg.		Dist	Z-Fencing	LHSS	L-SB9	Install fence along east boundary of the property to the west of the ES to keep community off property	1,200	lf	\$100.00	\$120,000	\$156,000	
Bernalillo MS	1957	Site		Dist	Z-Fencing	LHSS	L-SB9	Upgrade Security: Perimeter fencing	1,500	lf	\$100.00	\$150,000	\$195,000	
Carroll ES	2011	Site		Dist	Z-Fencing	LHSS	L-SB9	Install additional fencing in playground area	500	lf	\$100.00	\$50,000	\$65,000	
Carroll ES	2011	Site		Dist	Z-Fencing	LHSS	L-SB9	Install fence at retaining pond	250	lf	\$100.00	\$25,000	\$32,500	
Carroll ES	2011	Site		Dist	Z-Fencing	LHSS	L-SB9	Replace east fence	500	lf	\$100.00	\$50,000	\$65,000	
La Escuelita	2009	Original Bldg.		Dist	Z-Fencing	LHSS	L-SB9	Fence retaining pond	225	lf	\$100.00	\$22,500	\$29,250	
Carroll ES	2011	Site		Dist	Z-Landscape	LHSS	L-SB9	Correct ponding in play grounds	1	ea	\$12,500.00	\$12,500	\$16,250	
La Escuelita	2009	Original Bldg.		Dist	Z-Landscape	LHSS	L-SB9	Correct ponding in playgrounds	1	ea	\$3,500.00	\$3,500	\$4,550	
Bernalillo ES	2010	Original Bldg.		Dist	Z-Parking Lots	LHSS	L-GOB	Reconfigure Parent drop-off / pick-up area	1	ea	\$2,100,000.00	\$2,100,000	\$2,730,000	
Carroll ES	2011	Site		FAD	Z-Parking Lots	LHSS	L-SB9	Beyond expected life: Upgrade; Redesign Carrol ES Prick-up / Drop-off: Better Site Utilization; Additional staff parking	1	ea	\$125,000.00	\$125,000	\$162,500	
Bernalillo MS	1957	Site		Dist	Z-Playground Equipment	LHSS	L-SB9	Potential mission impact / degraded: N/A	0	sf	\$0.00	\$0	\$0	
Carroll ES	2011	Site		FAD	Z-Playground Equipment	LHSS	L-SB9	Potential mission impact / degraded: Replace wood chips	1	ea	\$2,500.00	\$2,500	\$3,250	
Carroll ES	2011	Site		FAD	Z-Playground Equipment	LHSS	L-SB9	Replace slide in playground	1	ea	\$15,000.00	\$15,000	\$19,500	
Cochiti ES/MS	1975	Site		Dist	Z-Playground Equipment	LHSS	L-SB9	Install playground wood chips	1	ea	\$2,500.00	\$2,500	\$3,250	
La Escuelita	2009	Original Bldg.		Dist	Z-Playground Equipment	LHSS	L-SB9	Replace playground wood chips	1	ea	\$2,500.00	\$2,500	\$3,250	
Algodones ES	1990	Original Bldg.		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade exterior building lighting to LED	10	ea	\$1,250.00	\$12,500	\$16,250	
Algodones ES	1990	Original Bldg.		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade site lighting to LED	4	ea	\$7,500.00	\$30,000	\$39,000	
Bernalillo ES	2010	Original Bldg.		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade exterior building lighting to LED	15	ea	\$1,250.00	\$18,750	\$24,375	
Bernalillo ES	2010	Original Bldg.		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade site lighting to LED	5	ea	\$7,500.00	\$37,500	\$48,750	
Bernalillo MS	1957	Site		Dist	Z-Site Lighting	LHSS	L-GOB	Install site lighting in front parking lot: LED	4	ea	\$25,000.00	\$100,000	\$130,000	
Bernalillo MS	1957	Site		FAD	Z-Site Lighting	LHSS	L-GOB	Upgrade exterior building lighting to LED	30	ea	\$1,250.00	\$37,500	\$48,750	
Carroll ES	2011	Site		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade exterior building lighting to LED	12	ea	\$1,250.00	\$15,000	\$19,500	
Carroll ES	2011	Site		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade site lighting to LED	5	ea	\$7,500.00	\$37,500	\$48,750	
Carroll ES	2011	Site		Dist	Z-Site Lighting	LHSS	L-GOB	Install site lighting for staff parking	2	ea	\$25,000.00	\$50,000	\$65,000	
Placitas ES	1975	Site		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade exterior building lighting to LED	10	ea	\$1,250.00	\$12,500	\$16,250	
Placitas ES	1975	Site		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade site lighting to LED	4	ea	\$7,500.00	\$30,000	\$39,000	
Bernalillo MS	1957	Site	Kitchen	Dist	Z-Site Lighting	LHSS	L-SB9	Install exterior light at kitchen entry	1	ea	\$750.00	\$750	\$975	
La Escuelita	2009	Original Bldg.		Dist	Z-Site Lighting	LHSS	L-SB9	Upgrade exterior building lighting to LED	10	ea	\$1,250.00	\$12,500	\$16,250	
La Escuelita	2009	Original Bldg.		Dist	Z-Site Lighting	LHSS	L-SB9	Install site lighting for La Escuelita	3	ea	\$25,000.00	\$75,000	\$97,500	
La Escuelita	2009	Original Bldg.		Dist	Z-Site Specialities	LHSS	L-SB9	Upgrade exterior signage	3	ea	\$750.00	\$2,250	\$2,925	
Algodones ES	1990	Original Bldg.		Dist	Z-Site Utilities	LHSS	L-GOB	Rework septic system tank lid in playground for safety	1	ea	\$3,500.00	\$3,500	\$4,550	
Algodones ES	1990	Original Bldg.		Dist	Z-Walkways	LHSS	BS-GOB	Repair walkways on north side of building, between portables and leading to playground	250	sf	\$35.00	\$8,750	\$11,375	
Bernalillo HS	1984	Site		Dist	Z-Walkways	LHSS	L-GOB	Install walkway to softball and baseball fields	750	sf	\$30.00	\$22,500	\$29,250	
Bernalillo MS	1957	Site		FAD	Z-Walkways	LHSS	L-SB9	Potential mission impact / degraded: Upgrade	2,500	sf	\$35.00	\$87,500	\$113,750	
Carroll ES	2011	Site		FAD	Z-Walkways	LHSS	L-SB9	Beyond expected life: Upgrade	1,200	sf	\$35.00	\$42,000	\$54,600	
Cochiti ES/MS	1975	Site		Dist	Z-Walkways	LHSS	L-SB9	Repair damaged walkways at front of school	750	sf	\$35.00	\$26,250	\$34,125	\$6,091,545
Cochiti ES/MS	1990	Portable		Dist	HVAC	LocPol	BS-SB9	Install cooling to Ms. Julie's shed	825	sf	\$25.00	\$20,625	\$26,813	
Santo Domingo ES/MS	2018	Main Bldg		Dist	Institutional Equipment	LocPol	BS-SB9	Install shelving or cubbies in clothing bank closet	2	ea	\$250.00	\$500	\$650	
District Support		Transport		Dist	New Construction	LocPol	MP-GOB	Replace Transportation / Facilities Maintenance Shop	1	ea	\$1,160,000.00	\$1,160,000	\$1,508,000	
Bernalillo HS	1984	Site		Dist	Z-Athletic Fields	LocPol	MP-GOB	Turf Baseball & Softball Fields	2	ea	\$400,000.00	\$800,000	\$1,040,000	
Bernalillo HS	1984	Site		Dist	Z-Athletic Fields	LocPol	MP-GOB	Install practice field: level surface, grass and irrigation	1	ea	\$450,000.00	\$450,000	\$585,000	
District Support		District Wide		Dist	Z-Athletic Fields	LocPol	MP-GOB	Athletic Field construction and upgrades	1	ea	\$2,900,000.00	\$2,900,000	\$3,770,000	
Bernalillo MS	1957	Site		Dist	Z-Parking Lots	LocPol	BS-GOB	Resurface existing parking lots	20,000	sf	\$4.00	\$80,000	\$104,000	
Bernalillo MS	1957	Site		Dist	Z-Parking Lots	LocPol	BS-GOB	Install parking on north side of site	15,000	sf	\$6.00	\$90,000	\$117,000	
Bernalillo HS	1984	Site		Dist	Z-Parking Lots	LocPol	MP-GOB	Increase parking	35,000	sf	\$6.00	\$210,000	\$273,000	
District Support		Technology		Dist	Z-Parking Lots	LocPol	MP-GOB	Provide additional parking for Technology staff	20,000	sf	\$6.00	\$120,000	\$156,000	
La Escuelita	2009	Original Bldg.		Dist	Z-Site Specialities	LocPol	BS-SB9	Relocate shade structures to playground areas	3	ea	\$12,000.00	\$36,000	\$46,800	
Santo Domingo ES/MS	2018	Site		Dist	Z-Site Specialities	LocPol	BS-GOB	Complete center courtyard: shade structures	1	ea	\$40,000.00	\$40,000	\$52,000	
Bernalillo MS	1957	Site		FAD	Z-Site Specialities	LocPol	BS-SB9	Upgrade student plaza	1	ea	\$35,000.00	\$35,000	\$45,500	
Carroll ES	2011	Site		Dist	Z-Site Specialities	LocPol	L-SB9	Install more shaded areas for students	2	ea	\$35,000.00	\$70,000	\$91,000	
Bernalillo HS	1984	Site		Dist	Z-Site Specialities	LocPol	MP-GOB	Expand east side football field bleachers	800	seats	\$200.00	\$160,000	\$208,000	\$8,023,763

Estimate of Probable Costs

NEEDS BY CATEGORY

FACILITY NAME	AREA-Year	AREA	ROOM	Identified By	SYSTEM	CATEGORY	Funding Source	FACILITY NEEDS	QTY	UNIT	COST/UNIT	MACC	TOTAL PROJECT COST	SUBTOTALS
Bernalillo ES	2010	Original Bldg.		Dist	Exterior Walls	PreVent	PreVent	Repair finish on exterior concrete site wall	25	sf	\$25.00	\$625	\$813	
Bernalillo MS	1957	Main Bldg		Dist	Exterior Walls	PreVent	PreVent	Repair exterior walls and Re-stucco MS	1	ea	\$700,000.00	\$700,000	\$910,000	
Cochiti ES/MS	1975	Main Bldg.		Dist	Exterior Walls	PreVent	PreVent	Repair stucco cracks	1	ea	\$7,500.00	\$7,500	\$9,750	
Cochiti ES/MS	1975	Main Bldg.		Dist	Exterior Walls	PreVent	PreVent	Repair holes in EIFS building system outside classroom 6 and A	250	sf	\$6.00	\$1,500	\$1,950	
Placitas ES	1990	Library Clrm	Multi-Purpose	Dist	Exterior Walls	PreVent	PreVent	Repair stucco on northeast corner of multi-purpose room	25	sf	\$8.00	\$200	\$260	
La Escuelita	2009	Original Bldg.		Dist	Exterior Windows & Doors	PreVent	PreVent	Adjust doors / walkway at multi-purpose room	1	ea	\$750.00	\$750	\$975	
Placitas ES	1975	Original Bldg.		FAD	Floor Finishes	PreVent	PreVent	Beyond expected life: Upgrade	4,500	sf	\$6.00	\$27,000	\$35,100	
Placitas ES	1990	Library Clrm		FAD	Floor Finishes	PreVent	PreVent	Beyond expected life: Upgrade	8,500	sf	\$6.00	\$51,000	\$66,300	
Placitas ES	1990	Library Clrm		Dist	Floor Finishes	PreVent	PreVent	Replace wood threshold at staff toilet by workroom	1	ea	\$250.00	\$250	\$325	
Algodones ES	1990	Original Bldg.		Dist	Interior Wall Finishes	PreVent	PreVent	Repair wall cracks in cafeteria/gym	1	ea	\$5,000.00	\$5,000	\$6,500	
Cochiti ES/MS	2004	Addition	Clrm 113	Dist	Interior Wall Finishes	PreVent	PreVent	Repair wall at classroom 113 to stop water from penetrating	1	ea	\$7,500.00	\$7,500	\$9,750	
La Escuelita	2009	Original Bldg.		Dist	Interior Wall Finishes	PreVent	PreVent	Install corner guards at all interior corners	35	ea	\$75.00	\$2,625	\$3,413	
La Escuelita	2009	Original Bldg.		Dist	Lighting / Branch Circuit	PreVent	PreVent	Upgrade lighting to LED	22,712	sf	\$3.00	\$68,136	\$88,577	
Algodones ES	1990	Original Bldg.		Dist	Plumbing	PreVent	PreVent	Install Water Conditioner	1	ea	\$40,000.00	\$40,000	\$52,000	
Bernalillo ES	2010	Original Bldg.		Dist	Plumbing	PreVent	PreVent	Install water conditioner for drinking and equipment.	1	ea	\$40,000.00	\$40,000	\$52,000	
Bernalillo MS	1957	Site		Dist	Plumbing	PreVent	PreVent	Install water conditioner	1	ea	\$50,000.00	\$50,000	\$65,000	
Carroll ES	2011	Original Bldg.		Dist	Plumbing	PreVent	PreVent	Not all water is conditioned. There is an issue with sink water	1	ea	\$7,500.00	\$7,500	\$9,750	
Cochiti ES/MS	1975	Main Bldg.		Dist	Plumbing	PreVent	PreVent	Install water conditioner	1	ea	\$40,000.00	\$40,000	\$52,000	
La Escuelita	2009	Original Bldg.		Dist	Plumbing	PreVent	PreVent	Install water conditioner	1	ea	\$35,000.00	\$35,000	\$45,500	
District Support		District Wide		Dist	Plumbing	PreVent	PreVent	Install water conditioners: See Schools	0		\$0.00	\$0	\$0	
Placitas ES	1975	Original Bldg.		Dist	Wall Finishes	PreVent	PreVent	Repair water leak damage in classroom 102	1	ea	\$250.00	\$250	\$325	
Placitas ES	1990	Library Clrm		FAD	Wall Finishes	PreVent	PreVent	Beyond Expected Life: Upgraded as needed	0		\$0.00	\$0	\$0	
Bernalillo ES	2010	Original Bldg.		Dist	Z-Landscape	PreVent	PreVent	Repair landscape around grease trap: sinking	1	ea	\$1,250.00	\$1,250	\$1,625	
Bernalillo MS	1957	Site		FAD	Z-Landscape	PreVent	PreVent	Potential Mission Impact / Degraded: Upgrade & Correct ponding in courtyard	1	ea	\$7,500.00	\$7,500	\$9,750	
La Escuelita	2009	Original Bldg.		Dist	Z-Landscape	PreVent	PreVent	Correct ponding at main entry	1	ea	\$3,500.00	\$3,500	\$4,550	
Algodones ES	1990	Original Bldg.		Dist	Z-Parking Lots	PreVent	PreVent	Resurface parking lot	17,500	sf	\$3.00	\$52,500	\$68,250	
Bernalillo ES	2010	Original Bldg.		Dist	Z-Parking Lots	PreVent	PreVent	Repair and paint parking lot	30,000	sf	\$2.00	\$60,000	\$78,000	
Cochiti ES/MS	1975	Site		Dist	Z-Walkways	PreVent	PreVent	Caulk perimeter of building to walkways	1,500	lf	\$2.00	\$3,000	\$3,900	
Placitas ES	1975	Site		Dist	Z-Walkways	PreVent	PreVent	Caulk top step by classroom 117	1	ea	\$250.00	\$250	\$325	\$1,576,687
Priority 2 Building / Site System Upgrades:												\$26,373,413	\$34,285,437	\$34,285,437
Priority 3 New Capital Projects:														
Algodones ES	1990	Original Bldg.		Dist	New Construction	Ed Pro	MP-GOB	Classroom Addition to bring 5th grade back	1	ea	\$2,700,000.00	\$2,700,000	\$3,510,000	\$3,510,000
Bernalillo HS		District			New Construction	LocPol	MP-GOB	Auxiliary Gymnasium	11,000	sf	\$225.00	\$2,475,000	\$3,217,500	
Bernalillo HS		District			New Construction	LocPol	MP-GOB	Install football restrooms & concessions	1,250	sf	\$300.00	\$375,000	\$487,500	
Bernalillo HS		District			New Construction	LocPol	MP-GOB	Install new press box	499	sf	\$275.00	\$137,225	\$178,393	\$3,883,393
Priority 3 New Capital Projects:												\$5,687,225	\$7,393,393	
Bernalillo Schools Needs:												\$39,498,278	\$51,347,761	

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Total Capital Needs



FACILITY NEEDS BY FACILITY

The District's identified capital needs cover ALL District schools and support buildings. The District identified capital needs at each of its facilities as follows:

LA ESCUELITA PRE SCHOOL:

\$488,489

La Escuelita Pre School (LEPS) is located in the southwest area of the BPS attendance boundary in the Town of Bernalillo. It is located on the same site as Carroll ES. It is not located in the center of a residential area, but rather on the east edge of a residential development in Bernalillo. LEPS building was built in 2009 and there have not been any additions to it. The majority of needs at LEPS are related to Life-Health-Safety-Security-Code-ADA (LHSS) and Preventive Maintenance. The majority of the LHSS and preventive maintenance issues are related to site safety issues that have occurred and need to be repaired.



The district has been addressing the facility needs as funding is available, keeping the facilities safe and comfortable for use, and will continue to do so. The LEPS building system needs that could require GOB funds to address are:

- Lighting / Branch Circuits
- Site Lighting
- Plumbing
- Playground Equipment
- Site Specialties



There are no areas of LEPS that have been identified to be replaced at this time. There are no areas at LEPS that have been identified for major renovation. There are no areas of LEPS that need to be scheduled for minor renovation at this time.

There are major building systems that have been identified to be updated at LEPS. See above.

All sections of LEPS require continued general maintenance.

All sections of LEPS require continued preventive maintenance.

There are no areas of LEPS that have been identified for demolition at this time.

There are no portables on LEPS campus that have been identified for disposal.

There are no instructional spaces of LEPS that are under consideration for closure at this time.

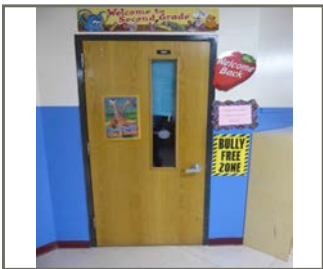
There is no plan to consolidate LEPS with any other district school at this time.



ALGODONES ELEMENTARY SCHOOL:

\$7,475,221

Algodones Elementary School (AES) is located in the Town of Algodones. It is approximately 6 miles to the northeast of Bernalillo. It is located on the main street of Algodones. The original building opened in 1990 and there has been one addition to it in 2011. The school has two portables on site. AES is an older school with many of its building systems past their useful life. The majority of



Total Capital Needs



needs identified at AES are related to Life-Health-Safety-Security-Code-ADA (LHSS) and Facility Renewal. The majority of the LHSS issues at the school are due to the age of the building and condition of the systems. The majority of the LHSS needs at this school has been grandfathered in and do not require immediate attention; however, any major renovation of this school would require that the grandfathered items be corrected. The facility renewal items are related to building systems that are past their useful life and need to be replaced. BPS has identified the possible replacement or major renovation of AES to update its building / site systems. The district and local community want to bring 5th grade students back to AES which would require a classroom addition, and modification to existing building and site to accommodate the increased student population.

The district has been addressing the facility needs as funding is available, keeping the facilities safe and comfortable for use, and will continue to do so. The AES major building system needs that could require GOB funds to address are:

- Air / Ventilation Equipment
- Communications / Security
- Exterior Windows & Doors
- Fire Detection / Alarm
- Floor Finishes
- HVAC
- Institutional equipment
- Interior Doors / Partitions / Stairs
- Interior Wall Finishes
- Lighting / Branch Circuits
- Main power / Emergency Lighting
- Plumbing/restrooms
- Roofs
- Fencing
- Playground Equipment
- Site Lighting
- Site Utilities
- Walkways

The district is reviewing its options for AES which include replacement of the existing school, a major renovation of existing building / site systems and a classroom addition.

There are no areas of AES that have been scheduled for minor renovation at this time.

The majority of building systems have been identified to be updated at AES.

All sections of AES require general maintenance.

All sections of AES require continued preventive maintenance.

AES has been identified for a possible demolition and replacement.

Total Capital Needs



The portables on AES campus have been identified for disposal once the capital project has been completed.

There are no instructional spaces of AES that are under consideration for closure at this time.

There is no plan to consolidate AES with any other district school at this time.

BERNALILLO ELEMENTARY SCHOOL:

\$3,363,831

Bernalillo Elementary School (BES) is located in the southwest area of BPS attendance boundary in the Town of Bernalillo. It is located on the same site as Bernalillo MS. The school is located on the west edge of a residential area and is an active part of community life. The original construction was in 2010 and there have been no additions. The school has no portables on site.



The majority of needs at BES are related to Life-Health-Safety-Security-Code-ADA (LHSS) and Preventive Maintenance. The majority of the LHSS and preventive maintenance issues are related to site safety issues that have occurred and need to be repaired.



The district has been addressing the facility needs as funding is available, keeping the facilities safe and comfortable for use, and will continue to do so. The BES building system needs that could require GOB funds to address are:

- Lighting / Branch Circuits
- Parking Lots
- Site Lighting
- Fencing
- Plumbing



There are no areas of BES that have been identified to be replaced at this time.

There are no areas at BES that have been identified for major renovation.

There are no areas of BES that have been scheduled for minor renovation at this time.

There are major building systems that have been identified to be updated at BES. See above.

All sections of BES require general maintenance.

All sections of BES require continued preventive maintenance.

There are no areas of BES that have been identified for demolition at this time.

There are no portables on BES campus that have been identified for disposal.

There are no instructional spaces of BES that are under consideration for closure at this time.

There is no plan to consolidate BES with any other district school at this time.



CARROLL ELEMENTARY SCHOOL:

\$923,948

Carroll Elementary School (CES) is located in the south area of BPS in the Town

Total Capital Needs



of Bernalillo. La Escuelita Pre School facilities are located on the Carroll ES campus. The school is not located in the center of a residential area, but rather on the east edge of residential development in Bernalillo. The main building was constructed in 2011 and there have been no additions. The school has no portables on site. The majority of identified needs at CES are related to Life-Health-Safety-Security-Code-ADA (LHSS). The majority of the LHSS issues are related to site safety issues that have occurred and need to be repaired.



The district has been addressing the facility needs as funding is available, keeping the facilities safe and comfortable for use, and will continue to do so. The CES building system needs that could require GOB funds to address are:

- Communications / Security
- Lighting / Branch Circuits
- Parking Lots
- Site Lighting
- Site Specialties



There are no areas of CES that have been identified to be replaced at this time. There are no areas at CES that have been identified for major renovation.

There are no areas of CES that have been scheduled for minor renovation at this time.

There are major building systems that have been identified to be updated at CES. See above.

All sections of CES require general maintenance.

All sections of CES require continued preventive maintenance.

There are no areas of CES that have been identified for demolition at this time.

There are no portables on CES campus that have been identified for disposal.

There are no instructional spaces of CES that are under consideration for closure at this time.

There is no plan to consolidate CES with any other district school at this time.



PLACITAS ELEMENTARY SCHOOL:

\$574,519

Placitas Elementary School (PES) is located in the eastern part of BPS attendance boundary.

The school is located approximately 7 miles to the east of Bernalillo Town on State Road 165 in Placitas, NM. The original building opened in 1975 with two additions in 1989 and in 2006. The school has no portables on site.



The majority of needs at PES are related to Life-Health-Safety-Security-Code-ADA (LHSS) and Preventive Maintenance. The majority of the LHSS and preventive maintenance issues are related to site safety issues that have occurred and need to be repaired.

Total Capital Needs



The district has been addressing the facility needs as funding is available, keeping the facilities safe and comfortable for use, and will continue to do so. The BES building system needs that could require GOB funds to address are:

- Communications / Security
- Floor Finishes
- Lighting / Branch Circuits
- Site Lighting
- Plumbing
- Site Utilities



There are no areas of PES that have been identified to be replaced at this time. There are no areas at PES that have been identified for major renovation. There are no areas of PES that have been scheduled for minor renovation at this time. There are major building systems that have been identified to be updated at PES. See above.

All sections of PES require general maintenance.

All sections of PES require continued preventive maintenance.

There are no areas of PES that have been identified for demolition at this time.

There are no portables on PES campus that have been identified for disposal.

There are no instructional spaces of PES that are under consideration for closure at this time.



The district will monitor the school's enrollment. If enrollment continues to decline the district will review its options for PES and take appropriate action.



COCHITI ELEMENTARY / MIDDLE SCHOOL:

\$2,879,131

Cochiti Elementary / Middle School (CES/MS) is located in the northwest area of BPS in Cochiti Pueblo. The school is located approximately 24 miles northeast of Town of Bernalillo. It is located outside of the Pueblo next to the New Mexico State Road 16. The original construction was in 1990 and there have been two additions, one in 2006 and the second in 2010. There are four portables on site. The majority of needs at CES/MS are related to Facility Renewal and Life-Health-Safety-Security-Code-ADA (LHSS). The majority of facility renewal items are related to building systems that are past their useful life and need to be replaced. The majority of the LHSS issues at this school has been grandfathered in and do not require immediate attention; however, any major renovation of this school would require that the grandfathered items be corrected.



The district has been addressing the facility needs as funding is available, keeping the facilities safe and comfortable for use, and will continue to do so. The CES/MS building system needs that could require GOB funds to address are:

- Communications / Security

Total Capital Needs



HVAC
 Site Utilities
 Institutional Equipment
 Lighting / branch Circuits
 Other Electrical Systems
 Plumbing
 Roofs
 Exterior Windows and Doors
 Site Lighting
 Portables



There are no areas of CES/MS that have been identified to be replaced at this time.

There are no areas at CES/MS that have been identified for major renovation. There are no areas of CES/MS that have been scheduled for minor renovation at this time.

There is several building systems have been identified to be updated at CES/MS. See above.

All sections of CES/MS require general maintenance.

All sections of CES/MS require continued preventive maintenance.

There are no areas of CES/MS that have been identified for demolition at this time.

There are portables on CES/MS campus that have been identified for disposal.

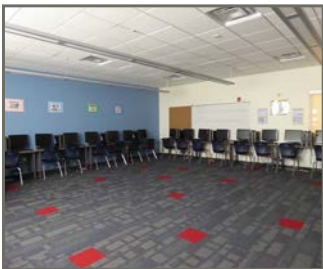
There are no instructional spaces of CES/MS that are under consideration for closure at this time.

There is no plan to consolidate CES/MS with any other district school at this time.



SANTO DOMINGO ELEMENTARY / MIDDLE SCHOOL: \$2,782,650

Santo Domingo Elementary / Middle School (SDES/MS) is located in the central area of BPS attendance boundary near Santo Domingo Pueblo. The school is located approximately 18 miles northeast of the Town of Bernalillo west of I-25. The original building opened in 1957 and there were various additions to it over the years. Currently, the school is in process of replacement with the exception of the original 1957 gymnasium. The first phase, the school building, was completed in 2016, and the second phase, gymnasium renovation, site work and athletic fields, is scheduled to be completed in 2018.



There are no portables on site. The few identified needs at SDES/MS are related to Adequacy Standards and Local policy. The identified need related to adequacy standards corresponds to completion of phase II of the gym renovation and site, including fencing and new playfields. The local policy needs are not critical to the operation of its facilities but are beneficial to students, community members and enhance facility operations. They are also important to the district's mission and vision and to the community.

Total Capital Needs



The district has been addressing the facility needs as funding is available, keeping the facilities safe and comfortable for use, and will continue to do so. The SDES/MS building system needs that could require GOB funds to address are:

Phase 2
Site Specialties

There are no sections of SDES/MS that have been identified to be replaced at this time.

There are no sections at SDS/MS that have been identified for major renovation. There are no areas of SDES/MS that have been scheduled for minor renovation at this time.

There are no major building systems that have been identified to be updated at SDES/MS. See above.

All sections of SDS/MS require general maintenance.

All sections of SDES/MS require continued preventive maintenance.

There are no areas of SDES/MS that have been identified for demolition at this time.

There are no portables on SDES/MS campus that have been identified for disposal.

There are no instructional spaces of SDES/MS that are under consideration for closure at this time.

There is no plan to consolidate SDES/MS with any other district school at this time.



BERNALILLO MIDDLE SCHOOL:

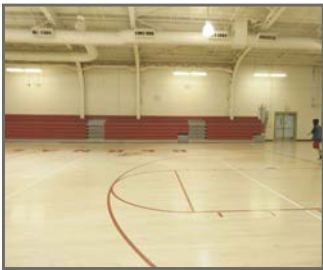
\$7,630,727

Bernalillo Middle School (BMS) is located in the southwest area of BPS attendance boundary in the Town of Bernalillo. It is located on the same site as Bernalillo ES. The school is located on the west edge of a residential area and is an active part of community life. The original construction was in 1957 and there have been 4 additions; 1975, 1994, 1996, 2003. The school has gone through a two-phase renovation; the first phase was completed in 2001, while the second phase was completed in 2002. Yet, BMS is an older school with many of its building systems past their useful life. The school has one portable on site used by the district for maintenance storage.



The majority of needs identified at BMS are related to Facility Renewal and Life-Health-Safety-Security-Code-ADA (LHSS). The Facility Renewal needs of the high school are due to buildings systems that have exceed their useful life and need to be replaced before they impact the mission of the school. The majority of the LHSS needs at this school has been grandfathered in and do not require immediate attention; however, any major renovation of this school would require that the grandfathered items be corrected. The district has been addressing the facility needs as funding is available, keeping the facilities safe and comfortable

Total Capital Needs



for use, and will continue to do so. The BMS building system needs that could require GOB funds to address are:

- Communications / Security
- Exterior Windows and Doors
- Fire Detection / Alarm
- Floor Finishes
- Institutional Equipment
- Lighting / Branch Circuits
- Plumbing
- Roofs
- Athletic Fields
- Site Utilities
- Portables
- Parking Lots
- Site Lighting
- Fencing

There are no sections of BMS that have been identified to be replaced at this time. The library at BMS has been identified for major renovation.

There are areas of BMS that have been scheduled for minor renovation at this time.

There are major building systems that have been identified to be updated at BMS. See above.

All sections of BMS require general maintenance.

All sections of BMS require continued preventive maintenance.

There are no areas of BMS that have been identified for demolition at this time.

There are no portables on BMS campus that have been identified for disposal.

There are no instructional spaces of BMS that are under consideration for closure at this time.

There is no plan to consolidate BMS with any other district school at this time.

BERNALILLO HIGH SCHOOL:

\$9,015,043

Bernalillo High School (BHS) is located in the Town of Bernalillo. The school is not located in the center of a residential area, but rather on the south edge of residential development in the north side of Bernalillo Town. The original building opened in 1956 with several additions over the years. The majority of the 1956 school was replaced in two phases; the first phase was completed in 2016 and the second phase immediately after in 2017; however, the original 1984 gymnasium remained. There are no portable classrooms on campus. Since this is a relatively new facility, the majority of the identified needs correspond to the gymnasium.

The needs are related to Facility Renewal in the gymnasium and site related Local Policy. The Facility Renewal needs of the high school gym are due to buildings

Total Capital Needs



systems that have exceeded their useful life and need to be replaced before they impact the mission of the school. The local policy needs are not critical to the operation of its facilities but are beneficial to students, community members and enhance facility operations. They are also important to the district’s mission and vision and to the community. The district has been addressing the facility needs as funding is available, keeping the facilities safe and comfortable for use, and will continue to do so. BHS building system needs in the gymnasium that could require GOB funds to address are:



- HVAC
- Institutional equipment
- Interior Doors
- Lighting / Branch Circuits
- Plumbing
- Athletic Fields
- Parking Lots
- Site Specialties



There are no areas of BHS that have been identified to be replaced at this time.
 There are no areas of BHS that have been identified for major renovation.
 The gymnasium locker rooms of BHS have been scheduled for minor renovation.
 There are major building systems that have been identified to be updated at BHS. See above.

All areas of BHS require continued general maintenance.
 All areas of BHS require continued preventive maintenance.
 There are no areas of BHS that has been identified for demolition.
 There are no portables on BHS campus that have been identified for disposal.
 There are no instructional spaces of BHS that are under consideration for closure at this time.
 There is no plan to consolidate BHS with any other district school at this time.



BPS SUPPORT FACILITIES: \$16,214,203

District Wide Needs: \$16,214,203

District School Facilities Total: \$35,133,558

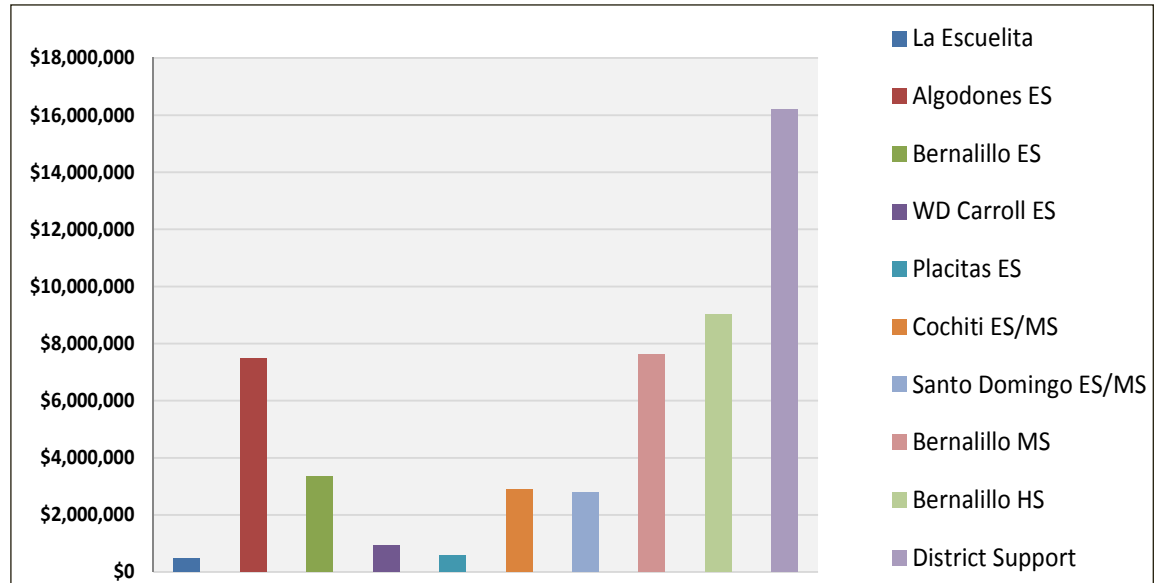
District Support Facilities: \$16,214,203

District Total Facility Needs: \$51,347,761



Total Capital Needs

The chart and graph below illustrate the probable cost of the needs at each facility. Refer to the NEEDS spreadsheet sorted by FACILITY at the end of this section for a detailed list of BPS needs related to the facilities identified above.



Estimate of Probable Costs

FACILITY NAME	AREA-Year	AREA	ROOM	Identified By	SYSTEM	CATEGORY	Funding Source	FACILITY NEEDS	QTY	UNIT	COST/UNIT	MACC	TOTAL PROJECT COST	SUBTOTALS
Priority 1 Life-Health-Safety-Security / Maintenance / Technology:														
District Wide				Dist.	Maintenance	FacRen	BS-SB9	Preventive and Regular Maintenance needs	5	yr	\$661,538.00	\$3,307,690	\$4,299,997	
District Wide					Life-Health-Safety-Security-ADA-Code	LHSS	L-SB9	Address life-health-safety-security issues	5	yr	\$325,990.00	\$1,629,950	\$2,118,935	
District Support		District Wide		FAD	Technology	Tech	Tech	Technology	5	yr	\$500,000.00	\$2,500,000	\$3,250,000	
												\$7,437,640	\$9,668,932	
Priority 2 Building / Site System Upgrades:														
Algodones ES	1990	Original Bldg.		FAD	Air / Ventilation Equipment	AdqStd	BS-GOB	Upgrade Air & ventilation system: see HVAC	25,195	sf	\$1.00	\$25,195	\$32,754	
Algodones ES	1990	Original Bldg.		Dist	Exterior Windows & Doors	FacRen	BS-GOB	Replace Exterior Windows	900	sf	\$175.00	\$157,500	\$204,750	
Algodones ES	1990	Original Bldg.		Dist	Exterior Windows & Doors	FacRen	BS-GOB	Replace Exterior Doors	18	ea	\$5,000.00	\$90,000	\$117,000	
Algodones ES	1990	Original Bldg.		FAD	Floor Finishes	FacRen	BS-GOB	Upgrade floor finishes	18,000	sf	\$6.00	\$108,000	\$140,400	
Algodones ES	1990	Original Bldg.		Dist	HVAC	AdqStd	BS-GOB	Replace HVAC: includes air handling	25,195	sf	\$25.00	\$629,875	\$818,838	
Algodones ES	1990	Original Bldg.		Dist	Institutional Equipment	FacRen	BS-GOB	Replace classroom casework	300	lf	\$350.00	\$105,000	\$136,500	
Algodones ES	1990	Original Bldg.		Dist	Institutional Equipment	FacRen	BS-GOB	Replace wood bleachers	300	seats	\$200.00	\$60,000	\$78,000	
Algodones ES	1990	Original Bldg.		Dist	Institutional Equipment	FacRen	BS-GOB	Replace stage	1	ea	\$35,000.00	\$35,000	\$45,500	
Algodones ES	1990	Original Bldg.		Dist	Interior Doors, Partitions, Elevator	FacRen	BS-GOB	Replace Interior Doors	42	ea	\$2,500.00	\$105,000	\$136,500	
Algodones ES	1990	Original Bldg.		Dist	Interior Wall Finishes	AdqStd	BS-GOB	Increase nurse area	1	ea	\$25,000.00	\$25,000	\$32,500	
Algodones ES	1990	Original Bldg.		Dist	Lighting / Branch Circuits	AdqStd	BS-GOB	Upgrade lighting to LED	25,195	sf	\$3.00	\$75,585	\$98,261	
Algodones ES	1990	Original Bldg.		Dist	Main Power / Emergency Lighting	FacRen	BS-GOB	Increase electrical power for technology	25,195	sf	\$3.00	\$75,585	\$98,261	
Algodones ES	1990	Original Bldg.		Dist	Plumbing	FacRen	BS-GOB	Replace Plumbing: Grease trap is located in the kitchen	900	sf	\$325.00	\$292,500	\$380,250	
Algodones ES	1990	Original Bldg.		Dist	Plumbing	FacRen	BS-GOB	Install additional staff restrooms	160	sf	\$350.00	\$56,000	\$72,800	
Algodones ES	1990	Original Bldg.		Dist	Roof	FacRen	BS-GOB	Replace Roof	25,195	sf	\$18.00	\$453,510	\$589,563	
Algodones ES	1990	Original Bldg.		FAD	Z-Playground Equipment	AdqStd	BS-GOB	Upgrade playground equipment	1	ea	\$45,000.00	\$45,000	\$58,500	
Algodones ES	1990	Original Bldg.		Dist	Z-Site Utilities	AdqStd	BS-GOB	Assess existing septic for size/capacity	1	ea	\$2,500.00	\$2,500	\$3,250	
Algodones ES	1990	Original Bldg.		Dist	Z-Site Utilities	FacRen	BS-GOB	Deep clean septic system	1	ea	\$7,500.00	\$7,500	\$9,750	
Algodones ES	1990	Original Bldg.		Dist	Z-Walkways	LHSS	BS-GOB	Repair walkways on north side of building, between portables and leading to playground	250	sf	\$35.00	\$8,750	\$11,375	
Algodones ES	1990	Original Bldg.		FAD	Communications / Security	LHSS	L-GOB	Upgrade Intercom	25,195	sf	\$2.00	\$50,390	\$65,507	
Algodones ES	1990	Original Bldg.		Dist	Communications / Security	LHSS	L-GOB	Install card key access	6	ea	\$7,500.00	\$45,000	\$58,500	
Algodones ES	1990	Original Bldg.		Dist	Fire Detection / Alarm	LHSS	L-GOB	Upgrade Fire Detection / alarm system	25,195	sf	\$3.00	\$75,585	\$98,261	
Algodones ES	1990	Original Bldg.		Dist	Institutional Equipment	LHSS	L-GOB	Install ADA signage	60	ea	\$50.00	\$3,000	\$3,900	
Algodones ES	1990	Original Bldg.		FAD	Main Power / Emergency Lighting	LHSS	L-GOB	Upgrade emergency lighting	25,195	sf	\$1.00	\$25,195	\$32,754	
Algodones ES	1990	Original Bldg.		Dist	Z-Fencing	LHSS	L-GOB	Upgrade perimeter fence, gate and locking system	3,500	lf	\$100.00	\$350,000	\$455,000	
Algodones ES	1990	Original Bldg.		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade exterior building lighting to LED	10	ea	\$1,250.00	\$12,500	\$16,250	
Algodones ES	1990	Original Bldg.		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade site lighting to LED	4	ea	\$7,500.00	\$30,000	\$39,000	
Algodones ES	1990	Original Bldg.		Dist	Z-Site Utilities	LHSS	L-GOB	Rework septic system tank lid in playground for safety	1	ea	\$3,500.00	\$3,500	\$4,550	
Algodones ES	1990	Original Bldg.		Dist	Interior Wall Finishes	PreVent	PreVent	Repair wall cracks in cafeteria/gym	1	ea	\$5,000.00	\$5,000	\$6,500	
Algodones ES	1990	Original Bldg.		Dist	Plumbing	PreVent	PreVent	Install Water Conditioner	1	ea	\$40,000.00	\$40,000	\$52,000	
Algodones ES	1990	Original Bldg.		Dist	Z-Parking Lots	PreVent	PreVent	Resurface parking lot	17,500	sf	\$3.00	\$52,500	\$68,250	\$3,965,221
Bernalillo ES	2010	Original Bldg.		Dist	Lighting / Branch Circuits	AdqStd	BS-GOB	Upgrade lighting to LED	65,479	sf	\$3.00	\$196,437	\$255,368	
Bernalillo ES	2010	Original Bldg.		Dist	Z-Parking Lots	LHSS	L-GOB	Reconfigure Parent drop-off / pick-up area	1	ea	\$2,100,000.00	\$2,100,000	\$2,730,000	
Bernalillo ES	2010	Original Bldg.		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade exterior building lighting to LED	15	ea	\$1,250.00	\$18,750	\$24,375	
Bernalillo ES	2010	Original Bldg.		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade site lighting to LED	5	ea	\$7,500.00	\$37,500	\$48,750	
Bernalillo ES	2010	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Upgrade entry security	1	ea	\$5,500.00	\$5,500	\$7,150	
Bernalillo ES	2010	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Install security cameras	1	ea	\$7,500.00	\$7,500	\$9,750	
Bernalillo ES	2010	Original Bldg.		Dist	Z-Fencing	LHSS	L-SB9	Install fence along east boundary of the property to the west of the ES to keep community off property	1,200	lf	\$100.00	\$120,000	\$156,000	
Bernalillo ES	2010	Original Bldg.		Dist	Exterior Walls	PreVent	PreVent	Repair finish on exterior concrete site wall	25	sf	\$25.00	\$625	\$813	
Bernalillo ES	2010	Original Bldg.		Dist	Plumbing	PreVent	PreVent	Install water conditioner for drinking and equipment.	1	ea	\$40,000.00	\$40,000	\$52,000	
Bernalillo ES	2010	Original Bldg.		Dist	Z-Landscape	PreVent	PreVent	Repair landscape around grease trap: sinking	1	ea	\$1,250.00	\$1,250	\$1,625	
Bernalillo ES	2010	Original Bldg.		Dist	Z-Parking Lots	PreVent	PreVent	Repair and paint parking lot	30,000	sf	\$2.00	\$60,000	\$78,000	\$3,363,831

Estimate of Probable Costs

FACILITY NAME	AREA-Year	AREA	ROOM	Identified By	SYSTEM	CATEGORY	Funding Source	FACILITY NEEDS	QTY	UNIT	COST/UNIT	MACC	TOTAL PROJECT COST	SUBTOTALS
Bernalillo HS	1984	Spartan Gym		Dist	HVAC	AdqStd	BS-GOB	Install air in weight, training and coaches rooms	8,791	sf	\$30.00	\$263,730	\$342,849	
Bernalillo HS	1984	Spartan Gym		FAD	HVAC	AdqStd	BS-GOB	Upgrade gym HVAC	18,022	sf	\$20.00	\$360,440	\$468,572	
Bernalillo HS	1984	Spartan Gym		Dist	Interior Doors, Partitions, Elevators	FacRen	BS-GOB	Replace all interior gym doors	30	ea	\$2,500.00	\$75,000	\$97,500	
Bernalillo HS	1984	Spartan Gym		Dist	Plumbing	FacRen	BS-GOB	Upgrade gym restrooms: Upstairs only	995	sf	\$300.00	\$298,500	\$388,050	
Bernalillo HS	1984	Spartan Gym		Dist	Plumbing	FacRen	BS-GOB	Renovate gym locker rooms	3,900	sf	\$250.00	\$975,000	\$1,267,500	
Bernalillo HS	1984	Spartan Gym		FAD	Ceiling Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgrade	6,500	sf	\$4.00	\$26,000	\$33,800	
Bernalillo HS	1984	Spartan Gym		FAD	Exterior Windows & Doors	FacRen	BS-SB9	Replace east exterior gym doors	10	ea	\$5,000.00	\$50,000	\$65,000	
Bernalillo HS	1984	Spartan Gym		FAD	Floor Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgrade	6,500	sf	\$6.00	\$39,000	\$50,700	
Bernalillo HS	1984	Spartan Gym		FAD	Institutional Equipment	FacRen	BS-SB9	Beyond Expected Life: Upgrade	18,022	sf	\$4.00	\$72,088	\$93,714	
Bernalillo HS	1984	Spartan Gym		Dist	Lighting / Branch Circuits	FacRen	BS-SB9	Upgrade gym lighting to LED	18,022	sf	\$4.00	\$72,088	\$93,714	
Bernalillo HS	1984	Spartan Gym		FAD	Other Electrical Systems	FacRen	BS-SB9	Beyond Expected Life: Upgrade	18,022	sf	\$1.50	\$27,033	\$35,143	
Bernalillo HS	1984	Site		Dist	Communications / Security	LHSS	L-GOB	Increase Site Security: B & D gates allow access to HS. Install electronic gates or fence HS Buildings	1	ea	\$10,000.00	\$10,000	\$13,000	
Bernalillo HS	1984	Site		Dist	Z-Walkways	LHSS	L-GOB	Install walkway to softball and baseball fields	750	sf	\$30.00	\$22,500	\$29,250	
Bernalillo HS	1984	Spartan Gym		FAD	Main Power / Emergency Lighting	LHSS	L-SB9	Beyond Expected Life: Upgrade	18,022	sf	\$2.00	\$36,044	\$46,857	
Bernalillo HS	1984	Site		Dist	Z-Athletic Fields	LocPol	MP-GOB	Turf Baseball & Softball Fields	2	ea	\$400,000.00	\$800,000	\$1,040,000	
Bernalillo HS	1984	Site		Dist	Z-Athletic Fields	LocPol	MP-GOB	Install practice field: level surface, grass and irrigation	1	ea	\$450,000.00	\$450,000	\$585,000	
Bernalillo HS	1984	Site		Dist	Z-Parking Lots	LocPol	MP-GOB	Increase parking	35,000	sf	\$6.00	\$210,000	\$273,000	
Bernalillo HS	1984	Site		Dist	Z-Site Specialties	LocPol	MP-GOB	Expand east side football field bleachers	800	seats	\$200.00	\$160,000	\$208,000	\$5,131,650
Bernalillo MS	1957	Main Bldg		Dist	Lighting / Branch Circuits	FacRen	BS-GOB	Upgrade lighting to LED	104,084	sf	\$3.00	\$312,252	\$405,928	
Bernalillo MS	1957	Main Bldg	Restrooms	Dist	Plumbing	FacRen	BS-GOB	Renovate restrooms	2,119	sf	\$200.00	\$423,800	\$550,940	
Bernalillo MS	1957	Main Bldg	Restrooms	Dist	Plumbing	FacRen	BS-GOB	Upgrade restrooms: floors, sinks, counter tops	2,119	sf	\$50.00	\$105,950	\$137,735	
Bernalillo MS	1957	Main Bldg		Dist	Roof	FacRen	BS-GOB	Replace Roof	104,084	sf	\$18.00	\$1,873,512	\$2,435,566	
Bernalillo MS	1957	Site		FAD	Z-Athletic Fields	FacRen	BS-GOB	Potential Mission Impact / Degraded: Upgraded by district	0	ea	\$0.00	\$0	\$0	
Bernalillo MS	1957	Site		Dist	Z-Parking Lots	LocPol	BS-GOB	Resurface existing parking lots	20,000	sf	\$4.00	\$80,000	\$104,000	
Bernalillo MS	1957	Site		Dist	Z-Parking Lots	LocPol	BS-GOB	Install parking on north side of site	15,000	sf	\$6.00	\$90,000	\$117,000	
Bernalillo MS	1957	Site		FAD	Z-Site Utilities	FacRen	BS-GOB	Replace water line: Southeast corner of site. Line runs under building.	250	lf	\$250.00	\$62,500	\$81,250	
Bernalillo MS	1994	Library	Library	FAD	Reno	AdqStd	BS-GOB	Renovate Library including: windows, exterior door, flooring, furniture, Fire Alarm/Detection	1	ea	\$485,000.00	\$485,000	\$630,500	
Bernalillo MS	1994	Library		FAD	Roof	FacRen	BS-GOB	Beyond Expected Life: Upgrade, included in school roof	0	sf	\$18.00	\$0	\$0	
Bernalillo MS	2001	Portable		FAD	Portable	FacRen	BS-GOB	Beyond expected life: Upgrade	2,119	sf	\$50.00	\$105,950	\$137,735	
Bernalillo MS	1957	Main Bldg		Dist	Exterior Windows & Doors	FacRen	BS-SB9	Replace exterior double doors to courtyard	4	ea	\$5,000.00	\$20,000	\$26,000	
Bernalillo MS	1957	Main Bldg	Administration	Dist	Floor Finishes	FacRen	BS-SB9	Replace carpet in administration	2,590	sf	\$6.00	\$15,540	\$20,202	
Bernalillo MS	1957	Main Bldg		FAD	Floor Finishes	FacRen	BS-SB9	Beyond expected life: Upgrade	35,500	sf	\$6.00	\$213,000	\$276,900	
Bernalillo MS	1957	Main Bldg	Cafeteria	Dist	Floor Finishes	FacRen	BS-SB9	Replace baseboard in cafeteria	250	lf	\$6.00	\$1,500	\$1,950	
Bernalillo MS	1957	Main Bldg	kitchen	Dist	Floor Finishes	FacRen	BS-SB9	Replace VCT in kitchen	741	sf	\$6.00	\$4,446	\$5,780	
Bernalillo MS	1957	Main Bldg		Dist	Institutional Equipment	FacRen	BS-SB9	Replace exterior lockers	75	ea	\$200.00	\$15,000	\$19,500	
Bernalillo MS	1957	Main Bldg	Gym	Dist	Institutional Equipment	FacRen	BS-SB9	Repair sound system in Gym	1	ea	\$7,500.00	\$7,500	\$9,750	
Bernalillo MS	1957	Main Bldg	Gym	Dist	Institutional Equipment	FacRen	BS-SB9	Replace gym bleachers	700	seats	\$200.00	\$140,000	\$182,000	
Bernalillo MS	1957	Main Bldg	Snack Bar	Dist	Institutional Equipment	FacRen	BS-SB9	Replace casework in snack bar area	25	lf	\$350.00	\$8,750	\$11,375	
Bernalillo MS	1957	Main Bldg	kitchen	Dist	Wall Finishes	FacRen	BS-SB9	Repair wall at kitchen mopsink	50	sf	\$25.00	\$1,250	\$1,625	
Bernalillo MS	1957	Main Bldg		FAD	Wall Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgraded as needed	0	sf	\$0.00	\$0	\$0	
Bernalillo MS	1957	Site		Dist	Z-Site Lighting	FacRen	BS-SB9	Upgrade 3 west parking lot lightpoles	3	ea	\$25,000.00	\$75,000	\$97,500	
Bernalillo MS	1957	Site		FAD	Z-Site Specialties	LocPol	BS-SB9	Upgrade student plaza	1	ea	\$35,000.00	\$35,000	\$45,500	
Bernalillo MS	1957	Site		FAD	Z-Site Specialties	FacRen	BS-SB9	Replace delivery ramp to kitchen	50	sf	\$35.00	\$1,750	\$2,275	
Bernalillo MS	1975	Band Bldg	Band	FAD	Floor Finishes	FacRen	BS-SB9	Replace band carpet	2,850	sf	\$6.00	\$17,100	\$22,230	
Bernalillo MS	1975	Band Bldg	Band	FAD	Institutional Equipment	FacRen	BS-SB9	Potential Mission Impact / Degraded: Upgrade	200	sf	\$50.00	\$10,000	\$13,000	
Bernalillo MS	1975	Band Bldg	Band	FAD	Wall Finishes	FacRen	BS-SB9	Replace band acoustics tile	300	sf	\$50.00	\$15,000	\$19,500	
Bernalillo MS	1994	Library	Library	FAD	Air / Ventilation Equipment	FacRen	BS-SB9	Beyond expected life: See Library Renovation	0	sf	\$0.00	\$0	\$0	
Bernalillo MS	1994	Library		FAD	Floor Finishes	FacRen	BS-SB9	Beyond expected life: See Library Renovation	0	lf	\$6.00	\$0	\$0	
Bernalillo MS	1994	Library		FAD	Other Electrical Systems	FacRen	BS-SB9	Beyond Expected Life: Upgrade	1	ea	\$5,000.00	\$5,000	\$6,500	

Estimate of Probable Costs

FACILITY NAME	AREA-Year	AREA	ROOM	Identified By	SYSTEM	CATEGORY	Funding Source	FACILITY NEEDS	QTY	UNIT	COST/UNIT	MACC	TOTAL PROJECT COST	SUBTOTALS
Bernalillo MS	1994	Library		FAD	Wall Finishes	FacRen	BS-SB9	Beyond Expected Life: Included in Library Renovation	0	sf	\$0.00	\$0	\$0	
Bernalillo MS	2003	Clrm Add.		FAD	Floor Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgrade	6,400	sf	\$6.00	\$38,400	\$49,920	
Bernalillo MS	2003	Clrm Add.		FAD	Wall Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgraded as needed	0	sf	\$0.00	\$0	\$0	
Bernalillo MS	1957	Campus		FAD	Communications / Security	LHSS	L-GOB	Upgrade intercom	104,084	sf	\$2.00	\$208,168	\$270,618	
Bernalillo MS	1957	Main Bldg	Entry	Dist	Communications / Security	LHSS	L-GOB	Upgrade Security: Entry	1	ea	\$7,500.00	\$7,500	\$9,750	
Bernalillo MS	1957	Main Bldg	Entry	Dist	Exterior Windows & Doors	LHSS	L-GOB	Install ADA entry doors	1	ea	\$12,000.00	\$12,000	\$15,600	
Bernalillo MS	1957	Campus		FAD	Fire Detection / Alarm	LHSS	L-GOB	Upgrade Fire Alarm: Entire School (Band)	104,084	sf	\$3.00	\$312,252	\$405,928	
Bernalillo MS	1957	Site		Dist	Z-Site Lighting	LHSS	L-GOB	Install site lighting in front parking lot: LED	4	ea	\$25,000.00	\$100,000	\$130,000	
Bernalillo MS	1957	Site		FAD	Z-Site Lighting	LHSS	L-GOB	Upgrade exterior building lighting to LED	30	ea	\$1,250.00	\$37,500	\$48,750	
Bernalillo MS	1975	Band Bldg		FAD	Fire Sprinkler	LHSS	L-GOB	Beyond Expected Life: Upgrade	2,984	sf	\$5.00	\$14,920	\$19,396	
Bernalillo MS	1957	Main Bldg		Dist	Communications / Security	LHSS	L-SB9	Upgrade Security: Cameras	1	ea	\$7,500.00	\$7,500	\$9,750	
Bernalillo MS	1957	Main Bldg		Dist	Institutional Equipment	LHSS	L-SB9	Install ADA signage	120	ea	\$50.00	\$6,000	\$7,800	
Bernalillo MS	1957	Site		Dist	Z-Fencing	LHSS	L-SB9	Upgrade Security: Perimeter fencing	1,500	lf	\$100.00	\$150,000	\$195,000	
Bernalillo MS	1957	Site		Dist	Z-Playground Equipment	LHSS	L-SB9	Potential mission impact / degraded: N/A	0	sf	\$0.00	\$0	\$0	
Bernalillo MS	1957	Site	Kitchen	Dist	Z-Site Lighting	LHSS	L-SB9	Install exterior light at kitchen entry	1	ea	\$750.00	\$750	\$975	
Bernalillo MS	1957	Site		FAD	Z-Walkways	LHSS	L-SB9	Potential mission impact / degraded: Upgrade	2,500	sf	\$35.00	\$87,500	\$113,750	
Bernalillo MS	1975	Band Bldg		FAD	Main Power / Emergency Lighting	LHSS	L-SB9	Beyond Expected Life: Upgrade	1	ea	\$5,000.00	\$5,000	\$6,500	
Bernalillo MS	1957	Main Bldg		Dist	Exterior Walls	PreVent	PreVent	Repair exterior walls and Re-stucco MS	1	ea	\$700,000.00	\$700,000	\$910,000	
Bernalillo MS	1957	Site		Dist	Plumbing	PreVent	PreVent	Install water conditioner	1	ea	\$50,000.00	\$50,000	\$65,000	
Bernalillo MS	1957	Site		FAD	Z-Landscape	PreVent	PreVent	Potential Mission Impact / Degraded: Upgrade & Correct ponding in courtyard	1	ea	\$7,500.00	\$7,500	\$9,750	\$7,630,727
Carroll ES	2011	Original Bldg.		Dist	Lighting / Branch Circuits	FacRen	BS-GOB	Upgrade lighting to LED	63,493	sf	\$3.00	\$190,479	\$247,623	
Carroll ES	2011	Site		Dist	Z-Athletic Fields	AdqStd	BS-SB9	Replace asphalt play area with small grass field	1,200	sf	\$10.00	\$12,000	\$15,600	
Carroll ES	2011	Original Bldg.		Dist	Communications / Security	LHSS	L-GOB	Upgrade entry security	1	ea	\$5,500.00	\$5,500	\$7,150	
Carroll ES	2011	Site		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade exterior building lighting to LED	12	ea	\$1,250.00	\$15,000	\$19,500	
Carroll ES	2011	Site		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade site lighting to LED	5	ea	\$7,500.00	\$37,500	\$48,750	
Carroll ES	2011	Site		Dist	Z-Site Lighting	LHSS	L-GOB	Install site lighting for staff parking	2	ea	\$25,000.00	\$50,000	\$65,000	
Carroll ES	2011	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Install intercom to kitchen	1	ea	\$750.00	\$750	\$975	
Carroll ES	2011	Site		Dist	Z-Fencing	LHSS	L-SB9	Install additional fencing in playground area	500	lf	\$100.00	\$50,000	\$65,000	
Carroll ES	2011	Site		Dist	Z-Fencing	LHSS	L-SB9	Install fence at retaining pond	250	lf	\$100.00	\$25,000	\$32,500	
Carroll ES	2011	Site		Dist	Z-Fencing	LHSS	L-SB9	Replace east fence	500	lf	\$100.00	\$50,000	\$65,000	
Carroll ES	2011	Site		Dist	Z-Landscape	LHSS	L-SB9	Correct ponding in play grounds	1	ea	\$12,500.00	\$12,500	\$16,250	
Carroll ES	2011	Site		FAD	Z-Parking Lots	LHSS	L-SB9	Beyond expected life: Upgrade; Redesign Carrol ES Prick-up / Drop-off. Better Site Utilization; Additional staff parking	1	ea	\$125,000.00	\$125,000	\$162,500	
Carroll ES	2011	Site		FAD	Z-Playground Equipment	LHSS	L-SB9	Potential mission impact / degraded: Replace wood chips	1	ea	\$2,500.00	\$2,500	\$3,250	
Carroll ES	2011	Site		FAD	Z-Playground Equipment	LHSS	L-SB9	Replace slide in playground	1	ea	\$15,000.00	\$15,000	\$19,500	
Carroll ES	2011	Site		Dist	Z-Site Specialties	LocPol	L-SB9	Install more shaded areas for students	2	ea	\$35,000.00	\$70,000	\$91,000	
Carroll ES	2011	Site		FAD	Z-Walkways	LHSS	L-SB9	Beyond expected life: Upgrade	1,200	sf	\$35.00	\$42,000	\$54,600	
Carroll ES	2011	Original Bldg.		Dist	Plumbing	PreVent	PreVent	Not all water is conditioned. There is an issue with sink water	1	ea	\$7,500.00	\$7,500	\$9,750	\$923,948
Cochiti ES/MS	1975	Main Bldg		Dist	HVAC	AdqStd	BS-GOB	Upgrade HVAC: Except 2004 addition and library	30,545	sf	\$25.00	\$763,625	\$992,713	
Cochiti ES/MS	1975	Gym		Dist	HVAC	AdqStd	BS-GOB	Upgrade original gym HVAC	6,527	sf	\$25.00	\$163,175	\$212,128	
Cochiti ES/MS	1975	Main Bldg.		Dist	HVAC	AdqStd	BS-GOB	Upgrade HVAC in Computer Lab 109	1	ea	\$7,500.00	\$7,500	\$9,750	
Cochiti ES/MS	1975	Gym		FAD	Institutional Equipment	FacRen	BS-GOB	Replace bleachers in new gym	300	ea	\$200.00	\$60,000	\$78,000	
Cochiti ES/MS	1975	Main Bldg.		Dist	Lighting / Branch Circuits	FacRen	BS-GOB	Upgrade lighting to LED	42,507	sf	\$3.00	\$127,521	\$165,777	
Cochiti ES/MS	1975	Gym		Dist	Lighting / Branch Circuits	FacRen	BS-GOB	Upgrade lighting to LED in original gym	6,527	sf	\$4.00	\$26,108	\$33,940	
Cochiti ES/MS	1975	Gym		FAD	Other Electrical Systems	FacRen	BS-GOB	Potential Mission Impact / degraded: Upgrade	1	ea	\$4,000.00	\$4,000	\$5,200	
Cochiti ES/MS	1975	Gym		FAD	Plumbing	FacRen	BS-GOB	Beyond expected life: Upgrade	776	sf	\$250.00	\$194,000	\$252,200	
Cochiti ES/MS	1975	Gym		FAD	Roof	FacRen	BS-GOB	Replace gym roof	6,527	sf	\$20.00	\$130,540	\$169,702	
Cochiti ES/MS	1975	Site		Dist	Z-Site Lighting	FacRen	BS-GOB	Upgrade exterior building lighting to LED	20	ea	\$1,250.00	\$25,000	\$32,500	
Cochiti ES/MS	1975	Site		Dist	Z-Site Lighting	FacRen	BS-GOB	Install LED site lighting in parking lots	4	ea	\$25,000.00	\$100,000	\$130,000	
Cochiti ES/MS	1975	Site		Dist	Z-Site Utilities	AdqStd	BS-GOB	Repair septic system: grease gets into septic system and floods athletic field: In Progress	0		\$0.00	\$0	\$0	
Cochiti ES/MS	1990	Portable		FAD	Portable	FacRen	BS-GOB	Beyond expected life: Upgrade	1,792	sf	\$85.00	\$152,320	\$198,016	
Cochiti ES/MS	1993	MS		Dist	Exterior Windows & Doors	FacRen	BS-GOB	Repair / replace MS windows	300	sf	\$200.00	\$60,000	\$78,000	
Cochiti ES/MS	1993	MS		Dist	Institutional Equipment	FacRen	BS-GOB	Replace casework in MS classrooms	120	lf	\$350.00	\$42,000	\$54,600	
Cochiti ES/MS	1993	MS		FAD	Other Electrical Systems	FacRen	BS-GOB	Potential Mission Impact / degraded: Upgrade	1	ea	\$3,000.00	\$3,000	\$3,900	

Estimate of Probable Costs

FACILITY NAME	AREA-Year	AREA	ROOM	Identified By	SYSTEM	CATEGORY	Funding Source	FACILITY NEEDS	QTY	UNIT	COST/UNIT	MACC	TOTAL PROJECT COST	SUBTOTALS
Cochiti ES/MS	1993	MS		FAD	Roof	FacRen	BS-GOB	Replace Middle School roof	6,010	sf	\$18.00	\$108,180	\$140,634	
Cochiti ES/MS	1975	Gym		FAD	Ceiling Finishes	FacRen	BS-SB9	Beyond expected life: Upgrade	1	ea	\$5,500.00	\$5,500	\$7,150	
Cochiti ES/MS	1975	Gym		FAD	Exterior Windows & doors	FacRen	BS-SB9	Replace exterior door in original gym	2	ea	\$5,000.00	\$10,000	\$13,000	
Cochiti ES/MS	1975	Main Bldg.		Dist	HVAC	AdqStd	BS-SB9	Repair leaks through duckwork in Kindergarten & 1st grade classrooms	1	ea	\$3,500.00	\$3,500	\$4,550	
Cochiti ES/MS	1975	Main Bldg.	Cafeteria	Dist	Institutional Equipment	FacRen	BS-SB9	Repair gate for serving line	1	ea	\$2,500.00	\$2,500	\$3,250	
Cochiti ES/MS	1975	Main Bldg.		Dist	Wall Finishes	FacRen	BS-SB9	Renovate Exterior Entry	1	ea	\$25,000.00	\$25,000	\$32,500	
Cochiti ES/MS	1990	Portable		Dist	HVAC	LocPol	BS-SB9	Install cooling to Ms. Julie's shed	825	sf	\$25.00	\$20,625	\$26,813	
Cochiti ES/MS	1993	MS		FAD	Air / Ventilation Equipment	FacRen	BS-SB9	Beyond expected life: Upgrade	1	ea	\$5,500.00	\$5,500	\$7,150	
Cochiti ES/MS	1993	MS		FAD	Floor finishes	FacRen	BS-SB9	Replace VCT in MS corridor	1,512	sf	\$6.00	\$9,072	\$11,794	
Cochiti ES/MS	2004	Addition		Dist	Exterior Windows & doors	FacRen	BS-SB9	Replace window at classroom 114	30	sf	\$175.00	\$5,250	\$6,825	
Cochiti ES/MS	2004	Clrm Add.		FAD	Floor finishes	FacRen	BS-SB9	Beyond expected life: Upgrade	6,300	sf	\$6.00	\$37,800	\$49,140	
Cochiti ES/MS	2004	Clrm Add.		FAD	Wall Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgraded as needed	0	ea	\$0.00	\$0	\$0	
Cochiti ES/MS	2005	Clrm Add.		FAD	Floor finishes	FacRen	BS-SB9	Beyond expected life: Upgrade	2,500	sf	\$6.00	\$15,000	\$19,500	
Cochiti ES/MS	2005	Clrm Add.		FAD	Wall Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgraded as needed	0	ea	\$0.00	\$0	\$0	
Cochiti ES/MS	1975	Main Bldg.		Dist	Communications / Security	LHSS	L-GOB	Upgrade Security: Entry	1	ea	\$5,500.00	\$5,500	\$7,150	
Cochiti ES/MS	1975	Main Bldg.		Dist	Communications / Security	LHSS	L-SB9	Upgrade Security: Cameras	1	ea	\$7,500.00	\$7,500	\$9,750	
Cochiti ES/MS	1975	Gym		Dist	Fire Detection / Alarm	LHSS	L-SB9	Protect fire riser in original gym	1	ea	\$2,250.00	\$2,250	\$2,925	
Cochiti ES/MS	1975	Site		Dist	Z-Playground Equipment	LHSS	L-SB9	Install playground wood chips	1	ea	\$2,500.00	\$2,500	\$3,250	
Cochiti ES/MS	1975	Site		Dist	Z-Walkways	LHSS	L-SB9	Repair damaged walkways at front of school	750	sf	\$35.00	\$26,250	\$34,125	
Cochiti ES/MS	2015	New Gym		Dist	Fire Detection / Alarm	LHSS	L-SB9	Upgrade Fire Hydrants by new gymnasium	2	ea	\$2,250.00	\$4,500	\$5,850	
Cochiti ES/MS	1975	Main Bldg.		Dist	Exterior Walls	PreVent	PreVent	Repair stucco cracks	1	ea	\$7,500.00	\$7,500	\$9,750	
Cochiti ES/MS	1975	Main Bldg.		Dist	Exterior Walls	PreVent	PreVent	Repair holes in EIFS building system outside classroom 6 and A	250	sf	\$6.00	\$1,500	\$1,950	
Cochiti ES/MS	1975	Main Bldg.		Dist	Plumbing	PreVent	PreVent	Install water conditioner	1	ea	\$40,000.00	\$40,000	\$52,000	
Cochiti ES/MS	1975	Site		Dist	Z-Walkways	PreVent	PreVent	Caulk perimeter of building to walkways	1,500	lf	\$2.00	\$3,000	\$3,900	
Cochiti ES/MS	2004	Addition	Clrm 113	Dist	Interior Wall Finishes	PreVent	PreVent	Repair wall at classroom 113 to stop water from penetrating	1	ea	\$7,500.00	\$7,500	\$9,750	\$2,879,131
District Support		District Wide		Dist	Lighting / Branch Circuits	FacRen	BS-GOB	Upgrade lighting to LED	1	ea	\$25,000.00	\$25,000	\$32,500	
District Support		District Wide		Dist	Z-Site Lighting	FacRen	BS-GOB	Upgrade site lighting to LED	1	ea	\$55,000.00	\$55,000	\$71,500	
District Support		District Wide		Dist	Z-Site Lighting	FacRen	BS-GOB	Upgrade exterior building lighting to LED	1	ea	\$30,000.00	\$30,000	\$39,000	
District Support		Warehouse		Dist	HVAC	AdqStd	BS-GOB	Upgrade HVAC at District Warehouse: Food Safety Issue	11,048	sf	\$20.00	\$220,960	\$287,248	
District Support		Warehouse		Dist	Roof	FacRen	BS-GOB	Replace roof	11,048	sf	\$18.00	\$198,864	\$258,523	
District Support		District		Dist	Communications / Security	LHSS	L-GOB	Security: District Warehouse; District Maintenance	2	ea	\$12,500.00	\$25,000	\$32,500	
District Support	1968	Admin		Dist	Demolition	AdqStd	MP-GOB	Demolish abandoned district administration bldg.	6,000	sf	\$25.00	\$150,000	\$195,000	
District Support	1990	Admin. Portable		Dist	Demolition	AdqStd	MP-GOB	Dispose of abandoned district administration portables	6	ea	\$25,000.00	\$150,000	\$195,000	
District Support		Transport		Dist	New Construction	LocPol	MP-GOB	Replace Transportation / Facilities Maintenance Shop	1	ea	\$1,160,000.00	\$1,160,000	\$1,508,000	
District Support		District Wide		Dist	Z-Athletic Fields	LocPol	MP-GOB	Athletic Field construction and upgrades	1	ea	\$2,900,000.00	\$2,900,000	\$3,770,000	
District Support		Technology		Dist	Z-Parking Lots	LocPol	MP-GOB	Provide additional parking for Technology staff	20,000	sf	\$6.00	\$120,000	\$156,000	
District Support		District Wide		Dist	Plumbing	PreVent	PreVent	Install water conditioners: See Schools	0		\$0.00	\$0	\$0	\$6,545,271
La Escuelita	2009	Original Bldg.		Dist	Z-Playground Equipment	EdPro	BS-GOB	Install additional adaptive playground equipment	1	ea	\$35,000.00	\$35,000	\$45,500	
La Escuelita	2009	Original Bldg.		Dist	HVAC	AdqStd	BS-SB9	Install cooling in IT room	1	ea	\$7,500.00	\$7,500	\$9,750	
La Escuelita	2009	Original Bldg.		Dist	Institutional Equipment	AdqStd	BS-SB9	Lower classroom sinks: too tall for students	11	ea	\$2,500.00	\$27,500	\$35,750	
La Escuelita	2009	Original Bldg.		Dist	Interior Wall Finishes	FacRen	BS-SB9	Paint interior walls: too high for custodian to paint	2,000	sf	\$2.50	\$5,000	\$6,500	
La Escuelita	2009	Original Bldg.		Dist	Z-Site Specialities	LocPol	BS-SB9	Relocate shade structures to playground areas	3	ea	\$12,000.00	\$36,000	\$46,800	
La Escuelita	2009	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Upgrade Site Security: cameras	1	ea	\$7,500.00	\$7,500	\$9,750	
La Escuelita	2009	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Create secure areas outside classrooms for student use	1	ea	\$12,500.00	\$12,500	\$16,250	
La Escuelita	2009	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Connect security alarm system	1	ea	\$4,500.00	\$4,500	\$5,850	
La Escuelita	2009	Original Bldg.		Dist	Fire Detection / Alarm	LHSS	L-SB9	Repair fire alarm system	1	ea	\$4,500.00	\$4,500	\$5,850	
La Escuelita	2009	Original Bldg.		Dist	Fire Detection / Alarm	LHSS	L-SB9	Fire alarm system is not monitored	60	ea	\$125.00	\$7,500	\$9,750	
La Escuelita	2009	Original Bldg.		Dist	Z-Fencing	LHSS	L-SB9	Fence retaining pond	225	lf	\$100.00	\$22,500	\$29,250	
La Escuelita	2009	Original Bldg.		Dist	Z-Landscape	LHSS	L-SB9	Correct ponding in playgrounds	1	ea	\$3,500.00	\$3,500	\$4,550	
La Escuelita	2009	Original Bldg.		Dist	Z-Playground Equipment	LHSS	L-SB9	Replace playground wood chips	1	ea	\$2,500.00	\$2,500	\$3,250	
La Escuelita	2009	Original Bldg.		Dist	Z-Site Lighting	LHSS	L-SB9	Upgrade exterior building lighting to LED	10	ea	\$1,250.00	\$12,500	\$16,250	
La Escuelita	2009	Original Bldg.		Dist	Z-Site Lighting	LHSS	L-SB9	Install site lighting for La Escuelita	3	ea	\$25,000.00	\$75,000	\$97,500	
La Escuelita	2009	Original Bldg.		Dist	Z-Site Specialities	LHSS	L-SB9	Upgrade exterior signage	3	ea	\$750.00	\$2,250	\$2,925	

Estimate of Probable Costs

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La Escuelita	2009	Original Bldg.		Dist	Exterior Windows & Doors	PreVent	PreVent	Adjust doors / walkway at multi-purpose room	1	ea	\$750.00	\$750	\$975	
La Escuelita	2009	Original Bldg.		Dist	Interior Wall Finishes	PreVent	PreVent	Install corner guards at all interior corners	35	ea	\$75.00	\$2,625	\$3,413	
La Escuelita	2009	Original Bldg.		Dist	Lighting / Branch Circuit	PreVent	PreVent	Upgrade lighting to LED	22,712	sf	\$3.00	\$68,136	\$88,577	
La Escuelita	2009	Original Bldg.		Dist	Plumbing	PreVent	PreVent	Install water conditioner	1	ea	\$35,000.00	\$35,000	\$45,500	
La Escuelita	2009	Original Bldg.		Dist	Z-Landscape	PreVent	PreVent	Correct ponding at main entry	1	ea	\$3,500.00	\$3,500	\$4,550	\$488,489
Placitas ES	1975	Site		Dist	Z-Site Utilities	AdqStd	BS-GOB	Upgrade Sewer / Septic system: In Progress	0			\$0	\$0	
Placitas ES	1975	Site		Dist	Z-Site Utilities	AdqStd	BS-GOB	Install new water well: Providing on 12 gallons of water per minute	1	ea	\$75,000.00	\$75,000	\$97,500	
Placitas ES	1975	Original Bldg.		Dist	HVAC	AdqStd	BS-SB9	Obtain district / school access to HVAC controls	0		\$0.00	\$0	\$0	
Placitas ES	1975	Original Bldg.		Dist	HVAC	AdqStd	BS-SB9	Remove radiant heater by classroom 110	1	ea	\$1,250.00	\$1,250	\$1,625	
Placitas ES	1975	Original Bldg.		Dist	Lighting / Branch Circuits	FacRen	BS-SB9	Upgrade lighting to LED	34,746	sf	\$3.00	\$104,238	\$135,509	
Placitas ES	1975	Original Bldg.		FAD	Plumbing	FacRen	BS-SB9	Beyond expected life: Upgrade	266	sf	\$250.00	\$66,500	\$86,450	
Placitas ES	1975	Site		Dist	Z-Athletic Fields	LHSS	BS-SB9	Demolish Old basketball court	6,000	sf	\$4.00	\$24,000	\$31,200	
Placitas ES	1975	Site		Dist	Z-Fencing	LHSS	BS-SB9	Install fence on hill to stop students from falling down hill	125	lf	\$100.00	\$12,500	\$16,250	
Placitas ES	1975	Site		Dist	Z-Fencing	LHSS	BS-SB9	Relocate gate to stop entry to back of site	1	ea	\$2,500.00	\$2,500	\$3,250	
Placitas ES	1975	Original Bldg.		Dist	Communications / Security	LHSS	L-GOB	Upgrade entry security: Need more visibility	1	ea	\$12,000.00	\$12,000	\$15,600	
Placitas ES	1975	Original Bldg.		Dist	Communications / Security	LHSS	L-GOB	Install card key access	1	ea	\$15,000.00	\$15,000	\$19,500	
Placitas ES	1975	Site		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade exterior building lighting to LED	10	ea	\$1,250.00	\$12,500	\$16,250	
Placitas ES	1975	Site		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade site lighting to LED	4	ea	\$7,500.00	\$30,000	\$39,000	
Placitas ES	1975	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Install security camera system	1	ea	\$7,500.00	\$7,500	\$9,750	
Placitas ES	1975	Original Bldg.		FAD	Floor Finishes	PreVent	PreVent	Beyond expected life: Upgrade	4,500	sf	\$6.00	\$27,000	\$35,100	
Placitas ES	1975	Original Bldg.		Dist	Wall Finishes	PreVent	PreVent	Repair water leak damage in classroom 102	1	ea	\$250.00	\$250	\$325	
Placitas ES	1975	Site		Dist	Z-Walkways	PreVent	PreVent	Caulk top step by classroom 117	1	ea	\$250.00	\$250	\$325	
Placitas ES	1990	Library Clrm	Multi-Purpose	Dist	Exterior Walls	PreVent	PreVent	Repair stucco on northeast corner of multi-purpose room	25	sf	\$8.00	\$200	\$260	
Placitas ES	1990	Library Clrm		FAD	Floor Finishes	PreVent	PreVent	Beyond expected life: Upgrade	8,500	sf	\$6.00	\$51,000	\$66,300	
Placitas ES	1990	Library Clrm		Dist	Floor Finishes	PreVent	PreVent	Replace wood threshold at staff toilet by workroom	1	ea	\$250.00	\$250	\$325	
Placitas ES	1990	Library Clrm		FAD	Wall Finishes	PreVent	PreVent	Beyond Expected Life: Upgraded as needed	0		\$0.00	\$0	\$0	\$574,519
Santo Domingo ES/MS	2018	Gym		Dist	Reno	AdqStd	BS-GOB	Complete Phase II of Gym renovation and site work including fencing and new play fields	1	ea	\$2,100,000.00	\$2,100,000	\$2,730,000	
Santo Domingo ES/MS	2018	Site		Dist	Z-Site Specialties	LocPol	BS-GOB	Complete center courtyard: shade structures	1	ea	\$40,000.00	\$40,000	\$52,000	
Santo Domingo ES/MS	2018	Main Bldg		Dist	Institutional Equipment	LocPol	BS-SB9	Install shelving or cubbies in clothing bank closet	2	ea	\$250.00	\$500	\$650	\$2,782,650
Priority 2 Building / Site System Upgrades:												\$26,373,413	\$34,285,437	\$34,285,437
Priority 3 New Capital Projects:														
Algodones ES	1990	Original Bldg.		Dist	New Construction	Ed Pro	MP-GOB	Classroom Addition to bring 5th grade back	1	ea	\$2,700,000.00	\$2,700,000	\$3,510,000	\$3,510,000
Bernalillo HS		District			New Construction	LocPol	MP-GOB	Auxiliary Gymnasium	11,000	sf	\$225.00	\$2,475,000	\$3,217,500	
Bernalillo HS		District			New Construction	LocPol	MP-GOB	Install football restrooms & concessions	1,250	sf	\$300.00	\$375,000	\$487,500	
Bernalillo HS		District			New Construction	LocPol	MP-GOB	Install new press box	499	sf	\$275.00	\$137,225	\$178,393	\$3,883,393
Priority 3 New Capital Projects:												\$5,687,225	\$7,393,393	\$7,393,393
Bernalillo Schools Needs:												\$39,498,278	\$51,347,761	

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Prioritization Process

3.2.1 DEVELOPMENT OF PRIORITIZATION PROCESS

Development of FMP Process

BPS School Board supported the BPS FMP Core Committee in their endeavor to develop the following process and criteria to prioritize the capital needs of the District. This process addresses the specific needs of BPS and supports:

BPS Mission *Bernalillo Public Schools is committed to student achievement and the graduation of all students.*

BPS Vision *Bernalillo Public Schools challenges our diverse student community with a rigorous education.*

The developed FMP process, approved by the School Board, entrusted the responsibility of prioritizing the District's needs and the development of a capital plan to address these priorities to the BPS FMP Steering committee with final approval by the BPS School Board.

The FMP process consisted of two committees:

The FMP Core committee: Comprised of District administration charged with reviewing data and establishing agendas and schedules for FMP meetings.

The FMP Steering committee: Comprised of School Board members, District administration, staff, Principals, teachers and committee members.

The FMP process consisted of the following meetings:

3 School Board meetings:

One review of the FMP process

One review of the District FMP priorities and capital plan

Adoption of the final FMP document

7 FMP Core committee meetings

One Strategic Plan meeting

Six Data and FAD / FMAR review meetings

Two meetings dedicated to review and correct FAD / FMAR Data

3 FMP Steering committee meetings

One background review meeting

One discussion of district facility needs meeting

One development of recommendations of district FMP priorities and the capital plan meeting

BPS FMP Steering Committee

BPS has developed a long, successful relationship with the local community and their PSCOC/ PSFA representatives. BPS continuously seeks input from the local community and is aware of

Prioritization Process

their concerns for the future of the District. To assure community input, BPS developed a FMP Steering Committee to be a liaison between the District and the local community for capital projects. The FMP Steering Committee members are a representation of the local community and the school district. They were selected by the School Board and the Superintendent. They are part of the decision making process of the District; reviewing data, bringing the community perspective to the discussions and developing recommendations related to district facility needs for the School Board's consideration.

Process and Criteria for Prioritizing District Needs

The prioritization of BPS needs took a place over the span of the three FMP Steering Committee meetings, two meetings with district administration and maintenance staff to review the FAD/ FMAR report, and three School Board meetings.

The FMP process was based on providing relevant data, meaningful discussion, resulting in knowledgeable, informed decisions. This was accomplished by informing, engaging and empowering all of the participants throughout the development of the FMP. During the FMP process, the BPS FMP Steering Committee, community and School Board were given background information on the District and all identified school and district facility needs.

A significant factor in the criteria for prioritization of BPS needs was the district's 2017 GOB election. The district passed an \$18,500,000 GOB in February of 2017 which identified specific projects to be accomplished with the GOB funds.

During the FMP process BPS underwent a major change in district administration related to facilities. The Assistant Superintendent, the Facilities, Safety & Security Director and District Superintendent were replaced which had an impact on the focus and direction of the FMP, but the FMP process was not altered.

During the FMP process, the FMP Steering Committee reviewed and discussed the following data:

- District Vision and Mission
- Partnerships: District – Community – State (PSCOC/PSFA)
- District Demographics
- Facilities Assessment Database (FAD)
- Facilities Maintenance Assessment Report (FMAR)
- Enrollment History and Projections
- Existing District and Individual School Size in relation to:
 - Educational Program
 - PSCOC Recommended SF/Student
 - State of N.M. Benchmarks and Measures
 - Adequacy Standards
 - District Policies
- Capacity and Utilization of Schools
- Age / Condition of Schools

Prioritization Process

- Life Span of Building Systems
- Preventive Maintenance
- Maintenance Cost per Square Foot per Year
- Size Right School Planning
- Facility needs at each district building
- Benefits of a Smaller Footprint
- Efficient and Effective Schools
- Community and School Profiles
- Capital Funding Sources
- 2012 FMP Priorities and Completed Projects
- 2017 GOB Identified Projects

The major concerns of BPS and the FMP Steering committee are:

Life-Health-Safety-Security
 Technology
 Preventive Maintenance
 Student Enrollment
 School Growth
 Condition of Facilities
 Efficient / Effective Facilities
 Equity of Facilities District Wide
 Teacher retention / Availability
 Sustainable Facilities
 Availability of Funding
 2017 GOB Identified Projects

The facility needs were broken down by facility and categories. The facility needs were identified by the following eight categories:

- Adequacy Standards
 The State of New Mexico has developed Adequacy Standards for New Mexico Public School Districts. These Adequacy Standards were established to set **minimum** facility requirements for all public schools in New Mexico. During the FMP process, the district schools are assessed for their compliance with these standards. If a school does not meet any of these standards, then a plan is generated to correct the deficiency and bring the school into compliance with these standards.

BPS has and continues to address Adequacy Standards at each of its schools. BPS schools typically meet or have available space to meet the space requirements established in these standards. The major Adequacy Standard identified at BPS schools is the operation of their HVAC systems. The majority of the schools need to upgrade their HVAC system. If a HVAC system is not operating properly then the comfort level of the space does not meet the established standards. Site utilities is another standard that BPS is addressing. The

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district is currently addressing some of the site utilities by repairing the septic system at Placitas ES and Cochiti ES/MS.

- **Educational Program**

The district is constantly reviewing its educational program and making adjustments to meet the needs of its students. Currently, the district meets the needs and expectations of its students by supporting robust educational programs at its middle and high schools. The district has only identified an educational program need at La Escuelita which is the installation of additional adaptive playground equipment in order to meet the needs of the students at this school.
- **Facility Renewal**

BPS has been systematically replacing or upgrading its facilities as funding has been available. It has successfully partnered with its community to support all of its capital projects, and since 2005 it has partnered with PSCOC / PSFA to replace Roosevelt Primary School with Bernalillo ES, to renovate Carroll ES from the floor slab up in 2011, and to replace the majority of Bernalillo HS and Santo Domingo ES/MS in 2017,.

The district recognizes that facility renewal is critical in providing a safe, stimulating learning environment; however, capital funding is limited and creates a challenge. BPS still requires more facility renewal than existing or anticipated funds can accommodate in the next five years. There are building systems at each of the existing district schools that are past their useful life and need to be updated including: roofs, ceiling finishes, exterior windows and doors, floor and wall finishes, interior doors, institutional equipment, lighting, plumbing, electrical systems and site lighting. The two schools that are most in need of facility renewal funding are Algodones ES and Bernalillo MS and they are at the top of the district's facility renewal plan. The district has established its priorities to align with the FAD ranking in anticipation of partnering with PSCOC / PSFA on these projects when the projects qualify for state funding assistance and the district has it funding match.

- **Growth**

This category is used to identify areas of facility growth needed for a district to support its student enrollment and/or educational program. In 2005 and 2006 BPS identified the need to increase the size of its three schools, Santo Domingo ES/MS, Placitas ES and Cochiti ES/MS by adding classroom additions. In 2009 BPS created a district wide Pre-K center, La Escuelita on the Carroll ES campus. Then BPS added another classroom addition and a new gymnasium to Cochiti ES/MS in 2010.

Around 2007 BPS began to recognize a decline in its student enrollment and changed its focus from increasing the size of its schools, to accommodate a growing student population, to focusing on the condition of its schools. In 2008 the district reorganized its in-town elementary schools and replaced outdated Roosevelt Primary school with a new

Prioritization Process

Bernalillo ES. In 2011 BPS undertook a complete renovation of Carroll ES and in 2017 BPS undertook the replacement of the majority of Bernalillo HS and Santo Domingo ES/MS in 2017. Both the Bernalillo HS and Santo Domingo ES/MS projects resulted in a smaller footprint for the schools. There are no growth needs for BPS identified in this FMP.

- Life-Health-Safety-Security-Code-ADA

The majority of Life-Health-Safety-Security-Code - ADA Compliance needs at BPS facilities is due to the age of the facilities and these needs have been grandfathered in. These items have been identified in this FMP to alert the district to the potential impact of these items to future projects, but do not require immediate action or correction. As facilities are replaced or upgraded, the district might have to address the grandfathered issues, depending on the scope of work identified for a particular facility. The majority of these issues pose no potential impact to school operations at the current time but are identified to be included in future projects as needed.

There are several life-health-safety-security facility needs that the district will need to address in the next five years. These needs include upgrade intercoms, upgrade entry security, install cameras, upgrade fire detection and alarm systems, install ADA signage, install or replace fencing, correct site drainage, and repair walkways. Site lighting is another major safety need throughout the district to provide safe access to and from district facilities and events. The district would like to address these needs as soon as funding allows.

- Local Policy

BPS recognizes the importance of providing an environment which is conducive to learning for students and also providing facilities that support student and community needs. Local Policy needs are identified needs which do not fall into other categories and exceed adequacy standards, yet they are important to the district's mission and vision and to the community.

BPS has been partnering with PSCOC/PSFA and focusing on updating critical needs at its school facilities. The district and community have identified needs that are not critical to the operation of its facilities, but are beneficial to students, community members and enhance facility operations. These needs include increasing parking space, relocate and increase shade structures, expand football field bleachers, and upgrade the BMS student plaza.

Another identified need is to return Algodones 5th grade students to Algodones ES that are currently being housed at Bernalillo ES due to lack of capacity at Algodones ES. The district has identified different options to address this need and increase the capacity of the school. These include a classroom addition and major renovation of AES, or the possible replacement of the school. BPS will review the options and make the determination for AES based on the cost effectiveness of each option.

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- Preventative Maintenance

BPS recognizes the importance of preventive maintenance and has implemented a PSFA approved Preventive Maintenance Plan. The identified preventative maintenance needs are critical to the upkeep of district facilities and have the potential to extend the life of the existing facilities. The district has set in place School Dude, a system where the facility users identify when various finishes such as flooring, ceiling tiles, and window coverings need to be replaced, and when BPS need to be painted. This allows the user to have input as to the items that they feel impact their comfort and ability to use the space as intended.

Identified preventive maintenance needs include exterior and interior walls repairs, upgrade floor finishes, plumbing, wall finishes, drainage, and walkways at the majority of district campuses.

BPS Maintenance Effectiveness

As stated above, BPS has worked with PSFA to incorporate School Dude into their maintenance program. The key element for BPS maintenance effectiveness is use of School Dude to generate work orders. The District has enabled its school and district staff to write and submit work orders for any facility maintenance issue that they identify. The work orders are relayed to BPS maintenance staff and copied to the Principal of the respective school. The maintenance staff reviews the work order and identifies the scope of work required to address the work order. Once the scope of work has been identified the process of ordering supplies/materials and assigning the necessary manpower takes place. District administration meets with the maintenance supervisor on a regularly scheduled basis to review the status of each work order which is used to determine the effectiveness of its maintenance staff.

The other key element in maintenance effectiveness at BPS has been the development of a Preventive Maintenance Plan and implementing the plan as stated above. The District recognizes that preventive maintenance is far more economical than deferred maintenance. Preventive maintenance can assist in extending the life of building systems. BPS has been able to hold successful general obligation bond elections which allow it to address major maintenance items that exceed the SB-9 funds. BPS relies on an effective maintenance department to address facility issues quickly with limited resources and implement preventive maintenance to extend the life of existing building systems.

- Technology

BPS is dedicated to providing its students with access to up-to-date technology. The district is developing a technology plan that identifies upgrades to technology infrastructure, equipment, and software for the next five years. BPS is aware of the Broadband Initiative that PSCOC / PSFA have under taken to provide all New Mexico Public School Districts with affordable and high speed broadband. BPS has not partnered with PSCOC / PSFA on this initiative as its infrastructure already meets the PSFA standards.

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The District continues to upgrade its technology infrastructure to keep up with the newest advancements. BPS does not anticipate the need to upgrade its broadband access in the next five years.

Technology is a tool that the District uses extensively in the classroom and for support services which requires a steady funding source. BPS had set in place GOB funds and also applies for e-rate funding to address its technology needs.

The FMP Steering Committee reviewed all district facility needs, its capital project funding sources, and capabilities for the next five plus years. During the prioritization process, the committee discussed the possibilities of creating a partnership with PSCOC/PSFA and the local community. Partnership with PSCOC/PSFA is dependent upon aligning future projects with the FAD and identifying building systems that are past their useful life which could impact student performance.

After review and discussion of the data, the FMP Steering Committee developed recommendations and prioritized the District's facility needs. The criteria used by the FMP Steering Committee and the District to prioritize capital needs were:

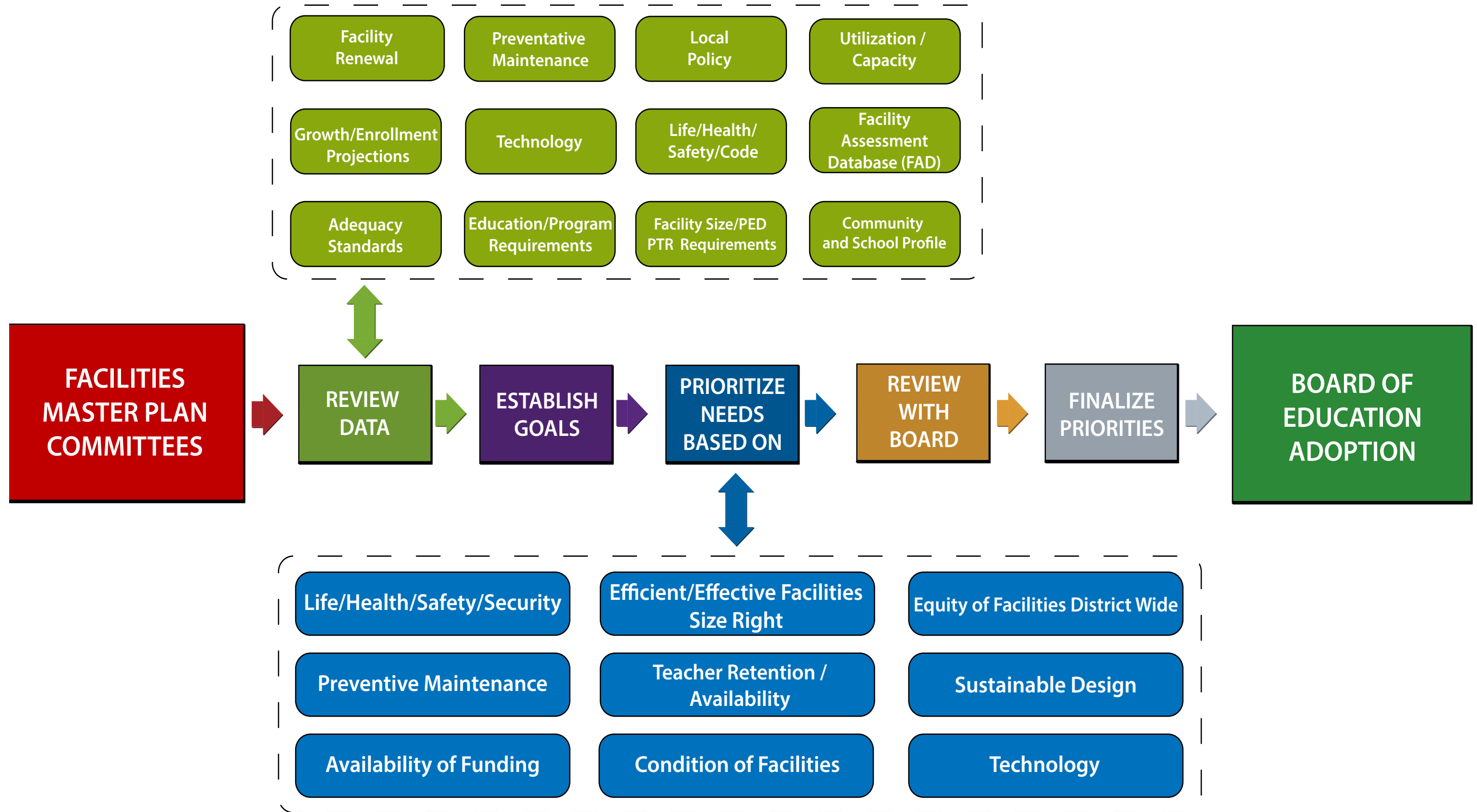
- Does it affect Life-Health-Safety-Security?
- Does it align with the FAD Ranking/Support future PSCOC/PSFA partnership?
- Does it impact the District's mission and core values?
- Does it support Pro-active in lieu of Reactive?
- Does it support the District's educational program?
- Does it promote student success?
- Does it support community needs?
- Does it align with NM facility benchmarks, measures & Statewide Adequacy Standards?
- Does it align with District policies?

The following chart provides a schematic diagram of the process and the categories that the Steering Committee utilized in the prioritization of the identified needs of the District.

Prioritization Process

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Prioritization Process



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Prioritization Process

FMP Prioritization Schedule

April 25, 2017

A strategic planning meeting was held with district staff to develop the FMP process.

The meeting agenda included:

- FMP PROCESS
- Data:
 - District Background Information
 - Capital Project Funding
- Discussion:
 - Goals & Objectives
 - Issues, Concerns & Needs
- Decisions:
 - FMP Decision Process
 - FMP Steering Committee Recommendations
 - School Board Review and Approval
- FMP Schedule
- FMP Committee Members

Meeting Summary: The FMP process and decision making process was established. The FMP schedule was identified and there was discussion of district goals and objectives for the FMP. Facility Issues, concerns and needs were discussed. BPS passed a GOB election in February 2017 which identified several capital projects to be accomplished with GOB funds. This list was reviewed and incorporated into the FMP process. Financial considerations for the next five years were discussed. FMP tasks were identified and given to district personnel.

May 11, 2017

The BPS school board members met to review information and provide input on the FMP process, schedule, and committees.

The meeting agenda included:

- FMP PROCESS
- Data:
 - District Background Information
 - Capital Project Funding
- Discussion:
 - Goals & Objectives
 - Issues, Concerns & Needs
- Decisions:
 - FMP Decision Process
 - FMP Steering Committee Recommendations
 - School Board Review and Approval

Prioritization Process

- FMP Schedule
- FMP Committee Members

Meeting Summary: The BPS School Board approved of the FMP process and schedule developed by the FMP Core committee. Discussion centered on the district needs, issues and concerns. Safety and security was a main topic of concern, as was the future of Algodones ES. School Board members were interested in beginning the process of allocating the 2017 GOB funds for the identified projects.

May 31, 2017

The appointed FMP Steering Committee met to review information and provide input.

The meeting agenda included:

- Introductions
- FMP PROCESS
- Data:
 - District Background Information
 - Capital Project Funding
- Discussion:
 - Goals & Objectives
 - Issues, Concerns & Needs
- Decisions:
 - FMP Decision Process
 - FMP Advisory Committee Recommendations
 - School Board Review and Approval
- FMP Schedule
- FMP Committee Members

The Committee was presented with several questions for their feedback.

What will BPS look like in 5, 10, 15, 50 years?

How do extracurricular activities fit into the FMP?

What are the educational challenges faced by BPS Schools?

What is the long range vision of the District in terms of educational program delivery trends?

What are the positive features of District facilities?

In the next five plus years, what are some building systems/features of District facilities that need to change or improve?

Meeting Summary: The FMP process and schedule were reviewed. District background information was the main topic of the meeting. The above questions were asked to the FMP Steering committee and they provided input. The facility needs of each school were identified and discussed with input from all committee members. A main focus of the meeting was the future of Algodones ES and returning 5th grade to Algodones ES. Existing square footage at each

Prioritization Process

district school was reviewed and compared to PSCOC / PSFA recommended square footages. The 2017 GOB list of identified projects was reviewed and discussed.

August 1, 2017

The agenda for the second FMP Steering Committee meeting was as follows:

- Introductions
- Brief Review of FMP Process
- Brief review of Data:
 - District Background Information
 - Capital Project Funding
 - Goals & Objectives
- Discussion:
 - Issues, Concerns & Needs
 - Issues for Community Input

Meeting Summary: Enrollment history and projections were discussed as well as utilization of each school. The district student enrollment has been declining, but appears to be starting to be stabilizing and is showing a slight increase. Algodones ES is at capacity with its current enrollment and cannot accommodate 5th grade without additional classroom space; however, the size of the site and existing support space will make an addition extremely difficult. The 2017 GOB only identifies funds for a classroom addition; it does not include funds to renovate the existing facility, which would have to happen before an addition can be built on site. Placitas ES is the most under-utilized elementary school in the district. Its biggest challenges are the sewer and water systems. The sewer system on Placitas ES site is different than any of the other sewer system in the district and needs supervision. The school is fed from an on-site water well which is barely producing enough water to keep the school open. Placitas ES is a school that the district will have to address in the next 5 years. Bernalillo MS has not received major facility funds for several years. Several of its building systems are in need of renewal. BPS is in the process of updating the HVAC at BMS; however, the roof is past its useful life and now needs to be replaced. Safety and security is foremost in the district and each school was reviewed for its security measures. The only facilities that were identified for demolition are the vacant old administration buildings on the high school campus.

September 12, 2017

The third FMP Steering Committee agenda included:

- Introductions
- Brief Review of FMP Process
- Brief review of Data:
 - District Priorities, Capital Plan Recommendations
 - Capital Funding Project
 - Student Survey Summary

Prioritization Process

Community Survey Summary

- Discussion:
 - Capital Recommendations
 - Issues, Concerns & Needs
 - Input on District Needs
- Decisions:
 - Prioritize District Needs

Meeting Summary: All facilities and their needs were reviewed and open for discussion again. The FMP Steering committee selected its priorities to recommend to the School Board. The priorities were broken down into three major categories: Re-occurring facility needs, Building / Site System Renewal, and Potential Capital Projects. Life-Health-Safety-Security fall under the Re-occurring facility needs and that was the #1 priority. Building/site system renewal was the #2 priority. The #3 priority was major renovation and new construction projects. Algodones ES was a major concern of the FMP Steering committee and BPS. The committee felt that Algodones ES is a high priority, but the district needs more time to explore all of its options for Algodones ES.

November 2, 2017

The BPS Board of Education met to review input from the FMP Steering Committee meetings and discuss the FMP goals, objectives, and priorities put forth by the FMP Steering Committee.

- Discussed identified district priorities that:
 - Meet PSCOC / PSFA Requirements
 - Align with FAD
 - Provide Efficient and Effective Use of Existing Facilities
 - Promote and Enlist Community Partnership
 - Provide Modern, Well Kept Facilities: Upgraded Facilities and Building Systems
- BPS FMP GOALS and OBJECTIVES:
 - Student Preparation for Life After BPS Schools
 - Provide Safe and Stimulating Learning Environments
 - Technology: Keep Current & Upgrade
 - Maintenance of Existing Facilities
 - Improve Condition of Existing Facilities
 - Right Size Facilities
 - Facility Equity
 - Partnerships: Community and PSCOC/PSFA
 - Work Within Availability of Funding

Meeting Summary: A full review of the FMP process was shared with the School Board in a work session. The School Board agreed with the priorities that the FMP Steering committee recommended. There was discussion centered around the fact that the School Board had not been made aware, prior to the 2017 GOB election, of some of the major building / site system

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renewal projects that BPS has to complete in the next 5 years to keep their schools safe and operational for its students. There were no building / site system renewal projects identified in the 2017 GOB. Both the Interim Superintendent and the Facilities, Safety & Security Director took their positions in the middle of the FMP process and need time to work out a schedule to begin addressing district facility needs.

December 21, 2017

The Final FMP document was presented to the BPS community and School Board for adoption.

The FMP Core committee met to review data and establish the agenda for following FMP meetings prior to each Steering Committee meeting. A copy of the sign-in sheets and the presentation of each meeting can be found in the appendix of this document.

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Capital Plan

3.3.1 PRIORITY CAPITAL IMPROVEMENTS FOR NEXT 5 YEARS

The Bernalillo Public Schools District (BPS) prioritized list of facility needs for the next 5 years was developed by the BPS FMP Steering committee and adopted by the BPS School Board. The FMP Steering committee identified the facility needs throughout the district during the first committee meeting, discussed the facility needs and their impact on students and the district during the second committee meeting, and prioritized the facility needs during the 3rd committee meeting. The prioritized list of BPS 2018-22 facility needs is:

BPS 2018-22 FMP PRIORITIES

FINAL Priority RANK	Priority Description	Funding Source	PSCOC / PSFA Funding	Schedule	Total Project
1A	Life-Health-Safety-Security	SB-9		2018-22	\$2,118,935
1B	Maintenance/Preventive Maintenance	SB-9		2018-22	\$4,299,997
1C	Technology	GOB	1	2018-22	\$3,250,000
	Subtotal Priority 1:				\$9,668,932
2	Building / Site System Renewal				
2A	Fire Detection / alarm: AES, CES/MS, BMS	SB-9/GOB	2	2018-22	\$528,563
2B	Communications / Security: AES, BES, LEPS, CES, PES, CES/MS, SDES/MS, BMS, BHS, DW	SB-9/GOB	2	2018-22	\$578,250
2C	Roofs: AES, CES/MS, BMS, DW	SB-9/GOB	2	2018-22	\$3,593,988
2D	HVAC: Equipment & Controls: AES, CES/MS, BHS, DW	SB-9/GOB	2	2018-22	\$3,174,834
2E	Plumbing: AES, BES, LEPS, CES, PES, CES/MS, BMS, BHS, DW	SB-9/GOB	2	2018-22	\$3,412,175
2F	Playground Equipment: AES, LEPS, CES, PES, DW	SB-9/GOB	2	2018-22	\$133,250
2G	Site Lighting: AES, BES, LEPS, CES, PES, CES/MS, BMS	SB-9/GOB	2	2018-22	\$980,850
2H	Fencing: AES, BES, LEPS, CES	SB-9/GOB	2	2018-22	\$1,017,250
2I	Lighting/Brnach Circuits: AES, BES, LEPS, PES, CES/MS, BHS, DW	SB-9/GOB	2	2018-22	\$1,557,197
	Subtotal Priority 2:				\$14,976,358
3A	Santo Domingo ES/MS Gym Renovation/Playing Fields	GOB		2018	\$2,730,000
3B	Bernalillo ES/MS Pickup - Dropoff	GOB		2018	\$2,730,000
3C	Bernalillo MS Library Renovation	GOB		2018	\$630,500
3D	Bernalillo MS Re-Stucco	GOB		2018	\$910,000
3E	Algodones ES Classroom Addition	GOB	3	2021	\$4,290,000
	Algodones ES Renovation	GOB	3	2021	\$4,913,025
	OR Algodones New School	GOB	3	2021	\$12,870,000
3F	District Wide New Athletic Field West of BES	GOB		2023	\$3,770,000
3G	Bernalillo HS Auxiliary Gym	GOB		2023	\$3,217,500
	Subtotal Priority 3:				\$23,191,025
	2018-2022 GOB PROJECT TOTAL:				\$47,836,315
	These items are not included in GOB Total				

The BPS priorities listed above reflect the facility mission and vision of the district to provide a safe, comfortable, stimulating learning environment to all of its students in efficient and effective facilities.

Capital Plan

Priority 1, Reoccurring Needs: The first two lines of the above priorities are reoccurring items that the district has to address to avoid impact to its educational program. They are assigned a priority of 1A and 1B to indicate that these items will be addressed as needed and as funding is available.

Item 1A, Immediate Life-Health-Safety-Security-Code-ADA Compliance and maintenance needs, will be addressed by the district with SB-9 funding as the needs arise and funding is available 2018-2022. BPS has developed District Wide Security Standards to address the level of security desired for each of its schools and will begin to implement their standards immediately. BPS has worked with PSFA to develop a preventive maintenance plan, funded through SB-9 funds that will eliminate deferred maintenance and has the potential to extend the life of existing building systems.

Item 1B covers all aspects of the district's technology. BPS has developed a technology plan that will help identify the needs to update its technology infrastructure, equipment, and broadband width to assure that its students are receiving a relevant educational program and are prepared for life after high school. Priority 1B will be funded with GOB and e-rate funds from 2018 to 2022. There are no broadband projects identified in this FMP; however, if the need arises for BPS to increase its broadband, it will use funding set aside for its technology program.

Priority 2, Building / Site System Renewal Projects: This is a reflection of the district's dedication to maintain its existing facilities. The building / site systems below have been identified because some if not all of the BPS schools have areas where these building / site systems are past their useful life and have the potential to impact the school's mission. BPS understands the importance of addressing the identified needs before they cause collateral damage. The top building / site system renewal priorities for the 2018-22 BPS capital plan are:

- A. Fire Detection / Alarm: AES, CES/MS, BMS
- B. Communications / Security: AES, BES, LEPS, CES, PES, CES/MS, SDES/MS, BMS, BHS, DW
- C. Roofs: AES, CES/MS, BMS, DW
- D. HVAC: Equipment & Controls: AES, CES/MS, BHS, DW
- E. Plumbing: AES, BES, LEPS, CES, PES, CES/MS, BMS, BHS, DW
- F. Playground Equipment: AES, LEPS, CES, PES, DW
- G. Site Lighting: AES, BES, LEPS, CES, PES, CES/MS, BMS
- H. Fencing: AES, BES, LEPS, CES
- I. Lighting / Branch Circuits: AES, BES, LEPS, PES, CES/MS, BHS, DW

Priority 2 needs will be funded with SB-9 and GOB funds as they are available from 2018 to 2022. BPS will begin work on the communication and security projects immediately with SB-9 and previous GOB funds.

Priority 3: Capital Projects. The capital projects listed below are a reflection of the district's dedication to provide safe and secure learning environments for its students and to utilize existing facilities as efficiently and effectively as possible. Priorities 3A – 3G were part of the 2017

Capital Plan

GOB election. BPS understands the importance of honoring its commitment to the community and these projects and will begin addressing these projects as GOB funding becomes available.

Capital project 3A is composed of the renovation of the gymnasium and the playing fields at Santo Domingo ES/MS. This project is part of a Memorandum of Understanding between the Tribe and BPS associated with the lease of tribal property for school use. Priority 3B consists of the reconfiguration of Bernalillo ES Pick-Up / Drop-Off. This project has been a high priority of the BPS School Board for several years as it relates to the safety of the residents in the area where Bernalillo ES is located. The current configuration of the parent pick-up/drop-off at BES prevents emergency vehicles from reaching local residents during parent pick-up / drop-off time every day. Priorities 3C and 3D are both related to Bernalillo MS; 3C is the renovation of BMS library and 3D is the re-stucco of the school's exterior walls. BMS has not received any major facility funding for several years and is showing signs of dis-repair. These projects are closely related to building / site system renewal; however, they were identified as capital projects in the 2017 GOB and will be addressed with 2017 GOB funds. Priority 3E is the classroom addition to Algodones ES which is a high priority to the local community and the district. Unfortunately the 2017 GOB did not include funds to renovate the existing school facilities, which needs to be accomplished prior to the classroom addition. The existing campus facilities and utilities cannot support the addition of students. The district is in the process of reviewing its options for Algodones ES, and will undertake this project as soon as the best option is developed and funds are available. Priority 3F is creating a district wide athletic field complex on property BPS owns just west of Bernalillo ES. The district would like to develop this property for student and community use when GOB funds are available. Priority 3G is for a new Bernalillo HS Auxiliary Gymnasium. BHS has requested an auxiliary gym for several years and it has been included on the last two GOB elections.

The identified capital projects for the 2018-23 BPS FMP is:

- 3A. Santo Domingo ES/MS Gym Renovation / Playing Fields
- 3B. Bernalillo ES/MS Pick Up – Drop Off
- 3C. Bernalillo MS Library Renovation
- 3D. Bernalillo MS Re-Stucco
- 3E. Algodones ES Classroom Addition
 - Renovation (Not Funded)
 - OR
 - Replacement (Not Funded)
- 3F. District Wide New Athletic Field West of BES
- 3G. Bernalillo HS Auxiliary Gym

It is the intent of BPS to fund Priorities 3A-3G capital projects with the February 2017 GOB. If available GOB funding is not adequate to complete all of the identified projects, the unfunded projects will carry over to the next GOB election. The 2017 GOB capital projects listed above were identified prior to the 2018-2022 FMP process. During the 2018-22 FMP process other BPS capital projects were identified. At this time, there is no identified funding for these projects and it is anticipated that they will be funding through a future GOB election or other available facility

funds. These capital projects include:

- Replacement of Transportation / Maintenance Facilities
- Algodones ES disposal of Existing Portables
- Carroll * La Escuelita ES: Upgrade Site Utilization
- Placitas ES: New Water Well
- Bernalillo HS Turf Baseball & Softball Fields
- Bernalillo HS Football Restrooms & Concessions
- Bernalillo HS Increase Parking
- Bernalillo HS Renovate Gym Locker Rooms
- Bernalillo HS Install Practice Field
- Bernalillo HS New Press Box

Facility Assessment Database

The Facilities Assessment Database (FAD) ranking of BPS educational facilities was shared with and reviewed by the BPS FMP Steering committee throughout the FMP process. The condition of facilities and the FAD ranking was considered and became part of the criteria in the BPS FMP Steering committee's prioritization of the district's facility needs. During the FMP process, the FAD ranking changed; however, the changes were minimal and did not affect the prioritization process. The following FAD ranking was published August 16, 2017.

2017-18 PSCOC/PSFA RANKING OF BPS Schools

BPS PSFA Facilities Assessment Database

School	2016-17 Rank	2017-18 Rank	2017-18 Rank2	Weighted NMCi
Algodones ES	63	55	55	30.78%
Bernalillo ES	663	663	664	3.22%
Carroll ES	404	403	404	13.90%
Placitas ES	605	603	604	5.41%
Cochiti ES/MS	397	395	396	14.14%
Santo Domingo ES/MS	738	736	737	0.00%
Bernalillo MS	346	344	345	16.04%
Bernalillo HS	673	673	674	2.67%

STATE PARTICIPATION IN APPROVED PROJECTS: 42%
 DISTRICT PARTICIPATION IN APPROVED PROJECTS: 58%

Due to the current FAD ranking of BPS schools, the district can anticipate to partner with PSCOC/PSFA to obtain funding only for the identified facility needs at Algodones ES during the life of this FMP. BPS will continue to work with PSCOC/PSFA, monitor the FAD rankings, funding procedures, and apply for funding when eligible.

Capital Plan

Facilities Assessment Database (FAD) / Facilities Maintenance Assessment Report (FMAR)

A change in how PSCOC/PSFA can fund a public school capital project was implemented for the 2017-2018 funding process and is anticipated to be in effect for the 2018-19 PSCOC / PSFA funding cycle. PSCOC/PSFA is now funding building system replacements and the complete renovation/replacement of a school, depending on the FAD ranking and condition of the school. This will benefit schools by creating smaller projects thus reducing their share of a PSCOC/PSFA approved project. PSFA has generated a FAD/FMAR report that identifies all of the potential building systems in each school that could be eligible for this funding source.

The FAD/FMAR report was reviewed by district administration and the maintenance staff two times during the FMP process. Several schools within BPS have a large portion of building systems that are beyond expected life or are potential mission impact/degraded. The building systems identified in the FAD/FMAR report are listed in the district's capital needs and capital plan.

3.3.2 BPS FINANCIAL STRATEGIES AND ALTERNATIVES

At the conclusion of the 2018-22 Facilities Master Plan process, priorities were identified and the capital plan was generated that will address the critical needs of BPS for the next five years and in to the foreseeable future. This is a living document that can and should be reviewed yearly and modified as necessary to reflect the direction of the district.

The district has had the continued support of its local community and passed an \$18,500,000 GOB in February of 2017 to support capital projects and passed a 2013 SB-9 to support its maintenance program and small facility projects until 2019. Unfortunately, there are significantly more capital needs than there are capital funds. BPS has spent the past few months developing their FMP plan, knowing that there would not be enough capital funds to address all of its priority projects within the life of this FMP. BPS will use remaining funds from its last 2013 GOB, 2017 GOB and SB-9 funds to begin addressing the district's most critical needs and the larger capital plan projects as soon as funds are available. The district anticipates another GOB election in 2021 for approximately \$18,500,000. BPS has focused on addressing its priorities and accomplishing one capital project at a time as funds are available. The District will continue this strategy and use the majority of its 2017 GOB funds to address the capital needs as identified in the above priorities list.

The District has not received direct appropriations from the legislature since 2008; however, those funds are not guaranteed and are usually identified for a specific need. With current economic conditions, it is unlikely that BPS will receive any direct appropriations for capital projects. BPS will continue to seek available funding from various sources.

The BPS community passed a SB-9 election in 2013 which will be used to fund life-health-safety-security, general maintenance and preventive maintenance issues. In 2019 BPS will ask its community to support another SB-9 election to continue funding its life-health-safety-security, general maintenance and preventive maintenance issues.

Capital Plan

BPS applies for and receives e-rate funding which is applied to technology needs. The district also issues a portion of its GOB funds to support its technology plan, but does not issue Educational Technology bonds. The district received \$3,000,000 from e-rate funds in 2017 to upgrade its technology.

BPS has not asked its local community to support HB-33 funds and does not anticipate asking for these funds during the life of this FMP.

Adoption of FMP District Priorities and Capital Plan

The district priorities were approved by the School Board of Education on October 10th, 2017 and the final FMP document was adopted on December 21th, 2017.

Capital Plan

The following pages contain the capital plan and the associated, detailed spreadsheet providing funding information on the projects listed in the capital plan developed to meet the needs of BPS. The capital plan has been developed with the understanding that it is a living document and has flexibility. It is understood that the priorities recommended by the BPS FMP Steering committee to the BPS School Board will be addressed as funding becomes available and will not necessarily be accomplished in the order listed. Other identified district needs may be addressed prior to addressing all of the recommended priorities. Due to the change in district administration during the FMP process, BPS has not established a schedule to accomplish its priorities and capital projects in the FMP; however, it is in the process of developing a capital plan schedule to guide it through its capital projects.

Following the BPS capital plan is an associated spreadsheet with all identified needs sorted by facility then funding source. The following legend will aid in understanding the funding source categories:

Funding Source Legend:

The total 2018-2023 facilities needs have been broken down into eight project types and corresponding funding sources. The eight project types and corresponding funding sources are:

- BS-GOB: Building Systems anticipating GOB funding
- BS-SB9: Building Systems anticipating SB-9 funding
- LHSS-SB9: Life-Health-Safety-Security-Code projects anticipating SB-9 funding
- LHSS-GOB: Life-Health-Safety-Security-Code projects anticipating GOB funding
- MISC-GOB: Miscellaneous projects anticipating GOB funding
- MISC-SB9: Miscellaneous projects anticipating SB-9 funding
- PreMaint: Preventive Maintenance projects anticipating SB-9 funding
- Tech: Technology projects anticipating e-rate and GOB funding

The table in the following page provides a summary of these funding needs:

Capital Plan

BPS Project Cost by Funding Source

Project Type	Funding Source	Total Projects Cost	Percentage of Total
Building Systems Upgrades	GOB	\$16,903,696	33%
Building Systems Upgrades	SB-9	\$6,054,581	12%
Life/Health/Safety/Security/Code Issues	GOB	\$4,789,538	9%
Life/Health/Safety/Security/Code Issues	SB-9	\$3,449,867	7%
Miscellaneous Projects	GOB	\$15,323,393	30%
Miscellaneous Projects	SB-9	\$0	0%
Preventive Maintenance	SB-9	\$1,576,687	3%
Technology	GOB & E-Rate	\$3,250,000	6%
DISTRICT TOTALS		\$51,347,761	100%

Refer to the following pages for the Bernalillo Public Schools District Capital Plan.

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**SECTION
3.3**

Capital Improvements Plan Priorities

District Priority	Category	Project	Plan Year	GO Bonds	HB33	SB9	Other	Proposed State Share	Total Project Cost	Percent Total	State Funding Assistance Priority	District Share	State Share
La Escuelita Pre School													
1A	L/H/S	Life/Health/Safety Issues-GOB	2017-22	\$0				\$ -	\$ -	0%		100%	0%
1A	L/H/S	Life/Health/Safety Issues-SB-9	2017-22			\$ 201,175		\$ -	\$ 201,175	41%		100%	0%
1B	EdPro	Technology	2017-22				\$ -		\$ -	0%	1	100%	0%
1C	PreMaint	Preventive Maintenance	2017-22				\$ 143,014		\$ 143,014	29%		58%	42%
2A	FacRen	Building Systems Upgrades-GOB	2019	\$26,390				\$ 19,110	\$ 45,500	9%	2	58%	42%
2A	FacRen	Building Systems Upgrades-SB-9	2019			\$ 57,304		\$ 41,496	\$ 98,800	20%	2	58%	42%
2A	FacRen	Miscellaneous Projects - GOB	2019	\$0				\$ -	\$ -	0%	2	100%	0%
2A	FacRen	Miscellaneous Projects - SB-9				\$ -		\$ -	\$ -	0%		100%	0%
	Total			\$ 26,390	\$ -	\$ 258,479	\$ 143,014	\$ 60,606	\$ 488,489	100%			
Algodones ES													
1A	L/H/S	Life/Health/Safety Issues-GOB	2017-22	\$773,721				\$ -	\$ 773,721	20%		100%	0%
1A	L/H/S	Life/Health/Safety Issues-SB-9	2017-22			\$ -		\$ -	\$ -	0%		100%	0%
1B	EdPro	Technology	2017-22				\$ -		\$ -	0%	1	100%	0%
1C	PreMaint	Preventive Maintenance	2017-22				\$ 126,750		\$ 126,750	3%		58%	42%
2A	FacRen	Building Systems Upgrades-GOB	2019	\$1,777,555				\$ 1,287,195	\$ 3,064,750	77%	2	58%	42%
2A	FacRen	Building Systems Upgrades-SB-9	2019			\$ -		\$ -	\$ -	0%	2	58%	42%
2A	FacRen	Miscellaneous Projects - GOB	2019	\$0				\$ -	\$ -	0%	2	100%	0%
2A	FacRen	Miscellaneous Projects - SB-9				\$ -		\$ -	\$ -	0%		100%	0%
	Total			\$ 2,551,276	\$ -	\$ -	\$ 126,750	\$ 1,287,195	\$ 3,965,221	100%			
Bernalillo ES													
1A	L/H/S	Life/Health/Safety Issues-GOB	2017-22	\$2,803,125				\$ -	\$ 2,803,125	83%		100%	0%
1A	L/H/S	Life/Health/Safety Issues-SB-9	2017-22			\$ 172,900		\$ -	\$ 172,900	5%		100%	0%
1B	EdPro	Technology	2017-22				\$ -		\$ -	0%	1	100%	0%
1C	PreMaint	Preventive Maintenance	2017-22				\$ 132,438		\$ 132,438	4%		58%	42%
2A	FacRen	Building Systems Upgrades-GOB	2019	\$148,113				\$ 107,255	\$ 255,368	8%	2	58%	42%
2A	FacRen	Building Systems Upgrades-SB-9	2019			\$ -		\$ -	\$ -	0%	2	58%	42%
2A	FacRen	Miscellaneous Projects - GOB	2019	\$0				\$ -	\$ -	0%	2	100%	0%
2A	FacRen	Miscellaneous Projects - SB-9				\$ -		\$ -	\$ -	0%		100%	0%
	Total			\$ 2,951,238	\$ -	\$ 172,900	\$ 132,438	\$ 107,255	\$ 3,363,831	100%			
W D Carroll ES													
1A	L/H/S	Life/Health/Safety Issues-GOB	2017-22	\$140,400				\$ -	\$ 140,400	15%		100%	0%
1A	L/H/S	Life/Health/Safety Issues-SB-9	2017-22			\$ 510,575		\$ -	\$ 510,575	55%		100%	0%
1B	EdPro	Technology	2017-22				\$ -		\$ -	0%	1	100%	0%
1C	PreMaint	Preventive Maintenance	2017-22				\$ 9,750		\$ 9,750	1%		58%	42%
2A	FacRen	Building Systems Upgrades-GOB	2019	\$143,621				\$ 104,002	\$ 247,623	27%	2	58%	42%
2A	FacRen	Building Systems Upgrades-SB-9	2019			\$ 9,048		\$ 6,552	\$ 15,600	2%	2	58%	42%
2A	FacRen	Miscellaneous Projects - GOB	2019	\$0				\$ -	\$ -	0%	2	100%	0%
2A	FacRen	Miscellaneous Projects - SB-9				\$ -		\$ -	\$ -	0%		100%	0%
	Total			\$ 284,021	\$ -	\$ 519,623	\$ 9,750	\$ 110,554	\$ 923,948	100%			

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3.3**

Capital Improvements Plan Priorities

Placitas ES													
1A	L/H/S	Life/Health/Safety Issues-GOB	2017-22	\$90,350				\$ -	\$ 90,350	16%		100%	0%
1A	L/H/S	Life/Health/Safety Issues-SB-9	2017-22			\$ 9,750		\$ -	\$ 9,750	2%		100%	0%
1B	EdPro	Technology	2017-22				\$ -		\$ -	0%	1	100%	0%
1C	PreMaint	Preventive Maintenance	2017-22				\$ 102,635		\$ 102,635	18%		58%	42%
2A	FacRen	Building Systems Upgrades-GOB	2019	\$56,550				\$ 40,950	\$ 97,500	17%	2	58%	42%
2A	FacRen	Building Systems Upgrades-SB-9	2019			\$ 159,085		\$ 115,199	\$ 274,284	48%	2	58%	42%
2A	FacRen	Miscellaneous Projects - GOB	2019	\$0				\$ -	\$ -	0%	2	100%	0%
2A	FacRen	Miscellaneous Projects - SB-9				\$ -		\$ -	\$ -	0%		100%	0%
Total				\$ 146,900	\$ -	\$ 168,835	\$ 102,635	\$ 156,149	\$ 574,519	100%			

Cochitti ES / MS													
1A	L/H/S	Life/Health/Safety Issues-GOB	2017-22	\$7,150				\$ -	\$ 7,150	0%		100%	0%
1A	L/H/S	Life/Health/Safety Issues-SB-9	2017-22			\$ 55,900		\$ -	\$ 55,900	2%		100%	0%
1B	EdPro	Technology	2017-22				\$ -		\$ -	0%	1	100%	0%
1C	PreMaint	Preventive Maintenance	2017-22				\$ 77,350		\$ 77,350	3%		58%	42%
2A	FacRen	Building Systems Upgrades-GOB	2019	\$1,483,095				\$ 1,073,965	\$ 2,557,060	89%	2	58%	42%
2A	FacRen	Building Systems Upgrades-SB-9	2019			\$ 105,369		\$ 76,302	\$ 181,671	6%	2	58%	42%
2A	FacRen	Miscellaneous Projects - GOB	2019	\$0				\$ -	\$ -	0%	2	100%	0%
2A	FacRen	Miscellaneous Projects - SB-9				\$ -		\$ -	\$ -	0%		100%	0%
Total				\$ 1,490,245	\$ -	\$ 161,269	\$ 77,350	\$ 1,150,267	\$ 2,879,131	100%			

Santo Domingo ES / MS													
1A	L/H/S	Life/Health/Safety Issues-GOB	2017-22	\$0				\$ -	\$ -	0%		100%	0%
1A	L/H/S	Life/Health/Safety Issues-SB-9	2017-22			\$ -		\$ -	\$ -	0%		100%	0%
1B	EdPro	Technology	2017-22				\$ -		\$ -	0%	1	100%	0%
1C	PreMaint	Preventive Maintenance	2017-22				\$ -		\$ -	0%		58%	42%
2A	FacRen	Building Systems Upgrades-GOB	2019	\$1,613,560				\$ 1,168,440	\$ 2,782,000	100%	2	58%	42%
2A	FacRen	Building Systems Upgrades-SB-9	2019			\$ 377		\$ 273	\$ 650	0%	2	58%	42%
2A	FacRen	Miscellaneous Projects - GOB	2019	\$0				\$ -	\$ -	0%	2	100%	0%
2A	FacRen	Miscellaneous Projects - SB-9				\$ -		\$ -	\$ -	0%		100%	0%
Total				\$ 1,613,560	\$ -	\$ 377	\$ -	\$ 1,168,713	\$ 2,782,650	100%			

Bernalillo Middle School													
1A	L/H/S	Life/Health/Safety Issues-GOB	2017-22	\$900,042				\$ -	\$ 900,042	12%		100%	0%
1A	L/H/S	Life/Health/Safety Issues-SB-9	2017-22			\$ 333,775		\$ -	\$ 333,775	4%		100%	0%
1B	EdPro	Technology	2017-22				\$ -		\$ -	0%	1	100%	0%
1C	PreMaint	Preventive Maintenance	2017				\$ 984,750		\$ 984,750	13%	5	58%	42%
2D	FacRen	Building Systems Upgrades-GOB		\$2,668,379				\$ 1,932,274	\$ 4,600,653	60%		58%	42%
2D	FacRen	Building Systems Upgrades-SB-9	2018			\$ 470,674		\$ 340,833	\$ 811,507	11%	5	58%	42%
2D	FacRen	Miscellaneous Projects-GOB	2023	\$0				\$ -	\$ -	0%	11	100%	0%
2D	FacRen	Miscellaneous Projects-SB-9				\$ -		\$ -	\$ -	0%		100%	0%
Total				\$ 3,568,421	\$ -	\$ 804,449	\$ 984,750	\$ 2,273,107	\$ 7,630,727	100%			

**SECTION
3.3**

Capital Improvements Plan Priorities

Bernalillo High School													
1A	L/H/S	Life/Health/Safety Issues-GOB	2017-22	\$42,250				\$ -	\$ 42,250	1%		100%	0%
1A	L/H/S	Life/Health/Safety Issues-SB-9	2017-22			\$ 46,857		\$ -	\$ 46,857	1%		100%	0%
1B	EdPro	Technology	2017-22			\$ -		\$ -	\$ -	0%	1	100%	0%
1C	PreMaint	Preventive Maintenance	2017-22			\$ -		\$ -	\$ -	0%		58%	42%
2G	FacRen	Building Systems Upgrades-GOB	2022	\$1,487,393				\$ 1,077,078	\$ 2,564,471	50%	7	58%	42%
2G	FacRen	Building Systems Upgrades-SB-9	2022			\$ 215,802		\$ 156,270	\$ 372,072	7%	7	58%	42%
2G	FacRen	Miscellaneous Projects-GOB		\$2,106,000				\$ -	\$ 2,106,000	41%		100%	0%
2G	FacRen	Miscellaneous Projects-SB-9				\$ -		\$ -	\$ -	0%		100%	0%
Total				\$ 3,635,643	\$ -	\$ 262,659	\$ -	\$ 1,233,348	\$ 5,131,650	100%			

District Support													
1A	L/H/S	Life/Health/Safety Issues-GOB	2017-22	\$32,500				\$ -	\$ 32,500	0%		100%	0%
1A	L/H/S	Life/Health/Safety Issues-SB-9	2017-22			\$ 2,118,935		\$ -	\$ 2,118,935	13%		100%	0%
1B	EdPro	Technology	2017-22			\$ 3,250,000		\$ 3,250,000	\$ 3,250,000	20%	1	100%	0%
1C	PreMaint	Preventive Maintenance	2017-22			\$ -		\$ -	\$ -	0%	6	58%	42%
2E	FacRen	Building Systems Upgrades-GOB	2020	\$399,487				\$ 289,284	\$ 688,771	4%	6	58%	42%
2E	FacRen	Building Systems Upgrades-SB-9	2020			\$ 2,493,998		\$ 1,805,999	\$ 4,299,997	27%	6	58%	42%
2E	FacRen	Miscellaneous Projects-GOB	2020	\$5,824,000				\$ -	\$ 5,824,000	36%	6	100%	0%
2E	FacRen	Miscellaneous Projects-SB-9				\$ -		\$ -	\$ -	0%		100%	0%
Total				\$ 6,255,987	\$ -	\$ 4,612,933	\$ 3,250,000	\$ 2,095,283	\$ 16,214,203	100%			

Grand Total:	SCHOOLS		\$ 16,267,694	\$ -	\$ 2,348,591	\$ 1,576,687	\$ 7,547,194	\$ 27,740,166
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Grand Total:	DISTRICT SUPPORT		\$ 6,255,987	\$ -	\$ 4,612,933	\$ 3,250,000	\$ 2,095,283	\$ 16,214,203
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CAPITAL PLAN OPTIONS:

1	Algodones ES Classroom Addition to bring 5th grade back							\$3,510,000
2	Bernalillo HS Auxiliary Gymnasium							\$3,217,500
3	Bernalillo HS Install football restrooms & concessions							\$487,500
4	Bernalillo HS Install new press box							\$178,393

Grand Total:	CAPITAL PROJECTS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,393,393
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Grand Total:	DISTRICT FACILITIES		\$ 22,523,682	\$ -	\$ 6,961,524	\$ 4,826,687	\$ 9,642,476	\$ 51,347,761
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Capital Improvements Plan Priorities

NEEDS BY FUNDING SOURCE

FACILITY NAME	AREA-Year	AREA	ROOM	Identified By	SYSTEM	CATEGORY	Funding Source	FACILITY NEEDS	QTY	UNIT	COST/UNIT	MACC	TOTAL PROJECT COST	SUBTOTALS
Priority 1 Life-Health-Safety-Security / Maintenance / Technology:														
District Wide				Dist.	Maintenance	FacRen	BS-SB9	Preventive and Regular Maintenance needs	5	yr	\$661,538.00	\$3,307,690	\$4,299,997	
District Wide					Life-Health-Safety-Security-ADA-Code	LHSS	L-SB9	Address life-health-safety-security issues	5	yr	\$325,990.00	\$1,629,950	\$2,118,935	
District Support		District Wide		FAD	Technology	Tech	Tech	Technology	5	yr	\$500,000.00	\$2,500,000	\$3,250,000	
Priority 1 Life-Health-Safety-Security / Maintenance / Technology:												\$7,437,640	\$9,668,932	
Priority 2 Building / Site System Upgrades:														
Algodones ES	1990	Original Bldg.		FAD	Air / Ventilation Equipment	AdqStd	BS-GOB	Upgrade Air & ventilation system: see HVAC	25,195	sf	\$1.00	\$25,195	\$32,754	
Algodones ES	1990	Original Bldg.		Dist	Exterior Windows & Doors	FacRen	BS-GOB	Replace Exterior Windows	900	sf	\$175.00	\$157,500	\$204,750	
Algodones ES	1990	Original Bldg.		Dist	Exterior Windows & Doors	FacRen	BS-GOB	Replace Exterior Doors	18	ea	\$5,000.00	\$90,000	\$117,000	
Algodones ES	1990	Original Bldg.		FAD	Floor Finishes	FacRen	BS-GOB	Upgrade floor finishes	18,000	sf	\$6.00	\$108,000	\$140,400	
Algodones ES	1990	Original Bldg.		Dist	HVAC	AdqStd	BS-GOB	Replace HVAC: includes air handling	25,195	sf	\$25.00	\$629,875	\$818,838	
Algodones ES	1990	Original Bldg.		Dist	Institutional Equipment	FacRen	BS-GOB	Replace classroom casework	300	lf	\$350.00	\$105,000	\$136,500	
Algodones ES	1990	Original Bldg.		Dist	Institutional Equipment	FacRen	BS-GOB	Replace wood bleachers	300	seats	\$200.00	\$60,000	\$78,000	
Algodones ES	1990	Original Bldg.		Dist	Institutional Equipment	FacRen	BS-GOB	Replace stage	1	ea	\$35,000.00	\$35,000	\$45,500	
Algodones ES	1990	Original Bldg.		Dist	Interior Doors, Partitions, Elevator	FacRen	BS-GOB	Replace Interior Doors	42	ea	\$2,500.00	\$105,000	\$136,500	
Algodones ES	1990	Original Bldg.		Dist	Interior Wall Finishes	AdqStd	BS-GOB	Increase nurse area	1	ea	\$25,000.00	\$25,000	\$32,500	
Algodones ES	1990	Original Bldg.		Dist	Lighting / Branch Circuits	AdqStd	BS-GOB	Upgrade lighting to LED	25,195	sf	\$3.00	\$75,585	\$98,261	
Algodones ES	1990	Original Bldg.		Dist	Main Power / Emergency Lighting	FacRen	BS-GOB	Increase electrical power for technology	25,195	sf	\$3.00	\$75,585	\$98,261	
Algodones ES	1990	Original Bldg.		Dist	Plumbing	FacRen	BS-GOB	Replace Plumbing: Grease trap is located in the kitchen	900	sf	\$325.00	\$292,500	\$380,250	
Algodones ES	1990	Original Bldg.		Dist	Plumbing	FacRen	BS-GOB	Install additional staff restrooms	160	sf	\$350.00	\$56,000	\$72,800	
Algodones ES	1990	Original Bldg.		Dist	Roof	FacRen	BS-GOB	Replace Roof	25,195	sf	\$18.00	\$453,510	\$589,563	
Algodones ES	1990	Original Bldg.		FAD	Z-Playground Equipment	AdqStd	BS-GOB	Upgrade playground equipment	1	ea	\$45,000.00	\$45,000	\$58,500	
Algodones ES	1990	Original Bldg.		Dist	Z-Site Utilities	AdqStd	BS-GOB	Assess existing septic for size/capacity	1	ea	\$2,500.00	\$2,500	\$3,250	
Algodones ES	1990	Original Bldg.		Dist	Z-Site Utilities	FacRen	BS-GOB	Deep clean septic system	1	ea	\$7,500.00	\$7,500	\$9,750	
Algodones ES	1990	Original Bldg.		Dist	Z-Walkways	LHSS	BS-GOB	Repair walkways on north side of building, between portables and leading to playground	250	sf	\$35.00	\$8,750	\$11,375	
Bernalillo ES	2010	Original Bldg.		Dist	Lighting / Branch Circuits	AdqStd	BS-GOB	Upgrade lighting to LED	65,479	sf	\$3.00	\$196,437	\$255,368	
Bernalillo HS	1984	Spartan Gym		Dist	HVAC	AdqStd	BS-GOB	Install air in weight, training and coaches rooms	8,791	sf	\$30.00	\$263,730	\$342,849	
Bernalillo HS	1984	Spartan Gym		FAD	HVAC	AdqStd	BS-GOB	Upgrade gym HVAC	18,022	sf	\$20.00	\$360,440	\$468,572	
Bernalillo HS	1984	Spartan Gym		Dist	Interior Doors, Partitions, Elevators	FacRen	BS-GOB	Replace all interior gym doors	30	ea	\$2,500.00	\$75,000	\$97,500	
Bernalillo HS	1984	Spartan Gym		Dist	Plumbing	FacRen	BS-GOB	Upgrade gym restrooms: Upstairs only	995	sf	\$300.00	\$298,500	\$388,050	
Bernalillo HS	1984	Spartan Gym		Dist	Plumbing	FacRen	BS-GOB	Renovate gym locker rooms	3,900	sf	\$250.00	\$975,000	\$1,267,500	
Bernalillo MS	1957	Main Bldg		Dist	Lighting / Branch Circuits	FacRen	BS-GOB	Upgrade lighting to LED	104,084	sf	\$3.00	\$312,252	\$405,928	
Bernalillo MS	1957	Main Bldg	Restrooms	Dist	Plumbing	FacRen	BS-GOB	Renovate restrooms	2,119	sf	\$200.00	\$423,800	\$550,940	
Bernalillo MS	1957	Main Bldg	Restrooms	Dist	Plumbing	FacRen	BS-GOB	Upgrade restrooms: floors, sinks, counter tops	2,119	sf	\$50.00	\$105,950	\$137,735	
Bernalillo MS	1957	Main Bldg		Dist	Roof	FacRen	BS-GOB	Replace Roof	104,084	sf	\$18.00	\$1,873,512	\$2,435,566	
Bernalillo MS	1957	Site		FAD	Z-Athletic Fields	FacRen	BS-GOB	Potential Mission Impact / Degraded: Upgraded by district	0	ea	\$0.00	\$0	\$0	
Bernalillo MS	1957	Site		Dist	Z-Parking Lots	LocPol	BS-GOB	Resurface existing parking lots	20,000	sf	\$4.00	\$80,000	\$104,000	
Bernalillo MS	1957	Site		Dist	Z-Parking Lots	LocPol	BS-GOB	Install parking on north side of site	15,000	sf	\$6.00	\$90,000	\$117,000	
Bernalillo MS	1957	Site		FAD	Z-Site Utilities	FacRen	BS-GOB	Replace water line: Southeast corner of site. Line runs under building.	250	lf	\$250.00	\$62,500	\$81,250	
Bernalillo MS	1994	Library	Library	FAD	Reno	AdqStd	BS-GOB	Renovate Library including: windows, exterior door, flooring, furniture, Fire Alarm/Detection	1	ea	\$485,000.00	\$485,000	\$630,500	
Bernalillo MS	1994	Library		FAD	Roof	FacRen	BS-GOB	Beyond Expected Life: Upgrade, included in school roof	0	sf	\$18.00	\$0	\$0	
Bernalillo MS	2001	Portable		FAD	Portable	FacRen	BS-GOB	Beyond expected life: Upgrade	2,119	sf	\$50.00	\$105,950	\$137,735	
Carroll ES	2011	Original Bldg.		Dist	Lighting / Branch Circuits	FacRen	BS-GOB	Upgrade lighting to LED	63,493	sf	\$3.00	\$190,479	\$247,623	
Cochiti ES/MS	1975	Main Bldg		Dist	HVAC	AdqStd	BS-GOB	Upgrade HVAC: Except 2004 addition and library	30,545	sf	\$25.00	\$763,625	\$992,713	
Cochiti ES/MS	1975	Gym		Dist	HVAC	AdqStd	BS-GOB	Upgrade original gym HVAC	6,527	sf	\$25.00	\$163,175	\$212,128	
Cochiti ES/MS	1975	Main Bldg.		Dist	HVAC	AdqStd	BS-GOB	Upgrade HVAC in Computer Lab 109	1	ea	\$7,500.00	\$7,500	\$9,750	
Cochiti ES/MS	1975	Gym		FAD	Institutional Equipment	FacRen	BS-GOB	Replace bleachers in new gym	300	ea	\$200.00	\$60,000	\$78,000	
Cochiti ES/MS	1975	Main Bldg.		Dist	Lighting / Branch Circuits	FacRen	BS-GOB	Upgrade lighting to LED	42,507	sf	\$3.00	\$127,521	\$165,777	
Cochiti ES/MS	1975	Gym		Dist	Lighting / Branch Circuits	FacRen	BS-GOB	Upgrade lighting to LED in original gym	6,527	sf	\$4.00	\$26,108	\$33,940	

Capital Improvements Plan Priorities

NEEDS BY FUNDING SOURCE

FACILITY NAME	AREA-Year	AREA	ROOM	Identified By	SYSTEM	CATEGORY	Funding Source	FACILITY NEEDS	QTY	UNIT	COST/UNIT	MACC	TOTAL PROJECT COST	SUBTOTALS
Cochiti ES/MS	1975	Gym		FAD	Other Electrical Systems	FacRen	BS-GOB	Potential Mission Impact / degraded: Upgrade	1	ea	\$4,000.00	\$4,000	\$5,200	
Cochiti ES/MS	1975	Gym		FAD	Plumbing	FacRen	BS-GOB	Beyond expected life: Upgrade	776	sf	\$250.00	\$194,000	\$252,200	
Cochiti ES/MS	1975	Gym		FAD	Roof	FacRen	BS-GOB	Replace gym roof	6,527	sf	\$20.00	\$130,540	\$169,702	
Cochiti ES/MS	1975	Site		Dist	Z-Site Lighting	FacRen	BS-GOB	Upgrade exterior building lighting to LED	20	ea	\$1,250.00	\$25,000	\$32,500	
Cochiti ES/MS	1975	Site		Dist	Z-Site Lighting	FacRen	BS-GOB	Install LED site lighting in parking lots	4	ea	\$25,000.00	\$100,000	\$130,000	
Cochiti ES/MS	1975	Site		Dist	Z-Site Utilities	AdqStd	BS-GOB	Repair septic system: grease gets into septic system and floods athletic field: In Progress	0		\$0.00	\$0	\$0	
Cochiti ES/MS	1990	Portable		FAD	Portable	FacRen	BS-GOB	Beyond expected life: Upgrade	1,792	sf	\$85.00	\$152,320	\$198,016	
Cochiti ES/MS	1993	MS		Dist	Exterior Windows & Doors	FacRen	BS-GOB	Repair / replace MS windows	300	sf	\$200.00	\$60,000	\$78,000	
Cochiti ES/MS	1993	MS		Dist	Institutional Equipment	FacRen	BS-GOB	Replace casework in MS classrooms	120	lf	\$350.00	\$42,000	\$54,600	
Cochiti ES/MS	1993	MS		FAD	Other Electrical Systems	FacRen	BS-GOB	Potential Mission Impact / degraded: Upgrade	1	ea	\$3,000.00	\$3,000	\$3,900	
Cochiti ES/MS	1993	MS		FAD	Roof	FacRen	BS-GOB	Replace Middle School roof	6,010	sf	\$18.00	\$108,180	\$140,634	
District Support		District Wide		Dist	Lighting / Branch Circuits	FacRen	BS-GOB	Upgrade lighting to LED	1	ea	\$25,000.00	\$25,000	\$32,500	
District Support		District Wide		Dist	Z-Site Lighting	FacRen	BS-GOB	Upgrade site lighting to LED	1	ea	\$55,000.00	\$55,000	\$71,500	
District Support		District Wide		Dist	Z-Site Lighting	FacRen	BS-GOB	Upgrade exterior building lighting to LED	1	ea	\$30,000.00	\$30,000	\$39,000	
District Support		Warehouse		Dist	HVAC	AdqStd	BS-GOB	Upgrade HVAC at District Warehouse: Food Safety Issue	11,048	sf	\$20.00	\$220,960	\$287,248	
District Support		Warehouse		Dist	Roof	FacRen	BS-GOB	Replace roof	11,048	sf	\$18.00	\$198,864	\$258,523	
La Escuelita	2009	Original Bldg.		Dist	Z-Playground Equipment	EdPro	BS-GOB	Install additional adaptive playground equipment	1	ea	\$35,000.00	\$35,000	\$45,500	
Placitas ES	1975	Site		Dist	Z-Site Utilities	AdqStd	BS-GOB	Upgrade Sewer / Septic system: In Progress	0			\$0	\$0	
Placitas ES	1975	Site		Dist	Z-Site Utilities	AdqStd	BS-GOB	Install new water well: Providing on 12 gallons of water per minute	1	ea	\$75,000.00	\$75,000	\$97,500	
Santo Domingo ES/MS	2018	Gym		Dist	Reno	AdqStd	BS-GOB	Complete Phase II of Gym renovation and site work including fencing and new play fields	1	ea	\$2,100,000.00	\$2,100,000	\$2,730,000	
Santo Domingo ES/MS	2018	Site		Dist	Z-Site Specialties	LocPol	BS-GOB	Complete center courtyard: shade structures	1	ea	\$40,000.00	\$40,000	\$52,000	\$16,903,696
Bernalillo HS	1984	Spartan Gym		FAD	Ceiling Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgrade	6,500	sf	\$4.00	\$26,000	\$33,800	
Bernalillo HS	1984	Spartan Gym		FAD	Exterior Windows & Doors	FacRen	BS-SB9	Replace east exterior gym doors	10	ea	\$5,000.00	\$50,000	\$65,000	
Bernalillo HS	1984	Spartan Gym		FAD	Floor Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgrade	6,500	sf	\$6.00	\$39,000	\$50,700	
Bernalillo HS	1984	Spartan Gym		FAD	Institutional Equipment	FacRen	BS-SB9	Beyond Expected Life: Upgrade	18,022	sf	\$4.00	\$72,088	\$93,714	
Bernalillo HS	1984	Spartan Gym		Dist	Lighting / Branch Circuits	FacRen	BS-SB9	Upgrade gym lighting to LED	18,022	sf	\$4.00	\$72,088	\$93,714	
Bernalillo HS	1984	Spartan Gym		FAD	Other Electrical Systems	FacRen	BS-SB9	Beyond Expected Life: Upgrade	18,022	sf	\$1.50	\$27,033	\$35,143	
Bernalillo MS	1957	Main Bldg		Dist	Exterior Windows & Doors	FacRen	BS-SB9	Replace exterior double doors to courtyard	4	ea	\$5,000.00	\$20,000	\$26,000	
Bernalillo MS	1957	Main Bldg	Administration	Dist	Floor Finishes	FacRen	BS-SB9	Replace carpet in administration	2,590	sf	\$6.00	\$15,540	\$20,202	
Bernalillo MS	1957	Main Bldg		FAD	Floor Finishes	FacRen	BS-SB9	Beyond expected life: Upgrade	35,500	sf	\$6.00	\$213,000	\$276,900	
Bernalillo MS	1957	Main Bldg	Cafeteria	Dist	Floor Finishes	FacRen	BS-SB9	Replace baseboard in cafeteria	250	lf	\$6.00	\$1,500	\$1,950	
Bernalillo MS	1957	Main Bldg	kitchen	Dist	Floor Finishes	FacRen	BS-SB9	Replace VCT in kitchen	741	sf	\$6.00	\$4,446	\$5,780	
Bernalillo MS	1957	Main Bldg		Dist	Institutional Equipment	FacRen	BS-SB9	Replace exterior lockers	75	ea	\$200.00	\$15,000	\$19,500	
Bernalillo MS	1957	Main Bldg	Gym	Dist	Institutional Equipment	FacRen	BS-SB9	Repair sound system in Gym	1	ea	\$7,500.00	\$7,500	\$9,750	
Bernalillo MS	1957	Main Bldg	Gym	Dist	Institutional Equipment	FacRen	BS-SB9	Replace gym bleachers	700	seats	\$200.00	\$140,000	\$182,000	
Bernalillo MS	1957	Main Bldg	Snack Bar	Dist	Institutional Equipment	FacRen	BS-SB9	Replace casework in snack bar area	25	lf	\$350.00	\$8,750	\$11,375	
Bernalillo MS	1957	Main Bldg	kitchen	Dist	Wall Finishes	FacRen	BS-SB9	Repair wall at kitchen mopsink	50	sf	\$25.00	\$1,250	\$1,625	
Bernalillo MS	1957	Main Bldg		FAD	Wall Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgraded as needed	0	sf	\$0.00	\$0	\$0	
Bernalillo MS	1957	Site		Dist	Z-Site Lighting	FacRen	BS-SB9	Upgrade 3 west parking lot lightpoles	3	ea	\$25,000.00	\$75,000	\$97,500	
Bernalillo MS	1957	Site		FAD	Z-Site Specialties	LocPol	BS-SB9	Upgrade student plaza	1	ea	\$35,000.00	\$35,000	\$45,500	
Bernalillo MS	1957	Site		FAD	Z-Site Specialties	FacRen	BS-SB9	Replace delivery ramp to kitchen	50	sf	\$35.00	\$1,750	\$2,275	
Bernalillo MS	1975	Band Bldg	Band	FAD	Floor Finishes	FacRen	BS-SB9	Replace band carpet	2,850	sf	\$6.00	\$17,100	\$22,230	
Bernalillo MS	1975	Band Bldg	Band	FAD	Institutional Equipment	FacRen	BS-SB9	Potential Mission Impact / Degraded: Upgrade	200	sf	\$50.00	\$10,000	\$13,000	
Bernalillo MS	1975	Band Bldg	Band	FAD	Wall Finishes	FacRen	BS-SB9	Replace band acoustics tile	300	sf	\$50.00	\$15,000	\$19,500	
Bernalillo MS	1994	Library	Library	FAD	Air / Ventilation Equipment	FacRen	BS-SB9	Beyond expected life: See Library Renovation	0	sf	\$0.00	\$0	\$0	
Bernalillo MS	1994	Library		FAD	Floor Finishes	FacRen	BS-SB9	Beyond expected life: See Library Renovation	0	lf	\$6.00	\$0	\$0	
Bernalillo MS	1994	Library		FAD	Other Electrical Systems	FacRen	BS-SB9	Beyond Expected Life: Upgrade	1	ea	\$5,000.00	\$5,000	\$6,500	
Bernalillo MS	1994	Library		FAD	Wall Finishes	FacRen	BS-SB9	Beyond Expected Life: Included in Library Renovation	0	sf	\$0.00	\$0	\$0	
Bernalillo MS	2003	Clrm Add.		FAD	Floor Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgrade	6,400	sf	\$6.00	\$38,400	\$49,920	
Bernalillo MS	2003	Clrm Add.		FAD	Wall Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgraded as needed	0	sf	\$0.00	\$0	\$0	
Carroll ES	2011	Site		Dist	Z-Athletic Fields	AdqStd	BS-SB9	Replace asphalt play area with small grass field	1,200	sf	\$10.00	\$12,000	\$15,600	
Cochiti ES/MS	1975	Gym		FAD	Ceiling Finishes	FacRen	BS-SB9	Beyond expected life: Upgrade	1	ea	\$5,500.00	\$5,500	\$7,150	
Cochiti ES/MS	1975	Gym		FAD	Exterior Windows & doors	FacRen	BS-SB9	Replace exterior door in original gym	2	ea	\$5,000.00	\$10,000	\$13,000	

Capital Improvements Plan Priorities

FACILITY NAME	AREA-Year	AREA	ROOM	Identified By	SYSTEM	CATEGORY	Funding Source	FACILITY NEEDS	QTY	UNIT	COST/UNIT	MACC	TOTAL PROJECT COST	SUBTOTALS
Cochiti ES/MS	1975	Main Bldg.		Dist	HVAC	AdqStd	BS-SB9	Repair leaks through duckwork in Kindergarten & 1st grade classrooms	1	ea	\$3,500.00	\$3,500	\$4,550	
Cochiti ES/MS	1975	Main Bldg.	Cafeteria	Dist	Institutional Equipment	FacRen	BS-SB9	Repair gate for serving line	1	ea	\$2,500.00	\$2,500	\$3,250	
Cochiti ES/MS	1975	Main Bldg.		Dist	Wall Finishes	FacRen	BS-SB9	Renovate Exterior Entry	1	ea	\$25,000.00	\$25,000	\$32,500	
Cochiti ES/MS	1990	Portable		Dist	HVAC	LocPol	BS-SB9	Install cooling to Ms. Julie's shed	825	sf	\$25.00	\$20,625	\$26,813	
Cochiti ES/MS	1993	MS		FAD	Air / Ventilation Equipment	FacRen	BS-SB9	Beyond expected life: Upgrade	1	ea	\$5,500.00	\$5,500	\$7,150	
Cochiti ES/MS	1993	MS		FAD	Floor finishes	FacRen	BS-SB9	Replace VCT in MS corridor	1,512	sf	\$6.00	\$9,072	\$11,794	
Cochiti ES/MS	2004	Addition		Dist	Exterior Windows & doors	FacRen	BS-SB9	Replace window at classroom 114	30	sf	\$175.00	\$5,250	\$6,825	
Cochiti ES/MS	2004	Clrm Add.		FAD	Floor finishes	FacRen	BS-SB9	Beyond expected life: Upgrade	6,300	sf	\$6.00	\$37,800	\$49,140	
Cochiti ES/MS	2004	Clrm Add.		FAD	Wall Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgraded as needed	0	ea	\$0.00	\$0	\$0	
Cochiti ES/MS	2005	Clrm Add.		FAD	Floor finishes	FacRen	BS-SB9	Beyond expected life: Upgrade	2,500	sf	\$6.00	\$15,000	\$19,500	
Cochiti ES/MS	2005	Clrm Add.		FAD	Wall Finishes	FacRen	BS-SB9	Beyond Expected Life: Upgraded as needed	0	ea	\$0.00	\$0	\$0	
La Escuelita	2009	Original Bldg.		Dist	HVAC	AdqStd	BS-SB9	Install cooling in IT room	1	ea	\$7,500.00	\$7,500	\$9,750	
La Escuelita	2009	Original Bldg.		Dist	Institutional Equipment	AdqStd	BS-SB9	Lower classroom sinks: too tall for students	11	ea	\$2,500.00	\$27,500	\$35,750	
La Escuelita	2009	Original Bldg.		Dist	Interior Wall Finishes	FacRen	BS-SB9	Paint interior walls: too high for custodian to paint	2,000	sf	\$2.50	\$5,000	\$6,500	
La Escuelita	2009	Original Bldg.		Dist	Z-Site Specialities	LocPol	BS-SB9	Relocate shade structures to playground areas	3	ea	\$12,000.00	\$36,000	\$46,800	
Placitas ES	1975	Original Bldg.		Dist	HVAC	AdqStd	BS-SB9	Obtain district / school access to HVAC controls	0		\$0.00	\$0	\$0	
Placitas ES	1975	Original Bldg.		Dist	HVAC	AdqStd	BS-SB9	Remove radiant heater by classroom 110	1	ea	\$1,250.00	\$1,250	\$1,625	
Placitas ES	1975	Original Bldg.		Dist	Lighting / Branch Circuits	FacRen	BS-SB9	Upgrade lighting to LED	34,746	sf	\$3.00	\$104,238	\$135,509	
Placitas ES	1975	Original Bldg.		FAD	Plumbing	FacRen	BS-SB9	Beyond expected life: Upgrade	266	sf	\$250.00	\$66,500	\$86,450	
Placitas ES	1975	Site		Dist	Z-Athletic Fields	LHSS	BS-SB9	Demolish Old basketball court	6,000	sf	\$4.00	\$24,000	\$31,200	
Placitas ES	1975	Site		Dist	Z-Fencing	LHSS	BS-SB9	Install fence on hill to stop students from falling down hill	125	lf	\$100.00	\$12,500	\$16,250	
Placitas ES	1975	Site		Dist	Z-Fencing	LHSS	BS-SB9	Relocate gate to stop entry to back of site	1	ea	\$2,500.00	\$2,500	\$3,250	
Santo Domingo ES/MS	2018	Main Bldg		Dist	Institutional Equipment	LocPol	BS-SB9	Install shelving or cubbies in clothing bank closet	2	ea	\$250.00	\$500	\$650	\$1,754,584
Algodones ES	1990	Original Bldg.		FAD	Communications / Security	LHSS	L-GOB	Upgrade Intercom	25,195	sf	\$2.00	\$50,390	\$65,507	
Algodones ES	1990	Original Bldg.		Dist	Communications / Security	LHSS	L-GOB	Install card key access	6	ea	\$7,500.00	\$45,000	\$58,500	
Algodones ES	1990	Original Bldg.		Dist	Fire Detection / Alarm	LHSS	L-GOB	Upgrade Fire Detection / alarm system	25,195	sf	\$3.00	\$75,585	\$98,261	
Algodones ES	1990	Original Bldg.		Dist	Institutional Equipment	LHSS	L-GOB	Install ADA signage	60	ea	\$50.00	\$3,000	\$3,900	
Algodones ES	1990	Original Bldg.		FAD	Main Power / Emergency Lighting	LHSS	L-GOB	Upgrade emergency lighting	25,195	sf	\$1.00	\$25,195	\$32,754	
Algodones ES	1990	Original Bldg.		Dist	Z-Fencing	LHSS	L-GOB	Upgrade perimeter fence, gate and locking system	3,500	lf	\$100.00	\$350,000	\$455,000	
Algodones ES	1990	Original Bldg.		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade exterior building lighting to LED	10	ea	\$1,250.00	\$12,500	\$16,250	
Algodones ES	1990	Original Bldg.		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade site lighting to LED	4	ea	\$7,500.00	\$30,000	\$39,000	
Algodones ES	1990	Original Bldg.		Dist	Z-Site Utilities	LHSS	L-GOB	Rework septic system tank lid in playground for safety	1	ea	\$3,500.00	\$3,500	\$4,550	
Bernalillo ES	2010	Original Bldg.		Dist	Z-Parking Lots	LHSS	L-GOB	Reconfigure Parent drop-off / pick-up area	1	ea	\$2,100,000.00	\$2,100,000	\$2,730,000	
Bernalillo ES	2010	Original Bldg.		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade exterior building lighting to LED	15	ea	\$1,250.00	\$18,750	\$24,375	
Bernalillo ES	2010	Original Bldg.		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade site lighting to LED	5	ea	\$7,500.00	\$37,500	\$48,750	
Bernalillo HS	1984	Site		Dist	Communications / Security	LHSS	L-GOB	Increase Site Security: B & D gates allow access to HS. Install electronic gates or fence HS Buildings	1	ea	\$10,000.00	\$10,000	\$13,000	
Bernalillo HS	1984	Site		Dist	Z-Walkways	LHSS	L-GOB	Install walkway to softball and baseball fields	750	sf	\$30.00	\$22,500	\$29,250	
Bernalillo MS	1957	Campus		FAD	Communications / Security	LHSS	L-GOB	Upgrade intercom	104,084	sf	\$2.00	\$208,168	\$270,618	
Bernalillo MS	1957	Main Bldg	Entry	Dist	Communications / Security	LHSS	L-GOB	Upgrade Security: Entry	1	ea	\$7,500.00	\$7,500	\$9,750	
Bernalillo MS	1957	Main Bldg	Entry	Dist	Exterior Windows & Doors	LHSS	L-GOB	Install ADA entry doors	1	ea	\$12,000.00	\$12,000	\$15,600	
Bernalillo MS	1957	Campus		FAD	Fire Detection / Alarm	LHSS	L-GOB	Upgrade Fire Alarm: Entire School (Band)	104,084	sf	\$3.00	\$312,252	\$405,928	
Bernalillo MS	1957	Site		Dist	Z-Site Lighting	LHSS	L-GOB	Install site lighting in front parking lot: LED	4	ea	\$25,000.00	\$100,000	\$130,000	
Bernalillo MS	1957	Site		FAD	Z-Site Lighting	LHSS	L-GOB	Upgrade exterior building lighting to LED	30	ea	\$1,250.00	\$37,500	\$48,750	
Bernalillo MS	1975	Band Bldg		FAD	Fire Sprinkler	LHSS	L-GOB	Beyond Expected Life: Upgrade	2,984	sf	\$5.00	\$14,920	\$19,396	
Carroll ES	2011	Original Bldg.		Dist	Communications / Security	LHSS	L-GOB	Upgrade entry security	1	ea	\$5,500.00	\$5,500	\$7,150	
Carroll ES	2011	Site		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade exterior building lighting to LED	12	ea	\$1,250.00	\$15,000	\$19,500	
Carroll ES	2011	Site		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade site lighting to LED	5	ea	\$7,500.00	\$37,500	\$48,750	
Carroll ES	2011	Site		Dist	Z-Site Lighting	LHSS	L-GOB	Install site lighting for staff parking	2	ea	\$25,000.00	\$50,000	\$65,000	
Cochiti ES/MS	1975	Main Bldg.		Dist	Communications / Security	LHSS	L-GOB	Upgrade Security: Entry	1	ea	\$5,500.00	\$5,500	\$7,150	
District Support		District		Dist	Communications / Security	LHSS	L-GOB	Security: District Warehouse; District Maintenance	2	ea	\$12,500.00	\$25,000	\$32,500	
Placitas ES	1975	Original Bldg.		Dist	Communications / Security	LHSS	L-GOB	Upgrade entry security: Need more visibility	1	ea	\$12,000.00	\$12,000	\$15,600	
Placitas ES	1975	Original Bldg.		Dist	Communications / Security	LHSS	L-GOB	Install card key access	1	ea	\$15,000.00	\$15,000	\$19,500	

Capital Improvements Plan Priorities

NEEDS BY FUNDING SOURCE

FACILITY NAME	AREA-Year	AREA	ROOM	Identified By	SYSTEM	CATEGORY	Funding Source	FACILITY NEEDS	QTY	UNIT	COST/UNIT	MACC	TOTAL PROJECT COST	SUBTOTALS
Placitas ES	1975	Site		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade exterior building lighting to LED	10	ea	\$1,250.00	\$12,500	\$16,250	
Placitas ES	1975	Site		Dist	Z-Site Lighting	LHSS	L-GOB	Upgrade site lighting to LED	4	ea	\$7,500.00	\$30,000	\$39,000	\$4,789,538
Bernalillo ES	2010	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Upgrade entry security	1	ea	\$5,500.00	\$5,500	\$7,150	
Bernalillo ES	2010	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Install security cameras	1	ea	\$7,500.00	\$7,500	\$9,750	
Bernalillo ES	2010	Original Bldg.		Dist	Z-Fencing	LHSS	L-SB9	Install fence along east boundary of the property to the west of the ES to keep community off property	1,200	lf	\$100.00	\$120,000	\$156,000	
Bernalillo HS	1984	Spartan Gym		FAD	Main Power / Emergency Lighting	LHSS	L-SB9	Beyond Expected Life: Upgrade	18,022	sf	\$2.00	\$36,044	\$46,857	
Bernalillo MS	1957	Main Bldg		Dist	Communications / Security	LHSS	L-SB9	Upgrade Security: Cameras	1	ea	\$7,500.00	\$7,500	\$9,750	
Bernalillo MS	1957	Main Bldg		Dist	Institutional Equipment	LHSS	L-SB9	Install ADA signage	120	ea	\$50.00	\$6,000	\$7,800	
Bernalillo MS	1957	Site		Dist	Z-Fencing	LHSS	L-SB9	Upgrade Security: Perimeter fencing	1,500	lf	\$100.00	\$150,000	\$195,000	
Bernalillo MS	1957	Site		Dist	Z-Playground Equipment	LHSS	L-SB9	Potential mission impact / degraded: N/A	0	sf	\$0.00	\$0	\$0	
Bernalillo MS	1957	Site	Kitchen	Dist	Z-Site Lighting	LHSS	L-SB9	Install exterior light at kitchen entry	1	ea	\$750.00	\$750	\$975	
Bernalillo MS	1957	Site		FAD	Z-Walkways	LHSS	L-SB9	Potential mission impact / degraded: Upgrade	2,500	sf	\$35.00	\$87,500	\$113,750	
Bernalillo MS	1975	Band Bldg		FAD	Main Power / Emergency Lighting	LHSS	L-SB9	Beyond Expected Life: Upgrade	1	ea	\$5,000.00	\$5,000	\$6,500	
Carroll ES	2011	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Install intercom to kitchen	1	ea	\$750.00	\$750	\$975	
Carroll ES	2011	Site		Dist	Z-Fencing	LHSS	L-SB9	Install additional fencing in playground area	500	lf	\$100.00	\$50,000	\$65,000	
Carroll ES	2011	Site		Dist	Z-Fencing	LHSS	L-SB9	Install fence at retaining pond	250	lf	\$100.00	\$25,000	\$32,500	
Carroll ES	2011	Site		Dist	Z-Fencing	LHSS	L-SB9	Replace east fence	500	lf	\$100.00	\$50,000	\$65,000	
Carroll ES	2011	Site		Dist	Z-Landscape	LHSS	L-SB9	Correct ponding in play grounds	1	ea	\$12,500.00	\$12,500	\$16,250	
Carroll ES	2011	Site		FAD	Z-Parking Lots	LHSS	L-SB9	Beyond expected life: Upgrade; Redesign Carrol ES Prick-up / Drop-off: Better Site Utilization; Additional staff parking	1	ea	\$125,000.00	\$125,000	\$162,500	
Carroll ES	2011	Site		FAD	Z-Playground Equipment	LHSS	L-SB9	Potential mission impact / degraded: Replace wood chips	1	ea	\$2,500.00	\$2,500	\$3,250	
Carroll ES	2011	Site		FAD	Z-Playground Equipment	LHSS	L-SB9	Replace slide in playground	1	ea	\$15,000.00	\$15,000	\$19,500	
Carroll ES	2011	Site		Dist	Z-Site Specialties	LocPol	L-SB9	Install more shaded areas for students	2	ea	\$35,000.00	\$70,000	\$91,000	
Carroll ES	2011	Site		FAD	Z-Walkways	LHSS	L-SB9	Beyond expected life: Upgrade	1,200	sf	\$35.00	\$42,000	\$54,600	
Cochiti ES/MS	1975	Main Bldg.		Dist	Communications / Security	LHSS	L-SB9	Upgrade Security: Cameras	1	ea	\$7,500.00	\$7,500	\$9,750	
Cochiti ES/MS	1975	Gym		Dist	Fire Detection / Alarm	LHSS	L-SB9	Protect fire riser in original gym	1	ea	\$2,250.00	\$2,250	\$2,925	
Cochiti ES/MS	1975	Site		Dist	Z-Playground Equipment	LHSS	L-SB9	Install playground wood chips	1	ea	\$2,500.00	\$2,500	\$3,250	
Cochiti ES/MS	1975	Site		Dist	Z-Walkways	LHSS	L-SB9	Repair damaged walkways at front of school	750	sf	\$35.00	\$26,250	\$34,125	
Cochiti ES/MS	2015	New Gym		Dist	Fire Detection / Alarm	LHSS	L-SB9	Upgrade Fire Hydrants by new gymnasium	2	ea	\$2,250.00	\$4,500	\$5,850	
La Escuelita	2009	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Upgrade Site Security: cameras	1	ea	\$7,500.00	\$7,500	\$9,750	
La Escuelita	2009	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Create secure areas outside classrooms for student use	1	ea	\$12,500.00	\$12,500	\$16,250	
La Escuelita	2009	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Connect security alarm system	1	ea	\$4,500.00	\$4,500	\$5,850	
La Escuelita	2009	Original Bldg.		Dist	Fire Detection / Alarm	LHSS	L-SB9	Repair fire alarm system	1	ea	\$4,500.00	\$4,500	\$5,850	
La Escuelita	2009	Original Bldg.		Dist	Fire Detection / Alarm	LHSS	L-SB9	Fire alarm system is not monitored	60	ea	\$125.00	\$7,500	\$9,750	
La Escuelita	2009	Original Bldg.		Dist	Z-Fencing	LHSS	L-SB9	Fence retaining pond	225	lf	\$100.00	\$22,500	\$29,250	
La Escuelita	2009	Original Bldg.		Dist	Z-Landscape	LHSS	L-SB9	Correct ponding in playgrounds	1	ea	\$3,500.00	\$3,500	\$4,550	
La Escuelita	2009	Original Bldg.		Dist	Z-Playground Equipment	LHSS	L-SB9	Replace playground wood chips	1	ea	\$2,500.00	\$2,500	\$3,250	
La Escuelita	2009	Original Bldg.		Dist	Z-Site Lighting	LHSS	L-SB9	Upgrade exterior building lighting to LED	10	ea	\$1,250.00	\$12,500	\$16,250	
La Escuelita	2009	Original Bldg.		Dist	Z-Site Lighting	LHSS	L-SB9	Install site lighting for La Escuelita	3	ea	\$25,000.00	\$75,000	\$97,500	
La Escuelita	2009	Original Bldg.		Dist	Z-Site Specialties	LHSS	L-SB9	Upgrade exterior signage	3	ea	\$750.00	\$2,250	\$2,925	
Placitas ES	1975	Original Bldg.		Dist	Communications / Security	LHSS	L-SB9	Install security camera system	1	ea	\$7,500.00	\$7,500	\$9,750	\$1,330,932
Bernalillo HS	1984	Site		Dist	Z-Athletic Fields	LocPol	MP-GOB	Turf Baseball & Softball Fields	2	ea	\$400,000.00	\$800,000	\$1,040,000	
Bernalillo HS	1984	Site		Dist	Z-Athletic Fields	LocPol	MP-GOB	Install practice field: level surface, grass and irrigation	1	ea	\$450,000.00	\$450,000	\$585,000	
Bernalillo HS	1984	Site		Dist	Z-Parking Lots	LocPol	MP-GOB	Increase parking	35,000	sf	\$6.00	\$210,000	\$273,000	
Bernalillo HS	1984	Site		Dist	Z-Site Specialties	LocPol	MP-GOB	Expand east side football field bleachers	800	seats	\$200.00	\$160,000	\$208,000	
District Support	1968	Admin		Dist	Demolition	AdqStd	MP-GOB	Demolish abandoned district administration bldg.	6,000	sf	\$25.00	\$150,000	\$195,000	
District Support	1990	Admin. Portable		Dist	Demolition	AdqStd	MP-GOB	Dispose of abandoned district administration portables	6	ea	\$25,000.00	\$150,000	\$195,000	
District Support		Transport		Dist	New Construction	LocPol	MP-GOB	Replace Transportation / Facilities Maintenance Shop	1	ea	\$1,160,000.00	\$1,160,000	\$1,508,000	
District Support		District Wide		Dist	Z-Athletic Fields	LocPol	MP-GOB	Athletic Field construction and upgrades	1	ea	\$2,900,000.00	\$2,900,000	\$3,770,000	
District Support		Technology		Dist	Z-Parking Lots	LocPol	MP-GOB	Provide additional parking for Technology staff	20,000	sf	\$6.00	\$120,000	\$156,000	\$7,930,000

Capital Improvements Plan Priorities

NEEDS BY FUNDING SOURCE

FACILITY NAME	AREA-Year	AREA	ROOM	Identified By	SYSTEM	CATEGORY	Funding Source	FACILITY NEEDS	QTY	UNIT	COST/UNIT	MACC	TOTAL PROJECT COST	SUBTOTALS	
Algodones ES	1990	Original Bldg.		Dist	Interior Wall Finishes	PreVent	PreVent	Repair wall cracks in cafeteria/gym	1	ea	\$5,000.00	\$5,000	\$6,500		
Algodones ES	1990	Original Bldg.		Dist	Plumbing	PreVent	PreVent	Install Water Conditioner	1	ea	\$40,000.00	\$40,000	\$52,000		
Algodones ES	1990	Original Bldg.		Dist	Z-Parking Lots	PreVent	PreVent	Resurface parking lot	17,500	sf	\$3.00	\$52,500	\$68,250		
Bernalillo ES	2010	Original Bldg.		Dist	Exterior Walls	PreVent	PreVent	Repair finish on exterior concrete site wall	25	sf	\$25.00	\$625	\$813		
Bernalillo ES	2010	Original Bldg.		Dist	Plumbing	PreVent	PreVent	Install water conditioner for drinking and equipment.	1	ea	\$40,000.00	\$40,000	\$52,000		
Bernalillo ES	2010	Original Bldg.		Dist	Z-Landscape	PreVent	PreVent	Repair landscape around grease trap: sinking	1	ea	\$1,250.00	\$1,250	\$1,625		
Bernalillo ES	2010	Original Bldg.		Dist	Z-Parking Lots	PreVent	PreVent	Repair and paint parking lot	30,000	sf	\$2.00	\$60,000	\$78,000		
Bernalillo MS	1957	Main Bldg		Dist	Exterior Walls	PreVent	PreVent	Repair exterior walls and Re-stucco MS	1	ea	\$700,000.00	\$700,000	\$910,000		
Bernalillo MS	1957	Site		Dist	Plumbing	PreVent	PreVent	Install water conditioner	1	ea	\$50,000.00	\$50,000	\$65,000		
Bernalillo MS	1957	Site		FAD	Z-Landscape	PreVent	PreVent	Potential Mission Impact / Degraded: Upgrade & Correct ponding in courtyard	1	ea	\$7,500.00	\$7,500	\$9,750		
Carroll ES	2011	Original Bldg.		Dist	Plumbing	PreVent	PreVent	Not all water is conditioned. There is an issue with sink water	1	ea	\$7,500.00	\$7,500	\$9,750		
Cochiti ES/MS	1975	Main Bldg.		Dist	Exterior Walls	PreVent	PreVent	Repair stucco cracks	1	ea	\$7,500.00	\$7,500	\$9,750		
Cochiti ES/MS	1975	Main Bldg.		Dist	Exterior Walls	PreVent	PreVent	Repair holes in EIFS building system outside classroom 6 and A	250	sf	\$6.00	\$1,500	\$1,950		
Cochiti ES/MS	1975	Main Bldg.		Dist	Plumbing	PreVent	PreVent	Install water conditioner	1	ea	\$40,000.00	\$40,000	\$52,000		
Cochiti ES/MS	1975	Site		Dist	Z-Walkways	PreVent	PreVent	Caulk perimeter of building to walkways	1,500	lf	\$2.00	\$3,000	\$3,900		
Cochiti ES/MS	2004	Addition	Clrm 113	Dist	Interior Wall Finishes	PreVent	PreVent	Repair wall at classroom 113 to stop water from penetrating	1	ea	\$7,500.00	\$7,500	\$9,750		
District Support		District Wide		Dist	Plumbing	PreVent	PreVent	Install water conditioners: See Schools	0		\$0.00	\$0	\$0		
La Escuelita	2009	Original Bldg.		Dist	Exterior Windows & Doors	PreVent	PreVent	Adjust doors / walkway at multi-purpose room	1	ea	\$750.00	\$750	\$975		
La Escuelita	2009	Original Bldg.		Dist	Interior Wall Finishes	PreVent	PreVent	Install corner guards at all interior corners	35	ea	\$75.00	\$2,625	\$3,413		
La Escuelita	2009	Original Bldg.		Dist	Lighting / Branch Circuit	PreVent	PreVent	Upgrade lighting to LED	22,712	sf	\$3.00	\$68,136	\$88,577		
La Escuelita	2009	Original Bldg.		Dist	Plumbing	PreVent	PreVent	Install water conditioner	1	ea	\$35,000.00	\$35,000	\$45,500		
La Escuelita	2009	Original Bldg.		Dist	Z-Landscape	PreVent	PreVent	Correct ponding at main entry	1	ea	\$3,500.00	\$3,500	\$4,550		
Placitas ES	1975	Original Bldg.		FAD	Floor Finishes	PreVent	PreVent	Beyond expected life: Upgrade	4,500	sf	\$6.00	\$27,000	\$35,100		
Placitas ES	1975	Original Bldg.		Dist	Wall Finishes	PreVent	PreVent	Repair water leak damage in classroom 102	1	ea	\$250.00	\$250	\$325		
Placitas ES	1975	Site		Dist	Z-Walkways	PreVent	PreVent	Caulk top step by classroom 117	1	ea	\$250.00	\$250	\$325		
Placitas ES	1990	Library Clrm	Multi-Purpose	Dist	Exterior Walls	PreVent	PreVent	Repair stucco on northeast corner of multi-purpose room	25	sf	\$8.00	\$200	\$260		
Placitas ES	1990	Library Clrm		FAD	Floor Finishes	PreVent	PreVent	Beyond expected life: Upgrade	8,500	sf	\$6.00	\$51,000	\$66,300		
Placitas ES	1990	Library Clrm		Dist	Floor Finishes	PreVent	PreVent	Replace wood threshold at staff toilet by workroom	1	ea	\$250.00	\$250	\$325		
Placitas ES	1990	Library Clrm		FAD	Wall Finishes	PreVent	PreVent	Beyond Expected Life: Upgraded as needed	0		\$0.00	\$0	\$0	\$1,576,687	
Priority 2 Building / Site System Upgrades:												\$26,373,413	\$34,285,437	\$34,285,437	
Priority 3 New Capital Projects:															
Algodones ES	1990	Original Bldg.		Dist	New Construction	Ed Pro	MP-GOB	Classroom Addition to bring 5th grade back	1	ea	\$2,700,000.00	\$2,700,000	\$3,510,000		
Bernalillo HS		District			New Construction	LocPol	MP-GOB	Auxiliary Gymnasium	11,000	sf	\$225.00	\$2,475,000	\$3,217,500		
Bernalillo HS		District			New Construction	LocPol	MP-GOB	Install football restrooms & concessions	1,250	sf	\$300.00	\$375,000	\$487,500		
Bernalillo HS		District			New Construction	LocPol	MP-GOB	Install new press box	499	sf	\$275.00	\$137,225	\$178,393		
Priority 3 New Capital Projects:												\$5,687,225	\$7,393,393		
Bernalillo Schools Needs:												\$39,498,278	\$51,347,761		



District: **Bernalillo**

School: **Algodones ES**

School ID: **061016**

High Level Overview

General Information

Location:	Algodones, NM 87001	Ed. Adequacy Model:	Elementary School Educational Adequacy
School Type:	Elementary	Ed. Adequacy CCI:	100.00%
School Category:	Traditional	School CCI City:	RSMEANS2016:US_NM_ALBUQUERQ, UE

NMCI Statistics

Number of Students:	204	Number of Buildings:	2
Growth Factor:	1.00	Number of Portables:	1
Total Gross Square Feet:	26,948 27,103	Building Square Feet:	25,156 25,196
Site Size (Acres):	4.50	Portable Square Feet:	1,792 1,908

NMCI School Metrics

Replacement Cost:	\$4,218,478	Unweighted Repair Cost:	\$2,032,854
Weighted Repair Cost:	\$699,639	Unweighted Educational Adequacy Cost:	\$237,285
Weighted Educational Adequacy Cost:	\$637,888	Total Unweighted Cost:	\$2,270,139
Total Weighted Cost:	\$1,337,526	Unweighted NMCI Score:	53.81
Weighted NMCI Score:	31.71		

NMCI Facility History

Last Assessment Date:	08-21-2014	Previous Award, Yes or No, Year if Yes:	Yes, 2006-2007
Closed:	No		



District: **Bernalillo**

School: **Algodones ES**

School ID: **061016**

Facility Description

Algodones Elementary School is located on 1399 Highway 313 between San Felipe Pueblo, Santa Ana Pueblo, and Interstate 25 north of Bernalillo, New Mexico, and falls within the Bernalillo School District. The 1-story campus contains permanent buildings and ~~no~~ 1 portable buildings. Occupancy is pre-kindergarten through 5th grade students and a staff of approx 41 (34). The campus is made up of one building. Originally constructed in 1990, there has been one addition to this facility in 2011. There is 1 double portable facility on site. To more accurately capture repair/replacement costs, two permanent buildings make up this school.

Site: The immediate site is 4.5 acres and includes a hard surface play area and a woodchip playground. The school has a parking capacity of 24 (2 are handicap spaces). Paved areas require surface improvements. Concrete sidewalks are in good condition and pose no hazard. Landscaped areas include shrubs, trees, and grass and these areas are irrigated. Site drainage is adequate.

Structural/Exterior Closure: The building rests on continuous concrete footings that are showing signs of damage or settlement. The facade is concrete block construction with stucco cladding. The roof is single-ply flexible membrane and it is not leaking. Exterior doors are metal and windows are operable, single-pane units with aluminum frames.

Interiors: Partition walls are painted drywall. Interior wall finishes are generally in good condition. All ceilings are 2x4 lay-in acoustical ceiling tiles. Flooring in high use areas is vinyl composition tile while rooms have carpet and vinyl composition tile. Interior doors are solid wood.

Mechanical/Plumbing: Heating is provided by a boiler and cooling is supplied by evaporative coolers. The heating distribution system is iron-pipe and cooling is distributed by ducts. Fresh air is supplied through roof top units and infiltration. Exhaust fans are present and bathroom ventilation is adequate. The plumbing fixtures and piping are original.

Electrical: The electrical system is fed from a 150 kVA transformer that delivers 120/208 V., 3-phase, 4-wire power via a 1500 amp main panel. Branch circuits within rooms are adequate. Lighting is fluorescent and illumination is adequate. Emergency lighting with battery back-up is in corridors and emergency exit signs are typically illuminated. The facility has no emergency generator.

Fire Protection/Life Safety Systems/Accessibility: The fire alarm system consists of pull stations at exits and annunciators in rooms, corridors, and other public spaces. The system is not centrally monitored. The building does not have a fire sprinkler system. Egress corridors have appropriate fire separation and interior doors on escape corridors are fire rated. There is no security system. The complex is handicap compliant.

Educational Adequacy: The facility generally does not meet the state general adequacy requirements. The gross square footage is inadequate for the current enrollment; an addition of 7,095 SF is required. Adequacy deficiencies include no separate student drop-off area and an inadequate number of projection surfaces. There is unsafe access and inadequate parking when considering dirt areas. There is a two-way public address system; classrooms have data ports; and classrooms have CATV.

2003 Update: Several improvements to the parking lots and playgrounds have been made since the original assessment.



District: **Bernalillo**

School: **Algodones ES**

School ID: **061016**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size	Type		Use
Classroom/Library/Admin (1990)	Elementary School Building	\$1,847,156	\$653,214	1990	23,870	Building	23,908	Educational
Kinder Addition (2011)	Elementary School Building	\$10,489	\$2,622	2011	1,286	Building	1,288	Educational
Portable (2009) 1	Elementary School Portable	\$25,163	\$6,291	2009	1,792	Building	1,908	Educational
Site	Elementary School Site	\$150,045	\$37,511	1990	26,948	Building	27,103	Site
Building Totals		\$2,032,854	\$699,639					
Educational Adequacy Need	Elementary School Educational Adequacy	\$237,285	\$637,888					
School Totals		\$2,270,139	\$1,337,526					



District: **Bernalillo**

School: **Algodones ES**

School ID: **061016**

Asset Detail

Building Name: Classroom/Library/Admin (1990) **Cost Model:** Elementary School Building **Size:** 23,870 23,908

Name	Cost SF	Renewal Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	1990	2010	100%	33.25%	\$80,291	4	.25	\$20,073	Need to update
Ceiling Finishes	\$5.58	30	110%	1990	2020	81%	33.25%	\$118,744	In bad shape 9	.25	\$29,686	Original
Communications and Security	\$2.12	15	90%	1990	2005	100%	33.25%	\$45,504	4	.25	\$11,376	...Recommend installation of exterior speaker on West side of building to be able to hear paging and fire alarms. Needs to be updated
Emergency Light and Power	\$0.43	20	90%	1990	2010	100%	33.25%	\$9,230	4	.25	\$2,308	Needs to be updated
Exterior Doors and Windows	\$5.66	30	110%	1990	2020	81%	33.25%	\$120,313	9	.25	\$30,078	Needs to be replaced
Exterior Walls	\$11.15	100	100%	1990	2090	7%	33.25%	\$19,395	9	.25	\$4,849	TL 8/21/2014 Surface cracking on exterior stucco throughout facility.
Fire Detection/Alarm	\$1.98	15	90%	2003	2018	87%	33.25%	\$37,032	9	.25	\$9,258	...j 04-003, Upgrade TL 8/21/2014 Need speaker on the exterior of buildings West side to here alarms and paging. Needs updating
Floor Finishes	\$5.83	12	110%	1990	2002	100%	33.25%	\$153,140	2	1.5	\$229,710	Needs to be updated Replaced 3 clrm carpet 2017
Foundtion/Slab/Structure	\$15.98	100	100%	1990	2090	7%	33.25%	\$27,814	9	.25	\$6,954	Good. No settlements
HVAC	\$22.84	30	100%	1990	2020	81%	33.25%	\$441,605	9	.25	\$110,401	...s good. TL 8/21/2014 Cooling for IT room not working. Recommend fixing issue to prevent any equipment damage. Needs to be replaced
Interior Doors and Partitions	\$9.08	50	90%	1990	2040	29%	33.25%	\$56,874	9	.25	\$14,219	Working order
Interior Walls	\$7.90	60	90%	1990	2050	20%	33.25%	\$34,365	9	.25	\$8,591	
Lighting/Branch Circuits	\$11.35	30	90%	1990	2020	81%	33.25%	\$197,554	9	.25	\$49,389	Original. Need to update
Main Power/Emergency	\$1.33	30	90%	1990	2020	81%	33.25%	\$23,058	9	.25	\$5,765	7/16/13 Update AM Per FMAR: No issues No emergency
Other Equipment	\$6.59	60	110%	1990	2050	20%	33.25%	\$35,047	9	.25	\$8,762	Replace bleachers
Plumbing	\$15.49	30	100%	1990	2020	81%	33.25%	\$299,493	9	.25	\$74,873	7/16/13 Update AM Per FMAR: No leaks Need to upgrade
Roof	\$15.47	20	120%	2008 1990	2028	20%	33.25%	\$89,741	9	.25	\$22,435	... Award. (TD-8/29/08) 7/16/13 Update AM Per FMAR: Deterioration. TL 8/21/2014 Some bubbling on roof material. restrooms
Roof care did a report. Roof in bad shape. Seams.												
Sprinklers and Standpipes	\$3.66	50	130%	1990	2040	29%	33.25%	\$33,075	9	.25	\$8,269	Not required by UBC
Wall Finishes	\$4.17	12	100%	2011	2023	25%	33.25%	\$24,881	9	.25	\$6,220	Continually maintained TL 8/21/2014 Painted in 2011. Paint every 1-2 years



Executive Summary Report

Name	Cost SF	Renewal Life	Last Percent Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Total:							\$1,847,156			\$653,214	



District: **Bernalillo**

School: **Algodones ES**

School ID: **061016**

Asset Detail

Building Name: Kinder Addition (2011) **Cost Model:** Elementary School Building **Size:** 1,286

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	2011	2031	9%	33.25%	\$389	9	.25	\$97	
Ceiling Finishes	\$5.58	30	110%	2011	2041	4%	33.25%	\$316	9	.25	\$79	
Communications and Security	\$2.12	15	90%	2011	2026	16%	33.25%	\$392	9	.25	\$98	...side of building has no exterior speakers student and staff unable to hear fire alarms or any exterior paging.
Emergency Light and Power	\$0.43	20	90%	2011	2031	9%	33.25%	\$45	9	.25	\$11	
Exterior Doors and Windows	\$5.66	30	110%	2011	2041	4%	33.25%	\$320	9	.25	\$80	
Exterior Walls	\$11.15	100	100%	2011	2111	0%	33.25%	\$52	9	.25	\$13	
Fire Detection/Alarm	\$1.98	15	90%	2011	2026	16%	33.25%	\$366	9	.25	\$92	TL 8/21/2014 No exterior speakers on west side of building to hear fire alarm.
Floor Finishes	\$5.83	12	110%	2011	2023	25%	33.25%	\$2,063	9	.25	\$516	
Foundtion/Slab/Structure	\$15.98	100	100%	2011	2111	0%	33.25%	\$74	9	.25	\$19	
HVAC	\$22.84	30	100%	2011	2041	4%	33.25%	\$1,175	9	.25	\$294	7/16/13 Update AM Per FMAR: Equipment looks good.
Interior Doors and Partitions	\$9.08	50	90%	2011	2061	1%	33.25%	\$151	9	.25	\$38	
Interior Walls	\$7.90	60	90%	2011	2071	1%	33.25%	\$91	9	.25	\$23	
Lighting/Branch Circuits	\$11.35	30	90%	2011	2041	4%	33.25%	\$526	9	.25	\$131	
Main Power/Emergency	\$1.33	30	90%	2011	2041	4%	33.25%	\$61	9	.25	\$15	7/16/13 Update AM Per FMAR: No issues
Other Equipment	\$6.59	60	110%	2011	2071	1%	33.25%	\$93	9	.25	\$23	
Plumbing	\$15.49	30	100%	2011	2041	4%	33.25%	\$797	9	.25	\$199	7/16/13 Update AM Per FMAR: No leaks
Roof	\$15.47	20	120%	2011	2031	9%	33.25%	\$2,149	9	.25	\$537	7/16/13 Update AM Per FMAR: Deterioration.
Sprinklers and Standpipes	\$3.66	50	130%	2011	2061	1%	33.25%	\$88	9	.25	\$22	
Wall Finishes	\$4.17	12	100%	2011	2023	25%	33.25%	\$1,340	9	.25	\$335	
Total:								\$10,489			\$2,622	



District: **Bernalillo**

School: **Algodones ES**

School ID: **061016**

Asset Detail

Building Name: Portable (2009) 1 **Cost Model:** Elementary School Portable **Size:** 1,792 ^{1,908}

Name	Cost SF	Renewal Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Portable Building	\$49.37	15	100%	2009	2024	28%	33.25%	\$25,163	9	.25	\$6,291	
Total:								\$25,163			\$6,291	

Need age of Portables
Upgrade flooring



District: **Bernalillo**

School: **Algodones ES**

School ID: **061016**

Asset Detail

Building Name: Site **Cost Model:** Elementary School Site **Size:** 26,948 27,104

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Fencing	\$0.63	100	90%	2002	2102	2%	33.25%	\$346	9	.25	\$86	DCU anticipated project estimate 8/12/02
Parking Lots	\$4.07	20	110%	2002	2022	56%	33.25%	\$67,909	9	.25	\$16,977	DCU anticipated project estimate 8/12/02
Playground Equipment	\$1.45	15	80%	2001	2016	100%	33.25%	\$31,260	4	.25	\$7,815	No separate kindergarten play area
Site Lighting	\$2.79	40	100%	2002	2042	14%	33.25%	\$10,573	9	.25	\$2,643	DCU anticipated project estimate 8/12/02
Site Specialties	\$0.29	40	100%	1990	2030	46%	33.25%	\$3,561	9	.25	\$890	
Site Utilities	\$2.17	50	120%	1990	2040	29%	33.25%	\$20,431	9	.25	\$5,108	
Walkways	\$2.15	30	110%	2002	2032	25%	33.25%	\$15,967	9	.25	\$3,992	DCU anticipated project estimate 8/12/02
Total:								\$150,045			\$37,511	

Parking lot: Needs resurface. Bus route has to be updated. Not adequate for bus turns
Playground Equip: Needs to be replaced within 5 yrs
 Replace out door basketball court
Site lighting: Only on Bldg needs to be upgraded. Replaced 3 in 2016
 No parking lot lighting: need to install
Walkways: Freezes in winter on North side Holding pond at front of school
Landscaping: Drainage is going. Ponding by playground ponding by bus loop.
Site Utilities: Upgrade septic system.



District: **Bernalillo**

School: **Algodones ES**

School ID: **061016**

Educational Adequacy Detail

Population

Growth Factor:	1	Number of Kindergarten Students:	39 27
Number of Staff:	41	Number of 1-5 Students:	165 154
Number of Students:	204	Number of 6-8 Students:	0
Number of Special Education Students:	4	Number of 9-12 Students:	0

Square Footage

Permanent GSF:	25,156	27,104	General Storage NSF:	88
Portable GSF:	1,792	1,908	Maintenance or Janitorial Space NSF:	150
Admin NSF:	560	950	Media Center NSF:	1,205
Art/Music NSF:	806	799	Parent Work Space NSF:	0
Assembly NSF:	3,185		Physical Ed NSF:	2,440
Career Ed NSF:	0		Science Classroom NSF:	0
Computer Lab NSF:	846	795	Science Storage NSF:	0
Faculty Work Area NSF:	370		Special Education Classroom NSF:	406 568
Food Service NSF:	680	2,969	Student Health NSF:	264
General Classroom NSF:	7,920	9,411		

Classrooms

Number of Classrooms:	14 15	Number of Special Education Classrooms:	1
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Parking

Number of Paved Parking Spaces:	39	Number of Bus Drop Offs:	1
Number of Handicap Parking Spaces:	2	Number of Student Drop Offs:	1
Number of Gravel Parking Spaces:	2		

Miscellaneous

Number of Chemical Storage Rooms:	0	Number of Multi-Use Playgrounds:	1
Playground Equipment:	Yes		



District: **Bernalillo**

School: **Algodones ES**

School ID: **061016**

EA Deficiencies

EA Cost Model: Elementary School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)
Insufficient Food Service Square Footage	680	2,020	\$80	\$80.00	\$142,844	7	3	\$428,532
Insufficient Parent Work Space	0	204	\$80	\$80.00	\$21,746	7	3	\$65,239
Insufficient Physical Education Square Footage	2,440	2,600	\$80	\$80.00	\$17,056	7	3	\$51,168
Insufficient General Storage	88	204	\$80	\$80.00	\$12,366	7	3	\$37,097
Insufficient Total Parking	41	62	\$1,322	\$1,321.66	\$36,983	6	1	\$36,983
Insufficient Special Education Square Footage	406 568	465	\$80	\$80.00	\$6,289	7	3	\$18,868
Missing or Inadequate Multi-use Play Area	1	1	\$11,436	\$11,436.30	\$0	8	.5	\$0
Insufficient Student Health Square Footage	264	204	\$80	\$80.00	\$0	7	3	\$0
Insufficient Student Drop Off	1	1	\$21,000	\$21,000.00	\$0	6	1	\$0
Insufficient Science Storage Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	1,205	612	\$80	\$80.00	\$0	7	3	\$0
Insufficient Janitorial Square Footage	150	102	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Classroom Square Footage	7,920	7,230	\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	370	204	\$80	\$80.00	\$0	7	3	\$0
Insufficient Computer Lab Square Footage	846	700	\$80	\$80.00	\$0	7	3	\$0
Insufficient Career Ed Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Bus Drop Off	1	1	\$20,800	\$20,799.69	\$0	6	1	\$0
Insufficient Administrative Square Footage	560	456	\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	806	0	\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Handicap Spaces	2	2	\$144	\$143.52	\$0	6	1	\$0
Inadequate Number of Chemical Storage Units	0	0	\$1,464	\$1,464.30	\$0	8	.5	\$0
Total					\$237,285			\$637,888



2017 ALGODONES ELEMENTARY SCHOOL EXECUTIVE SUMMARY UPDATE:

Algodones Elementary School is located on 1399 Highway 313 between San Felipe Pueblo, Santa Ana Pueblo, and Interstate 25 north of Bernalillo, New Mexico, and falls within the Bernalillo School District. The 1-story campus contains permanent buildings and no portable buildings. Occupancy is pre-kindergarten through 5th grade students and a staff of approx 41. The campus is made up of one building. Originally constructed in 1990, there has been one addition to this facility. There are no portable facilities on site. To more accurately capture repair/replacement costs, two permanent buildings make up this school.

Site:

The immediate site is 4.5 acres and includes a hard surface play area and a wood-chip playground. The school has a parking capacity of 24 (2 are handicap spaces). Paved areas require surface improvements. Concrete sidewalks are in good condition and pose no hazard. Landscaped areas include shrubs, trees, and grass and these areas are irrigated. Site drainage is adequate.

Structural/Exterior Closure:

The building rests on continuous concrete footings that are showing no signs of damage or settlement. The building structural system uses structural steel, metal studs, and dry wall. The facade is split-face block with stucco, which is architecturally significant. The roof was installed with the original construction in 2000 and is leaking. The exterior doors are metal, and windows are not operable, single-pane units with aluminum frames.

Interiors:

Partition walls are painted drywall. Interior wall finishes are generally in good condition. All ceilings are 2x4 lay-in acoustical ceiling tiles. Flooring in high use areas is vinyl composition tile while rooms have carpet and vinyl composition tile. Interior doors are solid wood.

Mechanical/Plumbing:

Heating is provided by a boiler and cooling is supplied by evaporative coolers. The heating distribution system is iron-pipe and cooling is distributed by ducts. Fresh air is

supplied through roof top units and infiltration. Exhaust fans are present and bathroom ventilation is adequate. The plumbing fixtures and piping are original.

Electrical:

The electrical system is fed from a 150 kVA transformer that delivers 120/208 V., 3-phase, 4-wire power via a 1500 amp main panel. Branch circuits within rooms are adequate. Lighting is fluorescent and illumination is adequate. Emergency lighting with battery back-up is in corridors and emergency exit signs are typically illuminated. The facility has no emergency generator.

Fire Protection/Life Safety Systems/Accessibility:

The fire alarm system consists of pull stations at exits and annunciators in rooms, corridors, and other public spaces. The system is not centrally monitored. The building does not have a fire sprinkler system. Egress corridors have appropriate fire separation and interior doors on escape corridors are fire rated. There is no security system. The complex is handicap compliant.

Educational Adequacy:

The facility generally does not meet the state general adequacy requirements. The gross square footage is inadequate for the current enrollment; an addition of 7,095 SF is required. Adequacy deficiencies include no separate student drop-off area and an inadequate number of projection surfaces. There is unsafe access and inadequate parking when considering dirt areas. There is a two-way public address system; classrooms have data ports; and classrooms have CATV.

2003 Update:

Several improvements to the parking lots and playgrounds have been made since the original assessment.

FMAR MAJOR AND MINOR FINDINGS

BPS is familiar with the PSFA Facilities Maintenance Assessment Report (FMAR) and the importance of the information it contains. BPS administration and its maintenance supervisor review each FMAR as it is received from PSFA. The majority of findings identified in the FMAR are items that the district maintenance staff addresses quickly within its maintenance budget; however, there have been some major findings that require capital funding. During the FMP process, the FMAR for each school is reviewed to determine the current status of the identified findings. Findings that the district is not been able to address with SB-9 funds are included in the capital plan. The capital plan identifies a cost associated with the finding and the approximate timeline for rectifying the finding.

SCHOOL NAME: Algodones Elementary School

SCHOOL INFORMATION

Address: 1399 Highway 313
Algodones, NM 87001

Phone: 505.867.2803

School Mascot: Mustang

Principal: Stephen Pino

School Colors: Blue/Grey

**FAD Ranking 2016-17 /
Weighted NMCI:** FAD - 70 / NMCI - 30.78%

2017 Grades

Grade Levels: PreK - 5TH

GRADE: F



Staff:

Total Teaching Staff:	11
Total Non Teaching Staff:	23

Student Enrollment 2014-15:

Total School Students:	193
Special Education Students (including Gifted):	0
Sp.Ed. % of Total Student Enrollment:	0%
Out of Attendance Zone Waivers:	0
Out of District Waivers:	0
2014-2015 Student Migration:	0%

Miscellaneous School Information:

Food Service: Food is made on site.

Technology: Computer to student ratio is 10:1 district wide. U84 fiber throughout the entire district. Would like to have interactive learning systems and mondo pads, found at Santo Domingo and Bernalillo High School, at all schools district wide.

Maintenance:

N/A

Utilities:

2016-17 Utilities

Electricity: \$14,691.44

Gas: \$3,421.02

Building Heat/Propane/Butane:

Water/Sewer: \$6,744.60

Communications (Phone / Internet):

Transportation:

4 School Buses service this school. The pick up/drop off area is too small and is inefficient

Identified Facility Needs & Probable Costs:

Category	Facility Needs	Quant	Unit	Cost	MACC	Total Project
AdqStd	Upgrade Air & ventilation system: see HVAC	25,195	sf	\$1.00	\$25,195	\$32,754
LHSS	Upgrade Intercom	25,195	sf	\$2.00	\$50,390	\$65,507
LHSS	Install card key access	6	ea	\$7,500.00	\$45,000	\$58,500
FacRen	Replace Exterior Windows	900	sf	\$175.00	\$157,500	\$204,750
FacRen	Replace Exterior Doors	18	ea	\$5,000.00	\$90,000	\$117,000
LHSS	Upgrade Fire Detection / alarm system	25,195	sf	\$3.00	\$75,585	\$98,261
FacRen	Upgrade floor finishes	18,000	sf	\$6.00	\$108,000	\$140,400
AdqStd	Replace HVAC: includes air handling	25,195	sf	\$25.00	\$629,875	\$818,838
FacRen	Replace classroom casework	300	lf	\$350.00	\$105,000	\$136,500
FacRen	Replace wood bleachers	300	seats	\$200.00	\$60,000	\$78,000
FacRen	Replace stage	1	ea	\$35,000.00	\$35,000	\$45,500
LHSS	Install ADA signage	60	ea	\$50.00	\$3,000	\$3,900
FacRen	Replace Interior Doors	42	ea	\$2,500.00	\$105,000	\$136,500
AdqStd	Increase nurse area	1	ea	\$25,000.00	\$25,000	\$32,500
PreVent	Repair wall cracks in cafeteria/gym	1	ea	\$5,000.00	\$5,000	\$6,500
AdqStd	Upgrade lighting to LED	25,195	sf	\$3.00	\$75,585	\$98,261
FacRen	Increase electrical power for technology	25,195	sf	\$3.00	\$75,585	\$98,261
LHSS	Upgrade emergency lighting	25,195	sf	\$1.00	\$25,195	\$32,754
FacRen	Replace Plumbing: Grease trap is located in the kitchen	900	sf	\$325.00	\$292,500	\$380,250
FacRen	Install additional staff restrooms	160	sf	\$350.00	\$56,000	\$72,800
PreVent	Install Water Conditioner	1	ea	\$40,000.00	\$40,000	\$52,000
FacRen	Replace Roof	25,195	sf	\$18.00	\$453,510	\$589,563

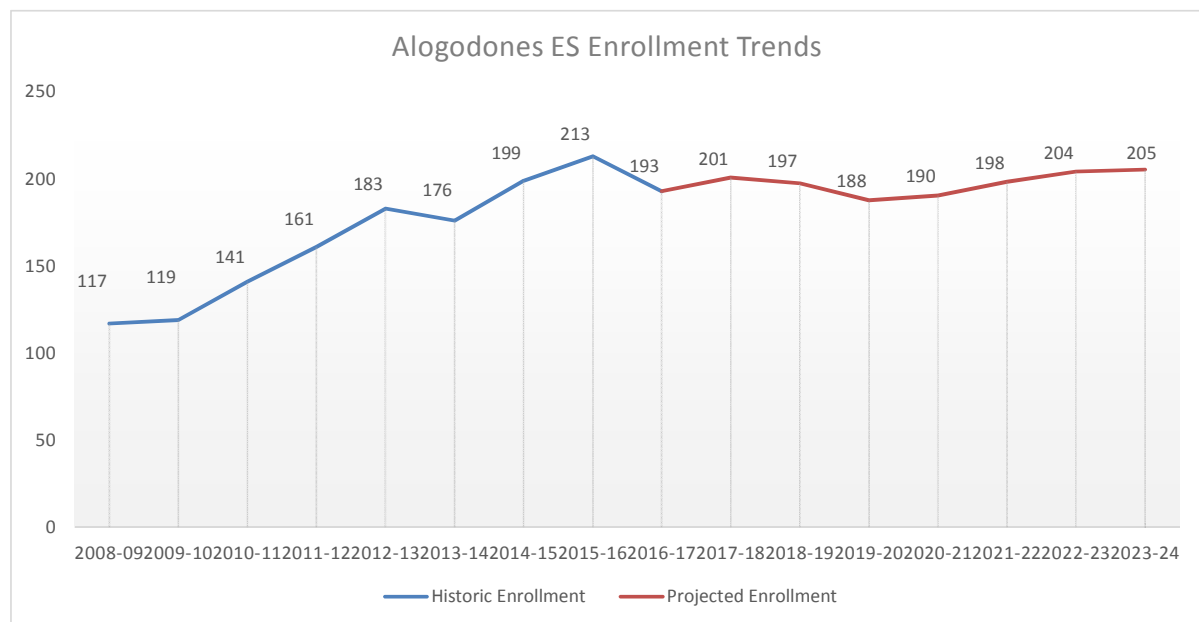
LHSS	Upgrade perimeter fence, gate and locking system	3,500	lf	\$100.00	\$350,000	\$455,000
PreVent	Resurface parking lot	17,500	sf	\$3.00	\$52,500	\$68,250
AdqStd	Upgrade playground equipment	1	ea	\$45,000.00	\$45,000	\$58,500
LHSS	Upgrade exterior building lighting to LED	10	ea	\$1,250.00	\$12,500	\$16,250
LHSS	Upgrade site lighting to LED	4	ea	\$7,500.00	\$30,000	\$39,000
AdqStd	Assess existing septic for size/capacity	1	ea	\$2,500.00	\$2,500	\$3,250
FacRen	Deep clean septic system	1	ea	\$7,500.00	\$7,500	\$9,750
LHSS	Rework septic system tank lid in playground for safety	1	ea	\$3,500.00	\$3,500	\$4,550
LHSS	Repair walkways on north side of building, between portables and leading to playground	250	sf	\$35.00	\$8,750	\$11,375
Total Probable Cost:					\$3,050,170.00	\$3,965,221.00

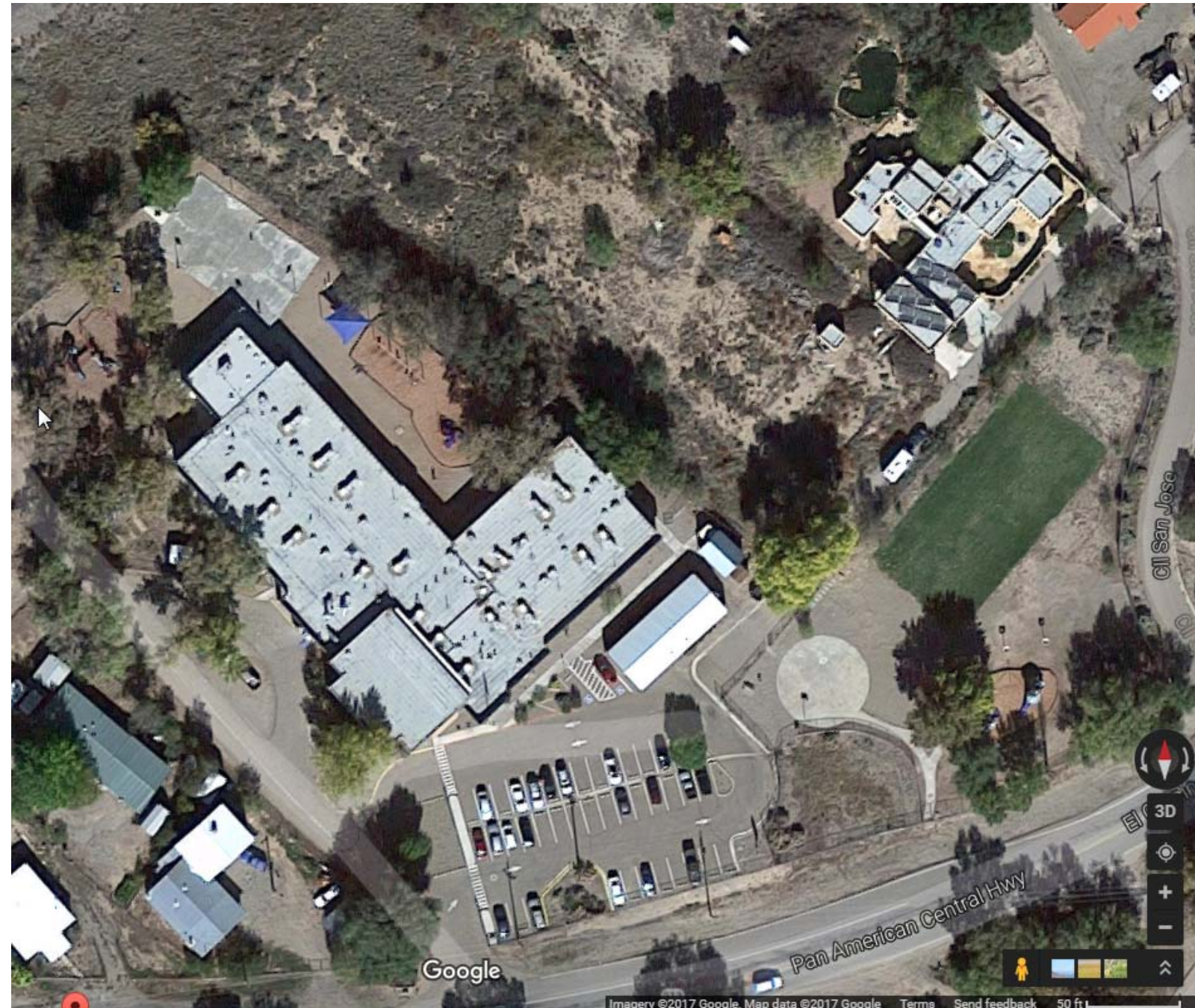
Algodones Elementary School Enrollment History

Grade Levels	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-K	0	0	0	29	24	11	0	9	12
KN	23	17	22	23	38	36	39	39	27
1st	18	21	22	18	32	40	44	44	34
2nd	18	22	30	23	20	26	37	45	42
3rd	21	17	25	23	25	19	29	43	42
4th	21	21	22	25	22	24	24	33	36
5th	16	21	20	20	22	20	26	0	0
TOTAL	117	119	141	161	183	176	199	213	193

Algodones Elementary School Enrollment Projections

Grade Levels	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	20	22	20	21	22	20	21
KN	29	33	32	35	33	36	33
1st	28	30	34	33	36	34	37
2nd	36	30	32	36	35	38	36
3rd	43	37	30	33	37	36	39
4th	45	46	39	32	35	40	38
5th	0	0	0	0	0	0	0
TOTAL	201	197	188	190	198	204	205

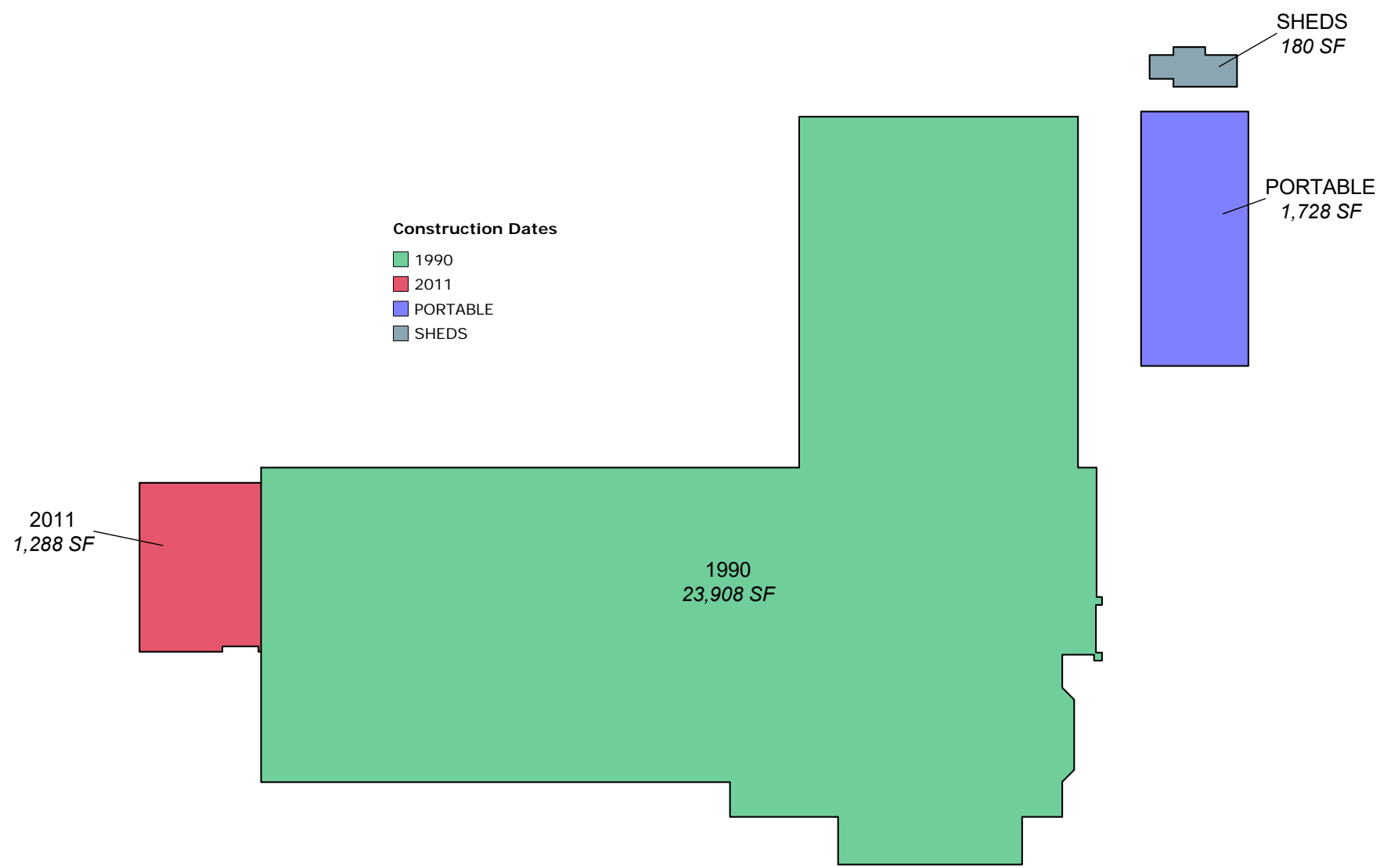
Algodones Elementary School Enrollment Trends



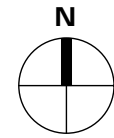
Algodones ES

AERIAL PLAN

Image Source: Google Maps



NESD - Benham School 2017 11/15/2017/Agnew ES.sx



Algodones ES

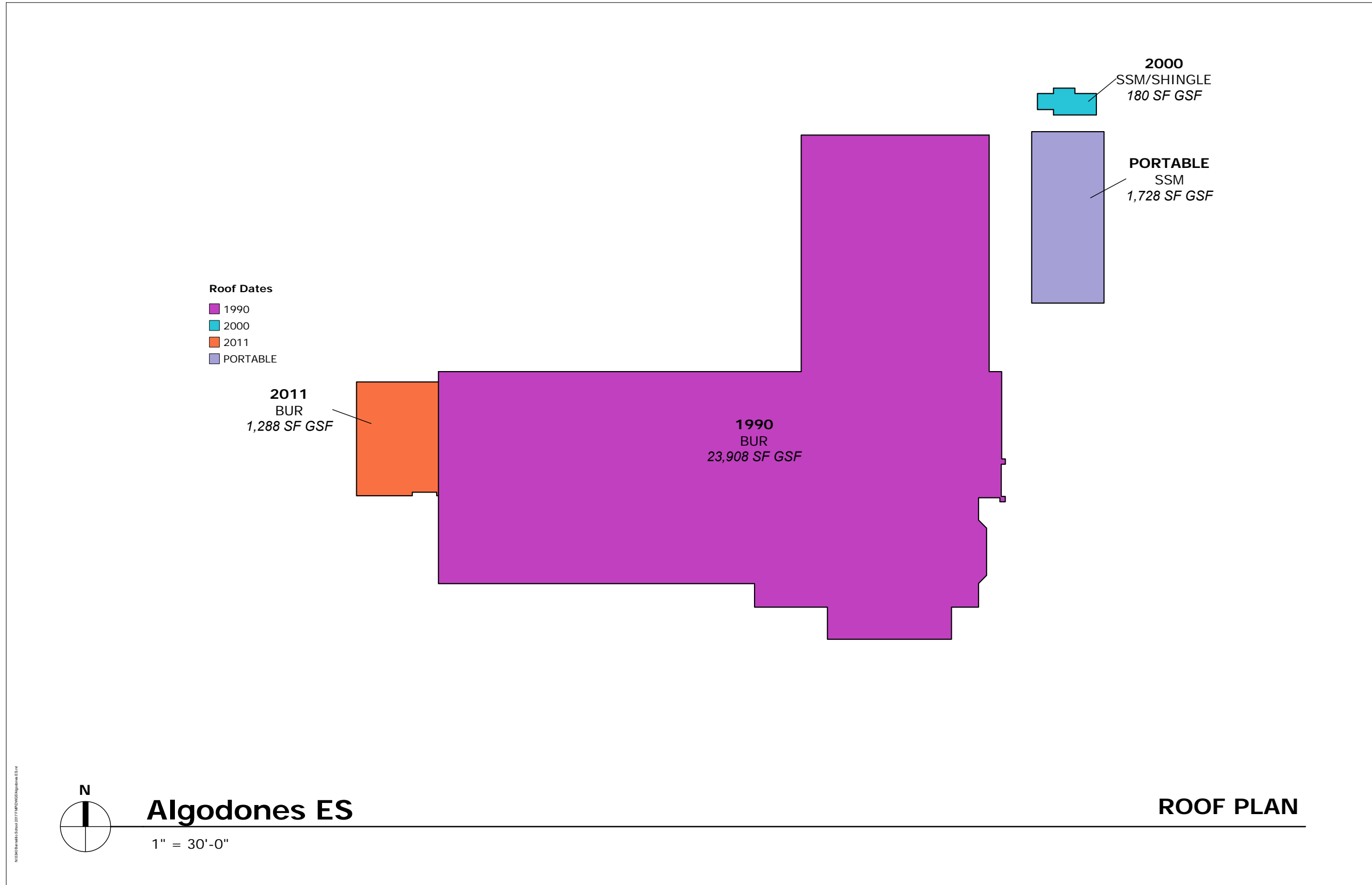
1" = 30'-0"

CONSTRUCTION DATES PLAN

27,103 SF

Floor plans unavailable, please contact PSFA for assistance





ALGODONES ELEMENTARY UTILIZATION WORKSHEET

GRADE LEVEL	TOTAL CURRENT STUDENT 40th DAY COUNT	NUMBER OF DD / SPECIAL NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER OF CLASSROOMS
Pre-K	12	0	1	1
Kindergarten	27	4	2	2
1st Grade	34	0	2	2
2nd Grade	42	0	2	2
3rd Grade	42	0	2	2
4th Grade	36	1	2	2
TOTALS	193	5	11	11

SCHOOL HOURS	
School Start Time	8:15 AM
School End Time	3:00 PM
Total Hours in School Day	6.75
Number of Lunch Turns Per Day	

District:	Bernalillo Public Schools
School:	Algodones Elementary School
Date:	2016-2017

ALL CLASSROOMS (General, Art, PE, Computer Lab SPED, Title1, PT/OT, Etc.)											DAYS AND HOURS SPACE IS USED					UTILIZATION		
TEACHERS NAME	CLASSROOM USE/ GRADE LEVEL	ROOM NUMBER	Clrm SQUARE FOOTAGE	CURRENT STUDENT 40TH DAY COUNT	Functional Capacity	Max. Number of Students per Adequacy Standards Sq. Ft.	Maximum Facility Capacity or PED Max. PTR per Classroom	% Classroom Occupancy	DOES CLASSROOM MEET ADEQUACY	MONDAY HOURS USED PER DAY	TUESDAY HOURS USED PER DAY	WEDNESDAY HOURS USED PER DAY	THURSDAY HOURS USED PER DAY	FRIDAY HOURS USED PER DAY	TOTAL HOURS CLASSROOM IS USED DURING SCHOOL WEEK	TOTAL HOURS CLASSROOM IS AVAILABLE DURING SCHOOL WEEK	FACILITY UTILIZATION RATE PERCENT (%)	
Cate/Peña	Pre-K	110	1,035	12	12	21	12	100%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Hinton, K.	Kindergarten	103	918	14	18	18	18	78%	N	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Nilan, K.	Kindergarten	105	918	13	18	18	18	72%	N	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Cline, M.	1st	106	918	17	22	29	22	77%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Lauer, J.	1st	107	923	17	22	29	22	77%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Anzures, L.	2nd	108	720	21	22	23	22	95%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Locke, L.	2nd	202	795	21	22	25	22	95%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Griego, R.	3rd	204	795	21	22	25	22	95%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Rodriguez-Asi, A.	3rd	207	795	21	22	25	22	95%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Alexander, R.	4th	P-31	799	18	24	25	24	75%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Trujillo, J.	4th	205	795	18	24	25	24	75%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Gallegos, A.	Reading Interv	104	568	0	0	18	16	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
Isaacs, T.	Computer Lab	206	795	0	0	25	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
Golden/Hillskemper	Art/Music/Keres	P-32	799	0	0	25	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
SUBTotal W/ Portables:			11,573	193	228	331	288	85%							Totals	379.50	483.00	79%
SUBTotal W/O Portables:					204		242											

LEGEND	
	General Education
	Special Education
	Special Programs
	Non-Instructional

NOTES:

Count general classrooms as being used while students are attending recess, lunch, library time, and PE activities.

1-Max. Number of Students per Adequacy Standards Sq. Ft.: The maximum number of students allowed per the Statewide Adequacy Standards square feet.

2-PED Max. PTR per Classroom: PED's maximum pupil/teacher ratio per classroom

3-Utilization Rate Calculation: Total number of hours classroom is actually used per week / (divided by) the maximum possible classroom hours per week = (equals) total classroom utilization.

PED Published 40 Day Count	
2016-17 40 day Student Enrollment:	193

FACILITY CAPACITY (with and without Portables)	
Maximum Facility Capacity w/ Portables	288
Maximum Facility Capacity w/o Portables	242
Functional Facility Capacity w/ Portables	228
Functional Facility Capacity w/o Portables	204
Instructional Space Capacity w/ Portables @ 67%	193
Instructional Space Capacity w/o Portables @ 67%	162

Based On Number of Instructional Spaces:		
Number of and % Of General Use Classrooms	11	79%
Number of and % Of Special Education Classrooms	1	7%
Number of and % Of Special Use Classrooms	2	14%
	14	100%

Number of and % Of Portable Classrooms	2	14%
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District: **Bernalillo**

School: **Bernalillo ES**

School ID: **061136**

High Level Overview

General Information

Location:	Bernalillo, NM 87004	Ed. Adequacy Model:	Elementary School Educational Adequacy
School Type:	Elementary	Ed. Adequacy CCI:	100.00%
School Category:	Traditional	School CCI City:	RSMEANS2016:US_NM_ALBUQUERQ, UE

NMCI Statistics

Number of Students:	400 442	Number of Buildings:	1
Growth Factor:	1.00	Number of Portables:	0
Total Gross Square Feet:	65,479	Building Square Feet:	65,479
Site Size (Acres):	0.01	Portable Square Feet:	0

NMCI School Metrics

Replacement Cost:	\$10,686,882	Unweighted Repair Cost:	\$797,534
Weighted Repair Cost:	\$199,384	Unweighted Educational Adequacy Cost:	\$171,612
Weighted Educational Adequacy Cost:	\$197,835	Total Unweighted Cost:	\$969,146
Total Weighted Cost:	\$397,219	Unweighted NMCI Score:	9.07
Weighted NMCI Score:	3.72		

NMCI Facility History

Last Assessment Date:	-	Previous Award, Yes or No, Year if Yes:	No
Closed:	No		



District: **Bernalillo**

School: **Bernalillo ES**

School ID: **061136**

Facility Description

10/21/2010 CJA Located around the 400 block of Calle del Norte.

new K-2 Elementary school built 2010

Grades: 3,4,5

Facility Description

Bernalillo Elementary School is located at 489 Calle del Norte, in Bernalillo, New Mexico and is part of the Bernalillo Public School District. The 2-story campus and contains permanent buildings and no portables. Occupancy is third through fifth grade students and a staff of approx 60 (46). The campus is made up of (1) two story building. The building was constructed in 2010, there have been no additions. To most accurately capture repair costs the school was assessed a one permanent building. ^{of 65,479 sf}

Site: The site is approximately 20 acres and includes a playground and a hard surface play area. The site shares a grass playing field with the adjacent Red Bernalillo Middle School. Parking capacity is 240 parking spaces, 4 of which are accessible spaces. Parking is sufficient and paved areas require no improvements. Concrete sidewalks are in good condition and pose no hazard. Landscaped areas include trees and shrubs, and are irrigated. Site drainage is generally adequate. Parking and bus drop off and parent drop off areas are insufficient. Excessive parking by parents blocks the fire lane at the rush hours.

Structural/Exterior Closure: The building rests on continuous concrete foundation on compacted earth and is showing no sign of settlement or damage. The building structural system uses CMU, metal columns and metal partition walls. The exterior is finished with a stucco system. The roofing is original, TPO roof. Exterior doors are metal, and windows are fixed, double-pane units with metal frames.

Interiors: Partition wall types include CMU and gypsum board. Ceilings are typically 2 x 4 or 2 x 2 suspended acoustical tile, finished gypsum board. The underside of the corrugated roof deck is the ceiling in the gym. All ceilings are in good condition. Flooring is carpet, VCT or ceramic tile and sealed concrete over concrete slab on grade.

Mechanical/Plumbing: Heating and cooling are supplied by AHU's housed in mechanical rooms on the first floor. Fresh air is supplied by mechanical ventilation. Ceiling mounted exhaust fans are present, and bathroom ventilation is adequate. Plumbing fixtures are typically in good condition and piping is original.

Electrical: The electrical system is fed from a transformer that delivers 120/240 V., 3-phase power to the facility. Lighting is fluorescent and illumination is adequate. Emergency lighting is in corridors and emergency exit signs are typically illuminated. The school has no emergency generator.

Fire Protection / Life Safety Systems/Accessibility: The fire alarm system consists of annunciators in corridors and other common spaces. The system is activated by pull stations and smoke detectors, and is centrally monitored. The building has a fire sprinkler system. Interior doors on egress corridors are fire-rated. The security system is comprised of motion detectors. The school is generally handicap compliant.



District: **Bernalillo**

School: **Bernalillo ES**

School ID: **061136**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size Type	Use
Main Building (2010)	Elementary School Building	\$726,913	\$181,728	2010	65,479 Building	Educational
Site	Elementary School Site	\$70,621	\$17,655	2010	65,479 Building	Site
Building Totals		\$797,534	\$199,384			
Educational Adequacy Need	Elementary School Educational Adequacy	\$171,612	\$197,835			
School Totals		\$969,146	\$397,219			



District: **Bernalillo**

School: **Bernalillo ES**

School ID: **061136**

Asset Detail

Building Name: Main Building (2010) **Cost Model:** Elementary School Building **Size:** 65,479

Name	Cost SF	Renewal Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	2010	2030	12%	33.25%	\$26,981	9	.25	\$6,745	
Ceiling Finishes	\$5.58	30	110%	2010	2040	5%	33.25%	\$21,894	9	.25	\$5,474	
Communications and Security	\$2.12	15	90%	2010	2025	22%	33.25%	\$27,184	9	.25	\$6,796	
Emergency Light and Power	\$0.43	20	90%	2010	2030	12%	33.25%	\$3,102	9	.25	\$775	
Exterior Doors and Windows	\$5.66	30	110%	2010	2040	5%	33.25%	\$22,183	9	.25	\$5,546	
Exterior Walls	\$11.15	100	100%	2010	2110	0%	33.25%	\$3,576	9	.25	\$894	
Fire Detection/Alarm	\$1.98	15	90%	2010	2025	22%	33.25%	\$25,396	9	.25	\$6,349	
Floor Finishes	\$5.83	12	110%	2010	2022	34%	33.25%	\$142,946	9	.25	\$35,737	
Foundtion/Slab/Structure	\$15.98	100	100%	2010	2110	0%	33.25%	\$5,128	9	.25	\$1,282	
HVAC	\$22.84	30	100%	2010	2040	5%	33.25%	\$81,424	9	.25	\$20,356	7/16/13 Update AM Per FMAR: Equipment looks good.
Interior Doors and Partitions	\$9.08	50	90%	2010	2060	2%	33.25%	\$10,487	9	.25	\$2,622	
Interior Walls	\$7.90	60	90%	2010	2070	1%	33.25%	\$6,336	9	.25	\$1,584	
Lighting/Branch Circuits	\$11.35	30	90%	2010	2040	5%	33.25%	\$36,425	9 4	.25	\$9,106	Need to replace conduit + lights
Main Power/Emergency	\$1.33	30	90%	2010	2040	5%	33.25%	\$4,252	9	.25	\$1,063	7/16/13 Update AM Per FMAR: No issues
Other Equipment	\$6.59	60	110%	2010	2070	1%	33.25%	\$6,462	9	.25	\$1,616	
Plumbing	\$15.49	30	100%	2010	2040	5%	33.25%	\$55,221	9	.25	\$13,805	7/16/13 Update AM Per FMAR: No leaks
Roof	\$15.47	20	120%	2010	2030	12%	33.25%	\$148,919	9	.25	\$37,230	7/16/13 Update AM Per FMAR: No issues
Sprinklers and Standpipes	\$3.66	50	130%	2010	2060	2%	33.25%	\$6,098	9	.25	\$1,525	
Wall Finishes	\$4.17	12	100%	2010	2022	34%	33.25%	\$92,898	9	.25	\$23,225	
Total:								\$726,913			\$181,728	

Replaced the boiler and added a backup boiler in 2016
 Added water filtration system in 2016 for equipment chemical



District: **Bernalillo**

School: **Bernalillo ES**

School ID: **061136**

Educational Adequacy Detail

Population

Growth Factor:	1	Number of Kindergarten Students:	0
Number of Staff:	60 46	Number of 1-5 Students:	400 442
Number of Students:	400 442	Number of 6-8 Students:	0
Number of Special Education Students:	3 0	Number of 9-12 Students:	0

Square Footage

Permanent GSF:	65,479	General Storage NSF:	1,484
Portable GSF:	0	Maintenance or Janitorial Space NSF:	1,326
Admin NSF:	1,503	Media Center NSF:	1,751 3,416
Art/Music NSF:	1,656	Parent Work Space NSF:	277
Assembly NSF:	5,836	Physical Ed NSF:	3,508
Career Ed NSF:	0	Science Classroom NSF:	0
Computer Lab NSF:	1,598	Science Storage NSF:	0
Faculty Work Area NSF:	690	Special Education Classroom NSF:	3,118 2,405
Food Service NSF:	4,006	Student Health NSF:	658
General Classroom NSF:	17,456 16,665		

Classrooms

Number of Classrooms:	26 35	Number of Special Education Classrooms:	3 4
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Parking

Number of Paved Parking Spaces:	0	Number of Bus Drop Offs:	1
Number of Handicap Parking Spaces:	2	Number of Student Drop Offs:	1
Number of Gravel Parking Spaces:	0		

Miscellaneous

Number of Chemical Storage Rooms:	0	Number of Multi-Use Playgrounds:	1
Playground Equipment:	N/A		



District: **Bernalillo**

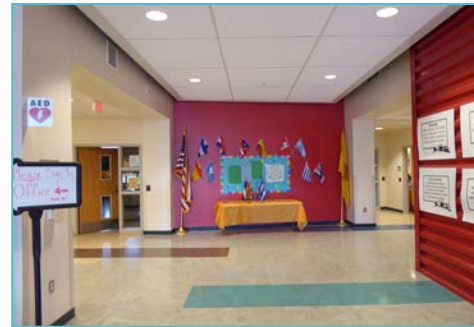
School: **Bernalillo ES**

School ID: **061136**

EA Deficiencies

EA Cost Model: Elementary School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)
Insufficient Total Parking	0	90	\$1,322	\$1,321.66	\$158,500	6	1	\$158,500
Insufficient Parent Work Space	277	400	\$80	\$80.00	\$13,112	7	3	\$39,335
Missing or Inadequate Multi-use Play Area	1	1	\$11,436	\$11,436.30	\$0	8	.5	\$0
Insufficient Student Health Square Footage	658	400	\$80	\$80.00	\$0	7	3	\$0
Insufficient Student Drop Off	1	1	\$21,000	\$21,000.00	\$0	6	1	\$0
Insufficient Special Education Square Footage	3,118	1,395	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Storage Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Physical Education Square Footage	3,508	2,600	\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	1,751	1,200	\$80	\$80.00	\$0	7	3	\$0
Insufficient Janitorial Square Footage	1,326	200	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Storage	1,484	400	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Classroom Square Footage	17,456	12,800	\$80	\$80.00	\$0	7	3	\$0
Insufficient Food Service Square Footage	4,006	3,000	\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	690	400	\$80	\$80.00	\$0	7	3	\$0
Insufficient Computer Lab Square Footage	1,598	1,200	\$80	\$80.00	\$0	7	3	\$0
Insufficient Career Ed Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Bus Drop Off	1	1	\$20,800	\$20,799.69	\$0	6	1	\$0
Insufficient Administrative Square Footage	1,503	750	\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	1,656	0	\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Handicap Spaces	2	0	\$144	\$143.52	\$0	6	1	\$0
Inadequate Number of Chemical Storage Units	0	0	\$1,464	\$1,464.30	\$0	8	.5	\$0
Total					\$171,612			\$197,835



2017 BERNALILLO ELEMENTARY SCHOOL EXECUTIVE SUMMARY UPDATE:

Bernalillo Elementary School is located at 489 Calle del Norte, in Bernalillo, New Mexico and is part of the Bernalillo Public School District. The 2-story campus contains 65,479 SF of permanent buildings and 0 SF of portables for a total of 65,479 GSF. Occupancy is 442 ninth through twelfth grade students and a staff of 47. The building was constructed in 2010, there have been no additions. To most accurately capture repair costs the school was assessed a one permanent building.

Site:

The site is approximately 20 acres and includes a playground and a hard surface play area. The site shares a grass playing field with the adjacent Bernalillo Middle School. Parking capacity is 240 parking spaces, 4 of which are accessible spaces. Parking is sufficient and paved areas require no improvements. Concrete sidewalks are in good condition and pose no hazard. Landscaped areas include trees and shrubs, and are irrigated. Site drainage is generally adequate. Parking and bus drop off and parent drop off areas are insufficient. Excessive parking by parents blocks the fire lane at the rush hours.

Structural/Exterior Closure:

The building rests on continuous concrete foundation on compacted earth and is showing no sign of settlement or damage. The building structural system uses CMU, metal columns and metal partition walls. The exterior is finished with a stucco system. The roofing is original, TPO roof. Exterior doors are metal, and windows are fixed, double-pane units with metal frames.

Interiors:

Partition wall types include CMU and gypsum board. Ceilings are typically 2 x 4 or 2 x 2 suspended acoustical tile, finished gypsum board. The underside of the corrugated roof deck is the ceiling in the gym. All ceilings are in good condition. Flooring is carpet, VCT or ceramic tile and sealed concrete over concrete slab on grade.

Mechanical/Plumbing:

Heating and cooling are supplied by AHU's housed in mechanical rooms on the first floor. Fresh air is supplied by mechanical ventilation. Ceiling mounted exhaust fans

are present, and bathroom ventilation is adequate. Plumbing fixtures are typically in good condition and piping is original.

Electrical:

The electrical system is fed from a transformer that delivers 120/240 V., 3-phase power to the facility. Lighting is fluorescent and illumination is adequate. Emergency lighting is in corridors and emergency exit signs are typically illuminated. The school has no emergency generator.

Fire Protection/Life Safety Systems/Accessibility:

The fire alarm system consists of annunciators in corridors and other common spaces. The system is activated by pull stations and smoke detectors, and is centrally monitored. The building has a fire sprinkler system. Interior doors on egress corridors are fire-rated. The security system is comprised of motion detectors. The school is generally handicap compliant.

FMAR MAJOR AND MINOR FINDINGS

BPS is familiar with the PSFA Facilities Maintenance Assessment Report (FMAR) and the importance of the information it contains. BPS administration and its maintenance supervisor review each FMAR as it is received from PSFA. The majority of findings identified in the FMAR are items that the district maintenance staff addresses quickly within its maintenance budget; however, there have been some major findings that require capital funding. During the FMP process, the FMAR for each school is reviewed to determine the current status of the identified findings. Findings that the district is not been able to address with SB-9 funds are included in the capital plan. The capital plan identifies a cost associated with the finding and the approximate timeline for rectifying the finding.

SCHOOL NAME: Bernalillo Elementary School

SCHOOL INFORMATION

Address: 480 Calle del Norte
Bernalillo, NM 87004

Phone: 505.404.5400

School Mascot: Mustang

Principal: Dr. Elisabeth Valenzuela

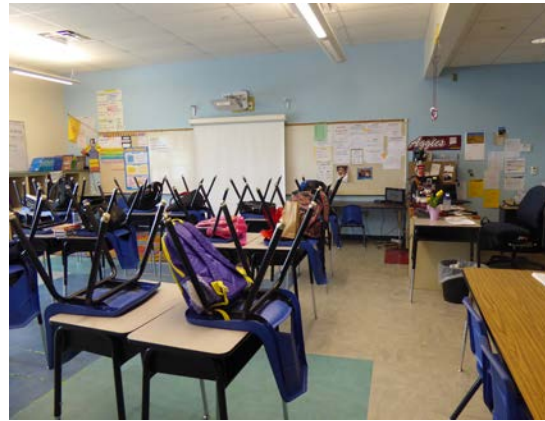
School Colors: Maroon

**FAD Ranking 2016-17 /
Weighted NMCI:** FAD - 670 / NMCI - 3.22%

2017 Grades

Grade Levels: 3RD - 5TH

GRADE: D



Staff:

Total Teaching Staff:	24
Total Non Teaching Staff:	23

Student Enrollment 2014-15:

Total School Students:	444
Special Education Students (including Gifted):	0
Sp.Ed. % of Total Student Enrollment:	0%
Out of Attendance Zone Waivers:	0
Out of District Waivers:	0
2014-2015 Student Migration:	0%

Miscellaneous School Information:

Food Service: Food is made on site.

Technology: Computer to student ratio is 10:1 district wide. U84 fiber throughout the entire district. Would like to have interactive learning systems and mondo pads, found at Santo Domingo and Bernalillo High School, at all schools district wide.

Maintenance:

N/A

Utilities:

2016-17 Utilities

Electricity: \$74,959.44

Gas: \$3,787.33

Building Heat/Propane/Butane:

Water/Sewer: \$13,691.17

Communications (Phone / Internet):

Transportation:

13 buses, 3 are used for Special Education.

Identified Facility Needs & Probable Costs:

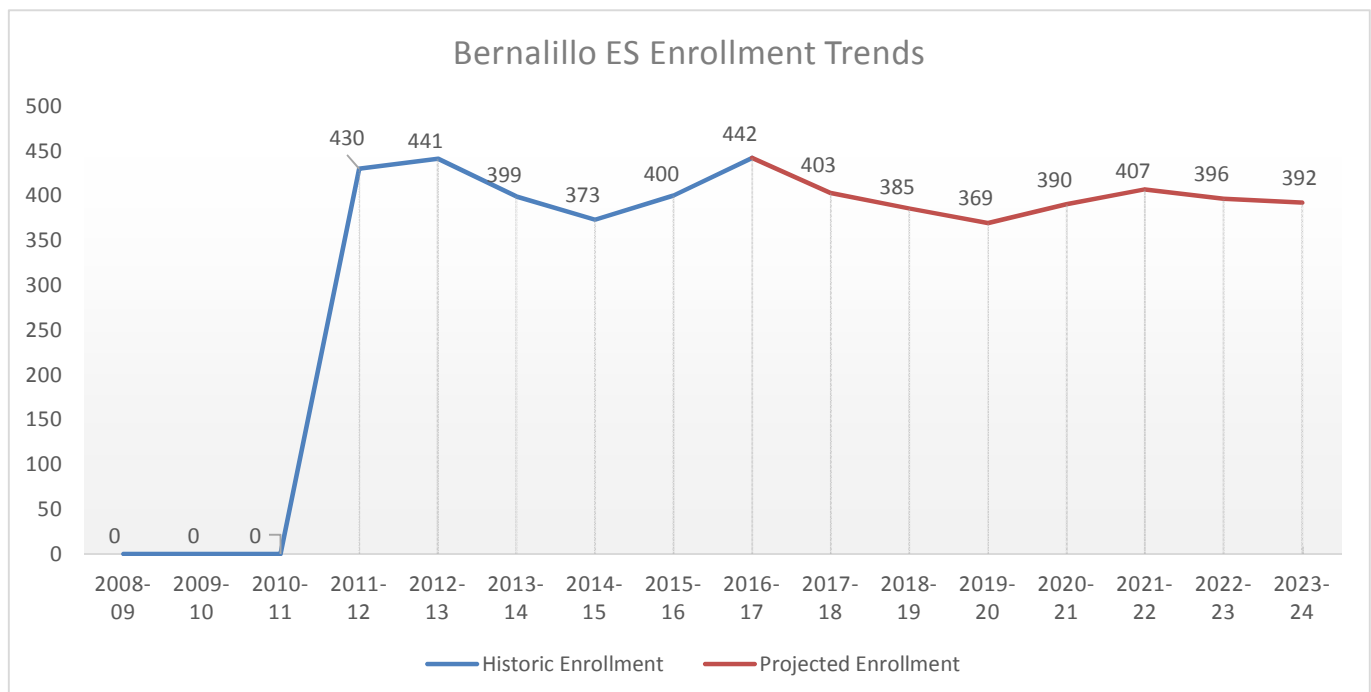
Category	Facility Needs	Quant	Unit	Cost	MACC	Total Project
LHSS	Upgrade entry security	1	ea	\$5,500.00	\$5,500	\$7,150
LHSS	Install security cameras	1	ea	\$7,500.00	\$7,500	\$9,750
PreVent	Repair finish on exterior concrete site wall	25	sf	\$25.00	\$625	\$813
AdqStd	Upgrade lighting to LED	65,479	sf	\$3.00	\$196,437	\$255,368
PreVent	Install water conditioner for drinking and equipment.	1	ea	\$40,000.00	\$40,000	\$52,000
LHSS	Install fence along east boundary of the property to the west of the ES to keep community off property	1,200	lf	\$100.00	\$120,000	\$156,000
PreVent	Repair landscape around grease trap: sinking	1	ea	\$1,250.00	\$1,250	\$1,625
LHSS	Reconfigure Parent drop-off / pick-up area	1	ea	\$2,100,000.00	\$2,100,000	\$2,730,000
PreVent	Repair and paint parking lot	30,000	sf	\$2.00	\$60,000	\$78,000
LHSS	Upgrade exterior building lighting to LED	15	ea	\$1,250.00	\$18,750	\$24,375
LHSS	Upgrade site lighting to LED	5	ea	\$7,500.00	\$37,500	\$48,750
Total Probable Cost:					\$2,587,562.00	\$3,363,830.60

Bernalillo Elementary School Enrollment History

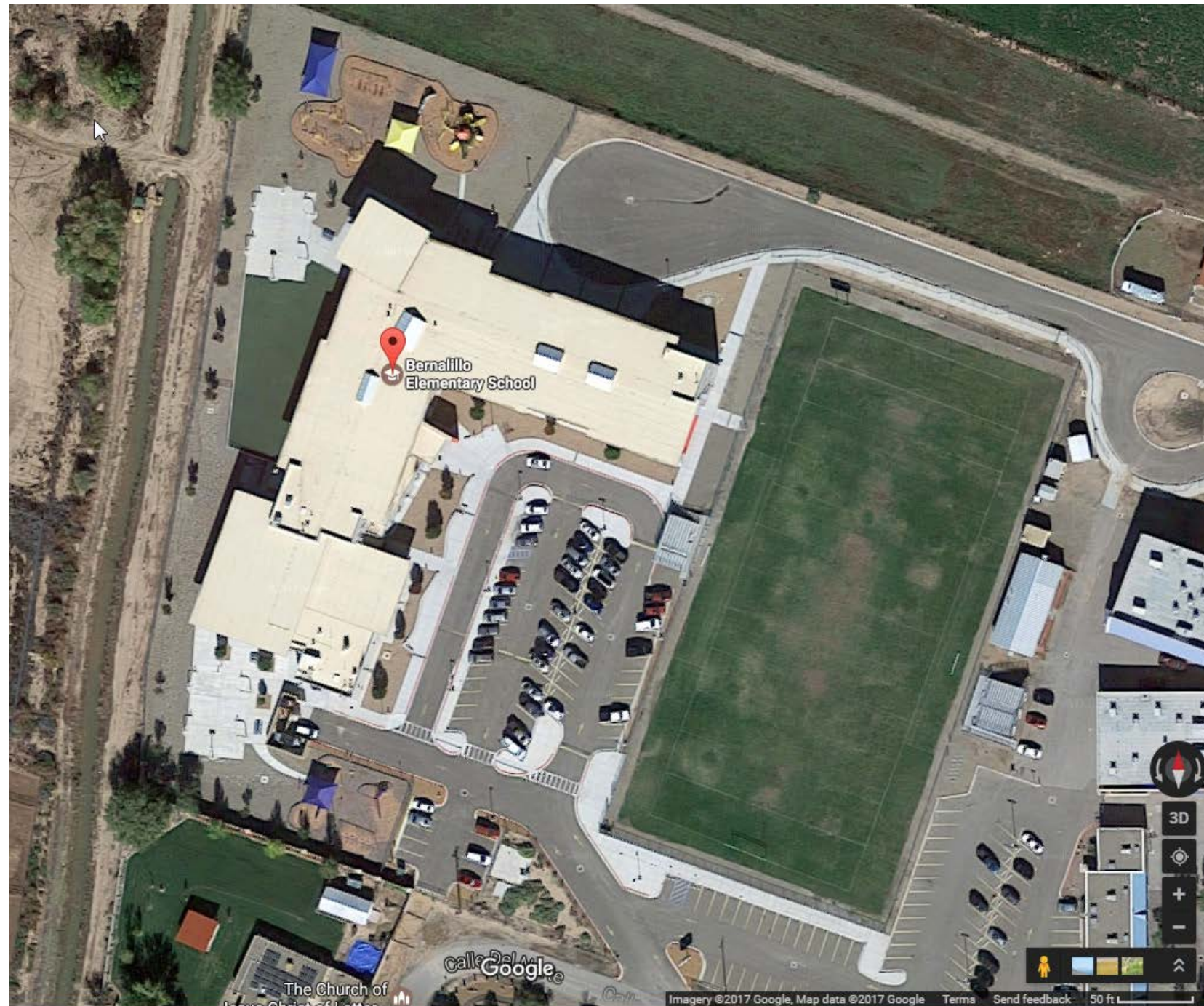
Grade Levels	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
3rd	0	0	0	152	142	108	134	126	139
4th	0	0	0	145	161	140	109	134	131
5th	0	0	0	133	138	151	130	140	172
TOTAL	0	0	0	430	441	399	373	400	442

Bernalillo Elementary School Enrollment Projections

Grade Levels	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
3rd	120	111	110	130	125	127	116
4th	142	122	113	112	132	127	129
5th	141	153	147	149	150	142	147
TOTAL	403	385	369	390	407	396	392

Bernalillo Elementary School Enrollment Trends

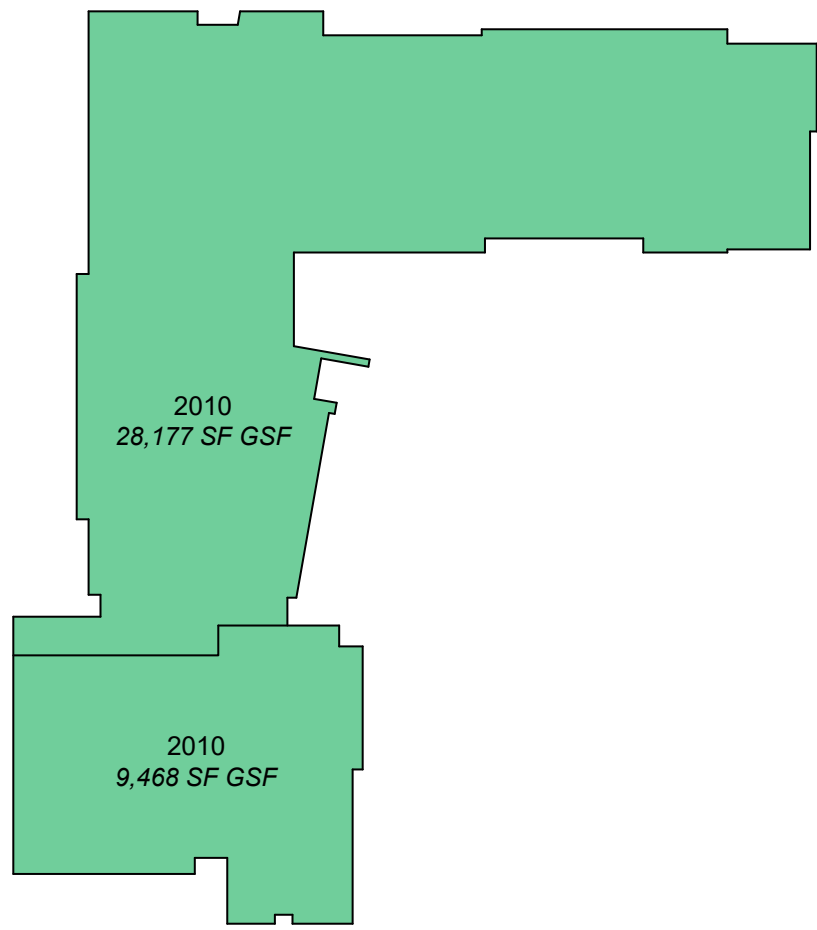
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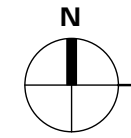
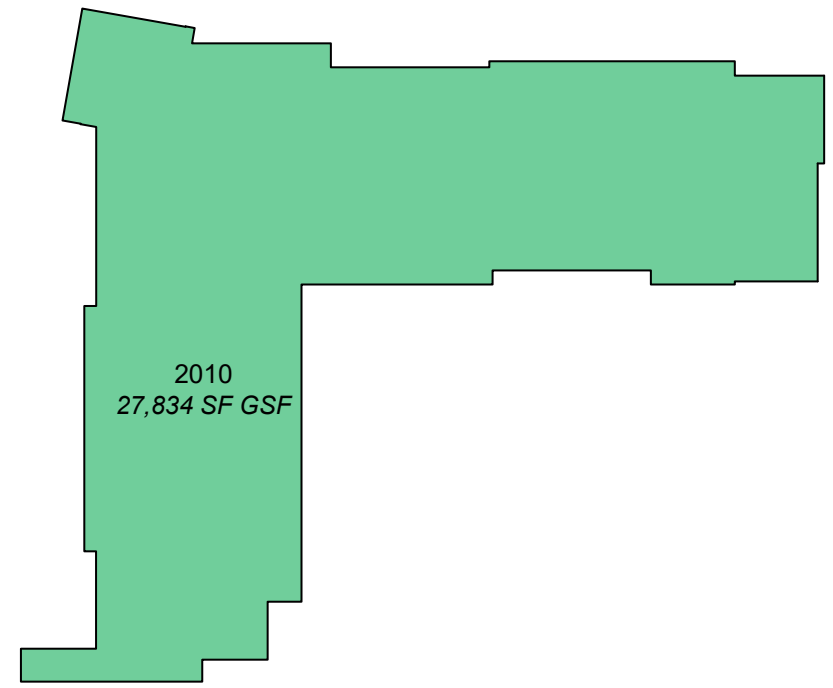
Bernalillo ES

AERIAL PLAN

Image Source: Google Maps



Construction Dates
■ 2010



Bernalillo ES

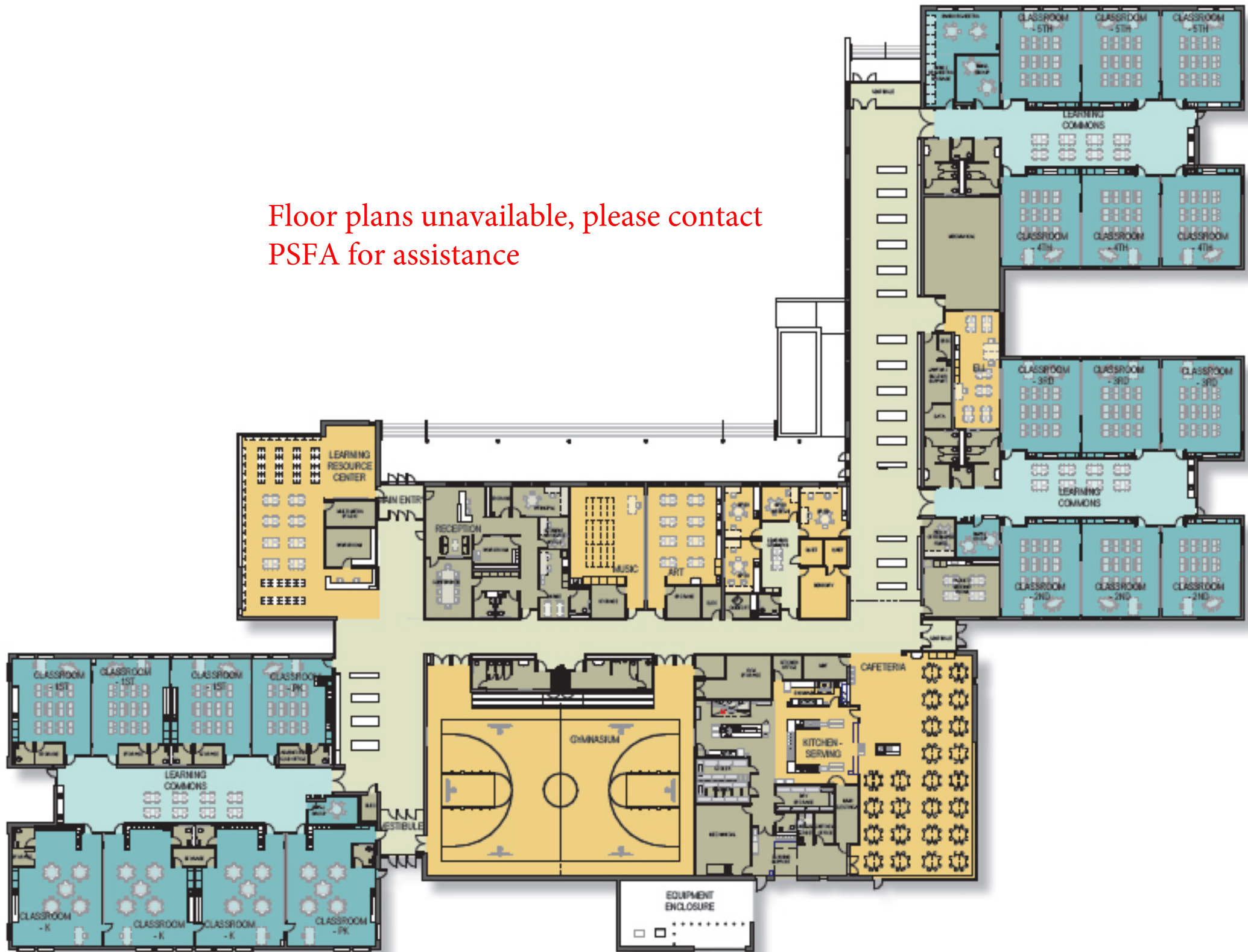
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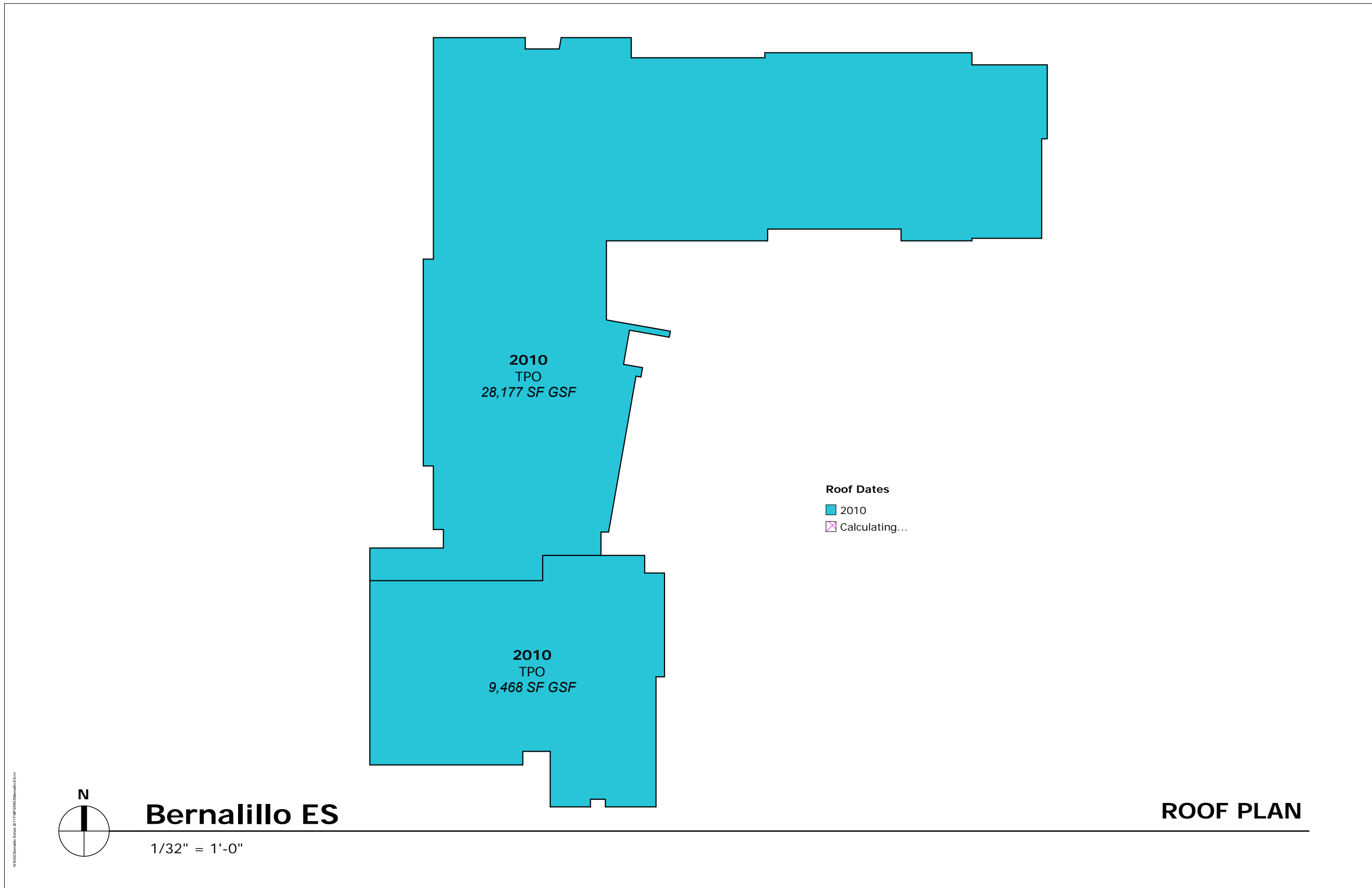
CONSTRUCTION DATES PLAN

65,479 SF

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Floor plans unavailable, please contact PSFA for assistance





GRADE LEVEL	TOTAL CURRENT STUDENT 40th DAY COUNT	NUMBER OF DD / SPECIAL NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER OF CLASSROOMS
3rd Grade	139		6	6
4th Grade	131		7	7
5th Grade	172		7	7
TOTALS	442		20	20

SCHOOL HOURS	
School Start Time	8:30 AM
School End Time	3:30 PM
Total Hours in School Day	7
Number of Lunch Turns Per Day	

District:	Bernalillo Public Schools
School:	Bernalillo Elementary School
Date:	2016-2017

ALL CLASSROOMS (General, Art, PE, Computer Lab SPED, Title1, PT/OT, Etc.)										DAYS AND HOURS SPACE IS USED					UTILIZATION			
TEACHERS NAME	CLASSROOM USE/ GRADE LEVEL	ROOM NUMBER	Clrm SQUARE FOOTAGE	CURRENT STUDENT 40TH DAY COUNT	Functional Capacity	Max. Number of Students per Adequacy Standards Sq. Ft.	Maximum Facility Capacity or PED Max. PTR per Classroom	% Classroom Occupancy	DOES CLASSROOM MEET ADEQUACY	MONDAY HOURS USED PER DAY	TUESDAY HOURS USED PER DAY	WEDNESDAY HOURS USED PER DAY	THURSDAY HOURS USED PER DAY	FRIDAY HOURS USED PER DAY	TOTAL HOURS CLASSROOM IS USED DURING SCHOOL WEEK	TOTAL HOURS CLASSROOM IS AVAILABLE DURING SCHOOL WEEK	FACILITY UTILIZATION RATE PERCENT (%)	
Griego, P.	3rd Grade	157	801	23	22	25	22	105%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Cordova, M.	3rd Grade	158	795	23	22	25	22	105%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Molinar, R.	3rd Grade	151	801	23	22	25	22	105%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Ruiz, A.	3rd Grade	152	801	23	22	25	22	105%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Vigil, C.	3rd Grade	150	801	24	22	25	22	109%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Zbiegien, C.	3rd Grade	156	802	23	22	25	22	105%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Braden, A.	4th Grade	214	795	19	24	25	24	79%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Chavez, M.	4th Grade	153	801	19	24	25	24	79%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Lujan, S.	4th Grade	213	801	19	24	25	24	79%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Paquin, A.	4th Grade	208	801	19	24	25	24	79%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Santoscoy, P.	4th Grade	205	801	19	24	25	24	79%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Galvez-Romero, C.	4th Grade	207	801	18	24	25	24	75%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Vacant Room	4th Grade	209	801	18	24	25	24	75%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Chacon, J.	5th Grade	224	801	25	24	25	24	104%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Escano, D.	5th Grade	225	801	25	24	25	24	104%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Houston, C.	5th Grade	227	801	25	24	25	24	104%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Slusher, M.	5th Grade	228	801	25	24	25	24	104%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Sheehan, V.	5th Grade	226	801	24	24	25	24	100%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Zamora, M.	5th Grade	223	799	24	24	25	24	100%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Lepre, J.	5th Grade	229	801	24	24	25	24	100%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Arellano, M.	IEP	134	477	0	0	15	8	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
Pasay, G.	SPED	210	644	0	0	20	16	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
Johnson, M.	SPED	155	644	0	0	20	16	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
Romero, R.	SPED	222	640	0	0	20	16	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
Lambson, S.	Bilingual	211	644	0	0	20	20	0%	N	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
Henke, A.	P.E.	Gym	3,508	0	0	110	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
Aragon, M.	Reading Room	132	669	0	0	21	21	0%	N	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
Cavallier, C.	Art	141	802	0	0	25	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
Boswell, I.	Music	142	854	0	0	27	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
Jaramillo, A.	Computer Lab	149	799	0	0	25	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
Aragon, M.	Computer Lab	204	799	0	0	25	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
Murillo, B.	KERES	154	644	0	0	20	20	0%	N	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
	KERES	206	799	0	0	25	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
	Leadership Class	212	798	0	0	25	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
	Unknown	148	658	0	0	21	21	0%	N	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
SUBTotal W/Portables:			29,386	442	468	919	760	95%							Totals	690.00	1,207.50	57%
SUBTotal W/O Portables:					468		760											

LEGEND	
	General Education
	Special Education
	Special Programs
	Non-Instructional

NOTES:
Count general classrooms as being used while students are attending recess, lunch, library time, and PE activities.
1-Max. Number of Students per Adequacy Standards Sq. Ft.: The maximum number of students allowed per the Statewide Adequacy Standards square feet.
2-PED Max. PTR per Classroom: PED's maximum pupil/teacher ratio per classroom
3-Utilization Rate Calculation: Total number of hours classroom is actually used per week / (divided by) the maximum possible classroom hours per week = (equals) total classroom utilization.

BERNALILLO ELEMENTARY UTILIZATION WORKSHEET

PED Published 40 Day Count	
2016-17 40 day Student Enrollment:	442

FACILITY CAPACITY (with and without Portables)	
Maximum Facility Capacity w/ Portables	760
Maximum Facility Capacity w/o Portables	760
Functional Facility Capacity w/ Portables	468
Functional Facility Capacity w/o Portables	468
Instructional Space Capacity w/ Portables @ 67%	509
Instructional Space Capacity w/o Portables @ 67%	509

Based On Number of Instructional Spaces:		
Number of and % Of General Use Classrooms	21	60%
Number of and % Of Special Education Classrooms	4	11%
Number of and % Of Special Use Classrooms	10	29%
	35	100%

Number of and % Of Portable Classrooms	0	0%
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District: Bernalillo School: **CLOSED FOR RANKING - La Escuelita Early Childhood Center** School ID: 061

High Level Overview

General Information

Location: Bernalillo, NM 87004 Ed. Adequacy Model: Elementary School Educational Adequacy
School Type: Pre-K for General Population Ed. Adequacy CCI: 100.00%
School Category: Traditional School CCI City: RSMEANS2016:, US

NMCI Statistics

Number of Students: 400 164 Number of Buildings: 1
Growth Factor: 1.00 Number of Portables: 0
Total Gross Square Feet: 20,000 22,712 Building Square Feet: 20,000 22,712
Site Size (Acres): 13.65 Portable Square Feet: 0

NMCI School Metrics

Replacement Cost: \$3,601,565 Unweighted Repair Cost: \$371,742
Weighted Repair Cost: \$92,935 Unweighted Educational Adequacy Cost: \$279,959
Weighted Educational Adequacy Cost: \$637,552 Total Unweighted Cost: \$651,701
Total Weighted Cost: \$730,487 Unweighted NMCI Score: 18.09
Weighted NMCI Score: 20.28

NMCI Facility History

Last Assessment Date: 08-19-2014 Previous Award, Yes or No, Year if Yes: No
Closed: Yes



District: **Bernalillo** School: **CLOSED FOR RANKING -
La Escuelita Early
Childhood Center** School ID: **061**

Facility Description

8/18/2014 CJA Troy is going to assess Carroll Elementary and this school. This is not PSCOC school, they take all Pre-K not just DD. That's the reason for being closed for ranking purposes.

Attention FMP Vendor, Please update this section with a description of the physical facility, systems, site services, etc.



District: **Bernalillo** School: **CLOSED FOR RANKING - La Escuelita Early Childhood Center** School ID: **061**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size	Type	Use
School Building (2008) 2009	Elementary School Building	\$371,742	\$92,935	2008	20,000	Building	22,712 -
Site	Elementary School Site	\$0	\$0	2009	20,000	Building	22,712 Site
Building Totals		\$371,742	\$92,935				
Educational Adequacy Need	Elementary School Educational Adequacy	\$279,959	\$637,552				
School Totals		\$651,701	\$730,487				



District: **Bernalillo** School: **CLOSED FOR RANKING - La Escuelita Early Childhood Center** School ID: **061**

Asset Detail

Building Name: School Building (2008) 2009 Cost Model: Elementary School Building Size: 20,000 22,712

Name	Cost SF	Renewal Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.54	20	110%	2009	2029	16%	33.25%	\$12,444	9	.25	\$3,111	
Ceiling Finishes	\$7.34	30	110%	2009	2039	7%	33.25%	\$11,486	9	.25	\$2,872	
Communications and Security	\$2.62	15	90%	2009	2024	28%	33.25%	\$13,436	9	.25	\$3,359	
Emergency Light and Power	\$0.50	20	90%	2009	2029	16%	33.25%	\$1,445	9	.25	\$361	
Exterior Doors and Windows	\$6.82	30	110%	2008	'09 2038	9%	33.25%	\$13,500	9	.25	\$3,375	
Exterior Walls	\$14.61	100	100%	2008	'09 2108	1%	33.25%	\$2,367	9	.25	\$592	
Fire Detection/Alarm	\$2.39	15	90%	2009	2024	28%	33.25%	\$12,218	9	.25	\$3,054	
Floor Finishes	\$7.03	12	110%	2009	2021	44%	33.25%	\$68,703	9	.25	\$17,176	
Foundtion/Slab/Structure	\$19.53	100	100%	2008	'09 2108	1%	33.25%	\$3,163	9	.25	\$791	
HVAC	\$28.91	30	100%	2009	2039	7%	33.25%	\$41,119	9	.25	\$10,280	
Interior Doors and Partitions	\$10.86	50	90%	2009	2059	3%	33.25%	\$5,003	9	.25	\$1,251	
Interior Walls	\$8.43	60	90%	2009	2069	2%	33.25%	\$2,699	9	.25	\$675	
Lighting/Branch Circuits	\$14.34	30	90%	2009	2039	7%	33.25%	\$18,352	9	.25	\$4,588	
Main Power/Emergency	\$1.62	30	90%	2009	2039	7%	33.25%	\$2,078	9	.25	\$519	
Other Equipment	\$7.01	60	110%	2009	2069	2%	33.25%	\$2,742	9	.25	\$686	
Plumbing	\$17.95	30	100%	2009	2039	7%	33.25%	\$25,533	9	.25	\$6,383	
Roof	\$15.78	20	120%	2008	'09 2028	20%	33.25%	\$76,703	9	.25	\$19,176	
Sprinklers and Standpipes	\$4.52	50	130%	2009	2059	3%	33.25%	\$3,011	9	.25	\$753	
Wall Finishes	\$6.27	12	100%	2009	2021	44%	33.25%	\$55,740	9	.25	\$13,935	
Total:								\$371,742			\$92,935	



District: **Bernalillo**

School: **CLOSED FOR RANKING -
La Escuelita Early
Childhood Center**

School ID: **061**

Asset Detail

Num. of Staff: 20

Num. of Students: 164

Permanent GSF: 22,712

Num. Of Classrooms: 14

General Classroom NSF: 5,994

Num. of SPED Classrooms: 4

SPED Classrooms NSF: 3,589



Executive Summary Report

District: **Bernalillo**

School: **Carroll ES**

School ID: **061140**

High Level Overview

General Information

Location:	Bernalillo, NM 87004	Ed. Adequacy Model:	Elementary School Educational Adequacy
School Type:	Elementary	Ed. Adequacy CCI:	100.00%
School Category:	Traditional	School CCI City:	RSMEANS2016:US_NM_ALBUQUERQ, UE

NMCI Statistics

Number of Students:	394 373	Number of Buildings:	1
Growth Factor:	1.00	Number of Portables:	0
Total Gross Square Feet:	65,417 63,493	Building Square Feet:	65,417 63,493
Site Size (Acres):	13.65	Portable Square Feet:	0

NMCI School Metrics

Replacement Cost:	\$10,676,763	Unweighted Repair Cost:	\$1,467,564
Weighted Repair Cost:	\$461,746	Unweighted Educational Adequacy Cost:	\$375,135
Weighted Educational Adequacy Cost:	\$1,068,674	Total Unweighted Cost:	\$1,842,699
Total Weighted Cost:	\$1,530,420	Unweighted NMCI Score:	17.26
Weighted NMCI Score:	14.33		

NMCI Facility History

Last Assessment Date:	08-19-2014	Previous Award, Yes or No, Year if Yes:	No
Closed:	No		



District: **Bernalillo**

School: **Carroll ES**

School ID: **061140**

Facility Description

10/7/2011 CJA Re-created this school in the FAD.

Grades: K-2

Facility Description

Carroll Elementary School is located at 301 Calle de Escuela, in Bernalillo, New Mexico and is part of the Bernalillo Public School District. The 1-story campus contains ~~65,479~~ (63,493) SF of permanent buildings and 0 portable facilities for a total of ~~65,479~~ (63,493) GSF. Occupancy is ~~429~~ (373) kindergarten through second grade students and a staff of ~~4~~ (34). The campus is made up of 1 building. The building was constructed in 2011, there have been no additions. To most accurately capture repair costs the school was assessed as one permanent building.

Site: The site is approximately 20 acres and includes a playground and a hard surface play area. Parking capacity is 240 parking spaces, 4 of which are accessible spaces. Parking is sufficient and paved areas require no improvements. Concrete sidewalks are in good condition and pose no hazard. Landscaped areas include trees and shrubs, and are irrigated. Site drainage is generally adequate. Parking and bus drop off and parent drop off areas are insufficient. Excessive parking by parents blocks the fire lane at the rush hours.

Structural/Exterior Closure: The building rests on continuous concrete foundation on compacted earth and is showing no sign of settlement or damage. The building structural system uses CMU, metal columns and metal partition walls. The exterior is finished with a stucco system. The roofing is original, TPO roof. Exterior doors are metal, and windows are fixed, double-pane units with metal frames.

Interiors: Partition wall types include CMU and gypsum board. Ceilings are typically 2x4 or 2x2 suspended acoustical tile, finished gypsum board. The underside of the corrugated roof deck is the ceiling in the gym. All ceilings are in good condition. Flooring is carpet, VCT or ceramic tile and sealed concrete over concrete slab on grade.

Mechanical/Plumbing: Heating and cooling are supplied by AHU's housed in mechanical rooms on the first floor. Fresh air is supplied by mechanical ventilation. Ceiling mounted exhaust fans are present, and bathroom ventilation is adequate. Plumbing fixtures are typically in good condition and piping is original.

Electrical: The electrical system is fed from a transformer that delivers 120/240 V., 3-phase power to the facility. Lighting is fluorescent and illumination is adequate. Emergency lighting is in corridors and emergency exit signs are typically illuminated. The school has no emergency generator.

Fire Protection/Life Safety Systems/Accessibility: The fire alarm system consists of annunciators in corridors and other common spaces. The system is activated by pull stations and smoke detectors, and is centrally monitored. The building has a fire sprinkler system. Interior doors on egress corridors are fire-rated. The security system is comprised of motion detectors. The school is generally handicap compliant.



District: **Bernalillo**

School: **Carroll ES**

School ID: **061140**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size	Type	Use
Main Building (2011)	Elementary School Building	\$672,936	\$168,234	2011	65,417	Building	63,493 Educational
Site	Elementary School Site	\$794,628	\$293,512	1980	65,417	Building	63,493 Site
Building Totals		\$1,467,564	\$461,746				
Educational Adequacy Need	Elementary School Educational Adequacy	\$375,135	\$1,068,674				
School Totals		\$1,842,699	\$1,530,420				

Roof and foundation are prior to 2011, original bldg



District: **Bernalillo**

School: **Carroll ES**

School ID: **061140**

Asset Detail

Building Name: Main Building (2011) **Cost Model:** Elementary School Building **Size:** 63,493
~~65,417~~

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	2011	2031	9%	33.25%	\$19,804	9	.25	\$4,951	
Ceiling Finishes	\$5.58	30	110%	2011	2041	4%	33.25%	\$16,070	9	.25	\$4,018	
Communications and Security	\$2.12	15	90%	2011	2026	16%	33.25%	\$19,953	9	.25	\$4,988	
Emergency Light and Power	\$0.43	20	90%	2011	2031	9%	33.25%	\$2,277	9	.25	\$569	
Exterior Doors and Windows	\$5.66	30	110%	2011	2041	4%	33.25%	\$16,283	9	.25	\$4,071	
Exterior Walls	\$11.15	100	100%	2011	2111	0%	33.25%	\$2,625	9	.25	\$656	
Fire Detection/Alarm	\$1.98	15	90%	2011	2026	16%	33.25%	\$18,641	9	.25	\$4,660	
Floor Finishes	\$5.83	12	110%	2011	2023	25%	33.25%	\$104,922	9	.25	\$26,231	
Foundtion/Slab/Structure	\$15.98	100	100%	1980	2080	14%	33.25%	\$143,148	9	.25	\$35,787	TL 8/19/2014 Brick exterior has a crack on Northeast corner of multi-purpose building.
HVAC	\$22.84	30	100%	2011	2041	4%	33.25%	\$59,765	9	.25	\$14,941	...ion. Informed by maintenance they have been struggling with cooling and heating due to original cooling tower.
Interior Doors and Partitions	\$9.08	50	90%	2011	2061	1%	33.25%	\$7,697	9	.25	\$1,924	
Interior Walls	\$7.90	60	90%	2011	2071	1%	33.25%	\$4,651	9	.25	\$1,163	
Lighting/Branch Circuits	\$11.35	30	90%	2011	2041	4%	33.25%	\$26,736	9	.25	\$6,684	
Main Power/Emergency	\$1.33	30	90%	2011	2041	4%	33.25%	\$3,121	9	.25	\$780	7/16/13 Update AM Per FMAR: No issues
Other Equipment	\$6.59	60	110%	2011	2071	1%	33.25%	\$4,743	9	.25	\$1,186	
Plumbing	\$15.49	30	100%	2011	2041	4%	33.25%	\$40,532	9	.25	\$10,133	7/16/13 Update AM Per FMAR: No leaks
Roof	\$15.47	20	120%	2011	2031	9%	33.25%	\$109,306	9	.25	\$27,327	7/16/13 Update AM Per FMAR: No issues
Sprinklers and Standpipes	\$3.66	50	130%	2011	2061	1%	33.25%	\$4,476	9	.25	\$1,119	
Wall Finishes	\$4.17	12	100%	2011	2023	25%	33.25%	\$68,187	9	.25	\$17,047	
Total:								\$672,936			\$168,234	



District: **Bernalillo**

School: **Carroll ES**

School ID: **061140**

Asset Detail

Building Name: Site Cost Model: Elementary School Site Size: ~~65,417~~ 63,493

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Fencing	\$0.63	100	90%	1980	2080	14%	33.25%	\$5,105	9	.25	\$1,276	
Parking Lots	\$4.07	20	110%	1980 2011	2000	100%	33.25%	\$293,068	4	.25	\$73,267	2011
Playground Equipment	\$1.45	15	80%	1980	1995	100%	33.25%	\$75,884	2	1.5	\$113,826	2015
Site Lighting	\$2.79	40	100%	1980	2020	86%	33.25%	\$156,163	9	.25	\$39,041	2011
Site Specialties	\$0.29	40	100%	1980	2020	86%	33.25%	\$16,232	9	.25	\$4,058	2011
Site Utilities	\$2.17	50	120%	1980	2030	55%	33.25%	\$93,138	9	.25	\$23,285	2011
Walkways	\$2.15	30	110%	1980	2010	100%	33.25%	\$155,038	4	.25	\$38,760	2011
Total:								\$794,628			\$293,512	



District: **Bernalillo**

School: **Carroll ES**

School ID: **061140**

Educational Adequacy Detail

Population

Growth Factor: 1
 Number of Staff: 4 34
 Number of Students: ~~394~~ 373
 Number of Special Education Students: 3 0

Number of Kindergarten Students: 116
 Number of 1-5 Students: 275
 Number of 6-8 Students: 0
 Number of 9-12 Students: 0

Square Footage

Permanent GSF: ~~65,417~~ 63,493
 Portable GSF: 0
 Admin NSF: 1,911
 Art/Music NSF: ~~4,728~~ 1,665
 Assembly NSF: ~~4,270~~ 4,320
 Career Ed NSF: 0
 Computer Lab NSF: 912
 Faculty Work Area NSF: 1,398
 Food Service NSF: 1,874
 General Classroom NSF: ~~22,276~~ 17,158

General Storage NSF: 1,864
 Maintenance or Janitorial Space NSF: 436
 Media Center NSF: ~~3,126~~ 3,270
 Parent Work Space NSF: 130
 Physical Ed NSF: ~~4,650~~ 4,320
 Science Classroom NSF: 0
 Science Storage NSF: 0
 Special Education Classroom NSF: ~~1,140~~ 3,531
 Student Health NSF: 660

Classrooms

Number of Classrooms: 36 34

Number of Special Education Classrooms: 6 5

Parking

Number of Paved Parking Spaces: 118
 Number of Handicap Parking Spaces: 3
 Number of Gravel Parking Spaces: 0

Number of Bus Drop Offs: 1
 Number of Student Drop Offs: 0

Miscellaneous

Number of Chemical Storage Rooms: 0
 Playground Equipment: Yes

Number of Multi-Use Playgrounds: 1



District: **Bernalillo**

School: **Carroll ES**

School ID: **061140**

EA Deficiencies

EA Cost Model: Elementary School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	
Insufficient Special Education Square Footage	4,140	3,531	2,790	\$80	\$80.00	\$175,890	7	3	\$527,670
Insufficient Food Service Square Footage	1,874	2,955		\$80	\$80.00	\$115,235	7	3	\$345,704
Insufficient Parent Work Space	130	391		\$80	\$80.00	\$27,823	7	3	\$83,468
Insufficient Computer Lab Square Footage	912	1,173		\$80	\$80.00	\$27,823	7	3	\$83,468
Insufficient Student Drop Off	0	1		\$21,000	\$21,000.00	\$27,983	6	1	\$27,983
Inadequate Number of Handicap Spaces	3	5		\$144	\$143.52	\$382	6	1	\$382
Missing or Inadequate Multi-use Play Area	1	1		\$11,436	\$11,436.30	\$0	8	.5	\$0
Insufficient Total Parking	118	6		\$1,322	\$1,321.66	\$0	6	1	\$0
Insufficient Student Health Square Footage	660	391		\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Storage Square Footage	0	0		\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Square Footage	0	0		\$80	\$80.00	\$0	7	3	\$0
Insufficient Physical Education Square Footage	4,650	2,600		\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	3,126	1,173		\$80	\$80.00	\$0	7	3	\$0
Insufficient Janitorial Square Footage	436	196		\$80	\$80.00	\$0	7	3	\$0
Insufficient General Storage	1,864	391		\$80	\$80.00	\$0	7	3	\$0
Insufficient General Classroom Square Footage	22,276	14,600		\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	1,398	391		\$80	\$80.00	\$0	7	3	\$0
Insufficient Career Ed Square Footage	0	0		\$80	\$80.00	\$0	7	3	\$0
Insufficient Bus Drop Off	1	1		\$20,800	\$20,799.69	\$0	6	1	\$0
Insufficient Administrative Square Footage	1,911	737		\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	1,728	0		\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Chemical Storage Units	0	0		\$1,464	\$1,464.30	\$0	8	.5	\$0
Total						\$375,135			\$1,068,674



2017 CARROLL ELEMENTARY SCHOOL EXECUTIVE SUMMARY UPDATE:

Carroll Elementary School is located at 301 Calle de Escuela, in Bernalillo, New Mexico and is part of the Bernalillo Public School District. The 1-story campus contains 63,493 SF of permanent buildings and 0 portable facilities for a total of 63,493 GSF. Occupancy is 373 kindergarten through second grade students and a staff of 4. The campus is made up of 1 building. The building was constructed in 2011, there have been no additions. To most accurately capture repair costs the school was assessed as one permanent building.

Site:

The site is approximately 20 acres and includes a playground and a hard surface play area. Parking capacity is 240 parking spaces, 4 of which are accessible spaces. Parking is sufficient and paved areas require no improvements. Concrete sidewalks are in good condition and pose no hazard. Landscaped areas include trees and shrubs, and are irrigated. Site drainage is generally adequate. Parking and bus drop off and parent drop off areas are insufficient. Excessive parking by parents blocks the fire lane at the rush hours.

Structural/Exterior Closure:

The building rests on continuous concrete foundation on compacted earth and is showing no sign of settlement or damage. The building structural system uses CMU, metal columns and metal partition walls. The exterior is finished with a stucco system. The roofing is original, TPO roof. Exterior doors are metal, and windows are fixed double-pane units with metal frames.

Interiors:

Partition wall types include CMU and gypsum board. Ceilings are typically 2x4 or 2x2 suspended acoustical tile, finished gypsum board. The underside of the corrugated roof deck is the ceiling in the gym. All ceilings are in good condition. Flooring is carpet, VCT or ceramic tile and sealed concrete over concrete slab on grade.

Mechanical/Plumbing:

Heating and cooling are supplied by AHU's housed in mechanical rooms on the first floor. Fresh air is supplied by mechanical ventilation. Ceiling mounted exhaust fans are

present, and bathroom ventilation is adequate. Plumbing fixtures are typically in good condition and piping is original.

Electrical:

The electrical system is fed from a transformer that delivers 120/240 V., 3-phase power to the facility. Lighting is fluorescent and illumination is adequate. Emergency lighting is in corridors and emergency exit signs are typically illuminated. The school has no emergency generator.

Fire Protection/Life Safety Systems/Accessibility:

The fire alarm system consists of annunciators in corridors and other common spaces. The system is activated by pull stations and smoke detectors, and is centrally monitored. The building has a fire sprinkler system. Interior doors on egress corridors are fire-rated. The security system is comprised of motion detectors. The school is generally handicap compliant.

FMAR MAJOR AND MINOR FINDINGS

BPS is familiar with the PSFA Facilities Maintenance Assessment Report (FMAR) and the importance of the information it contains. BPS administration and its maintenance supervisor review each FMAR as it is received from PSFA. The majority of findings identified in the FMAR are items that the district maintenance staff addresses quickly within its maintenance budget; however, there have been some major findings that require capital funding. During the FMP process, the FMAR for each school is reviewed to determine the current status of the identified findings. Findings that the district is not been able to address with SB-9 funds are included in the capital plan. The capital plan identifies a cost associated with the finding and the approximate timeline for rectifying the finding.

SCHOOL NAME:

W.D. Carroll Elementary

SCHOOL INFORMATION

Address:

301 Calle de Escuela
Bernalillo, NM 87004

Phone:

505.867.5472

School Mascot:

Principal:

Demetria Navarrette

School Colors:

FAD Ranking 2016-17 /
Weighted NMCI:

FAD - 406 / NMCI - 13.90%

2017 Grades

Grade Levels:

PreK - 2nd

GRADE: D



Staff:

Total Teaching Staff:

23

Total Non Teaching Staff:

7

Student Enrollment 2014-15:

Total School Students:

373

Special Education Students (including Gifted):

0

Sp.Ed. % of Total Student Enrollment:

0%

Out of Attendance Zone Waivers:

0

Out of District Waivers:

0

2014-2015 Student Migration:

0%

Miscellaneous School Information:

Food Service:

Food is made on site.

Technology:

Computer to student ratio is 10:1 district wide. U84 fiber throughout the entire district. Would like to have interactive learning systems and mondo pads, found at Santo Domingo and Bernalillo High School, at all schools district wide.

Maintenance:

N/A

Utilities:

2016-17 Utilities

Electricity:

\$72,373.15

Gas:

\$4,557.92

Building Heat/Propane/Butane:

Water/Sewer:

\$1,497.82

Communications (Phone / Internet):

Transportation:

Carroll has 12 buses that service the school.

Identified Facility Needs & Probable Costs:

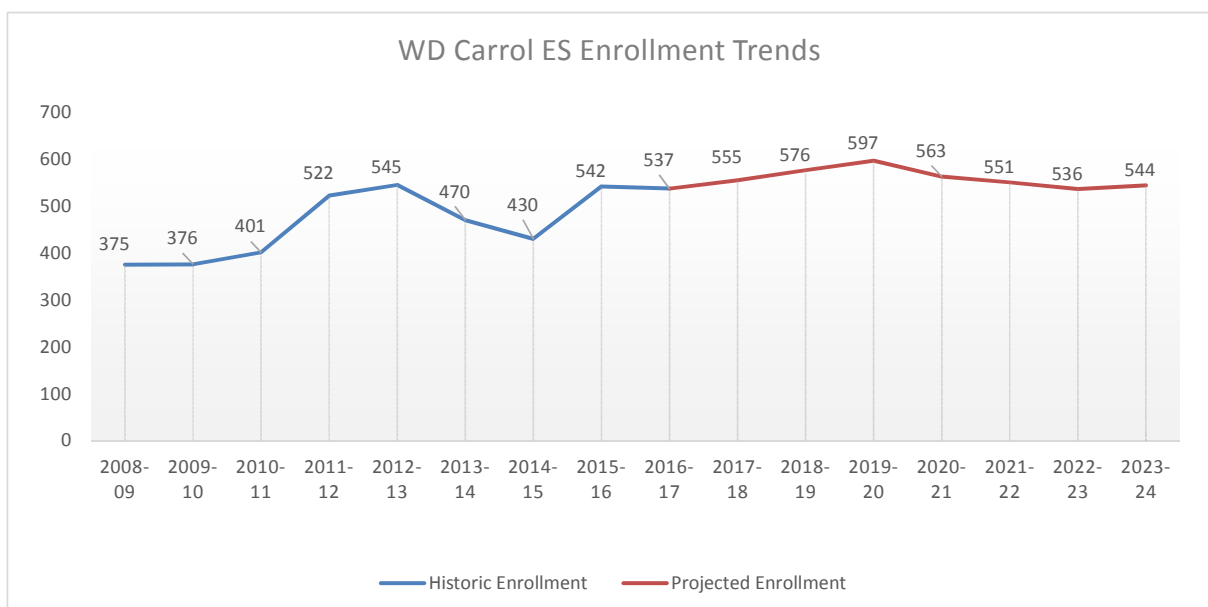
Category	Facility Needs	Quant	Unit	Cost	MACC	Total Project
LHSS	Upgrade entry security	1	ea	\$5,500.00	\$5,500	\$7,150
LHSS	Install intercom to kitchen	1	ea	\$750.00	\$750	\$975
FacRen	Upgrade lighting to LED	63,493	sf	\$3.00	\$190,479	\$247,623
PreVent	Not all water is conditioned. There is an issue with sink water	1	ea	\$7,500.00	\$7,500	\$9,750
AdqStd	Replace asphalt play area with small grass field	1,200	sf	\$10.00	\$12,000	\$15,600
LHSS	Install additional fencing in playground area	500	lf	\$100.00	\$50,000	\$65,000
LHSS	Install fence at retaining pond	250	lf	\$100.00	\$25,000	\$32,500
LHSS	Replace east fence	500	lf	\$100.00	\$50,000	\$65,000
LHSS	Correct ponding in play grounds	1	ea	\$12,500.00	\$12,500	\$16,250
LHSS	Beyond expected life: Upgrade; Redesign Carroll ES Pick-up / Drop-off: Better Site Utilization; Additional staff parking	1	ea	\$125,000.00	\$125,000	\$162,500
LHSS	Potential mission impact / degraded: Replace wood chips	1	ea	\$2,500.00	\$2,500	\$3,250
LHSS	Replace slide in playground	1	ea	\$15,000.00	\$15,000	\$19,500
LHSS	Upgrade exterior building lighting to LED	12	ea	\$1,250.00	\$15,000	\$19,500
LHSS	Upgrade site lighting to LED	5	ea	\$7,500.00	\$37,500	\$48,750
LHSS	Install site lighting for staff parking	2	ea	\$25,000.00	\$50,000	\$65,000
LocPol	Install more shaded areas for students	2	ea	\$35,000.00	\$70,000	\$91,000
LHSS	Beyond expected life: Upgrade	1,200	sf	\$35.00	\$42,000	\$54,600
Total Probable Cost:					\$710,729.00	\$923,947.70

WD Carroll Elementary School Enrollment History

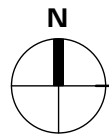
Grade Levels	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-K	0	0	0	93	117	29	18	151	164
K	0	0	0	152	151	161	136	116	123
1st	0	0	0	128	156	137	138	135	122
2nd	0	0	0	149	121	143	138	140	128
3rd	121	134	139	0	0	0	0	0	0
4th	126	122	131	0	0	0	0	0	0
5th	128	120	131	0	0	0	0	0	0
TOTAL	375	376	401	522	545	470	430	542	537

WD Carroll Elementary School Enrollment Projections

Grade Levels	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	172	163	171	165	173	176	174
K	146	145	155	131	112	119	141
1st	119	151	132	133	131	118	115
2nd	118	117	138	133	135	124	114
3rd	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0
TOTAL	555	576	597	563	551	536	544

WD Carroll Elementary School Enrollment Trends

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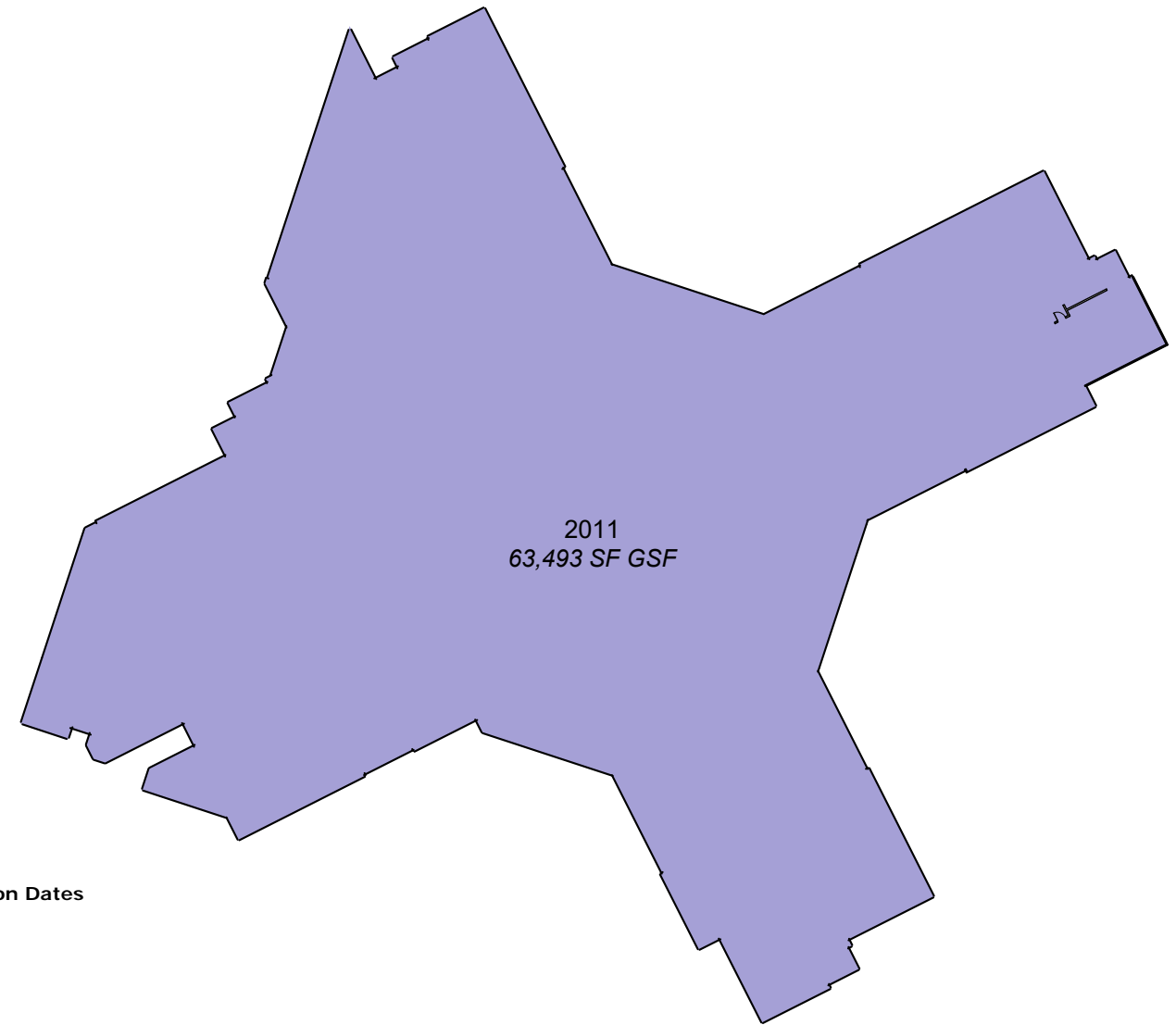
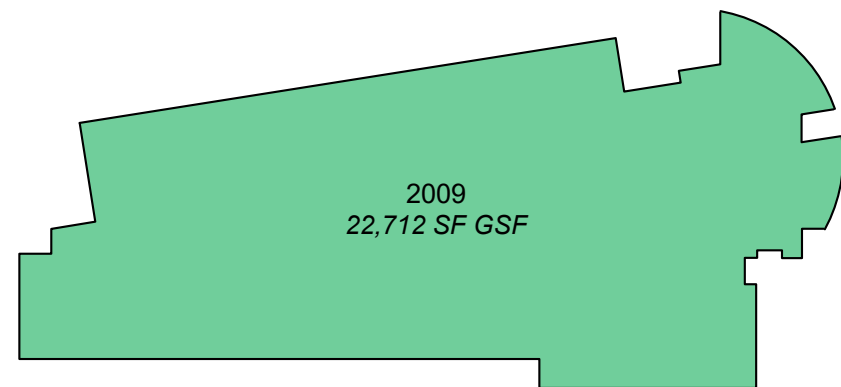


W.D. CARROLL ELEMENTARY SCHOOL

AERIAL PLAN

W.D. CARROLL ELEMENTARY SCHOOL

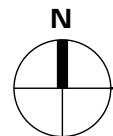
Image Source: Google Maps



Construction Dates

- 2009
- 2011

Norfolk Public Schools 2017 Planning Update: ELEMENTARY



W.D. CARROLL ELEMENTARY SCHOOL

1" = 50'-0"

CONSTRUCTION DATES PLAN

86,205 SF

Floor plans unavailable, please contact PSFA for assistance



plan not available

LEGEND

- General Use Classroom
- General Use Classroom (Non Instructional)
- Special Education Classroom
- Special Use Classroom



W.D. CARROLL ELEMENTARY SCHOOL

1" = 40'-0"

CAPACITY PLAN

Instructional Spaces = 34

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GRADE LEVEL	TOTAL CURRENT STUDENT 40th DAY COUNT	NUMBER OF DD / SPECIAL NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER OF CLASSROOMS
Kindergarten	123	1	7	7
1st Grade	122	1	7	7
2nd Grade	128	1	6	6
TOTALS	373	3	20	20

SCHOOL HOURS	
School Start Time	8:15 AM
School End Time	3:00 PM
Total Hours in School Day	6.75
Number of Lunch Turns Per Day	

District:	Bernalillo Public Schools
School:	W.D. Carroll Elementary School
Date:	2016-2017

ALL CLASSROOMS (General, Art, PE, Computer Lab SPED, Title1, PT/OT, Etc.)										DAYS AND HOURS SPACE IS USED					UTILIZATION		
TEACHERS NAME	CLASSROOM USE/ GRADE LEVEL	ROOM NUMBER	Clrm SQUARE FOOTAGE	CURRENT STUDENT 40TH DAY COUNT	Functional Capacity	Max. Number of Students per Adequacy Standards Sq. Ft.	Maximum Facility Capacity or PED Max. PTR per Classroom	% Classroom Occupancy	DOES CLASSROOM MEET ADEQUACY	MONDAY HOURS USED PER DAY	TUESDAY HOURS USED PER DAY	WEDNESDAY HOURS USED PER DAY	THURSDAY HOURS USED PER DAY	FRIDAY HOURS USED PER DAY	TOTAL HOURS CLASSROOM IS USED DURING SCHOOL WEEK	TOTAL HOURS CLASSROOM IS AVAILABLE DURING SCHOOL WEEK	FACILITY UTILIZATION RATE PERCENT (%)
Lepre, N.	Kindergarten	122	905	17	18	18	18	94%	N	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Strong, A.	Kindergarten	123	908	17	18	18	18	94%	N	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Gallegos, S.	Kindergarten	125	1,016	17	20	20	20	85%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Ruybal, G.	Kindergarten	132	1,016	18	20	20	20	90%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Perez, O.	Kindergarten (Dual)	133	921	18	18	18	18	100%	N	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Maestas, A.	Kindergarten (Dual)	134	922	18	18	18	18	100%	N	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Schimdly, C.	Kindergarten	135	921	18	18	18	18	100%	N	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Turner, J.	1st Grade	136	924	17	22	29	22	77%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Fischer, S.	1st Grade	139	802	17	22	25	22	77%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Danek, C.	1st Grade	141	802	17	22	25	22	77%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Rinaldi, E.	1st Grade (Dual)	142	804	17	22	25	22	77%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Montoya, R.	1st Grade (Dual)	143	804	18	22	25	22	82%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Nations, H.	1st Grade	156	801	18	22	25	22	82%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Wilkerson, E.	1st Grade	163	802	18	22	25	22	82%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Moya, C.	2nd Grade	157	801	21	22	25	22	95%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Spina, L.	2nd Grade	162	803	21	22	25	22	95%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Comins, B.	2nd Grade	164	801	22	22	25	22	100%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Gurule, C.	2nd Grade (Dual)	176	802	22	22	25	22	100%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Melendez, B.	2nd Grade (Dual)	178	802	21	22	25	22	95%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Torres, G.	2nd Grade	179	801	21	22	25	22	95%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%
Perez, C.	SPED	152	570	0	0	18	8	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%
Combs, J.	SPED	124	906	0	0	28	16	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%
	Resource Rm.	155	804	0	0	25	16	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%
Ricka/Valencia	OT/PT	115	700	0	0	22	16	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%
McDaniel/Gagnon	SLP	121	551	0	0	17	16	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%
Murillo, B.	Keres	158	802	0	0	25	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%
Taylor, V	Bilingual Resource	177	801	0	0	25	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%
Tiger, E.	Character Counts	138	805	0	0	25	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%
Ranken, B.	Computer Lab	126	912	0	0	29	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%
DeLopez, G.	Art	174	797	0	0	25	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%
Whitecomb, K.	Music	173	868	0	0	27	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%
	Unknown	168	729	0	0	23	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%
	Unknown	165	802	0	0	25	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%
SUBTotal:			27,205	373	416	773	664	90%							690.00	1138.50	61%

LEGEND	
	General Education
	Special Education
	Special Programs
	Non-Instructional

NOTES:

Count general classrooms as being used while students are attending recess, lunch, library time, and PE activities.

1-Max. Number of Students per Adequacy Standards Sq. Ft.: The maximum number of students allowed per the Statewide Adequacy Standards square feet.

2-PED Max. PTR per Classroom: PED's maximum pupil/teacher ratio per classroom

3-Utilization Rate Calculation: Total number of hours classroom is actually used per week / (divided by) the maximum possible classroom hours per week = (equals) total classroom utilization.

PED Published 40 Day Count	
2016-17 40 day Student Enrollment:	373

FACILITY CAPACITY (with and without Portables)	
Maximum Facility Capacity w/ Portables	664
Maximum Facility Capacity w/o Portables	664
Functional Facility Capacity w/ Portables	416
Functional Facility Capacity w/o Portables	416
Instructional Space Capacity w/ Portables @ 67%	445
Instructional Space Capacity w/o Portables @ 67%	445

Based On Number of Instructional Spaces:		
Number of and % Of General Use Classrooms	22	67%
Number of and % Of Special Education Classrooms	5	15%
Number of and % Of Special Use Classrooms	6	18%
	33	100%
Number of and % Of Portable Classrooms	0	0%

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District: **Bernalillo**

School: **Placitas ES**

School ID: **061127**

High Level Overview

General Information

Location:	Placitas, NM 87043	Ed. Adequacy Model:	Elementary School Educational Adequacy
School Type:	Elementary	Ed. Adequacy CCI:	100.00%
School Category:	Traditional	School CCI City:	RSMEANS2016:US_NM_ALBUQUERQ, UE

NMCI Statistics

Number of Students:	422 120	Number of Buildings:	4
Growth Factor:	1.00	Number of Portables:	0
Total Gross Square Feet:	35,792 34,746	Building Square Feet:	35,792 34,746
Site Size (Acres):	6.50	Portable Square Feet:	0

NMCI School Metrics

Replacement Cost:	\$5,841,642	Unweighted Repair Cost:	\$1,342,378
Weighted Repair Cost:	\$335,595	Unweighted Educational Adequacy Cost:	\$24,656
Weighted Educational Adequacy Cost:	\$24,656	Total Unweighted Cost:	\$1,367,034
Total Weighted Cost:	\$360,250	Unweighted NMCI Score:	23.40
Weighted NMCI Score:	6.17		

NMCI Facility History

Last Assessment Date:	01-16-2015	Previous Award, Yes or No, Year if Yes:	No
Closed:	No		



District: **Bernalillo**

School: **Placitas ES**

School ID: **061127**

Facility Description

Placitas Elementary School is located in Placitas New Mexico on State Road 165 and falls within the Bernalillo School district. It is a one-story, multi asset campus of (34,746 sf) permanent buildings and no portables. The complex houses Pre-kindergarten through 5th grade students and staff of approx 30 (18). The campus is made up of 3 buildings, including multipurpose, cafeteria, library, and classrooms. Originally constructed in 1968, there have been multiple additions. To accurately capture repair costs, the complex is split into four building assessments.

Site: The immediate site is approximately 6.5 acres and includes an athletic field, hard play surface area, and a playground. The parking capacity of 40 (2 are handicap spaces) is in-sufficient and all paved areas require no improvements. Concrete sidewalks are adequate. Landscaped areas include grass, shrubs and a few trees, these areas not irrigated. Site drainage is adequate.

Structural/Exterior Closure: The building rests on continuous concrete footings that are showing signs no signs of damage or settlement. The building structural system uses metal stud construction. The facade is stucco. The built-up roof was last replaced in 1990 and is not leaking. The exterior doors are metal and windows are operable, double-pane units with metal frames.

Interiors: Partition wall (corridors / suite dividers) and within suites are painted CMU block. The facility was last painted in 2000. Most ceilings 2x4 lay in acoustical tiles that were replaced in 2000. Flooring in high use areas is VCT while rooms/suites have carpet. Interior doors (corridors) are solid wood and doors within the rooms/suites are also solid wood rated assemblies.

Mechanical/Plumbing: Heating is provided by a boiler and cooling is supplied by evaporative coolers. The heating/cooling distribution system is iron-pipe and air is supplied by bucts. Fresh air is supplied through roof top units and windows. Exhaust fans are present and bathroom ventilation is generally adequate. The plumbing fixtures (toilets / urinals / sinks) and piping is original.

Electrical: The electrical system is fed from a 150 KVA transformer that delivers 120/240 V, 1-ph, 3-wire power via a 400 amp main panel. Branch circuits within rooms are adequate. Lighting is florescent and illumination is adequate due to natural light. Emergency exit signs or lighting with battery back-up are in corridors and are typically illuminated. The facility has no emergency generator for emergency lighting and critical system backup.

Fire Protection/Life Safety Systems/Accessibility: The fire alarm system consists of audio and some visual, notification in rooms and pull stations, smoke detectors, a/v in corridors and other public spaces. The system is not centrally monitored. The building does not have a fire sprinkler system. Egress corridors have appropriate fire separation and interior doors on escape corridors do have fire ratings. There is no security system is comprised of motion detectors. The complex is partially handicap compliant.

Educational Adequacy: The facility generally does meet the state general adequacy requirements. There is safe access and adequate parking when considering dirt areas. The gross square footage is adequate for the current enrollment. There is two-way public address, classrooms have data ports and there is one CATV port.

2003 Update: Site improvements will be made in 2004 per DCU 04-004. They include fencing, egress, parent drop, and gym padding.

2005 Update: PSFA awards 2005-06- Construct 4 classrooms to replace portables and renovate existing buildings and site. Construct or renovate multipurpose room and kitchen funding portion \$2,205,820.



District: **Bernalillo**

School: **Placitas ES**

School ID: **061127**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size	Type	Use
Kindergarten Addition (2010) 2006	Elementary School Building	\$127,079	\$31,770	2010	11,447	Building	11,055 Educational
Kitchen Addition (2010) South of Multipurpose Gym 2006	Elementary School Building	\$21,359	\$5,340	2010	1,924	Building	2,494 Educational
Library/Classrooms Addition (1990)	Elementary School Building	\$682,570	\$170,643	1990	13,288	Building	15,427 Educational
Original Construction / Multipurpose (1975)	Elementary School Building	\$397,925	\$99,481	1975	9,133	Building	5,769 Educational
Site	Elementary School Site	\$113,445	\$28,361	1968	35,792	Building	34,746 Site
Building Totals		\$1,342,378	\$335,595				
Educational Adequacy Need	Elementary School Educational Adequacy	\$24,656	\$24,656				
School Totals		\$1,367,034	\$360,250				



District: **Bernalillo**

School: **Placitas ES**

School ID: **061127**

Asset Detail

Building Name: Kindergarten Addition (2010) ²⁰⁰⁶ **Cost Model:** Elementary School Building **Size:** ~~11,447~~ ^{11,055}

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	2010	2030	12%	33.25%	\$4,717	9	.25	\$1,179	
Ceiling Finishes	\$5.58	30	110%	2010	2040	5%	33.25%	\$3,828	9	.25	\$957	
Communications and Security	\$2.12	15	90%	2010	2025	22%	33.25%	\$4,752	9	.25	\$1,188	
Emergency Light and Power	\$0.43	20	90%	2010	2030	12%	33.25%	\$542	9	.25	\$136	
Exterior Doors and Windows	\$5.66	30	110%	2010	2040	5%	33.25%	\$3,878	9	.25	\$970	
Exterior Walls	\$11.15	100	100%	2010	2110	0%	33.25%	\$625	9	.25	\$156	
Fire Detection/Alarm	\$1.98	15	90%	2010	2025	22%	33.25%	\$4,440	9	.25	\$1,110	
Floor Finishes	\$5.83	12	110%	2010	2022	34%	33.25%	\$24,990	9	.25	\$6,247	
Foundation/Slab/Structure	\$15.98	100	100%	2010	2110	0%	33.25%	\$897	9	.25	\$224	
HVAC	\$22.84	30	100%	2010	2040	5%	33.25%	\$14,234	9	.25	\$3,559	7/16/13 Update AM Per FMAR: Equipment looks good.
Interior Doors and Partitions	\$9.08	50	90%	2010	2060	2%	33.25%	\$1,833	9	.25	\$458	
Interior Walls	\$7.90	60	90%	2010	2070	1%	33.25%	\$1,108	9	.25	\$277	
Lighting/Branch Circuits	\$11.35	30	90%	2010	2040	5%	33.25%	\$6,368	9	.25	\$1,592	
Main Power/Emergency	\$1.33	30	90%	2010	2040	5%	33.25%	\$743	9	.25	\$186	7/16/13 Update AM Per FMAR: No issues
Other Equipment	\$6.59	60	110%	2010	2070	1%	33.25%	\$1,130	9	.25	\$282	
Plumbing	\$15.49	30	100%	2010	2040	5%	33.25%	\$9,654	9	.25	\$2,413	7/16/13 Update AM Per FMAR: No leaks
Roof	\$15.47	20	120%	2010	2030	12%	33.25%	\$26,034	9	.25	\$6,508	7/16/13 Update AM Per FMAR: No issues
Sprinklers and Standpipes	\$3.66	50	130%	2010	2060	2%	33.25%	\$1,066	9	.25	\$267	
Wall Finishes	\$4.17	12	100%	2010	2022	34%	33.25%	\$16,240	9	.25	\$4,060	
Total:				2006				\$127,079			\$31,770	



District: **Bernalillo**

School: **Placitas ES**

School ID: **061127**

Asset Detail

Building Name: Kitchen Addition (2010) South of Multipurpose Gym ²⁰⁰⁶
Cost Model: Elementary School Building ^{2,494}
Size: 1,924

Name	Cost SF	Renewal Life	Last Percent	Last Reno.	Next Reno.	Degrade Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	2010	2030	12%	33.25%	\$793	9	.25	\$198	
Ceiling Finishes	\$5.58	30	110%	2010	2040	5%	33.25%	\$643	9	.25	\$161	
Communications and Security	\$2.12	15	90%	2010	2025	22%	33.25%	\$799	9	.25	\$200	
Emergency Light and Power	\$0.43	20	90%	2010	2030	12%	33.25%	\$91	9	.25	\$23	
Exterior Doors and Windows	\$5.66	30	110%	2010	2040	5%	33.25%	\$652	9	.25	\$163	
Exterior Walls	\$11.15	100	100%	2010	2110	0%	33.25%	\$105	9	.25	\$26	
Fire Detection/Alarm	\$1.98	15	90%	2010	2025	22%	33.25%	\$746	9	.25	\$187	
Floor Finishes	\$5.83	12	110%	2010	2022	34%	33.25%	\$4,200	9	.25	\$1,050	
Foundation/Slab/Structure	\$15.98	100	100%	2010	2110	0%	33.25%	\$151	9	.25	\$38	
HVAC	\$22.84	30	100%	2010	2040	5%	33.25%	\$2,393	9	.25	\$598	7/16/13 Update AM Per FMAR: Equipment looks good.
Interior Doors and Partitions	\$9.08	50	90%	2010	2060	2%	33.25%	\$308	9	.25	\$77	
Interior Walls	\$7.90	60	90%	2010	2070	1%	33.25%	\$186	9	.25	\$47	
Lighting/Branch Circuits	\$11.35	30	90%	2010	2040	5%	33.25%	\$1,070	9	.25	\$268	
Main Power/Emergency	\$1.33	30	90%	2010	2040	5%	33.25%	\$125	9	.25	\$31	7/16/13 Update AM Per FMAR: No issues
Other Equipment	\$6.59	60	110%	2010	2070	1%	33.25%	\$190	9	.25	\$47	
Plumbing	\$15.49	30	100%	2010	2040	5%	33.25%	\$1,623	9	.25	\$406	7/16/13 Update AM Per FMAR: No leaks
Roof	\$15.47	20	120%	2010	2030	12%	33.25%	\$4,376	9	.25	\$1,094	7/16/13 Update AM Per FMAR: No issues
Sprinklers and Standpipes	\$3.66	50	130%	2010	2060	2%	33.25%	\$179	9	.25	\$45	
Wall Finishes	\$4.17	12	100%	2010	2022	34%	33.25%	\$2,730	9	.25	\$682	
Total:				²⁰⁰⁶				\$21,359			\$5,340	



District: **Bernalillo**

School: **Placitas ES**

School ID: **061127**

Asset Detail

Building Name: Library/Classrooms Addition (1990) **Cost Model:** Elementary School Building **Size:** 15,427 / 43,288

Name	Cost SF	Renewal Life	Last Percent	Last Reno.	Next Reno.	Degrade Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	2005	2025	36%	33.25%	\$16,091	9	.25	\$4,023	
Ceiling Finishes	\$5.58	30	110%	2005	2035	16%	33.25%	\$13,057	9	.25	\$3,264	
Communications and Security	\$2.12	15	90%	2005	2020	64%	33.25%	\$16,212	9	.25	\$4,053	
Emergency Light and Power	\$0.43	20	90%	2005	2025	36%	33.25%	\$1,850	9	.25	\$462	
Exterior Doors and Windows	\$5.66	30	110%	1990	2020	81%	33.25%	\$66,976	9	.25	\$16,744	
Exterior Walls	\$11.15	100	100%	1990	2090	7%	33.25%	\$10,797	9	.25	\$2,699	
Fire Detection/Alarm	\$1.98	15	90%	2005	2020	64%	33.25%	\$15,146	9	.25	\$3,786	
Floor Finishes	\$5.83	12	110%	2005	2017	100%	33.25%	\$85,250	4	.25	\$21,313	Good
Foundation/Slab/Structure	\$15.98	100	100%	1990	2090	7%	33.25%	\$15,484	9	.25	\$3,871	
HVAC	\$22.84	30	100%	2005	2035	16%	33.25%	\$48,560	9	.25	\$12,140	7/16/13 Update AM Per FMAR: Swamp coolers rusting.
Interior Doors and Partitions	\$9.08	50	90%	2005	2055	6%	33.25%	\$6,254	9	.25	\$1,564	
Interior Walls	\$7.90	60	90%	1990	2050	20%	33.25%	\$19,130	9	.25	\$4,783	
Lighting/Branch Circuits	\$11.35	30	90%	2005	2035	16%	33.25%	\$21,723	9	.25	\$5,431	
Main Power/Emergency	\$1.33	30	90%	1990	2020	81%	33.25%	\$12,836	9	.25	\$3,209	7/16/13 Update AM Per FMAR: No issues
Other Equipment	\$6.59	60	110%	2005	2065	4%	33.25%	\$3,854	9	.25	\$963	
Plumbing	\$15.49	30	100%	1990	2020	81%	33.25%	\$166,722	9	.25	\$41,681	7/16/13 Update AM Per FMAR: No leaks
Roof	\$15.47	20	120%	2005	2025	36%	33.25%	\$88,812	9	.25	\$22,203	7/16/13 Update AM Per FMAR: No issues 2010
Sprinklers and Standpipes	\$3.66	50	130%	1990	2040	29%	33.25%	\$18,412	9	.25	\$4,603	
Wall Finishes	\$4.17	12	100%	2005	2017	100%	33.25%	\$55,403	4	.25	\$13,851	
Total:								\$682,570			\$170,643	



District: **Bernalillo**

School: **Placitas ES**

School ID: **061127**

Asset Detail

Building Name: Original Construction / Multipurpose (1975) **Cost Model:** Elementary School Building **Size:** 9,133 5,769

Name	Cost SF	Renewal Life	Percent	Last Reno.	Next Reno.	Degrade Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	2005	2025	36%	33.25%	\$11,059	9	.25	\$2,765	TL 1/16/2015 Oder issues in classrooms; sewage smell.
Ceiling Finishes	\$5.58	30	110%	2005	2035	16%	33.25%	\$8,974	9	.25	\$2,244	TL 1/16/2015 Few stained ceiling tile
Communications and Security	\$2.12	15	90%	2005	2020	64%	33.25%	\$11,143	9	.25	\$2,786	
Emergency Light and Power	\$0.43	20	90%	2005	2025	36%	33.25%	\$1,271	9	.25	\$318	
Exterior Doors and Windows	\$5.66	30	110%	2005	2035	16%	33.25%	\$9,093	9	.25	\$2,273	
Exterior Walls	\$11.15	100	100%	2005	2105	1%	33.25%	\$1,466	9	.25	\$366	TL 1/16/2015 Some stucco damage in need of repair. Refer to photos,201,202,203,211.
Fire Detection/Alarm	\$1.98	15	90%	2005	2020	64%	33.25%	\$10,410	9	.25	\$2,602	
Floor Finishes	\$5.83	12	110%	2005	2017	100%	33.25%	\$58,594	4	.25	\$14,648	TL 1/16/2015 VCT flooring missing and coming up; Multipurpose BLDG. Refer to photo,058,059 Good
Foundtion/Slab/Structure	\$15.98	100	100%	1975	2075	18%	33.25%	\$25,751	9	.25	\$6,438	
HVAC	\$22.84	30	100%	2005	2035	16%	33.25%	\$33,376	9	.25	\$8,344	7/16/13 Update AM Per FMAR: Swamp coolers rusting.
Interior Doors and Partitions	\$9.08	50	90%	2005	2055	6%	33.25%	\$4,298	9	.25	\$1,075	
Interior Walls	\$7.90	60	90%	1975	2035	49%	33.25%	\$31,816	9	.25	\$7,954	
Lighting/Branch Circuits	\$11.35	30	90%	2005	2035	16%	33.25%	\$14,931	9	.25	\$3,733	
Main Power/Emergency	\$1.33	30	90%	2005	2035	16%	33.25%	\$1,743	9	.25	\$436	7/16/13 Update AM Per FMAR: No issues
Other Equipment	\$6.59	60	110%	2005	2065	4%	33.25%	\$2,649	9	.25	\$662	
Plumbing	\$15.49	30	100%	1975	2005	100%	33.25%	\$141,470	4 9	.25	\$35,367	7/16/13 Update AM Per FMAR: No leaks TL 1/16/2015 Oder issues in Classrooms have heavy sewage smell. Extended vent pipes odor gone
Roof	\$15.47	20	120%	2014 2010	2030	12%	33.25%	\$20,771	9	.25	\$5,193	7/16/13 Update AM Per FMAR: No issues
Sprinklers and Standpipes	\$3.66	50	130%	2005	2055	6%	33.25%	\$2,500	9	.25	\$625	
Wall Finishes	\$4.17	12	100%	2012	2024	17%	33.25%	\$6,611	9	.25	\$1,653	
Total:								\$397,925			\$99,481	



District: **Bernalillo**

School: **Placitas ES**

School ID: **061127**

Educational Adequacy Detail

Population

Growth Factor: 1
 Number of Staff: 28 18
 Number of Students: 422 120
 Number of Special Education Students: 0

Number of Kindergarten Students: 27 23
 Number of 1-5 Students: 95 97
 Number of 6-8 Students: 0
 Number of 9-12 Students: 0

Square Footage

Permanent GSF: 35,794 34,746
 Portable GSF: 0
 Admin NSF: 656 1,244 ??
 Art/Music NSF: 2,240 2,042
 Assembly NSF: 2,852
 Career Ed NSF: 0
 Computer Lab NSF: 948 935
 Faculty Work Area NSF: 416
 Food Service NSF: 3,804
 General Classroom NSF: 40,677 7,232

General Storage NSF: 144
 Maintenance or Janitorial Space NSF: 298
 Media Center NSF: 1,567 1,673
 Parent Work Space NSF: 224
 Physical Ed NSF: 3,052 2,880
 Science Classroom NSF: 940 964
 Science Storage NSF: 14
 Special Education Classroom NSF: 3,120 1,414
 Student Health NSF: 424

Classrooms

Number of Classrooms: 14 18

Number of Special Education Classrooms: 3 2

Parking

Number of Paved Parking Spaces: 28
 Number of Handicap Parking Spaces: 4
 Number of Gravel Parking Spaces: 0

Number of Bus Drop Offs: 1
 Number of Student Drop Offs: 1

Miscellaneous

Number of Chemical Storage Rooms: 0
 Playground Equipment: Yes

Number of Multi-Use Playgrounds: 1



District: **Bernalillo**

School: **Placitas ES**

School ID: **061127**

EA Deficiencies

EA Cost Model: Elementary School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)
Insufficient Total Parking	28	42	\$1,322	\$1,321.66	\$24,656	6	1	\$24,656
Missing or Inadequate Multi-use Play Area	1	1	\$11,436	\$11,436.30	\$0	8	.5	\$0
Insufficient Student Health Square Footage	424	150	\$80	\$80.00	\$0	7	3	\$0
Insufficient Student Drop Off	1	1	\$21,000	\$21,000.00	\$0	6	1	\$0
Insufficient Special Education Square Footage	3,120	1,395	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Storage Square Footage	14	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Square Footage	940	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Physical Education Square Footage	3,052	2,600	\$80	\$80.00	\$0	7	3	\$0
Insufficient Parent Work Space	224	150	\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	1,567	366	\$80	\$80.00	\$0	7	3	\$0
Insufficient Janitorial Square Footage	298	61	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Storage	144	122	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Classroom Square Footage	10,677	4,390	\$80	\$80.00	\$0	7	3	\$0
Insufficient Food Service Square Footage	3,804	1,610	\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	416	150	\$80	\$80.00	\$0	7	3	\$0
Insufficient Computer Lab Square Footage	948	700	\$80	\$80.00	\$0	7	3	\$0
Insufficient Career Ed Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Bus Drop Off	1	1	\$20,800	\$20,799.69	\$0	6	1	\$0
Insufficient Administrative Square Footage	656	333	\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	2,240	0	\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Handicap Spaces	4	2	\$144	\$143.52	\$0	6	1	\$0
Inadequate Number of Chemical Storage Units	0	0	\$1,464	\$1,464.30	\$0	8	.5	\$0
Total					\$24,656			\$24,656



2017 PLACITAS ELEMENTARY SCHOOL EXECUTIVE SUMMARY UPDATE:

Placitas Elementary School is located in Placitas New Mexico on State Road 165 and falls within the Bernalillo School district. It is a one-story, multi asset campus of permanent buildings and no portables. The complex houses Pre-kindergarten through 5th grade students and staff of approx 30. The campus is made up of 3 buildings, including multipurpose, cafeteria, library, and classrooms. Originally constructed in 1968, there have been multiple additions. To accurately capture repair costs, the complex is split into four building assessments.

Site:

The immediate site is approximately 6.5 acres and includes an athletic field, hard play surface area, and a playground. The parking capacity of 40 (2 are handicap spaces) is in-sufficient and all paved areas require no improvements. Concrete sidewalks are adequate. Landscaped areas include grass, shrubs and a few trees, these areas not irrigated. Site drainage is adequate.

Structural/Exterior Closure:

The building rests on continuous concrete footings that are showing signs no signs of damage or settlement. The building structural system uses metal stud construction. The façade is stucco. The built-up roof was last replaced in 1990 and is not leaking. The exterior doors are metal and windows are operable, double-pane units with metal frames.

Interiors:

Partition wall (corridors / suite dividers) and within suites are painted CMU block. The facility was last painted in 2000. Most ceilings 2x4 lay in acoustical tiles that were replaced in 2000. Flooring in high use areas is VCT while rooms/suites have carpet. Interior doors (corridors) are solid wood and doors within the rooms/suites are also solid wood rated assemblies.

Mechanical/Plumbing:

Heating is provided by a boiler and cooling is supplied by evaporative coolers. The heating/cooling distribution system is iron-pipe and air is supplied by ducts. Fresh air is supplied through roof top units and windows. Exhaust fans are present and bathroom

ventilation is generally adequate. The plumbing fixtures (toilets / urinals / sinks) and piping is original.

Electrical:

The electrical system is fed from a 150 KVA transformer that delivers 120/240 V, 1-ph, 3-wire power via a 400 amp main panel. Branch circuits within rooms are adequate. Lighting is florescent and illumination is adequate due to natural light. Emergency exit signs or lighting with battery back-up are in corridors and are typically illuminated. The facility has no emergency generator for emergency lighting and critical system backup.

Fire Protection/Life Safety Systems/Accessibility:

The fire alarm system consists of audio and some visual, notification in rooms and pull stations, smoke detectors, a/v in corridors and other public spaces. The system is not centrally monitored. The building does not have a fire sprinkler system. Egress corridors have appropriate fire separation and interior doors on escape corridors do have fire ratings. There is no security system is comprised of motion detectors. The complex is partially handicap compliant.

Educational Adequacy:

The facility generally does meet the state general adequacy requirements. There is safe access and adequate parking when considering dirt areas. The gross square footage is adequate for the current enrollment. There is two-way public address, classrooms have data ports and there is one CATV port.

2003 Update:

Site improvements will be made in 2004 per DCU 04-004. They include fencing, egress, parent drop, and gym padding.

2005 Update:

PSFA awards 2005-06- Construct 4 classrooms to replace portables and renovate existing buildings and site. Construct or renovate multipurpose room and kitchen. Funding portion \$2,205,820.

FMAR MAJOR AND MINOR FINDINGS

BPS is familiar with the PSFA Facilities Maintenance Assessment Report (FMAR) and the importance of the information it contains. BPS administration and its maintenance supervisor review each FMAR as it is received from PSFA. The majority of findings identified in the FMAR are items that the district maintenance staff addresses quickly within its maintenance budget; however, there have been some major findings that require capital funding. During the FMP process, the FMAR for each school is reviewed to determine the current status of the identified findings. Findings that the district is not been able to address with SB-9 funds are included in the capital plan. The capital plan identifies a cost associated with the finding and the approximate timeline for rectifying the finding.

SCHOOL NAME:

Placitas Elementary School

SCHOOL INFORMATION

Address:

5 Calle del Carbon
Placitas, NM 87043

Phone:

505.867.2488

School Mascot:

Panther

Principal:

James Telles

School Colors:

Marroon

FAD Ranking 2016-17 /
Weighted NMCI:

FAD - 613 / NMCI - 5.41%

2017 Grades

Grade Levels:

K - 5th

GRADE: A



Staff:

Total Teaching Staff:

12

Total Non Teaching Staff:

8

Student Enrollment 2014-15:

Total School Students:

120

Special Education Students (including Gifted):

0

Sp.Ed. % of Total Student Enrollment:

0%

Out of Attendance Zone Waivers:

0

Out of District Waivers:

0

2014-2015 Student Migration:

0%

Miscellaneous School Information:

Food Service:

Food is made on site.

Technology:

Computer to student ratio is 10:1 district wide. U84 fiber throughout the entire district. Would like to have interactive learning systems and mondo pads, found at Santo Domingo and Bernalillo High School, at all schools district wide.

Utilities:	2016-17 Utilities	
	Electricity:	\$35,628.00
	Gas:	\$5,339.72
	Building Heat/Propane/Butane:	
	Water/Sewer:	well
	Communications (Phone / Internet):	
Transportation:	4 buses service Placitas Elementary	

Identified Facility Needs & Probable Costs:

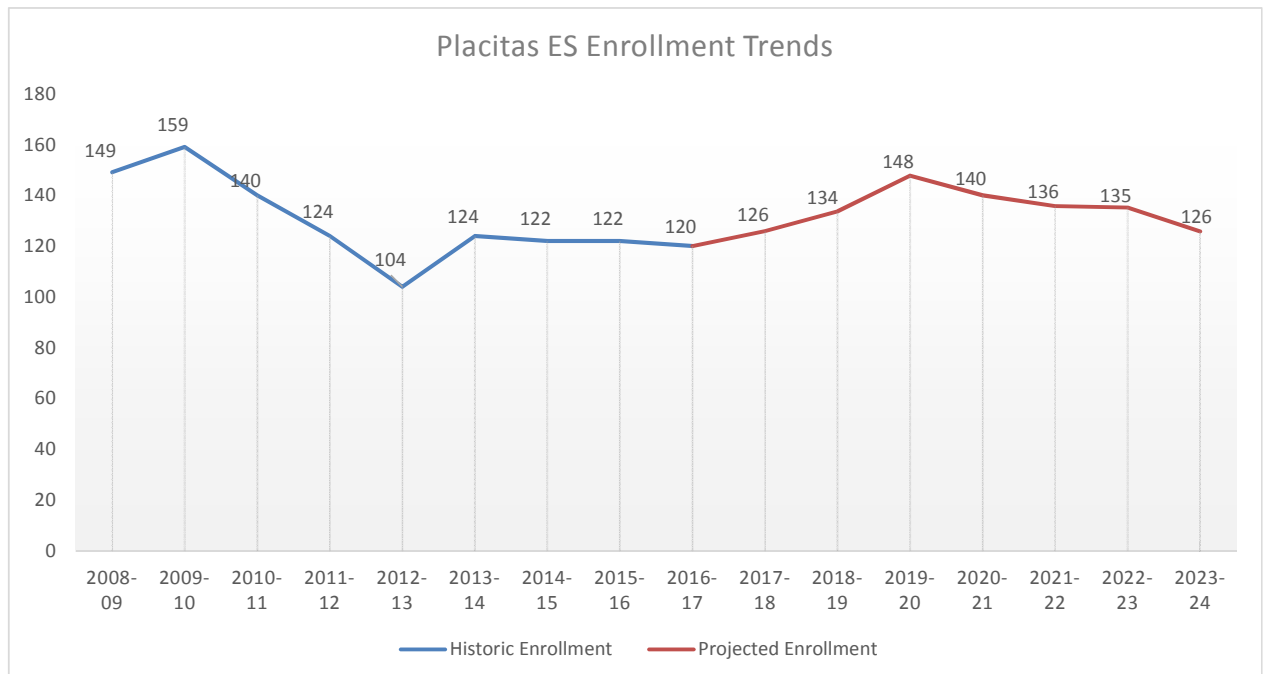
Category	Facility Needs	Quant	Unit	Cost	MACC	Total Project
LHSS	Upgrade entry security: Need more visibility	1	ea	\$12,000.00	\$12,000	\$15,600
LHSS	Install card key access	1	ea	\$15,000.00	\$15,000	\$19,500
LHSS	Install security camera system	1	ea	\$7,500.00	\$7,500	\$9,750
PreVent	Beyond expected life: Upgrade	4,500	sf	\$6.00	\$27,000	\$35,100
AdqStd	Obtain district / school access to HVAC controls	0		\$0.00	\$0	\$0
AdqStd	Remove radiant heater by classroom 110	1	ea	\$1,250.00	\$1,250	\$1,625
FacRen	Upgrade lighting to LED	34,746	sf	\$3.00	\$104,238	\$135,509
FacRen	Beyond expected life: Upgrade	266	sf	\$250.00	\$66,500	\$86,450
PreVent	Repair water leak damage in classroom 102	1	ea	\$250.00	\$250	\$325
LHSS	Demolish Old basketball court	6,000	sf	\$4.00	\$24,000	\$31,200
LHSS	Install fence on hill to stop students from falling down hill	125	lf	\$100.00	\$12,500	\$16,250
LHSS	Relocate gate to stop entry to back of site	1	ea	\$2,500.00	\$2,500	\$3,250
LHSS	Upgrade exterior building lighting to LED	10	ea	\$1,250.00	\$12,500	\$16,250
LHSS	Upgrade site lighting to LED	4	ea	\$7,500.00	\$30,000	\$39,000
AdqStd	Upgrade Sewer / Septic system: In Progress	0			\$0	\$0
AdqStd	Install new water well: Providing on 12 gallons of water per minute	1	ea	\$75,000.00	\$75,000	\$97,500
PreVent	Caulk top step by classroom 117	1	ea	\$250.00	\$250	\$325
PreVent	Repair stucco on northeast corner of multi-purpose room	25	sf	\$8.00	\$200	\$260
PreVent	Beyond expected life: Upgrade	8,500	sf	\$6.00	\$51,000	\$66,300
PreVent	Replace wood threshold at staff toilet by workroom	1	ea	\$250.00	\$250	\$325
PreVent	Beyond Expected Life: Upgraded as needed	0		\$0.00	\$0	\$0
Total Probable Cost:					\$441,938.00	\$574,519.40

Placitas Elementary School Enrollment History

Grade Levels	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-K	0	0	0	1	1	3	1	0	0
KN	22	21	22	18	16	26	18	27	23
1st	32	27	24	22	18	20	28	17	27
2nd	23	31	24	18	15	18	18	23	16
3rd	24	23	25	20	17	16	18	16	21
4th	26	31	20	23	21	21	16	20	13
5th	22	26	25	22	16	20	23	19	20
6th	0	0	0	0	0	0	0	0	0
TOTAL	149	159	140	124	104	124	122	122	120

Placitas Elementary School Enrollment Projections

Grade Levels	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	0	0	0	0	0	0	0
KN	29	24	38	23	22	23	19
1st	24	30	25	27	24	23	24
2nd	25	22	27	22	25	22	21
3rd	15	23	20	25	21	23	20
4th	21	15	23	20	25	21	23
5th	13	20	15	22	20	25	20
6th	0	0	0	0	0	0	0
TOTAL	126	134	148	140	136	135	126

Placitas Elementary School Enrollment Trends

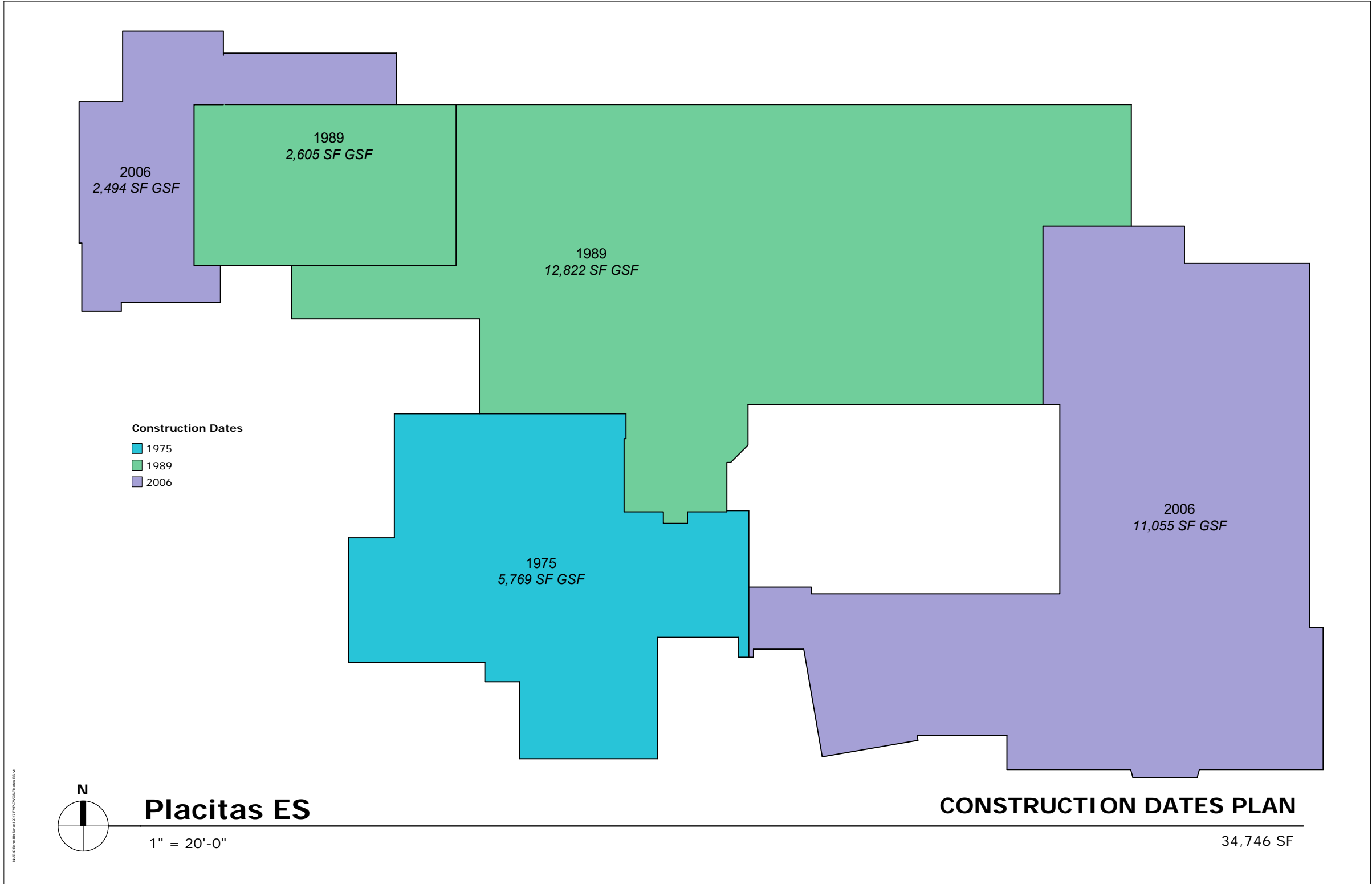
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Placitas ES

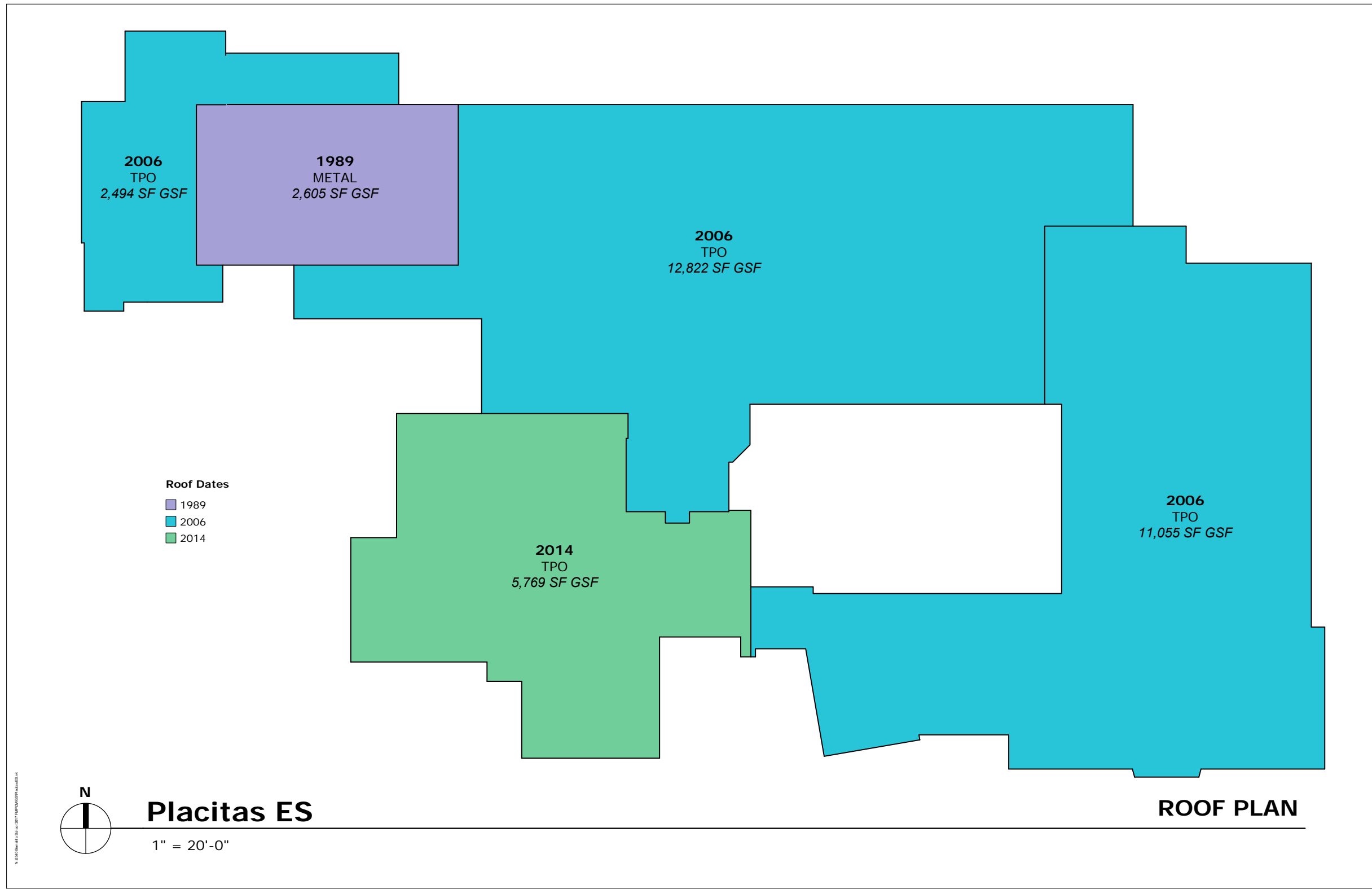
AERIAL PLAN

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Floor plans unavailable, please contact PSFA for assistance





GRADE LEVEL	TOTAL CURRENT STUDENT 40th DAY COUNT	NUMBER OF DD / SPECIAL NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER OF CLASSROOMS
Kindergarten	23	0	2	2
1st Grade	27	2	2	2
2nd Grade	16	0	1	1
3rd Grade	21	0	1	1
4th Grade	13	0	1	1
5th Grade	20	0	1	1
TOTALS	120	2	8	8

SCHOOL HOURS	
School Start Time	8:05 AM
School End Time	2:50 PM
Total Hours in School Day	6.5
Number of Lunch Turns Per Day	

District:	Bernalillo Public Schools
School:	Placitas Elementary School
Date:	2016-2017

ALL CLASSROOMS (General, Art, PE, Computer Lab SPED, Title1, PT/OT, Etc.)										DAYS AND HOURS SPACE IS USED					UTILIZATION			
TEACHERS NAME	CLASSROOM USE/ GRADE LEVEL	ROOM NUMBER	Clrm SQUARE FOOTAGE	CURRENT STUDENT 40TH DAY COUNT	Functional Capacity	Max. Number of Students per Adequacy Standards Sq. Ft.	Maximum Facility Capacity or PED Max. PTR per Classroom	% Classroom Occupancy	DOES CLASSROOM MEET ADEQUACY	MONDAY HOURS USED PER DAY	TUESDAY HOURS USED PER DAY	WEDNESDAY HOURS USED PER DAY	THURSDAY HOURS USED PER DAY	FRIDAY HOURS USED PER DAY	TOTAL HOURS CLASSROOM IS USED DURING SCHOOL WEEK	TOTAL HOURS CLASSROOM IS AVAILABLE DURING SCHOOL WEEK	FACILITY UTILIZATION RATE PERCENT (%)	
Esquibel, E.	Kindergarten	207	1,113	12	20	22	20	60%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Gonzales, C.	Kindergarten	208	1,109	11	20	22	20	55%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Mallet, L.	5th Grade	125	854	20	24	27	24	83%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Martinez, K.	1st Grade	217	817	13	22	26	22	59%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Montoya, L.	1st Grade	218	817	14	22	26	22	64%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Vialpando, S.	2nd Grade	219	817	16	22	26	22	73%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Torres, M.	3rd Grade	126	854	21	22	27	22	95%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Lauer, T.	4th Grade	130	851	13	24	27	24	54%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
	Therapy	110	973	0	0	30	8	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
	IEP	212	441	0	0	14	14	0%	N	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
Hillskemper, K.	Art	117	1,107	0	0	35	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
Whitcombe, K.	Music	103	935	0	0	29	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
	Compute Lab	106	935	0	0	29	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
	Science	102	964	0	0	30	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
Lykins, A.	Bilingual	213	441	0	0	14	14	0%	N	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
	Unknown	127	851	0	0	27	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
	After School Care	129	855	0	0	27	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
SUBTotal:			14,734	120	176	438	344	68%							Totals	276.00	586.50	47%

LEGEND	
	General Education
	Special Education
	Special Programs
	Non-Instructional

NOTES:

Count general classrooms as being used while students are attending recess, lunch, library time, and PE activities.

1-Max. Number of Students per Adequacy Standards Sq. Ft.: The maximum number of students allowed per the Statewide Adequacy Standards square feet.

2-PED Max. PTR per Classroom: PED's maximum pupil/teacher ratio per classroom

3-Utilization Rate Calculation: Total number of hours classroom is actually used per week / (divided by) the maximum possible classroom hours per week = (equals) total classroom utilization.

PED Published 40 Day Count	
2016-17 40 day Student Enrollment:	120

FACILITY CAPACITY (with and without Portables)	
Maximum Facility Capacity w/ Portables	344
Maximum Facility Capacity w/o Portables	344
Functional Facility Capacity w/ Portables	176
Functional Facility Capacity w/o Portables	176
Instructional Space Capacity w/ Portables @ 67%	230
Instructional Space Capacity w/o Portables @ 67%	230

Based On Number of Instructional Spaces:		
Number of and % Of General Use Classrooms	10	59%
Number of and % Of Special Education Classrooms	2	12%
Number of and % Of Special Use Classrooms	5	29%
	17	100%

Number of and % Of Portable Classrooms	0	0%
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District: **Bernalillo**

School: **Cochiti ES/MS**

School ID: **061020**

High Level Overview

General Information

Location:	Pena Blanca, NM 87041	Ed. Adequacy Model:	Middle School Educational Adequacy
School Type:	Combined	Ed. Adequacy CCI:	100.00%
School Category:	Traditional	School CCI City:	RSMEANS2016:US_NM_ALBUQUERQ, UE

NMCI Statistics

Number of Students:	268 294	Number of Buildings:	6	
Growth Factor:	1.00	Number of Portables:	2	Added a new Gym 2015
Total Gross Square Feet:	67,094 64,105	Building Square Feet:	63,510 60,521	
Site Size (Acres):	40.37	Portable Square Feet:	3,584	

NMCI School Metrics

Replacement Cost:	\$10,505,183	Unweighted Repair Cost:	\$2,673,994
Weighted Repair Cost:	\$786,219	Unweighted Educational Adequacy Cost:	\$273,035
Weighted Educational Adequacy Cost:	\$814,227	Total Unweighted Cost:	\$2,947,029
Total Weighted Cost:	\$1,600,446	Unweighted NMCI Score:	28.05
Weighted NMCI Score:	15.23		

NMCI Facility History

Last Assessment Date:	09-16-2014	Previous Award, Yes or No, Year if Yes:	No
Closed:	No		



District: **Bernalillo**

School: **Cochiti ES/MS**

School ID: **061020**

Facility Description

Cochiti Elementary/Middle School is located in Cochiti Pueblo on 800 Quail Hill Trail Pena Blanca, NM and falls within the Bernalillo School district. It is a one-story, multi facility ~~51,584~~ (60,521) square foot campus including 3,584 sq ft of portables for a total of ~~55,168~~ (64,105) GSF. The complex houses Pre-kindergarten through 8th grade students and ~~45~~ (34) staff. The campus is made up of 4 buildings, including multipurpose and classrooms. Originally constructed in 1975, there have been 4 additions to include elementary classrooms, middle classrooms, and gym. There have been 2 renovations; the gym in 1999 and elementary restrooms in 1996. There is ~~4~~ 2 double portable facility on site. To accurately capture repair costs, the complex is split into 4 building assessments.

Site: The immediate site is approximately 40.37 acres and includes an athletic field, playground, and a hard surface play. The parking capacity of 44 (2 are handicap spaces) is insufficient and all paved areas require improvements. Concrete sidewalks are adequate but require improvement. Landscaped areas include grass, shrubs and trees these areas not irrigated. Site drainage is adequate.

Structural/Exterior Closure: The building rests on continuous concrete footings that are showing signs no signs of damage or settlement. The building structural system uses CMU Block. The facade includes a combination of brick and stucco style features. The built-up ballasted roof was last repaired in summer of 2010 and is not leaking. The exterior doors are metal and windows are operable, single-pane units with aluminum frames.

Interiors: Partition walls are painted CMU block, painted drywall and painted CMU block. The facility was last painted in summer 2001. All ceilings are 2x4 lay in acoustical tiles that are original. Flooring in high use areas is VCT while rooms/suites have carpet. Interior doors (corridors) are metal and doors within the rooms/suites are also metal rated assemblies.

Mechanical/Plumbing: Heating is provided by a boiler and cooling is supplied by evaporative coolers. The heating/cooling distribution system is iron-pipe and air is supplied by ducts. Fresh air is supplied through roof top units and windows. Exhaust fans are present and bathroom ventilation is generally adequate. The plumbing fixtures (toilets / urinals / sinks) and piping are original.

Electrical: The electrical system is fed from a 300 KVA transformer that delivers 120/208 V, 3-ph, 4-wire power via a 2000 amp main panel. Branch circuits within rooms are adequate. Lighting is florescent and illumination is adequate due to natural light. Emergency exit signs are not in corridors. There are no interior corridors all are exterior. The facility has no emergency generator for emergency lighting and critical system backup.

Fire Protection/Life Safety Systems/Accessibility: The fire alarm system consists of audio and some visual, notification in rooms and pull stations, extinguishers, a/v in corridors and other public spaces. The system is not centrally monitored. The building does have a fire sprinkler system in the gym only. Interior doors on escape corridors do have fire ratings. There is no security system. The complex is handicap compliant.

Educational Adequacy: The facility generally does meet the state general adequacy requirements. There is safe access and adequate parking when considering dirt areas. The gross square footage is adequate for the current enrollment. There is two-way public address, classrooms have data ports and there is no CATV.

2003 Update: The new classroom building is under construction. When it is completed, the original Admin/Cafeteria Building will be torn down. The next project, which is currently funded, is to completely remodel the 1975 Classroom Building. Many site improvements were made in 2003, per DCU 03-004.

2005 Update: PSFA 2005-06 awards is a continuation project to complete the project initiated in 2003 (demo of Admin/Cafeteria building). New work to include new grass field and related sitework at location of demolished building and relocate existing playground closer to the buildings. The funded amount is \$805,641.



District: **Bernalillo**

School: **Cochiti ES/MS**

School ID: **061020**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size	Type	Use
Classroom (2005) + (2004)	Elementary School Building	\$150,726	\$37,682	1975	4,620	Building	11,232 Educational
Classroom Addition (2004) Original School 1975	Elementary School Building	\$1,109,279	\$277,320	2004	30,432	Building	24,535 Educational
Site	Elementary School Site	\$202,702	\$50,675	1968	67,094	Building	64,105 Site
Classroom Addition (2008)	Middle School Building Elementary School	\$17,877	\$4,469	2008	1,216	Building	734 Educational
Gymnasium (1975)	Middle School Building	\$540,545	\$196,476	1975	7,844	Building	6,527 Educational
Gymnasium (2014) (2015)	Middle School Building	\$18,929	\$4,732	2014	11,588	Building	11,483 Educational
Middle School (1993) (1994)	Middle School Building	\$497,896	\$180,855	1993	7,810	Building	6,010 Educational
Portables (1990) 1	Middle School Portable	\$88,464	\$22,116	1990	1,792	Building	Educational
Portables (2006) 1	Middle School Portable	\$47,574	\$11,894	2006	1,792	Building	Educational
Building Totals		\$2,673,994	\$786,219				
Educational Adequacy Need	Middle School Educational Adequacy	\$273,035	\$814,227				
School Totals		\$2,947,029	\$1,600,446				



District: **Bernalillo**

School: **Cochiti ES/MS**

School ID: **061020**

Asset Detail

Name	Cost	Renewal	Last	Next	Degrade Adj.	Repair Cost	Category	Category	Repair Cost	Comments		
	SF	Life	Percent	Reno.	Reno.	Percent	Factor	(Unweighted)	Number		Weight	(Weighted)
Air/Ventilation Equipment	\$3.06	20	110%	2005	2025	36%	33.25%	\$5,594	9	.25	\$1,399	
Ceiling Finishes	\$5.58	30	110%	2005	2035	16%	33.25%	\$4,540	9	.25	\$1,135	
Communications and Security	\$2.12	15	90%	2005	2020	64%	33.25%	\$5,637	9	.25	\$1,409	
Emergency Light and Power	\$0.43	20	90%	2005	2025	36%	33.25%	\$643	9	.25	\$161	
Exterior Doors and Windows	\$5.66	30	110%	2005	2035	16%	33.25%	\$4,600	9	.25	\$1,150	
Exterior Walls	\$11.15	100	100%	2005	2105	1%	33.25%	\$742	9	.25	\$185	
Fire Detection/Alarm	\$1.98	15	90%	2005	2020	64%	33.25%	\$5,266	9	.25	\$1,316	
Floor Finishes	\$5.83	12	110%	2005	2017	100%	33.25%	\$29,640	4	.25	\$7,410	Replace
Foundtion/Slab/Structure	\$15.98	100	100%	2005	2105	1%	33.25%	\$1,063	9	.25	\$266	
HVAC	\$22.84	30	100%	2005	2035	16%	33.25%	\$16,883	9 4	.25	\$4,221	...AC units damaged due to hail Recommend fixing coils for proper function of units. Refer to photos 230,231,234. Replace
Interior Doors and Partitions	\$9.08	50	90%	2005	2055	6%	33.25%	\$2,174	9	.25	\$544	
Interior Walls	\$7.90	60	90%	2005	2065	4%	33.25%	\$1,314	9	.25	\$328	
Lighting/Branch Circuits	\$11.35	30	90%	2005	2035	16%	33.25%	\$7,553	9	.25	\$1,888	
Main Power/Emergency	\$1.33	30	90%	2005	2035	16%	33.25%	\$882	9	.25	\$220	
Other Equipment	\$6.59	60	110%	2005	2065	4%	33.25%	\$1,340	9	.25	\$335	
Plumbing	\$15.49	30	100%	2005	2035	16%	33.25%	\$11,450	9 4	.25	\$2,863	Need water conditioner
Roof	\$15.47	20	120%	2005	2025	36%	33.25%	\$30,879	9	.25	\$7,720	2004 Addition Roof is 2004 BUR
Sprinklers and Standpipes	\$3.66	50	130%	2005	2055	6%	33.25%	\$1,265	9	.25	\$316	
Wall Finishes	\$4.17	12	100%	2005	2017	100%	33.25%	\$19,263	4	.25	\$4,816	
Total:								\$150,726			\$37,682	



District: **Bernalillo**

School: **Cochiti ES/MS**

School ID: **061020**

Asset Detail

Building Name: ~~Classroom Addition (2004)~~ Original School 1975 Cost Model: Elementary School Building Size: ~~30,432~~ 24,535

Name	Cost SF	Renewal Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	2004	2024	42%	33.25%	\$43,248	9	.25	\$10,812	
Ceiling Finishes	\$5.58	30	110%	2004	2034	19%	33.25%	\$35,095	9	.25	\$8,774	
Communications and Security	\$2.12	15	90%	2004	2019	75%	33.25%	\$43,574	9	.25	\$10,894	Good
Emergency Light and Power	\$0.43	20	90%	2004	2024	42%	33.25%	\$4,972	9	.25	\$1,243	
Exterior Doors and Windows	\$5.66	30	110%	2004	2034	19%	33.25%	\$35,559	9	.25	\$8,890	
Exterior Walls	\$11.15	100	100%	2004 1975	2104	2%	33.25%	\$5,732	9	.25	\$1,433	... 9/16/2014 parapets in need of repair stucco is cracking and allowing water to penetrate behind stucco finish.
Fire Detection/Alarm	\$1.98	15	90%	2004	2019	75%	33.25%	\$40,708	9	.25	\$10,177	Replace
Floor Finishes	\$5.83	12	110%	2004	2016	100%	33.25%	\$195,239	4	.25	\$48,810	Replace
Foundtion/Slab/Structure	\$15.98	100	100%	2004 1975	2104	2%	33.25%	\$8,221	9	.25	\$2,055	Good
HVAC	\$22.84	30	100%	2004	2034	19%	33.25%	\$130,518	9	.25	\$32,630	TL 9/16/2014 Coils on some HVAC units damaged due to hail. Replace
Interior Doors and Partitions	\$9.08	50	90%	2004	2054	7%	33.25%	\$16,809	9	.25	\$4,202	
Interior Walls	\$7.90	60	90%	2004	2064	5%	33.25%	\$10,157	9	.25	\$2,539	
Lighting/Branch Circuits	\$11.35	30	90%	2004	2034	19%	33.25%	\$58,388	9	.25	\$14,597	LED update
Main Power/Emergency	\$1.33	30	90%	2004	2034	19%	33.25%	\$6,815	9	.25	\$1,704	
Other Equipment	\$6.59	60	110%	2004	2064	5%	33.25%	\$10,358	9	.25	\$2,590	
Plumbing	\$15.49	30	100%	2004	2034	19%	33.25%	\$88,516	9 2	.25	\$22,129	Hard water. 2 fire hydrants do not work
Roof	\$15.47	20	120%	2004 1994	2024	42%	33.25%	\$238,709	9	.25	\$59,677	Good
Sprinklers and Standpipes	\$3.66	50	130%	2004	2054	7%	33.25%	\$9,776	9	.25	\$2,444	Is fully sprinkled
Wall Finishes	\$4.17	12	100%	2004	2016	100%	33.25%	\$126,883	4	.25	\$31,721	Paint every 1-2 yrs
Total:								\$1,109,279			\$277,320	



District: **Bernalillo**

School: **Cochiti ES/MS**

School ID: **061020**

Asset Detail

734

Building Name: Classroom Addition (2008) **Cost Model:** Middle School Building **Size:** 1,216

Name	Cost SF	Renewal Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	2008	2028	20%	33.25%	\$828	9	.25	\$207	
Ceiling Finishes	\$5.58	30	110%	2008	2038	9%	33.25%	\$672	9	.25	\$168	
Communications/Security	\$1.96	15	90%	2008	2023	36%	33.25%	\$773	9	.25	\$193	Good
Exterior Walls	\$14.54	100	100%	2008	2108	1%	33.25%	\$143	9	.25	\$36	
Exterior Windows and Doors	\$7.04	30	110%	2008	2038	9%	33.25%	\$847	9	.25	\$212	
Fire Detection/Alarm	\$1.98	15	90%	2008	2023	36%	33.25%	\$780	9	.25	\$195	Replace
Fire Sprinkler	\$0.86	50	130%	2008	2058	3%	33.25%	\$44	9	.25	\$11	
Floor Finishes	\$4.71	12	110%	2008	2020	56%	33.25%	\$3,541	9	.25	\$885	OK
Foundtion/Slab/Structure	\$27.51	100	100%	2008	2108	1%	33.25%	\$271	9	.25	\$68	
HVAC	\$24.01	30	100%	2008	2038	9%	33.25%	\$2,628	9	.25	\$657	Replace
Institutional Equipment	\$2.43	30	100%	2008	2038	9%	33.25%	\$266	9	.25	\$67	
Interior Doors, Partitions, Stairs, Elevator	\$11.99	50	90%	2008	2058	3%	33.25%	\$425	9	.25	\$106	
Interior Walls	\$5.65	60	90%	2008	2068	2%	33.25%	\$139	9	.25	\$35	
Lighting/Branch Circuits	\$11.62	30	90%	2008	2038	9%	33.25%	\$1,144	9	.25	\$286	LED upgrade
Main Power/Emergency	\$1.33	30	90%	2008	2038	9%	33.25%	\$131	9	.25	\$33	
Other Electrical Systems	\$0.37	20	90%	2008	2028	20%	33.25%	\$82	9	.25	\$21	
Other Equipment	\$4.40	60	110%	2008	2068	2%	33.25%	\$132	9	.25	\$33	
Plumbing	\$9.11	30	100%	2008	2038	9%	33.25%	\$997	9	.25	\$249	Hard water
Roof	\$4.94	20	120%	2008	2028	20%	33.25%	\$1,458	9	.25	\$365	Good
Technology	\$0.66	10	90%	2008	2018	81%	33.25%	\$589	9	.25	\$147	
Wall Finishes	\$2.90	12	100%	2008	2020	56%	33.25%	\$1,985	9	.25	\$496	Paint every 1-2 yrs
Total:								\$17,877			\$4,469	



District: **Bernalillo**

School: **Cochiti ES/MS**

School ID: **061020**

Asset Detail

Building Name: Gymnasium (1975) **Cost Model:** Middle School Building **Size:** 7,844 ^{6,527}

Name	Cost SF	Renewal Life Percent	Last Reno.	Next Reno.	Degrade Adj. Percent Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20 110%	2006	2026	30% 33.25%	\$7,981	9	.25	\$1,995	
Ceiling Finishes	\$5.58	30 110%	1975	2005	100% 33.25%	\$48,174	4	.25	\$12,043	Replace
Communications/Security	\$1.96	15 90%	2006	'04 2021	54% 33.25%	\$7,453	9	.25	\$1,863	Upgrade - none
Exterior Walls	\$14.54	100 100%	1975	2075	18% 33.25%	\$20,121	9	.25	\$5,030	Pre engineered MH
Exterior Windows and Doors	\$7.04	30 110%	1975	2005	100% 33.25%	\$60,715	4	.25	\$15,179	OK
Fire Detection/Alarm	\$1.98	15 90%	2006	'04 2021	54% 33.25%	\$7,513	9	.25	\$1,878	Upgrade
Fire Sprinkler	\$0.86	50 130%	2006	'04 2056	5% 33.25%	\$423	9	.25	\$106	
Floor Finishes	\$4.71	12 110%	2006	2018	84% 33.25%	\$34,123	9	.25	\$8,531	Upgrade
Foundtion/Slab/Structure	\$27.51	100 100%	1975	2075	18% 33.25%	\$38,068	9	.25	\$9,517	OK
HVAC	\$24.01	30 100%	2006	2036	13% 33.25%	\$25,324	9	.25	\$6,331	Replace
Institutional Equipment	\$2.43	30 100%	1975	2005	100% 33.25%	\$19,075	4	.25	\$4,769	Replace bleachers
Interior Doors, Partitions, Stairs, Elevator	\$11.99	50 90%	1975	2025	71% 33.25%	\$59,711	9	.25	\$14,928	
Interior Walls	\$5.65	60 90%	1975	2035	49% 33.25%	\$19,531	9	.25	\$4,883	
Lighting/Branch Circuits	\$11.62	30 90%	2000	2030	32% 33.25%	\$26,334	9	.25	\$6,584	Upgrade to LED
Main Power/Emergency	\$1.33	30 90%	2000	2030	32% 33.25%	\$3,004	9	.25	\$751	OK
Other Electrical Systems	\$0.37	20 90%	1975	1995	100% 33.25%	\$2,617	2	1.5	\$3,925	
Other Equipment	\$4.40	60 110%	1975	2035	49% 33.25%	\$18,611	9	.25	\$4,653	
Plumbing	\$9.11	30 100%	1975	2005	100% 33.25%	\$71,493	4	.25	\$17,873	Reno restrooms
Roof	\$4.94	20 120%	1975	1995	100% 33.25%	\$46,455	2	1.5	\$69,682	MH. OK
Technology	\$0.66	10 90%	2006	2016	100% 33.25%	\$4,693	4	.25	\$1,173	
Wall Finishes	\$2.90	12 100%	2006	2018	84% 33.25%	\$19,129	9	.25	\$4,782	Paint every 1-2 yrs
Total:						\$540,545			\$196,476	



District: **Bernalillo**

School: **Cochiti ES/MS**

School ID: **061020**

Asset Detail

Building Name: Gymnasium (~~2014~~) (2015) **Cost Model:** Middle School Building **Size:** ~~11,588~~ 11,483

Name	Cost SF	Renewal Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Degrade Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	2014	2034	2%	33.25%	\$877	9	.25	\$219	
Ceiling Finishes	\$5.58	30	110%	2014	2044	1%	33.25%	\$712	9	.25	\$178	
Communications/Security	\$1.96	15	90%	2014	2029	4%	33.25%	\$819	9	.25	\$205	
Exterior Walls	\$14.54	100	100%	2014	2114	0%	33.25%	\$152	9	.25	\$38	
Exterior Windows and Doors	\$7.04	30	110%	2014	2044	1%	33.25%	\$897	9	.25	\$224	
Fire Detection/Alarm	\$1.98	15	90%	2014	2029	4%	33.25%	\$826	9	.25	\$206	
Fire Sprinkler	\$0.86	50	130%	2014	2064	0%	33.25%	\$46	9	.25	\$12	
Floor Finishes	\$4.71	12	110%	2014	2026	6%	33.25%	\$3,749	9	.25	\$937	
Foundtion/Slab/Structure	\$27.51	100	100%	2014	2114	0%	33.25%	\$287	9	.25	\$72	
HVAC	\$24.01	30	100%	2014	2044	1%	33.25%	\$2,783	9	.25	\$696	
Institutional Equipment	\$2.43	30	100%	2014	2044	1%	33.25%	\$282	9	.25	\$70	
Interior Doors, Partitions, Stairs, Elevator	\$11.99	50	90%	2014	2064	0%	33.25%	\$450	9	.25	\$113	
Interior Walls	\$5.65	60	90%	2014	2074	0%	33.25%	\$147	9	.25	\$37	
Lighting/Branch Circuits	\$11.62	30	90%	2014	2044	1%	33.25%	\$1,212	9	.25	\$303	
Main Power/Emergency	\$1.33	30	90%	2014	2044	1%	33.25%	\$138	9	.25	\$35	
Other Electrical Systems	\$0.37	20	90%	2014	2034	2%	33.25%	\$87	9	.25	\$22	
Other Equipment	\$4.40	60	110%	2014	2074	0%	33.25%	\$140	9	.25	\$35	
Plumbing	\$9.11	30	100%	2014	2044	1%	33.25%	\$1,056	9	.25	\$264	
Roof	\$4.94	20	120%	2014	'15 2034	2%	33.25%	\$1,544	9	.25	\$386	
Technology	\$0.66	10	90%	2014	2024	9%	33.25%	\$624	9	.25	\$156	
Wall Finishes	\$2.90	12	100%	2014	2026	6%	33.25%	\$2,102	9	.25	\$525	
Total:								\$18,929			\$4,732	



District: **Bernalillo**

School: **Cochiti ES/MS**

School ID: **061020**

Asset Detail

Building Name: Middle School (~~1993~~) (1994) **Cost Model:** Middle School Building **Size:** ~~7,810~~ 6,010

Name	Cost SF	Renewal Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	1993	2013	100%	33.25%	\$26,270	4	.25	\$6,568	Upgrade
Ceiling Finishes	\$5.58	30	110%	1993	2023	64%	33.25%	\$30,698	9	.25	\$7,674	
Communications/Security	\$1.96	15	90%	2004	2019	75%	33.25%	\$10,365	9	.25	\$2,591	Upgrade
Exterior Walls	\$14.54	100	100%	2006 1993	2106	1%	33.25%	\$1,374	9	.25	\$344	TL 9/16/2014 Some stucco damage in need of repair Southeast corner of building refer to photo #185.
Exterior Windows and Doors	\$7.04	30	110%	1993	2023	64%	33.25%	\$38,689	9	.25	\$9,672	OK
Fire Detection/Alarm	\$1.98	15	90%	2004	2019	75%	33.25%	\$10,447	9	.25	\$2,612	Upgrade
Fire Sprinkler	\$0.86	50	130%	1993	2043	23%	33.25%	\$2,003	9	.25	\$501	
Floor Finishes	\$4.71	12	110%	1993	2005	100%	33.25%	\$40,433	2	1.5	\$60,649	TL 9/16/2014 Floors are original and show wear, but they are well maintained. Upgrade
Foundtion/Slab/Structure	\$27.51	100	100%	1993	2093	6%	33.25%	\$12,376	9	.25	\$3,094	
HVAC	\$24.01	30	100%	1993	2023	64%	33.25%	\$120,029	9	.25	\$30,007	TL 9/16/2014 Swamp coolers are showing signs of rusting at water line. Replace
Institutional Equipment	\$2.43	30	100%	1993	2023	64%	33.25%	\$12,155	9	.25	\$3,039	
Interior Doors, Partitions, Stairs, Elevator	\$11.99	50	90%	1993	2043	23%	33.25%	\$19,413	9	.25	\$4,853	OK
Interior Walls	\$5.65	60	90%	1993	2053	16%	33.25%	\$6,350	9	.25	\$1,587	OK
Lighting/Branch Circuits	\$11.62	30	90%	1993	2023	64%	33.25%	\$52,259	9	.25	\$13,065	Upgrade LED
Main Power/Emergency	\$1.33	30	90%	1993	2023	64%	33.25%	\$5,961	9	.25	\$1,490	OK
Other Electrical Systems	\$0.37	20	90%	1993	2013	100%	33.25%	\$2,605	4	.25	\$651	
Other Equipment	\$4.40	60	110%	1993	2053	16%	33.25%	\$6,051	9	.25	\$1,513	
Plumbing	\$9.11	30	100%	1993	2023	64%	33.25%	\$45,557	9	.25	\$11,389	Hard water
Roof	\$4.94	20	120%	1993 '94	2013	100%	33.25%	\$46,254	4	.25	\$11,563	Roof replace
Technology	\$0.66	10	90%	1993	2003	100%	33.25%	\$4,672	2	1.5	\$7,008	
Wall Finishes	\$2.90	12	100%	2012	2024	17%	33.25%	\$3,935	9	.25	\$984	Paint every 1-2 yrs
Total:								\$497,896			\$180,855	



District: **Bernalillo**

School: **Cochiti ES/MS**

School ID: **061020**

Asset Detail

Building Name: Portables (1990) 1 **Cost Model:** Middle School Portable **Size:** 1,792

Name	Cost SF	Renewal Life	Last Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Portable Building	\$49.37	15	100%	1990	2005	100%	33.25%	\$88,464	4	.25	\$22,116	In bad shape
Total:								\$88,464			\$22,116	

Replace - Past their useful life



District: **Bernalillo**

School: **Cochiti ES/MS**

School ID: **061020**

Asset Detail

Building Name: Portables (2006) 1 **Cost Model:** Middle School Portable **Size:** 1,792

Name	Cost SF	Renewal Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Portable Building	\$49.37	15	100%	2006	2021	54%	33.25%	\$47,574	94	.25	\$11,894	In bad shape
Total:				1990				\$47,574			\$11,894	

Past useful life



District: **Bernalillo**

School: **Cochiti ES/MS**

School ID: **061020**

Educational Adequacy Detail

Population

Growth Factor:	1	Number of Kindergarten Students:	32 30
Number of Staff:	45 34	Number of 1-5 Students:	145 157
Number of Students:	268 294	Number of 6-8 Students:	94 86
Number of Special Education Students:	2 0	Number of 9-12 Students:	0

Square Footage

Permanent GSF:	63,504 60,521	General Storage NSF:	492
Portable GSF:	3,584	Maintenance or Janitorial Space NSF:	119
Admin NSF:	1,129	Media Center NSF:	2,734 2,482
Art/Music NSF:	4,674 1,690	Parent Work Space NSF:	0
Assembly NSF:	10,968 10,508 ??	Physical Ed NSF:	15,000 12,926 ??
Career Ed NSF:	0	Science Classroom NSF:	0 1,819
Computer Lab NSF:	768 1,239	Science Storage NSF:	0
Faculty Work Area NSF:	596	Special Education Classroom NSF:	1,995 2,682
Food Service NSF:	3,819	Student Health NSF:	318
General Classroom NSF:	13,050 13,032		

Classrooms

Number of Classrooms:	17 28	Number of Special Education Classrooms:	4
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Parking

Number of Paved Parking Spaces:	78	Number of Bus Drop Offs:	1
Number of Handicap Parking Spaces:	6	Number of Student Drop Offs:	1
Number of Gravel Parking Spaces:	0		

Miscellaneous

Number of Chemical Storage Rooms:	0	Number of Multi-Use Playgrounds:	1
Playground Equipment:	Yes		



District: **Bernalillo**

School: **Cochiti ES/MS**

School ID: **061020**

EA Deficiencies

EA Cost Model: Middle School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)
Insufficient Science Square Footage	(1,819) 0	1,072	\$80	\$80.00	\$114,275	7	3	\$342,826
Insufficient Career Ed Square Footage	0	1,072	\$80	\$80.00	\$114,275	7	3	\$342,826
Insufficient Parent Work Space	0	268	\$80	\$80.00	\$28,569	7	3	\$85,706
Insufficient Science Storage Square Footage	0	80	\$80	\$80.00	\$8,528	7	3	\$25,584
Insufficient Computer Lab Square Footage	(1,239)768	804	\$80	\$80.00	\$3,838	7	3	\$11,513
Insufficient Janitorial Square Footage	119	134	\$80	\$80.00	\$1,599	7	3	\$4,797
Inadequate Number of Chemical Storage Units	0	1	\$1,464	\$1,464.30	\$1,951	8	.5	\$976
Missing or Inadequate Multi-use Play Area	1	1	\$11,436	\$11,436.30	\$0	8	.5	\$0
Insufficient Total Parking	78	68	\$1,322	\$1,321.66	\$0	6	1	\$0
Insufficient Student Health Square Footage	318	268	\$80	\$80.00	\$0	7	3	\$0
Insufficient Student Drop Off	1	0	\$21,000	\$21,000.00	\$0	6	1	\$0
Insufficient Special Education Square Footage	1,995	1,860	\$80	\$80.00	\$0	7	3	\$0
Insufficient Physical Education Square Footage	15,000	7,108	\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	2,734	804	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Storage	492	268	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Classroom Square Footage	13,050	8,788	\$80	\$80.00	\$0	7	3	\$0
Insufficient Food Service Square Footage	3,819	2,940	\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	596	268	\$80	\$80.00	\$0	7	3	\$0
Insufficient Bus Drop Off	1	1	\$20,800	\$20,799.69	\$0	6	1	\$0
Insufficient Administrative Square Footage	1,129	552	\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	1,674	1,072	\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Handicap Spaces	6	4	\$144	\$143.52	\$0	6	1	\$0
Total					\$273,035			\$814,227



2017 COCHITI ELEMENTARY/MIDDLE SCHOOL EXECUTIVE SUMMARY UPDATE:

Cochiti Elementary/Middle School is located in Cochiti Pueblo on 800 Quail Hill Trail Pena Blanca, NM and falls within the Bernalillo School district. It is a one-story, multi facility 60,521 square foot campus including 3,584 sq ft of portables for a total of 64,105 GSF. The complex houses Pre-kindergarten through 8th grade students and 45 staff. The campus is made up of 4 buildings, including multipurpose and classrooms. Originally constructed in 1975, there have been 4 additions to include elementary classrooms, middle classrooms, and gym. There have been 2 renovations; the gym in 1999 and elementary restrooms in 1996. There is 1 portable facility on site. To accurately capture repair costs, the complex is split into 4 building assessments.

Site:

The immediate site is approximately 40.37 acres and includes an athletic field, playground, and a hard surface play. The parking capacity of 44 (2 are handicap spaces) is insufficient and all paved areas require improvements. Concrete sidewalks are adequate but require improvement. Landscaped areas include grass, shrubs and trees these areas not irrigated. Site drainage is adequate.

Structural/Exterior Closure:

The building rests on continuous concrete footings that are showing signs no signs of damage or settlement. The building structural system uses CMU Block. The facade includes a combination of brick and stucco style features. The built-up ballasted roof was last repaired in summer of 2010 and is not leaking. The exterior doors are metal and windows are operable, single-pane units with aluminum frames.

Interiors:

Partition walls are painted CMU block, painted drywall and painted CMU block. The facility was last painted in summer 2001. All ceilings are 2x4 lay in acoustical tiles that are original. Flooring in high use areas is VCT while rooms/suites have carpet. Interior doors (corridors) are metal and doors within the rooms/suites are also metal rated assemblies.

Mechanical/Plumbing:

Heating is provided by a boiler and cooling is supplied by evaporative coolers. The heating/cooling distribution system is iron-pipe and air is supplied by ducts. Fresh air is supplied through roof top units and windows. Exhaust fans are present and bathroom ventilation is generally adequate. The plumbing fixtures (toilets / urinals / sinks) and piping are original.

Electrical:

The electrical system is fed from a 300 KVA transformer that delivers 120/208 V, 3-ph, 4-wire power via a 2000 amp main panel. Branch circuits within rooms are adequate. Lighting is florescent and illumination is adequate due to natural light. Emergency exit signs are not in corridors. There are no interior corridors all are exterior. The facility has no emergency generator for emergency lighting and critical system backup.

Fire Protection/Life Safety Systems/Accessibility:

The fire alarm system consists of audio and some visual, notification in rooms and pull stations, extinguishers, a/v in corridors and other public spaces. The system is not centrally monitored. The building does have a fire sprinkler system in the gym only. Interior doors on escape corridors do have fire ratings. There is no security system. The complex is handicap compliant.

Educational Adequacy:

The facility generally does meet the state general adequacy requirements. There is safe access and adequate parking when considering dirt areas. The gross square footage is adequate for the current enrollment. There is two-way public address, classrooms have data ports and there is no CATV.

2003 Update:

The new classroom building is under construction. When it is completed, the original Admin/Cafeteria Building will be torn down. The next project, which is currently funded, is to completely remodel the 1975 Classroom Building. Many site improvements were made in 2003, per DCU 03-004.

2005 Update:

PSFA 2005-06 awards is a continuation project to complete the project initiated in 2003 (demo of Admin/Cafeteria building). New work to include new grass field and related sitework at location of demolished building and relocate existing playground closer to the buildings. The funded amount is \$805,641.

FMAR MAJOR AND MINOR FINDINGS

BPS is familiar with the PSFA Facilities Maintenance Assessment Report (FMAR) and the importance of the information it contains. BPS administration and its maintenance supervisor review each FMAR as it is received from PSFA. The majority of

findings identified in the FMAR are items that the district maintenance staff addresses quickly within its maintenance budget; however, there have been some major findings that require capital funding. During the FMP process, the FMAR for each school is reviewed to determine the current status of the identified findings. Findings that the district is not been able to address with SB-9 funds are included in the capital plan. The capital plan identifies a cost associated with the finding and the approximate timeline for rectifying the finding.

SCHOOL NAME:

Cochiti Elementary/Middle School

SCHOOL INFORMATION

Address:

800 Quail Hill Trail
Pena Blanca, NM 87041

Phone:

505.867.5547

School Mascot:

Cougars

Principal:

Shauna Branch

School Colors:

Blue

FAD Ranking 2016-17/Weighted NMCI:

FAD - 398 / NMCI - 14.14%

Grade Levels:

Kinder - 8th

2017 Grades

GRADE: Elementary B
Middle School C

Staff:

Total Teaching Staff:

24

Total Non Teaching Staff:

21

Student Enrollment 2014-15:

Total School Students:

294

Special Education Students (including Gifted):

0

Sp.Ed. % of Total Student Enrollment:

0%

Out of Attendance Zone Waivers:

0

Out of District Waivers:

0

2014-2015 Student Migration:

0%

Miscellaneous School Information:

Food Service:

Food is made on site.

Technology:

Computer to student ratio is 10:1 district wide. U84 fiber throughout the entire district. Would like to have interactive learning systems and mondo pads, found at Santo Domingo and Bernalillo High School, at all schools district wide.

Maintenance:

N/A

Utilities:

2016-17 Utilities

Electricity:	\$43,758.24
Gas:	\$9,571.45
Building Heat/Propane/Butane:	
Water/Sewer:	well
Communications (Phone / Internet):	

Transportation:

3 buses that service Cochiti ES/MS

Identified Facility Needs & Probable Costs:

Category	Facility Needs	Quant	Unit	Cost	MACC	Total Project
FacRen	Beyond expected life: Upgrade	1	ea	\$5,500.00	\$5,500	\$7,150
LHSS	Upgrade Security: Entry	1	ea	\$5,500.00	\$5,500	\$7,150
LHSS	Upgrade Security: Cameras	1	ea	\$7,500.00	\$7,500	\$9,750
PreVent	Repair stucco cracks	1	ea	\$7,500.00	\$7,500	\$9,750
PreVent	Repair holes in EIFS building system outside classroom 6 and A	250	sf	\$6.00	\$1,500	\$1,950
FacRen	Replace exterior door in original gym	2	ea	\$5,000.00	\$10,000	\$13,000
LHSS	Protect fire riser in original gym	1	ea	\$2,250.00	\$2,250	\$2,925
AdqStd	Upgrade HVAC: Except 2004 addition and library	30,545	sf	\$25.00	\$763,625	\$992,713
AdqStd	Upgrade original gym HVAC	6,527	sf	\$25.00	\$163,175	\$212,128
AdqStd	Upgrade HVAC in Computer Lab 109	1	ea	\$7,500.00	\$7,500	\$9,750
AdqStd	Repair leaks through duckwork in Kindergarten & 1st grade classrooms	1	ea	\$3,500.00	\$3,500	\$4,550
FacRen	Replace bleachers in new gym	300	ea	\$200.00	\$60,000	\$78,000
FacRen	Repair gate for serving line	1	ea	\$2,500.00	\$2,500	\$3,250
FacRen	Upgrade lighting to LED	42,507	sf	\$3.00	\$127,521	\$165,777
FacRen	Upgrade lighting to LED in original gym	6,527	sf	\$4.00	\$26,108	\$33,940
FacRen	Potential Mission Impact / degraded: Upgrade	1	ea	\$4,000.00	\$4,000	\$5,200
FacRen	Beyond expected life: Upgrade	776	sf	\$250.00	\$194,000	\$252,200

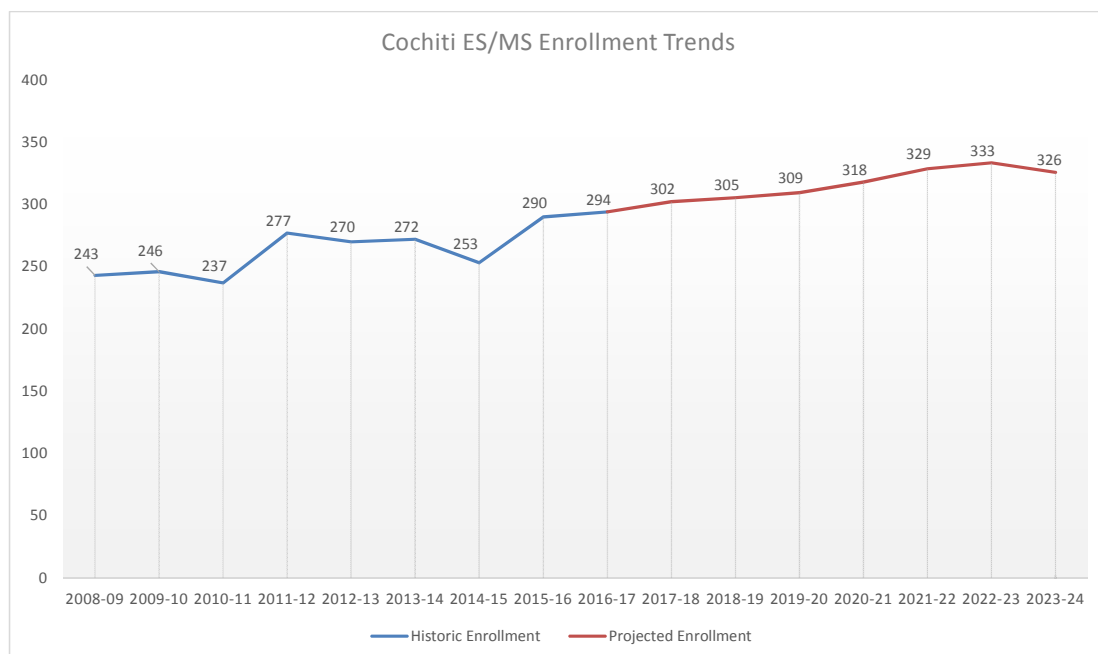
PreVent	Install water conditioner	1	ea	\$40,000.00	\$40,000	\$52,000
FacRen	Replace gym roof	6,527	sf	\$20.00	\$130,540	\$169,702
FacRen	Renovate Exterior Entry	1	ea	\$25,000.00	\$25,000	\$32,500
LHSS	Install playground wood chips	1	ea	\$2,500.00	\$2,500	\$3,250
FacRen	Upgrade exterior building lighting to LED	20	ea	\$1,250.00	\$25,000	\$32,500
FacRen	Install LED site lighting in parking lots	4	ea	\$25,000.00	\$100,000	\$130,000
AdqStd	Repair septic system: grease gets into septic system and floods athletic field: In Progress	0		\$0.00	\$0	\$0
LHSS	Repair damaged walkways at front of school	750	sf	\$35.00	\$26,250	\$34,125
PreVent	Caulk perimeter of building to walkways	1,500	lf	\$2.00	\$3,000	\$3,900
LocPol	Install cooling to Ms. Julie's shed	825	sf	\$25.00	\$20,625	\$26,813
FacRen	Beyond expected life: Upgrade	1,792	sf	\$85.00	\$152,320	\$198,016
FacRen	Beyond expected life: Upgrade	1	ea	\$5,500.00	\$5,500	\$7,150
FacRen	Repair / replace MS windows	300	sf	\$200.00	\$60,000	\$78,000
FacRen	Replace VCT in MS corridor	1,512	sf	\$6.00	\$9,072	\$11,794
FacRen	Replace casework in MS classrooms	120	lf	\$350.00	\$42,000	\$54,600
FacRen	Potential Mission Impact / degraded: Upgrade	1	ea	\$3,000.00	\$3,000	\$3,900
FacRen	Replace Middle School roof	6,010	sf	\$18.00	\$108,180	\$140,634
FacRen	Replace window at classroom 114	30	sf	\$175.00	\$5,250	\$6,825
FacRen	Beyond expected life: Upgrade	6,300	sf	\$6.00	\$37,800	\$49,140
PreVent	Repair wall at classroom 113 to stop water from penetrating	1	ea	\$7,500.00	\$7,500	\$9,750
FacRen	Beyond Expected Life: Upgraded as needed	0	ea	\$0.00	\$0	\$0
FacRen	Beyond expected life: Upgrade	2,500	sf	\$6.00	\$15,000	\$19,500
FacRen	Beyond Expected Life: Upgraded as needed	0	ea	\$0.00	\$0	\$0
LHSS	Upgrade Fire Hydrants by new gymnasium	2	ea	\$2,250.00	\$4,500	\$5,850
Total Probable Cost:				\$2,214,716.00	\$2,879,130.80	

Cochiti Elementary/Middle School Enrollment History

Grade Levels	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-K	1	3	0	20	19	20	0	22	21
KN	20	34	27	27	24	30	30	32	30
1st	28	22	32	25	28	25	29	37	32
2nd	28	31	19	39	28	25	24	29	39
3rd	28	27	30	19	34	27	20	25	34
4th	30	30	28	33	22	36	30	23	26
5th	29	28	28	30	28	24	41	31	26
6th	26	26	29	34	30	25	27	40	32
7th	23	23	22	28	31	31	24	27	29
8th	30	22	22	22	26	29	28	24	25
TOTAL	243	246	237	277	270	272	253	290	294

Cochiti Elementary/Middle School Enrollment Projections

Grade Levels	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	22	23	23	21	19	20	21
KN	29	26	28	31	35	36	28
1st	31	30	27	29	32	37	38
2nd	33	33	31	28	30	34	38
3rd	39	33	32	31	28	30	33
4th	37	41	35	35	33	30	32
5th	27	38	43	37	36	35	31
6th	27	28	40	45	38	37	36
7th	29	25	26	36	41	35	34
8th	28	28	24	25	35	40	34
TOTAL	302	305	309	318	329	333	326

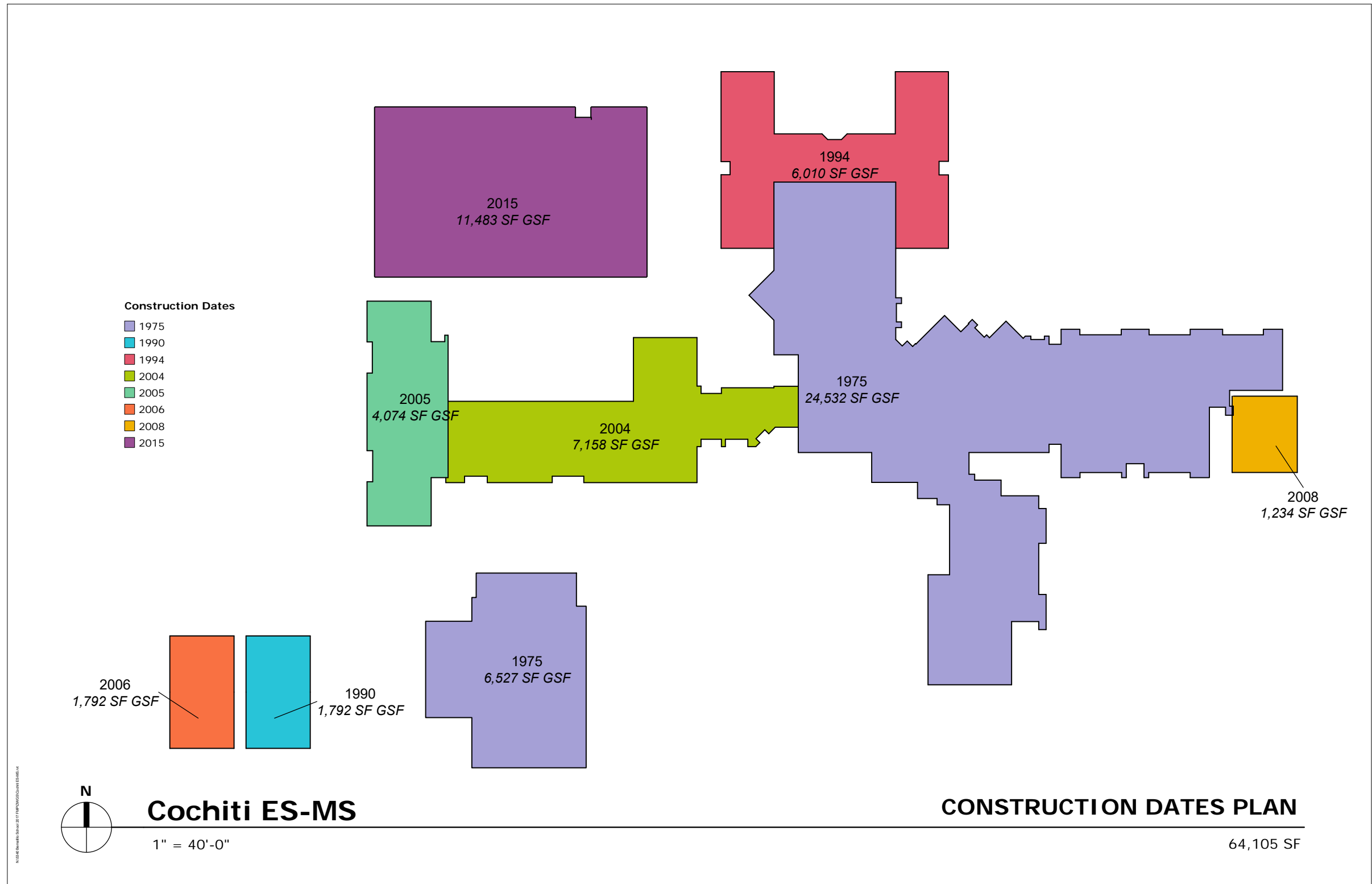
Cochiti Elementary/Middle School Enrollment Trends

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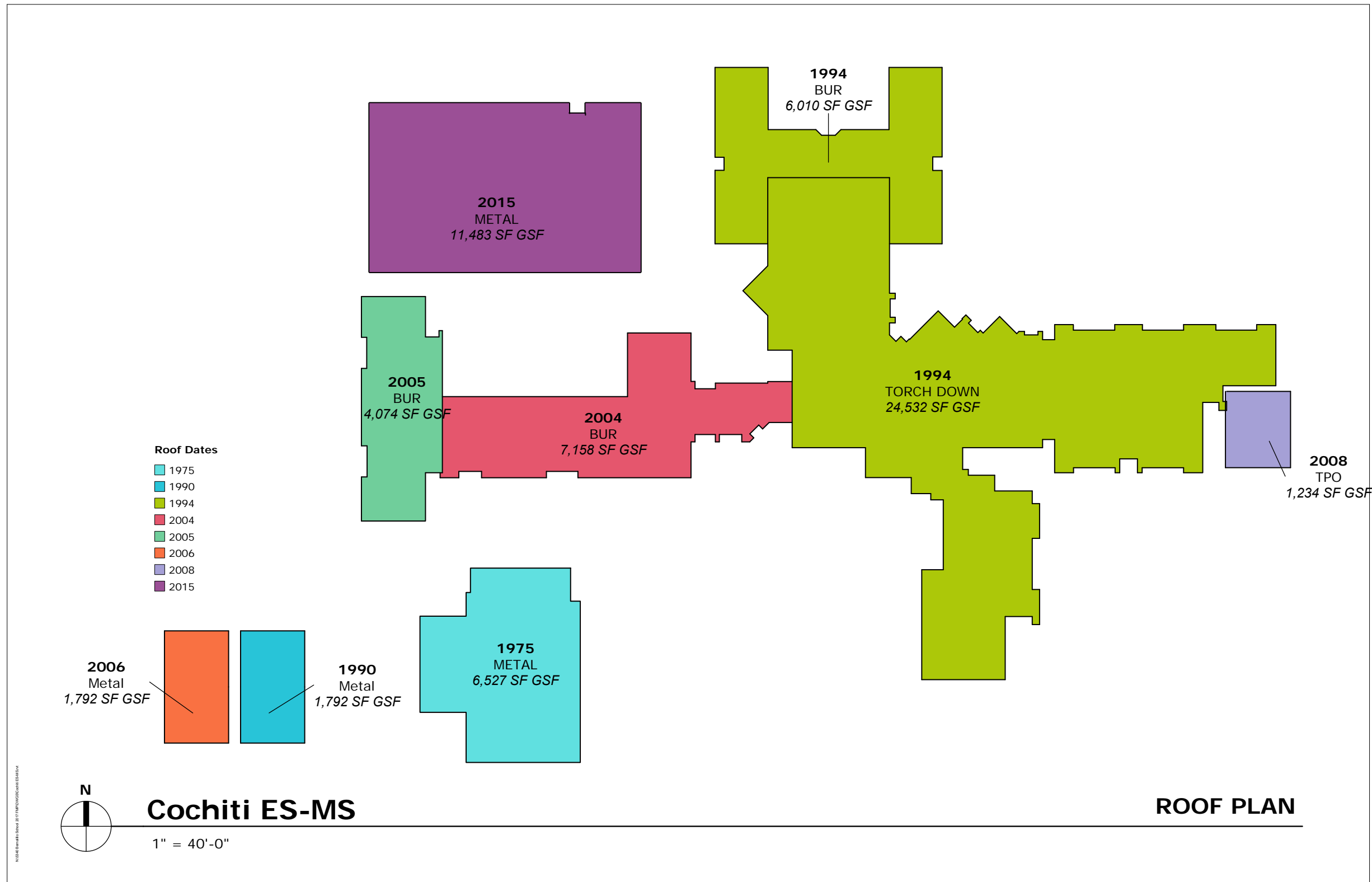
Cochiti ES-MS

AERIAL PLAN



Floor plans unavailable, please contact PSFA for assistance





SECTION
4.1

Site/School Details

ENROLLMENT / CAPACITY

GRADE LEVEL	TOTAL CURRENT STUDENT 40th DAY COUNT	NUMBER OF DD / SPECIAL NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER OF CLASSROOMS
Pre-K	21	0	1	1
Kindergarten	30	0	2	2
1st Grade	32	2	2	2
2nd Grade	39	0	2	2
3rd Grade	34	0	2	2
4th Grade	26	0	1	1
5th Grade	26	0	1	1
TOTALS	208	2	11	11

SCHOOL HOURS	
School Start Time	8:45am
School End Time	2:45pm
Total Hours in School Day	
Number of Lunch Turns Per Day	

District:	Bernalillo Public Schools
School:	Cochiti Elementary School
Date:	2016-2017

ALL CLASSROOMS (General, Art, PE, Computer Lab SPED, Title1, PT/OT, Etc.)										DAYS AND HOURS SPACE IS USED					UTILIZATION			
TEACHERS NAME	CLASSROOM USE/ GRADE LEVEL	ROOM NUMBER	Clrm SQUARE FOOTAGE	CURRENT STUDENT 40TH DAY COUNT	Functional Capacity	Max. Number of Students per Adequacy Standards Sq. Ft.	Maximum Facility Capacity or PED Max. PTR per Classroom	% Classroom Occupancy	DOES CLASSROOM MEET ADEQUACY	MONDAY HOURS USED PER DAY	TUESDAY HOURS USED PER DAY	WEDNESDAY HOURS USED PER DAY	THURSDAY HOURS USED PER DAY	FRIDAY HOURS USED PER DAY	TOTAL HOURS CLASSROOM IS USED DURING SCHOOL WEEK	TOTAL HOURS CLASSROOM IS AVAILABLE DURING SCHOOL WEEK	FACILITY UTILIZATION RATE PERCENT (%)	
Montoya/Suina	Pre-K	102	1,137	21	12	23	12	88%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Kitts/Zelma	Kindergarten	2	1,022	15	20	20	20	75%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Moellenbeck, K.	Kindergarten	4	1,022	15	20	20	20	75%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Pecos, J.	1st Grade	3	864	16	22	27	22	73%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Arquero, D.	1st Grade	5	867	16	22	27	22	73%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Mier, K.	2nd Grade	10	769	19	22	24	22	86%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Benton, N.	2nd Grade	7	869	20	22	27	22	91%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Fortier, D.	3rd Grade	12	796	17	22	25	22	77%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Suina, J.	3rd Grade	9	851	17	22	27	22	77%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Martinez, C.	4th Grade	8	883	26	24	28	24	108%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Manella, D.	5th Grade	6	937	26	24	29	24	108%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
	Gym	78	8,313	0	0	260	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
Steiner, P.	SPED	110	458	0	0	14	8	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
	OT/PT	113	514	0	0	16	16	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
SUBTotal W/Portables:			19,302	208	232	567	278	85%							Totals	379.50	483.00	79%
SUBTotal W/O Portables:					232		278											

LEGEND	
	General Education
	Special Education
	Special Programs
	Non-Instructional

NOTES:

Count general classrooms as being used while students are attending recess, lunch, library time, and PE activities.

1-Max. Number of Students per Adequacy Standards Sq. Ft.: The maximum number of students allowed per the Statewide Adequacy Standards square feet.

2-PED Max. PTR per Classroom: PED's maximum pupil/teacher ratio per classroom

3-Utilization Rate Calculation: Total number of hours classroom is actually used per week / (divided by) the maximum possible classroom hours per week = (equals) total classroom utilization.

PED Published 40 Day Count	
2016-17 40 day Student Enrollment:	208

FACILITY CAPACITY (with and without Portables)	
Maximum Facility Capacity w/ Portables	278
Maximum Facility Capacity w/o Portables	278
Functional Facility Capacity w/ Portables	232
Functional Facility Capacity w/o Portables	232
Instructional Space Capacity w/ Portables @ 67%	186
Instructional Space Capacity w/o Portables @ 67%	186

Based On Number of Instructional Spaces:		
Number of and % Of General Use Classrooms	11	79%
Number of and % Of Special Education Classrooms	2	14%
Number of and % Of Special Use Classrooms	1	7%
	14	100%

Number of and % Of Portable Classrooms	0	0%
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SECTION
4.1

Site/School Details

ENROLLMENT / CAPACITY

Rm #	Clrm Use	Clrm NSF	Max # of St./ Sq Ft	Max Capacity or PED MAX PTR/Clrm	Functional Capacity	A. S. Y/N	PERIOD 1				PERIOD 2				PERIOD 3				PERIOD 4			
							# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject
A	Math	846	30	27	27	Y	18	67%		Math Tutorial/Teacher Online	13	48%	8th	Math 8	11	41%	8th	Math 8	17	63%	6th	Math 6
D	Language Arts	927	33	27	27	Y	0	0%		Prep	16	59%	6th-8th	Language Arts 6 7 8	14	52%	6th-8th	Language Arts 6 7 8	10	37%	6th-8th	Language Arts 6 7 8
11	Native Language	899	32	27	27	Y	0	0%			0	0%			0	0%			0	0%		
13	SS/History	799	29	27	27	Y	13	48%		Tutorial	11	41%	6th	Social Studies 6	22	81%	6th	Social Studies 6	14	52%	7th	NM History 7
B	Science	964	34	27	27	Y	19	70%		MESA	11	41%	8th	Physical Science	13	48%	8th	Physical Science 8	16	59%	6th	Earth and Space Science 6
C	Science	855	31	27	27	Y	0	0%		Prep	14	52%		Literature	16	59%		Literature	14	52%		Literature
Port-4	Health	845	30	27	27	Y	0	0%			0	0%			0	0%			0	0%		
111	Computer Lab	770	28	27	27	Y	9	33%		Basic Computer	0	0%			11	41%		Basic Computer	10	37%		Basic Computer
Port-3	Band Room	845	30	27	27	Y	13	48%		Band	0	0%		Prep	0	0%			0	0%		
Port-2	Art	845	30	27	27	Y	6	22%		Art	0	0%		Prep	0	0%			0	0%		
112	Gym	4,613	165	27	27	Y	11	41%		Fitness and Conditioning	14	52%		PE 6 7 8	0	0%		Prep	0	0%		
109	Computer Lab	469	17	17	0	N	0	0%			0	0%			0	0%			0	0%		
1	SPED	865	31	16	16	Y	0	0%			8	50%		Language Arts Intervention	0	0%		Prep	6	38%		Language Arts Intervention
Port-1	Language Arts	845	30	16	16	Y	0	0%			0	0%			0	0%			0	0%		
SUBTotals w/ Portables		15,387	550	346	329		89	47%			87	49%			87	54%			87	48%		
SUBTotals w/o Portables		12,007	429	249	232																	

LEGEND	
	General Instruction
	Special Education
	Special Programs
	Non-Instructional

Number of Lunch Turns Per Day	2
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- 1) Max # of St./Sq. Ft.= The maximum number of students allowed per the Statewide Adequacy Standards square feet.
- 2) PED Max PTR/Clrm = PED's maximum pupil / teacher ratio per class period.
- 3) Tot. St. = The total number of students in the specific instructional space throughout the day.
- 4) PED Max. PTR/Day = The maximum pupil teacher ratio allowed by PED for specific teacher per day allowed.
- 5) Tot. % Rm Occ. / Day = Total average percentage room is occupied throughout the day. (count all periods in average)
- 6) Occ. # of Pd.'s / Day = Occupied number of periods occupied per day. (Prep period may be counted as utilized if teacher does not have a separate office from classroom)
- 7) % Pd. / Day = The average percent of occupied periods (occupied number of periods divided by the number of periods available per day).

Cochiti Middle School

GRADE LEVEL	CURRENT STUDENT 40TH DAY COUNT	NUMBER OF / SPEC NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER TEACHING SPACES
6th Grade	32	1		
7th Grade	29	1		
8th Grade	25	0		
TOTALS	86	2	13	14

**SECTION
4.1**

Site/School Details

ENROLLMENT / CAPACITY

PERIOD 5				PERIOD 6				PERIOD 7				PERIOD 8				Tot. St.	PED Max. PTR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	Facility Utilization % Period / Day
# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject					
16	59%	6th	Math 6	0	0%		Prep	14	52%	7th	Math 7	16	59%	7th	Math 7	105	160	49%	8	100%
14	52%	6th-8th	Language Arts 6 7 8	0	0%		Prep	18	67%	6th-8th	Language Arts 6 7 8	15	56%	6th-8th	Language Arts 6 7 8	87	135	40%	8	100%
0	0%			21	78%		Native language	0	0%			0	0%			21	135	10%	2	25%
16	59%	7th	NM History 7	0	0%		Prep	14	52%	8th	US History-Comprehensive 8	10	37%	8th	US History/Comprehensive 8	100	160	46%	8	100%
17	63%	6th	Earth and Space Science	0	0%		Prep	16	59%	7th	Life Science 7	14	52%	7th	Life Science 7	106	160	49%	8	100%
10	37%		Gear Up Literacy	12	44%		MESA	15	56%		Literature	18	67%		Literature	99	160	46%	8	100%
0	0%			19	70%		SL Gardening	10	37%		Health	14	52%		Health	43	160	20%	4	50%
0	0%		Prep	0	0%			0	0%			0	0%			30	160	14%	4	50%
0	0%			0	0%			0	0%			0	0%			13	160	6%	2	25%
0	0%			0	0%			0	0%			0	0%			6	160	3%	2	25%
14	52%		PE 6 7 8	29	107%		Fitness and Conditioning	0	0%			0	0%			68	160	31%	5	63%
0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
0	0%			5	31%		Language Arts Intervention	5	31%		Language Arts Intervention	0	0%			24	112	19%	6	75%
0	0%		Prep	10	63%		LA Intervention	0	0%			0	0%			10	112	8%	2	25%
87	54%			96	66%			92	50%			87	54%			712	2,094	26%	67	60%

Current Grade Configuration:	6-8
2016-17 40 day Student Enrollment:	86

FACILITY CAPACITY (with and without Portables)	
Maximum Facility Capacity w/ Portables	346
Maximum Facility Capacity w/o Portables	249
Functional Facility Capacity w/ Portables	329
Functional Facility Capacity w/o Portables	232
Instructional Space Capacity w/ Portables @ 67%	232
Instructional Space Capacity w/o Portables @ 67%	167

Based On Number of Instructional Spaces:		
Number of and % Of General Use Classrooms	4	29%
Number of and % Of Special Education Classrooms	2	14%
Number of and % Of Special Use Classrooms	8	57%
	14	100%

Number of and % Of Portable Classrooms	4	29%
Number of Assigned Classrooms	13	93%

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District: Bernalillo School: Santo Domingo ES/MS - PROJECT COMPLETE - NEED ASSESSMENT School ID: 061151

High Level Overview

General Information

Location: Santo Domingo, NM 87052 Ed. Adequacy Model: Middle School Educational Adequacy
School Type: Combined Ed. Adequacy CCI: 100.00%
School Category: Traditional School CCI City: RSMEANS2016:US_NM_ALBUQUERQ, UE

NMCI Statistics

Number of Students: 322 314 Number of Buildings: 1
Growth Factor: 1.00 Number of Portables: 0
Total Gross Square Feet: 49,415 62,199 Building Square Feet: 49,415 62,199
Site Size (Acres): 24.68 Portable Square Feet: 0

NMCI School Metrics

Replacement Cost: \$7,916,029
Weighted Repair Cost: \$0 Unweighted Repair Cost: \$0
Weighted Educational Adequacy Cost: \$0 Unweighted Educational Adequacy Cost: \$0
Total Weighted Cost: \$0 Total Unweighted Cost: \$0
Weighted NMCI Score: 0.00 Unweighted NMCI Score: 0.00

NMCI Facility History

Last Assessment Date: 05-26-2010 Previous Award, Yes or No, Year if Yes: No
Closed: No



District: **Bernalillo**

School:

**Santo Domingo ES/MS -
PROJECT COMPLETE -
NEED ASSESSMENT**

School ID: **061151**

Facility Description

Santo Domingo Elementary/Middle School is located in Santo Domingo Pueblo, New Mexico just west of I-25 between Albuquerque and Santa Fe and falls within the Bernalillo School district. It is a (62,199 sf) one-story, campus with multiple no portable buildings. The complex houses Kindergarten through 8th grade students and approx 68 (40) staff members. The campus is made up of 3 buildings, including main building/classrooms, band, 4th & 5th grade wing, and classroom building. Originally constructed in 1957, there has been 3 additions. To accurately capture repair costs, the complex is split into 3 building assessments.

Site: The immediate site is approximately 24.68 acres and includes an athletic field, hard play surface area, and a playground. The parking area is generally sufficient and all paved areas require no improvements. Concrete sidewalks are adequate. Landscaped areas include grass, shrubs and trees, these areas not irrigated. Site drainage is adequate.

Structural/Exterior Closure: The building rests on continuous concrete footings that are showing signs no signs of damage or settlement. The building structural system uses metal stud construction. The facade is stucco. The built-up, ballasted roof is leaking in several classrooms. The exterior doors are metal and windows are operable, single-pane units with metal frames.

Interiors: Partition wall (corridors / suite dividers) and within suites is painted drywall. The facility is painted as needed. All ceilings are 2x4 lay in acoustical tiles. Flooring in high use areas is VCT while rooms/suites have carpet and VCT. Interior doors (corridors) are solid wood and doors within the rooms/suites are also solid wood rated assemblies.

Mechanical/Plumbing: Heating is provided by a boiler and cooling is supplied by evaporative coolers. The heating/cooling distribution system is iron-pipe and air is supplied by ducts. Fresh air is supplied through roof top units and windows. Exhaust fans are present and bathroom ventilation is generally adequate. The plumbing fixtures (toilets / urinals / sinks) and piping is original.

Electrical: The electrical system is fed from two 300 KVA transformer that delivers 120/240 V, 1-ph, 3-wire power via a 400 amp main panel. Branch circuits within rooms are adequate. Lighting is florescent and illumination is adequate due to natural light. Emergency exit signs or lighting with battery back-up are in corridors and are typically illuminated. The facility has no emergency generator for emergency lighting and critical system backup.

Fire Protection/Life Safety Systems/Accessibility: The fire alarm system consists of audio and some visual, notification in rooms and pull stations, smoke detectors, a/v in corridors and other public spaces. The system is centrally monitored. The building does not have a fire sprinkler system. Egress corridors have appropriate fire separation and interior doors on escape corridors do have fire ratings. There is no security system. The complex is handicap compliant.

Educational Adequacy: The facility generally does meet the state general adequacy requirements. There is safe access and adequate parking when considering dirt areas. The gross square footage is adequate for the current enrollment. There is two-way public address, classrooms have data ports and there are no CATV ports.

2003 Update: DCU 03-026 (\$252,269) matched with Local District Bond Fund (\$520,000) for renovation of 4th and 5th Grade Wing

(8,400 s.f./ 6 classrooms.) Also, (future work) Local General Obligation Bonds (\$704,000) for expansion and renovation of the kitchen and cafeteria is in design phase.



District: **Bernalillo** School: **Santo Domingo ES/MS - PROJECT COMPLETE - NEED ASSESSMENT** School ID: **061151**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size Type	Use
Site	Elementary School Site	\$0	\$0	1957	49,415 Building	62,199 Site
TO BE COMPLETED - Main Building (2020)	Middle School Building	\$0	\$0	2020	49,415 Building	62,199 Educational
Building Totals		\$0	\$0			
Educational Adequacy Need	Middle School Educational Adequacy	\$0	\$0			
School Totals		\$0	\$0			

2005 Addition 5,467 sf 1957 Gym 12,641 sf 2016 Addition 44,091 sf

Phase 1 Main Bldg 2016 Kids started school in 2016 August
 Phase 2 Demo of original Bldg 2017
 Phase 3 Reno of Gym 2017

CMU Exterior walls with stucco
 Roof: TPO
 HVAC: 3 pipe Blower Coils
 Elec
 Fire Alarm
 Intercom
 Flooring - Polished conc. corridors, carpet Clrs and Admin
 Clg: Clg tiles



District: **Bernalillo** School: **Santo Domingo ES/MS - PROJECT COMPLETE - NEED ASSESSMENT** School ID: **061151**

Asset Detail

Building Name: Site Cost Model: Elementary School Site Size: **62,199** / **49,415**

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Fencing	\$0.63	100	90%	2017	2117	0%	33.25%	\$0	9	.25	\$0	
Parking Lots	\$4.07	20	110%	2017	2037	0%	33.25%	\$0	9	.25	\$0	
Playground Equipment	\$1.45	15	80%	2017	2032	0%	33.25%	\$0	9	.25	\$0	
Site Lighting	\$2.79	40	100%	2017	2057	0%	33.25%	\$0	9	.25	\$0	
Site Specialties	\$0.29	40	100%	2017	2057	0%	33.25%	\$0	9	.25	\$0	
Site Utilities	\$2.17	50	120%	2017	2067	0%	33.25%	\$0	9	.25	\$0	
Walkways	\$2.15	30	110%	2017	2047	0%	33.25%	\$0	9	.25	\$0	
Total:								\$0			\$0	

Septic system: 2017
Natural gas



District: **Bernalillo** School: **Santo Domingo ES/MS - PROJECT COMPLETE - NEED ASSESSMENT** School ID: **061151**

Asset Detail

Building Name: TO BE COMPLETED - Main Building (2020) (2016) **Cost Model:** Middle School Building **Size:** 44,091 / 49,415

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	2020	2040	0%	33.25%	\$0	9	.25	\$0	
Ceiling Finishes	\$5.58	30	110%	2020	2050	0%	33.25%	\$0	9	.25	\$0	
Communications/Security	\$1.96	15	90%	2020	2035	0%	33.25%	\$0	9	.25	\$0	
Exterior Walls	\$14.54	100	100%	2020	2120	0%	33.25%	\$0	9	.25	\$0	
Exterior Windows and Doors	\$7.04	30	110%	2020	2050	0%	33.25%	\$0	9	.25	\$0	
Fire Detection/Alarm	\$1.98	15	90%	2020	2035	0%	33.25%	\$0	9	.25	\$0	
Fire Sprinkler	\$0.86	50	130%	2020	2070	0%	33.25%	\$0	9	.25	\$0	
Floor Finishes	\$4.71	12	110%	2020	2032	0%	33.25%	\$0	9	.25	\$0	
Foundtion/Slab/Structure	\$27.51	100	100%	2020	2120	0%	33.25%	\$0	9	.25	\$0	
HVAC	\$24.01	30	100%	2020	2050	0%	33.25%	\$0	9	.25	\$0	
Institutional Equipment	\$2.43	30	100%	2020	2050	0%	33.25%	\$0	9	.25	\$0	
Interior Doors, Partitions, Stairs, Elevator	\$11.99	50	90%	2020	2070	0%	33.25%	\$0	9	.25	\$0	
Interior Walls	\$5.65	60	90%	2020	2080	0%	33.25%	\$0	9	.25	\$0	
Lighting/Branch Circuits	\$11.62	30	90%	2020	2050	0%	33.25%	\$0	9	.25	\$0	
Main Power/Emergency	\$1.33	30	90%	2020	2050	0%	33.25%	\$0	9	.25	\$0	
Other Electrical Systems	\$0.37	20	90%	2020	2040	0%	33.25%	\$0	9	.25	\$0	
Other Equipment	\$4.40	60	110%	2020	2080	0%	33.25%	\$0	9	.25	\$0	
Plumbing	\$9.11	30	100%	2020	2050	0%	33.25%	\$0	9	.25	\$0	
Roof	\$4.94	20	120%	2020	2040	0%	33.25%	\$0	9	.25	\$0	2005, 2016,2018 TPO
Technology	\$0.66	10	90%	2020	2030	0%	33.25%	\$0	9	.25	\$0	
Wall Finishes	\$2.90	12	100%	2020	2032	0%	33.25%	\$0	9	.25	\$0	
Total:								\$0			\$0	



District: Bernalillo School: Santo Domingo ES/MS - PROJECT COMPLETE - NEED ASSESSMENT School ID: 061151

Educational Adequacy Detail

Population

Table with 4 columns: Metric, Value 1, Value 2, Value 3. Rows include Growth Factor, Number of Staff, Number of Students, Number of Special Education Students, Number of Kindergarten Students, Number of 1-5 Students, Number of 6-8 Students, and Number of 9-12 Students.

Square Footage

Table with 4 columns: Metric, Value 1, Value 2, Value 3. Rows include Permanent GSF, Portable GSF, Admin NSF, Art/Music NSF, Assembly NSF, Career Ed NSF, Computer Lab NSF, Faculty Work Area NSF, Food Service NSF, General Classroom NSF, General Storage NSF, Maintenance or Janitorial Space NSF, Media Center NSF, Parent Work Space NSF, Physical Ed NSF, Science Classroom NSF, Science Storage NSF, Special Education Classroom NSF, and Student Health NSF.

Classrooms

Table with 4 columns: Metric, Value 1, Value 2, Value 3. Row: Number of Classrooms.

Parking

Table with 4 columns: Metric, Value 1, Value 2, Value 3. Rows include Number of Paved Parking Spaces, Number of Handicap Parking Spaces, Number of Gravel Parking Spaces, Number of Bus Drop Offs, and Number of Student Drop Offs.

Miscellaneous

Table with 4 columns: Metric, Value 1, Value 2, Value 3. Rows include Number of Chemical Storage Rooms and Number of Multi-Use Playgrounds.



District: **Bernalillo** School: **Santo Domingo ES/MS - PROJECT COMPLETE - NEED ASSESSMENT** School ID: **061151**

EA Deficiencies

EA Cost Model: Middle School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)
Missing or Inadequate Multi-use Play Area	1	1	\$11,436	\$11,436.30	\$0	8	.5	\$0
Insufficient Total Parking	108	102	\$1,322	\$1,321.66	\$0	6	1	\$0
Insufficient Student Health Square Footage	2,650	322	\$80	\$80.00	\$0	7	3	\$0
Insufficient Student Drop Off	1	0	\$21,000	\$21,000.00	\$0	6	1	\$0
Insufficient Special Education Square Footage	972	465	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Storage Square Footage	134	80	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Square Footage	1,782	1,288	\$80	\$80.00	\$0	7	3	\$0
Insufficient Physical Education Square Footage	8,000	7,432	\$80	\$80.00	\$0	7	3	\$0
Insufficient Parent Work Space	400	322	\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	2,690	966	\$80	\$80.00	\$0	7	3	\$0
Insufficient Janitorial Square Footage	362	161	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Storage	681	322	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Classroom Square Footage	14,972	10,762	\$80	\$80.00	\$0	7	3	\$0
Insufficient Food Service Square Footage	4,549	3,210	\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	639	322	\$80	\$80.00	\$0	7	3	\$0
Insufficient Computer Lab Square Footage	1,331	966	\$80	\$80.00	\$0	7	3	\$0
Insufficient Career Ed Square Footage	1,500	1,288	\$80	\$80.00	\$0	7	3	\$0
Insufficient Bus Drop Off	1	1	\$20,800	\$20,799.69	\$0	6	1	\$0
Insufficient Administrative Square Footage	1,100	633	\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	2,278	1,288	\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Handicap Spaces	8	5	\$144	\$143.52	\$0	6	1	\$0
Inadequate Number of Chemical Storage Units	1	1	\$1,464	\$1,464.30	\$0	8	.5	\$0
Total					\$0			\$0



SANTO DOMINGO ELEMENTARY/MIDDLE SCHOOL:

Santo Domingo Elementary/Middle School is located in Santo Domingo Pueblo, New Mexico just west of I-25 between Albuquerque and Santa Fe and falls within the Bernalillo School district. It is a one-story, campus with multiple portable buildings. The complex houses Kindergarten through 8th grade students and approx 68 staff members. The campus is made up of 3 buildings, including main building/classrooms, band, 4th & 5th grade wing, and classroom building. Originally constructed in 1957, there has been 3 additions. To accurately capture repair costs, the complex is split into 3 building assessments.

Site:

The immediate site is approximately 24.68 acres and includes an athletic field, hard play surface area, and a playground. The parking area is generally sufficient and all paved areas require no improvements. Concrete sidewalks are adequate. Landscaped areas include grass, shrubs and trees, these areas not irrigated. Site drainage is adequate.

Structural/Exterior Closure:

The building rests on continuous concrete footings that are showing signs no signs of damage or settlement. The building structural system uses metal stud construction. The facade is stucco. The built-up, ballasted roof is leaking in several classrooms. The exterior doors are metal and windows are operable, single-pane units with metal frames.

Interiors:

Partition wall (corridors / suite dividers) and within suites is painted drywall. The facility is painted as needed. All ceilings are 2x4 lay in acoustical tiles. Flooring in high use areas is VCT while rooms/suites have carpet and VCT. Interior doors (corridors) are solid wood and doors within the rooms/suites are also solid wood rated assemblies.

Mechanical/Plumbing:

Heating is provided by a boiler and cooling is supplied by evaporative coolers. The heating/cooling distribution system is iron-pipe and air is supplied by ducts. Fresh air is supplied through roof top units and windows. Exhaust fans are present and bathroom ventilation is generally adequate. The plumbing fixtures (toilets / urinals / sinks) and piping is original.

Electrical:

The electrical system is fed from two 300 KVA transformer that delivers 120/240 V, 1-ph, 3-wire power via a 400 amp main panel. Branch circuits within rooms are adequate. Lighting is florescent and illumination is adequate due to natural light. Emergency exit signs or lighting with battery back-up are in corridors and are typically illuminated. The facility has no emergency generator foremergency lighting and critical system backup.

Fire Protection/Life Safety Systems/Accessibility:

The fire alarm system consists of audio and some visual, notification in rooms and pull stations, smoke detectors, a/v in corridors and other public spaces. The system is centrally monitored. The building does not have a fire sprinkler system. Egress corridors have appropriate fire separation and interior doors on escape corridors do have fire ratings. There is no security system. The complex is handicap compliant.

Educational Adequacy:

The facility generally does meet the state general adequacy requirements. There is safe access and adequate parking when considering dirt areas. The gross square footage is adequate for the current enrollment. There is two-way public address, classrooms have data ports and there are no CATV ports.

2003 Update:

DCU 03-026 (\$252,269) matched with Local District Bond Fund (\$520,000) for renovation of 4th and 5th Grade Wing (8,400 s.f./ 6 classrooms.) Also, (future work) Local General Obligation Bonds (\$704,000) for expansion and renovation of the kitchen and cafeteria is in design phase.

FMAR MAJOR AND MINOR FINDINGS

BPS is familiar with the PSFA Facilities Maintenance Assessment Report (FMAR) and the importance of the information it contains. BPS administration and its maintenance supervisor review each FMAR as it is received from PSFA. The majority of findings identified in the FMAR are items that the district maintenance staff addresses quickly within its maintenance budget; however, there have been some major findings that require capital funding. During the FMP process, the FMAR for each school is reviewed to determine the current status of the identified findings. Findings that the district is not been able to address with SB-9 funds are included in the capital plan. The capital plan identifies a cost associated with the finding and the approximate timeline for rectifying the finding.

SCHOOL NAME: Santo Domingo Elementary/Middle School

SCHOOL INFORMATION

Address: 301 Calle de Escuela
Bernalillo, NM 87004

Phone: 505.867.4441

School Mascot: Trojans

Principal: Larryssa Archuleta

School Colors: Blue/Yellow

**FAD Ranking 2016-17 /
Weighted NMCI:** FAD - 751 / NMCI - 0%

2017 Grades

Grade Levels: K - 8th

GRADE: Elementary D
Middle School C



Staff:

Total Teaching Staff:	30
Total Non Teaching Staff:	13

Student Enrollment 2014-15:

Total School Students:	314
Special Education Students (including Gifted):	0
Sp.Ed. % of Total Student Enrollment:	0%
Out of Attendance Zone Waivers:	0
Out of District Waivers:	0
2014-2015 Student Migration:	0%

Miscellaneous School Information:

Food Service: Food is made on site.

Technology: Computer to student ratio is 10:1 district wide. U84 fiber throughout the entire district. Interactive learning system and monod pads used at this school.

Maintenance:

N/A

Utilities:

2016-17 Utilities	
Electricity:	\$3,010.72
Gas:	\$13,251.82
Building Heat/Propane/Butane:	
Water/Sewer:	Well
Communications (Phone / Internet):	

Transportation:

4 buses service this school

Identified Facility Needs & Probable Costs:

Category	Facility Needs	Quant	Unit	Cost	MACC	Total Project
LocPol	Install shelving or cubbies in clothing bank closet	2	ea	\$250.00	\$500	\$650
AdqStd	Complete Phase II of Gym renovation and site work including fencing and new play fields	1	ea	\$2,100,000.00	\$2,100,000	\$2,730,000
LocPol	Complete center courtyard: shade structures	1	ea	\$40,000.00	\$40,000	\$52,000
Total Probable Cost:					\$2,140,500.00	\$2,782,650.00

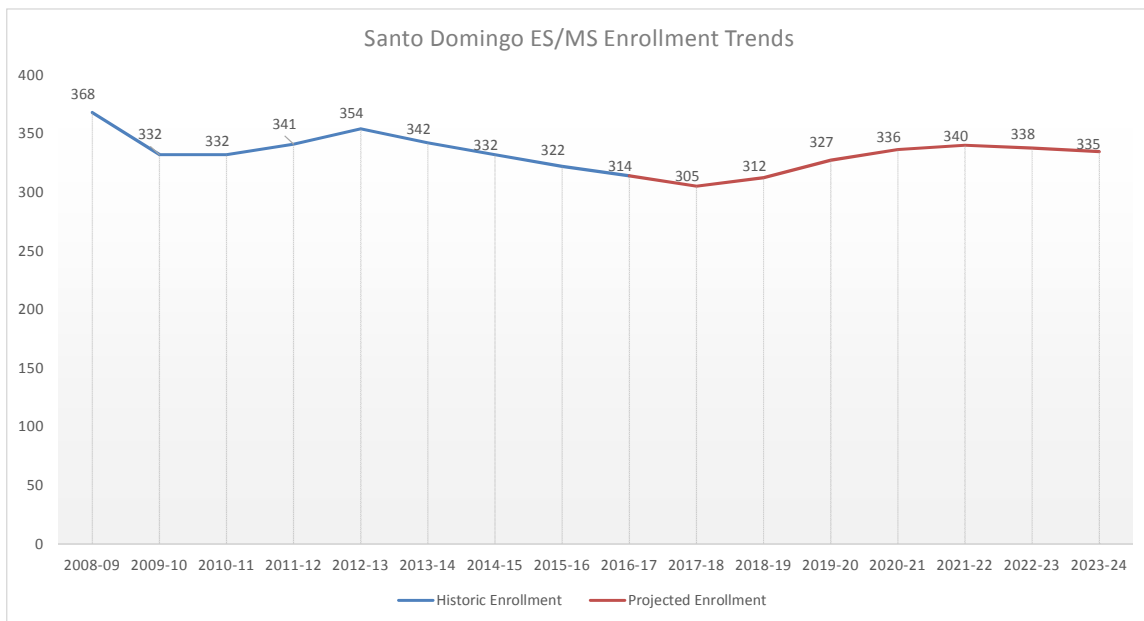
Santo Domingo Elementary/Middle School Enrollment History

Grade Levels	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-K	0	0	0	0	0	0	1	0	0
K	52	45	42	46	48	46	54	45	33
1st	50	41	45	40	43	45	41	50	46
2nd	41	42	43	46	41	38	32	36	47
3rd	38	38	44	48	39	38	38	31	35
4th	48	34	38	42	44	37	33	37	28
5th	25	47	35	38	43	39	33	35	33
6th	39	25	43	35	38	42	38	31	35
7th	30	35	18	30	30	30	33	27	30
8th	45	25	24	16	28	27	29	30	27
TOTAL	368	332	332	341	354	342	332	322	314

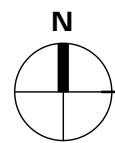
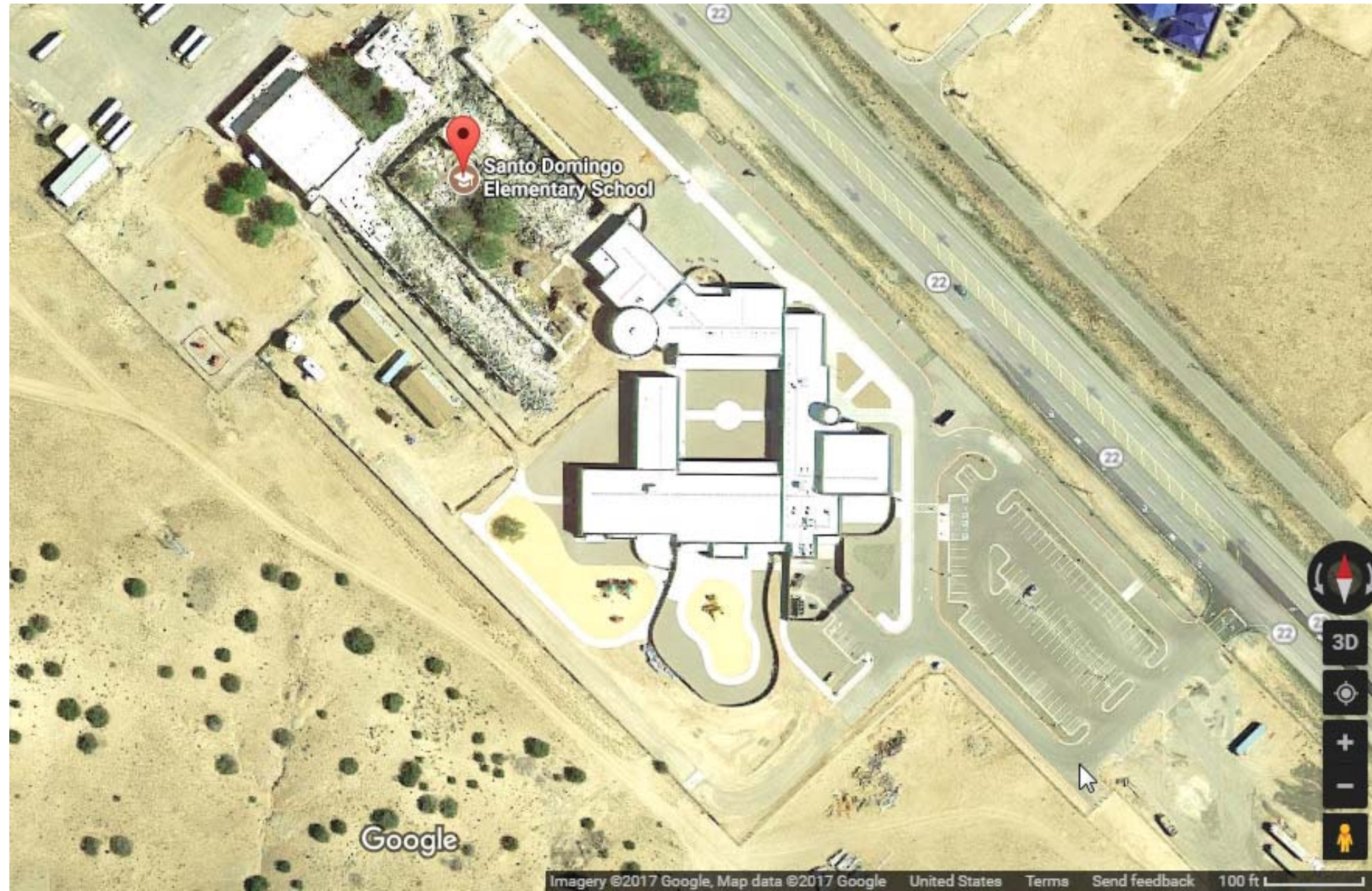
Santo Domingo Elementary/Middle School Enrollment Projections

Grade Levels	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	0	0	0	0	0	0	0
K	37	53	59	52	45	42	46
1st	31	35	50	56	49	42	40
2nd	43	29	33	47	52	46	40
3rd	46	42	28	32	46	51	45
4th	32	42	39	26	29	42	47
5th	28	32	42	38	26	29	42
6th	32	27	31	40	37	25	28
7th	29	26	22	25	33	30	20
8th	28	26	24	20	23	30	28
TOTAL	305	312	327	336	340	338	335

Santo Domingo Elementary/Middle School Enrollment Trends



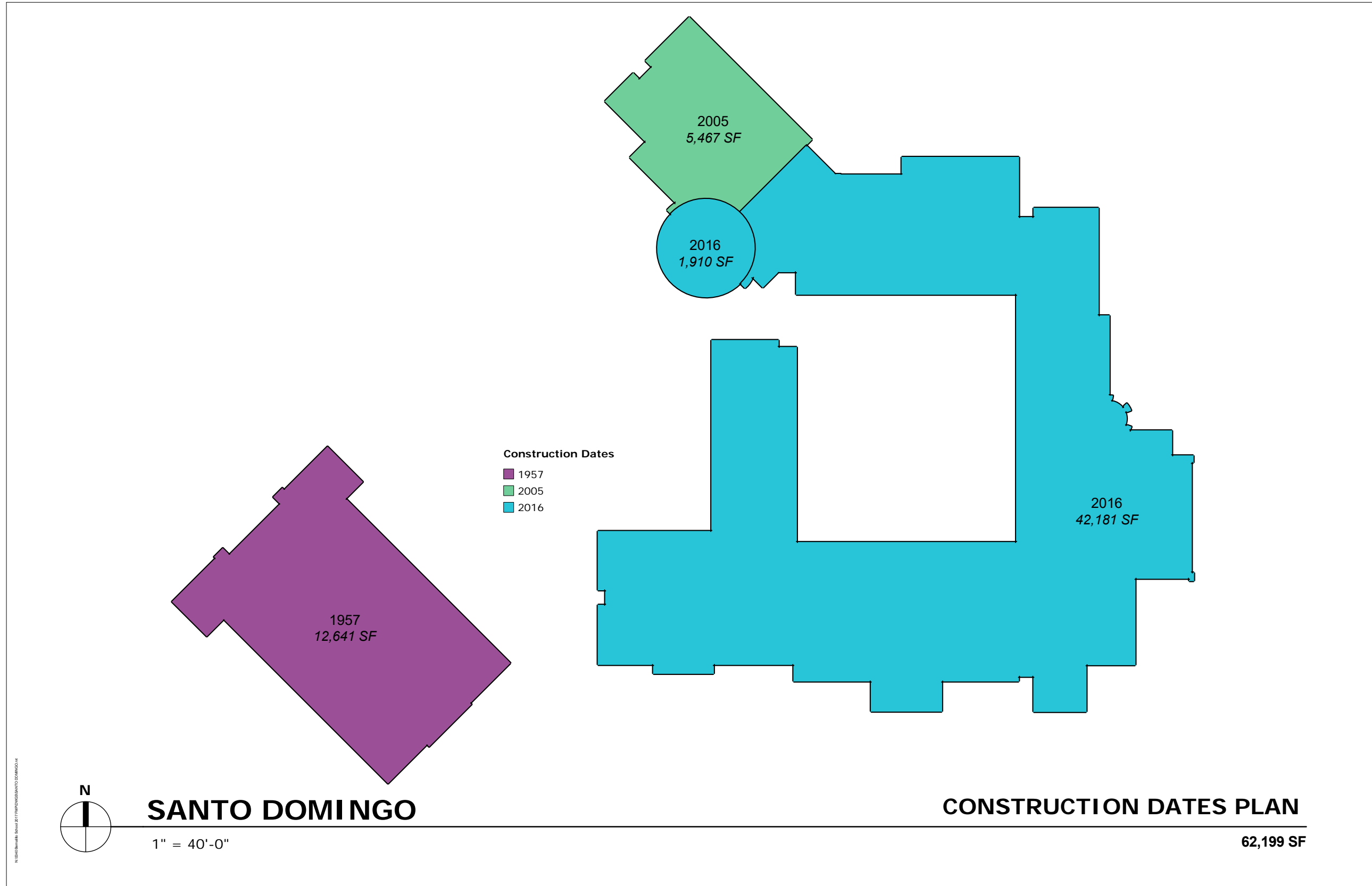
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SANTO DOMINGO

AERIAL PLAN

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Floor plans unavailable, please contact PSFA for assistance



GRADE LEVEL	TOTAL CURRENT STUDENT 40th DAY COUNT	NUMBER OF DD / SPECIAL NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER OF CLASSROOMS
Kindergarten	33	5	2	2
1st Grade	46	1	2	2
2nd Grade	47	0	2	2
3rd Grade	35	0	2	2
4th Grade	28	3	2	2
5th Grade	33	1	2	2
TOTALS	222	10	12	12

SCHOOL HOURS	
School Start Time	8:45am
School End Time	2:45pm
Total Hours in School Day	
Number of Lunch Turns Per Day	

District:	Bernalillo Public Schools
School:	Santo Domingo Elementary School
Date:	2016-2017

ALL CLASSROOMS (General, Art, PE, Computer Lab SPED, Title1, PT/OT, Etc.)										DAYS AND HOURS SPACE IS USED					UTILIZATION			
TEACHERS NAME	CLASSROOM USE/ GRADE LEVEL	ROOM NUMBER	Clrm SQUARE FOOTAGE	CURRENT STUDENT 40TH DAY COUNT	Functional Capacity	Max. Number of Students per Adequacy Standards Sq. Ft.	Maximum Facility Capacity or PED Max. PTR per Classroom	% Classroom Occupancy	DOES CLASSROOM MEET ADEQUACY	MONDAY HOURS USED PER DAY	TUESDAY HOURS USED PER DAY	WEDNESDAY HOURS USED PER DAY	THURSDAY HOURS USED PER DAY	FRIDAY HOURS USED PER DAY	TOTAL HOURS CLASSROOM IS USED DURING SCHOOL WEEK	TOTAL HOURS CLASSROOM IS AVAILABLE DURING SCHOOL WEEK	FACILITY UTILIZATION RATE PERCENT (%)	
Archibeque, G	Kindergarten	E-110	984	17	20	20	20	86%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Sanchez, A.	Kindergarten	E-108	990	16	20	20	20	81%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Lewis-Sanchez, P.	1st Grade	E-103	770	23	22	24	22	105%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Stansbury, A.	1st Grade	E-102	975	23	22	30	22	105%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Pauley, D.	2nd Grade	E-107	768	23	22	24	22	105%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Thergood, W.	2nd Grade	E-132	768	24	22	24	22	109%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Jimenez, W.	3rd Grade	E-129	755	18	22	24	22	82%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Polski, P.	3rd Grade	E-133	744	17	22	23	22	77%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Gina, D.	4th Grade	E-134	739	14	23	23	23	61%	N	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Otero, J.	4th Grade	E-140	806	14	24	25	24	58%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Chavez, M.	5th Grade	E-142	792	17	24	25	24	71%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Martinez, A.	5th Grade	E-144	802	16	24	25	24	67%	Y	7.00	7.00	6.50	7.00	7.00	34.50	34.50	100%	
Lovato, C.	Keres	E-105	788	0	0	25	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
	Comp Lab	E-124	451	0	0	14	14	0%	N	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
Coriz, B	Keres	E-146	799	0	0	25	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	34.50	0%	
SUBTotal W/Portables:			11,931	222	267	351	325	84%							Totals	414.00	517.50	80%
SUBTotal W/O Portables:					267		325											

LEGEND	
	General Education
	Special Education
	Special Programs
	Non-Instructional

NOTES:

- Count **general** classrooms as being used while students are attending recess, lunch, library time, and PE activities.
- 1-Max. Number of Students per Adequacy Standards Sq. Ft.: The maximum number of students allowed per the Statewide Adequacy Standards square feet.
- 2-PED Max. PTR per Classroom: PED's maximum pupil/teacher ratio per classroom
- 3-Utilization Rate Calculation: Total number of hours classroom is actually used per week / (divided by) the maximum possible classroom hours per week = (equals) total classroom utilization.

PED Published 40 Day Count	
2016-17 40 day Student Enrollment:	222

FACILITY CAPACITY (with and without Portables)	
Maximum Facility Capacity w/ Portables	325
Maximum Facility Capacity w/o Portables	325
Functional Facility Capacity w/ Portables	267
Functional Facility Capacity w/o Portables	267
Instructional Space Capacity w/ Portables @ 67%	218
Instructional Space Capacity w/o Portables @ 67%	218

Based On Number of Instructional Spaces:		
Number of and % Of General Use Classrooms	12	80%
Number of and % Of Special Education Classrooms	0	0%
Number of and % Of Special Use Classrooms	3	20%
	15	100%

Number of and % Of Portable Classrooms	0	0%
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SDMS Utilization 2017

Rm #	Cirm Use	Cirm NSF	Max # of St./ Sq Ft	Max Capacity or PED MAX PTR/Cirm	Functional Capacity	A. S. Y/N	PERIOD 1				PERIOD 2				PERIOD 3				PERIOD 4			
							# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject
M-105	Social Studies	820	29	27	27	Y	8	30%		Response to Intervention	14	52%	8th	US History	15	56%	8th	US History	19	70%	6th	Social Studies
M-104	Creative Writing	796	28	27	27	Y	1	4%		Creative Writing	0	0%			0	0%			0	0%		
M-103	Math	815	29	27	27	Y	6	22%		Response to Intervention	17	63%	6th	Math	15	56%	6th	Math	12	44%	7th	Math
M-102	English	781	28	27	27	Y	6	22%		Response to Intervention	13	48%	6th-8th	Language Arts	17	63%	6th-8th	Language Arts	15	56%	6th-8th	Language Arts
M-106	Science	1,000	36	27	27	Y	8	30%		Response to Intervention	16	59%	7th	Life Science	14	52%	8th	Physical Science	15	56%	8th	Physical Science
M-107	Art	1,079	39	27	27	Y	8	30%	6th-8th	Integrated Fine Arts	0	0%			0	0%			0	0%		
M-126	Computer Lab	807	29	27	27	Y	0	0%			8	30%		Assisted Reading	0	0%			6	22%		Assisted Reading
A-134	Music	940	34	27	27	Y	0	0%			0	0%			0	0%			0	0%		
M116	Gym	7,927	283	27	0	Y	15	56%		Health	0	0%		Prep	0	0%			0	0%		
E-126	Keres	576	21	21	21	N	6	29%		Response to Intervention	16	78%		Native for Language	12	58%	6th	Native for Language	16	78%	7th	Native for language
M-123	Gear-Up	613	22	16	16	Y	7	44%		Response to Intervention	11	69%		Gear Up Literacy	16	100%		Gear Up Literacy	14	88%		Gear Up Literacy
M-133	SPED	608	22	16	16	Y	11	69%		Special Resource	6	38%		Special Resource	3	19%		Special Resource	1	6%		Special Resource
E-117	ESG	336	12	12	0	N	10	83%		Garden	0	0%			0	0%			0	0%		
SUBTotals w/ Portables		16,762	599	296	269		86	38%			101	54%			92	58%			98	52%		
SUBTotals w/o Portables		16,762	599	296	269																	

LEGEND	
	General Instruction
	Special Education
	Special Programs
	Non-Instructional

Number of Lunch Turns Per Day	2
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- 1) Max # of St./Sq. Ft.= The maximum number of students allowed per the Statewide Adequacy Standards square feet.
- 2) PED Max PTR/Cirm = PED's maximum pupil / teacher ratio per class period.
- 3) Tot. St. = The total number of students in the specific instructional space throughout the day.
- 4) PED Max. PTR/Day = The maximum pupil teacher ratio allowed by PED for specific teacher per day allowed.
- 5) Tot. % Rm Occ. / Day = Total average percentage room is occupied throughout the day. (count all periods in average)
- 6) Occ. # of Pd.'s / Day = Occupied number of periods occupied per day. (Prep period may be counted as utilized if teacher does not have a separate office from classroom)
- 7) % Pd. / Day = The average percent of occupied periods (occupied number of periods divided by the number of periods available per day).

Santo Domingo Middle School

GRADE LEVEL	CURRENT STUDENT 40TH DAY COUNT	NUMBER OF / SPEC NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER TEACHING SPACES
6th Grade	35	0		
7th Grade	30	1		
8th Grade	27	2		
TOTALS	92	3	12	12

SDMS Utilization 2017

PERIOD 5				PERIOD 6				PERIOD 7				PERIOD 8				Tot. St.	PED Max. PTR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	Facility Utilization % Period / Day
# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject					
15	56%	6th	Social Studies	0	0%		Prep	12	44%	7th	NM History	16	59%	7th	NM History	99	160	41%	8	100%
0	0%		Prep	3	11%		Creative Writing	0	0%			0	0%			4	135	2%	3	38%
16	59%	7th	Math	0	0%		Prep	14	52%	8th	Math	15	56%	8th	Math	95	160	39%	8	100%
11	41%	6th-8th	Language Arts	0	0%		Prep	16	59%	6th-8th	Language Arts	13	48%	6th-8th	Language Arts	91	135	37%	8	100%
18	67%	6th	General Science	0	0%		Prep	15	56%	6th	Integrated Gen Science	11	41%	7th	Life Science	97	160	40%	8	100%
0	0%		Prep	19	70%	6th-8th	Integrated Arts	0	0%			0	0%			27	160	11%	3	38%
0	0%			19	70%		Basic Computer	0	0%			0	0%			33	160	14%	4	50%
0	0%		Prep	24	89%		Beginning Band	0	0%			0	0%			24	160	10%	2	25%
0	0%			29	107%	6th-8th	P.E.	0	0%			0	0%			44	160	18%	0	0%
14	68%	8th	Native for Language	0	0%		Prep	15	73%	8th	Native for Language	18	88%	7th	Native for Language	97	160	52%	8	100%
15	94%		Gear Up Literacy	0	0%		Prep	17	106%		Gear Up Literacy	15	94%		Gear Up Literacy	95	112	66%	8	100%
3	19%		Special Resource	0	0%		Prep	3	19%		Special Resource	4	25%		Special Resource	31	112	22%	8	100%
0	0%			0	0%			0	0%			0	0%			10	160	9%	2	25%
92	58%			94	70%			92	58%			92	59%			737	1,774	29%	68	71%

Current Grade Configuration:	6-8
2016-17 40 day Student Enrollment:	92

FACILITY CAPACITY (with and without Portables)	
Maximum Facility Capacity w/ Portables	296
Maximum Facility Capacity w/o Portables	296
Functional Facility Capacity w/ Portables	269
Functional Facility Capacity w/o Portables	269
Instructional Space Capacity w/ Portables @ 67%	198
Instructional Space Capacity w/o Portables @ 67%	198

Based On Number of Instructional Spaces:		
Number of and % Of General Use Classrooms	4	33%
Number of and % Of Special Education Classrooms	2	17%
Number of and % Of Special Use Classrooms	6	50%
	12	100%

Number of and % Of Portable Classrooms	0	0%
Number of Assigned Classrooms	11	92%

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District: **Bernalillo**

School: **Bernalillo MS**

School ID: **061026**

High Level Overview

General Information

Location:	Bernalillo, NM 87004	Ed. Adequacy Model:	Middle School Educational Adequacy
School Type:	Middle	Ed. Adequacy CCI:	100.00%
School Category:	Traditional	School CCI City:	RSMEANS2016:US_NM_ALBUQUERQ, UE

NMCI Statistics

Number of Students:	474	473	Number of Buildings:	4	
Growth Factor:	1.00		Number of Portables:	1	
Total Gross Square Feet:	106,109	105,876	Building Square Feet:	104,317	104,084
Site Size (Acres):	14.28		Portable Square Feet:	1,792	

NMCI School Metrics

Replacement Cost:	\$16,920,352	Unweighted Repair Cost:	\$6,952,508
Weighted Repair Cost:	\$3,399,900	Unweighted Educational Adequacy Cost:	\$67,399
Weighted Educational Adequacy Cost:	\$159,221	Total Unweighted Cost:	\$7,019,907
Total Weighted Cost:	\$3,559,121	Unweighted NMCI Score:	41.49
Weighted NMCI Score:	21.03		

NMCI Facility History

Last Assessment Date:	-	Previous Award, Yes or No, Year if Yes:	No
Closed:	No		



District: **Bernalillo**

School: **Bernalillo MS**

School ID: **061026**

Facility Description

Bernalillo Middle School is located at 485 Camino Don Tomas in Bernalillo, New Mexico, and falls within the Bernalillo School District. The 1-story campus contains ~~404,317~~ (104,084) SF of permanent buildings and 1,792 sf of portable buildings for a total of ~~406,904~~ (105,876) GSF. Occupancy is ~~593~~ (473) sixth through eighth grade students and a staff of ~~78~~ (63). The campus is made up of four buildings. Originally constructed in 1957, the main building has gone through a two-phase renovation. Phase I was completed in 2001 and Phase II ~~is scheduled for completion~~ (was completed) in 2002. There is a **double** portable facility on site. To most accurately capture repair costs, the complex was split into four permanent building assessments.

Site: The site is 14.28 acres and includes an athletic field. The school has a parking capacity of 70 (20 are dirt spaces and 2 are handicap spaces). All paved areas are in poor to fair condition and require improvements. About half of the parking is on City property. Concrete sidewalks are in fair condition and pose no hazard. Landscaped areas include shrubs and a few trees, and these areas are not irrigated. Site drainage is generally inadequate.

Structural/Exterior Closure: The buildings typically rest on continuous concrete footings that are showing no signs of damage or settlement. Building structural systems use concrete block, and have an exterior insulated finishing system. Roofs are built-up and they are not leaking. The exterior doors are metal and windows are operable, single-pane units with aluminum frames. (UPDATE)

Interiors: Partition walls are typically painted drywall. All interior wall finishes are generally in good condition. All ceilings are 2x4 lay-in acoustical tiles. Flooring in all areas is vinyl composition tile. Interior doors are solid wood.

Mechanical/Plumbing: Heating is provided by a boiler and cooling is supplied by evaporative coolers. The heating distribution system is iron-pipe and cooling is supplied by ductwork. Fresh air is supplied through rooftop units and windows. Exhaust fans are present, and bathroom ventilation is generally adequate. The plumbing fixtures are new, but the piping is original.

Electrical: The electrical system is fed from a 300 kVA transformer that delivers 120/240 V., 3-phase, 4-wire power via a 1,200 amp main panel. Branch circuits within rooms are adequate. Lighting is recessed, fluorescent lay-in units and illumination is adequate. Emergency lighting with battery back-up is in corridors and emergency exit signs are typically illuminated. The facility has no emergency generator.

Fire Protection/Life Safety Systems/Accessibility: The fire alarm system consists of annunciators in rooms, corridors, and other public spaces. The system is activated by pull stations and smoke detectors. The system is centrally monitored. The band and main buildings have fire sprinkler systems. Egress corridors have appropriate fire separation and interior doors on escape corridors are fire rated. The security system is comprised of motion detectors. The complex is generally handicap compliant.

2003 Update: Classroom and Multipurpose room addition was completed in 2003. Classrooms and rest rooms in other buildings were renovated in 2002. Fire alarm corrections were made per DCU 04-003.



District: **Bernalillo**

School: **Bernalillo MS**

School ID: **061026**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size	Type	Use
Band Building (1975)	Middle School Building	\$172,966	\$57,132	1957 1975	3,066	Building	Educational
Classroom Addition (2003)	Middle School Building	\$415,091	\$103,773	2003	12,938	Building	Educational
Library/8th Grade (1994-1996)	Middle School Building	\$686,115	\$180,027	1995	11,365	Building	Educational
Main Building (1957)	Middle School Building	\$4,064,533	\$1,016,133	1957	76,948	Building	Educational
Portables (2001) 1	Middle School Portable	\$88,464	\$22,116	2001	1,792	Building	Educational
Site	Middle School Site	\$1,525,338	\$2,020,719	1957	106,109	Building	Site
Building Totals		\$6,952,508	\$3,399,900				
Educational Adequacy Need	Middle School Educational Adequacy	\$67,399	\$159,221				
School Totals		\$7,019,907	\$3,559,121				



District: **Bernalillo**

School: **Bernalillo MS**

School ID: **061026**

Asset Detail

Building Name: Band Building (1975) **Cost Model:** Middle School Building **Size:** 2,984 / 3,066

Name	Cost SF	Renewal Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	2001	2021	64%	33.25%	\$6,600	9	.25	\$1,650	Renovated 2001
Ceiling Finishes	\$5.58	30	110%	2001	2031	28%	33.25%	\$5,356	9	.25	\$1,339	Renovated 2001
Communications/Security	\$1.96	15	90%	2001	2016	100%	33.25%	\$5,417	4	.25	\$1,354	Renovated 2001 <i>Needs to upgrade</i>
Exterior Walls	\$14.54	100	100%	1957	2057	36%	33.25%	\$16,050	9	.25	\$4,013	
Exterior Windows and Doors	\$7.04	30	110%	2001	2031	28%	33.25%	\$6,750	9	.25	\$1,688	Renovated 2001
Fire Detection/Alarm	\$1.98	15	90%	2001	2016	100%	33.25%	\$5,460	4	.25	\$1,365	Renovated 2001 per DCU 04-003. <i>Needs to upgrade</i>
Fire Sprinkler	\$0.86	50	130%	1957	2007	100%	33.25%	\$3,413	4	.25	\$853	Fire sprinkler system present
Floor Finishes	\$4.71	12	110%	2001	2013	100%	33.25%	\$15,873	4	.25	\$3,968	Renovated 2001 <i>Needs to upgrade</i>
Foundtion/Slab/Structure	\$27.51	100	100%	1957	2057	36%	33.25%	\$30,366	9	.25	\$7,592	
HVAC	\$24.01	30	100%	2001	2016	28%	33.25%	\$20,942	9	.25	\$5,236	Renovated 2001 <i>Upgraded 2016-2017</i>
Institutional Equipment	\$2.43	30	100%	1957	1987	100%	33.25%	\$7,456	2	1.5	\$11,184	See main building ? <i>Bleachers in good shape</i>
Interior Doors, Partitions, Stairs, Elevator	\$11.99	50	90%	2001	2051	10%	33.25%	\$3,387	9	.25	\$847	Renovated 2001
Interior Walls	\$5.65	60	90%	2001	2061	7%	33.25%	\$1,108	9	.25	\$277	
Lighting/Branch Circuits	\$11.62	30	90%	2001	2031	28%	33.25%	\$9,118	9	.25	\$2,279	Renovated 2001 <i>Update to LED</i>
Main Power/Emergency	\$1.33	30	90%	1957	1987	100%	33.25%	\$3,656	2	1.5	\$5,485	<i>Original</i>
Other Electrical Systems	\$0.37	20	90%	2001	2021	64%	33.25%	\$655	9	.25	\$164	Renovated 2001
Other Equipment	\$4.40	60	110%	2001	2061	7%	33.25%	\$1,056	9	.25	\$264	Renovated 2001
Plumbing	\$9.11	30	100%	2001	2031	28%	33.25%	\$7,949	9	.25	\$1,987	Renovated 2001 <i>Water line into Bldg is old and needs to be replaced</i>
Roof	\$4.94	20	120%	2001	2021	64%	33.25%	\$11,621	9	.25	\$2,905	Renovated 2001 <i>Needs to be replaced</i>
Technology	\$0.66	10	90%	2001	2011	100%	33.25%	\$1,834	4	.25	\$459	Renovated 2001
Wall Finishes	\$2.90	12	100%	2001	2013	100%	33.25%	\$8,898	4	.25	\$2,225	Renovated 2001 <i>Paint 1-2 yrs</i>
Total:								\$172,966			\$57,132	



District: **Bernalillo**

School: **Bernalillo MS**

School ID: **061026**

Asset Detail

Building Name: Classroom Addition (2003) **Cost Model:** Middle School Building **Size:** ~~12,938~~ 15,743

Name	Cost SF	Renewal Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	2003	2023	49%	33.25%	\$21,324	9	.25	\$5,331	
Ceiling Finishes	\$5.58	30	110%	2003	2033	22%	33.25%	\$17,304	9	.25	\$4,326	
Communications/Security	\$1.96	15	90%	2003	2018	87%	33.25%	\$19,914	9	.25	\$4,978	Needs to be replaced
Exterior Walls	\$14.54	100	100%	2003	2103	2%	33.25%	\$3,687	9	.25	\$922	
Exterior Windows and Doors	\$7.04	30	110%	2003	2033	22%	33.25%	\$21,809	9	.25	\$5,452	
Fire Detection/Alarm	\$1.98	15	90%	2003	2018	87%	33.25%	\$20,072	9	.25	\$5,018	Needs to be replaced
Fire Sprinkler	\$0.86	50	130%	2003	2053	8%	33.25%	\$1,129	9	.25	\$282	
Floor Finishes	\$4.71	12	110%	2003	2015	100%	33.25%	\$66,980	4	.25	\$16,745	Replace
Foundtion/Slab/Structure	\$27.51	100	100%	2003	2103	2%	33.25%	\$6,977	9	.25	\$1,744	
HVAC	\$24.01	30	100%	2003	2033	22%	33.25%	\$67,660	9	.25	\$16,915	Scheduled for replacement
Institutional Equipment	\$2.43	30	100%	2003	2033	22%	33.25%	\$6,852	9	.25	\$1,713	
Interior Doors, Partitions, Stairs, Elevator	\$11.99	50	90%	2003	2053	8%	33.25%	\$10,943	9	.25	\$2,736	
Interior Walls	\$5.65	60	90%	2003	2063	5%	33.25%	\$3,579	9	.25	\$895	
Lighting/Branch Circuits	\$11.62	30	90%	2003	2033	22%	33.25%	\$29,458	9	.25	\$7,365	Update to LED
Main Power/Emergency	\$1.33	30	90%	2003	2033	22%	33.25%	\$3,360	9	.25	\$840	
Other Electrical Systems	\$0.37	20	90%	2003	2023	49%	33.25%	\$2,115	9	.25	\$529	
Other Equipment	\$4.40	60	110%	2003	2063	5%	33.25%	\$3,411	9	.25	\$853	
Plumbing	\$9.11	30	100%	2003	2033	22%	33.25%	\$25,681	9	.25	\$6,420	Good
Roof	\$4.94	20	120%	2003	2023	49%	33.25%	\$37,545	9	.25	\$9,386	Leaking roof drains
Technology	\$0.66	10	90%	2003	2013	100%	33.25%	\$7,740	4	.25	\$1,935	
Wall Finishes	\$2.90	12	100%	2003	2015	100%	33.25%	\$37,548	4	.25	\$9,387	Paint 1-2 yrs
Total:								\$415,091			\$103,773	



District: **Bernalillo**

School: **Bernalillo MS**

School ID: **061026**

Asset Detail

Building Name: Library/8th Grade (1994-1996) **Cost Model:** Middle School Building **Size:** 11,365 ^{12,617}

Name	Cost SF	Renewal Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	1995	2015	100%	33.25%	\$38,228	4	.25	\$9,557	
Ceiling Finishes	\$5.58	30	110%	1995	2025	54%	33.25%	\$37,536	9	.25	\$9,384	
Communications/Security	\$1.96	15	90%	1995	2010	100%	33.25%	\$20,081	4	.25	\$5,020	Needs to be replaced
Exterior Walls	\$14.54	100	100%	1995	2095	5%	33.25%	\$7,999	9 ₄	.25	\$2,000	Settlement and cracking
Exterior Windows and Doors	\$7.04	30	110%	1995	2025	54%	33.25%	\$47,308	9	.25	\$11,827	
Fire Detection/Alarm	\$1.98	15	90%	1995	2010	100%	33.25%	\$20,240	4	.25	\$5,060	Needs to be replaced
Fire Sprinkler	\$0.86	50	130%	1995	2045	19%	33.25%	\$2,449	9	.25	\$612	Not required by UBC
Floor Finishes	\$4.71	12	110%	1995	2007	100%	33.25%	\$58,837	4	.25	\$14,709	Needs to be replaced
Foundtion/Slab/Structure	\$27.51	100	100%	1995	2095	5%	33.25%	\$15,133	9	.25	\$3,783	
HVAC	\$24.01	30	100%	1995	2025	54%	33.25%	\$146,766	9	.25	\$36,692	Upgraded 2016
Institutional Equipment	\$2.43	30	100%	1995	2025	54%	33.25%	\$14,863	9	.25	\$3,716	See main building
Interior Doors, Partitions, Stairs, Elevator	\$11.99	50	90%	1995	2045	19%	33.25%	\$23,737	9	.25	\$5,934	
Interior Walls	\$5.65	60	90%	1995	2055	13%	33.25%	\$7,764	9	.25	\$1,941	
Lighting/Branch Circuits	\$11.62	30	90%	1995	2025	54%	33.25%	\$63,900	9	.25	\$15,975	
Main Power/Emergency	\$1.33	30	90%	1995	2025	54%	33.25%	\$7,289	9	.25	\$1,822	
Other Electrical Systems	\$0.37	20	90%	1995	2015	100%	33.25%	\$3,791	4	.25	\$948	
Other Equipment	\$4.40	60	110%	1995	2055	13%	33.25%	\$7,398	9	.25	\$1,850	
Plumbing	\$9.11	30	100%	1995	2025	54%	33.25%	\$55,706	9	.25	\$13,926	
Roof	\$4.94	20	120%	1995	2015	100%	33.25%	\$67,308	4	.25	\$16,827	...rom Schedule of Values. Big Daddy references deficiencies at work room, boiler room, classrooms, and library. Needs to be replaced
Technology	\$0.66	10	90%	1995	2005	100%	33.25%	\$6,799	2	1.5	\$10,198	
Wall Finishes	\$2.90	12	100%	1995	2007	100%	33.25%	\$32,983	4	.25	\$8,246	Paint every 1-2 yrs
Total:								\$686,115			\$180,027	



District: **Bernalillo**

School: **Bernalillo MS**

School ID: **061026**

Asset Detail

72,740

Building Name: Main Building (1957)

Cost Model: Middle School Building

Size: 76,948

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	2001	2021	64%	33.25%	\$165,650	9	.25	\$41,412	Renovated 2001
Ceiling Finishes	\$5.58	30	110%	2001	2031	28%	33.25%	\$134,421	9	.25	\$33,605	Renovated 2001
Communications/Security	\$1.96	15	90%	2001	2016	100%	33.25%	\$135,960	4	.25	\$33,990	Renovated 2001 Needs to be upgraded
Exterior Walls	\$14.54	100	100%	1957	2057	36%	33.25%	\$402,815	9	.25	\$100,704	Replace stucco N. side
Exterior Windows and Doors	\$7.04	30	110%	2001	2031	28%	33.25%	\$169,416	9	.25	\$42,354	Renovated 2001
Fire Detection/Alarm	\$1.98	15	90%	2001	2016	100%	33.25%	\$137,040	4	.25	\$34,260	Renovated 2001 Needs to be replaced
Fire Sprinkler	\$0.86	50	130%	2001	2051	10%	33.25%	\$8,770	9	.25	\$2,193	Renovated 2001; Fire sprinkler system present
Floor Finishes	\$4.71	12	110%	2001	2013	100%	33.25%	\$398,362	4	.25	\$99,591	Renovated 2001 Needs to be replaced
Foundtion/Slab/Structure	\$27.51	100	100%	1957	2057	36%	33.25%	\$762,111	9	.25	\$190,528	
HVAC	\$24.01	30	100%	2004	2031	28%	33.25%	\$525,592	9	.25	\$131,398	Renovated 2001 Upgraded 2017
Institutional Equipment	\$2.43	30	100%	2001	2031	28%	33.25%	\$53,226	9	.25	\$13,306	Renovated 2001
Interior Doors, Partitions, Stairs, Elevator	\$11.99	50	90%	2001	2051	10%	33.25%	\$85,007	9	.25	\$21,252	Renovated 2001
Interior Walls	\$5.65	60	90%	2001	2061	7%	33.25%	\$27,805	9	.25	\$6,951	
Lighting/Branch Circuits	\$11.62	30	90%	2001	2031	28%	33.25%	\$228,834	9	.25	\$57,209	Renovated 2001 Upgrade to LED
Main Power/Emergency	\$1.33	30	90%	2001	2031	28%	33.25%	\$26,103	9	.25	\$6,526	Renovated 2001
Other Electrical Systems	\$0.37	20	90%	2001	2021	64%	33.25%	\$16,429	9	.25	\$4,107	Renovated 2001
Other Equipment	\$4.40	60	110%	2001	2061	7%	33.25%	\$26,495	9	.25	\$6,624	Renovated 2001
Plumbing	\$9.11	30	100%	2001	2031	28%	33.25%	\$199,491	9	.25	\$49,873	Renovated 2001 Line needs to be replaced
Roof	\$4.94	20	120%	2001	2021	64%	33.25%	\$291,656	9	.25	\$72,914	Renovated 2001
Technology	\$0.66	10	90%	2001	2011	100%	33.25%	\$46,032	4	.25	\$11,508	Renovated 2001
Wall Finishes	\$2.90	12	100%	2001	2013	100%	33.25%	\$223,317	4	.25	\$55,829	Renovated 2001 Paint every 1-2 yrs
Total:								\$4,064,533			\$1,016,133	



District: **Bernalillo**

School: **Bernalillo MS**

School ID: **061026**

Asset Detail

Building Name: Portables (2001) 1 **Cost Model:** Middle School Portable **Size:** 1,792 **Non-Educational Building**

Name	Cost SF	Renewal Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Portable Building	\$49.37	15	100%	2001	2016	100%	33.25%	\$88,464	4	.25	\$22,116	
Total:								\$88,464			\$22,116	

Used for District storage
not part of MS.



District: **Bernalillo**

School: **Bernalillo MS**

School ID: **061026**

Asset Detail

Building Name: Site Cost Model: Middle School Site Size: ~~106,109~~ 105,876

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Athletic Fields	\$0.90	30	90%	1957	1987	100%	33.25%	\$85,948	2	1.5	\$128,922	In good condition. Updated in 1987
Fencing	\$0.29	100	110%	1957 ?	2057	36%	33.25%	\$12,224	9	.25	\$3,056	In good condition
Landscaping	\$1.83	30	110%	1957	1987	100%	33.25%	\$213,279	2	1.5	\$319,919	No issues
Parking Lots	\$3.41	20	80%	1957	1977	100%	33.25%	\$289,678	2	1.5	\$434,516	Updated in 1987
Playground Equipment	\$0.42	15	100%	1957	1972	100%	33.25%	\$44,566	2	1.5	\$66,849	N/A
Site Lighting	\$2.79	40	100%	1957	1997	100%	33.25%	\$296,044	4	.25	\$74,011	Needs upgrade
Site Specialties	\$0.15	40	100%	1957	1997	100%	33.25%	\$15,916	4	.25	\$3,979	
Site Utilities	\$2.17	50	120%	1957	2007	100%	33.25%	\$275,883	<u>3</u>	2	\$551,767	...trical service and waste lines with 2001. Water line under SE corner of building Domestic water is original; adjustment for new storm drainage system
Walkways	\$2.50	30	110%	1957 1987	1987 ?	100%	33.25%	\$291,800	2	1.5	\$437,700	Replace damaged walkways In good condition
Total:								\$1,525,338			\$2,020,719	



District: **Bernalillo**

School: **Bernalillo MS**

School ID: **061026**

Educational Adequacy Detail

Population

Growth Factor:	1	Number of Kindergarten Students:	0
Number of Staff:	78 63	Number of 1-5 Students:	0
Number of Students:	474 473	Number of 6-8 Students:	474 473
Number of Special Education Students:	0	Number of 9-12 Students:	0

Square Footage

Permanent GSF:	404,317 105,876	General Storage NSF:	5,620
Portable GSF:	1,792	Maintenance or Janitorial Space NSF:	1,849
Admin NSF:	1,997	Media Center NSF:	4,142
Art/Music NSF:	3,328	Parent Work Space NSF:	0
Assembly NSF:	2,236	Physical Ed NSF:	15,560
Career Ed NSF:	3,225	Science Classroom NSF:	3,924 3,826
Computer Lab NSF:	2,095	Science Storage NSF:	342
Faculty Work Area NSF:	1,077	Special Education Classroom NSF:	4,900 4,855
Food Service NSF:	5,646	Student Health NSF:	1,087
General Classroom NSF:	20,084 18,748		

Classrooms

Number of Classrooms:	45 46	Number of Special Education Classrooms:	0 7
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Parking

Number of Paved Parking Spaces:	107	Number of Bus Drop Offs:	1
Number of Handicap Parking Spaces:	8	Number of Student Drop Offs:	1
Number of Gravel Parking Spaces:	20		

Miscellaneous

Number of Chemical Storage Rooms:	1	Number of Multi-Use Playgrounds:	0
Playground Equipment:	-		



District: **Bernalillo**

School: **Bernalillo MS**

School ID: **061026**

EA Deficiencies

EA Cost Model: Middle School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)
Insufficient Parent Work Space	0	471	\$80	\$80.00	\$50,209	7	3	\$150,626
Missing or Inadequate Multi-use Play Area	0	1	\$11,436	\$11,436.30	\$15,239	8	.5	\$7,619
Inadequate Number of Chemical Storage Units	1	2	\$1,464	\$1,464.30	\$1,951	8	.5	\$976
Insufficient Total Parking	127	117	\$1,322	\$1,321.66	\$0	6	1	\$0
Insufficient Student Health Square Footage	1,087	471	\$80	\$80.00	\$0	7	3	\$0
Insufficient Student Drop Off	1	0	\$21,000	\$21,000.00	\$0	6	1	\$0
Insufficient Special Education Square Footage	4,900	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Storage Square Footage	342	160	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Square Footage	3,921	1,884	\$80	\$80.00	\$0	7	3	\$0
Insufficient Physical Education Square Footage	15,560	8,326	\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	4,142	1,413	\$80	\$80.00	\$0	7	3	\$0
Insufficient Janitorial Square Footage	1,849	236	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Storage	5,620	471	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Classroom Square Footage	20,081	13,188	\$80	\$80.00	\$0	7	3	\$0
Insufficient Food Service Square Footage	5,646	3,955	\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	1,077	471	\$80	\$80.00	\$0	7	3	\$0
Insufficient Computer Lab Square Footage	2,095	1,413	\$80	\$80.00	\$0	7	3	\$0
Insufficient Career Ed Square Footage	3,225	1,884	\$80	\$80.00	\$0	7	3	\$0
Insufficient Bus Drop Off	1	1	\$20,800	\$20,799.69	\$0	6	1	\$0
Insufficient Administrative Square Footage	1,997	857	\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	3,328	1,884	\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Handicap Spaces	8	5	\$144	\$143.52	\$0	6	1	\$0
Total					\$67,399			\$159,221



2017 BERNALILLO MIDDLE SCHOOL EXECUTIVE SUMMARY UPDATE:

Bernalillo Middle School is located at 485 Camino Don Tomas in Bernalillo, New Mexico, and falls within the Bernalillo School District. The 1-story campus contains 104,317 SF of permanent buildings and 1,792 sf of portable buildings for a total of 106,901 GSF. Occupancy is 593 sixth through eighth grade students and a staff of 78. The campus is made up of four buildings. Originally constructed in 1957, the main building has gone through a two-phase renovation. Phase I was completed in 2001 and Phase II is scheduled for completion in 2002. There is a portable facility on site. To most accurately capture repair costs, the complex was split into four permanent building assessments.

Site:

The site is 14.28 acres and includes an athletic field. The school has a parking capacity of 70 (20 are dirt spaces and 2 are handicap spaces). All paved areas are in poor to fair condition and require improvements. About half of the parking is on City property. Concrete sidewalks are in fair condition and pose no hazard. Landscaped areas include shrubs and a few trees, and these areas are not irrigated. Site drainage is generally inadequate.

Structural/Exterior Closure:

The buildings typically rest on continuous concrete footings that are showing no signs of damage or settlement. Building structural systems use concrete block, and have an exterior insulated finishing system. Roofs are built-up and they are not leaking. The exterior doors are metal and windows are operable, single-pane units with aluminum frames.

Interiors:

Partition walls are typically painted drywall. All interior wall finishes are generally in good condition. All ceilings are 2x4 lay-in acoustical tiles. Flooring in all areas is vinyl composition tile. Interior doors are solid wood.

Mechanical/Plumbing:

Heating is provided by a boiler and cooling is supplied by evaporative coolers. The heating distribution system is iron-pipe and cooling is supplied by ductwork. Fresh air is supplied through rooftop units and windows. Exhaust fans are present, and bathroom

ventilation is generally adequate. The plumbing fixtures are new, but the piping is original.

Electrical:

The electrical system is fed from a 300 kVA transformer that delivers 120/240 V., 3-phase, 4-wire power via a 1,200 amp main panel. Branch circuits within rooms are adequate. Lighting is recessed, fluorescent lay-in units and illumination is adequate. Emergency lighting with battery back-up is in corridors and emergency exit signs are typically illuminated. The facility has no emergency generator.

Fire Protection/Life Safety Systems/Accessibility:

The fire alarm system consists of annunciators in rooms, corridors, and other public spaces. The system is activated by pull stations and smoke detectors. The system is centrally monitored. The band and main buildings have fire sprinkler systems. Egress corridors have appropriate fire separation and interior doors on escape corridors are fire rated. The security system is comprised of motion detectors. The complex is generally handicap compliant.

2003 Update:

Classroom and Multipurpose room addition was completed in 2003. Classrooms and rest rooms in other buildings were renovated in 2002. Fire alarm corrections were made per DCU 04-003.

FMAR MAJOR AND MINOR FINDINGS

BPS is familiar with the PSFA Facilities Maintenance Assessment Report (FMAR) and the importance of the information it contains. BPS administration and its maintenance supervisor review each FMAR as it is received from PSFA. The majority of findings identified in the FMAR are items that the district maintenance staff addresses quickly within its maintenance budget; however, there have been some major findings that require capital funding. During the FMP process, the FMAR for each school is reviewed to determine the current status of the identified findings. Findings that the district is not been able to address with SB-9 funds are included in the capital plan. The capital plan identifies a cost associated with the finding and the approximate timeline for rectifying the finding.

SCHOOL NAME: Bernalillo Middle School

SCHOOL INFORMATION

Address: 485 Camino don Thomas
Bernalillo, NM 87004

Phone: 505.867.3309

School Mascot: Eagle

Principal: Albert Martinez

School Colors: Red

**FAD Ranking
2015/Weighted NMCI:** FAD - 347 / NMCI 16.04%

2017 Grades

Grade Levels: 6th - 8th

GRADE: D



Staff:

Total Teaching Staff: 48
Total Non Teaching Staff: 6

Student Enrollment 2014-15:

Total School Students: 473
Special Education Students (including Gifted): 0
Sp.Ed. % of Total Student Enrollment: 0%

Out of Attendance Zone Waivers: 0

Out of District Waivers: 0

2014-2015 Student Migration: 0%

Miscellaneous School Information:

Food Service: Food is made on site.

Technology: Computer to student ratio is 10:1 district wide. U84 fiber throughout the entire district. Would like to have interactive learning systems and mondo pads, found at Santo Domingo and Bernalillo High School, at all schools district wide.

Maintenance:

N/A

Utilities:

2016-17 Utilities

Electricity:	\$61,445.07
Gas:	\$0.00
Building Heat/Propane/Butane:	
Water/Sewer:	\$12,358.44
Communications (Phone / Internet):	

Transportation:

17 buses service this school; 3 of those are for Special Education

Identified Facility Needs & Probable Costs:

Category	Facility Needs	Quant	Unit	Cost	MACC	Total Project
LHSS	Upgrade intercom	104,084	sf	\$2.00	\$208,168	\$270,618
LHSS	Upgrade Security: Entry	1	ea	\$7,500.00	\$7,500	\$9,750
LHSS	Upgrade Security: Cameras	1	ea	\$7,500.00	\$7,500	\$9,750
PreVent	Repair exterior walls and Re-stucco MS	1	ea	\$700,000.00	\$700,000	\$910,000
FacRen	Replace exterior double doors to courtyard	4	ea	\$5,000.00	\$20,000	\$26,000
LHSS	Install ADA entry doors	1	ea	\$12,000.00	\$12,000	\$15,600
LHSS	Upgrade Fire Alarm: Entire School (Band)	104,084	sf	\$3.00	\$312,252	\$405,928
FacRen	Replace carpet in administration	2,590	sf	\$6.00	\$15,540	\$20,202
FacRen	Beyond expected life: Upgrade	35,500	sf	\$6.00	\$213,000	\$276,900
FacRen	Replace baseboard in cafeteria	250	lf	\$6.00	\$1,500	\$1,950
FacRen	Replace VCT in kitchen	741	sf	\$6.00	\$4,446	\$5,780
FacRen	Replace exterior lockers	75	ea	\$200.00	\$15,000	\$19,500
FacRen	Repair sound system in Gym	1	ea	\$7,500.00	\$7,500	\$9,750
FacRen	Replace gym bleachers	700	seats	\$200.00	\$140,000	\$182,000
FacRen	Replace casework in snack bar area	25	lf	\$350.00	\$8,750	\$11,375
LHSS	Install ADA signage	120	ea	\$50.00	\$6,000	\$7,800
FacRen	Upgrade lighting to LED	104,084	sf	\$3.00	\$312,252	\$405,928
FacRen	Renovate restrooms	2,119	sf	\$200.00	\$423,800	\$550,940
FacRen	Upgrade restrooms: floors, sinks, counter tops	2,119	sf	\$50.00	\$105,950	\$137,735
PreVent	Install water conditioner	1	ea	\$50,000.00	\$50,000	\$65,000
FacRen	Replace Roof	104,084	sf	\$18.00	\$1,873,512	\$2,435,566

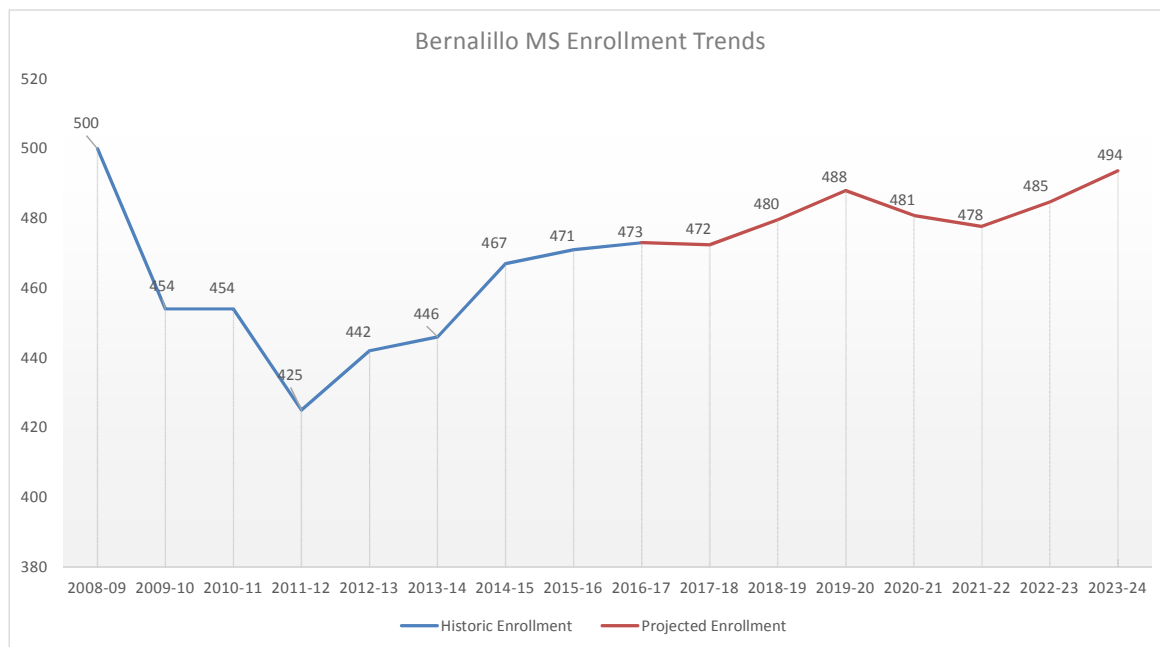
FacRen	Repair wall at kitchen mopsink	50	sf	\$25.00	\$1,250	\$1,625
FacRen	Beyond Expected Life: Upgraded as needed	0	sf	\$0.00	\$0	\$0
FacRen	Potential Mission Impact / Degraded: Upgraded by district	0	ea	\$0.00	\$0	\$0
LHSS	Upgrade Security: Perimeter fencing	1,500	lf	\$100.00	\$150,000	\$195,000
PreVent	Potential Mission Impact / Degraded: Upgrade & Correct ponding in courtyard	1	ea	\$7,500.00	\$7,500	\$9,750
LocPol	Resurface existing parking lots	20,000	sf	\$4.00	\$80,000	\$104,000
LocPol	Install parking on north side of site	15,000	sf	\$6.00	\$90,000	\$117,000
LHSS	Potential mission impact / degraded: N/A	0	sf	\$0.00	\$0	\$0
FacRen	Upgrade 3 west parking lot lightpoles	3	ea	\$25,000.00	\$75,000	\$97,500
LHSS	Install site lighting in front parking lot: LED	4	ea	\$25,000.00	\$100,000	\$130,000
LHSS	Upgrade exterior building lighting to LED	30	ea	\$1,250.00	\$37,500	\$48,750
LHSS	Install exterior light at kitchen entry	1	ea	\$750.00	\$750	\$975
LocPol	Upgrade student plaza	1	ea	\$35,000.00	\$35,000	\$45,500
FacRen	Replace delivery ramp to kitchen	50	sf	\$35.00	\$1,750	\$2,275
FacRen	Replace water line: Southeast corner of site. Line runs under building.	250	lf	\$250.00	\$62,500	\$81,250
LHSS	Potential mission impact / degraded: Upgrade	2,500	sf	\$35.00	\$87,500	\$113,750
LHSS	Beyond Expected Life: Upgrade	2,984	sf	\$5.00	\$14,920	\$19,396
FacRen	Replace band carpet	2,850	sf	\$6.00	\$17,100	\$22,230
FacRen	Potential Mission Impact / Degraded: Upgrade	200	sf	\$50.00	\$10,000	\$13,000
LHSS	Beyond Expected Life: Upgrade	1	ea	\$5,000.00	\$5,000	\$6,500
FacRen	Replace band acoustics tile	300	sf	\$50.00	\$15,000	\$19,500
FacRen	Beyond expected life: See Library Renovation	0	sf	\$0.00	\$0	\$0
FacRen	Beyond expected life: See Library Renovation	0	lf	\$6.00	\$0	\$0
FacRen	Beyond Expected Life: Upgrade	1	ea	\$5,000.00	\$5,000	\$6,500
AdqStd	Renovate Library including: windows, exterior door, flooring , furniture, Fire Alarm/Detection	1	ea	\$485,000.00	\$485,000	\$630,500
FacRen	Beyond Expected Life: Upgrade, included in school roof	0	sf	\$18.00	\$0	\$0
FacRen	Beyond Expected Life: Included in Library Renovation	0	sf	\$0.00	\$0	\$0
FacRen	Beyond expected life: Upgrade	2,119	sf	\$50.00	\$105,950	\$137,735
FacRen	Beyond Expected Life: Upgrade	6,400	sf	\$6.00	\$38,400	\$49,920
FacRen	Beyond Expected Life: Upgraded as needed	0	sf	\$0.00	\$0	\$0
Total Probable Cost:					\$5,869,790.00	\$7,630,727.00

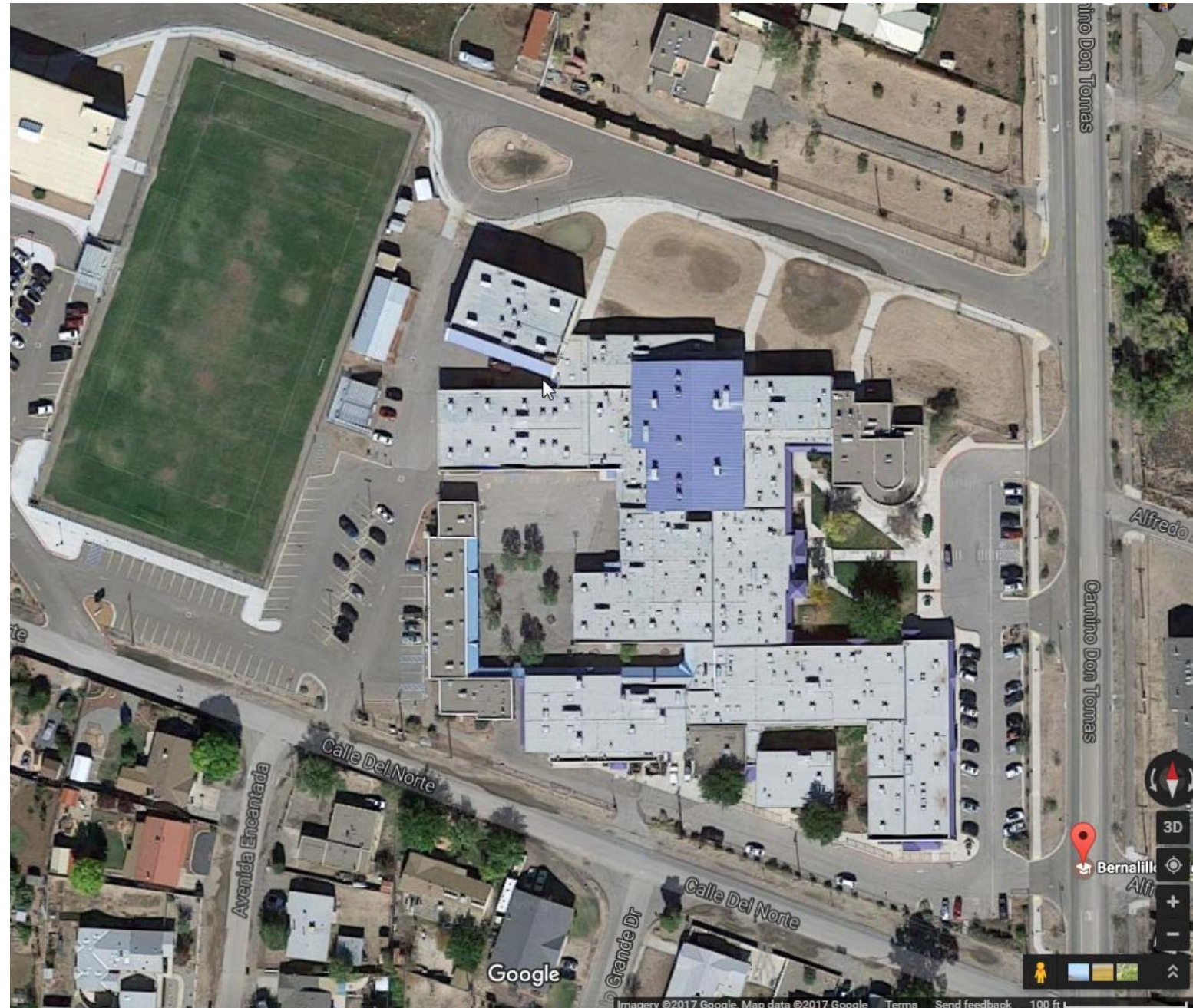
Bernalillo Middle School Enrollment History

Grade Levels	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
6th	148	139	151	145	155	145	177	161	150
7th	165	152	150	139	147	153	139	168	153
8th	187	163	153	141	140	148	151	142	170
TOTALS	500	454	454	425	442	446	467	471	473

Bernalillo Middle School Enrollment Projections

Grade Levels	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
6th	166	163	158	159	160	165	168
7th	148	164	160	156	156	157	162
8th	159	153	170	166	161	162	163
TOTALS	472	480	488	481	478	485	494

Bernalillo Middle School Enrollment Trends



Bernalillo MS

AERIAL PLAN

PERMANENT BLDG(s)
+ PORTABLE(s)
TOTAL =

Image Source: Google Maps

PORTABLE
1,792 SF GSF

2003
15,743 SF GSF

1994-1996
6,463 SF GSF

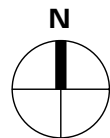
Construction Dates

- 1957
- 1975
- 1994-1996
- 2003
- PORTABLE

1994-1996
6,154 SF GSF

1957
72,740 SF GSF

1975
2,984 SF GSF



Bernalillo MS

1" = 60'-0"

CONSTRUCTION DATES PLAN

105,876 SF

N:\04\Bernalillo MS\04\BMS\04\BMS.dwg

Floor plans unavailable, please contact PSFA for assistance



PORTABLE
Metal
1,792 SF GSF



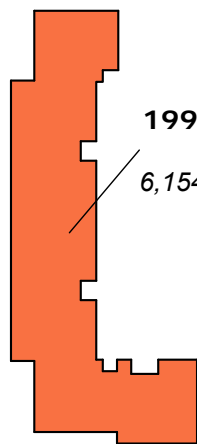
2003
TPO
15,743 SF GSF

- Roof Dates**
- 1994-1996
 - 2001
 - 2003
 - PORTABLE

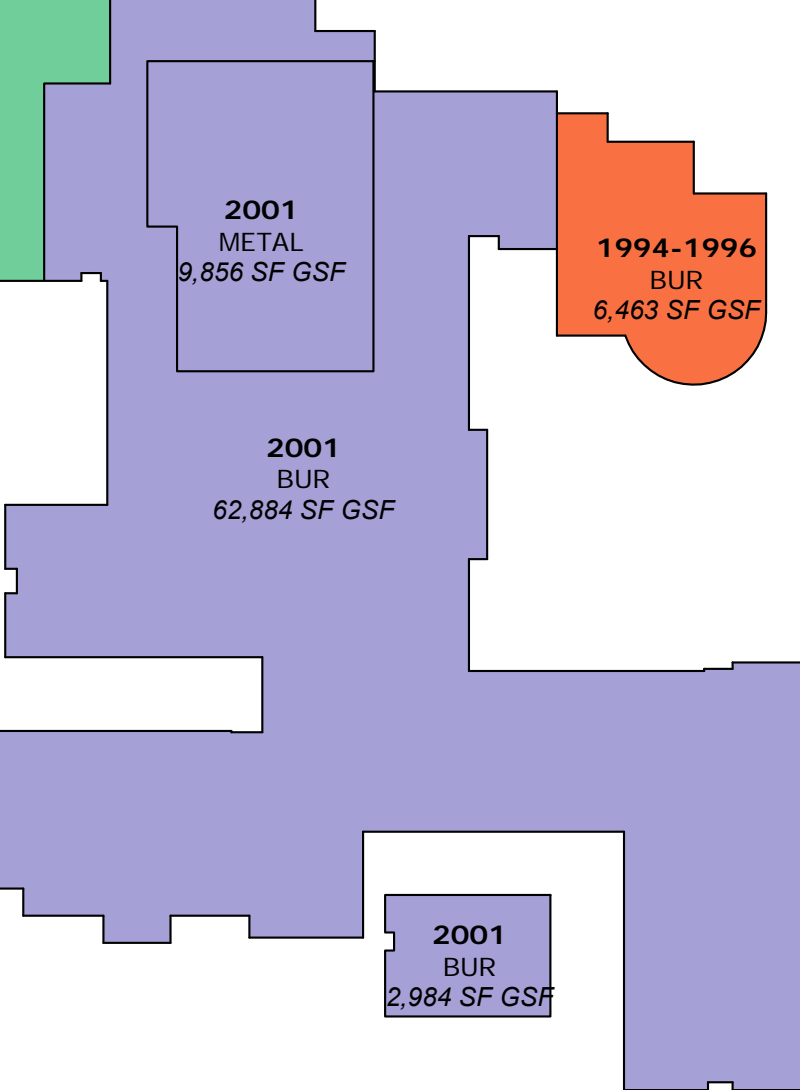


2001
METAL
9,856 SF GSF

1994-1996
BUR
6,463 SF GSF

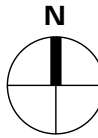


1994-1996
BUR
6,154 SF GSF



2001
BUR
62,884 SF GSF

2001
BUR
2,984 SF GSF



Bernalillo MS

1" = 60'-0"

ROOF PLAN

\\s3\hawaii\knox\2017\05\Bernalillo MS.rvt

Site/School Details

ENROLLMENT / CAPACITY

Rm #	Clrm Use	Clrm NSF	Max # of St./ Sq Ft	Max Capacity or PED MAX PTR/Clrm	Functional Capacity	A. S. Y/N	PERIOD 1 8:00 - 8:54				PERIOD 2 8:59 - 9:53				PERIOD 3 9:58 - 10:52			
							# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject
							1	Language Arts	713	25	25	25	N	14	56%	8th	Language Arts Honors	8
2	Science	713	25	25	25	N	24	96%	8th	Physical Science 8	0	0%		Prep	21	84%	7th	Life Science 7
5	Language Arts	712	25	25	25	N	19	76%	7th	Language Arts 7	21	84%	7th	Language Arts 7	19	76%	6th	Language Arts 6
6	History	705	25	25	25	N	18	72%	6th	World History 6	21	84%	6th	World history 6	0	0%		Prep
7	Science	701	25	25	25	N	20	80%	7th	Life Science 7	0	0%		Prep	23	92%	7th	Life Science 7
8	Science	697	25	25	25	N	16	64%	6th	Earth Science 6	0	0%		Prep	22	88%	6th	Earth Science 6
10	Language Arts	680	24	24	24	N	7	29%	6th-8th	Language Arts	9	38%	6th-8th	Language Arts	13	54%	6th-8th	Language Arts
14	History/Science	680	24	24	24	N	21	88%	8th	Physical Science 8	0	0%		Prep	21	88%	7th	Life Science 7
15	Keres	679	24	24	24	N	0	0%			0	0%			0	0%		
32	Math	803	29	27	27	Y	17	63%	7th	Math 7	12	44%	6th	Math 6 honors	10	37%	6th	Math 6 Honors
33	Math	803	29	27	27	Y	22	81%	8th	Math 8	22	81%	7th	Math 7 Honors	19	70%	8th	Math 8
34	Math	803	29	27	27	Y	16	59%	7th	Math 7	24	89%	6th	Math 6	14	52%	7th	Math 7
35	Math	803	29	27	27	Y	20	74%	6th	Math 6/Algebra II	24	89%	8th	Math 8	19	70%		Algebra
36	History	788	28	27	27	Y	21	78%	8th	US History 8	15	56%	7th	Western Civilization Hist 7	0	0%		Prep
38	Science	701	25	25	25	N	2	8%	8th	Earth Science/Algebra 2	0	0%	8th	Math 8/Online	0	0%	6th-8th	Language Arts 6-8/Online
39	Science	610	22	22	0	N	0	0%	7th	Life Science	0	0%	7th	Math 7	0	0%		Prep
41	Science	809	29	27	27	Y	22	81%	8th	Physical Science 8	20	74%	8th	Math 8	23	85%	8th	Physical Science
42	Classroom	809	29	27	27	Y	0	0%			0	0%			0	0%		
51	Health/P.E.	787	28	27	27	Y	0	0%			28	104%		Health	0	0%		
52	History	787	28	27	27	Y	15	56%	7th	NM History 7	20	74%	6th	World History 6	0	0%		Prep
53	Language Arts	785	28	27	27	Y	20	74%	7th	Language Arts 7	25	93%	8th	Language Arts 8	19	70%	8th	Language Arts 8
54	History	785	28	27	27	Y	20	74%	8th	US History 8	17	63%	7th	NM History 7	0	0%		Prep
55	Spanish	785	28	27	27	Y	8	30%	6th-7th	Spanish 6/7	6	22%	6th/7th	Creative Art/Spanish 6/7	10	37%	6th/7th	Spanish 6/7
57	Spanish	805	29	27	27	Y	0	0%		Prep	10	37%		Spanish Language Arts	25	93%		Spanish Language Arts
58	History	805	29	27	27	Y	23	85%	8th	US History 8	27	100%	8th	US History 8	0	0%		Prep
17	Home Economics	1,952	70	27	27	Y	18	67%		Foods	20	74%		Foods	12	44%		Foods
18	Shop	1,273	45	27	27	Y	14	52%		Industrial Arts	19	70%		Industrial Arts	16	59%		Industrial Arts
19	Band/Choir	1,977	71	27	27	Y	0	0%			0	0%			0	0%		Prep
20	IA	1,729	62	27	0	Y	0	0%			0	0%			0	0%		
21	Computer lab	687	25	25	0	N	0	0%			0	0%			0	0%		
30	Art	1,351	48	27	27	Y	0	0%		Prep	24	89%		Creative Art	20	74%		Creative Art
43	Science Lab	1,232	44	27	0	Y	0	0%			0	0%			0	0%		
44	Science Lab	1,186	42	27	0	Y	0	0%			0	0%			0	0%		
46	Computer Lab	1,408	50	27	27	Y	10	37%		Basic Computers	4	15%		Basic Computers	13	48%		Basic Computers
126	Auditory	2,758	99	27	0	Y	0	0%			0	0%			0	0%		
127	Aux Gym	5,785	207	27	0	Y	0	0%			0	0%			0	0%		
159	GYM	9,775	349	27	27	Y	21	78%		Physical Education	17	63%		Physical Education	32	119%		Physical Education
3	Resource	735	26	16	16	Y	6	38%	6th-8th	Math/Reading	6	38%	6th-8th	Math/Reading	8	50%	6th-8th	Math/Reading
11	Reading	679	24	16	16	Y	7	44%	7th	Reading Intervention	11	69%	7th	Reading Intervention 7	13	81%	6th	Reading Intervention 6
13	Math	690	25	16	16	Y	10	63%	6th	Math Intervention	13	81%	6th	Math Intervention 6	10	63%	8th	Math Intervention 8
28	SPED	616	22	16	16	Y	2	13%		Learning Lab	7	44%		Math Applications	5	31%		Life Skills
31	Resource	802	29	16	16	Y	0	0%			0	0%			0	0%		
56	Gear up	785	28	16	16	Y	10	63%		Gear Up Literacy	10	63%		Gear up Literacy	37	231%		Health/Gear Up Literacy
59	OT/PT	548	20	8	0	Y	0	0%			0	0%			0	0%		
9	Unknown	750	27	27	0	Y	0	0%			0	0%			0	0%		
39	ISS	610	22	22	0	N	0	0%			0	0%			0	0%		
SUBTotals w/ Portables		56,076	2,004	1,122	883		443	61%			440	65%			442	75%		
SUBTotals w/o Portables		56,076	2,004	1,122	883													

SECTION
4.1

Site/School Details

ENROLLMENT / CAPACITY

PERIOD 4 A-C Lunchs 10:57 - 12:25				PERIOD 5 12:30 - 1:24				PERIOD 6 1:29 - :23				PERIOD AD				Tot. St.	PED Max. PTR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	Facility Utilization % Period / Day
# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject					
21	84%	8th	Language Arts 8	0	0%		Prep	9	36%	6th	Language Arts Honors	13	52%	7th	Advisory 7	83	135	47%	7	100%
27	108%	8th	Physical Science 8	18	72%	7th	Life Science 7	16	64%	7th	Life Science 7	12	48%	7th	Advisory 7	118	160	67%	7	100%
21	84%	7th	Language Arts 7	0	0%		Prep	22	88%	6th	Language Arts 6	13	52%	7th	Advisory 7	115	135	66%	7	100%
22	88%	6th	World History 6	22	88%	6th	World hisotry 6	21	84%	8th	World History 8	12	48%	6th	Advisory 6	116	160	66%	7	100%
20	80%	6th	Earth Science 6	21	84%	6th	Earth Science 6	15	60%	7th	Life Science 7	0	0%			99	160	57%	6	86%
18	72%	6th	Earth Science 6	18	72%	6th	Earth Science 6	24	96%	6th	Earth Science 6	11	44%	6th	Advisory 6	109	160	62%	7	100%
5	21%	6th-8th	Language Arts	7	29%	6th-8th	Language Arts	0	0%		Prep	15	63%		Advisory SP	56	135	33%	7	100%
17	71%	7th	Life Science 7	27	113%	8th	Physical Science 8	26	108%	8th	Physical Science 8	16	67%	8th	Advisory 8	128	160	76%	7	100%
0	0%		Prep	7	29%		Keres	13	54%		Keres	0	0%			20	160	12%	3	43%
0	0%		Prep	19	70%	7th	Math 7	14	52%	7th	Math 7	14	52%	7th	Advisory 7	86	160	46%	7	100%
0	0%		Prep	20	74%	7th	Math 7	13	48%	7th	Math 7	14	52%	7th	Advisory 7	110	160	58%	7	100%
0	0%		Prep	21	78%	6th	Math 6	20	74%	6th	Math 6	12	44%	6th	Advisory 6	107	160	57%	7	100%
0	0%		Prep	18	67%	6th	Math 6	13	48%		Algebra I	18	67%	8th	Advisory 8	112	160	59%	7	100%
24	89%	7th	Western Civilization Hist 7	28	104%	8th	US History 8	19	70%	7th	Western Civilization 7	13	48%	7th	Advisory 7	120	160	63%	7	100%
14	56%		AVID/Online	0	0%	7th	NM History/Online	2	8%		Office Aide	4	16%		Advisory SP	22	160	13%	7	100%
0	0%		NM History	0	0%	7th	World History-R/LAR-R	0	0%			0	0%			0	160	0%	0	0%
0	0%		Prep	24	89%	8th	Math 8	21	78%	8th	Math 8	15	56%	8th	Advisory 7	125	160	66%	7	100%
0	0%			0	0%			0	0%			14	52%	6th	Advisory 6	14	160	7%	2	29%
27	100%		Health	0	0%		Prep	0	0%			27	100%	8-Jul	Advisory 7- 8	82	160	43%	4	57%
24	89%	7th	NM History 7	18	67%	7th	NM History 7	12	44%	6th	World History 6/Spanish	11	41%	6th	Advisory 6	100	160	53%	7	100%
21	78%	8th	Language Arts 8	0	0%		Prep	18	67%	8th	Language Arts 8th	17	63%	8th	Advisory 8	120	135	63%	7	100%
25	93%	8th	US History 8	19	70%	7th	NM History 7	19	70%	7th	AVID	14	52%	8th	Advisory 8	114	160	60%	7	100%
0	0%		Prep	9	33%	6th/7th	Creative Arts 6/7	12	44%		Spanish	13	48%	6th	Advisory 6	58	160	31%	7	100%
16	59%		Spanish Language Arts	14	52%		Spanish Language Arts	8	30%		Spanish Language Arts	16	59%	7th	Advisory 7	89	160	47%	7	100%
15	56%	8th	Language Arts 8	28	104%	8th	Language Arts 8	26	96%	8th	US History 8	16	59%	8th	Advisory 8	135	160	71%	7	100%
19	70%		Foods	22	81%		Foods	0	0%		Prep	14	52%	8th	Advisory 8	105	160	56%	7	100%
12	44%		Industrial Arts	13	48%		Industrial Arts	10	37%		Gifted and Talented	14	52%	8th	Advisory 8	98	160	52%	7	100%
11	41%		Choir	11	41%		Advanced Band	13	48%		Beginning Band	0	0%			35	160	19%	4	57%
0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
11	41%		Creative Art	10	37%		Creative Art	15	56%		Creative Art	16	59%	7th	Advisory 7	96	160	51%	7	100%
0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
13	48%		Basic Computers	0	0%		Prep	17	63%		Basic Computers	12	44%	8th	Advisory 8	69	160	37%	7	100%
0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
31	115%		Physical Education	23	85%		Physical Education	28	104%		P.E.	16	59%	7th	Advisory 7	168	160	89%	7	100%
3	19%	6th-8th	Math/Reading/LA	0	0%			6	38%		Math 6 7 8	0	0%		Advisory SP	29	112	26%	7	100%
8	50%	8th	Reading intervention 8	0	0%		Prep	9	56%	6th	Reading Intervention 6	11	69%	6th	Advisory 6	59	112	53%	7	100%
0	0%		Prep	12	75%	7th	Mah inervenion 7	10	63%	7th	Mah Inervenion 7	11	69%	6th	Advisory 6	66	112	59%	7	100%
4	25%		Passports/Reading	0	0%		Creative Art	0	0%	8th	Physical Science 8	12	75%		Advisory SP	30	112	27%	7	100%
0	0%			10	63%	6th	Language Arts 6	0	0%		Prep	17	106%		Advisory SP	27	112	24%	3	43%
10	63%		Gear Up Literacy	13	81%		Gear Up Literacy	0	0%		Prep	15	94%	8th	Advisory 8	95	112	85%	7	100%
0	0%			0	0%			0	0%			0	0%			0	112	0%	0	0%
0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
439	67%			452	69%			451	62%			448	58%			3,115	6,924	50%	232	72%

LEGEND	
	General Instruction
	Special Education
	Special Programs
	Non-Instructional

Number of Lunch Turns Per Day	3
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Current Grade Configuration:	6-8
2016-17 40 day Student Enrollment:	473

- 1) Max # of St./Sq. Ft.= The maximum number of students allowed per the Statewide Adequacy Standards square feet.
- 2) PED Max PTR/Cirm = PED's maximum pupil / teacher ratio per class period.
- 3) Tot. St. = The total number of students in the specific instructional space throughout the day.
- 4) PED Max. PTR/Day = The maximum pupil teacher ratio allowed by PED for specific teacher per day allowed.
- 5) Tot. % Rm Occ. / Day = Total average percentage room is occupied throughout the day. (count all periods in average)
- 6) Occ. # of Pd.'s / Day = Occupied number of periods occupied per day. (Prep period may be counted as utilized if teacher does not have a separate office from classroom)
- 7) % Pd. / Day = The average percent of occupied periods (occupied number of periods divided by the number of periods available per day).

Bernalillo Middle School

GRADE LEVEL	CURRENT STUDENT 40TH DAY COUNT	NUMBER OF / SPEC NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER TEACHING SPACES
6th Grade	150	6		
7th Grade	153	9		
8th Grade	170	9		
TOTALS	473	24	36	46

FACILITY CAPACITY (with and without Portables)	
Maximum Facility Capacity w/ Portables	1,122
Maximum Facility Capacity w/o Portables	1,122
Functional Facility Capacity w/ Portables	883
Functional Facility Capacity w/o Portables	883
Instructional Space Capacity w/ Portables @ 67%	752
Instructional Space Capacity w/o Portables @ 67%	752

Based On Number of Instructional Spaces:		
Number of and % Of General Use Classrooms	27	59%
Number of and % Of Special Education Classrooms	7	15%
Number of and % Of Special Use Classrooms	12	26%
	46	100%

Number of and % Of Portable Classrooms	0	0%
Number of Assigned Classrooms	36	78%

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District: **Bernalillo** School: **Bernalillo HS - PHASE ONE COMPLETE PHASE** | 2016
 School ID: **061027**

High Level Overview

General Information

Location:	Bernalillo, NM 87004	Ed. Adequacy Model:	High School Educational Adequacy
School Type:	High	Ed. Adequacy CCI:	100.00%
School Category:	Traditional	School CCI City:	RSMEANS2016:US_NM_ALBUQUERQ, UE

NMCI Statistics

Number of Students:	777 815	Number of Buildings:	3
Growth Factor:	1.00	Number of Portables:	0
Total Gross Square Feet:	188,934 185,985	Building Square Feet:	188,934 185,985
Site Size (Acres):	44.73	Portable Square Feet:	0

NMCI School Metrics

Replacement Cost:	\$34,322,576	Unweighted Repair Cost:	\$3,809,242
Weighted Repair Cost:	\$952,311	Unweighted Educational Adequacy Cost:	\$0
Weighted Educational Adequacy Cost:	\$0	Total Unweighted Cost:	\$3,809,242
Total Weighted Cost:	\$952,311	Unweighted NMCI Score:	11.10
Weighted NMCI Score:	2.77		

NMCI Facility History

Last Assessment Date:	-	Previous Award, Yes or No, Year if Yes:	No
Closed:	No		



District: **Bernalillo** School: **Bernalillo HS - PHASE ONE COMPLETE PHASE TWO IN 2016** ²⁰¹⁷ I - 2016 School ID: **061027**

Facility Description

Bernalillo High School is located at 250 Isidro Sanchez Road in Bernalillo, New Mexico, and falls within the Bernalillo School District.

FMP Vendor: Please update.

CMU walls exterior with stucco finish
TPO roof
Mtl stud + gyp interior
Electric: 3 phase
HVAC: heat pump - 4 pipe system (except Gym)
Fire Alarm: sprinklered throughout
Intercom: phones + intercom with speakers
Floors: polished conc. corridors. Carpet Admin + clrms
Clgs: Clg tiles



District: **Bernalillo** School: **Bernalillo HS - PHASE ONE COMPLETE PHASE TWO IN 2016 2017** School ID: **061027**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size	Type	Use
Phase One Building (2015)	High School Building	\$61,649	\$15,412	2015	75,000	Building	79,223 Educational
Phase Two Building (2016)	High School Building	\$15,412	\$3,853	2016	75,000	Building	43,744 Educational
Spartan Alley Gym (1984)	High School Building	\$2,693,422	\$673,356	1984	38,934	Building	63,019 Educational
Site	High School Site	\$1,038,758	\$259,690	2015	188,934	Building	185,985 Site
Building Totals		\$3,809,242	\$952,311				
Educational Adequacy Need	High School Educational Adequacy	\$0	\$0				
School Totals		\$3,809,242	\$952,311				



District: **Bernalillo** School: **Bernalillo HS - PHASE ONE COMPLETE PHASE TWO IN 2016** School ID: **061027**
2017

Asset Detail

Building Name: Phase One Building (2015) **Cost Model:** High School Building **Size:** 79,223 ~~75,000~~

Name	Cost SF	Renewal Life	Last Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	2015	2035	1%	33.25%	\$2,523	9	.25	\$631	
Ceiling Finishes	\$5.58	30	110%	2015	2045	0%	33.25%	\$2,047	9	.25	\$512	
Communications/Security	\$1.96	15	90%	2015	2030	2%	33.25%	\$2,356	9	.25	\$589	
Exterior Walls	\$15.39	100	100%	2015	2115	0%	33.25%	\$462	9	.25	\$115	
Exterior Windows and Doors	\$5.98	30	110%	2015	2045	0%	33.25%	\$2,192	9	.25	\$548	
Fire Detection/Alarm	\$1.98	15	90%	2015	2030	2%	33.25%	\$2,375	9	.25	\$594	
Fire Sprinkler	\$2.62	50	130%	2015	2065	0%	33.25%	\$408	9	.25	\$102	
Floor Finishes	\$6.43	12	110%	2015	2027	3%	33.25%	\$14,741	9	.25	\$3,685	
Foundtion/Slab/Structure	\$29.28	100	100%	2015	2115	0%	33.25%	\$878	9	.25	\$220	
HVAC	\$23.92	30	100%	2015	2045	0%	33.25%	\$7,974	9	.25	\$1,993	
Institutional Equipment	\$3.74	30	100%	2015	2045	0%	33.25%	\$1,248	9	.25	\$312	
Interior Doors, Partitions, Stairs, Elevator	\$11.66	50	90%	2015	2065	0%	33.25%	\$1,259	9	.25	\$315	
Interior Walls	\$7.41	60	90%	2015	2075	0%	33.25%	\$555	9	.25	\$139	
Lighting/Branch Circuits	\$11.48	30	90%	2015	2045	0%	33.25%	\$3,445	9	.25	\$861	
Main Power/Emergency	\$1.33	30	90%	2015	2045	0%	33.25%	\$398	9	.25	\$99	
Other Electrical Systems	\$0.53	20	90%	2015	2035	1%	33.25%	\$356	9	.25	\$89	
Other Equipment	\$11.59	60	110%	2015	2075	0%	33.25%	\$1,062	9	.25	\$266	
Plumbing	\$11.10	30	100%	2015	2045	0%	33.25%	\$3,700	9	.25	\$925	
Roof	\$8.05	20	120%	2015	2035	1%	33.25%	\$7,243	9	.25	\$1,811	
Technology	\$0.14	10	90%	2015	2025	4%	33.25%	\$381	9	.25	\$95	
Wall Finishes	\$2.90	12	100%	2015	2027	3%	33.25%	\$6,046	9	.25	\$1,512	
Total:								\$61,649			\$15,412	



District: **Bernalillo** School: **Bernalillo HS - PHASE I 2016**
ONE COMPLETE PHASE School ID: **061027**
~~2016~~ **2017**

Asset Detail

Building Name: Phase Two Building (2016) **Cost Model:** High School Building **Size:** ~~75,000~~ **43,744**

Name	Cost SF	Renewal Life	Last Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	2016	2036	0%	33.25%	\$631	9	.25	\$158	
Ceiling Finishes	\$5.58	30	110%	2016	2046	0%	33.25%	\$512	9	.25	\$128	
Communications/Security	\$1.96	15	90%	2016	2031	0%	33.25%	\$589	9	.25	\$147	
Exterior Walls	\$15.39	100	100%	2016	2116	0%	33.25%	\$115	9	.25	\$29	
Exterior Windows and Doors	\$5.98	30	110%	2016	2046	0%	33.25%	\$548	9	.25	\$137	
Fire Detection/Alarm	\$1.98	15	90%	2016	2031	0%	33.25%	\$594	9	.25	\$148	
Fire Sprinkler	\$2.62	50	130%	2016	2066	0%	33.25%	\$102	9	.25	\$26	
Floor Finishes	\$6.43	12	110%	2016	2028	1%	33.25%	\$3,685	9	.25	\$921	
Foundtion/Slab/Structure	\$29.28	100	100%	2016	2116	0%	33.25%	\$220	9	.25	\$55	
HVAC	\$23.92	30	100%	2016	2046	0%	33.25%	\$1,993	9	.25	\$498	
Institutional Equipment	\$3.74	30	100%	2016	2046	0%	33.25%	\$312	9	.25	\$78	
Interior Doors, Partitions, Stairs, Elevator	\$11.66	50	90%	2016	2066	0%	33.25%	\$315	9	.25	\$79	
Interior Walls	\$7.41	60	90%	2016	2076	0%	33.25%	\$139	9	.25	\$35	
Lighting/Branch Circuits	\$11.48	30	90%	2016	2046	0%	33.25%	\$861	9	.25	\$215	
Main Power/Emergency	\$1.33	30	90%	2016	2046	0%	33.25%	\$99	9	.25	\$25	
Other Electrical Systems	\$0.53	20	90%	2016	2036	0%	33.25%	\$89	9	.25	\$22	
Other Equipment	\$11.59	60	110%	2016	2076	0%	33.25%	\$266	9	.25	\$66	
Plumbing	\$11.10	30	100%	2016	2046	0%	33.25%	\$925	9	.25	\$231	
Roof	\$8.05	20	120%	2016	2036	0%	33.25%	\$1,811	9	.25	\$453	
Technology	\$0.14	10	90%	2016	2026	1%	33.25%	\$95	9	.25	\$24	
Wall Finishes	\$2.90	12	100%	2016	2028	1%	33.25%	\$1,512	9	.25	\$378	
Total:								\$15,412			\$3,853	



District: **Bernalillo** School: **Bernalillo HS - PHASE ONE COMPLETE PHASE TWO IN 2016** School ID: **061027**
2017

Asset Detail

Building Name: Spartan Alley Gym (1984) **Cost Model:** High School Building **Size:** 63,019 ~~38,934~~

Name	Cost SF	Renewal Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	2007	2027	25%	33.25%	\$32,740	9	.25	\$8,185	Per recent Plan Review Dated 4/20/07; Updated Renovation Date. (TD-9/21/07)
Ceiling Finishes	\$5.58	30	110%	1984	2014	100%	33.25%	\$239,113	4	.25	\$59,778	2016 lay in clg tile in gym
Communications/Security	\$1.96	15	90%	2015	2030	2%	33.25%	\$1,223	9	.25	\$306	
Exterior Walls	\$15.39	100	100%	1984	2084	11%	33.25%	\$65,243	9	.25	\$16,311	Per recent Plan Review Dated 4/20/07; Adjusted Amount for re-stuco of exterior walls. (TD-9/21/07)
Exterior Windows and Doors	\$5.98	30	110%	1984	2014	100%	33.25%	\$256,039	4	.25	\$64,010	Replaced 2015 in lobby only
Fire Detection/Alarm	\$1.98	15	90%	2003	¹⁵ 2018	87%	33.25%	\$60,402	9	.25	\$15,101	DCU Proj 04-003, Upgrade Upgraded 2015
Fire Sprinkler	\$2.62	50	130%	1984	2034	44%	33.25%	\$57,728	9	.25	\$14,432	Not sprinklered
Floor Finishes	\$6.43	12	110%	2002	2014	100%	33.25%	\$275,493	4	.25	\$68,873	2016 replace Lobby floor
Foundtion/Slab/Structure	\$29.28	100	100%	1984	2084	11%	33.25%	\$124,147	9	.25	\$31,037	11/16/09 Assessment Notes: Some settlement cracks on upper gym walls that should be monitored. (TD-11/30/09)
HVAC	\$23.92	30	100%	1984	2014	100%	33.25%	\$931,341	4	.25	\$232,835	Needs to be replaced
Institutional Equipment	\$3.74	30	100%	1984	2014	100%	33.25%	\$145,757	4	.25	\$36,439	Bleachers upper 2016. Scoreboards 2016
Interior Doors, Partitions, Stairs, Elevator	\$11.66	50	90%	1984	2034	44%	33.25%	\$177,944	9	.25	\$44,486	
Interior Walls	\$7.41	60	90%	1984	2044	30%	33.25%	\$78,495	9	.25	\$19,624	
Lighting/Branch Circuits	\$11.48	30	90%	2007	2037	11%	33.25%	\$44,710	9	.25	\$11,177	Per recent Plan Review Dated 4/20/07; Updated Renovation Date. (TD-9/21/07)
Main Power/Emergency	\$1.33	30	90%	1984	2014	100%	33.25%	\$46,432	4	.25	\$11,608	
Other Electrical Systems	\$0.53	20	90%	1984	2004	100%	33.25%	\$18,468	4	.25	\$4,617	
Other Equipment	\$11.59	60	110%	2007	2067	3%	33.25%	\$13,787	9	.25	\$3,447	Per recent Plan Review Dated 4/20/07; Updated Renovation Date. (TD-9/21/07)
Plumbing	\$11.10	30	100%	2007	2037	11%	33.25%	\$48,014	9	.25	\$12,004	Per recent Plan Review Dated 4/20/07; Updated Renovation Date. (TD-9/21/07)



Executive Summary Report

Name	Cost SF	Renewal Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Roof	\$5.37	20	120%	2015	2035	1%	33.25%	\$2,507	9	.25	\$627	...rains. (TD-11/30/09) 9/17/2015 CJA Entered PSFA #P12-005: 25,600 sf Re-roof with TPO. This is the NEW portion. Upper gym
Roof	\$2.68	20	120%	2002 (1984, 2016)	2022	56%	33.25%	\$70,501	9	.25	\$17,625	...it system for Re-roof. This is the OLD portion that is the lower elevation of the gym roof (vestibule section) Lobby
Technology	\$0.14	10	90%	2015	2025	4%	33.25%	\$198	9	.25	\$49	
Wall Finishes	\$2.90	12	100%	2015	2027	3%	33.25%	\$3,139	9	.25	\$785	
Total:								\$2,693,422			\$673,356	

ROOF: East side of Gym is 1984 BUR; Central area of the Gym is 2016 TPO; and west side of Gym is 2002 TPO.



District: **Bernalillo** School: **Bernalillo HS - PHASE ONE COMPLETE PHASE TWO IN 2016** ^{I 2016} ₂₀₁₇ School ID: **061027**

Asset Detail

Building Name: Site Cost Model: High School Site ^{185,985} Size: ~~488,934~~

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Athletic Fields	\$0.40	30	90%	2005	2035	16%	33.25%	\$10,883	9	.25	\$2,721	Equipped with football field, track, baseball fields, and tennis courts.
Fencing	\$0.43	100	110%	1984	2084	11%	33.25%	\$9,670	9	.25	\$2,418	2015 Installed Baseball & Softball fencing
Landscaping	\$1.98	30	110%	2015	2045	0%	33.25%	\$1,831	9	.25	\$458	
Parking Lots	\$6.70	20	80%	1984 2015	2004	100%	33.25%	\$1,012,686	4	.25	\$253,172	
Site Lighting	\$1.40	40	100%	2015	2055	0%	33.25%	\$661	9	.25	\$165	LED
Site Specialties	\$0.07	40	100%	2015	2055	0%	33.25%	\$33	9	.25	\$8	
Site Utilities	\$2.17	50	120%	2015	2065	0%	33.25%	\$786	9	.25	\$196	
Walkways	\$2.39	30	110%	2015	2045	0%	33.25%	\$2,208	9	.25	\$552	
Total:								\$1,038,758			\$259,690	



District: **Bernalillo** School: **Bernalillo HS - PHASE ONE COMPLETE PHASE TWO IN 2016** School ID: **061027**

Educational Adequacy Detail

Population

Growth Factor:	1	Number of Kindergarten Students:	0
Number of Staff:	400 121	Number of 1-5 Students:	0
Number of Students:	777 815	Number of 6-8 Students:	0
Number of Special Education Students:	0	Number of 9-12 Students:	777 815

Square Footage

Permanent GSF:	200,000 185,985	General Storage NSF:	4,460
Portable GSF:	0	Maintenance or Janitorial Space NSF:	1,537
Admin NSF:	8,788	Media Center NSF:	9,505 4,880
Art/Music NSF:	40,622 7,135	Parent Work Space NSF:	1,176 0
Assembly NSF:	14,848 9,685	Physical Ed NSF:	64,864 22,443
Career Ed NSF:	45,928 12,686	Science Classroom NSF:	8,645 3,688
Computer Lab NSF:	5,096 2,144	Science Storage NSF:	500
Faculty Work Area NSF:	1,000	Special Education Classroom NSF:	6,000 3,157
Food Service NSF:	7,137 9,524	Student Health NSF:	1,070
General Classroom NSF:	32,349 27,230		

Classrooms

Number of Classrooms:	79 54	Number of Special Education Classrooms:	9 4
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Parking

Number of Paved Parking Spaces:	400	Number of Bus Drop Offs:	1
Number of Handicap Parking Spaces:	8	Number of Student Drop Offs:	1
Number of Gravel Parking Spaces:	0		

Miscellaneous

Number of Chemical Storage Rooms:	4	Number of Multi-Use Playgrounds:	0
Playground Equipment:	-		



District: **Bernalillo** School: **Bernalillo HS - PHASE ONE COMPLETE PHASE TWO IN 2016** School ID: **061027**

EA Deficiencies

EA Cost Model: High School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)
Missing or Inadequate Multi-use Play Area	0	0	\$11,436	\$11,436.30	\$0	8	.5	\$0
Insufficient Total Parking	400	344	\$1,322	\$1,321.66	\$0	6	1	\$0
Insufficient Student Health Square Footage	1,070	777	\$80	\$80.00	\$0	7	3	\$0
Insufficient Student Drop Off	1	0	\$21,000	\$21,000.00	\$0	6	1	\$0
Insufficient Special Education Square Footage	6,000	4,185	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Storage Square Footage	500	240	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Square Footage	8,645	3,108	\$80	\$80.00	\$0	7	3	\$0
Insufficient Physical Education Square Footage	64,864	11,462	\$80	\$80.00	\$0	7	3	\$0
Insufficient Parent Work Space	1,176	777	\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	9,505	2,331	\$80	\$80.00	\$0	7	3	\$0
Insufficient Janitorial Square Footage	1,537	389	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Storage	4,460	777	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Classroom Square Footage	32,349	19,425	\$80	\$80.00	\$0	7	3	\$0
Insufficient Food Service Square Footage	7,137	5,585	\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	1,000	777	\$80	\$80.00	\$0	7	3	\$0
Insufficient Computer Lab Square Footage	5,096	2,331	\$80	\$80.00	\$0	7	3	\$0
Insufficient Career Ed Square Footage	45,928	3,108	\$80	\$80.00	\$0	7	3	\$0
Insufficient Bus Drop Off	1	1	\$20,800	\$20,799.69	\$0	6	1	\$0
Insufficient Administrative Square Footage	8,788	1,316	\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	10,622	3,885	\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Handicap Spaces	8	8	\$144	\$143.52	\$0	6	1	\$0
Inadequate Number of Chemical Storage Units	4	3	\$1,464	\$1,464.30	\$0	8	.5	\$0
Total					\$0			\$0



2017 BERNALILLO HIGH SCHOOL EXECUTIVE SUMMARY UPDATE:

Bernalillo High School is located at 250 Isidro Sanchez Rd in Bernalillo, NM and is part of the Bernalillo Public Schools. The 2-story campus contains 188,934 SF of permanent buildings and 0 SF of portables for a total of 188,934 GSF. Occupancy is 815 ninth through twelfth grade students and a staff of 54. The campus is made up of 3 buildings. The new building was constructed in 2-phases, one in 2015 and the other in 2016. The gym is the only remaining original structure, constructed in 1984. To most accurately capture repair costs, the campus was split into 3 permanent building assessments.

Site:

The site is approximately 45 acres and includes athletic fields, tennis and basketball courts. The school has a parking capacity of approximately 450 (18 are handicap spaces). All paved areas are in fair to good condition. Concrete sidewalks are in fair to good condition and pose no hazard. Landscaped areas include grass, shrubs, and trees, and these areas are irrigated. Site drainage is generally adequate.

Structural/Exterior Closure:

The buildings rest on continuous concrete footings that are showing no sign of settlement or damage. The building structural system uses concrete block, as well as steel beams and columns. The roofs are new 2015/2016 TPO with the exception of the gym, which has a portion that is original 1984 BUR. Exterior doors are metal, and windows are generally operable, double-pane units with metal frames.

Interiors:

Most partition walls are painted drywall. Ceilings are 2'x2' or 2'x4' lay-in ceiling tile or drywall. Flooring in high use areas is vinyl composition tile, while classrooms have both vinyl composition tile and carpet. Interior corridors have a combination of wood and metal doors.

Mechanical/Plumbing:

Heating is supplied by rooftop units and cooling is supplied by evaporative cooling units. The heating distribution system is through fan coil units and cooling is distributed by ductwork. Fresh air is supplied through the heating and cooling systems and

through infiltration. Exhaust fans are present, but bathroom ventilation is inadequate. Plumbing fixtures and piping are original.

Electrical:

The electrical system is fed from a transformer that delivers 277/480 V., 3-phase, 4-wire power via a 2000 amp main panel. Lighting is fluorescent and illumination is adequate. Emergency lighting (with battery back-up) is in corridors and emergency exit signs are not typically illuminated. The facility has no emergency generator.

Fire Protection/Life Safety Systems/Accessibility:

The fire alarm system consists of public address notification in classrooms and audible and visual annunciators in corridors. The system is activated by pull stations and is not centrally monitored. There is a fire sprinkler system in the performing arts area. Some egress corridors do not have appropriate fire separation and not all interior doors on escape corridors are fire-rated. A motion detection security system is installed. The complex is generally not handicap compliant.

FMAR MAJOR AND MINOR FINDINGS

BPS is familiar with the PSFA Facilities Maintenance Assessment Report (FMAR) and the importance of the information it contains. BPS administration and its maintenance supervisor review each FMAR as it is received from PSFA. The majority of findings identified in the FMAR are items that the district maintenance staff addresses quickly within its maintenance budget; however, there have been some major findings that require capital funding. During the FMP process, the FMAR for each school is reviewed to determine the current status of the identified findings. Findings that the district is not been able to address with SB-9 funds are included in the capital plan. The capital plan identifies a cost associated with the finding and the approximate timeline for rectifying the finding.

SCHOOL NAME: Bernalillo High School

SCHOOL INFORMATION

Address: 250 Isidro Sanchez Rd
Bernalillo, NM 87004

Phone: 505.867.2317

School Mascot: Spartan

Principal: Keith Cowan

School Colors: Maroon

FAD Ranking
2015/Weighted NMCI: FAD - 680 / NMCI 2.67%

2017 Grades

Grade Levels: 9th - 12th

GRADE: D



Staff:

Total Teaching Staff:	46
Total Non Teaching Staff:	10

Student Enrollment 2014-15:

Total School Students:	815
Special Education Students (including Gifted):	0
Sp.Ed. % of Total Student Enrollment:	0%
Out of Attendance Zone Waivers:	0
Out of District Waivers:	0
2014-2015 Student Migration:	0%

Miscellaneous School Information:

Food Service: Food is made on site.

Maintenance:

N/A

Utilities:

2016-17 Utilities

Electricity:	\$16,821.75
Gas:	\$33,940.11
Building Heat/Propane/Butane:	
Water/Sewer:	\$30,997.13
Communications (Phone / Internet):	

Transportation:

17 buses service this school; 3 of those are for Special Education

Identified Facility Needs & Probable Costs:

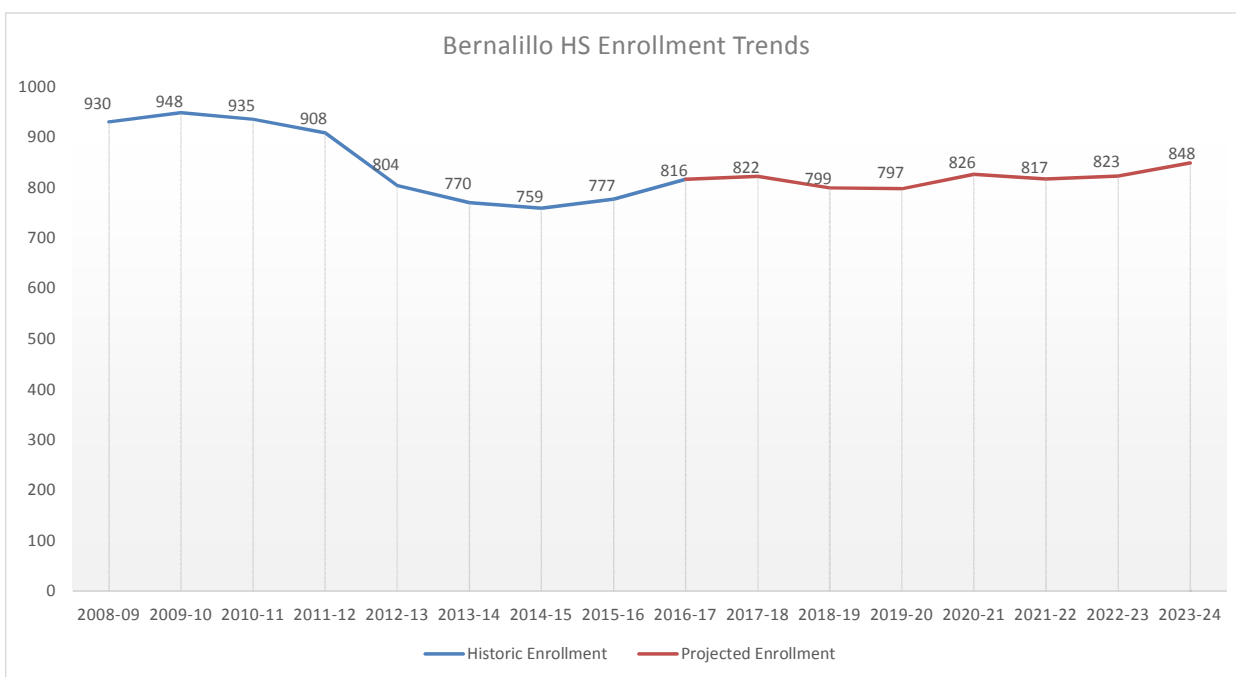
Category	Facility Needs	Quant	Unit	Cost	MACC	Total Project
FacRen	Beyond Expected Life: Upgrade	6,500	sf	\$4.00	\$26,000	\$33,800
LHSS	Increase Site Security: B & D gates allow access to HS. Install electronic gates or fence HS Buildings	1	ea	\$10,000.00	\$10,000	\$13,000
FacRen	Replace east exterior gym doors	10	ea	\$5,000.00	\$50,000	\$65,000
FacRen	Beyond Expected Life: Upgrade	6,500	sf	\$6.00	\$39,000	\$50,700
AdqStd	Install air in weight, training and coaches rooms	8,791	sf	\$30.00	\$263,730	\$342,849
AdqStd	Upgrade gym HVAC	18,022	sf	\$20.00	\$360,440	\$468,572
FacRen	Beyond Expected Life: Upgrade	18,022	sf	\$4.00	\$72,088	\$93,714
FacRen	Replace all interior gym doors	30	ea	\$2,500.00	\$75,000	\$97,500
FacRen	Upgrade gym lighting to LED	18,022	sf	\$4.00	\$72,088	\$93,714
LHSS	Beyond Expected Life: Upgrade	18,022	sf	\$2.00	\$36,044	\$46,857
FacRen	Beyond Expected Life: Upgrade	18,022	sf	\$1.50	\$27,033	\$35,143
FacRen	Upgrade gym restrooms: Upstairs only	995	sf	\$300.00	\$298,500	\$388,050
FacRen	Renovate gym locker rooms	3,900	sf	\$250.00	\$975,000	\$1,267,500
LocPol	Turf Baseball & Softball Fields	2	ea	\$400,000.00	\$800,000	\$1,040,000
LocPol	Install practice field: level surface, grass and irrigation	1	ea	\$450,000.00	\$450,000	\$585,000
LocPol	Increase parking	35,000	sf	\$6.00	\$210,000	\$273,000
LocPol	Expand east side football field bleachers	800	seats	\$200.00	\$160,000	\$208,000
LHSS	Install walkway to softball and baseball fields	750	sf	\$30.00	\$22,500	\$29,250
Total Probable Cost:					\$3,947,423.00	\$5,131,649.90

Bernalillo High School Enrollment History

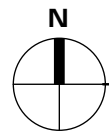
Grade Levels	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
9th	324	290	286	288	180	177	204	215	210
10th	209	293	251	226	206	183	165	215	208
11th	208	184	252	193	188	183	171	167	214
12th	189	181	146	201	230	227	219	180	184
TOTAL	930	948	935	908	804	770	759	777	816

Bernalillo High School Enrollment Projections

Grade Levels	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
9th	252	243	236	247	240	249	264
10th	185	222	215	208	218	212	220
11th	181	161	193	187	181	189	184
12th	204	172	154	184	178	172	180
TOTAL	822	799	797	826	817	823	848

Bernalillo High School Enrollment Trends

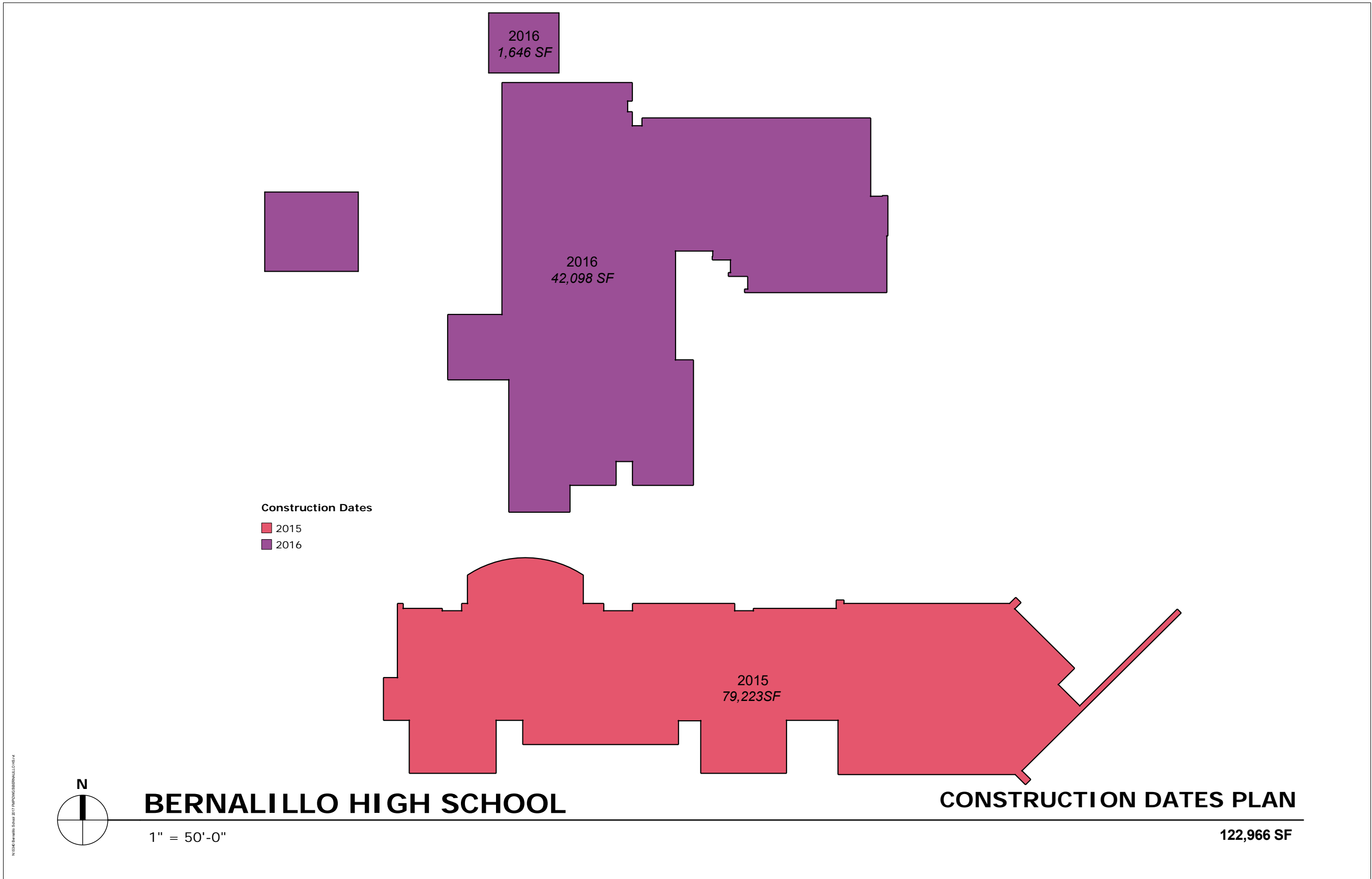
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BERNALILLO HIGH SCHOOL

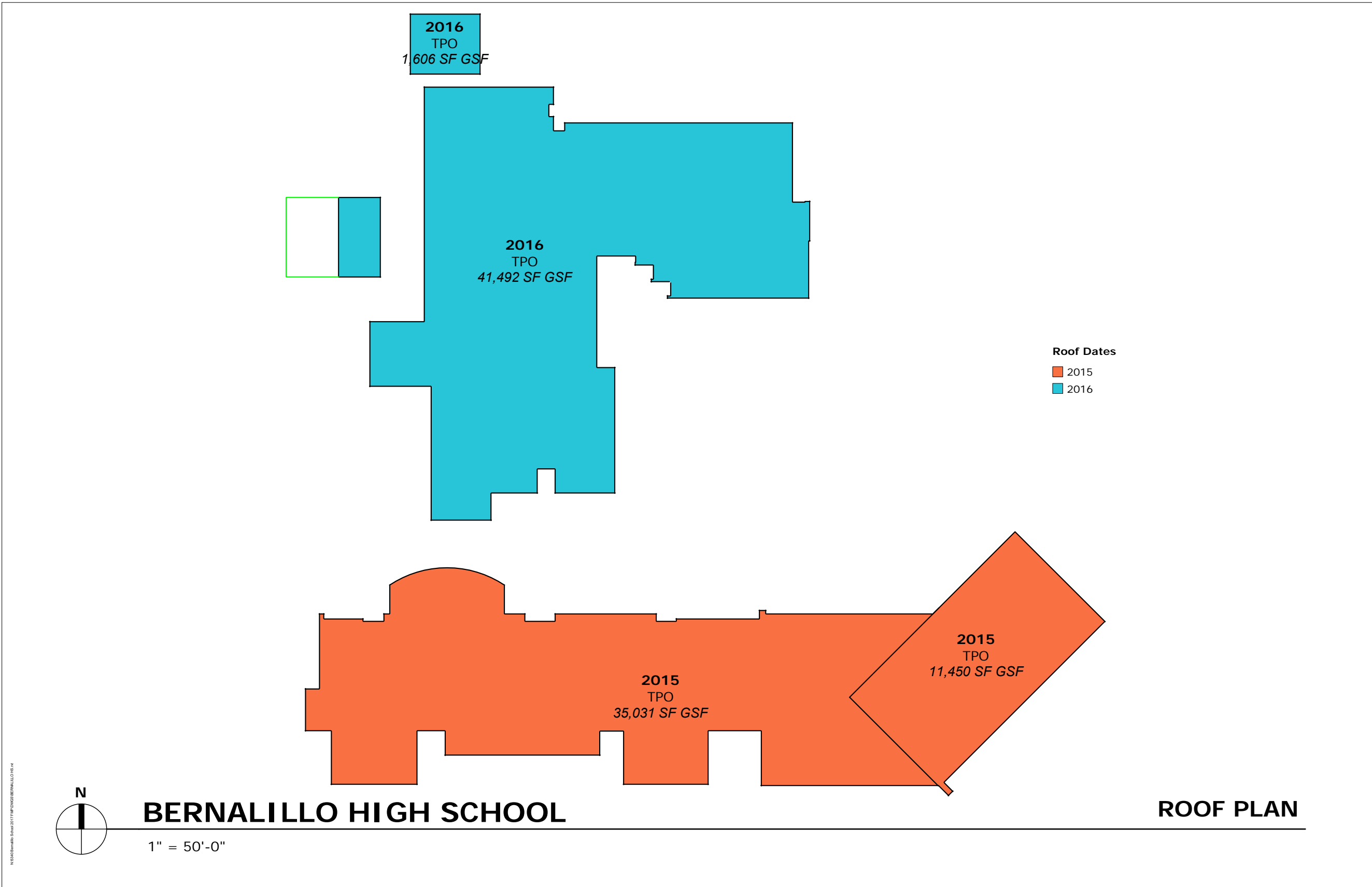
AERIAL PLAN

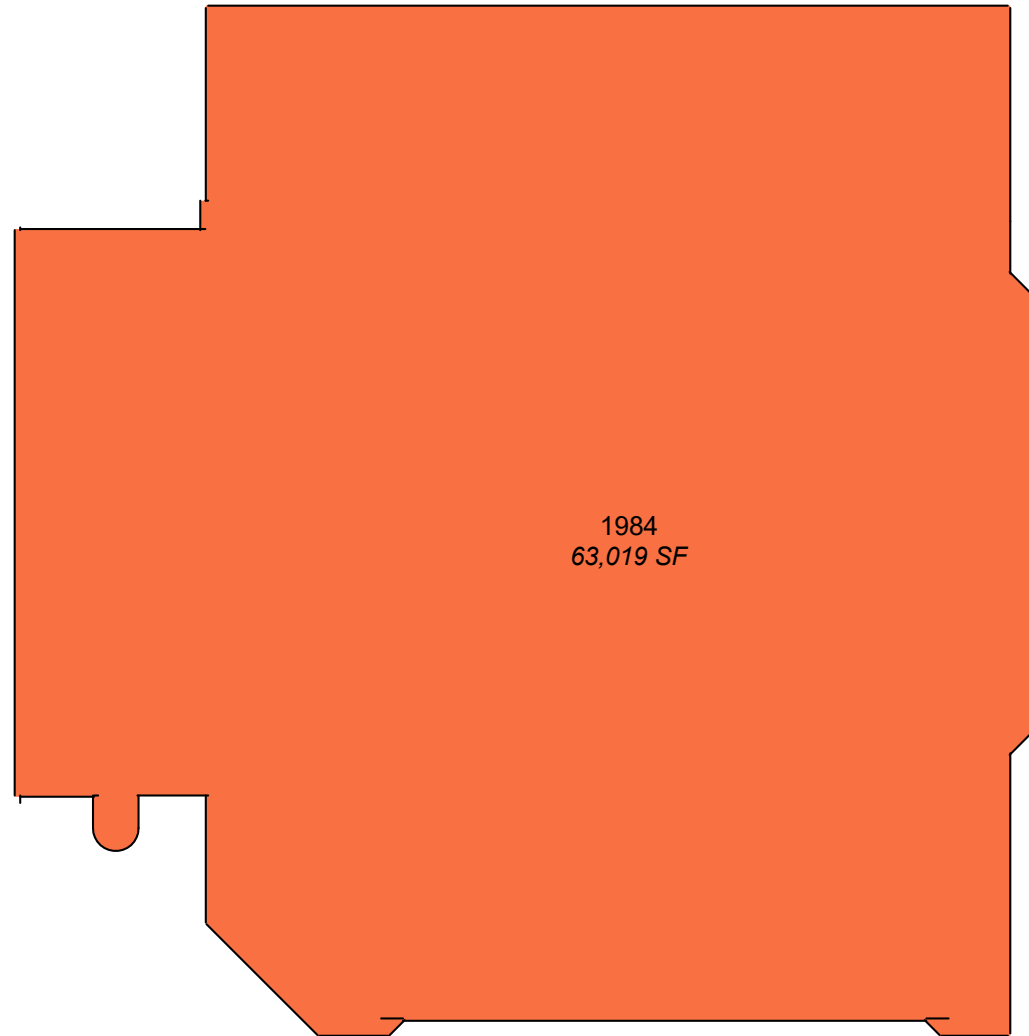
Image Source: Google Maps



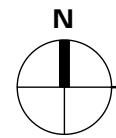
Floor plans unavailable, please contact PSFA for assistance







Construction Dates
■ 1984



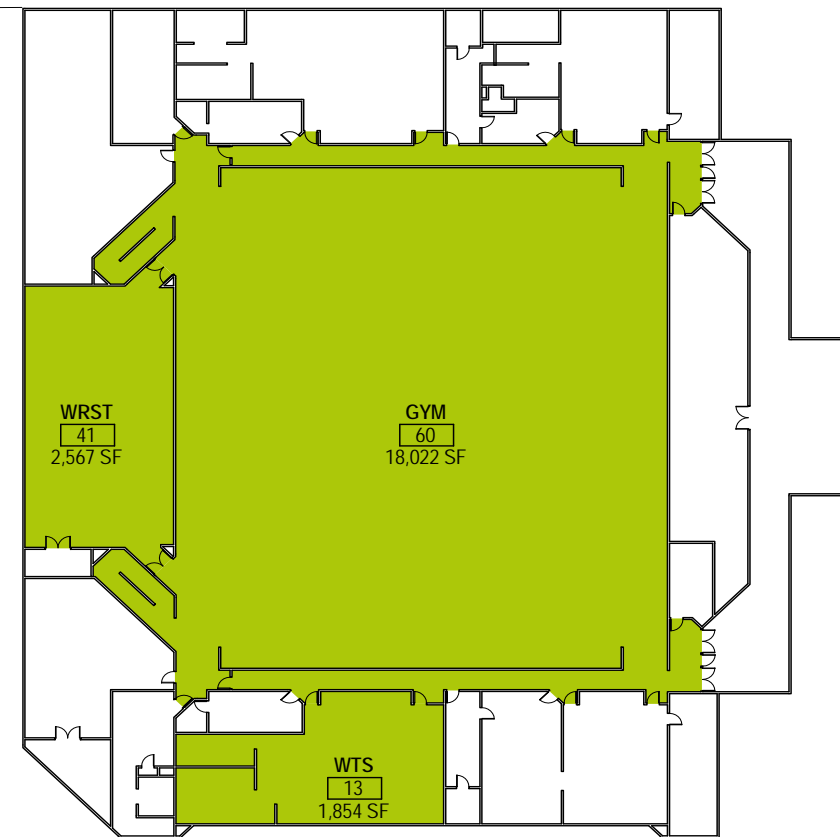
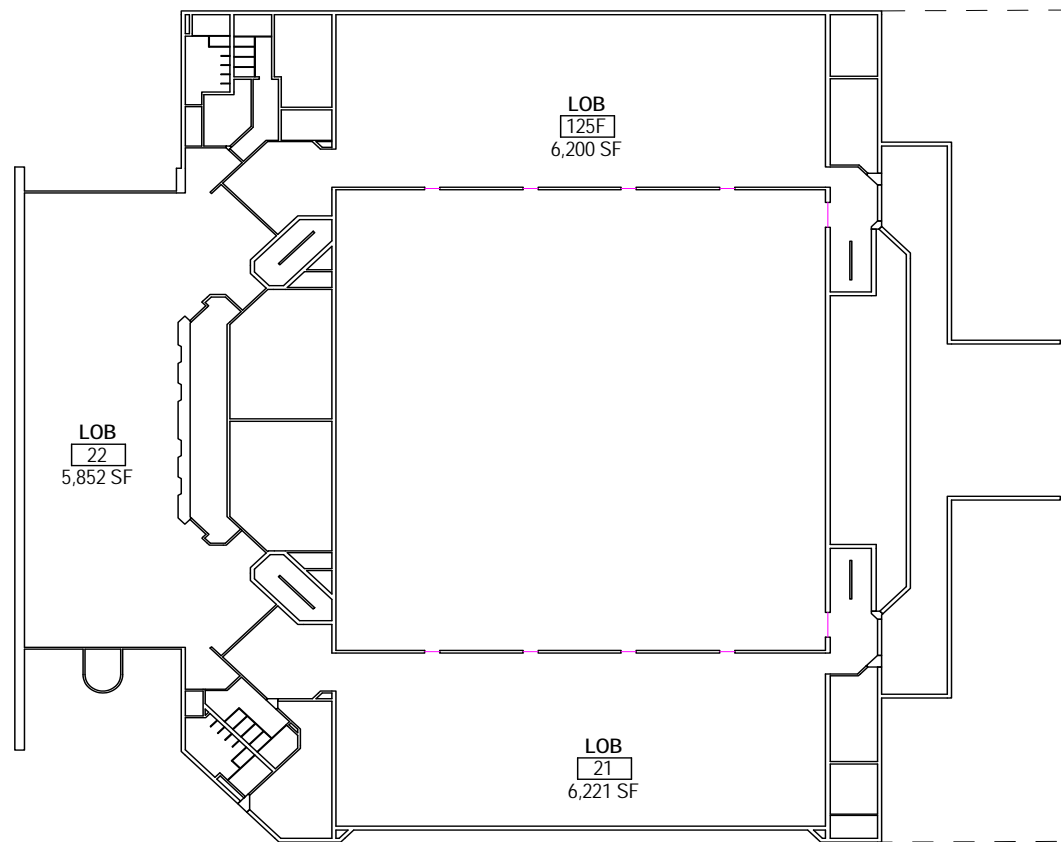
BERNALILLO HS GYM

1/32" = 1'-0"

CONSTRUCTION DATES PLAN

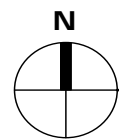
PERMANENT BLDG(s)	
+ PORTABLE(s)	
TOTAL =	63,019 SF

10/28/2016 10:30:00 AM C:\PROJECTS\BERNALILLO\101614



LEGEND

■ Special Use Classroom



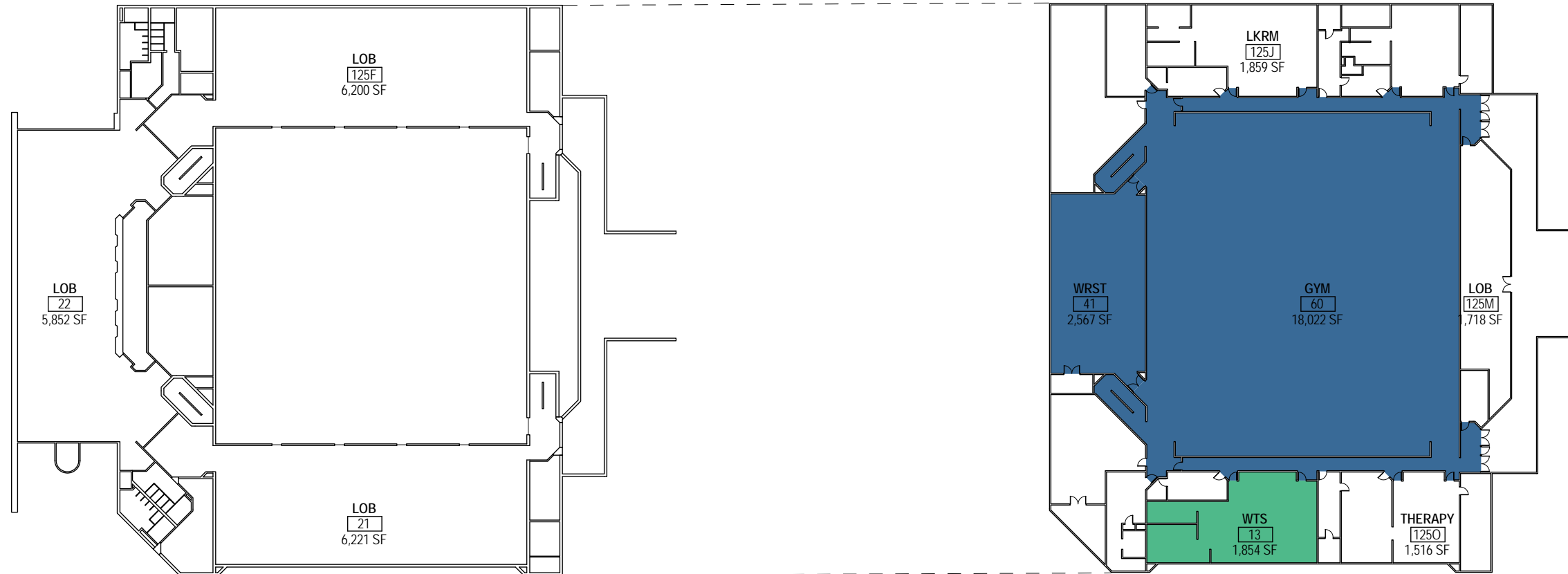
BERNALILLO HS GYM

1" = 40'-0"

CAPACITY PLAN

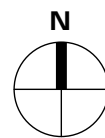
Instructional Spaces = Special Use Classroom

N:\04\Bernalillo HS\017\IMP\01\BERNALILLO HS GYM.rvt



Periods Used

- 4
- 7

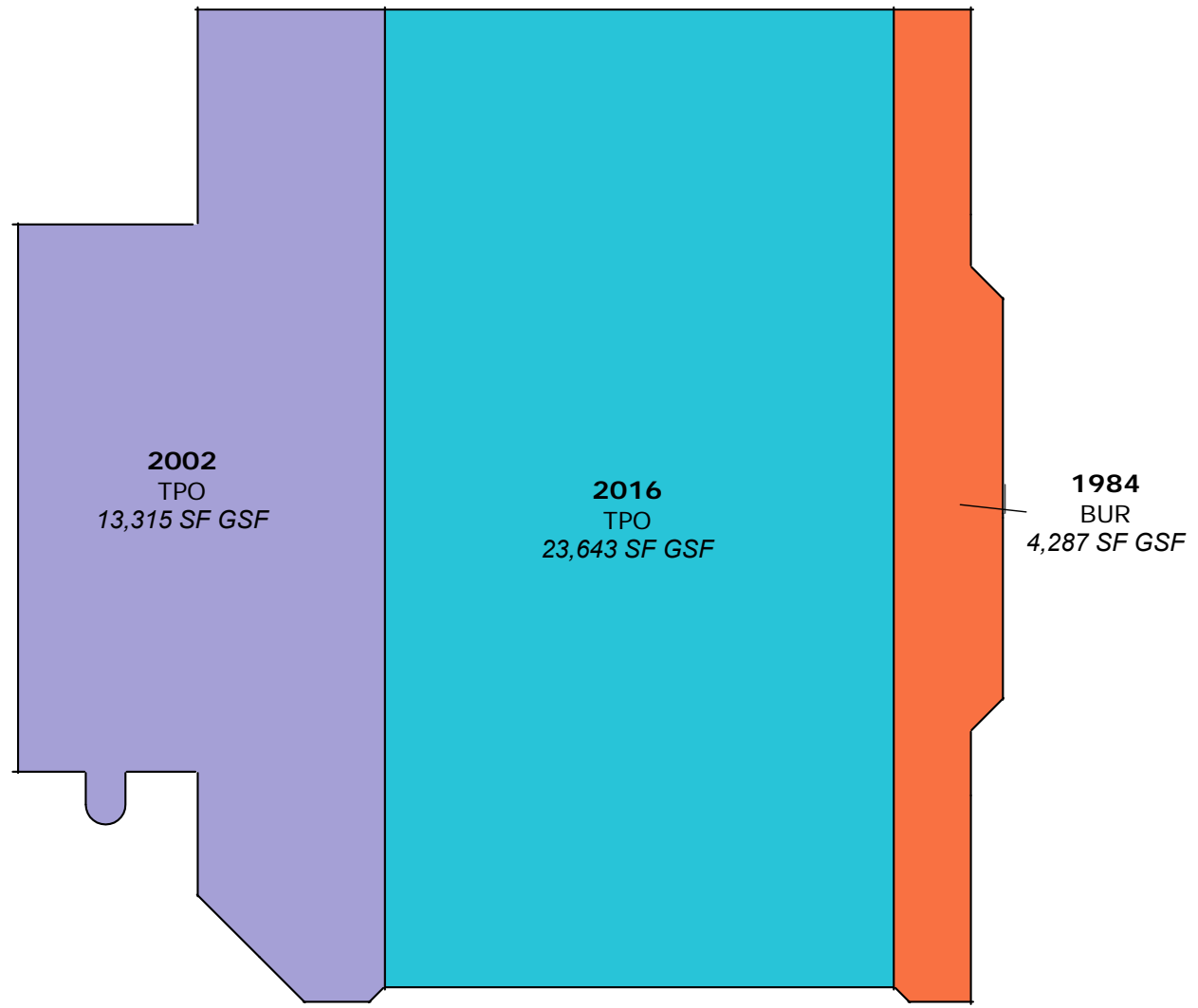


BERNALILLO HS GYM

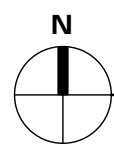
1" = 40'-0"

UTILIZATION PLAN

N:\BHS\Bernalillo HS Gym\Bernalillo HS Gym.dwg



Roof Dates
1984
2002
2016



BERNALILLO HS GYM

1/32" = 1'-0"

ROOF PLAN

63,019 SF

\\S01\Bernalillo\BHS\2017\RF\0208\BERNALILLO HS GYM.dwg

SECTION
4.1

Site/School Details

ENROLLMENT / CAPACITY

Rm #	Cirm Use	Teacher	Cirm NSF	Max # of St./ Sq Ft	Max Capacity or PED MAX PTR/Cirm	Functional Capacity	A. S. Y/N	PERIOD 1 7:30 - 8:21			PERIOD 2 8:25 - 9:16			PERIOD 3 9:20 - 10:11			PERIOD 4 10:15 - 11:06						
								# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject
129	English	Holder, P./Sweet, L.	1,020	41	30	30	Y	49	163%		College Readiness/Credit Rec	37	123%		College Readiness/Credit Rec	50	167%		College Readiness/Credit Rec	41	137%		College Readiness/Credit Rec
154	World Lang/Spanish	Gonzales, E.	841	34	30	30	Y	26	87%		Spanish II	39	130%		Student Council Leadership	30	100%		Spanish II	7	23%		Spanish IV Honors
155	Spanish/World Language	Zarate, R.	867	35	30	30	Y	19	63%		Spanish I	17	57%		Spanish III Honors	29	97%		Spanish I	26	87%		Spanish I
156	French/World Lang	Pinceloup, L./Dihle, S.	857	34	30	30	Y	28	93%		French I	2	7%		French III Pre AP	15	50%		French II	0	0%		Literacy for College Readiness
157	Keres Cochiti/Santa Ana	Williams/Armijo	885	35	30	30	Y	5	17%		Keres Santa Ana I	8	27%		Keres Santa Ana II	9	30%		Keres Cochiti III	6	20%		Keres Cochiti II
165	English	Buium, I.	899	36	30	30	Y	14	47%		English I	19	63%		English I	0	0%		Prep	25	83%		English II
166	English	Medina, C.	887	35	30	30	Y	8	27%		English IV	26	87%		English IV	0	0%		Prep	21	70%		English IV
167	English	Steel, S.	869	35	30	30	Y	15	50%		AP Language	24	80%		AP Language	0	0%		Prep	25	83%		English III Pre-AP
168	English/Mariachi	Vigil, S.	872	35	30	30	Y	20	67%		English II	27	90%		English II	0	0%		Prep	23	77%		English I
170	English/ESL/Bilingual	Burns, M.	893	36	30	30	Y	32	107%		ELA for EL's I-III	29	97%		ELA for EL's I-III	14	47%		Espanol LA I-III	12	40%		Espanol LA I-III
175	Science	Alefante, I.	859	34	30	30	Y	20	67%		Chemistry I	29	97%		Chemistry I	29	97%		Physical Science	0	0%		Prep
177	Science	Acantilado, M.	863	35	30	30	Y	18	60%		AP Chemistry	23	77%		Chemistry I	25	83%		Chemistry I	0	0%		Prep
204	Social Studies	Sena, D.	929	37	30	30	Y	12	40%		World History Honors	0	0%		Prep	27	90%		World History	16	53%		World History
207	Social Studies	Morrison, L./Hernandez, M.	841	34	30	30	Y	56	187%		US Government/Economics	0	0%		Prep	65	217%		US Government/Economics	49	163%		US Government/Economics
208	Social Studies	Lopez, A.	867	35	30	30	Y	18	60%		NM History	0	0%		Prep	54	180%		NM History	53	177%		NM History
209	Social Studies	Moore, A.	857	34	30	30	Y	27	90%		AP US History	0	0%		Prep	29	97%		US History	19	63%		AP US History
210	Social Studies	Royce, M.	885	35	30	30	Y	13	43%		Indigenous Studies	0	0%		Prep	25	83%		World History	21	70%		World History
218	Math	Dannenber, R.	899	36	30	30	Y	20	67%		Probability and Statistics	32	107%		Probability and Statistics	8	27%		AP Calculus	8	27%		AP Calculus
219	Math	Encinas, H.	887	35	30	30	Y	17	57%		Algebra I	14	47%		Algebra I	26	87%		Algebra I	24	80%		Algebra II Honors
220	Math	Deuel, L.	869	35	30	30	Y	21	70%		Algebra II	26	87%		Algebra II	26	87%		Algebra II	33	110%		Pre Calculus
221	Math	Jaramillo, A.	872	35	30	30	Y	0	0%			25	83%		Geometry	30	100%		Geometry	29	97%		Geometry
223	English	Meyer, R.	893	36	30	30	Y	25	83%		English III	16	53%		English III	0	0%		Prep	26	87%		English III
226	Math	Malabanan, L./Jaramillo, A.	840	34	30	30	Y	37	123%		Geometry Honors/Algebra I	21	70%		Geometry	26	87%		Algebra I	21	70%		Geometry
227	Math	Riel-Pangilinan, J.	844	34	30	30	Y	8	27%		NASA Technology	19	63%		Algebra I	6	20%		NASA Technologies II	29	97%		Algebra I
228	Science	Rossiter, J.	849	34	30	30	Y	21	70%		Biology I	27	90%		Biology I	14	47%		Biology Pre AP	0	0%		Prep
229	Science	Corcoran, B.	863	35	30	30	Y	32	107%		Physical Science	29	97%		Physical Science	31	103%		Physical Science	0	0%		Prep
232	Native TRUANCY	Chavez, L.	915	37	30	0	Y	0	0%			0	0%			0	0%			0	0%		
310	Automotive Cirm	Fisher, B.	957	38	30	0	Y	0	0%			0	0%			0	0%			0	0%		
314	CTE/Woods	VanHoose, J.	844	34	30	30	Y	12	40%		Woods I	19	63%		AVID	0	0%		Prep	13	43%		Woods II/III/CNM Carp
303	Therapy	Aguilar, M.	860	34	30	0	Y	0	0%			0	0%			0	0%			0	0%		
306	CTE-Hospitality/AVID	Cost, R.	847	34	30	30	Y	2	7%		Grads Lab	14	47%		Fashion/Design/Costume	18	60%		AVID III	13	43%		AVID IV
60	Gym	Darnell/Montano	18,022	721	30	30	Y	10	33%		Physical Education	22	73%		Physical Education	34	113%		Physical Education	40	133%		Physical Education
41	Wrestling	Baker, J.	2,567	103	30	30	Y	19	63%		Health	0	0%		Prep	26	87%		Health	48	160%		Health
13	Weight Training	Guadagnoli, A.	1,854	74	30	30	Y	0	0%			0	0%			0	0%			0	0%		
158	Science Lab		1,246	50	30	0	Y	0	0%			0	0%			0	0%			0	0%		
160	Science Lab		1,222	49	30	0	Y	0	0%			0	0%			0	0%			0	0%		
180	AVID	Apodaca/Mballaz/Quintana/Rinaldi	915	37	30	30	Y	2	7%		Pathway Interns	1	3%		Pathway Interns	18	60%		JAG	19	63%		JAG
203	Computer Club House		912	36	30	0	Y	0	0%			0	0%			0	0%			0	0%		
211	Anatomy	Camargo, C.	1,220	49	30	30	Y	10	33%		Anatomy & Physiology Hon	16	53%		Anatomy & Physiology Hon	35	117%	9th	High School Success	0	0%		Prep
213	Mass Media/Yearbook	Quintana, N.	1,202	48	30	30	Y	32	107%		Photography/Production	16	53%		Broad. Journalism I/II/ Editor	9	30%		Yearbook production II	29	97%		Mass Media Production
238	Business	Zamora, L.	1,012	40	30	30	Y	22	73%		Media Design I	23	77%		Computer Applications Keyboarding	36	120%		DC Fin. Literacy/DC Computer App	0	0%		Prep
308	Engineering Lab		1,186	47	30	0	Y	0	0%			0	0%			0	0%			0	0%		
307	Fine Arts	Prusak, E.	1,215	49	30	30	Y	26	87%		Art 3D Intro/Sculpture I	0	0%		Prep	24	80%		Painting & Drawing/Pre AP	31	103%		Art 3D Introduction
315	Architecture		1,980	79	30	0	Y	0	0%			0	0%			0	0%			0	0%		
316	Automotive	Fisher, B.	2,255	90	30	30	Y	18	60%		Intro to Automobiles	18	60%		Intro to Automobiles	0	0%		Prep	11	37%		Auto II Service Fundamentals
317	CTE-Welding	Mortensen, D.	1,553	62	30	30	Y	11	37%		Welding II	13	43%		DC CNM Welding	8	27%		Welding lab	15	50%		Welding I
320	Black Box	Gillard, B.	3,361	134	30	30	Y	17	57%		Mass Media	29	97%		Drama I	6	20%		Drama III	29	97%		Mass Media
321	Music	Bouma, M.	2,559	102	30	30	Y	0	0%			0	0%			0	0%			0	0%		
331	CTE-Culinary Arts	Lovato, T.	2,179	87	30	30	Y	0	0%		Prep	30	100%		Culinary Arts/Prof. Baking	29	0%		Prof Baking Lab/Culinary Arts II	15	50%		Culinary Arts II
401	Science/Agriculture/FFA	Olivas, A.	1,606	64	30	30	Y	0	0%		Prep	23	77%		Introduction Agriculture/FFA Ind Stu	25	83%		Horticulture/Botany/Crop Science	28	93%		Animal Science
173	SPED	Duran/Ready	795	32	16	16	Y	6	38%		Life Skills	6	38%		Occupational Guidance	0	0%		Social Development	3	19%		Special Resources
174	O.T./Therapist	Haygood/Hunter/Fitzpatrick, J.	732	29	16	16	Y	1	6%		Credit Recovery	0	0%		Credit Recovery	0	0%		Credit Recovery	1	6%		Credit Recovery
182	IA-SPED	Olson/Perea/Regalado	815	33	16	16	Y	11	69%		College Readiness/Credit Rec	13	81%		Credit Recovery	12	75%		Credit Recovery	11	69%		Credit Recovery
233	SPED	King, J./Burns, D.	815	33	16	16	Y	17	106%		Resource Math	22	138%		Resource Math	0	0%		Credit Recovery	0	0%		Credit Recovery
111	SPED-Gifted	Jaramillo, J./Sweet, L.	115	0	0	0		3	0%		Student/Guidance Aide	2	0%		Student/Guidance Aide	7	0%		Student/Guidance Aide	7	0%		Student/Guidance Aide
113	SPED	Glary, B.	96	0	0	0		0	0%			0	0%			0	0%			0	0%		
114	SPED	Toledo, D.	97	0	0	0		0	0%			0	0%			0	0%			0	0%		
145	SPED	Jones/Kalma	111	0	0	0		0	0%			0	0%			2	0%		Student Aide	0	0%		
202	Library	Lucero, J.	3,958	0	0	0		0	0%			0	0%			0	0%			28	0%		Athletic Training
205	RAC/Learning Lab	Miranda, K./Valdez, A.	303	0	0	0		20	0%		Credit Recovery/LL Bio/Eng	23	0%		Credit Recovery/LL Hist/Chem/Bio	29	0%		Credit Recovery/LL Chem/Sci/Eng	34	0%		Credit Recovery/LL Span/Sci
206	IA-SPED	Mortensen/White-Duran	397	0	0	0		7	0%		Math/Occupational Guidance	5	0%		Occupational Guidance	0	0%		Life Skills	7	0%		Science/Vocational Skills
222	Speech	Bejos, C.	167	0	0	0		0	0%			0	0%			0	0%			0	0%		
SUBTotals w/ Portables			78,453	3,138	1,564	1,324		807	66%			774	72%			886	84%			896	77%		
SUBTotals w/o Portables			78,453	3,138	1,564	1,324																	

** Includes number of College Readiness student enrollment total

LEGEND	
	General Instruction
	Special Education
	Special Programs
	Non-Instructional
	Non-Instructional - Student Count Only

Number of Lunch Turns Per Day	2
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SECTION
4.1

Site/School Details

ENROLLMENT / CAPACITY

PERIOD 5			PERIOD 6			PERIOD 7			1PM			2PM			Tot. St.	PED Max. PTR/Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	Facility Utilization % Period / Day					
11:10 - 12:01 / Lunch 12:01-12:36			12:40 - 1:31			1:35 - 2:26																		
# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject	# of St.	% Rm Occ.	Grade	Subject									
34	113%		College Readiness/Credit Rec	4	13%		College Readiness/Credit Rec	1	3%		College Readiness/ Credit Rec	103	343%		College Readiness	46	153%		Credit Recovery	365	150	118%	7	100%
0	0%		Prep	31	103%		Spanish II	19	63%		Spanish II	18	60%		Student Council Indpt	0	0%			170	160	63%	7	100%
0	0%		Prep	30	100%		Spanish I	29	97%		Spanish I	0	0%			0	0%			150	160	56%	7	100%
0	0%			0	0%		Literacy for College Success	7	23%		Literacy for College Readiness	0	0%			0	0%			52	160	19%	7	100%
4	13%		Keres Cochiti I	0	0%			0	0%			0	0%			0	0%			32	160	12%	6	86%
9	30%		English I	24	80%		English II	21	70%		English I	0	0%			0	0%			112	150	41%	7	100%
24	80%		Technical Writing	20	67%		English IV	20	67%		English I	0	0%			0	0%			119	150	44%	7	100%
25	83%		AP Language	13	43%		English I Pre AP	18	60%		English I Pre AP	0	0%			0	0%			120	150	44%	7	100%
17	57%		English II	26	87%		English I	24	80%		English II	0	0%			0	0%			137	150	51%	7	100%
12	40%		ELA for EL's LA I-III	17	57%		Espanol LA I-III	0	0%		Prep	0	0%			0	0%			116	150	43%	7	100%
18	60%		Physical Science	31	103%		Physical Science	30	100%		Physical Science	0	0%			0	0%			147	160	54%	7	100%
18	60%		Chemistry I	23	77%		Chemistry I	24	80%		Chemistry I	0	0%			0	0%			131	160	49%	7	100%
21	70%		World History	19	63%		World History Honors	17	57%		World History	0	0%			0	0%			112	160	41%	7	100%
19				52	173%		US Government/Economics	34	113%		US Government/Economics	0	0%			0	0%			275	160	107%	6	86%
49	163%		NM History	47	157%		NM History	29	97%		US History	0	0%			0	0%			250	160	93%	7	100%
26	87%		US History	28	93%		US History	30	100%		AP US History	0	0%			0	0%			159	160	59%	7	100%
14	47%		Indigenous Studies	24	80%		World History	17	57%		World History	0	0%			0	0%			114	160	42%	7	100%
35	117%		Probability and Statistics	0	0%		Prep	18	60%		Probability and Statistics	0	0%			0	0%			121	160	45%	7	100%
22	73%		Algebra II Honors	0	0%		Prep	28	93%		Algebra II	0	0%			0	0%			131	160	49%	7	100%
16	53%		Algebra II	0	0%		Prep	23	77%		Algebra II	0	0%			0	0%			145	160	54%	7	100%
23	77%		Algebra II	0	0%		Prep	17	57%		Geometry	0	0%			0	0%			124	160	46%	6	86%
11	37%		English III	28	93%		English III	12	40%		English III	0	0%			0	0%			118	150	44%	7	100%
16	53%		Geomey	0	0%		Prep	13	43%		Geometry	0	0%			0	0%			134	160	50%	7	100%
24	80%		Algebra I	0	0%		Prep	20	67%		NASA Technology	0	0%			0	0%			106	160	39%	7	100%
10	33%		Biology I	21	70%		Biology I	22	73%		Biology I	0	0%			0	0%			115	160	43%	7	100%
17	57%		Biology I	25	83%		Biology I	25	83%		Biology I	0	0%			0	0%			159	160	59%	7	100%
0	0%			0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
0	0%			0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
5	17%		Woods Lab II/III	15	50%		Woods I	0	0%			0	0%			0	0%			64	160	24%	6	86%
0	0%			0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
0	0%		Prep	19	63%		Hospitality I/II	18	60%		Hospitality Lab I/II	0	0%			0	0%			84	160	31%	7	100%
37	123%		Physical Education	18	60%		Weight Training	30	100%		Team Sports	0	0%			0	0%			191	160	71%	7	100%
12	40%		Spartan Fit	32	107%		Weight Training	20	67%		Team Sports	0	0%			0	0%			157	160	58%	7	100%
30	100%		Driver's Ed	0	0%			12	40%		Team Sports	0	0%			42	0%			42	160	16%	4	57%
0	0%			0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
0	0%			0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
16	53%		AVID II/Pathway Interns	7	23%		Pathway Interns	5	17%		Pathway Interns	3	10%		Pathway Interns	0	0%			71	160	26%	7	100%
0	0%			0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
49	163%	9th	High School Success	42	140%	9th	High School Success	0	0%			0	0%			0	0%			152	160	56%	6	86%
22	73%		Yearbook Production	1	3%		Publications Editor	0	0%			0	0%			0	0%			109	160	40%	7	100%
13	43%		Marketing/DC Bus Management	24	80%		Media Design	0	0%			0	0%			0	0%			118	160	44%	6	86%
0	0%			0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
29	97%		Art 2D Introduction	32	107%		Art 2D Introduction	23	77%		Sculpture I/II	0	0%			0	0%			165	160	61%	7	100%
0	0%			0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
14	47%		Auto II Service Fundamentals	5	17%		Spartan Auto Shop	4	13%		Spartan Auto Shop	14	47%		DC CNM Auto	0	0%			84	160	31%	7	100%
0	0%		Prep	13	43%		Welding II	15	50%		Welding I	0	0%			0	0%			75	160	28%	7	100%
30	100%		Drama I	18	60%		Styles of Theater	0	0%			0	0%			0	0%			129	160	48%	7	100%
19	63%		Mariachi	13	43%		Instrumental Techniques	33	110%		Choral Ensembles	0	0%	Prep		19	63%		Mariachi	84	160	24%	5	71%
15	0%		Culinary Arts II	17	0%		Culinary Arts I	17	0%		Culinary Arts I Lab	0	0%			0	0%			123	160	17%	7	100%
19	63%		ENMU Animal/Dairy Science	24	80%		Animal Science	27	90%		Intro Agriculture/Horticulture	0	0%			0	0%			146	160	54%	7	100%
5	31%		Life Skills	0	0%		Prep	0	0%			0	0%			0	0%			20	112	14%	6	86%
0	0%			0	0%			0	0%			0	0%			0	0%			2	112	1%	3	43%
11	69%		Credit Recovery	12	75%		Credit Recovery	9	56%		Credit Recovery	0	0%			0	0%			79	112	55%	7	100%
16	100%		Reading/LA/Communications	9	56%		Reading/LA/Communications	14	88%		Communications	0	0%			0	0%			78	112	54%	6	86%
6	0%		Student/Guidance Aide	2	0%		Student/Guidance Aide	4	0%		Student/Guidance Aide	0	0%	Prep		0	0%			31	160	0%	0	0%
0	0%			0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
0	0%			0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
0	0%			0	0%			0	0%			0	0%			0	0%			2	160	0%	0	0%
26	0%		Athletic Training	0	0%			0	0%			0	0%			0	0%			54	160	0%	0	0%
27	0%		Credit Rec/LL Bio/Civics/Alg/Hist	39	0%		Credit Rec/LL Geo/Civics/Bio/Hist	32	0%		Credit Rec/LL Geo/Eng/Span/Sci	0	0%			0	0%			204	160	0%	0	0%
0	0%		Occupational Guidance	7	0%		Life Skills/Read/Arts Intervention	4	0%		Special/Exceptional	0	0%			0	0%			30	160	0%	0	0%
0	0%			0	0%			0	0%			0	0%			0	0%			0	160	0%	0	0%
865	70%			812	75%			765	67%			138	115%			65	108%			5,687	8,378	46%	305	81%

- 1) Max # of St./Sq. Ft.= The maximum number of students allowed per the Statewide Adequacy Standards square feet.
- 2) PED Max PTR/C/irm = PED's maximum pupil / teacher ratio per class period.
- 3) Tot. St. = The total number of students in the specific instructional space throughout the day.
- 4) PED Max. PTR/Day = The maximum pupil teacher ratio allowed by PED for specific teacher per day allowed.
- 5) Tot. % Rm Occ. / Day = Total average percentage room is occupied throughout the day. (count all periods in average)
- 6) Occ. # of Pd.'s / Day = Occupied number of periods occupied per day. (Prep period may be counted as utilized if teacher does not have a separate office from classroom)
- 7) % Pd. / Day = The average percent of occupied periods (occupied number of periods divided by the number of periods available per day).

Bernalillo High School

GRADE LEVEL	CURRENT STUDENT 40TH DAY COUNT	NUMBER OF / SPEC NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER TEACHING SPACES
9th Grade	209	5		
10th Grade	208	10		
11th Grade	214	12		
12th Grade	184	16		
TOTALS	815	43	46	54

Current Grade Configuration:	9-12
2016-17 40 day Student Enrollment:	43

FACILITY CAPACITY (with and without Portables)	
Maximum Facility Capacity w/ Portables	1,564
Maximum Facility Capacity w/o Portables	1,564
Functional Facility Capacity w/ Portables	1,324
Functional Facility Capacity w/o Portables	1,324
Instructional Space Capacity w/ Portables @ 67%	1,048
Instructional Space Capacity w/o Portables @ 67%	1,048

Based On Number of Instructional Spaces:		
Number of and % Of General Use Classrooms	31	57%
Number of and % Of Special Education Classrooms	4	7%
Number of and % Of Special Use Classrooms	19	35%
	54	100%

Number of Portable Classrooms	0	0%
Number of Assigned Classrooms	46	85%



District: **Bernalillo**

School: **Non-Educational Buildings**

School ID: -

HS old cafeteria
Now District warehouse ?

High Level Overview

General Information

Location:	- , - -	Ed. Adequacy Model:	-
School Type:	-	Ed. Adequacy CCI:	100.00%
School Category:	-	School CCI City:	RSMEANS2016:US_NM_ALBUQUERQ, UE

NMCI Statistics

Number of Students:	0	Number of Buildings:	1
Growth Factor:	0.00	Number of Portables:	0
Total Gross Square Feet:	11,048	Building Square Feet:	11,048
Site Size (Acres):	0.00	Portable Square Feet:	0

NMCI School Metrics

Replacement Cost:	\$1,835,342	Unweighted Repair Cost:	\$1,553,764
Weighted Repair Cost:	\$1,919,406	Unweighted Educational Adequacy Cost:	\$0
Weighted Educational Adequacy Cost:	\$0	Total Unweighted Cost:	\$1,553,764
Total Weighted Cost:	\$1,919,406	Unweighted NMCI Score:	84.66
Weighted NMCI Score:	104.58		

NMCI Facility History

Last Assessment Date:	-	Previous Award, Yes or No, Year if Yes:	No
Closed:	Yes		



District: **Bernalillo**

School: **Non-Educational
Buildings**

School ID: -

Facility Description

-



District: **Bernalillo**

School: **Non-Educational Buildings**

School ID: -

District warehouse

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size Type	Use
Cafeteria Building (1955)	High School Building	\$1,553,764	\$1,919,406	1955	11,048 Building	Educational
Building Totals		\$1,553,764	\$1,919,406			
Educational Adequacy Need	-	\$0	\$0			
School Totals		\$1,553,764	\$1,919,406			



District: **Bernalillo** School: **Non-Educational Buildings** School ID: **-**

Asset Detail

Building Name: Cafeteria Building (1955) **Cost Model:** High School Building **Size:** 11,048

Name	Cost SF	Renewal Life	Last Percent	Next Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.06	20	110%	1955	1975	100%	33.25%	\$37,162	2	1.5	\$55,743	
Ceiling Finishes	\$5.58	30	110%	1955	1985	100%	33.25%	\$67,851	2	1.5	\$101,777	
Communications/Security	\$1.96	15	90%	1955	1970	100%	33.25%	\$19,521	2	1.5	\$29,281	
Exterior Walls	\$15.39	100	100%	1955	2055	38%	33.25%	\$65,349	9	.25	\$16,337	11/16/09 Assessment Notes: Exterior wall cracks that need to be repaired. (TD-11/30/09)
Exterior Windows and Doors	\$5.98	30	110%	1955	1985	100%	33.25%	\$72,654	2	1.5	\$108,981	11/16/09 Assessment Notes: Double pane windows. (TD-11/30/09)
Fire Detection/Alarm	\$1.98	15	90%	1955	1970	100%	33.25%	\$19,676	2	1.5	\$29,514	
Fire Sprinkler	\$2.62	50	130%	1955	2005	100%	33.25%	\$37,606	4	.25	\$9,401	
Floor Finishes	\$6.43	12	110%	1955	1967	100%	33.25%	\$78,175	3	2	\$156,349	...nd poor condition of carpets in classrooms that require correction to prevent tripping hazards. (TD-11/30/09)
Foundtion/Slab/Structure	\$29.28	100	100%	1955	2055	38%	33.25%	\$124,351	9	.25	\$31,088	
HVAC	\$23.92	30	100%	1955	1985	100%	33.25%	\$264,280	3	2	\$528,559	11/16/09 Assessment Notes: Changed to Type 3 due to poor cooling and heating systems. EV Coolers.(TD-11/30/09)
Institutional Equipment	\$3.74	30	100%	1955	1985	100%	33.25%	\$41,360	2	1.5	\$62,040	
Interior Doors, Partitions, Stairs, Elevator	\$11.66	50	90%	1955	2005	100%	33.25%	\$115,918	4	.25	\$28,980	
Interior Walls	\$7.41	60	90%	1955	2015	100%	33.25%	\$73,632	4	.25	\$18,408	
Lighting/Branch Circuits	\$11.48	30	90%	1955	1985	100%	33.25%	\$114,183	2	1.5	\$171,274	
Main Power/Emergency	\$1.33	30	90%	1955	1985	100%	33.25%	\$13,176	2	1.5	\$19,763	
Other Electrical Systems	\$0.53	20	90%	1955	1975	100%	33.25%	\$5,240	2	1.5	\$7,861	
Other Equipment	\$11.59	60	110%	1955	2015	100%	33.25%	\$140,845	4	.25	\$35,211	
Plumbing	\$11.10	30	100%	1955	1985	100%	33.25%	\$122,622	3	2	\$245,244	...nt Notes: Changed to Type 3 due to poor condition of plumbing fixtures (water heater leaking) . (TD-11/30/09)



Executive Summary Report

Name	Cost SF	Renewal Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Roof	\$8.05	20	120%	1955 2000 ??	1975	100%	33.25%	\$106,696	3	2	\$213,393	...t Notes: Changed to Type 3 due to poor condition of roof (center of building) Damaged soffits. (TD-11/30/09)
Technology	\$0.14	10	90%	1955	1965	100%	33.25%	\$1,404	2	1.5	\$2,106	
Wall Finishes	\$2.90	12	100%	1955	1967	100%	33.25%	\$32,063	2	1.5	\$48,095	
Total:								\$1,553,764			\$1,919,406	



District: **Bernalillo** School: **Non-Educational Buildings** School ID: -

Educational Adequacy Detail

No Data Found

FACILITY NAME:

District Office

SCHOOL INFORMATION

Current Address:

260 Camino del Pueblo
Bernalillo, NM 87004

Phone:

505.867.2317

Current Address:

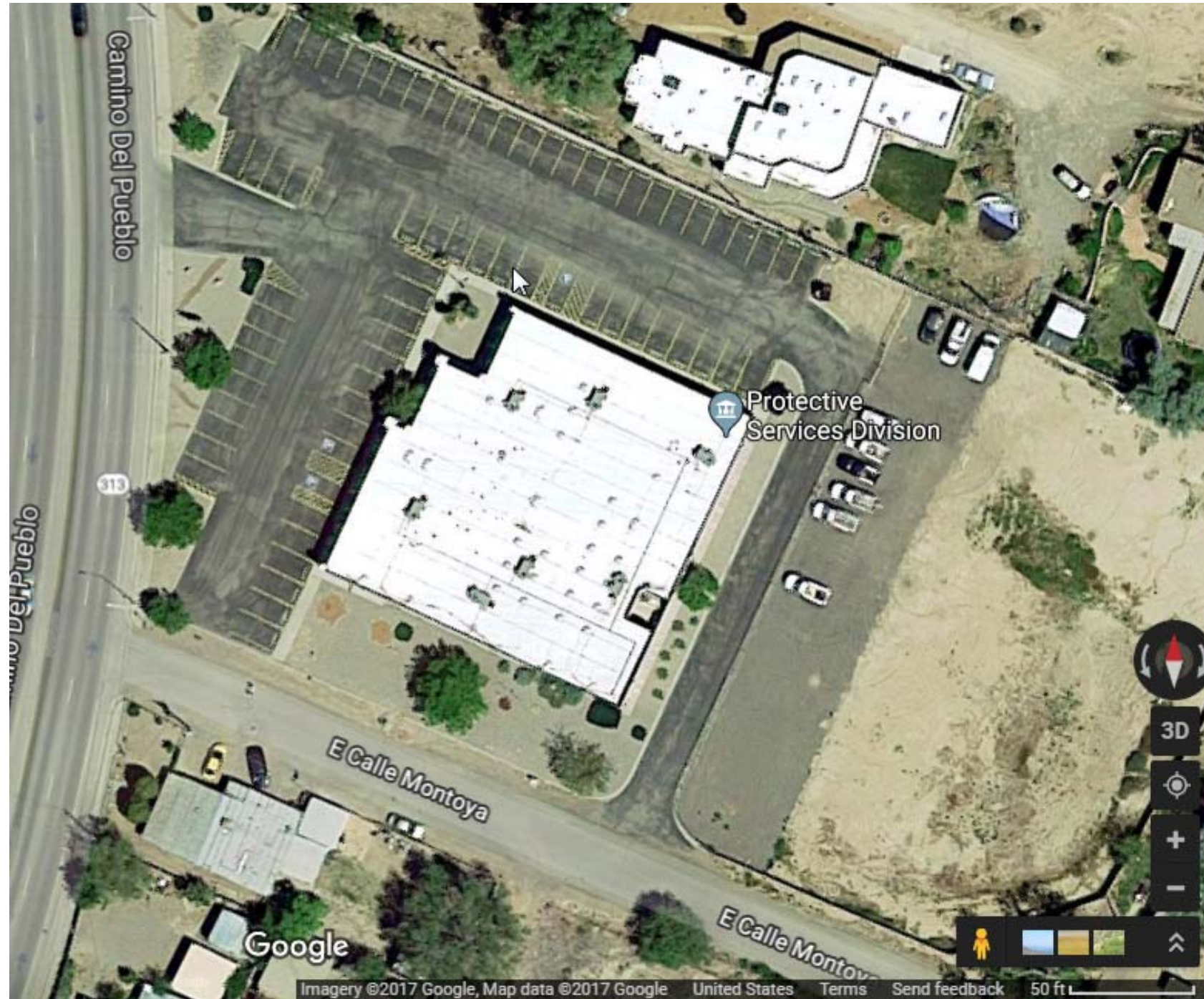
224 N. Camino del Pueblo
Bernalillo, NM 87004

Staff:

Total Non Teaching Staff:

Category	Facility Needs	Quant	Unit	Cost	MACC	Total Project
AdqStd	Demolish abandoned district administration bldg.	6,000	sf	\$25.00	\$150,000	\$33
AdqStd	Dispose of abandoned district administration portables	6	ea	\$25,000.00	\$150,000	\$32,500
LHSS	Security: District Warehouse; District Maintenance	2	ea	\$12,500.00	\$25,000	\$16,250
FacRen	Upgrade lighting to LED	1	ea	\$25,000.00	\$25,000	\$32,500
LocPol	Replace Transportation / Facilities Maintenance Shop	1	ea	\$1,160,000.00	\$1,160,000	\$1,508,000
PreVent	Install water conditioners: See Schools	0		\$0.00	\$0	\$0
LocPol	Athletic Field construction and upgrades	1	ea	\$2,900,000.00	\$2,900,000	\$3,770,000
FacRen	Upgrade site lighting to LED	1	ea	\$55,000.00	\$55,000	\$71,500
FacRen	Upgrade exterior building lighting to LED	1	ea	\$30,000.00	\$30,000	\$39,000
LocPol	Provide additional parking for Technology staff	20,000	sf	\$6.00	\$120,000	\$8
AdqStd	Upgrade HVAC at District Warehouse: Food Safety Issue	11,048	sf	\$20.00	\$220,960	\$26
FacRen	Replace roof	11,048	sf	\$18.00	\$198,864	\$23
Total Probable Cost:					\$5,034,824.00	\$5,469,839.70

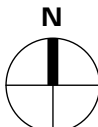
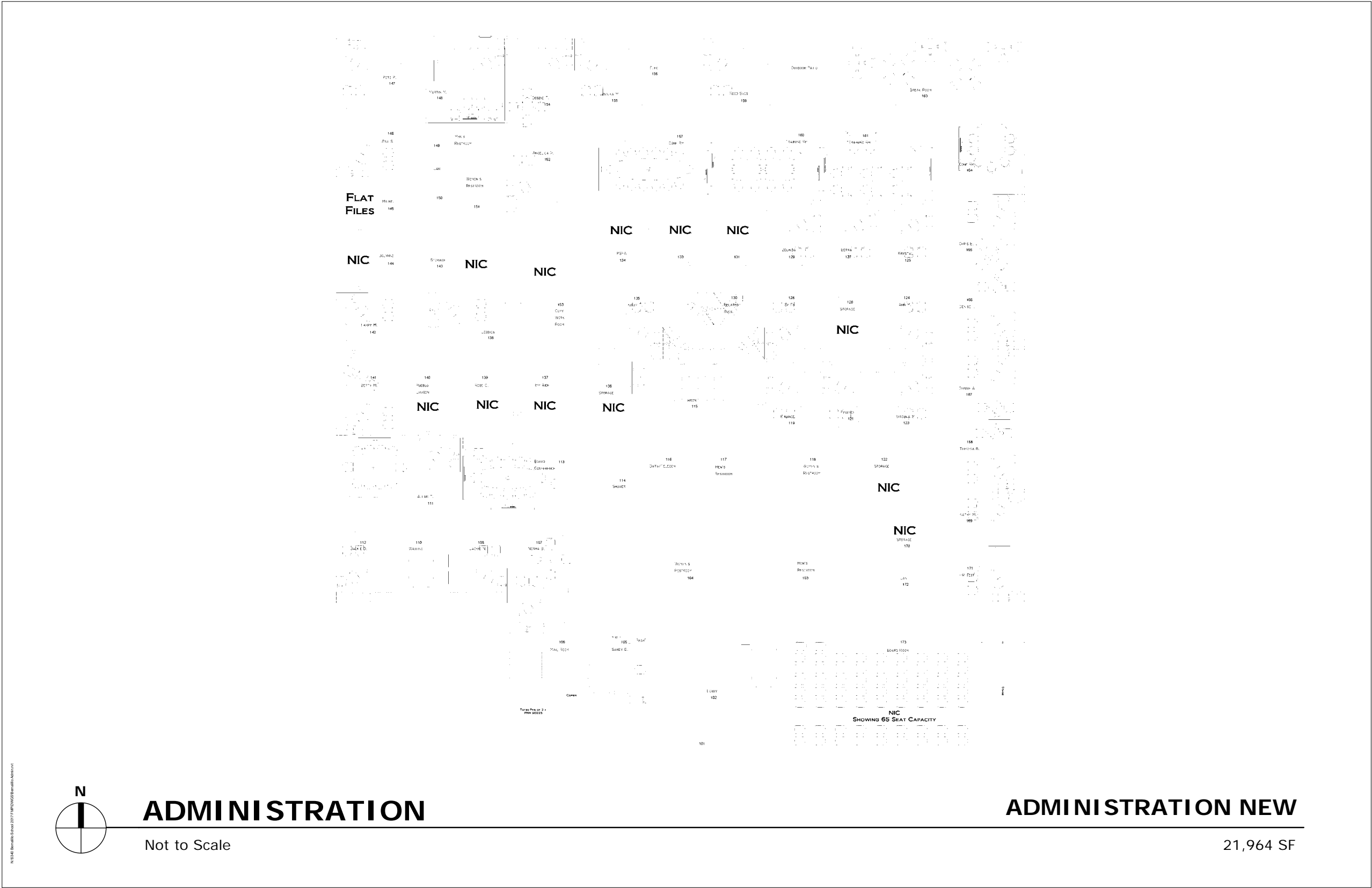
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ADMINISTRATION

AERIAL PLAN

3/4" = 1'-0"



ADMINISTRATION

Not to Scale

ADMINISTRATION NEW

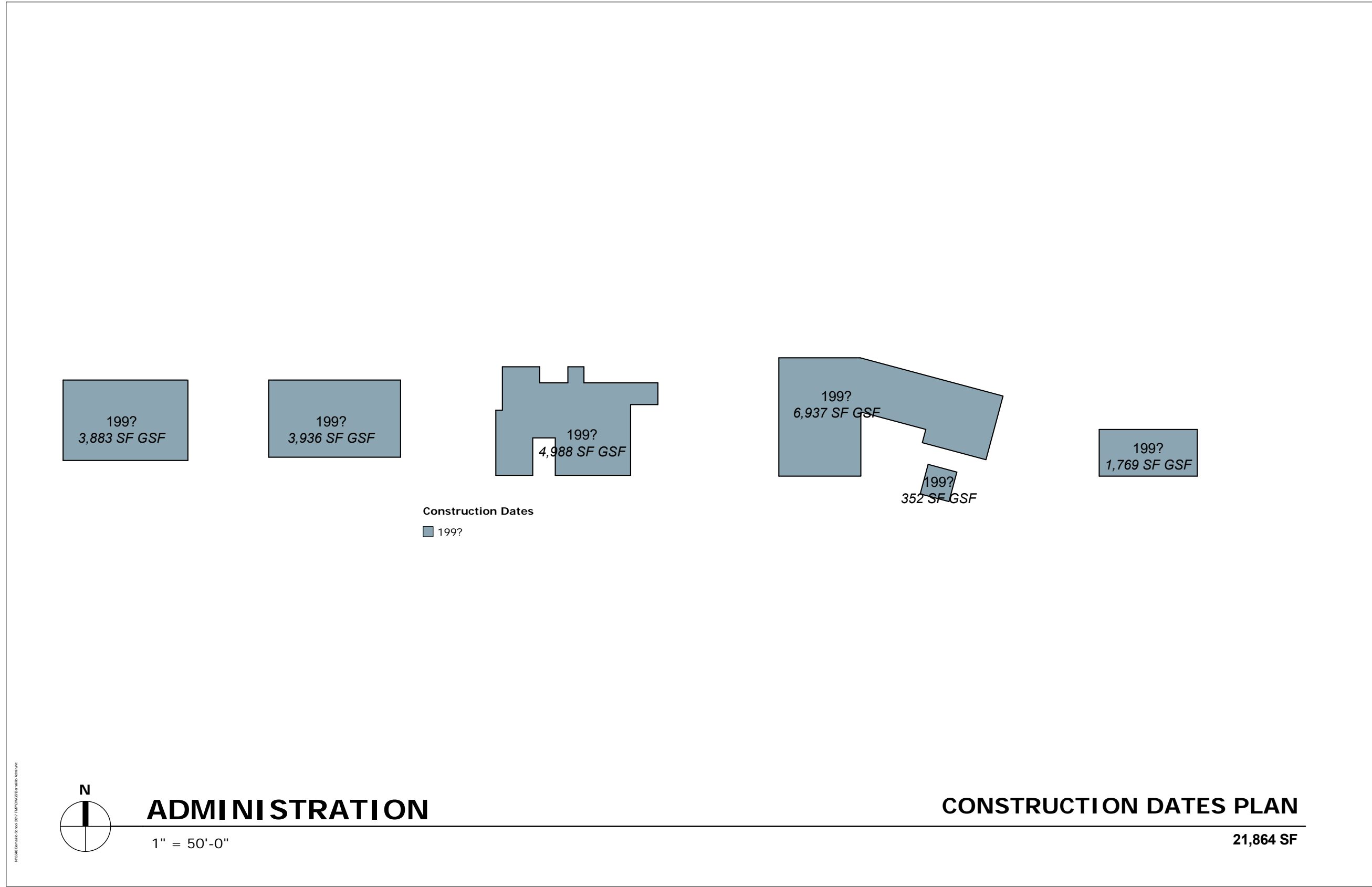
21,964 SF

Floor plan provided by: Business Environment via Bernalillo Public Schools

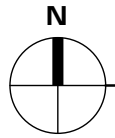


ADMINISTRATION

AERIAL PLAN



NSCAD Bernalillo School 2017 Page 02/028 Bernalillo Adminstr

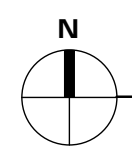


ADMINISTRATION

1" = 50'-0"

CONSTRUCTION DATES PLAN

21,864 SF

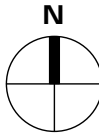


ADMINISTRATION

1" = 10'-0"

FLOOR PLAN

3,883 SF



ADMINISTRATION

1" = 10'-0"

FLOOR PLAN

3,936 SF

10380 Bernalillo Blvd 3177602000 Bernalillo, NM 87104

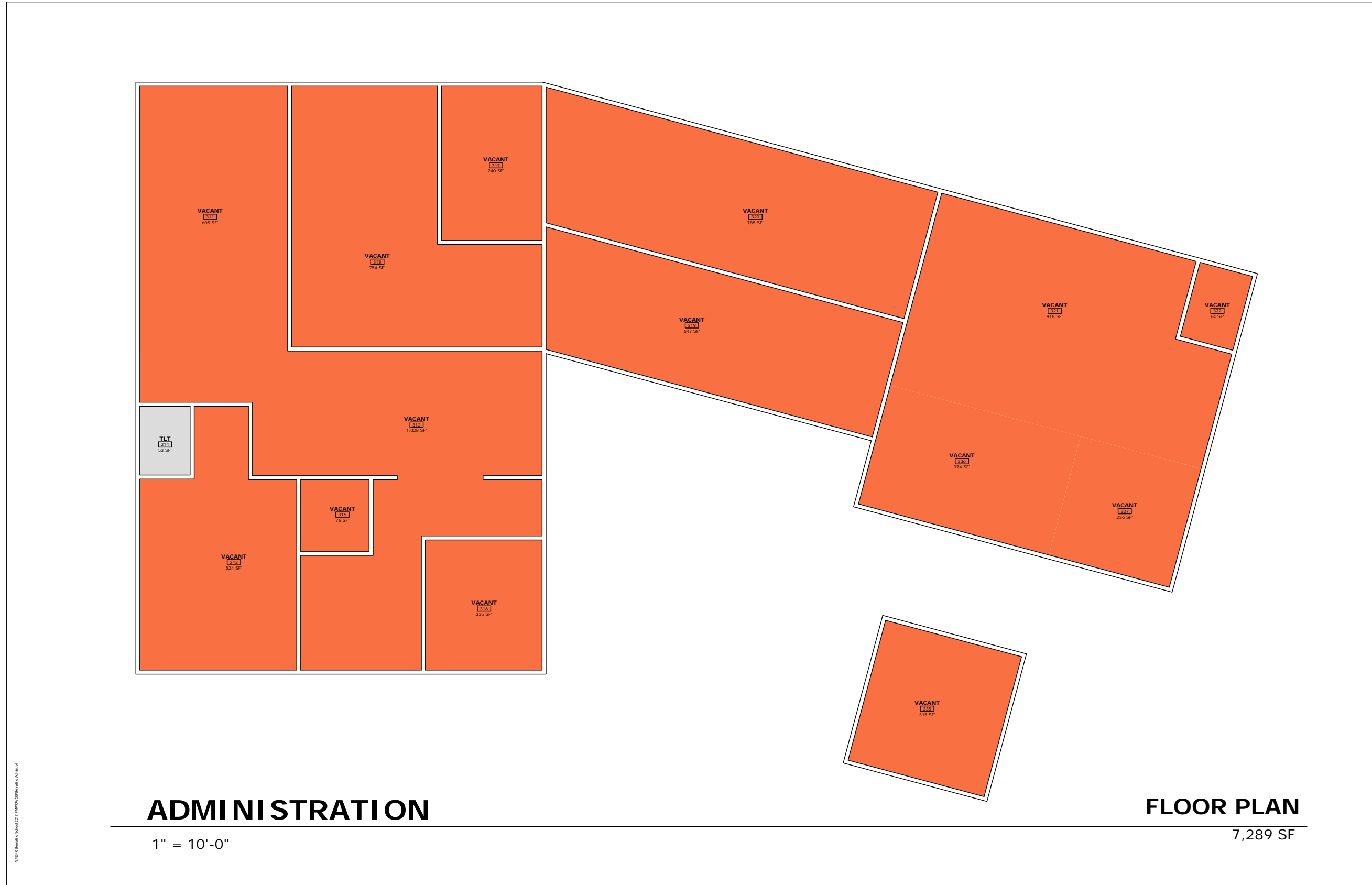


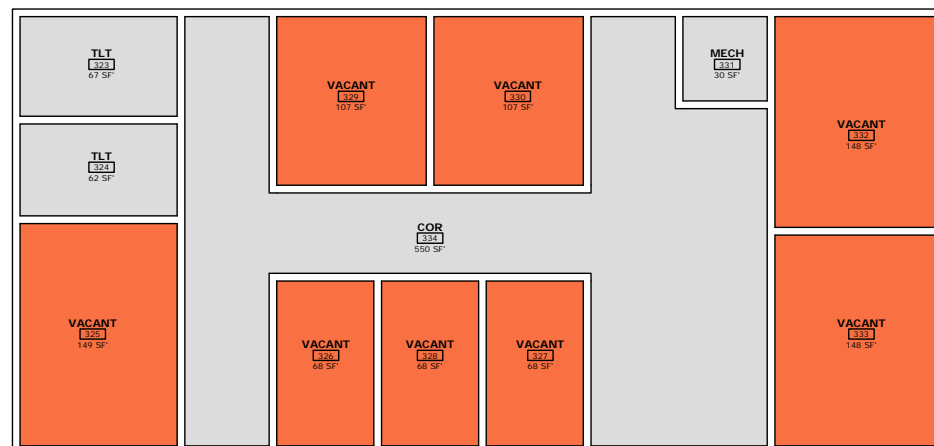
ADMINISTRATION

FLOOR PLAN

1" = 10'-0"

4,988 SF





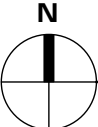
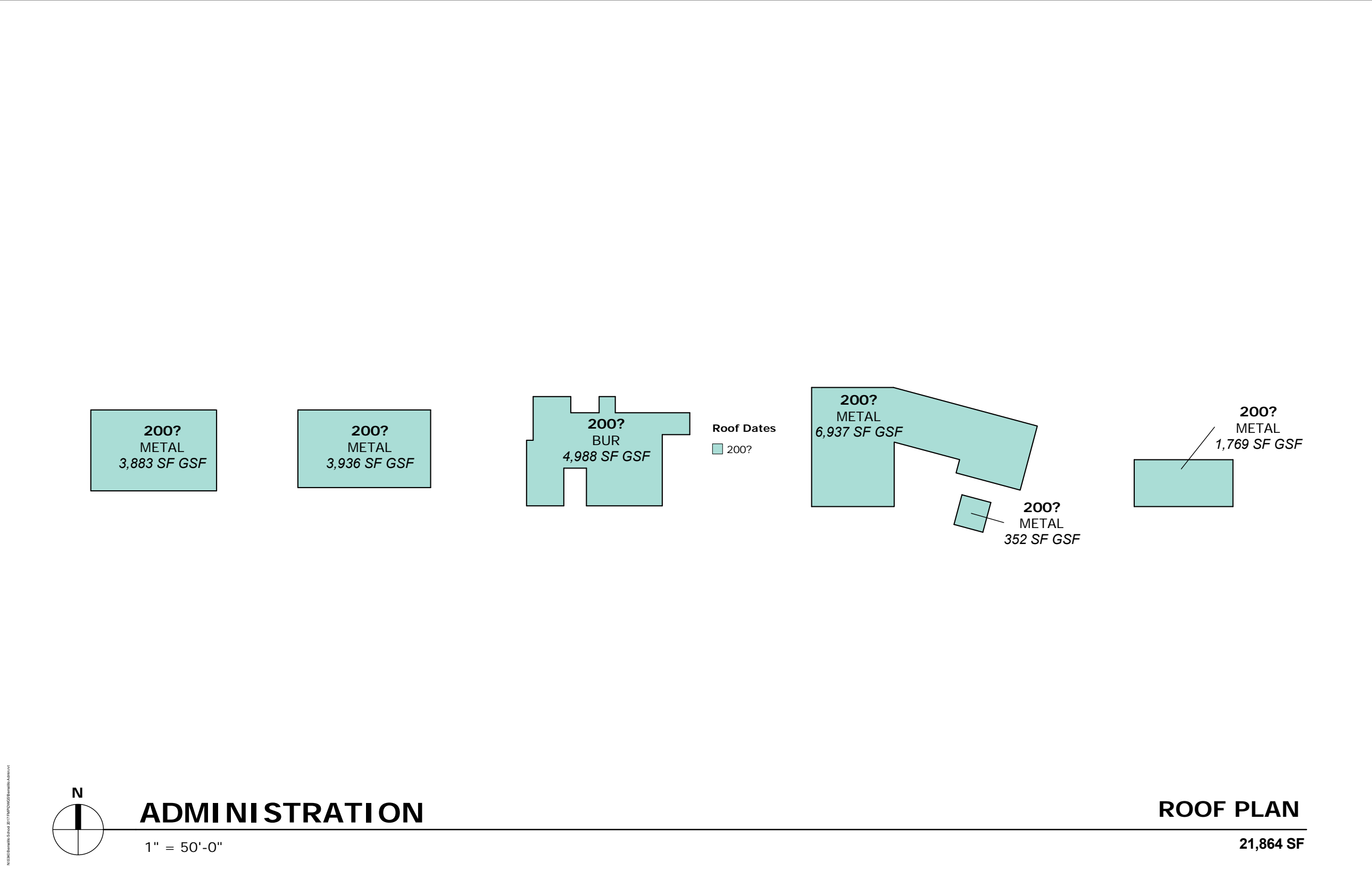
ADMINISTRATION

1" = 10'-0"

FLOOR PLAN

1,769 SF

NSM/Bernalillo School 2017 FMP/DOE/Bernalillo Admin



ADMINISTRATION

1" = 50'-0"

ROOF PLAN

21,864 SF

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Support Material by District

1. Preventative Maintenance Plan
2. BPS Strategic Plan (2014-2017)
3. Bernalillo Public Schools EPSS
4. BPS 90 Day Plan
5. Student Handbook

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New Mexico 90-day Plan Offline Planning Process Workbook

Step 1 – Build Core Team

With district support, the school leader(s) identify critical members to bring together as a team to co-construct the school vision for dramatic change and establish a 90-day Plan that will increase achievement for all students.

Guiding Questions –

- ✓ District Level:
 - To what extent does the district representative need to be involved in the planning process?
 - Should Core Teams look the same at every school?
- ✓ School Level:
 - To what extent does the Core Team represent diverse backgrounds and viewpoints, in order to consider challenges from many perspectives?
 - Are there representatives from across grade levels?
 - Is the group representative of the student body and community?
 - Is the Core Team the same as the school leadership team?
 - Are the strongest teacher-leaders on the Core Team?

Core Team Notes

Team Member	Position	<u>Rationale:</u> What strengths/perspective does this person bring to the team? How will including this individual help the team address the school’s current reality?
Stephen Pino	Principal	Experience. However, 2 nd year as principal at Algodones. Focused in shaping a vision of academic success for all students...creating a climate hospitable to education...cultivating leadership in others...focused on improving instruction and managing people, data and processes to foster school improvement.
Leslie Romero-Kilmer	Deputy Superintendent	District perspective. Evaluates principals. Experience with school reform.
Jennifer Trujillo	Instructional Coach	15 year of experience. District Instructional Coach. Assists with school PD and planning. Facilitates PLCs and staff development. Currently teaching 4 th grade teacher due to teacher absence.
Robert Alexander	4 th Grade Teacher	15 years of teaching experience -- which includes 4 years at Algodones Elementary School. Currently working on administrative license.



Ruth Griego	3 rd Grade Teacher	5 years at Algodones Elementary in grades 2 nd and 4 th grade and currently in 3 rd grade. Progressive teaching style. She is thoughtful in her planning and embraces the PD.
Agusta Rodriguez-Asi	3 rd Grade Teacher	9 years of experience which includes 5 years at Algodones Elementary in grades PK, Special Ed. 1 st and 3 rd grade. Progressive teaching style. She thoughtful in her planning and embraces the PD.
Marie Cline	1 st Grade Teacher	10 years of experience which includes 3 years at Algodones Elementary in grades 3 rd and 1 st . Istation assessment lead.
Christine Golden	Keres Language Teacher	San Felipe Community Representative. Classroom Keres Teacher. Experience



Step 2 – Analyze Data & Set Student Achievement Goals

With the core team, analyze student achievement data (e.g. interim assessment results, common formative assessments, student work samples, summative results). Through deep data analysis and reflection, set up to 3 summative student achievement goals. Then, set benchmark goals to check progress towards summative goals throughout the year. The goals should be clear and satisfy SMART criteria.

Data Analysis Notes

The percent proficient is the sum of Levels 4 and 5 on 2016-17 PARCC results. The Core Leadership Team feels a 15-18% increase is an attainable goal at the same time creating a sense of urgency.

Gap analysis of PARCC data shows a marked drop in ELA proficiency rates from 3rd Grade to 4th Grade. Moreover, a considerable drop in proficiency rates occurs in Math from 3rd Grade to 4th Grades/ The Team noticed similar gaps occurring in our MOY Interim Assessment data which demonstrates that our Interim is not fully aligned with PARCC.

Subgroup data gap analysis shows significantly low proficiency rates for English Language Learners. The Leadership Core Team feels that our current Interim Assessment may not be perfectly aligned to PARCC and the Common Core Standards, we will continue to use it in order to show benchmark progress.

Note: In 2015-2016, our 5th grade students were moved to Bernalillo Elementary School prior to the start of the school year due to limited site capacity.

In analyzing data from 15-16 PARCC, 15-16 DIBELS, I-Station (Fall and Winter), MAPS (Fall and Winter), and 1st Quarter Common Math Assessments, we are making gains on students moving into the proficient and advanced areas. Overall the majority of our students remain in the below proficient area though. Of particular concern are the students that remain in the beginning step level. A focus on the skills these students needs and implementing small group instruction based on student learning needs is necessary for continued improvement.

MAPS Data: September 2016

Math

1st grade: 24 students below proficient AND 10 proficient or above

2nd grade: 12 students below proficient AND 26 proficient or above

3rd grade: 34 students below proficient AND 7 proficient or above

4th grade: 28 students below proficient AND 9 proficient or above

Reading

3rd grade: 30 students below proficient AND 11 proficient or above

4th grade: 28 students below proficient AND 8 proficient or above

I-Station

Kinder (Total of Students: 26): 8% at Tier 1; 31% at Tier II; 62% at Tier III

1st grade (Total of Students: 34): 15% at Tier 1; 41% at Tier II; 44% at Tier III

2nd grade (Total of Students: 39): 36% at Tier 1; 26% at Tier II; 38% at Tier III

STAR READING:

Note: In process to begin using Star data (Accelerated Reader) during the spring of 2017

In analyzing data from 15-16 PARCC, 15-16 DIBELS, I-Station (Fall and Winter), MAPS (Fall and Winter), and 1st Quarter Common Math Assessments, we are making gains on students moving into the proficient and advanced areas. Overall the majority of our students remain in the below proficient area though. Of particular concern are the students that remain in the beginning step level. A focus on the skills these students needs and implementing small group instruction based on student learning needs is necessary for continued improvement.

MAPS Data: December 2016

Math

- 1st grade: 15 students below proficient AND 19 proficient or above
- 2nd grade: 23 students below proficient AND 16 proficient or above
- 3rd grade: 35 students below proficient AND 7 proficient or above
- 4th grade: 21 students below proficient AND 12 proficient or above

Reading

- 3rd grade: 34 students below proficient AND 8 proficient or above
- 4th grade: 26 students below proficient AND 10 proficient or above

I-Station

- Kinder: (Total of Students: 25): 28% at Tier 1; 28% at Tier II; 44% at Tier III
- 1st grade: (Total of Students: 29): 17% at Tier 1; 52% at Tier II; 31% at Tier III
- 2nd grade: (Total of Students: 39): 41% at Tier 1; 26% at Tier II; 33% at Tier III

STAR READING:

Note: In process to begin using Star data (Accelerated Reader) during the spring of 2017

Guiding Question – Given the most recent student achievement data, what goals will create a sense of focus and urgency toward actions to increase student achievement?

Student Achievement Goals			
Grade/Subject Area	2015-16 PARCC Results	2016-17 PARCC Goals	Benchmarks: MOY (MAPS reading and math)
3 rd Grade ELA	10.1% Proficient	20.1% Proficient	By August 2016, the number of student proficient in reading will grow by 10% as measured by the PARCC. By May 2017, the students reading at grade level according to the MAPS Reading assessment will grow by 10%. By May 2017, the number of students scoring in the average to high group in MAPS will increase

			by 10% as measured by the spring assessment.
3 rd Grade Math	0% Proficient	10.0% Proficient	By August 2016, the number of students proficient in math will grow by 10% as measured by the PARCC. By May 2017, the students performing at grade level in math according to the Common Math Assessments will grow by 10%. By May 2017, the number of students scoring in the average to high group in MAPS math will increase by 10% as measured by the spring assessment
4 th Grade ELA	20.8% Proficient	30.8% Proficient	By August 2016, the number of student proficient in reading will grow by 10% as measured by the PARCC. By May 2017, the students reading at grade level according to the STAR Reading assessment will grow by 10%. By May 2017, the number of students scoring in the average to high group in MAPS will increase by 10% as measured by the spring assessment.
4 th Grade Math	25% Proficient	35% Proficient	By August 2016, the number of students proficient in math will grow by 10% as measured by the PARCC. By May 2017, the students performing at grade level in math according to the Common Math Assessments will grow by 10%. By May 2017, the number of students scoring in the average to high group in MAPS math will increase by 10% as measured by the spring assessment

SMART Checklist

Specific	Is the goal clearly defined?	YES
Measurable	Are multiple concrete criteria identified for measuring progress toward attainment of the goal?	YES
Ambitious	Does the goal stretch the school while still being attainable?	YES
Relevant	Does the goal relate to student learning and achievement? Is it data-based?	YES
Time-bound	Is the timeframe appropriate for accomplishment of the goal?	YES

Step 3 – Identify Focus Areas

Following deep data analysis and reflection on qualitative and quantitative evidence, the core team identifies the 2-3 highest-leverage focus areas that will increase student achievement for all students. Focus areas are best practices that will increase achievement for all students and narrow the scope for root cause analysis, desired outcomes, and critical actions.

Possible evidence sources to consider include: observation data (evaluative or non), lesson/unit plans, student surveys, interim assessment results, common formative assessment results, student work samples, summative results.

Focus Areas & Guiding Questions –

1. Standards Alignment

All grade levels have identified essential standards.

Guiding questions –

- How do you ensure that the Tier I (core) curriculum and instruction is aligned with the CCSS and is being implemented with fidelity?
- Do you have a scope and sequence aligned to the CCSS?

2. Tier I (core) instruction

There is a dedicated block of time devoted to providing core instruction to all students aligned with grade level standards.

Guiding questions –

- What percent of your students are achieving grade-level expectations or making significant growth? If at least 80% are not attaining proficiency, what are you doing to ensure that your school is making significant progress toward this goal?
- What evidence do you have that the level of rigor of the tasks students perform during the lesson is aligned to the rigor of the CCSS?

3. Data-driven instruction

There is a precise, systematic approach to improving student learning throughout the year. The cycle of DDI includes assessment, analysis and action.

Guiding questions –

- Are the district's and school's assessment strategies firmly in place? (formative, interim, and summative)
- How do teachers and leadership analyze and act on assessment data?
- Do teacher action plans include focused and targeted whole-group, small-group, and individual interventions?

- How effectively does school leadership hold teachers accountable to ensure effective instructional adjustment, interventions, and instructional feedback?

4. *Tier I interventions*

There are fluid, flexible interventions in place during Tier I (core) instruction for students not progressing as expected.

Guiding questions –

- How do you identify students in need of Tier I (core) interventions?
- How do you differentiate instruction based on the screening results, as well as the abilities and needs of all students in the core program?
- To what extent are Tier I (core) interventions successful in addressing student needs based on data?

5. *Observation and feedback cycles*

Principal and other instructional leaders devote time daily to non-evaluative classroom walkthroughs and provide face-to-face feedback to teachers in a timely manner.

Guiding questions –

- Are frequent and regular non-evaluative walkthroughs built into the leaders' schedules?
- Do leaders give face-to-face direct feedback to teachers focused on specific action steps for improvement?
- To what extent do leaders hold teachers accountable to translate feedback into practice?

6. *Collaboration*

Teachers have time during the week to work together to promote student success.

Guiding questions –

- What evidence do you have that your teacher teams work together weekly to analyze data, share strategies, plan collaboratively, and debrief the outcomes of instruction?
- How do school leaders support and hold teacher teams accountable?

7. *Ongoing, job embedded professional development*

Teacher professional development is grounded in day-to-day teaching practice and is designed to enhance student learning.

Guiding questions –

- Describe the process for identifying and providing job-embedded, ongoing, professional development informed by the teacher evaluation system.

- How is professional development for teachers tied to student needs as identified by assessment data?

8. *Tier II (SAT) process*

There is a system in place to provide strategic and individualized support to students for whom Tier I instruction and interventions have proven insufficient.

Guiding questions –

- What criteria does the SAT team use to identify students in need of TIER II support?
- To what extent are Tier II interventions successful at addressing skill gaps to allow students to master CCSS? What specific research-based interventions are provided?
- Is progress monitoring frequent enough to ensure fluidity and that the RtI process is working?

9. *School leadership and systems*

There is a school leadership framework that supports increasing and sustaining student achievement.

Guiding questions –

- Is there a school leadership team in place comprised of key instructional leaders?
- To what extent does the leadership team focus on data-driven instruction, observation and feedback, standards-aligned planning and instruction, and job-embedded professional development?

10. *School culture*

All students, staff and stakeholders are aware that student achievement is the top priority of school.

Guiding questions –

- Do students receive the continual message that nothing is as important or engaging as learning?
- How do consistent minute-by-minute systems and procedures support a student culture focused on achievement?
- How does leadership monitor and maintain a positive student and staff culture?

Focus Areas

<p><i>Focus Area:</i> What are the most important focus areas (best practices) that must be addressed to reach the student achievement goals?</p>	<p><i>Data Connection:</i> What quantitative and qualitative data led you to this Focus Area? How do you know that these are the highest-leverage areas of focus?</p>
<p>Tier I (core) Instruction</p>	<p>84% to 93% of students in grades 3 and 4 are not proficient in either ELA or Math. Approximately 64 to 79% of students in grades 3 and 4 score at level 1 or 2 on PARCC in both Reading and Math.</p> <p>Istation results indicate 55-65% of 1st graders are Tier 3 on the BOY assessment.</p> <p>Note: Classroom walkthroughs and observations indicate that more time spent in small group instruction as well as differentiation and higher level questioning is evident; however, improvement in some grades is needed.</p>
<p>Data-driven Instruction</p>	<p>Our lowest and highest performing students dropped. 50% of our students are below proficient in reading and math according to MAPS and Istation assessments.</p> <p>Although progress has been made toward looking at data during PLC and Data Review times, more time is necessary.</p> <p>Principal walkthroughs show that not all teachers are differentiating instruction in Tier I (core)</p> <p>Data needs to be targeted to the needs of the student based on results from MAPS, Istation, Teacher Created Assessments and Curriculum Assessments.</p>



Step 4 – Conduct Root Cause Analysis

After identifying 2-3 high-leverage focus areas, the core team engages in root cause analysis to zero in on the deepest underlying cause or causes of school performance challenges that, if resolved, result in elimination or substantial reduction of the performance challenge.

Resources: Fishbone template, 5 Why’s Guidance

Guiding Questions –

- What do you believe is at the heart of the problem for this focus area? What evidence do you have to support this hypothesis?
- Would the problem/challenge have occurred if that cause had not been present?
- If the cause is corrected, will the problem/challenge reoccur?

Root Cause Analysis Notes	
<i>Focus Area</i>	<i>Root Cause & Evidence to Support</i>
Tier I (core) Instruction	Teachers need support in managing whole group and small group instruction to best meet the needs of their students. Areas of need have been identified and some work with the Annette Brinkman Group (Educational Consultant) has already been done to help in this area. Based on teacher feedback, teachers continue to need support in this area. Each teacher will receive a bi-weekly – non-evaluative principal walkthrough with 1:1 feedback + explicit instruction formative observation and feedback quarterly debriefing.
Data-driven Instruction	Teachers understand the need of using data to drive instruction. Some work has already been done with the Annette Brinkman Group (Educational Consultant) to help model and support the process of using data to drive instruction. Teachers will increase the quality of Teacher Action Plans to improve learning in Reading and Math. Teachers will implement whole group, small group and individual re-teaching plans.



Step 5 – Create Desired Outcomes & Define Critical Actions

Based on each root cause analysis, the core team identifies a 90-day Desired Outcome for each focus area. Specifically, the team identifies the change in adult behaviors that will result in increased student achievement in math and reading.

Then, the core team determines the critical actions that need to be taken in order to achieve the desired outcomes.

Guiding Questions for Setting Desired Outcomes –

- What is it you are hoping to achieve?
- What specific outcome do you want?
- What is the most important problem you want to solve?
- What does this goal look like for you?
- How will you know when you have reached this goal?
- Are there any barriers that might keep you from reaching this goal?
- Can you see yourself achieving this?

Desired Outcomes	
<i>Focus Area</i>	<i>Draft Desired Outcome: What is the desired outcome? What will be different if you are successful in focusing on this area of practice? After 90 days, what changes in practice will be observed?</i>
Tier I (core) Instruction	<p>All teachers will work toward an established Classroom Management/Environment plan as well as pay close attention to the Physical Environment within the classroom in order to support student learning.</p> <p>Each teacher will receive bi-weekly non-evaluative principal walkthroughs with 1:1 feedback</p> <p>Principal will conduct one non-evaluative walkthrough for each teacher for a minimum of 15 minutes every three weeks. Principal will observe each teacher quarterly using the Observer Tab Effective Instructional Tool (Paper or Online). A coaching stance will be utilized for feedback.</p> <p>Professional Development will be provided once a month during PLC to identify trends from walkthroughs and feedback meetings.</p>
Data-driven Instruction	<p>Teachers will increase the quality of the Teacher Action Plans by student. All teachers will use data (Short Cycle Assessments—MAPS, Istation and STAR Reading) to support each student. Teachers will implement whole group, small group and individual re-teaching plans following 1-on-1 teacher-leader interim assessment analysis and PLC meetings.</p>



Guiding Questions for Critical Actions (Options) –

- What are some possible ways to achieve...?
- What will you do to move yourself closer to the goal?
- What have you done in similar situations in the past?
- What is something you have never tried?
- What else?

Guiding Questions for Critical Actions (Decisions) –

- What stands out for you?
- Which would be most impactful?
- What exactly will you do?
- Who will be involved?
- Who will be responsible?
- What obstacles do you need to address in order to get this done?
- What support/resources will you need to make this happen?

Focus Area: Tier I (core) Instruction			
Desired Outcome: Each teacher will receive bi-weekly non-evaluative principal walkthroughs with 1:1 feedback			
CRITICAL ACTIONS			
<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Person Completing Action</i>	<i>Timeline</i>	<i>Resources Needed/Source</i>
Principal will conduct one non-evaluative walkthrough for each teacher	Teachers with Administration and/or Instructional Coach	2/9-5/15	Calendar
Principal will conduct one non-evaluative walkthrough for each teacher for a minimum of 15 minutes every three weeks. Principal will facilitate one 1:1 feedback meeting with each teacher for at least 15 minutes after every walkthrough using Bambrick’s Six-Step Feedback Process.	Principal	2/9-5/15	Calendar Walkthrough form Feedback meeting planning template
Professional Development will be provided once a month during PLC to identify trends from walkthroughs and feedback meetings.	Teachers with Administration and/or Instructional Coach	2/9-5/15	PLC <i>Teach Like a Champion</i> (D. Lemov) teaching techniques PD from district + Annette Brinkman



Focus Area: Data-driven Instruction

Desired Outcome: Teachers will increase the quality of Teacher Action Plans item analysis by student. Teachers will implement whole group, small group and individual re-teaching plans.

CRITICAL ACTIONS			
<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Person Completing Action</i>	<i>Timeline</i>	<i>Resources Needed/Source</i>
Preparation and planning PD focused on effective item analysis and analyzing an exemplar and non-exemplar Teacher Action Plans	Teachers with Administration and/or Instructional Coach	2/9-5/15	Exemplar and non-exemplar Teacher Action Plans Samples
Teachers analyze interim assessment data during PLC or Grade Level Collaboration and write and submit Teacher Action Plan to principal.	Teachers	2/9-5/15	Teacher Action Plan Interim assessment results
Teacher Action Plan review + plan and facilitate 1-on-1 teacher-leader interim assessment analysis meetings	Teachers with Administration and/or Instructional Coach	2/9-5/15	Teacher Action Plan Interim Assessment Analysis Meeting
Check for alignment of instruction to re-teaching plans in Teacher Action Plans through weekly observations and feedback	Principal Instructional Coach	2/9-5/15	Teacher Action Plans Daily Lesson Plans Six Step Feedback Model

Focus Area:

Desired Outcome:

CRITICAL ACTIONS			
<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Person Completing Action</i>	<i>Timeline</i>	<i>Resources Needed/Source</i>

Step 6 – Monitor Implementation



After creating a desired outcome for each focus area and defining the critical actions, the core team establishes progress indicators – the metrics and evidence that will be used to measure progress toward the desired outcomes and goals – and potential adjustments that may occur to the 90-day Plan based on accelerated progress or unanticipated barriers.

The core team also devises a system to monitor implementation of the plan.

Guiding Questions –

- What are the metrics, feedback, observations, etc. the core team will use to determine progress toward the desired outcome?
- How will you know the critical actions are having a positive impact?
- What is the evidence of progress?
- How might the plan be adjusted due to accelerated progress or unanticipated barriers?
- How will the core team systematize implementation and monitoring of the plan?

Focus Area: Tier I (core) Instruction		
Desired Outcome: All teachers will work toward an established Classroom Management/Environment plan as well as pay close attention to the Physical Environment within the classroom in order to support student learning.		
PROGRESS INDICATORS		
<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome</i>	<i>Potential Adjustments</i>
January 30, 2017	Principal will conduct one non-evaluative walkthrough for each teacher for a minimum of 15 minutes every three weeks. Principal will facilitate one 1:1 feedback meeting with each teacher for at least 15 minutes after every walkthrough using Bambrick’s Six-Step Feedback Process	
January 30, 2017	Published schedule of walk-throughs	Based on need(s) of each teacher
Monthly	Review feedback/results with teachers during weekly PLC	Possible schedule conflicts

Focus Area: Data Driven Instruction
Desired Outcome: Teachers will use data to drive instruction and determine small group instruction in reading and math on a daily basis. This will give our students an opportunity to grow regardless of learning level. We will see an increase in student performance based on on-going assessments.

PROGRESS INDICATORS		
<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome</i>	<i>Potential Adjustments</i>
January 30, 2017	Teachers identify groups of students (small groups) based on recent data from common assessments, short cycle assessments, and teacher assessments.	Student groups will change based on the most current assessment(s).
March 20, 2017	Teacher plan for small group implementation/instruction. Classroom management plan in place for students not working directly with teacher.	Student groups will change based on the most current assessment(s). Change in groups and strategies used in instruction based on current data.

Focus Area:

Desired Outcome:

PROGRESS INDICATORS		
<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome</i>	<i>Potential Adjustments</i>

System to Monitor Implementation



New Mexico
DASH
DATA, ACCOUNTABILITY,
SUSTAINABILITY, HIGH ACHIEVEMENT
Educational Plan for Student Success

BHS 90 Day Plan

Bernalillo High

Bernalillo Public Schools

May 01, 2017

Core Team

Keith Cowan - Principal
Nina Quintana - Teacher
Leslie Kilmer - District
Amy Moore - Teacher
Cynthia Medina - Teacher
Melba Ancantilado - Teacher
Jack VanHoose - Teacher
Roberta Jones - Teacher
Anthony Jaramillo - Teacher
Julia Straight - Teacher
Elizabeth Prusak - Teacher
Diane Williams - Teacher
Elizabeth Gonzales - Teacher
Jon Baker - Teacher
Michelle Padilla - District

Content Area	Grade(s)	Last Year's Results	This Year's Goals	Benchmark Goals
English Language Arts	9th, 10th, 11th, 12th	23% Proficient on PARCC ELA assessment (Grades 9-11)	30% Proficient on the 2017 PARCC ELA assessment (Grades 9-11)	<p>The English department will administer short cycle assessments to every student in all grades. These assessment will be monitored to implement data driven instruction that will drive classroom instruction. Assessments will be developed with PARCC like questions.</p> <ul style="list-style-type: none"> o English 9th grade fall benchmark 30% o English 9th grade winter benchmark 60% of students will demonstrate proficiency midyear on Common assessments by mid-year o English 10th grade fall benchmark 50% o English 10th grade winter benchmark 75% o English 11th grade fall benchmark 60% o English 11th grade winter benchmark 75% o English 12th grade fall benchmark 75% o English 12th grade winter benchmark 85% <p>Final assessment will be the 2018 PARCC Results</p>

Content Area	Grade(s)	Last Year's Results	This Year's Goals	Benchmark Goals
Mathematics	9th, 10th, 11th, 12th	2% Proficient on 2016 PARCC assessment	10% Proficient on the 2018 PARCC assessment	<p>Math department will administer short cycle assessments for each grade level to establish starting benchmarks that will be monitored and reviewed to implement data driven instruction to meet final goal. Assessments will be developed with PARCC like questions.</p> <ul style="list-style-type: none"> o Math 9th grade(Algebra I) fall benchmark 20% o Math 9th grade winter benchmark 30% o Math 10th grade (Geometry) fall benchmark 20% o Math 10th grade winter benchmark 30% o Math 11th grade (Algebra II) fall benchmark 30% o Math 11th grade winter benchmark 40% o Math 12th grade fall benchmark 50% o Math 12th grade winter benchmark 75% <p>Final assessment will be the 2018 PARCC results.</p>

Content Area	Grade(s)	Last Year's Results	This Year's Goals	Benchmark Goals
Optional 3rd Goal	9th, 10th, 11th, 12th	Graduation rate in 2015-2016 65%	Graduation rate for 2017-2018 75%	<p>The graduation cohort numbers will be monitored by midyear for the class of 2018 to demonstrate a 75% graduation trend.</p> <ul style="list-style-type: none"> o Monitor attendance rate for 12th grade. Set up system to flag student after 3 absences at which time interventions will be implemented including: letter, home visit, family meeting (Pueblo liaisons, Rey Perez and Joan Bueneventa) o Monitor progress checks for pass/fail rates in 3 week cycles (Ben Lukoski-senior counselor, senior Spartan teachers). Monitor credit recovery progress in 3 week increments (Linda Sweet)

FOCUS AREA: Data-driven instruction

Desired Outcome: Common assessment scores with increase, lesson plans will be more focused around skill attainment, collaboration (PLC's) will have a focus, students will embrace their scores/education, celebration around achievement and success, school culture will be more unified around a common goal.

Root Cause(s): Teachers that embraced data driven instruction (20% based on classroom observations) saw positive growth in their classroom instruction based on short cycle assessment data; however, those that did not embrace data driven instruction struggled to meet benchmark goals or if they met the goal they were unaware.

CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
08/08/2017 - 10/10/2017	<p>August 8, 2017 PD will occur around data driven instruction and PDSA (Plan/Do/Study/Act). Based on data, information will be decided on for each department.</p> <p>Roles will be set such as administration in charge of attendance/graduation/progress check goals for bulletin board, departments will set goals based on skill needs from PARCC scores</p> <p>August 9, 2017 leadership team will set initial bulletin boards</p> <p>August 22, 2017 finalize common fall assessments</p> <p>August 29, 2017 students take fall assessment</p> <p>Sept. 5, 2017 teachers discuss data in PLC</p> <p>Week ending Sept. 8, 2017 teachers post and share data with students</p> <p>Leadership meeting in September will include a report out of progress (plus/delta) to note any changes moving forward.</p>	<p>professionals available to instruct on data driven instruction</p> <p>time to analyze scores</p> <p>PARCC scores/school report card</p> <p>bulletin board supplies</p>	<p>Leslie Kilmer</p> <p>Keith Cowan</p>	<p>Leadership team will drive the initial data boards</p> <p>Keith Cowan will set up professionals for PD</p> <p>Leslie Kilmer will ensure data is ready for PD</p>

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
09/13/2017	Every department has a board completed with student data Students have data logged in their binders All stake holders are aware of initiative and goals	Dates may vary due to cultural activities



**New Mexico 90-day Plan
Offline Planning Process Workbook
Cochiti Elementary School (Bernalillo)**

Core Team

Core Team Notes

Team Member	Position	<u>Rationale:</u> What strengths/perspective does this person bring to the team? How will including this individual help the team address the school's current reality?
Shauna Branch	Principal	Overall operations of the school. Background in SPED. Educational Leader of school for the past 7 years. Access to data from all grades.
Molly Gurule	Instructional Coach	Access to data from all grades. SAT Chair. Leader of all PLC groups. Strong teacher of reading. Volunteer EMT for Cochiti Lake and area. TESOL Endorsed. Life-long member of the community.
Emily Severance	Reading Interventionists	Teaches Tier II students at all grades K-5. Oversees the Accelerated Reader program at the school. Leader fo the Literacy Goal Team. TESOL Endorsed.
Kimberly Moellenbeck	Kindergarten Teacher	Kindergarten teacher. Leader of the Math Goal Team. Parent of students at the school.
Darlene Fortier	3 rd Grade Teacher	Uses differentiated instruction daily through small groups. Uses data to drive her instruction. TESOL endorsed.
Carmela Martinez	4 th grade teacher	Fully understands differentiated instruction. Has the best PARCC scores in the district. Uses small group instruction and informal assessment daily to help her students be successful. TESOL Endorsed.
Tricia Steiner	SPED Teacher	Works with all SPED students at the ES. Brings history of technology use in instruction to the staff. Is key to providing strong instruction to the lower quartile of students.
Leslie Kilmer-Romero	Deputy Superintendent	New to the district, but has experience in school reform. Brings district office support. Can supply budget and professional development opportunities as needed.



Analyze Data & Set Student Achievement Goals

With the core team, analyze student achievement data (e.g. interim assessment results, common formative assessments, student work samples, summative results). Through deep data analysis and reflection, set up to 3 summative student achievement goals. Then, set benchmark goals to check progress towards summative goals throughout the year. The goals should be clear and satisfy SMART criteria.

Data Analysis Notes

In analyzing data from 15-16 PARCC, 15-16 DIBELS, I-Station (August), MAPS (August), STAR Reading (August and October), and 1st Quarter Common Math Assessments, we are making gains on students moving into the proficient and advanced areas. Overall the majority of our students remain in the below proficient area though. Of particular concern are the students that remain in the beginning step level. A focus on the skills these students needs and implementing small group instruction based on student learning needs is necessary for continued improvement.

MAPS Data from September

Math

1st grade: 18 students below proficient AND 13 proficient or above

2nd grade: 23 students below proficient AND 16 proficient or above (geometry the lowest skill)

3rd grade: 29 students below proficient AND 6 proficient or above (geometry and numbers lowest)

4th grade: 13 students below proficient AND 13 proficient or above (numbers and operations, highest)

5th grade: 14 students below proficient AND 10 proficient or above

Reading

1st grade: 21 students below proficient AND 10 proficient or above

2nd grade: 24 students below proficient AND 15 proficient or above (Foundational Skills lowest)

3rd grade: 23 students below proficient AND 11 proficient or above

4th grade: 11 students below proficient AND 15 proficient or above

5th grade: 12 students below proficient AND 12 proficient or above

I-Station

Kinder: 36% at Tier 1; 14% at Tier II; 50% at Tier III

1st grade: 43% at Tier 1; 30% at Tier II; 27% at Tier III

2nd grade: 51% at Tier 1; 22% at Tier II; 27% at Tier III

STAR READING:

1st grade (August): 22 students below proficient AND 9 at or above grade level

2nd grade (August & October): 24 students below proficient AND 15 at or above grade level

3rd grade (August & October): 28 students below proficient AND 7 at or above grade level

4th grade (October): 26 students below proficient AND 10 at or above grade level

5th grade (October): 15 students below proficient AND 9 at or above grade level

Guiding Question – Given the most recent student achievement data, what goals will create a sense of focus and urgency toward actions to increase student achievement?

Student Achievement Goals			
Grade/Subject Area	2015-16 PARCC Results	2016-17 PARCC Results	Benchmarks: MOY SCA (STAR Reading, STAR Math, Moby Max, and MAPS reading and math)
3 rd Grade ELA	23% proficient or above	33% proficient or above	Using the MOY SCA (STAR Reading, MAPS), increase by 15% from BOY (30%)
4 th Grade ELA	22% proficient or above	32% proficient or above	Using the MOY SCA (STAR Reading, MAPS), increase by 15% from BOY (62%)
5 th Grade ELA	31% proficient or above	41% proficient or above	Using the MOY SCA (STAR Reading, MAPS), increase by 15% from BOY (50%)
3 rd Grade Math	34% proficient or above	44% proficient or above	Using the MOY SCA (STAR Reading, MAPS), increase by 15% from BOY (20%)
4 th Grade Math	31% proficient or above	41% proficient or above	Using the MOY SCA (STAR Reading, MAPS), increase by 15% from BOY (50%)
5 th Grade Math	24% proficient or above	34% proficient or above	Using the MOY SCA (STAR Reading, MAPS), increase by 15% from BOY (41%)

SMART Checklist		
<u>S</u>pecific	Is the goal clearly defined?	yes
<u>M</u>easurable	Are multiple concrete criteria identified for measuring progress toward attainment of the goal?	yes
<u>A</u>mbitious	Does the goal stretch the school while still being attainable?	yes
<u>R</u>elevant	Does the goal relate to student learning and achievement? Is it data-based?	yes
<u>T</u>ime-bound	Is the timeframe appropriate for accomplishment of the goal?	yes

Step 3 – Focus Areas

Focus Areas	
<i>Focus Area:</i> What are the most important focus areas (best practices) that must be addressed to reach the student achievement goals?	<i>Data Connection:</i> What quantitative and qualitative data led you to this Focus Area? How do you know that these are the highest-leverage areas of focus?
Differentiated Instruction	While our data over the past few years has shown a progressive increase in the number of students that are becoming proficient in reading and math, our lowest quartile students continue to struggle and many remain in the beginning step. In all grades except 4 th , 50% of the students are below proficient in reading and math according to MAPS, STAR Reading, and I-Station.
Observation and Feedback Cycles	According to the RDA site visit in October and principal reports, walkthroughs by administration is minimal at this time. Increasing walkthroughs with face to face feedback will increase accountability of teachers using differentiated instruction in classrooms.
Standards Alignment	In reviewing lesson plans, 9 week plans, and standards based report cards, while the grade levels have worked over the summer months to make curriculum maps with the priority standards leading the way, on-going checks are not occurring. Teachers need to know the vertical alignment from grade to grade to understand how to help the lowest quartile students' increase their skills. Teachers in grades with multiple classrooms need to be on the same standards. This will lead to opportunities to give common assessments and discuss the best way to help low students. This data is not attainable when the teachers are not following the curriculum maps. The data is critical in identifying areas that students do not grasp. Using common planning time and writing lesson plans for standards by grade level (vs. individual), will hold teachers accountable for using the standards maps made during the summer.

Step 4 – Conduct Root Cause Analysis

Root Cause Analysis Notes	
Focus Area	Root Cause & Evidence to Support
Differentiated Instruction	<p><u>Teachers unsure how to adjust classroom instruction and environment including time to help these students (RC)</u></p> <ul style="list-style-type: none"> - Students in the lowest quartile are not growing in proficiency. - Teachers are not responding to the data regarding lowest students and adjusting instruction to correct the issue
Observation and Feedback Cycles	<p><u>Priority not made to keep schedule and follow through (RC)</u></p> <ul style="list-style-type: none"> - Leadership not systematically and consistently performing walkthroughs with face-to-face feedback to teachers - Leadership gets bogged down with other issues like coverage of classes - Time is not scheduled for walk-throughs and teacher meetings - When time is scheduled, at least half of the time the walkthroughs are canceled due to other issues and meetings that arise
Standards Alignment	<p><u>Teachers do not know how to meet and plan together (RC)</u></p> <ul style="list-style-type: none"> - Teachers met over summer to plan priority standards into a curriculum map - Maps not being followed in some grade levels - Teachers not meeting to lesson plan and keep on track - Common planning time is there for teachers to meet, but not happening - Leadership has not made a priority or holding teams accountable for meeting - Leadership needs to attend planning meetings to help teachers get started and understand the importance of alignment

Step 5 – Create Desired Outcomes & Define Critical Actions

Desired Outcomes	
<i>Focus Area</i>	<i>Draft Desired Outcome:</i> What is the desired outcome? What will be different if you are successful in focusing on this area of practice? After 90 days, what changes in practice will be observed?
Differentiated Instruction	All teachers will use data (from Short Cycle Assessments – I-Station, STAR Reading, Moby Max, Common Math Assessments, and MAPS) to determine small group instruction in their classrooms for both reading and math on a daily basis. Through this strategy, students will grow at their rate regardless of learning level. We will see an increase in learning from all students, especially the lowest quartile.
Observation and Feedback Cycles	Leadership completes walkthroughs with face-to-face feedback on a minimal bi-weekly basis. For those struggling teachers, walkthroughs and feedback will occur on a weekly basis. This will be completed in a team format with the principal and instructional coach working together to ensure all classrooms are visited with feedback. We will see teaching skills improve which will result in higher achievement amongst the students.
Standards Alignment	At each grade level, classrooms will be instructing on the same standards. Instruction does not have to look the same, but the standards must be the same. Grade level teams will meet weekly to discuss the standards they are working on. At the end of the units, students will take a common assessment on the standard(s). Teacher teams will compare their data and plan the best way to address students that did not master the standard.

Focus Area: Differentiated Instruction
Desired Outcome: All teachers will use data to determine small group instruction in their classrooms for both reading and math on a daily basis. Through this strategy, students will grow at their rate regardless of learning level. We will see an increase in learning from all students, especially the lowest quartile.

CRITICAL ACTIONS			
<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Person Completing Action</i>	<i>Timeline</i>	<i>Resources Needed/Source</i>
Teachers identify groups of students based on recent data from common assessments, short cycle assessments, and teacher assessments.	Teachers with administration and/or I.C. if needed	Every 2 weeks	Data from recent assessments
Teacher plan for implementation of small group instruction. Plan in place for centers for students not working with teacher.	Teachers with IC or Principal if needed	Every 2 weeks	Lesson plan format for small group instruction
Professional Development for	IC and principal	On-going	May need outside



strategies and activities for use in centers.			help. Vicky Gibson came in October

Focus Area: Observation and Feedback Cycles

Desired Outcome: Leadership completes walkthroughs with face-to-face feedback on a minimal bi-weekly basis. For those struggling teachers, walkthroughs and feedback will occur on a weekly basis. This will be completed in a team format with the principal and instructional coach working together to ensure all classrooms are visited with feedback. We will see teaching skills improve which will result in higher achievement amongst the students.

CRITICAL ACTIONS

<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Person Completing Action</i>	<i>Timeline</i>	<i>Resources Needed/Source</i>
Schedule for face to face meetings with individual teachers	Shauna Branch	January 9, 2017	Matrix
Principal make schedule to black out times that address times for IEP, admin meetings, meeting with parents, etc.	Shauna Branch	January 9, 2017	Schedule over the 1 st semester
Schedule dedicated times for walkthroughs Ensure times are made available throughout the week to vary when to go to classrooms. This will help with seeing a variety of subjects and activities in classrooms.	Shauna Branch	January 9, 2017	Schedule over the 1 st semester
Share the blackout times with SPED, district office, and school office staff to limit conflicts don't arise.	Shauna Branch	January 14, 2017	none
Follow schedule	Shauna Branch	On-going	none
Share schedule and observations with District Office	Leslie Kilmer-Romero	Quarterly	schedule

Focus Area: Standards Alignment

Desired Outcome: At each grade level, classrooms will be instructing on the same standards. Instruction does not have to look the same, but the standards must be the same. Grade level teams will meet weekly to discuss the standards they are working on. At the end of the units, students will take a common assessment on the standard(s). Teacher teams will compare their data and plan the best way to address students that did not master the standard.

CRITICAL ACTIONS

<i>Critical Action to Address Root Cause &</i>	<i>Person Completing Action</i>	<i>Timeline</i>	<i>Resources</i>
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<i>Achieve Desired Outcome</i>			<i>Needed/Source</i>
Ensure a common planning time for all grade levels.	Shauna Branch and grade level teachers	January 14, 2016	Matrix
Standards Curriculum Maps from summer.	Teachers at each grade level (these were completed this summer)	January 14, 2016	binders
Common Assessments for each standard. Teachers will write common assessments that cover all the standards for a grade level. These assessments will be given throughout the year. Data will be analyzed to help teachers focus on interventions early in the school year.	Teachers	June 2017	Plans made last summer Assessments given over the last year
Results from common assessment for each standard	Teachers with help for formatting purposes from administration	January 2017	Data given by standard for each child
Agenda for planning meetings	Shauna Branch, Molly Gurule, and Teachers	January 2017	PLC time

Step 6 – Monitor Implementation

Focus Area: Differentiated Instruction		
Desired Outcome: All teachers will use data to determine small group instruction in their classrooms for both reading and math on a daily basis. Through this strategy, students will grow at their rate regardless of learning level. We will see an increase in learning from all students, especially the lowest quartile.		
PROGRESS INDICATORS		
<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome</i>	<i>Potential Adjustments</i>
January 30, 2017	Teachers identify groups of students based on recent data from common assessments, short cycle assessments, and teacher assessments.	Groups will change every time a new assessment is given or progress is made
March 30m 2017	Teacher plan for implementation of small group instruction. Plan in place for centers for students not working with teacher.	Change in groups, strategies used in instruction based on up-to-date data

Focus Area: Observation and Feedback Cycles
Desired Outcome: Leadership completes walkthroughs with face-to-face feedback on a minimal bi-weekly basis. For those struggling teachers, walkthroughs and feedback will occur on a weekly basis. This will be completed in a team format with the principal and instructional coach working together to

ensure all classrooms are visited with feedback. We will see teaching skills improve which will result in higher achievement amongst the students.

PROGRESS INDICATORS

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome</i>	<i>Potential Adjustments</i>
January 30, 2017	Review schedule & calendar with Deputy Superintendent	n/a
February 15, 2017	Published schedule for walk-throughs	Change in number of meetings, focus on staff that need more help
March 2017	Site visit with Deputy Superintendent to review observation logs and to sit through at least 1 feedback meeting with the Principal	Additional coaching/mentoring from Deputy on feedback meetings
Monthly	Review feedback from teachers at all mini-PDs Evidence of strategy use will be observable within 1 week of mini-PD	Small group PD to cover more than one topic at a time; additional coaching/mentoring from IC or Principal
February 2017	RDA site Visit report results show an increase in Leadership for walkthroughs	Change the schedule for conflicts

Focus Area: Standards Alignment

Desired Outcome: At each grade level, classrooms will be instructing on the same standards. Instruction does not have to look the same, but the standards must be the same. Grade level teams will meet weekly to discuss the standards they are working on. At the end of the units, students will take a common assessment on the standard(s). Teacher teams will compare their data and plan the best way to address students that did not master the standard.

PROGRESS INDICATORS

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome</i>	<i>Potential Adjustments</i>
February 15, 2017	Published schedule listing the common prep period	
Ongoing weekly, debrief at weekly teacher meetings	Based on weekly common planning meeting and observations, each grade level is increasing their effectiveness in writing lesson plans that have a common standard.	Additional modeling by coach/principal; film or identify exemplary planning at work once identified
MOY to EOY by mid-May	Domain 1 ratings for individual teachers and the school as a whole increase from the MOY lesson review to the EOY lesson review.	For struggling teachers, intensive support from IC. Identify exemplar lesson plans and connect teacher with peers to support collaborative lesson planning.

System to Monitor Implementation

Monthly site visits:

During the Deputy Superintendent monthly site visits, she and principal will discuss progress on 90-day Plan, trends from co-observations and walkthroughs, and trends from observations of planning meetings.

Quarterly Update Meetings:

The Core Team will meet quarterly to revisit the plan and progress indicators and reflect upon evidence that critical actions are having a positive impact toward achieving desired outcomes and summative/benchmark goals. Then the Core team will make necessary adjustments to the 90-day Plan. Attended by all Core Team members

Following each meeting, written updates will be provide to:

Deputy Superintendent, Superintendent, and School Board through the weekly report

Emailed to all staff

Shared on the website for parents

End of Year meeting:

In June, at the end of the 90 day plan, the Core Team will facilitate a whole staff meeting to celebrate successes, identify lessons learned, and generate input for next semester's 90-day Plan.

New Mexico 90-day Plan Offline Planning Process Workbook

Step 1 – Build Core Team

With district support, the school leader(s) identify critical members to bring together as a team to co-construct the school vision for dramatic change and establish a 90-day Plan that will increase achievement for all students.

Guiding Questions -

- ✓ District Level:
 - To what extent does the district representative need to be involved in the planning process?
 - Should Core Teams look the same at every school?
- ✓ School Level:
 - To what extent does the Core Team represent diverse backgrounds and viewpoints, in order to consider challenges from many perspectives?
 - Are there representatives from across grade levels?
 - Is the group representative of the student body and community?
 - Is the Core Team the same as the school leadership team?
 - Are the strongest teacher-leaders on the Core Team?

Core Team Notes

Team Member	Position	Rationale: What strengths/perspective does this person bring to the team? How will including this individual help the team address the school's current reality?
Larryssa Archuleta	Principal	4 th year administrator at Santo Domingo Elementary, 24 years in education. New reading program implemented and well received. School grade increased by 12.8 points. Specialty area Reading, data and training Professional Learning Communities. TESOL and Bilingual endorsement. Assists in supporting and monitoring the Q1 and Q3 students.
Kevin Facer	Assistant Principal	2 nd year administrator. Specialty area Gifted/Special Education/Art. Assists in supporting and monitoring the Q1 students and upper 25% of the Q3 students.
Wendy Jimenez	3 rd Grade	3 rd year teacher, SAT Chair, Leadership Team. Leads 3-5 PLC team. Highly trained in data disaggregation and implementation of data.
Phoebi Polski	3 rd Grade	3 rd Year teacher trained in technology monitors computer generated scientifically researched based interventions with study island in Reading and Math. Also trained in data implementation and the connection of community outreach through the use of technology.

Adriana Stansbury	1 st Grade	1 st Year teacher. Strong leader who has implemented new teaching strategies. PBIS
Leslie Romero-Kilmer	Deputy Superintendent	New to the district, has 32 years in school experience. Eleven of those years have been specifically engaged in school – wide reform. The Deputy Superintendent supervises all principals, is responsible for instruction and assessment across the district and oversees all grant funding and distribution of monies.
Avonne Garcia	Grandparent and Community Member	She is a parent volunteer and community liaison from the pueblo of Santo Domingo.

Step 2 – Analyze Data & Set Student Achievement Goals

With the core team, analyze student achievement data (e.g. interim assessment results, common formative assessments, student work samples, summative results). Through deep data analysis and reflection, set up to 3 summative student achievement goals. Then, set benchmark goals to check progress towards summative goals throughout the year. The goals should be clear and satisfy SMART criteria.

Data Analysis Notes

In assessing the MAPS and I-station Data overall the majority of our students remain below the proficient range. The Core Team is largely concerned with 82.1% of students who have not reached the proficient level in Reading and the 91.9% of students in Math. Focused small group instruction based on the students' learning needs is necessary for continued improvement.

The percent proficient is the sum of Levels 4 and 5 on the PARCC, results show 18% scored in this range, while only 3 % of the students in grades 3-5 scored a 5. The core team believes a 7% increase in proficient students is a realistic PARCC goal.

PARCC data shows an alarming drop in ELA proficiency from 3rd to 4th grade in Reading and Math. Our interim MAPS data is showing this group trending upward.

Guiding Question – Given the most recent student achievement data, what goals will create a sense of focus and urgency toward actions to increase student achievement?

Student Achievement Goals

Grade/Subject Area	2015-16 PARCC Results	2016-17 PARCC Goals	<u>Benchmarks</u> : How will you know you are on track to meet your student achievement goals?
3 rd Grade ELA	10.3% Proficient	20.3% Proficient	Using the MOY MAPS increase by 7.7% level of proficient students
4 th Grade ELA	20.5% Proficient	25.5% Proficient	Using the MOY MAPS increase by 5.7% level of proficient students
5 th Grade ELA	22.9% Proficient	32.9% Proficient	Using the MOY MAPS increase by 4.4% level of proficient students

3 rd Grade Math	6.8% Proficient	13.8% Proficient	Using the MOY MAPS increase by 7.6% level of proficient students
4 th Grade Math	14.7% Proficient	19.7% Proficient	Using the MOY MAPS increase by 5.9% level of proficient students
5 th Grade Math	5.8% Proficient	15.8% Proficient	Using the MOY MAPS increase by 4.9% level of proficient students

SMART Checklist

<u>S</u>pecific	Is the goal clearly defined?	X
<u>M</u>easurable	Are multiple concrete criteria identified for measuring progress toward attainment of the goal?	X
<u>A</u>mbitious	Does the goal stretch the school while still being attainable?	X
<u>R</u>elevant	Does the goal relate to student learning and achievement? Is it data-based?	X
<u>T</u>ime-bound	Is the timeframe appropriate for accomplishment of the goal?	X

Focus Areas

Focus Area: What are the most important focus areas (best practices) that must be addressed to reach the student achievement goals?

Data Connection: What quantitative and qualitative data led you to this Focus Area? How do you know that these are the highest-leverage areas of focus?

Tier I (Core) Instruction

82.1% to 91.9% of students are not proficient in either Reading or Math. 61.8% of students scored at Level 1 or 2 on PARCC in both Reading and Math.

I-Station results indicate 47% of Kindergarten, 52% of First grade, 47% of 2nd grade and 27% of 3rd grade are Tier 3 on the BOY assessment.

Providing academic and highly engaging activities, as well as high level tasks and questions will improve the Core Instruction which will result in overall student growth.

Differentiated Instruction	<p>Our data over the past few years has increased in the number of students that are becoming proficient in reading and math, while our lowest quartile students remain in the beginning step. According to I-Station grades Kinder through 2nd grade 48 % are in Tier 3.</p> <p>In order to improve students' proficiency in Math and ELA, research shows that providing targeted differentiated interventions are the means to this end.</p>

Step 4 – Conduct Root Cause Analysis

After identifying 2-3 high-leverage focus areas, the core team engages in root cause analysis to zero in on the deepest underlying cause or causes of school performance challenges that, if resolved, result in elimination or substantial reduction of the performance challenge.

Resources: Fishbone template, 5 Why's Guidance

Guiding Questions –

- What do you believe is at the heart of the problem for this focus area? What evidence do you have to support this hypothesis?
- Would the problem/challenge have occurred if that cause had not been present?
- If the cause is corrected, will the problem/challenge reoccur?

Root Cause Analysis Notes	
<i>Focus Area</i>	<i>Root Cause & Evidence to Support</i>
Tier I (Core) Instruction	<u>The planning is solid in Domain I the focus is the execution of Domain III of the lesson. (RC)</u> Evidence collected through walk -throughs show 27% of high engagement activity. Each teacher will receive bi-weekly non-evaluative Domain III principal walkthroughs with 1:1 feedback.
Differentiated Instruction	<u>Teachers struggle on how to organize the lesson to focus on the areas of student weaknesses as identified in formative assessments. (RC)</u> Evidence collected through student summative/formative scores as well as walkthroughs reflect lack of differentiated techniques used in the lessons.

Step 5 – Create Desired Outcomes & Define Critical Actions

Based on each root cause analysis, the core team identifies a 90-day Desired Outcome for each focus area. Specifically, the team identifies the change in adult behaviors that will result in increased student achievement in math and reading.

Then, the core team determines the critical actions that need to be taken in order to achieve the desired outcomes.

Guiding Questions for Setting Desired Outcomes –

- What is it you are hoping to achieve?
- What specific outcome do you want?
- What is the most important problem you want to solve?
- What does this goal look like for you?
- How will you know when you have reached this goal?
- Are there any barriers that might keep you from reaching this goal?
- Can you see yourself achieving this?

Desired Outcomes	
<i>Focus Area</i>	<i>Draft Desired Outcome: What is the desired outcome? What will be different if you are successful in focusing on this area of practice? After 90 days, what changes in practice will be observed?</i>
Tier I (Core) Instruction	<ul style="list-style-type: none"> • The desired outcome is for all teachers to reach a 70/30 ratio in high academic engagement activities/questioning in Reading and Math while the 30% is lower level academic level of questioning. • As a result there will be a higher percentage of student engagement and applicable academic interpretation by students and teachers. • The goal will look like extensive Professional development with core instruction during PLC's. • We'll have reached this goal when 50 % of classrooms have attained a 70/30 ratio. • I do not foresee any barriers that may hinder this goal. • I can see my school achieving this goal.
Differentiated Instruction	<ul style="list-style-type: none"> • The desired outcome is every classroom teacher will incorporate differentiated instructional strategies in Reading and Math lessons. • I would like to see all students reflecting growth on formative and summative assessments. • I would like to see structured small group instruction that is based on individual student data. • I will know I have reached this goal through data identified in Q1 and Q3 student scores. • Barriers may include new staff members or retiring staff members in the middle of the academic school year. • Yes

Guiding Questions for Critical Actions (Options) –

- What are some possible ways to achieve...?
- What will you do to move yourself closer to the goal?
- What have you done in similar situations in the past?
- What is something you have never tried?
- What else?

Guiding Questions for Critical Actions (Decisions) –

- What stands out for you?
- Which would be most impactful?
- What exactly will you do?
- Who will be involved?
- Who will be responsible?
- What obstacles do you need to address in order to get this done?
- What support/resources will you need to make this happen?

Focus Area: Tier 1 (Core) Instruction			
<ul style="list-style-type: none"> • Desired Outcome: The desired outcome is for all teachers to reach a 70/30 ratio in high academic engagement activities/questioning in Reading and Math while the 30% is lower level academic level of questioning. 			
CRITICAL ACTIONS			
<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Person Completing Action</i>	<i>Timeline</i>	<i>Resources Needed/Source</i>
Weekly classroom walkthroughs with oral feedback provided to teachers.	Principal Assistant Principal	SY 2016-2017	<ul style="list-style-type: none"> • Calendar with scheduled walkthroughs • Meeting space
Teachers will conduct peer observations in which they will script evidence of high level academic engagement activities/questioning	Teachers Consultant for PD Principal	1/25/17	<ul style="list-style-type: none"> • Schedule for teacher observations • Collaborative time to review/discuss findings

Focus Area: Differentiated Instruction
<ul style="list-style-type: none"> • Desired Outcome: The desired outcome is every classroom teacher will incorporate differentiated instructional strategies into Reading and Math lessons.

CRITICAL ACTIONS			
<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Person Completing Action</i>	<i>Timeline</i>	<i>Resources Needed/Source</i>
Teachers will identify groups of students based on data from district common formative assessments in Math, short cycle assessments, and classroom assessments.	Teachers PLC Collaborative Groupings	September 2016	Formative and Summative Data
Teachers will plan for small group differentiated instruction during their grade level PLC's.	PLC Collaborative Groupings Grade Level Collaborative Groupings Principal	SY 2016-2017	RDA PD Observer Tab Consultant
District professional development provided to address NMTEACH Domains 2&3 (Winter Conference in which teachers were able to select the PD that they needed for their classrooms)	Leslie Romero Kilmer Michelle Padilla	December 7, 2017	RDA PD Observer Tab Consultant

Focus Area:			
Desired Outcome:			
CRITICAL ACTIONS			
<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Person Completing Action</i>	<i>Timeline</i>	<i>Resources Needed/Source</i>

Step 6 – Monitor Implementation

After creating a desired outcome for each focus area and defining the critical actions, the core team establishes progress indicators – the metrics and evidence that will be used to measure progress toward the desired outcomes and goals – and potential adjustments that may occur to the 90-day Plan based on accelerated progress or unanticipated barriers.

The core team also devises a system to monitor implementation of the plan.

Guiding Questions –

- What are the metrics, feedback, observations, etc. the core team will use to determine progress toward the desired outcome?
- How will you know the critical actions are having a positive impact?
- What is the evidence of progress?
- How might the plan be adjusted due to accelerated progress or unanticipated barriers?
- How will the core team systematize implementation and monitoring of the plan?

Focus Area: Tier 1 (Core) Instruction

- **Desired Outcome: Desired Outcome:** The desired outcome is for all teachers to reach a 70/30 ratio in high academic engagement activities/questioning in Reading and Math while the 30% is lower level academic level of questioning.

PROGRESS INDICATORS		
<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome</i>	<i>Potential Adjustments</i>
11/14-15	School wide data will provide a baseline in high academic engagement activities/questioning in Reading and Math across the school.	N/A
1/25-26	At the end of 1/26 teachers will have data to reflect progress toward the desired outcome.	Additional modeling will be provided by district instructional coach
Wk of 3/16	Teacher walkthrough data will be collected and shared with staff to reflect progress toward desired outcome.	<ul style="list-style-type: none"> • Additional modeling will be provided by district instructional coach • Request future PD from the district

Focus Area: Differentiated Instruction

- **Desired Outcome: Desired Outcome:** The desired outcome is every classroom teacher will incorporate differentiated instructional strategies into Reading and Math lessons.

PROGRESS INDICATORS		
<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome</i>	<i>Potential Adjustments</i>
9/6/16	Istation baseline data BOY grades K-3	N/A
9/22/16	MAPS baseline data grades 1-5	N/A
12/6/16	MAPS data grades 1-5	Feedback Meetings to review data
1/20/16	Istation data grades K-3	Feedback Meetings to review data

Focus Area:

Desired Outcome:

PROGRESS INDICATORS

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome</i>	<i>Potential Adjustments</i>

System to Monitor Implementation

Semester 1 On Site Visit:

During this visit with the Deputy Superintendent the principal will discuss her progress on her 90 Day Plan. Classroom walkthroughs will be conducted with Deputy Superintendent collecting evidence regarding focus areas, in addition there will be discussion regarding teacher walkthroughs and structured PLC's.

Monthly Update Meetings:

The Core Team will meet monthly to revisit the 90 Day Plan, progress indicators and reflection of critical actions that are positively impacting growth toward desired outcomes and formative/summative benchmark goals. Adjustments will be made to the plan based on qualitative and quantitative data.

Minutes will be taken during this meeting. A Summary of this meeting will be emailed to the Superintendent, Deputy Superintendent and staff.

Semester 2 All Staff Meeting:

Upon conclusion of the 2nd semester the Core Team will facilitate a staff meeting in which results from progress indicators will be shared. The staff will analyze the results and provide feedback as to what adjustments are necessary to the plan.

GOAL Strengthening Reading Instructional Programs

Within one year, the percentage of all students that are proficient or on track to proficiency (within 3 years) equals the Reading SGT of 61%.

Filing Cabinet Count	11	Budgeted:	\$93,816.00
SEA Resources Available	7		

STRATEGY 1. Core Reading Program

The core reading program will include full implementation of the CCSS including Common Core shifts.

Mcgraw Hill. "Treasures" Core curriculum is implemented for 90 minutes everyday. Teachers follow a district wide pacing guide and have support with special education or instructional assistants during the core instruction.

Filing Cabinet Count	0	Budgeted	\$12,816.00
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ACTION STEP Academic Coach

The academic coach will work closely with the principal in providing professional development in learning how to implement the program with fidelity. The coach will also meet in goal team meetings to analyze data.

Status	Completed 04/29/2014	Filing Cabinet Count	0
Start-End Dates	08/26/2013 - 05/23/2014		
Timeline Notes	In Progress		
Tags	CCSS, ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Elizabeth Anzures, Norma Binder, Christine Golden, Laura Greenleaf, Debra Hill		

ACTION STEP Guided Language Acquisition Device

Dual Language New Mexico will offer training that integrates ELL strategies with the core reading program. New staff will be trained and a consultant will work in house with the trained staff in order to sustain instructional strategies.

Status	Completed 06/27/2013	Filing Cabinet Count	0
Start-End Dates	09/11/2012 - 05/29/2013		
Timeline Notes	POrogressing		
Tags	ELL, SpecialED, InstrAudit, Parent		
Persons Responsible	Elizabeth Anzures, Jackie Darnell, Christine Golden, Laura Greenleaf, Debra Hill, Allan Tapia		

ACTION STEP Weekly Academic Collaboration Meetings

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **1. Core Reading Program**

ACTION STEP **Weekly Academic Collaboration Meetings**

Staff members meet with the Academic Coach to review best practices for literacy, study the common core standards, review assessment data plan for next steps to improve literacy instruction.

Status	Completed 06/27/2013	Filing Cabinet Count	0
Start-End Dates	08/26/2012 - 05/21/2013		
Timeline Notes	In Progress		
Tags	ELL, SpecialED, InstrAudit, Parent		
Persons Responsible	Elizabeth Anzures, Norma Binder, Christine Golden, Laura Greenleaf, Debra Hill		

ACTION STEP **Literacy Pacing Guides**

District pacing guides are followed to ensure that teachers are focused on instruction with skills, strategies and vocabulary.

Status	Completed 06/27/2013	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/22/2013		
Timeline Notes	Pacing will be monitored during Literacy Goal Team meetings.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Elizabeth Anzures, Norma Binder, Christine Golden, Laura Greenleaf, Debra Hill		

ACTION STEP **Curriculum Maps**

District Curriculum Maps have been developed in K-3 to support the Common Core. 4th and 5th grade maps support NM state standards. Teachers will use these maps to help with pacing and instruction.

Status	Completed 06/27/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2012 - 05/19/2013		
Tags	ELL, SpecialED, Parent		
Persons Responsible	Elizabeth Anzures, Christine Golden, Laura Greenleaf, Debra Hill		

ACTION STEP **Accelerated Reader**

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL Strengthening Reading Instructional Programs

STRATEGY 1. Core Reading Program

ACTION STEP Accelerated Reader

Students will use the web based program to read books at their level to improve fluency, comprehension and reading level. AR us research based and has documented success in improving reading proficiency.

Status	Suspended 05/05/2016	Filing Cabinet Count	1
Start-End Dates	08/26/2013 - 05/22/2015		
Timeline Notes	Staff will need to be trained to implement this program. Progress will be monitored weekly.		
Tags	ELL, IndianEd, RFA-P/F		
Persons Responsible	Elizabeth Anzures, Christine Golden, Laura Greenleaf, Debra Hill		

TASKS 0 of 1 Complete

Purchase Accelerated Reader	In Progress	Due 1/13/2013
Accelerated reader has been purchased for the 2014-2015 school year.		Christine Golden (School) , Debra Hill (School) , Elizabeth Anzures (School) , Norma Binder (LEA) , Tage Wright (School)

ACTION STEP Quality Literature

In order to meet common core standards quality literature will need to be made available to all students. The Kuno Tablets will provide access to digital books -- providing students a wide variety of books instantly on their Kuno tablets. The school will also purchase more library books for students to check out.

Status	Completed 06/27/2013	Filing Cabinet Count	0
Start-End Dates	10/28/2013 - 05/19/2014	Budgeted	\$12,816.00
Timeline Notes	Kuno tablets will be purchased upon award of FRA form NMPed.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, RFA-P/F		
Persons Responsible	Elizabeth Anzures, Lorenzo Barraza, Norma Binder, Christine Golden, Laura Greenleaf, Debra Hill, Allan Tapia, Tage Wright		

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **2. Tier II Supports for Students in Reading**

Intervention Reading Programs intended for flexible use as part of differentiated instruction, or in more intensive intervention(s), to meet student learning needs in specific areas in alignment with the NM RTI Framework. Identify: research-based programs/strategies; students being served; and implementation timeframe (days/week, minutes/day).

Read Naturally is used for 30 minutes a day for nearing proficient students.

Voyager Pass port is used with Beginning Steps students 30 minutes a day.

Accelerated Reader is used with Proficient Students, BS and NP as a motivating tool to increase reading.

Filing Cabinet Count	0	Budgeted	\$81,000.00
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ACTION STEP Read Naturally

Students receive supplemental reading support in the areas of comprehension and fluency.

Status	Completed 06/27/2013	Filing Cabinet Count	0
Start-End Dates	09/09/2012 - 05/22/2013		
Timeline Notes	Regular education Special Education teachers provide this support. In grades 1 and 2 receive this support for 30 minutes. In grades 3-5 the identified students receive this support for 45 minutes.		
Tags	ELL, IndianEd		
Persons Responsible	Norma Binder, Laura Greenleaf, Debra Hill		

ACTION STEP Tier 2 Support-Guided Reading

Student will receive additional support based on their reading level. Students who are below proficiency will receive small group instruction from either a special Education or a Regular classroom teacher.

Status	Completed 05/05/2016	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/15/2015		
Timeline Notes	Teachers will use leveled readers with a concentration on non-fiction text and on close reading passages.		
Tags	ELL, InstrAudit		
Persons Responsible	Elizabeth Anzures, Laura Greenleaf, Debra Hill		

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL Strengthening Reading Instructional Programs

STRATEGY 2. Tier II Supports for Students in Reading

ACTION STEP Tier 2 Support-Guided Reading

TASKS 0 of 1 Complete

Use of technology to provide quality literature	In Progress	Due 5/22/2015
KUNO tablets have been purchased and are being used in 1st-5th grade.		Laura Greenleaf (School) , Norma Binder (LEA) , Tage Wright (School)

ACTION STEP Enrichment for Above Level Students

Students who are proficient or advanced will receive additional support with novel studies or in Literature circles. The goal is to challenge our proficient and advanced students.

Status	Completed 06/27/2013	Filing Cabinet Count	0
Start-End Dates	09/02/2014 - 05/22/2015		
Tags	ELL, SpecialED		
Persons Responsible	Elizabeth Anzures, Norma Binder, Laura Greenleaf, Debra Hill		

ACTION STEP Tier 2 Supports using Individualized technology

Kuno tablets will be purchased in order to provide individualized, differentiated instruction in the areas of reading and math for each child. The tablets will allow every child to have access to digital books chosen by the teacher at the student's instructional reading level. Students will be able to access to Lexia program, Khan Academy (math), e-learning.com, and iXCEL.com (math) and other internet based programs using thier own Kuno tablet. Currently, students do not have enough access to these programs to help their academic progress. The school only has one computer lab. The recommended required minutes for the programs to make an impact with students cannot be met with current computer access. The Kunos will allow students and teachers throughout the day to access these programs to assist students in their learning. The Kuno tablets will also allow teachers to individualize the programs students need for individualized instruction based on the needs of the student.

Status	Completed 10/08/2013	Filing Cabinet Count	0
Start-End Dates	10/31/2012 - 06/01/2013	Budgeted	\$81,000.00
Timeline Notes	October 2012: Investigate hardware options		
Tags	RFA-P/F		
Persons Responsible	Elizabeth Anzures, Lorenzo Barraza, Norma Binder, Christine Golden, Laura Greenleaf, Debra Hill, Tage Wright		

ACTION STEP STAR Early Literacy, Accelerated Reading

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL Strengthening Reading Instructional Programs

STRATEGY 2. Tier II Supports for Students in Reading

ACTION STEP STAR Early Literacy, Accelerated Reading

We have purchase Accelerated Reader and the STAR early literacy program

Status	Not Begun 12/03/2014	Filing Cabinet Count	0
Start-End Dates	09/08/2014 - 05/15/2015		
Timeline Notes	Teachers will test children as they finish an AR book. Star is for Kindergarten thorough 2nd grade students.		
Persons Responsible	Elizabeth Anzures, Christine Golden, Laura Greenleaf, Debra Hill		

ACTION STEP Passport Reading Intervention Program.

Student who are in the SAT Process willll have this reading intervention everyday for at least a half hour.

Status	Not Begun 12/03/2014	Filing Cabinet Count	0
Start-End Dates	09/08/2014 - 05/15/2015		
Timeline Notes	Students will be monitored through DIBELS and DRA2 to check on progress.		
Persons Responsible	Elizabeth Anzures, Christine Golden, Laura Greenleaf, Debra Hill		

ACTION STEP Read Naturally

Students who ae below grade level in 2nd and 3rd grade will recive this intervenion everyday for at least half an hour.

Status	In Progress 05/05/2016	Filing Cabinet Count	0
Start-End Dates	10/01/2014 - 05/10/2015		
Timeline Notes	Students will be monitored through daily reading assessments. As children reach grade level they will be exited from the program. Data will be uesd for the SAT process.		
Persons Responsible	Elizabeth Anzures, Laura Greenleaf		

ACTION STEP Leveled Literacy Intervention-Fountas and Pinell

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **2. Tier II Supports for Students in Reading**

ACTION STEP **Leveled Literacy Intervention-Fountas and Pinell**

Students used leveled readers for guided reading and receive explicit instruction to increase fluency, comprehension and word attack skills.

Status	Not Begun 12/03/2014	Filing Cabinet Count	0
Start-End Dates	09/14/2014 - 05/10/2015		
Timeline Notes	Students will be monitored through DIBELS and DRA2 and the assessment that accompanies the kit.		
Persons Responsible	Elizabeth Anzures, Christine Golden, Laura Greenleaf, Debra Hill		

STRATEGY **3. Tier III Supports for Students in Reading**

Scientifically research-based programs and/or intensive targeted intervention(s) to meet specific learning needs of students with disabilities as determined by individual IEPs.

Filing Cabinet Count 0

ACTION STEP **Sounds and Syllables-Tier 3 Support**

Students with dyslexia will receive one on one instruction by a certified Sounds and Syllables instructor in order for achieve reading proficiency.

Status	Completed 06/27/2013	Filing Cabinet Count	0
Start-End Dates	09/02/2012 - 05/22/2013		
Tags	SpecialED		
Persons Responsible	Laura Greenleaf		

STRATEGY **4. Professional Development to support Reading**

Professional Development in reading for teachers and administrators aligned with the Common Core State Standards including: description of delivery, methodology, length, relationship to student achievement in reading, evidence based and follow up to professional development.

Filing Cabinet Count 0

ACTION STEP **Treasure Chest ELL Curriculum Training**

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **4. Professional Development to support Reading**

ACTION STEP **Treasure Chest ELL Curriculum Training**

Teachers will be trained in the ELL curriculum from McGraw Hill so that they can implement ELL strategies to improve academic achievement and increase academic vocabulary. Curriculum can be accessed through textbooks and Kuno tablets. NOTE: Funding for Kuno Tablets so individual students can access the curriculum on the tablets has been included in another action step.

Status	Completed 12/03/2014	Filing Cabinet Count	0
Start-End Dates	10/21/2013 - 05/19/2014		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, RFA-P/F		
Persons Responsible	Elizabeth Anzures, Norma Binder, Laura Greenleaf, Debra Hill, Tage Wright		

STRATEGY **5. Collaboration Time for Reading Teachers**

Dedicated and scheduled time during the school day for data analysis and review to inform planning to deliver targeted instruction and support to students as needed.

Filing Cabinet Count 0

ACTION STEP **Colaboration for Reading Program**

Staff will collaborate with the Academic coach to improve academic achievement in reading. Topics to be discussed this year are assessment, interventions, fidelity, centers etc.

Status	Completed 12/03/2014	Filing Cabinet Count	0
Start-End Dates	08/26/2012 - 05/19/2013		
Timeline Notes	We need to schedule a session with Mc Graw Hill representative to review reading materials so that we are using materials to their highest standard and are aligned with the common core.		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Elizabeth Anzures, Christine Golden, Laura Greenleaf, Debra Hill, Tage Wright		

ACTION STEP **Colaboration for Reading Program**

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL Strengthening Reading Instructional Programs

STRATEGY 5. Collaboration Time for Reading Teachers

ACTION STEP Collaboration for Reading Program

Staff will collaborate with each other during weekly PLCs to improve academic achievement in reading. Topics to be discussed this year are assessment, interventions, fidelity, centers etc. We do not have an academic coach this year due to funding.

Status	Completed 12/03/2014	Filing Cabinet Count	1
Start-End Dates	08/26/2013 - 05/19/2014		
Timeline Notes	Teachers need training on small group guided reading or literacy groups.		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Elizabeth Anzures, Christine Golden, Laura Greenleaf, Debra Hill		

STRATEGY 6. Monitoring of Reading Instructional Programs

School administrators/designees monitor delivery of the specific program/curriculum to ensure that all classroom teachers adhere to the fidelity of the program.

Filing Cabinet Count 0

ACTION STEP Monitoring the Instructional Program

The instructional coach will work teachers in a two week rotation to help improve instruction. Coach will attend all Read to Lead and K-3 reading training.

Status	Completed 06/27/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2012 - 05/19/2013		
Tags	ELL, SpecialED, Parent		
Persons Responsible	Elizabeth Anzures, Christine Golden, Laura Greenleaf, Debra Hill, Tage Wright		

STRATEGY 7. College and Career Ready (Grades 8-12)

The school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

Filing Cabinet Count 0

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL Strengthening Reading Instructional Programs

STRATEGY Use of Data to Analyze Reading

A dialogue around how students are performing to establish action steps needed to address gaps. Subgroup data are analyzed (describes facts, detects patterns, compares results and organizes data) and is uploaded to the Web EPSS File Cabinet.

Filing Cabinet Count 1

ACTION STEP Analyze Reading Data

Teachers will analyze the results of SBA, Discovery, and DRA2 reading assessments to determine intervention groups, RTI support and enrichment for advanced students. This data will be analyzed quarterly and monitored weekly for students who are not proficient.

Status	Completed 12/03/2014	Filing Cabinet Count	1
Start-End Dates	09/09/2013 - 05/19/2014		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Elizabeth Anzures, Norma Binder, Laura Greenleaf, Debra Hill, Tage Wright		

STRATEGY Tier 3 Support for Literacy Achievement

Tier 3 students will receive instruction at their reading level with specialized programs. Special Education teacher will teach students using her Orton Gillingham training.

Filing Cabinet Count 0

ACTION STEP Reading Interventions

Students will be grouped by ability level for support in reading. Beginning Steps will receive LEXIA, Nearing proficient will receive Read Naturally, Proficient and Advanced Students will participate in Novel Studies.

Status	Completed 06/27/2013	Filing Cabinet Count	0
Start-End Dates	09/10/2012 - 05/17/2013		
Timeline Notes	Students will move to differing groups and they move up in their reading levels.		
Tags	ELL, SpecialED, IndianEd, RFA-P/F		
Persons Responsible	Elizabeth Anzures, Norma Binder, Laura Greenleaf, Debra Hill, Tage Wright		

GOAL Strengthening Reading Instructional Programs

STRATEGY Use of Software and Freeware

Teachers will use Software and Freeware such as IXL, Khanacademy.org and www.e-learningforkids.org to improve instruction for all students.

Filing Cabinet Count 0

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL **Strengthening Math Instructional Programs**

Core Math Program

Filing Cabinet Count	5	Budgeted:	\$11,710.00
SEA Resources Available	7		

STRATEGY **1. Core Math Program**

The teachers use a common formative assessment each quarter that reflects CCSS. These results will be reviewed during PLCs. The teachers will use McGraw Hill-My Math program for at least 90 minutes a day.

Filing Cabinet Count	0
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ACTION STEP **Tier One Support ffrom Core Math Program**

All students will recieve instruction from the core reading program while also incorporating common core standards.

Status	Completed 12/03/2014	Filing Cabinet Count	0
Start-End Dates	08/26/2014 - 05/19/2015		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Elizabeth Anzures		

ACTION STEP **Tier One Support ffrom Core Math Program**

All students will recieve instrudtion from the core reading program while also incorporating common core standards.

Status	Completed 12/08/2014	Filing Cabinet Count	0
Start-End Dates	08/26/2012 - 05/19/2013		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Elizabeth Anzures, Tage Wright		

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **2. Tier II Support for Students in Math**

Intervention Math Programs intended for flexible use as part of differentiated instruction, or in more intensive intervention(s) to meet student learning needs in specific areas, in alignment with the NM RTI Framework. Identify" research-based programs/strategies; students being served, and implementation timeframe (5 days/week, 30 minutes/day).

Teachers will use AVMR strategies they have learned from training and implement those strategies for small group and individual instruction. Teachers will also use IXL as part of their daily math instruction.

Web based math intervention programs have been purchased to support tier 2 and tier 3 students.

Accelerated Math
 IXL Math

Filing Cabinet Count	1	Budgeted	\$3,000.00
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ACTION STEP **Tier 2 supports in Math**

Teachers are being trained in AVMR math to determine students who need additional help in math. Small group instruction will occur during math interventions. Teachers need materials to support interventions.

Status	Completed 12/08/2014	Filing Cabinet Count	1
Start-End Dates	09/23/2012 - 05/26/2013	Budgeted	\$3,000.00
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, RFA-P/F		
Persons Responsible	Elizabeth Anzures, Laura Greenleaf, Debra Hill, Tage Wright		

STRATEGY **3. Tier III Supports for Students in Math**

Scientifically research-based programs and/or intensive targeted intervention(s) to meet specific learning needs of students with disabilities as determined by individual IEPs.

The special Education teacher will develop goals based on Common Core Math Standards and develop an individual plan for each student. She will use AVMR strategies as well as IXL math. She will also use the core math program and incorporate academic language in daily lessons.

Filing Cabinet Count	0
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SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL Strengthening Math Instructional Programs

STRATEGY 4. Professional Development to support Math

Professional Development in Math for teachers and administrators aligned with the Common Core State Standards including: description of delivery, methodology, length, relationship to student achievement in math, evidence based, and follow up to professional development

Filing Cabinet Count 0

ACTION STEP AVMR Training

New staff will attend AVMR training in order to have the skills and knowledge to work with students who are struggling in math.

Status	Not Begun 04/30/2015	Filing Cabinet Count	0
Start-End Dates	09/08/2014 - 05/12/2015		
Tags	ELL, SpecialED, InstrAudit		
Persons Responsible	Norma Binder		

STRATEGY 5. Collaboration Time for Math Teachers

Teachers will meet on a weekly basis to study math results from short cycle assessments and plan for instruction. RTI groups will also be formed. We would also like to focus on academic language to prepare students for PARCC testing.

Filing Cabinet Count 0

ACTION STEP Math Collaboration

Staff will meet every two weeks to discuss and implement best practices for math. They will also study data from assessments such as the SBA and determine high yeils strategies for children to learn.

Status	Completed 12/08/2014	Filing Cabinet Count	0
Start-End Dates	08/19/2012 - 05/19/2013		
Timeline Notes	Training will need to be stet up so that teachers can implement curriculum and interventions for children based on testing results.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Elizabeth Anzures, Norma Binder, Jackie Darnell, Laura Greenleaf, Debra Hill, Tage Wright		

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **6. Monitoring of Math Program**

School administrators/designees monitor delivery of the specific program/curriculum to ensure that all classroom teachers adhere to the fidelity of the program.

Filing Cabinet Count 0

STRATEGY **7. College and Career Ready (Grades 8-12)**

The school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

Filing Cabinet Count 0

STRATEGY **Use of Data to Analyze Math**

A dialogue around how student are performing to establish action steps needed to address gaps. Subgroup data are analyzed (describes facts, detects patterns, compares results and organizes data) and uploaded to the Web EPSS File Cabinet.

Filing Cabinet Count 0

STRATEGY **Core Reading Program**

Students will have a 60 minute uninterrupted block of come math instruction using the Scott Foresman series.

Filing Cabinet Count 0

STRATEGY **Tier 2 Supports in Numeracy-AVMR**

Teachers how have been trained in Advantage Math Recovery will assess students in mathematical concepts and use this data to form intervention groups and to provided one on one interventions.

Filing Cabinet Count 0

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL Strengthening Math Instructional Programs

STRATEGY Tier 2 Support for Numeracy

Students who have difficulty with mathematical concepts will receive an additional 30 minutes in intensive math instruction.

Filing Cabinet Count	0	Budgeted	\$8,710.00
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ACTION STEP Math Interventions

Classroom teachers will administer universal screeners in math and determine which students need additional support in math. They will then monitor progress of these students. Interventions will be done with access to programs like Khan Academy and IXL.com with Kuno tablets. Khan Academy is a free program available on the Internet. The program helps students learn math skills needed to be proficient in the core state standards. It is an individualized program. In order to gain access to the Khan Academy, students need access to the technology, which will be provided by individual Kuno tablets. NOTE: the cost for the Kuno tablets has been listed in a previous action step. Cost for IXL is included here.

Status	In Progress 12/08/2014	Filing Cabinet Count	0
Start-End Dates	08/18/2014 - 05/10/2015	Budgeted	\$1,500.00
Timeline Notes	Progress monitoring will be completed biweekly to determine student progress with these programs.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, RFA-P/F		
Persons Responsible	Elizabeth Anzures, Laura Greenleaf, Debra Hill, Tage Wright		

ACTION STEP Accelerated Math Intervention

All students will participate in a supplemental Accelerated Math program in order to remediate math skills or accelerate their learning. This program is researched based and is proven to help students grow in math skills.

Status	Completed 12/08/2014	Filing Cabinet Count	1
Start-End Dates	10/28/2012 - 05/19/2013	Budgeted	\$7,210.00
Timeline Notes	Dependent on funding		
Tags	RFA-P/F		
Persons Responsible	Elizabeth Anzures, Norma Binder, Laura Greenleaf, Debra Hill		

GOAL Strengthening Math Instructional Programs

STRATEGY Tier 2 Support for Numeracy-Math Recovery

The Academic Coach will provide instruction to identified first grade student who struggle with mathematical concepts at their grade level.

Filing Cabinet Count 0

ACTION STEP AVMR Professional Development

Two additional teachers will be trained in Advantage Math strategies. They will use this training to provide support to stragglng students and to use screens for SAT data.

Status	In Progress 12/08/2014	Filing Cabinet Count	0
Start-End Dates	10/05/2014 - 05/11/2015		
Tags	ELL, InstrAudit		
Persons Responsible	Elizabeth Anzures, Laura Greenleaf		

STRATEGY Professional Dev. to support Math Insturction

Teachers will work closely with the academic coach to ensure best practices are taking place during math instruction. The math coach will observe, model and demonstrate lessons with teachers and the provide feedback to improve instruction.

Filing Cabinet Count 0

STRATEGY Math Collaboration

Teachers will work collaboratively to studey math data to improve instruction. Universal screeners will be given to all students, analyzed and then teachers will plan for instruction. Teachers will also use SBA and quarterly assessments to drive instruction.

Filing Cabinet Count 0

STRATEGY Use of Software and Freeware

All students will use software and freeware to improve math achievement. They will use khanacademy.org, www.e-learningforkids.org and IXL, for example.

Filing Cabinet Count 0

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **Extended Learning Time**

Students who have been identified as needing additional support are staying after school 2 days a week for one hour and 15 minutes. Progress will be monitored by the tutoring teacher and demonstrated in increased scores on the Discovery test.

Filing Cabinet Count 0

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL Transformation

Staff will engage in PLCs that focus on reading and math achievement. Staff will study quarterly assessments for reading and math . They will also study DRA 2 data as well to determine growth of students in the area of reading. Teachers will use this data to improve and differentiate instruction.

Filing Cabinet Count 0
SEA Resources Available 2

STRATEGY 1. Use of Data

Identify the systems in place to ensure timely and periodic access to data that includes:
omonitoring and evaluating student knowledge and skills,
oplanning for future educational programs
oadapting instruction to meet the needs of students
omonitoring student progress towards college and career goals
oidentifying students who may be at risk for dropping out of High school
(High School only)
omatching students to appropriate interventions to assure 85% or higher
graduation rates

Filing Cabinet Count 0

STRATEGY 2. Providing Strong Leadership

The principal will keep an assessment binder on all assessments that are completed by the classroom teachers. This data will be studied during PLCs and with individual teachers too improve student progress. Teachers will be required to create and maintain their own binders in order to document student achievement.

Filing Cabinet Count 0

ACTION STEP Providing Strong Leadership

Principal will attend PED trainings on CCSS and the Teachscape process. Principal will also collaborate with other principals once a month for administrator team meetings. Walthroughs will provide teachers with feedback to improve instruction.

Status	In Progress 10/10/2012	Filing Cabinet Count	0
Start-End Dates	08/15/2014 - 05/30/2015		
Tags	CCSS, InstrAudit		
Persons Responsible	Laura Greenleaf, Allan Tapia		

ACTION STEP Professional Development Training for Leadership

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL **Transformation**

STRATEGY **2. Providing Strong Leadership**

ACTION STEP **Professional Development Training for Leadership**

The leadership team will receive training that will help to put structures in place to monitor both the student achievement and the instructional program

Status	Not Begun 10/16/2012	Filing Cabinet Count	0
Start-End Dates	10/23/2012 - 05/07/2013		
Timeline Notes	Leadership team will meet monthly with the school improvement coordinator to put structures in place.		
Tags	IndianEd		
Persons Responsible	Elizabeth Anzures, Laura Greenleaf, Debra Hill, Tage Wright		

STRATEGY **3. Effective Teachers**

Effective teachers demonstrate a set of behaviors they incorporate into their daily professional practice. these include:

- a deep understanding of subject matter, learning theory, and student differences;
- planning, classroom instructional strategies;
- assessment of student understanding and proficiency with learning outcomes; and
- ability to reflect, collaborate with colleagues.

Filing Cabinet Count 0

ACTION STEP **Effective Teacher Training**

Teachers will participate in staff development that will help develop effective teachers. GLAD, Advantage Math, Student Ingagement GLAd Math.

Status	Not Begun 10/16/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/20/2013		
Timeline Notes	Ongoing		
Tags	ELL, IndianEd		
Persons Responsible	Elizabeth Anzures, Laura Greenleaf, Debra Hill, Tage Wright		

STRATEGY **4. Redesigning Day, Week, Year**

Expanding or redesigning the school academic day to provide additional time for student learning and teacher collaboration.

Filing Cabinet Count 0

ACTION STEP **Add instructional time to allow for interventions.**

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL **Transformation**

STRATEGY **4. Redesigning Day, Week, Year**

ACTION STEP **Add instructional time to allow for interventions.**

Students at algodone will arrive at school at 8:15 this school year instead of 8:30 in order to have more academic instruction. This adds up to an extra hour and fifteen minutes a day.

Status	Not Begun	10/10/2012	Filing Cabinet Count	0
Start-End Dates	08/19/2012 - 05/19/2013			
Tags	InstrAudit			
Persons Responsible	Laura Greenleaf			

STRATEGY **5. Parent, Family and Community**

Ongoing mechanisms for family and community engagement including:
improving communication;
promoting positive parenting;
enhancing student learning;
increasing volunteerism; and
support decision-making through student advocacy.

Filing Cabinet Count 0

STRATEGY **6. School Safe Environments**

A school environment that improves school safety and discipline to include:
a positive, respectful classroom climate,
a culture where relationships, communication and collaboration are demonstrated within the school community; and
a safe and orderly environment conducive to learning.

Filing Cabinet Count 0

STRATEGY **Teacher Evaluation Pilot Project**

Principal will deploy PED tools and practices for Teacher Observation to provide regular feedback for teachers to improve instruction.

Filing Cabinet Count 0

ACTION STEP **Principal Training**

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL **Transformation**

STRATEGY **Teacher Evaluation Pilot Project**

ACTION STEP **Principal Training**

Participation by principal in all PED trainings in use of teacher observation tools

Status	In Progress	10/15/2012	Filing Cabinet Count	0
Start-End Dates	09/09/2012 - 11/02/2012			
Persons Responsible	Laura Greenleaf			

ACTION STEP **Weekly Observations of teacher**

Principal will do observations of teachers weekly and provide constructive feedback on strategies and practices in classroom.

Status	In Progress	10/15/2012	Filing Cabinet Count	0
Start-End Dates	09/16/2012 - 05/23/2013			
Persons Responsible	Elizabeth Anzures, Christine Golden, Laura Greenleaf, Debra Hill, Tage Wright			

ALGODONES ELEMENTARY

GOAL Language Arts-Writing

Algodones Elementary school teachers have used SBA and MAP testing data to determine a need for intensive instruction in the area of writing.

Algodones students will compile a writing portfolio based with a variety of genres represented based on the state standards per grade level.

Filing Cabinet Count 1

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL **AVMR Math**

Staff will be trained in Admantage Math Recovery Strategies in order to assess math deficiencies and to develop intervention groups.

Filing Cabinet Count 0

STRATEGY **AVMR Data Analysis/Interventions**

Trained teachers will review universal screeners for AVMR math and determine interventions. Interventions will be accessed through the Khun Academy and personal learning devices such as the Kuno tablets.

Filing Cabinet Count 0

ALGODONES ELEMENTARY

GOAL Common Core Standards Training

Teachers will receive extensive training from the District Academic Coaches in understanding and implementing the common core standards.

Filing Cabinet Count 0

ALGODONES ELEMENTARY

GOAL Training from Annette Brinkman on Student Engageme

This trainer will provide training on best practices for student engagement. Teachers have been using the Treasures REading series and need training on how to engage students in small group instruction. Math centers need to be implemented and fully developed as well.

Filing Cabinet Count 2

SCHOOL PLAN
ALGODONES ELEMENTARY

GOAL **K-3 Plus Summer District Application for Funding**

K-3 Plus application for funding. All districts/state charters applying for the K-3 Plus program must complete this application.

Filing Cabinet Count 0

TOTAL PLAN FUNDS:	\$0.00
Budgeted	\$105,526.00
Actual	\$0.00

The following report is filtered by active items, all statuses, all funding sources, all assignments, all tags, and all goals.

GOAL Strengthening Reading Instructional Programs

Within one year, the percentage of all students that are proficient or advanced with increase from 10% in Reading from 17.4% to 27.4%.

Filing Cabinet Count	0
SEA Resources Available	7

STRATEGY 1. Core Reading Program

Core Reading Program include full implementation of NM CCSS via the grade level ELA curriculum pacing guides created by teachers.

Filing Cabinet Count	0
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STRATEGY 2. Tier II Supports for Students in Reading

Intervention Reading Programs intended for flexible use as part of differentiated instruction, or in more intensive intervention(s), to meet student learning needs in specific areas in alignment with the NM RTI Framework. Identify: research-based programs/strategies; students being served; and implementation timeframe (days/week, minutes/day).

Filing Cabinet Count	0
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STRATEGY 3. Tier III Supports for Students in Reading

Scientifically research-based programs and/or intensive targeted intervention(s) to meet specific learning needs of students with disabilities as determined by individual IEPs.

Filing Cabinet Count	0
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STRATEGY 4. Professional Development to support Reading

Professional Development in reading for teachers and administrators aligned with the Common Core State Standards including: description of delivery, methodology, length, relationship to student achievement in reading, evidence based and follow up to professional development.

Filing Cabinet Count	0
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STRATEGY 5. Collaboration Time for Reading Teachers

Dedicated and scheduled time during the school day for data analysis and review to inform planning to deliver targeted instruction and support to students as needed.

Filing Cabinet Count	0
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GOAL Strengthening Reading Instructional Programs

STRATEGY 6. Monitoring of Reading Instructional Programs

School administrators/designees monitor delivery of the specific program/curriculum to ensure that all classroom teachers adhere to the fidelity of the program.

Filing Cabinet Count 0

STRATEGY 7. College and Career Ready (Grades 8-12)

The school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

Filing Cabinet Count 0

STRATEGY Use of Data to Analyze Reading

A dialogue around how students are performing to establish action steps needed to address gaps. Subgroup data are analyzed (describes facts, detects patterns, compares results and organizes data) and is uploaded to the Web EPSS File Cabinet.

Filing Cabinet Count 0

SCHOOL PLAN
BERNALILLO ELEMENTARY

GOAL Strengthening Math Instructional Programs

Within one year, the percentage of all students that are proficient or advanced on PARCC (Math) will increase from 22.4 % to 32.4%.

Filing Cabinet Count	0
SEA Resources Available	7

STRATEGY 1. Core Math Program

The Core Math Program will include full implementation of the NM Common Core State Standards including Common Core shifts. Identify: core program by name; grade levels being served; frequency, and duration of delivery.

Filing Cabinet Count	0
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STRATEGY 2. Tier II Support for Students in Math

Intervention Math Programs intended for flexible use as part of differentiated instruction, or in more intensive intervention(s) to meet student learning needs in specific areas, in alignment with the NM RTI Framework. Identify" research-based programs/strategies; students being served, and implementation timeframe (days/week, minutes/day).

Filing Cabinet Count	0
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STRATEGY 3. Tier III Supports for Students in Math

Scientifically research-based programs and/or intensive targeted intervention(s) to meet specific learning needs of students with disabilities as determined by individual IEPs.

Filing Cabinet Count	0
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STRATEGY 4. Professional Development to support Math

Professional Development in Math for teachers and administrators aligned with the Common Core State Standards including: description of delivery, methodology, length, relationship to student achievement in math, evidence based, and follow up to professional development

Filing Cabinet Count	0
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STRATEGY 5. Collaboration Time for Math Teachers

Dedicated and scheduled time during the school day for data analysis and review to inform planning to delivery targeted instruction and support to students as needed.

Filing Cabinet Count	0
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GOAL Strengthening Math Instructional Programs

STRATEGY 6. Monitoring of Math Program

School administrators/designees monitor delivery of the specific program/curriculum to ensure that all classroom teachers adhere to the fidelity of the program.

Filing Cabinet Count 0

STRATEGY 7. College and Career Ready (Grades 8-12)

The school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

Filing Cabinet Count 0

STRATEGY Use of Data to Analyze Math

During PLCs teachers will review short-cycle assessment data such as MAPS, Common Formative Assessments given throughout the school year. Action steps needed to address the gaps will be implemented.

Filing Cabinet Count 0

SCHOOL PLAN
BERNALILLO ELEMENTARY

GOAL **Transformation**

Transformation strategies that provide the foundational work required to meet the challenges of school reform.

Filing Cabinet Count	0
SEA Resources Available	2

STRATEGY **1. Use of Data**

Identify the systems in place to ensure timely and periodic access to data that includes:
 omonitoring and evaluating student knowledge and skills,
 oplanning for future educational programs
 oadapting instruction to meet the needs of students
 omonitoring student progress towards college and career goals
 oidentifying students who may be at risk for dropping out of High school
 (High School only)
 omatching students to appropriate interventions to assure 85% or higher
 graduation rates

Filing Cabinet Count	0
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STRATEGY **2. Providing Strong Leadership**

An effective leader with a record in improving student achievement and has the ability to lead the turnaround effort to achieve outstanding results and task-oriented actions required for success.
 Action Steps:
 are based on data and clearly articulate what everyone involved needs to do differently;
 specify how the leader personally analyzed data to inform decisions, make clear logical plans that people can follow; and ensure that a strong connection between school learning goals and classroom activity;
 specify how the leader has implemented a system to measure and report interim results often; and
 specify how the leader reports progress and keeps the organization focused on high level goals.

Filing Cabinet Count	0
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ACTION STEP **Experienced Principal**

Bernalillo Public Schools will hire an experienced principal who is committed to staying at the school for several years.

Status	Completed 04/03/2014	Filing Cabinet Count	0
Start-End Dates	03/01/2013 - 05/22/2014		
Persons Responsible	Norma Binder, Allan Tapia		

ACTION STEP **Elementary Specialist**

SCHOOL PLAN
BERNALILLO ELEMENTARY

GOAL **Transformation**

STRATEGY **2. Providing Strong Leadership**

ACTION STEP **Elementary Specialist**

BES will have an Elementary Specialist onsite to help principal with administrative tasks and teachers with instructional tasks. She will assess students and plan Tier 2 interventions.

Status	Completed 01/08/2015	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014		
Persons Responsible	Norma Binder, Allan Tapia		

ACTION STEP **Instructional Coach**

The Instructional Coach at BES will support teachers by helping them with teaching and classroom management strategies as needed. He will also help teacher interpret assessment data of their students so they may plan meaningful instruction.

Status	Completed 01/08/2015	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP **Lead Teachers**

Lead teachers at each grade level will facilitate the weekly PLC meetings and support teachers in their grade level when necessary.

Status	Completed 01/08/2015	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP **School Improvement Coordinator**

The School Improvement Coordinator at BPS will work closely with the principal and teachers at BES by doing classroom observations, attending weekly PLCs, and offering feedback and support to teachers at the school. She will also help them with the school WebEPSS.

Status	Completed 01/08/2015	Filing Cabinet Count	0
Start-End Dates	02/17/2014 - 05/22/2014		
Persons Responsible	Norma Binder, Lynda Spencer		

GOAL **Transformation**

STRATEGY **3. Effective Teachers**

Effective teachers demonstrate a set of behaviors they incorporate into their daily professional practice. these include:

a deep understanding of subject matter, learning theory, and student differences;
planning, classroom instructional strategies;
assessment of student understanding and proficiency with learning outcomes; and
ability to reflect, collaborate with colleagues.

Filing Cabinet Count 0

STRATEGY **4. Redesigning Day, Week, Year**

Expanding or redesigning the school academic day to provide additional time for student learning and teacher collaboration.

Filing Cabinet Count 0

STRATEGY **5. Parent, Family and Community**

Ongoing mechanisms for family and community engagement including:
improving communication;
promoting positive parenting;
enhancing student learning;
increasing volunteerism; and
support decision-making through student advocacy.

Filing Cabinet Count 0

STRATEGY **6. School Safe Environments**

A school environment that improves school safety and discipline to include:
a positive, respectful classroom climate,
a culture where relationships, communication and collaboration are demonstrated within the school community; and
a safe and orderly environment conducive to learning.

Filing Cabinet Count 0

SCHOOL PLAN
BERNALILLO ELEMENTARY

GOAL **K-3 Plus Summer District Application for Funding**

After school tutoring for students that scored a Level 1 and 2 in ELA and MATH PARCC.

Filing Cabinet Count 0

TOTAL PLAN FUNDS:	\$0.00
Budgeted	\$0.00
Actual	\$0.00

WELCOME

PRINCIPAL'S MESSAGE

This handbook has been developed to assist you in understanding the basic policies of your school. You are expected to accept your responsibilities to adhere to these policies. The school is judged in part by its appearance. You can make a major contribution to the way your school looks by keeping the campus clean and exemplifying good spirit. The Bernalillo Elementary staff is committed to helping boys and girls to achieve academic growth and social development. Let us work together to make this school year a success for you, your parents, and the entire BES community.

GENERAL INFORMATION

The philosophy of the Bernalillo Public Schools is to:

- Provide equal opportunity for all students to achieve intellectual, social, emotional, and physical growth.
- Insure that all students learn to get along with other people.
- Help all students become competent both in the work world and in higher education.
- Encourage all students to realize that they can make constructive changes in their own lives as well as in their school, state, and nation.

STUDENT RIGHTS

Curriculum:

Students have the right to participate in appropriate educational programs at all levels.

Grades:

Students have the right to receive an academic grade that reflects their academic achievement.

Attendance:

Students have the right to information on policies and rules that clearly define excused absences, unexcused absences, and tardiness.

STUDENT RESPONSIBILITIES

The student has the responsibility to:

- Attend class on time.
- Prepare for class with assigned work and appropriate materials.
- Account for his or her own work

- Be neat, clean, and well-groomed.
- Conduct himself or herself in a safe and responsible manner.
- Show respect for all individuals and property.
- Seek help from school personnel when having school or personal problems.
- Follow the rules and regulations established by the school and the classroom teacher.

2013-14 SCHOOL CALENDAR STUDENT AND STAFF HOLIDAYS

Labor Day	September 2
Thanksgiving	Nov. 27, 28, 29
Winter Holidays (Students)	Dec. 17-Jan. 8
Martin Luther King Day	January 20
Presidents' Day	Feb. 17
Spring Break	April 17-25
Spring Holiday	April 21 and 24
Memorial Day	May 26

First day of school for students: August 14

Last day of school for students: May 23

Staff Development Days (No Students)

August 12-13 Teacher Orientation/Inservice
January 7
May 27

Early Dismissal Staff Development Half-days (dismissal 12:15 p.m.)

September 18, November 13,
February 12,

Report Cards and Progress Reports are issued to Parents quarterly. Progress Reports are issued in the middle of each 9 weeks period and Report Cards are issued at the end of each grading period.

Report Card Dates: October 25 1st 9 weeks
January 10 2nd 9 weeks
March 19 3rd 9 weeks
May 23 End of year

Elementary Conference Dates: Oct. 3-4;
March 13-14

SBA Testing Window

March 10-April 4, 2014

ATTENDANCE

The Compulsory School Attendance Law requires that all students who meet the minimum age of attendance attend school. The visiting Attendance Teacher is authorized by state law to investigate all unexcused absences or any excessive absences and to enforce the Compulsory School Attendance Law.

ATTENDANCE REGULATIONS

Regular attendance and punctuality are required of every student.

Acceptable excuses for absences and tardiness are as follows:

1. Illness of the student
2. Illness or death in the student's family
3. Quarantine
4. Participation in school activities (with the principal's permission).
5. Weather or road conditions making travel dangerous.
6. Emergency or extenuating circumstances recognized by the principal.
7. Cultural days requested by a Pueblo Governor

Students who have been absent or tardy must present a written excuse from the parents or guardian when they return to school. The principal, or a person designated by the principal, will determine from the excuse whether the absence or tardy is to be excused or unexcused. **A STUDENT ENTERING SCHOOL AFTER 8:40 A.M. MUST CHECK IN THROUGH THE OFFICE.** All excuses and notes from parents or guardians should include a phone number. Upon receipt of such notes, the attendance monitor will issue the student a permit for presentation to the classroom teacher.

No student may leave campus after arriving without procuring proper clearance through the attendance office. Notes from home requesting a student to be excused prior to the end of the school day should be presented to the attendance monitor.

Students desiring to leave school because of illness must be excused by the school nurse or the attendance monitor.

The school attendance monitor will attempt to contact parents of all absent students each day by telephone, or by a computerized notification system. The **attendance monitor's telephone number is (505) 404-5362.** Parents of absent students may contact the office by telephone.

In order to be considered for Perfect Attendance, the student must be present for the entire school day. Tardy in the morning or early check-out disqualifies the student from Perfect Attendance.

The following actions will be taken for students who are truant:

Level I 3 unexcused absences—parents notified by phone.
Level II 5 unexcused absences—family will be contacted by mail.
Level III 7 unexcused absences—a letter will be mailed to request a conference. Truancy officers/school personnel may conduct a home visit.
Level IV 10 unexcused absences—school personnel will contact the family by phone, a truancy referral packet will be mailed with a copy forwarded to Juvenile Probation, Tribal Officials, and the District Attorney.

TRANSPORTATION

Students should be aware that bus transportation is a privilege not a right. Proper behavior on the buses is important for continued use of these services. Students are reminded that bus riding can be suspended or revoked for violation of the rules. If you have specific question regarding routes or times, contact Transportation at 505-867-3207.

Parents transporting their child(ren) to school are encouraged to use caution when dropping off or picking up their child(ren).

Students may not be dropped off at the school prior to 8:30 a.m. Personnel is not available to supervise students who arrive early.

If a Morning Program is available times and dates will be announced and placed on the school website.

DISCIPLINE

Bernalillo Elementary School is committed to providing each student with a quality educational program. This requires that the school environment be free of disruptions which interfere with the educational process. Students are expected to behave in an acceptable manner, observing all district and school regulations.

Specific policies and procedures regarding the responsibilities of the school, teacher, parents and the students, as well as the consequence of inappropriate behavior are elaborated in District Policy. All parents and students are encouraged to become familiar with the information. Each student must do his part to provide an environment conducive to learning for all children.

DETENTION

Detentions may be issued to students for chronic tardiness, negative behavior, truancy and other major disciplinary referrals. A written notice of detention will be issued to the student to take home to his parents. Parents must sign the detention notice and return it to the school with the student the following day. Students are to report to their assigned detention area promptly on the assigned day.

BEHAVIOR MODIFICATION CENTER

The purpose of the Bernalillo Elementary School Behavior Modification Center (BMC) is to offer an in-house alternative to suspension to students who violate school rules. Placement in this program comes from the Administration. Timelines may vary depending on the violation.

Students placed in the BMC may be involved in individual and/or group counseling. Parental involvement in the BMC program is vital. Parents are notified in writing of a student's placement in the BMC.

SUSPENSION

When a student is suspended from school, the parent or guardian is notified by phone and a suspension notice is sent home with the student. The student **will not** be allowed to return to school without a parent conference. It is the responsibility of the student to ask the teachers for work missed.

Some of the reasons a student may be suspended from Bernalillo Elementary are indicated below:

1. Cutting, defacing or in any way damaging property, real or personal, belonging to the school district, its employees or other students.
2. Stealing, forgery, gambling, hazing, or fighting.
3. Possession of any weapon, knife, gun, instrument or article (including fireworks) that might be injurious to persons or property.
4. Use, sale or possession of narcotics or other dangerous drugs not prescribed by a licensed physician.
5. Habitual profanity or vulgarity.
6. Use or possession of tobacco or alcoholic beverage in the school, on the school grounds or while involved in school-sponsored activities.
7. Participation in any activity which interferes with or disrupts the educational process.
8. Physically assaulting or threatening an employee of the school district or another student.

NOTE: For more detailed rules and regulations, See: **Bernalillo Public Schools School Policy**

STUDENT INFORMATION

CAFETERIA

The school cafeteria is maintained as a vital part of the health program of the school. A well-balanced lunch is offered. In the cafeteria, students are expected to practice good manners and common courtesy at all times. Some simple rules are listed below:

1. Students are expected to leave their tables clean and put all trash in the cans provided.
2. Students must not take any food out of the cafeteria.
3. After eating, students are to remain seated in the cafeteria until dismissed for recess.
4. Students remain in line and walk in the cafeteria at all times.

BREAKFAST/LUNCH

Breakfast is provided daily in the classroom. The assisted food program provides daily lunch in the cafeteria.

GENERAL RULES

1. Gum will not be permitted anywhere, anytime, or place in the school.
2. Running will not be permitted in the hallways.
3. Students are to keep to the RIGHT SIDE when walking in the halls.
4. Radios, cameras, tape players, and electronic games will not be allowed on campus. Toys of all kinds should be left at home.
5. Students should not bring money onto the campus.

CLASS RULES

1. Students will be on time to class and will bring all necessary materials and supplies.
2. Students will be attentive, follow instructions, and work to the best of their ability.
3. Students will not physically or verbally abuse each other or act in a discourteous manner.
4. Students will not bring food items into the classroom.

DRESS POLICIES FOR STUDENTS

Good grooming and positive appearances improve attitudes, outlooks, and academic performance. High standards in dress and personal grooming are encouraged for all students. The following dress will apply at school and other activities where the student body is representing the school.

Acceptable attire will include modest length skirts and dresses, pants and knee-length shorts for girls and pants and knee-length shorts for boys. In addition, clothing is expected to be neat and clean.

Unacceptable attire for BES campus includes any clothing that calls attention or disrupts the educational process such as loose fitting or tight clothing, pants below the waist, over-sized shirts, low-cut tops, tank tops, see-through tops, spandex shorts midriff tops, and caps.

Clothing or articles with gang-related symbols and references to sex, alcohol, drugs, rosaries worn as jewelry, vulgar language are **PROHIBITED**.

Hair must be clean with no gang-related profane, or vulgar language or symbols cut into the hair or

tattooed into the skin. Bandanas, which often are related to gang affiliation must be left at home. Psychedelic/neon colored hair spray is also **PROHIBITED**.

STUDENTS MUST WEAR SHOES AT ALL TIMES.

NOTE: The principal will have the discretion to determine if a student's attire, hair, and grooming is acceptable.

LOST AND FOUND

Lost and Found is located in the Office and in the gym. All articles or books found should be turned in to the office.

TEXTBOOKS

Every student or his parent/guardian is held responsible for all books issued. All books must be properly cared for according to the directions of the teacher and requirements of the laws of the State of New Mexico.

TELEPHONES

Students will be permitted to use the school telephone in the office. The office telephone is not intended for the purpose of calling to make arrangements to go home with a friend, stay after school, or request delivery of forgotten supplies or homework. These arrangements should be made before coming to school. In case of emergency, students may use the phone with an appropriate hall pass.

The use of **cell phones is prohibited during the instructional day**. Failure to adhere to this policy will result in the phone being taken away from the student and required that a parent pick it up from the Office.

VISITORS

All visitors to the campus must **register** at the office and **receive a badge**. Please be friendly and courteous to visitors who may be touring the school.

Relatives or friends from other schools are not permitted to visit on campus or accompany students to classes.

Parents who wish to have a conference with a teacher **must schedule** a time with the teacher that **does not interfere with instructional time** and is convenient to both teacher and parent.

FIRE/DISASTER DRILLS

Fire and disaster drills at regular intervals are required by law and are an important safety precaution. The teacher in each classroom will give the students instructions.

PESTICIDES

Bernalillo Elementary School periodically applies pesticides. Information concerning these applications may be obtained from the Facilities and Grounds Department at 505-404-5743.

GRADING

The grade in each subject is an average of all work done in that subject. Each semester has 2 9-week grading periods. 3rd grade uses a Common Core Standards report card. Standard descriptors can be found on the school web-site.

Grades 4 and 5 receive number/letter grade reporting.

NUMBER AVERAGE	LETTER GRADE EQUIVALENT
90-100	A
80-89	B
70-79	C
69-60	D
Below 60.	F

Each student will have PE, Computer, Music, Library Art and five major subjects: English/Language Arts, Reading, Social Studies, Math, and Science.

NOTICE OF PROGRESS

"Notice of Progress" forms will be sent by the teacher to the parents or guardians of all students who are doing unsatisfactory work.

A "Notice of Progress" form **must be signed by the parent or guardian and returned to the teacher** immediately. "Notice of Progress" reports are sent to parents during the fifth week of each nine weeks grading period.

SERVICES

COUNSELORS

The counselor is available to students on an individual basis. Students who wish to see the counselor should complete a *Referral Form*. These forms are available from the Counselor.

CLINIC

If an illness or accident occurs after a student arrives at school, he/she is to report to the Nurse's Office. The parent will be called to take the student home if the student is too ill to remain at school. Students not seriously ill or if only a dressing is needed should report to his/her teacher first and receive a permit to the Nurse's office.

LIBRARY

Bernalillo Elementary School maintains a library with numerous books. Magazines A full-time librarian is on duty to help serve the students and staff to select materials to meet the curriculum needs and to provide for many learning and enriching opportunities. The library is a place to read and study. Proper student conduct is expected at all times. Students are responsible for lost or damaged materials borrowed from the library and will be required to reimburse the school for damaged or lost items.

HOMEWORK

The goal of homework assignments is to reinforce learning that has taken place in the classroom. It is designed to develop self-discipline, responsibility, and the ability to study independently. Assignments will include enrichment activities and projects as well as make-up work. Parents can help by seeing that a specific place and time is set aside for studying.

STUDENT WITHDRAWAL PROCEDURE

A parent who wishes to withdraw a student from school should see the school secretary. Students must return all issued textbooks and clear all fines at this time.

DAILY SCHEDULE

Students **may not be dropped off before 8:20 a.m.** School personnel are not available to supervise students before this time.

Buses will arrive at BES no earlier than 8:20 a.m.

7:30-4:30	Administrative Offices
8:05	Teachers report
8:10	Instructional Assistants Report
8:30	First Bell
8:35	Breakfast in the Classroom
8:40	Tardy Bell
8:45-3:30	Instructional Day
3:30	Dismissal

Inclement Weather Delays

9:30	One hour delay classes begin
10:30	Two hour delay classes begin

BIENVENIDOS

MENSAJE DEL DIRECTOR/A

Este manual ha sido diseñado para ayudarle en la comprensión de las pólizas básicas de la escuela. De usted se espera que acepte sus responsabilidades para cumplir con dichas pólizas. La escuela se juzga en parte por su apariencia. Usted puede hacer una contribución importante a la forma en que su escuela se ve manteniéndola limpia y demostrando una actitud positiva. El personal de la Escuela Elementaria de Bernalillo está comprometido a ayudar a los niños y niñas para lograr el crecimiento académico y el desarrollo social. Trabajemos juntos para hacer que este año escolar sea un éxito para usted, sus padres y toda la comunidad de BES.

INFORMACION GENERAL

La filosofía de las Escuelas Públicas de Bernalillo es:

- Proporcionar igualdad de oportunidades para que todos los estudiantes logren crecimiento intelectual, social, emocional y físico.
- Asegurar que todos los estudiantes aprendan a llevarse bien con otras personas.
- Ayudar a todos los estudiantes a ser competentes en el mundo laboral y en la educación superior.
- Animar a los estudiantes a darse cuenta de que pueden hacer cambios constructivos en su propia vida, así como en la escuela, el estado y la nación.

DERECHOS DE LOS ESTUDIANTES:

Currículo:

Los estudiantes tienen el derecho a participar en programas educativos adecuados a todos los niveles.

Grados:

Los estudiantes tienen el derecho de recibir una calificación académica que refleje sus logros académicos.

Asistencia:

Los estudiantes tienen el derecho a la información sobre las pólizas y normas que definen claramente las ausencias justificadas, ausencias injustificadas y las tardanzas.

RESPONSABILIDADES DE LOS ESTUDIANTES

El estudiante tiene la responsabilidad de:

- **Llegar** a clase a tiempo.
- **Preparado** para las clases con el trabajo asignado y los materiales adecuados
- **Responsable** de su propio trabajo
- **Comportarse** de una manera segura y responsable.
- **Mostrar** respeto a todas las personas y la propiedad.
- **Buscar** ayuda del personal escolar si tiene problemas en la escuela o problemas personales.

- **Seguir** las normas y reglamentos establecidos por la escuela y el maestro.

2013-14 CALENDARIO ESCOLAR VACACIONES PARA ALUMNOS Y PERSONAL

Labor Day	02 de septiembre
Thanksgiving	27, 28, 29 de noviembre
Winter Holidays (estudiantes)	17 de diciembre-enero 8
Presidents' Day	17 de febrero
Spring Break	17 al 25 de abril
Memorial Day	26 de mayo

Primer día de clases para los estudiantes:

14 de agosto

Ultimo día de clases para los estudiantes:

23 de mayo

Días de Desarrollo para Personal (no estudiantes)

12 y 13 de agosto Orientación/talleres para los maestros.

7 de enero

27 de mayo

Desarrollo para el Personal Salida temprana Medias jornadas (despido 12:15)

18 de septiembre 13 de noviembre

12 de febrero

Conferencias de Padres

3-4 de octubre

13-14 de marzo

La cartilla de calificaciones y los informes de progreso se envían a los padres trimestralmente. Los informes de progreso son emitidos en el medio de cada 9 semanas del periodo. Las cartillas de calificaciones son emitidas al final de cada periodo trimestral.

Fechas de Calificaciones:

Primer trimestral 25 de octubre

Segundo trimestral 10 de enero

Tercer trimestral 19 de marzo

Fin de año 23 de mayo

La ventana para los exámenes de SBA Entre el 10 de marzo al 4 de abril del 2014

ASISTENCIA

La Ley de Asistencia Escolar Obligatoria requiere que todos los estudiantes que cumplan con la edad mínima asistan a la escuela. La visita del profesor de Asistencia esta autorizada por la ley estatal para investigar todas las ausencias injustificadas o las ausencias excesivas y para hacer cumplir la Ley de Asistencia Escolar Obligatoria.

REGULACIONES DE ASISTENCIA

La asistencia regular y puntualidad son requeridas para todos los estudiantes.

Excusas aceptables para ausencias y tardanzas son los siguientes:

1. Enfermedad del estudiante
2. Enfermedad o muerte en la familia del estudiante
3. Cuarentena
4. La participación en las actividades escolares (con el permiso del director).
5. Clima o carreteras en condiciones peligrosas.
6. Circunstancias de emergencia o atenuantes reconocidas por el director.
7. Jornadas culturales solicitadas por los Gobernadores de los Pueblos.

Los estudiantes que han estado ausentes o llegan tarde deben presentar una justificación por escrito de los padres o tutores cuando regresen a la escuela. El director o la persona designada por el director, determinara a partir de la excusa si la ausencia o tardanza es justificada o injustificada. Un estudiante que entra en la escuela después de 08:40 a.m. Debe registrarse en la oficina. Todas las excusas y las notas de los padres o tutores deben incluir un número de teléfono. Tras la recepción de de dichas notas, la persona encargada de monitorear la asistencia emitirá un permiso que el estudiante entregara al maestro del salón.

Ningún estudiante puede salir de la escuela después de llegar sin tener el permiso adecuado a través de la oficina de asistencia. Notas de casa solicitando que un estudiante sea excusado antes de la finalización de la jornada escolar deben presentarse al monitor de asistencia.

Los estudiantes que deseen abandonar la escuela debido a una enfermedad deben obtener una nota firmada por la enfermera de la escuela o el monitor de asistencia.

El monitor de asistencia de la escuela tratara de comunicarse con los padres de todos los estudiantes ausentes cada día por teléfono, o por un sistema de notificación informatizada. El número de teléfono del monitor de la asistencia es (505) 404-5362. Los padres de estudiantes ausentes pueden comunicarse con la oficina por teléfono.

Con el fin de ser considerados para asistencia perfecta, el estudiante debe estar presente durante toda la jornada escolar. Llegar tarde por la mañana o la salida anticipada descalifica al estudiante de asistencia perfecta

Se tomaran las siguientes medidas para los estudiantes que estén ausentes:

Nivel I 3 ausencias injustificadas—padres notificados por teléfono.

Nivel II 5 ausencias injustificadas—la familia será contactada por correo.

Nivel III 7 ausencias injustificadas, una carta será enviada para solicitar una conferencia. Oficiales de ausentismo/personal de la escuela podrá llevar a cabo una visita a la casa.

Nivel IV 10 ausencias escolares injustificadas el personal de la escuela se pondrá en contacto con la familia por teléfono, se mandara un paquete de recomendación a los oficiales de absentismo por correo con una copia enviada a Probación Juvenil, Funcionarios tribales y el Abogado del Distrito.

TRANSPORTE

Los estudiantes deben ser conscientes de que el transporte en autobús es un privilegio no un derecho. El comportamiento apropiado en el bus es importante para la continuación del uso de estos servicios. Los estudiantes deben recordar que pueden ser suspendidos del autobús por la violación de las reglas. Si tiene alguna pregunta específica sobre rutas y horarios, llame al 505-867-3207.

Rogamos a los padres que transportan a su hijo(a) a la escuela que tengan cuidado al dejar o recoger a su hijo(a).

Los estudiantes no pueden ser dejados en la escuela antes de las 8:20 a.m. porque no hay personal disponible para supervisar a los estudiantes que llegan temprano.

Si se dispusiera de un programa por la mañana las fechas y horarios disponibles se darán a conocer en la página web de la escuela.

DISCIPLINA

Escuela Elementaría de Bernalillo se compromete a proporcionar a cada estudiante un programa educativo de calidad. Esto requiere que el ambiente escolar este libre de interrupciones que interfieran con el proceso educativo. Se espera que los estudiantes se comporten de una manera aceptable, observando todos los reglamentos escolares y del distrito.

Polizas y procedimientos específicos relativos a las responsabilidades de la escuela, el maestro, los padres y los estudiantes, así como la consecuencia de un comportamiento inapropiado se desarrollan en las Polizas del Distrito. Se anima a todos los padres y estudiantes a familiarizarse con la información. Cada estudiante debe hacer su parte para proporcionar un entorno propicio para el aprendizaje de todos los niños.

DETENCION

Las detenciones pueden ser dadas a los estudiantes por la tardanza crónica, un comportamiento negativo, el absentismo escolar y otras importantes referencias disciplinarias. Un aviso por escrito de la detención se entregara al alumno para llevar a sus padres. Los padres deben firmar la notificación de detención y devolverlo a la escuela con el estudiante al día siguiente. Los estudiantes deben reportarse a su área de detención prontamente y en el día asignado.

CENTRO DE MODIFICACION DE COMPORTAMIENTO (BMC)

El objetivo del Centro de Modificación de Comportamiento (BMC) de la Escuela Elementaria de Bernalillo es ofrecer una alternativa dentro de la escuela a la suspensión de los estudiantes que violen las reglas escolares. La admisión en este programa proviene de la Administración. El tiempo que el estudiante pase en (BMC) puede variar dependiendo de la violación.

Los estudiantes colocados en el BMC pueden estar involucrados en la consejería individual y/o grupal. Participación de los padres en el programa de BMC es vital. Los padres serán notificados por escrito de la colocación de un estudiante en el BMC.

SUSPENSION

Cuando un estudiante es suspendido de la escuela, el padre o tutor es notificado por teléfono y un aviso de suspensión es enviado a casa con el estudiante. El estudiante no tendrá permitido regresar a la escuela sin una reunión de padres. Es la responsabilidad del estudiante pedir a los maestros la tarea para hacer en casa.

Algunas de las razones por las que un estudiante puede ser suspendido de la escuela son:

1. Cortar, desfigurar o de alguna manera dañar la propiedad, real o personal, que pertenece al distrito escolar, sus empleados u otros estudiantes.
2. Robar, la falsificación, el juego, las novatadas o peleas.
3. La posesión de cualquier arma, navajas, cuchillos, instrumentos (incluyendo fuegos artificiales) que podrían ser perjudiciales para las personas o bienes.
4. El uso, venta o posesión de narcóticos u otras drogas peligrosas no recetados por un medico autorizado.
5. Profanidad o vulgaridad
6. El uso o posesión de tabaco o bebidas alcohólicas en la escuela, en los terrenos de la escuela o mientras participan en actividades patrocinadas por la escuela.
7. La participación en cualquier actividad que interfiera o que interrumpa el proceso educativo.
8. Amenazar o agredir físicamente a un empleado del distrito escolar u otro estudiante.

NOTA: Para conocer las reglas y regulaciones más detalladas, consulte Póliza de las Escuelas Publicas de Bernalillo.

INFORMACION PARA EL ESTUDIANTE

CAFETERIA

La cafetería de la escuela se mantiene como una parte vital del programa de salud de la escuela. Se ofrece un almuerzo bien balanceado. En la cafetería, los estudiantes deben practicar los buenos modales y la cortesía común en todo momento. Algunas reglas simples son las siguientes:

1. Los estudiantes deben dejar sus mesas limpias y poner toda la basura en los botes proporcionados.
2. Los estudiantes no deben sacar ninguna comida fuera de la cafetería.
3. Después de comer, los estudiantes deben permanecer sentados en la cafetería hasta que sean sacados al recreo.
4. Los estudiantes permanecerán en fila, y caminarán en la cafetería, en todo momento

DESAYUNO/ALMUERZO

El desayuno se sirve a diario en el salón de clases. El programa de alimentación asistida ofrece almuerzo todos los días en la cafetería.

REGLAS GENERALES

1. Comer goma de mascar (gum) no será permitido en ningún lugar de la escuela.
2. No será permitido correr en los pasillos.
3. Los estudiantes deben mantener en el lado derecho al caminar por los pasillos.
4. Radios, cámaras, grabadora, y los juegos electrónicos no serán permitidos en la escuela.
5. Los juguetes de todo tipo se deben dejar en casa.
6. Los estudiantes no deben traer dinero a la escuela.

REGLAS DE LA CLASE

1. Los estudiantes llegaran a tiempo a clase y traerán todos los materiales necesarios.
2. Estudiantes deberán estar atentos, seguir instrucciones y trabajar al máximo de su capacidad.
3. Los estudiantes no abusaran física o verbalmente de otros estudiantes o actuaran de una manera descortés.
4. Los estudiantes no podrán traer comida al salón de clases.

POLIZAS DE VESTIR PARA ESTUDIANTES

La buena apariencia y el aseo personal mejora las actitudes positivas, y el rendimiento académico. Se anima a todos los estudiantes a mantener dichas pólizas, que serán aplicadas en la escuela y otras actividades en las que el cuerpo estudiantil represente a la escuela.

Vestimenta aceptable incluirá faldas y vestidos de longitud apropiada y pantalones, los pantalones cortos hasta la rodilla para las niñas. Pantalones y pantalones cortos hasta la rodilla para los niños. Además, se espera que la ropa este limpia.

Vestimenta inaceptable en las escuela BES incluye cualquier ropa que llame la atención o que interrumpa el proceso educativo, tales como ropa ajustada o apretada pantalones por debajo de la cintura, camisas de gran tamaño, blusas escotadas, camisetas sin mangas, tops transparentes, pantalones cortos de spandex camisetas por encima del estomago.

Ropa o artículos con símbolos y referencias a sexo, el alcohol, las drogas, rosarios usados como joyas, relacionadas con pandillas y lenguaje vulgar están **PROHIBIDOS**.

El cabello debe estar limpio, sin lenguaje o símbolos cortados en el pelo o tatuajes en la piel relacionados con pandillas profanidades o vulgaridades. Bandanas que a menudo están relacionadas con pandillas deben dejarse en casa. Cabello coloreado con aerosoles de neón también esta **PROHIBIDO**.

LOS ESTUDIANTES DEBEN USAR ZAPATOS EN TODO MOMENTO.

NOTA: El director tendrá la facultad discrecional de determinar si la vestimenta de un estudiante, el cabello y el aseo es aceptable.

OBJETOS PERDIDOS

Los objetos perdidos se podrán buscar en la oficina y en el gimnasio. Todos los artículos o libros encontrados deben ser entregados a la oficina.

LIBROS DE TEXTO

Cada estudiante o su padre/tutor son responsables de todos los libros publicados. Todos los libros deben ser debidamente cuidados de acuerdo a las instrucciones del maestro y los requisitos de las leyes del Estado de Nuevo México.

TELEFONOS

A los estudiantes se les permitirá utilizar el teléfono de la escuela en la oficina. El teléfono de la oficina no esta diseñado para el propósito de llamar para pedir permiso de ir a casa de un amigo, quedarse después de la escuela, o solicitar la entrega de los materiales o tareas olvidadas. Estos arreglos se deben hacer antes de venir a la escuela. En caso de emergencia, los estudiantes pueden usar el teléfono con un pase de pasillo adecuado.

Se prohíbe el uso de teléfonos celulares durante el día escolar. El incumplimiento de esta norma dará lugar a que el teléfono será requisado y se requiere que un padre lo recoja de la Oficina.

VISITANTES

Todos los visitantes en la escuela deben **registrarse** en la oficina y recibir una **tarjeta de identificación**. Por favor, sea amable y cortes con los visitantes que pueden estar recorriendo la escuela.

No se permiten los familiares o amigos de otras escuelas visitar el campus o acompañar a los estudiantes a las clases.

Los padres que deseen tener una conferencia con el maestro deben hacer una cita con el maestro **que no interfiera con el tiempo de instrucción** y sea conveniente tanto para los padres como para el maestro.

SIMULACROS DE DESASTRES/FUEGO

Los ejercicios de desastres o fuegos a intervalos regulares están obligados por la ley y son una importante medida de seguridad. El profesor de cada aula dará las instrucciones a los estudiantes.

PLAGUICIDAS

La Escuela Elementaría de Bernalillo periódicamente aplica pesticidas. La información relativa a estas aplicaciones se puede obtener en el Departamento de Mantenimiento y Terrenos 505-404-5743.

CALIFICACIONES

La calificación de cada asignatura es un promedio de todo el trabajo realizado en esa materia. Cada semestre tiene 2 Periodos de calificaciones de 9 semanas. El 3rd grado utiliza Normas de cartilla común (Common Core Standards). Las descripciones comunes se pueden encontrar en la página web de la escuela.

Los estudiantes de 4 y 5 grado reciben reportes de calificaciones de números/letras.

NUMERO	LETRA
90-100.....	A
80-89.....	B
70-79.....	C
69-60.....	D
MENOS DE 60.....	F

Cada estudiante tendrá PE, PC, Música, Arte, Biblioteca y cinco temas principales: Ingles/Artes del Lenguaje, Lectura, Ciencias Sociales, Matemáticas y Ciencias.

AVISO DE PROGRESO

“Aviso de formas de progreso” serán enviados por el profesor a los padres o tutores de los estudiantes que están haciendo un trabajo insatisfactorio. Un “Aviso de Progreso” formulario debe ser firmado por el padre o tutor y devuelto al maestro inmediatamente. “Aviso de Progreso” los informes son enviados a los padres durante la quinta semana de nueve semanas del periodo de calificación.

SERVICIOS CONSEJEROS

Los consejeros estarán disponibles para los estudiantes en forma individual. Los estudiantes que deseen ver al consejero deberán completar un formulario de referencia (Referral Form) estos formularios están disponibles en la oficina.

ENFERMERIA

Si una enfermedad o accidente se produce después de que un estudiante llega a la escuela, el/ella debe reportarse a la oficina de la enfermera. Los padres serán llamados para que recojan al estudiante si esta demasiado enfermo para permanecer en la escuela. Los estudiantes que se encuentren enfermos deben informar a su maestro primero y recibir un permiso para ir a la oficina de la enfermera.

BIBLIOTECA

Escuela Elementaría Bernalillo mantiene una biblioteca con numerosos libros y revistas. Un bibliotecario a tiempo completo esta disponible para ayudar y servir a los estudiantes y al personal a seleccionar materiales que satisfacen las necesidades curriculares y proveer oportunidades de aprendizaje y de enriquecimiento. La biblioteca es un lugar para leer y estudiar. Se espera una conducta apropiada de los estudiantes en todo momento. Los estudiantes son responsables de los materiales que les han sido prestados por la biblioteca y será requerido el reembolso si son dañados o perdidos.

TAREA

El objetivo de las tareas es reforzar el aprendizaje que ha tenido lugar en el salón de clases. Esta diseñado para desarrollar la auto-disciplina, la responsabilidad y la capacidad de estudiar de forma independiente. Las asignaciones incluirán actividades de enriquecimiento y proyectos, así como el trabajo incompleto del día. Los padres pueden ayudar a sus hijos/as reservando un lugar adecuado y tiempo específico para el estudio.

PROCEDIMIENTO PARA RETIRAR A UN ESTUDIANTE

Un padre que desea retirar a un estudiante de la escuela debe ver la secretaria de la escuela. Los estudiantes deben devolver todos los libros de texto y despejar todas las multas en este momento.

HORARIO DIARIO

Los estudiantes no pueden ser dejados antes de 08:20 a.m. El personal escolar no esta disponible para supervisar a los estudiantes antes de este tiempo.

Los autobuses no llegan a BES antes de las 8:20 a.m.

7:30-4:30	Personal Administrativo
8:05	Maestros
8:10	Asistentes educativos
8:35	Desayuno en el salón
8:45-3:30	Tiempo de instrucción
3:30	Salida

Demoras por inclemencias del clima:

9:30	1 hora de retraso
10:30	2 horas de retraso

The following report is filtered by active items, all statuses, all funding sources, all assignments, all tags, and all goals.

GOAL Strengthening Reading Instructional Programs

Increase reading proficiency from 24% to 45% by May 2017.

Filing Cabinet Count	11
SEA Resources Available	7

STRATEGY 1. Core Reading Program

The Core Reading Program will include full implementation of the NM Common Core State Standards including Common Core shifts. Identify: Core program by name; grade levels being served; frequency and duration of delivery.

Filing Cabinet Count	0
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ACTION STEP Alignment of curriculum maps to Common Core (9-12)

Departments will meet during PLC's to insure that Common Core standards are appropriately aligned with the curriculum. Curriculum maps and course Scope and Sequence will be developed. The Scope and Sequence will identify the CCSS addressed every 9 weeks.

Status	In Progress 09/11/2013	Filing Cabinet Count	0
Start-End Dates	08/25/2014 - 05/30/2017		
Timeline Notes	PLC's will meet on a weekly basis to continue work on common course curriculum development with the Common Core.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Maria Burns-Rodriguez, Cathy Camargo, Tamara Carlisle, Keith Cowan, Lynette Deuel, Donna Gallo		

TASKS 0 of 2 Complete

Professional Development	In Progress	Due 5/30/2017
Common Core application to Scope and Sequence and alignment to PARCC		Cathy Camargo (School) , Donna Gallo (School) , Frances Martinez (School) , Keith Cowan (School) , Lynette Deuel (School) , Maria Burns-Rodriguez (School) , Norma Binder (LEA)
Leadership Team	In Progress	Due 5/30/2017
Leadership team will meet twice a month to discuss the progress of Common Core curriculum in all departments.		Cathy Camargo (School) , Donna Gallo (School) , Keith Cowan (School) , Lynette Deuel (School) , Maria Burns-Rodriguez (School)

GOAL Strengthening Reading Instructional Programs

STRATEGY 1. Core Reading Program

ACTION STEP Literacy Design Collaborative (LDC)

Teachers will implement writing prompts in all content areas twice monthly. These prompts are aligned with CCSS and High Schools that Work initiatives.

Status	In Progress 03/31/2017	Filing Cabinet Count	0
Start-End Dates	09/08/2014 - 05/30/2017		
Timeline Notes	LDC initiatives will be discussed during weekly PLC's		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, NMIADP		
Persons Responsible	Norma Binder, Cathy Camargo, Keith Cowan		

TASKS 0 of 1 Complete

Instructional Coach	In Progress	Due 5/22/2015
Our instructional coach will meet with departments weekly to assist in the LDC process		Cathy Camargo (School) , Keith Cowan (School)

STRATEGY 2. Tier II Supports for Students in Reading

Intervention Reading Programs intended for flexible use as part of differentiated instruction, or in more intensive intervention(s), to meet student learning needs in specific areas in alignment with the NM RTI Framework. Identify: research-based programs/strategies; students being served; and implementation timeframe (days/week, minutes/day).

Filing Cabinet Count 0

ACTION STEP Inclusive Teams

Language Arts teachers have been paired with Special Education teachers to support all students.

Status	Completed 09/11/2013	Filing Cabinet Count	0
Start-End Dates	08/25/2014 - 05/30/2017		
Timeline Notes	Teams were developed at the start of school to support students, ongoing adjustments will be made as needed.		
Tags	ELL, SpecialED, InstrAudit, IndianEd, NMIADP		
Persons Responsible	Maria Burns-Rodriguez, Keith Cowan, Frances Martinez		

SCHOOL PLAN
BERNALILLO HIGH

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **2. Tier II Supports for Students in Reading**

ACTION STEP **Inclusive Teams**

TASKS 1 of 1 Complete

Develop Matrix	Completed	Due 8/9/2012
Special Ed department will develop a matrix to follow students in need.		Keith Cowan (School)

ACTION STEP **Develop Intensive Care Unit (ICU)**

ICU will be monitored through departments and a vice principal to support students who are in need of homework/academic support. Saturday school and lunch detention for make-up work will be implemented for all students who are failing and/or missing assignments.

Status	In Progress 09/11/2013	Filing Cabinet Count	1
Start-End Dates	08/24/2014 - 05/30/2017		
Timeline Notes	This process will be ongoing through out the school year for all staff.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, NMIADP		
Persons Responsible	Maria Burns-Rodriguez, Cathy Camargo, Tamara Carlisle, John Cobos, Keith Cowan, Lynette Deuel, Tania Lovato, Scott Steel		

TASKS 1 of 1 Complete

ICU/PLC	Completed	Due 8/31/2012
ICU will be developed through the different departments to offer support to all students.		Cathy Camargo (School) , Keith Cowan (School) , Lynette Deuel (School)

ACTION STEP **Year long English 1 course**

English 1 strategies has been added to the English 1 core class as an intervention to support all 9th grade students.

Status	Completed 09/11/2013	Filing Cabinet Count	0
Start-End Dates	08/25/2014 - 05/22/2015		
Timeline Notes	Language Arts department will meet weekly to assess the progress of students.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, NMIADP		
Persons Responsible	Maria Burns-Rodriguez, Keith Cowan, Scott Steel		

SCHOOL PLAN
BERNALILLO HIGH

GOAL Strengthening Reading Instructional Programs

STRATEGY 2. Tier II Supports for Students in Reading

ACTION STEP Year long English 1 course

TASKS 0 of 1 Complete

PLC meetings	In Progress	Due 5/30/2017
English department will meet weekly to discuss/analyze data, best teaching practices and interventions for struggling students		Cathy Camargo (School) , Keith Cowan (School)

ACTION STEP Tutoring

Tutoring services will be provided to all students during school hours and after school with an emphasis on targeted intervention.

Status	In Progress 09/11/2013	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/30/2017		
Timeline Notes	Tutoring services will be provided Monday through Thursday.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, NMIADP		
Persons Responsible	Marisol Aragon, Tamara Carlisle, Keith Cowan		

TASKS 0 of 1 Complete

Targeted intervention through tutoring	In Progress	Due 5/30/2017
Teachers in core content areas will meet with students who are struggling to provide systematic support.		Cathy Camargo (School) , Keith Cowan (School)

STRATEGY 3. Tier III Supports for Students in Reading

Scientificallly research-based programs and/or intensive targeted intervention(s) to meet specific learning needs of students with disabilities as determined by individual IEPs.

Filing Cabinet Count 0

ACTION STEP Special education services

GOAL Strengthening Reading Instructional Programs

STRATEGY 3. Tier III Supports for Students in Reading

ACTION STEP Special education services

BHS provides a continuum of services for tier III support ranging from moderate classroom inclusion assistance to self contained behavioral or community based instructional classrooms. Each student has a case manager.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	08/25/2014 - 05/30/2017		
Timeline Notes	Student assistance Team (SAT) meetings are held on a regular basis to determine specific student and referral needs.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, NMIADP		
Persons Responsible	Norma Binder, Keith Cowan		

ACTION STEP Read 180

Research Based Tier II & Tier III reading intervention program.

Status	Completed 03/31/2017	Filing Cabinet Count	0
Start-End Dates	08/25/2014 - 05/22/2015		
Persons Responsible	Maria Burns-Rodriguez, Keith Cowan		

STRATEGY 4. Professional Development to support Reading

Professional Development in reading for teachers and administrators aligned with the Common Core State Standards including: description of delivery, methodology, length, relationship to student achievement in reading, evidence based and follow up to professional development.

Filing Cabinet Count 1

ACTION STEP High Schools That Work (HSTW)

HSTW will provide a series of trainings and workshops throughout the year with a focus on writing, literacy design collaborative (LDC) and best teaching practices

Status	In Progress 09/11/2013	Filing Cabinet Count	1
Start-End Dates	09/01/2014 - 05/30/2017		
Timeline Notes	Along with trainings and workshops HSTW will provide on sight PD for six visits to support reading instruction		
Tags	ELL, SpecialED, InstrAudit, Parent		
Persons Responsible	Norma Binder, Cathy Camargo, Keith Cowan		

SCHOOL PLAN
BERNALILLO HIGH

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **4. Professional Development to support Reading**

ACTION STEP **High Schools That Work (HSTW)**

ACTION STEP **Training in October with Consultant**

BHS will host an onsite training with all staff to include support for inclusion, best teaching practices and team buliding to support reading

Status	Completed 01/21/2013	Filing Cabinet Count	0
Start-End Dates	10/11/2012 - 10/15/2012		
Timeline Notes	This will be a 2 day intensive training with a consultant from a secondary school with proven results at his school		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, NMIADP		
Persons Responsible	Keith Cowan		

ACTION STEP **Data Review**

Data was provided to content and LA/English teachers for review of scores in area of reading. Identification of Q1 and Q3 students to be made. Use of data to drive/change reading instruction in all classes.

Status	In Progress 09/11/2013	Filing Cabinet Count	1
Start-End Dates	08/12/2013 - 05/30/2017		
Tags	CCSS, ELL		
Persons Responsible	Cathy Camargo, Keith Cowan, Lawrence Davis		

TASKS 0 of 2 Complete

School Grade Report Card	In Progress	Due 11/29/2013
Review school growth, student growth and graduation rates.		Cathy Camargo (School) , Keith Cowan (School) , Lawrence Davis (School)
NMSBA	In Progress	Due 12/20/2013
Review Item Plot analysis for reading scores to determine area of additional growth and/or instruction		Cathy Camargo (School) , Donna Gallo (School) , John King (School) , Keith Cowan (School) , Lawrence Davis (School) , Maria Burns-Rodriguez (School) , Scott Steel (School)

ACTION STEP **Teaching strategies**

GOAL Strengthening Reading Instructional Programs

STRATEGY 4. Professional Development to support Reading

ACTION STEP Teaching strategies

All classes are required to use Cornell notes, address Costas level of questioning in class discussions and on tests, use exit tickets, employ Socratic Seminars, Projects Based Learning, Marzano's 9 key strategies and common formative and summative assessments. Staff will use PLC time to formulate PARCC style questions for immediate implementation.

Status	Not Begun 09/15/2014	Filing Cabinet Count	0
Start-End Dates	08/25/2014 - 05/30/2017		
Timeline Notes	9-18-14 In-service will allow all staff to review practice PARCC tests and start the practice of writing test questions.		
Persons Responsible	Maria Burns-Rodriguez, Cathy Camargo, Lynette Deuel, Donna Gallo		

STRATEGY 5. Collaboration Time for Reading Teachers

Dedicated and scheduled time during the school day for data analysis and review to inform planning to deliver targeted instruction and support to students as needed.

Filing Cabinet Count 2

ACTION STEP PLC's

Departments will meet on a weekly basis to discuss student data, interventions, formative assessments and best teaching strategies. Books studies will also be conducted. The PLC framework is aligned to the research conducted by Richard and Rebecca Dufor.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	08/25/2014 - 05/30/2017		
Timeline Notes	Teams will meet weekly		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Maria Burns-Rodriguez, Cathy Camargo, Keith Cowan, Lynette Deuel, Donna Gallo		

TASKS 0 of 1 Complete

Data Review/Formative Assesmenets	In Progress	Due 5/15/2015
PLC's will develop formative assessments and review data on a regular basis to inform instructional practices		Cathy Camargo (School) , Donna Gallo (School) , Frances Martinez (School) , Keith Cowan (School) , Lynette Deuel (School)

SCHOOL PLAN
BERNALILLO HIGH

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **6. Monitoring of Reading Instructional Programs**

School administrators/designees monitor delivery of the specific program/curriculum to ensure that all classroom teachers adhere to the fidelity of the program.

Filing Cabinet Count 0

ACTION STEP **classroom walk through and observations**

Classrooms walk through and observations will occur on a weekly basis by all administrative staff.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	08/18/2014 - 05/30/2017		
Timeline Notes	ongoing through out the year		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Norma Binder, Keith Cowan, Lawrence Davis, Frances Martinez		

TASKS 1 of 2 Complete

Fundamental Five Walkthrough	Completed	Due 8/30/2013
Walkthrough observation form will be used by administrative team to identify 5 key areas. The 5 areas include; essential question, student friendly objective, small group interaction, purposeful student engagement, teacher facilitation.		
Classroom observation	In Progress	Due 5/30/2017
Administrative team will conduct weekly observations focusing on classroom environment, teacher & student behavior, wow and wonder. Classroom observations will be designed to provide constructive feedback to support effective teaching and student learning		

ACTION STEP **Instructional Coach support**

SCHOOL PLAN
BERNALILLO HIGH

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **6. Monitoring of Reading Instructional Programs**

ACTION STEP **Instructional Coach support**

Instructional coaches will offer support to teachers and offer follow up to insure that reading strategies are being implemented.

Status	Completed 03/31/2017	Filing Cabinet Count	1
Start-End Dates	08/18/2014 - 05/15/2015		
Timeline Notes	This will be an ongoing process.		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Maria Burns-Rodriguez, Cathy Camargo, Tamara Carlisle, Keith Cowan, Lynette Deuel, Tania Lovato, Scott Steel		

TASKS 0 of 3 Complete

Meet with PLC's	In Progress	Due 5/23/2014
Instructional coaches will attend PLC's to offer support in the area of reading instruction using the LCD model.		Cathy Camargo (School) , Keith Cowan (School)
Professional development	In Progress	Due 8/14/2013
Instructional coach other school personal will provide PD on subjects that data warrants. PD is to be student focused.		Cathy Camargo (School) , John Cobos (School) , Keith Cowan (School) , Lynette Deuel (School) , Maria Burns-Rodriguez (School) , Scott Steel (School) , Tamara Carlisle (School) , Tania Lovato (School)
One to one support	In Progress	Due 8/13/2012
Instructional coaches will offer support to all teachers when needed in specific areas.		Cathy Camargo (School) , John Cobos (School) , Lynette Deuel (School) , Maria Burns-Rodriguez (School) , Scott Steel (School) , Tamara Carlisle (School) , Tania Lovato (School)

STRATEGY **7. College and Career Ready (Grades 8-12)**

The school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

Filing Cabinet Count 0

ACTION STEP **Gear Up initiative**

SCHOOL PLAN
BERNALILLO HIGH

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **7. College and Career Ready (Grades 8-12)**

ACTION STEP **Gear Up initiative**

Gear up coordinator will facilitate activities to support graduation and post secondary education.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	09/22/2014 - 05/30/2017		
Timeline Notes	Ongoing		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Marisol Aragon, Maria Burns-Rodriguez, Keith Cowan, Lynette Deuel		

TASKS 1 of 1 Complete

College Day	Completed	Due 9/11/2013
Gear up personnel will work in conjunction with district personnel and tribal personnel to present a College and Career Readiness Fair on site at BHS.		Jeanette Garcia (LEA) , Keith Cowan (School)

ACTION STEP **CTE programs/ career pathways**

CTE and career pathway programs will provide students opportunities in specific fields after they graduate.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	08/25/2014 - 05/30/2017		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, NMIADP		
Persons Responsible	Cathy Camargo, Keith Cowan, Tania Lovato		

GOAL Strengthening Reading Instructional Programs

STRATEGY 7. College and Career Ready (Grades 8-12)

ACTION STEP CTE programs/ career pathways

TASKS 1 of 3 Complete

Next steps/ career planning	In Progress	Due 5/30/2017
Guidance counseling will meet with students to establish next step plans and career goals and offer College/Career fairs on site.		
Carl Perkins Grant	Completed	Due 5/23/2014
Through the Carl Perkins Grant staff will develop and refine career pathways.		
certifications & industry partnerships	In Progress	Due 5/30/2017
CTE instructors will seek student certification opportunities in CPR, safety, Certiport, ServeSafe and auto and continue to affiliate with industry partners via advisory committees.		
		Cathy Camargo (School) , Tania Lovato (School)

ACTION STEP Dual enrollment

BHS will partner with CNM/UNM/AIAI to provide classes to students in various areas.

Status	In Progress 09/11/2013	Filing Cabinet Count	0
Start-End Dates	09/08/2014 - 05/30/2017		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Cathy Camargo, Keith Cowan		

TASKS 0 of 1 Complete

Professional Development	In Progress	Due 5/30/2017
Counselor and other staff will continue with professional development to support students with dual credit classes and CTE classes.		

ACTION STEP ACT testing

SCHOOL PLAN
BERNALILLO HIGH

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **7. College and Career Ready (Grades 8-12)**

ACTION STEP **ACT testing**

All juniors and seniors will be offered the opportunity to take ACT test several times a year.

Status	In Progress 09/11/2013	Filing Cabinet Count	0
Start-End Dates	09/22/2014 - 05/30/2017		
Timeline Notes	Testing opportunities will be available throughout the year.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Keith Cowan		

ACTION STEP **Pathway alignment**

Counseling will align career pathways to post-secondary options

Status	Not Begun 09/15/2014	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/30/2017		
Timeline Notes	Training in this area was provided by SREB in the 2013-14 year		
Persons Responsible	Keith Cowan		

ACTION STEP **Accuplacer testing**

All CTE and counseling staff received training for proctoring CNM Accuplacer tests.

Status	In Progress 03/31/2017	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/30/2017		
Timeline Notes	On-going		
Persons Responsible	Cathy Camargo, Tania Lovato		

ACTION STEP **School leadership activities**

MESA, STEM, Pre-AP and AP classes, Student Council, NHS, Service Learning, Gear Up

Status	In Progress 03/31/2017	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/30/2017		
Timeline Notes	On going		
Persons Responsible	Marisol Aragon, Maria Burns-Rodriguez, Nelson Sapad		

SCHOOL PLAN
BERNALILLO HIGH

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **Use of Data to Analyze Reading**

Classroom teachers will utilize formative and summative assessment data to adjust classroom instruction

Filing Cabinet Count 0

ACTION STEP **PLC's**

PLC's will meet regularly to discuss use of data and how students can make improvements.

Status	In Progress 03/31/2017	Filing Cabinet Count	0
Start-End Dates	08/25/2014 - 05/30/2017		
Timeline Notes	PLC's will take place weekly		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Norma Binder, Maria Burns-Rodriguez, Cathy Camargo, Tamara Carlisle, Keith Cowan, Lynette Deuel		

TASKS 0 of 1 Complete

Data presentation	In Progress	Due 5/30/2017
Data binders were distributed to leadership team to disiminate information to all teachers.		Cathy Camargo (School) , John Cobos (School) , Keith Cowan (School) , Lynette Deuel (School) , Maria Burns-Rodriguez (School) , Scott Steel (School) , Tamara Carlisle (School) , Tania Lovato (School)

STRATEGY **Strategies class**

BHS offers English strategies blocked classes for the lower performing students

Filing Cabinet Count 0

STRATEGY **Advanced English classes**

BHS offers AP English classes for the higher performing students

Filing Cabinet Count 0

GOAL Strengthening Math Instructional Programs

Increase math proficiency from 1% to 30% by May of 2017.

Filing Cabinet Count	2	Budgeted:	\$5,000.00
SEA Resources Available	7	Actual:	\$5,000.00

STRATEGY 1. Core Math Program

The Core Math Program will include full implementation of the NM Common Core State Standards including Common Core shifts. Identify: core program by name; grade levels being served; frequency, and duration of delivery.

Filing Cabinet Count	0
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ACTION STEP Alignment of curriculum maps to Common Core (9-12)

Departments will meet during PLC's to insure that Common Core standards are appropriately aligned with curriculum. Curriculum maps will continue to be refined. Scope and Sequence for each class will be evaluated to see what CCSS are addressed over each 9 week period.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	08/25/2014 - 05/30/2017		
Timeline Notes	PLC's will meet on a weekly bases		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, NMIADP		
Persons Responsible	Keith Cowan, Lynette Deuel		

SCHOOL PLAN
BERNALILLO HIGH

GOAL **Strengthening Math Instructional Programs**

STRATEGY **1. Core Math Program**

ACTION STEP **Alignment of curriculum maps to Common Core (9-12)**

TASKS 2 of 3 Complete

Professional Development	Completed	Due 5/24/2013
Staff will be given an overview of the Common Core and asked to align with curriculum maps to implement in classrooms.		Cathy Camargo (School) , Keith Cowan (School) , Lynette Deuel (School)
Common Core Books	Completed	Due 5/24/2013
Common core flip books have been purchased for teachers to use as a reference in their classrooms.		Cathy Camargo (School) , John Cobos (School) , Keith Cowan (School) , Lynette Deuel (School) , Maria Burns-Rodriguez (School) , Scott Steel (School) , Tamara Carlisle (School) , Tania Lovato (School)
Leadership Team	In Progress	Due 5/30/2017
Leadership team will meet twice a month to discuss the progress of Common Core curriculuime in all departments.		Cathy Camargo (School) , John Cobos (School) , Keith Cowan (School) , Lynette Deuel (School) , Maria Burns-Rodriguez (School) , Tamara Carlisle (School) , Tania Lovato (School)

ACTION STEP **Math Design Collaborative (MDC)**

Teachers will implement math modules one per semester. These modules are aligned with the CCSS and High Schools that Work(HSTW) initiatives.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	08/25/2014 - 05/30/2017		
Timeline Notes	On going		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Cathy Camargo, Keith Cowan, Lawrence Davis, Lynette Deuel		

TASKS 0 of 1 Complete

Train the trainer	In Progress	Due 5/24/2013
The idea is to teach several teacher to use MDC and they will in turn teach others.		Cathy Camargo (School) , Keith Cowan (School) , Lynette Deuel (School)

GOAL Strengthening Math Instructional Programs

STRATEGY 1. Core Math Program

ACTION STEP Khan Academy

The Khan Academy will be available to teachers and students for enrichment, tutoring and innovative ideas in math instruction.

Status	In Progress 11/26/2013	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/30/2017		
Timeline Notes	On going		
Persons Responsible	Lawrence Davis, Lynette Deuel		

STRATEGY 2. Tier II Support for Students in Math

Intervention Math Programs intended for flexible use as part of differentiated instruction, or in more intensive intervention(s) to meet student learning needs in specific areas, in alignment with the NM RTI Framework. Identify" research-based programs/strategies; students being served, and implementation timeframe (days/week, minutes/day).

Filing Cabinet Count 0

ACTION STEP Inclusive Teams

Special Education teachers will co-teach with math teachers. Those teachers and co-teachers will plan a minimum of twice per month collaborating on lesson plans.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/30/2017		
Timeline Notes	Teams were established at the start of school to support students, ongoing adjustments will be made as needed.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Cathy Camargo, Tamara Carlisle, Keith Cowan, Lawrence Davis, Lynette Deuel, Frances Martinez, Nelson Sapad		

ACTION STEP Develop Intensive Care Unit (ICU)

SCHOOL PLAN
BERNALILLO HIGH

GOAL Strengthening Math Instructional Programs

STRATEGY 2. Tier II Support for Students in Math

ACTION STEP Develop Intensive Care Unit (ICU)

ICU will be implemented through departments and a vice principal to support students who are in need of homework/academic support. Saturday school and lunch detention make-up opportunities will be provided to failing students and those with missing work.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/30/2017		
Timeline Notes	The process will be ongoing throughout the year.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Keith Cowan, Frances Martinez, Scott Steel		

TASKS 0 of 1 Complete

ICU collaborative team

In Progress

Due 12/20/2013

PLC's will determine how they will service students. A collaborative team will follow up with the departments and take data to follow progress of students.

Cathy Camargo (School) , John Cobos (School) , Keith Cowan (School) , Lynette Deuel (School) , Maria Burns-Rodriguez (School) , Scott Steel (School) , Tamara Carlisle (School) , Tania Lovato (School)

ACTION STEP Tutoring

Tutoring services will be provided to all students during school hours and after school with an emphasis on targeted intervention.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/30/2017		
Timeline Notes	Tutoring services will be provided through out the week during and after school.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Marisol Aragon, Maria Burns-Rodriguez, Tamara Carlisle, Keith Cowan, Scott Steel		

SCHOOL PLAN
BERNALILLO HIGH

GOAL **Strengthening Math Instructional Programs**

STRATEGY **2. Tier II Support for Students in Math**

ACTION STEP **Tutoring**

TASKS 0 of 2 Complete

After school tutoring	In Progress	Due 9/10/2012
The first weeks of tutoring will be dedicated to seniors who need support in passing the SBA.		Cathy Camargo (School) , John Cobos (School) , Keith Cowan (School) , Lynette Deuel (School) , Maria Burns-Rodriguez (School) , Scott Steel (School) , Tamara Carlisle (School) , Tania Lovato (School)
Ongoing tutoring	In Progress	Due 8/20/2012
Ongoing tutoring will be offered for all students to support academic needs.		Cathy Camargo (School) , John Cobos (School) , Keith Cowan (School) , Lynette Deuel (School) , Maria Burns-Rodriguez (School) , Scott Steel (School) , Tamara Carlisle (School) , Tania Lovato (School)

STRATEGY **3. Tier III Supports for Students in Math**

Scientifically research-based programs and/or intensive targeted intervention(s) to meet specific learning needs of students with disabilities as determined by individual IEPs.

Filing Cabinet Count	0	Budgeted	\$5,000.00
		Actual	\$5,000.00

ACTION STEP **Special Education Services**

BHS provides a continuum of services for tier III support ranging from pull out, moderate classroom inclusion assistance, to self contained behavioral or community based instruction classrooms.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/30/2017	Budgeted	\$5,000.00
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, NMIADP	Actual	\$5,000.00
Persons Responsible	Tamara Carlisle, John Cobos, Keith Cowan		

SCHOOL PLAN
BERNALILLO HIGH

GOAL **Strengthening Math Instructional Programs**

STRATEGY **3. Tier III Supports for Students in Math**

ACTION STEP **Special Education Services**

TASKS 0 of 1 Complete

PLC's	In Progress	Due 5/24/2013
Special Education staff will meet weekly to insure that the students academic and social needs are being met.		John Cobos (School) , Keith Cowan (School) , Tamara Carlisle (School)

STRATEGY **4. Professional Development to support Math**

Professional Development in Math for teachers and administrators aligned with the Common Core State Standards including: description of delivery, methodology, length, relationship to student achievement in math, evidence based, and follow up to professional development

Filing Cabinet Count 0

ACTION STEP **High Schools that Work (HSTW)**

HSTW will provide a series of trainings and workshops throughout the year with a focus on the Math design Collaborative (MDC) modules and best teaching practices.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/30/2017		
Timeline Notes	4 day intensive training with a consultant from a secondary school with proven results at his school.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Cathy Camargo, Keith Cowan, Lawrence Davis, Lynette Deuel		

TASKS 0 of 1 Complete

Train the trainer	In Progress	Due 5/24/2013
HSTW will train a teacher who will then train others.		Cathy Camargo (School) , Keith Cowan (School) , Lynette Deuel (School)

ACTION STEP **Training in October with Consultant**

GOAL Strengthening Math Instructional Programs

STRATEGY 4. Professional Development to support Math

ACTION STEP Training in October with Consultant

BHS will host an onsite training with all staff to include support for inclusion, best teaching practices and team building to support math.

Status	Completed 01/21/2013	Filing Cabinet Count	0
Start-End Dates	09/06/2012 - 10/15/2012		
Timeline Notes	This will be a 4 day intensive training with a consultant from a secondary school with proven results at his school.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Maria Burns-Rodriguez, Cathy Camargo, Tamara Carlisle, John Cobos, Keith Cowan, Lynette Deuel, Tania Lovato, Scott Steel		

STRATEGY 5. Collaboration Time for Math Teachers

Dedicated and scheduled time during the school day for data analysis and review to inform planning to delivery targeted instruction and support to students as needed.

Filing Cabinet Count 0

ACTION STEP PLC's

Departments will meet on a weekly basis to discuss student data, interventions, formative assessments and best teaching strategies. The PLC framework is aligned to the research conducted by Richard and Rebecca DeFor.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/30/2017		
Timeline Notes	Teams will meet weekly		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Cathy Camargo, Tamara Carlisle, Keith Cowan, Lawrence Davis, Lynette Deuel		

SCHOOL PLAN
BERNALILLO HIGH

GOAL **Strengthening Math Instructional Programs**

STRATEGY **5. Collaboration Time for Math Teachers**

ACTION STEP **PLC's**

TASKS 0 of 1 Complete

Data review/formative assessments	In Progress	Due 5/30/2017
PLC's will develop formative assessments and review data on a regular basis to inform instructional practices.		Cathy Camargo (School) , John Cobos (School) , Keith Cowan (School) , Lynette Deuel (School) , Maria Burns-Rodriguez (School) , Scott Steel (School) , Tamara Carlisle (School) , Tania Lovato (School)

STRATEGY **6. Monitoring of Math Program**

School administrators/designees monitor delivery of the specific program/curriculum to ensure that all classroom teachers adhere to the fidelity of the program.

Filing Cabinet Count 0

ACTION STEP **Classroom walk through and observations**

Classroom walk through and observations will occur on a weekly basis by all administrative staff.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/30/2017		
Timeline Notes	ongoing through out the year		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Norma Binder, Cathy Camargo, Tamara Carlisle, Keith Cowan, Lynette Deuel		

GOAL **Strengthening Math Instructional Programs**

STRATEGY **6. Monitoring of Math Program**

ACTION STEP **Classroom walk through and observations**

TASKS 0 of 3 Complete

Fundamental Five Walkthrough	In Progress	Due 8/16/2012
Walkthrough observation form will be used by administrative team to identify 5 key areas. The 5 areas include; essential question, student friendly objective, small group interaction, purposeful student engagement, teacher facilitation.		
Classroom observation	In Progress	Due 5/24/2013
Administrative team will conduct weekly observations focusing on classroom environment, teacher & student behavior, wow & wonder to provide constructive feedback.		
One to one support	In Progress	Due 5/24/2013
Instructional coaches will offer support to all teachers when needed in specific areas.		

STRATEGY **7. College and Career Ready (Grades 8-12)**

The school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

Filing Cabinet Count 0

ACTION STEP **Gear Up Initiative**

Gear Up coordinator and staff will facilitate activities to support graduation and post secondary education.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/30/2017		
Timeline Notes	On going		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, NMIADP		
Persons Responsible	Norma Binder, Cathy Camargo, Keith Cowan, Allan Tapia		

SCHOOL PLAN
BERNALILLO HIGH

GOAL **Strengthening Math Instructional Programs**

STRATEGY **7. College and Career Ready (Grades 8-12)**

ACTION STEP **Gear Up Initiative**

TASKS 0 of 1 Complete

College Day	In Progress	Due 10/3/2012
gear up personnel will work in conjunction with guidance counselors to promote a college day.		
		Keith Cowan (School) , Lynette Deuel (School)

ACTION STEP **CTE Programs/Career Pathways**

CTE and carer pathway programs will provide students opportunities after graduation in specific fields.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/30/2017		
Timeline Notes	Ongoing		
Tags	ELL, SpecialED, Parent, IndianEd		
Persons Responsible	Norma Binder, Cathy Camargo, Keith Cowan, Tania Lovato		

TASKS 0 of 4 Complete

MESA	In Progress	Due 11/10/2012
BHS will continue to sponsor and support , Math, Egeineering, and Science Achievment through competitions and meetings		
		Cathy Camargo (School) , Keith Cowan (School) , Lynette Deuel (School)
STEM Sisters	In Progress	Due 7/20/2012
BHS will support Science, Egeineering, Technology and Math through ongoing collaboartive work with Intel.		
		Keith Cowan (School) , Lynette Deuel (School)
Dual Enrollment	In Progress	Due 5/30/2017
Students will have the opportunity to earn dual credit with CNM in Financial Literacy, Algebra1 and College and Career readiness courses.		
		Cathy Camargo (School) , Keith Cowan (School)
ACT testing	In Progress	Due 5/24/2013
All juniors and Seniors will be offered the opportunity to take ACT several times a year.		
		Cathy Camargo (School) , Keith Cowan (School)

ACTION STEP **Dual Credit**

GOAL Strengthening Math Instructional Programs

STRATEGY 7. College and Career Ready (Grades 8-12)

ACTION STEP Dual Credit

Dual Credit course will be available to students through CNM and UNM.

Status	In Progress 11/26/2013	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/30/2017		
Persons Responsible	Keith Cowan		

STRATEGY Use of Data to Analyze Math

A dialogue around how student are performing to establish action steps needed to address gaps. Subgroup data are analyzed (describes facts, detects patterns, compares results and organizes data) and uploaded to the Web EPSS File Cabinet.

Filing Cabinet Count 0

ACTION STEP PLC's and Collaborative Teams

PLC's and collaborative teams will meet on a regular basis to evaluate short cycle and formative assessment as well as SBA data to make informed decisions regarding teaching and learning.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 05/30/2017		
Timeline Notes	ongoing		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Norma Binder, Keith Cowan, Lynette Deuel		

SCHOOL PLAN
BERNALILLO HIGH

GOAL **Effective Parent Opportunities**

Increase family and community involvement by 20% by May of 2015

Filing Cabinet Count 0

STRATEGY **PAC**

PAC meetings are held on a monthly basis to involve parents in the decision making process of BHS.

Filing Cabinet Count 0

STRATEGY **Parent/Teacher conferences**

Open house and parent/teacher conferences are offered in order to build positive relationships between the community and teaching staff.

Filing Cabinet Count 0

STRATEGY **Extra curricular activities**

Parents are encouraged to attend college/career fairs, chaperone school events and attend extra curricular activities such as art shows, band concerts, FFA events and athletic events.

Filing Cabinet Count 0

SCHOOL PLAN
BERNALILLO HIGH

GOAL Effective Educators and Leaders

BHS will promote a school culture of effective educators and leaders as represented by student achievement and outcomes.

Filing Cabinet Count 1

STRATEGY Teachscape

BHS will implement the state evaluation process twice per year.

Filing Cabinet Count 0

ACTION STEP Professional development

BHS administrative team will participate in a series of trainings and workshops to become familiar with the state evaluation process for teachers.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	08/25/2014 - 05/30/2017		
Timeline Notes	ongoing		
Tags	InstrAudit		
Persons Responsible	Keith Cowan, Lawrence Davis, Frances Martinez		

GOAL **Transformation**

AVID will be implemented at BHS for 9th and 10th grade. This infrastructure will promote school wide college readiness

Filing Cabinet Count	0
SEA Resources Available	2

STRATEGY **1. Use of Data**

Identify the systems in place to ensure timely and periodic access to data that includes:
omonitoring and evaluating student knowledge and skills,
oplanning for future educational programs
oadapting instruction to meet the needs of students
omonitoring student progress towards college and career goals
oidentifying students who may be at risk for dropping out of High school
(High School only)
omatching students to appropriate interventions to assure 85% or higher
graduation rates

Filing Cabinet Count	0
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STRATEGY **2. Providing Strong Leadership**

An effective leader with a record in improving student achievement and has the ability to lead the turnaround effort to achieve outstanding results and task-oriented actions required for success.

Action Steps:

are based on data and clearly articulate what everyone involved needs to do differently;
specify how the leader personally analyzed data to inform decisions, make clear logical plans that people can follow; and ensure that a strong connection between school learning goals and classroom activity;
specify how the leader has implemented a system to measure and report interim results often; and
specify how the leader reports progress and keeps the organization focused on high level goals.

Filing Cabinet Count	0
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STRATEGY **3. Effective Teachers**

Effective teachers demonstrate a set of behaviors they incorporate into their daily professional practice. these include:

a deep understanding of subject matter, learning theory, and student differences;
planning, classroom instructional strategies;
assessment of student understanding and proficiency with learning outcomes; and
ability to reflect, collaborate with colleagues.

Filing Cabinet Count	0
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SCHOOL PLAN
BERNALILLO HIGH

GOAL **Transformation**

STRATEGY **4. Redesigning Day, Week, Year**

Bernalillo High School will incorporate a 7 period day structure for the 201415 school year. All dual enrollment courses will be blocked as needed to allow for required hours. The 7 period structure will add additional teaching minutes to the day and overall school year.

Filing Cabinet Count 0

STRATEGY **5. Parent, Family and Community**

Ongoing mechanisms for family and community engagement including:
improving communication;
promoting positive parenting;
enhancing student learning;
increasing volunteerism; and
support decision-making through student advocacy.

Filing Cabinet Count 0

STRATEGY **6. School Safe Environments**

A school environment that improves school safety and discipline to include:
a positive, respectful classroom climate,
a culture where relationships, communication and collaboration are demonstrated within the school community; and
a safe and orderly environment conducive to learning.

Filing Cabinet Count 0

STRATEGY **AVID**

AVID will be implemented at BHS for 9th grade. This infrastructure will promote school wide college readiness.

Filing Cabinet Count 0

ACTION STEP **AVID Implementation**

SCHOOL PLAN
BERNALILLO HIGH

GOAL **Transformation**

STRATEGY **AVID**

ACTION STEP **AVID Implementation**

Three AVID courses will be offered to 9th grade students focusing on college readiness.

Status	In Progress 03/31/2017	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 05/30/2017		
Timeline Notes	Professional development will take place in June.		
Tags	CCSS, ELL		
Persons Responsible	Keith Cowan		

ACTION STEP **Tutoring**

Tutors will be a part of the AVID program assisting students in maintaining their notebook as well as keeping up in their academic classes.

Status	Not Begun 11/25/2013	Filing Cabinet Count	0
Start-End Dates	08/18/2014 - 05/30/2017		
Timeline Notes	On-going		
Persons Responsible	Cathy Camargo, Rebecca Cost, Keith Cowan		

SCHOOL PLAN
BERNALILLO HIGH

GOAL **Redesigning day, week, year**

Bernalillo High School will incorporate a 7 period day structure for the 2014-15 school year. All dual enrollment courses may be blocked to allow for required hours. The 7 period structure will add additional teaching minutes to the day and overall school year.

Filing Cabinet Count 0

SCHOOL PLAN
BERNALILLO HIGH

GOAL **Graduation Rate**

By May of 2015:
 Increase the graduation rate from 59% to 72% (State Avg)
 Decrease the dropout rate of 7% to 4%
 Decrease overall failure rate by 20% in all courses
 Increase overall attendance rate from 77% to 87%

Filing Cabinet Count 0

STRATEGY **Actions**

Improve home/school communication via Parent logs
 Utilize liaisons
 Guidance Dept. support
 SPARTAN advisement period (weekly)
 Scholarship application assistance-counseling
 Build strong staff/student relationships
 College visits
 GEAR UP support
 FAFSA workshops
 AVID implementations for 9th and 10th grades
 Dual enrollment opportunities (CNM/UNM/IAIA)

Filing Cabinet Count 0

TOTAL PLAN FUNDS:	\$0.00
Budgeted	\$5,000.00
Actual	\$5,000.00



BERNALILLO HIGH SCHOOL 2016-2017

“SPARTAN PRIDE”

148 Spartan Alley
Bernalillo, New Mexico 87004
School Phone: 867-2388
School Fax: 867-7826

This agenda belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____ ZIP CODE _____

PHONE _____

STUDENT NO. _____



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Bernalillo High School 2016-2017 Calendar

July

Registration 8:00AM – 4:00 PM

27 Senior Registration
28 Junior / Sophomore Registration
29 Freshmen Registration

August

15 Cultural Day
16 First day for students. Assembly
at 7:30, DJ lunch,
Party / Games
24 Gear up meeting with Freshmen
25 Staff and underclassmen
Photographs
26 HAHN Council Elections
30 PAC Meeting 6:00 PM

September

3 Saturday School 8 - 12
5 Labor Day-No School
8 College career fair
9 Freshmen Student Council
elections.
9 Progress reports sent home
9 Art show 5:30-7:00
10 ACT testing 8-12
12 Homecoming week begins
14 Half Day, No Students
15 Senior Parent Meeting 6:00
16 Spirit Assembly, Homecoming
game
17 Homecoming Dance 8-11
26 College Fair 1:15-2:30

October

6&7 Parent Teacher Conferences
8 Saturday School 8-12
12 Half Day
14 9 weeks ends
14 Senior Scholarship Workshop
14 PSAT 8-12

15 Saturday School 8-12
17 Red Ribbon Week
19 PSAT 8-12
20 Photo Re-Takes
22 ACT 8-12
25 PAC Meeting 6:00

November

1 Cultural Day, No School
5 Saturday School 8-12
8 Election Day
11 Progress Reports Sent Out
12 Hope for HAHN PowWow
14 Senior Meeting
19 Mr. and Ms. Native American
BHS
23-25 Thanksgiving Holiday- No
School

December

7 Half Day
8 Choir / Holiday Concert
10 Saturday School 8-12
10 ACT 8-12
14 -16 Mid-Term Exams
21 End of Quarter II
23 Half Day
26 – January 6 Winter Break

January

9 Students Return from Winter
Break
11 FASFA Night 6pm
12 Senior Parent Meeting 6:00 PM
13 Report Cards Sent Home
16 Dr. Martin Luther King Holiday
*** No School***
17 Winter Sports Photographs
20 Half Day
21 Saturday School 8-12
24 PAC meeting 6:00

25 Senior Scholarship Workshop
 27 Spirit Assembly, Recognition
 30 Senior ADC & EOC

13-21 Spring Break, no school
 25 Scholars Banquet
 29 Prom Date (Tentative Only)

February

1 Half Day
 4 Saturday School 8-12
 8&9 8th Grade Transition Day
 10 Senior ADC Portfolio
 11 ACT 8-12
 11 Saturday School 8-12
 18 Winter Ball 7-11
 20 President's Day*** No School***
 17 Pre-Registration

March

2 No School Parent/Teacher
 Conferences (pm)
 3 No School, Parent/Teacher
 Conferences
 5 Saturday School
 15 End of 3rd Quarter
 28 PAC Meeting 6:00 pm

April

8 ACT 8-12
 8 Saturday School 8-12

May

3 & 4 Senior Finals
 5 Makeup Senior Finals / Senior
 Checkout
 15 Spring Sports Banquet
 16 Senior Awards Night 6:00 PM
 17 Senior BBQ 12 – 3:00 PM
 Graduation Practice
18 GRADUATION 6:00 PM
 22 - 24 Underclassmen Finals
 25 - 26 Underclassmen Finals
 Make up
 30 Last Day for Students

June

5 Summer School Begins
 3 Report cards sent home
 11 ACT 8-12

July (Registration 8:00 – 4:00)

STUDENT PROGRESS REPORTS

Students will receive four progress reports, approximately midpoint of each quarter. Students will receive final grades at the end of each semester.

GRADING PERIOD	
1 st Quarter	8/16-10/14
2 nd Quarter	10/17-12/21
1 st Semester	8/16-12/21
3 rd Quarter	1/9-3/15
4 th quarter	3/16-5/31
2 nd Semester	1/9-5/31

BERNALILLO HIGH SCHOOL PHONE NUMBERS

Administration	404-5143	Principal	Keith Cowan
	404-5151	Vice Principal	Larry Davis
	404-5149	Asst. Principal	Frances Martinez
	404-5144	Athletic Coordinator	Terry Darnell
Counseling	404-5225	Counselor 11th/9 th M-Z	Ben Lukoski
	404-5224	Counselor 12 th	Monique Anderson
	404-5250	Counselor 10th/9 th A-L	Julia Straight
Support Staff	404-5150	Principal's Secretary	Melissa Gonzales
	404-5146	Secretary	Grace Garnand
	404-5147	Bookkeeper	Erica Chavolla
	404-5148	Registrar	Angel Perez
	404-5100	Receptionist	Joan Buenaventa
	404-5145	Athletic Secretary	TBD
Cafeteria	404-5219	Head Cook	Maria Calderon
Day Care	404-5226	Coordinator	Viola Jaramillo
Campus Supervision		SRO	Officer Calcutt
		Security Aide	Floyd Jaramillo
		Security Aide	Leonard Manzanares
		Security Aide	TBD

TITLE IX DECLARATION

Title IX Policy of Nondiscrimination on the Basis of Sex

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education program or activities, which receive Federal financial assistance. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance".

Bernalillo Public Schools supports Title IX. Bernalillo Public Schools values diversity and does not discriminate on the basis of race, color, sex, national origin, disability, age, or sexual orientation in its programs and activities. Anyone who believes that they have been subjected to sex-discrimination under any educational program or activity sponsored by Bernalillo Public Schools can download a copy of the Bernalillo Public Schools Title IX Complaint Form from the district website: http://www.bernalillo-schools.org/pages/Bernalillo_Public_Schools

All forms should be turned in to:

Bernalillo Public Schools
Attn: Mr. Larry Davis
148 Spartan Alley
Bernalillo, New Mexico 87004
Telephone: 505-867-2388 (FAX) 505-867-7826

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Parents have the right of inspection of any instructional materials that may be involved in the evaluation surveying or analysis funded by the United States Department of Education (ED) in which their children are involved.

Schools and contractors must also obtain written parental consent before minor students are required to participate in any ED funded survey analysis for evaluations regarding information concerning:

1. Political affiliations
2. Mental and psychological problem
3. Sex behavior and attitudes
4. Illegal, anti-social, self-incriminating, and demeaning behavior
5. Critical appraisals of individuals with whom respondents have close family relationships
6. Legally recognized privileged relationships such as those of lawyers or clergy
7. Income (other than required for eligibility of federal programs)

If you believe these rights under PRPA have been violated, you may file a complaint with PED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact providing reasonable cause to believe that a violation of PRPA occurred.

Family Educational Rights and Privacy Act (FERPA)

FERPA protects the educational records of students and provides parents and eligible students with the right to request a change in students' records. Schools retain the right to disclose pertinent information to parties that have a legitimate interest in the records of the individual.

Student Concerns, Complaints, and Grievances

Bernalillo High School has established procedures whereby students may present a complaint or grievance regarding a violation of their constitutional rights, equal access to programs, discrimination, harassment, intimidation, bullying or personal safety. To file a complaint please visit the school website at: http://www.edline.net/pages/Bernalillo_High_School/Parent_Resources/Important_Forms

1.1 BHS Motto *“Excellence is the Standard”*

1.1.1 Bernalillo High School Vision

Striving for Excellence

1.2.1 Bernalillo High School Mission

Bernalillo High School will ensure the opportunity for excellence of the whole individual through an educational environment, which encourages achievement, life long learning, and global responsibility.

1.3.1 Student Rights and Responsibilities

All students have the right to a free and appropriate public education. At the same time, **students have the responsibility to conduct themselves in a manner which makes it possible for them and others to receive that education. All students are required to have school identification (ID) card at all times while on campus. This includes extracurricular and athletic events.**

2.1 Discipline Policy

2.1.1 DISCIPLINE POLICY

The discipline policy addresses disruptive conduct. This is defined as conduct that disrupts the educational process, constitutes a health or safety hazard, is in violation of state or municipal law, or is in violation of school rules and board policies. BHS will implement a positive behavior intervention support model (PBIS). The focus of PBIS is to identify appropriate conduct/behavior for students with the focus of changing inappropriate behavior and encouraging appropriate behavior.

2.1.2 SEARCHES

Administrative personnel have the right to search or to request the search of a student when there is reasonable suspicion. They may also conduct or request random and periodic searches of backpacks, bags, lockers, vehicles, classrooms and buildings. If any illegal substances, stolen property, or weapons are found, they will be confiscated and proper legal action taken.

Bernalillo Public Schools has authorized the use of canines for the purposes of detecting any illegal or unauthorized substances or objects on school property or in vehicles on school property.

Based on reasonable suspicion, preliminary breath tests, saliva tests, and other non-invasive types of drug/alcohol testing may be given to students to establish levels of drug/alcohol consumption for the student's safety and the safety of staff.

2.1.3 PERSONAL PROPERTY

Skateboards/roller-blades/skates/scooters and roller-shoes are not allowed for use on campus due to concerns for safety and security. Video Cameras, TV's, squirt guns, shaving cream and suspicious packages are not allowed on campus. This is NOT an inclusive list.

Cellular phones and other personal electronic devices are **not allowed** to be used on campus during instructional class time, drills, and assemblies. Use of these items will be restricted to the following times:

- Mornings prior to the (First Bell)
- During assigned lunch periods
- After 2:26 PM (Dismissal Bell)

External / Amplified Speakers are NOT allowed on campus

Electronic devices MAY NOT be loud enough for anyone to hear outside the listener.

At no time will use of electronic devices be permitted **during class**. **Failure to observe these guidelines may result in confiscation of the electronic device(s) to include Suspension of privileges for the remainder of the academic school year.** Items confiscated will be returned to the parents or **legal guardians of the student on Wednesday from 3:00- 4:30 pm ONLY.** Students and parents must make note that confiscated electronic devices and personal property are **not** the responsibility of BHS administration or staff in the event of Suspension or theft. **Any unclaimed items, after 10 days of confiscation, may be donated to a charitable organization.** Use of any privately owned property (i.e. phones, MP3 players, vehicles...) are used on campus **at your own risk**. Damage or theft of private property must be reported to administration for informational purposes **ONLY** and possible recovery. Recovery of stolen private property is a police issue and the proper law enforcement agency should be contacted by the alleged victim(s).

2.1.4 CAMPUS SECURITY AIDES / SCHOOL RESOURCE OFFICER (SRO)

Campus security aides are employed by the Bernalillo Public Schools and are assigned to the high school for security purposes. These aides have the authority to correct disruptive behavior, stop vehicles on campus, direct student driving and vehicle parking, to keep the students parking lot free from vandalism, and other roles as assigned by the administration. The School Resource Officer (SRO) has the jurisdiction to enforce all school rules, state statutes and laws.

2.1.5 IN-SCHOOL SUSPENSION (ISS)

BHS has developed an In-School Suspension (ISS) program to provide assistance, time out, and /or counseling for those students having problems with their school behavior and violation of infractions. In School Suspension will be in a self-contained classroom with an In School Suspension coordinator.

ISS is available every day from 1st through 7th periods, including lunch. Students may be assigned supplemental literacy and numeracy class work in lieu of assignments. Students will not be permitted to work on in class assignments while in ISS.

Learning Lab is an alternative to the suspension setting and is designed for students to continue their regular classes in a controlled environment. Students assigned to the Learning Lab will be sequestered for the duration of the prescribed suspension. Failure to abide by all rules of ISS or Learning Lab may result in an out-of-school suspension.

2.1.6 OUT-OF-SCHOOL SUSPENSION (SUSPENSION)

Students who are suspended from Bernalillo High School are prohibited from being on the campus or in attendance at any school activity or event for the duration of their suspension. Students who come onto campus during a SUSPENSION will be subject to arrest and prosecution as well as additional school consequences. Students will be given a specific date and time for reinstatement to BHS. Parent/guardian must accompany the student during this reinstatement conference. Assignments can be made up with Instructors while on suspension.

2.1.7 LUNCH DETENTION (LD)

Lunch Detention will occur immediately at the start of lunch. Students are to report to ISS (or other location as determined by administrator or principal's designee) and sign in. Once in lunch detention, students will be subject to intervention strategies and possible assessment strategies in order to successfully complete the assigned lunch detention. Lunch detention will conclude when the administrator or principal's designee releases. All students will have enough time to eat lunch.

2.1.8 Level 1 Infractions

Minor infractions (Level 1) include, but are not limited to the following:

LEVEL I INFRACTIONS	1st Offense	2nd Offense	3rd Offense
General Disruptive Conduct (rudeness, horseplay, acting disrespectfully, dishonesty, etc.)	1 Day Lunch Detention & Parent Contact by Instructor	Discretion of Site Principal or Administrative Staff	Discretion of Site Principal or Administrative Staff
Ditching Class (On campus)	1 Day Lunch Detention & Parent Contact by Instructor	2 Day ISS	3 Days ISS (4 offenses progresses to Level II)
Inappropriate display of affection	1 Day Lunch Detention & Parent Contact by Instructor	2 Days Lunch Detention, Referral to Counseling & Parent Conference	Progresses to a Level II Consequence
Littering any parking lot or any area of campus	1 Day Lunch Detention Campus Cleanup	3 days In School Campus Cleanup	5 days After School Campus Cleanup
Use of electronic devise during unauthorized time periods of the school day (includes using as a timepiece, calculator, etc.) (Phones, CD/MP3 players, pagers, audio equipment, external/amplified speakers, and other electronic devices also in category)	Confiscate cell phone (item). Parent/Guardian may pick up.	Confiscate cell phone (item). Parent/Guardian may pick up only from Administration; Student is no longer allowed devices on campus for a specified length of time.	Progresses to a Level II Consequence
Tardy	Formal Warning 1 st week of Lunch Detention; Continued Contact by Instructor with intervention plan Tardies 1-3	Intervention Plan review with parent during a one-on-one conference with Instructor Tardy #4	Review of Intervention plan and Instructor's documentation with administrator, student, parent, and Instructor

Parents will be called and/or notified regarding all infractions. In some cases, the parents will be requested to conference with the teacher, counselor and/or administrator. Some situations will require referrals to social service agencies, mental health counselors, substance abuse counseling and other types of referrals, including the police. The consequence of "Campus Cleanup" and "Parent Shadowing" may be implemented for any Level I, Level II, or Level III infractions as needed. This consequence is determined by Administration.

2.1.9 Level II Infractions

Moderate infractions (Level II) include, but are not limited to the following:

LEVEL II INFRACTIONS	1st Offense	2nd Offense	3rd Offense
Chronic Infractions from Level I	In School Suspension (ISS)	In School Suspension	<i>Progresses to a Level III Consequence</i>
Insubordination/Disrespect to Administration or Staff	In School Suspension: Parent contact by instructor.	2 days In School Suspension	3 Days ISS (4 offenses progresses to Level III)
Leaving campus without permission	In School Suspension	3 Days ISS	<i>Progresses to Step 2 of Level III consequences</i>
Use of tobacco products at school or school sponsored event. Any electronic apparatus that simulates the act of smoking; examples electronic cigarettes, cigars, etc...	Lunch Detention & Referral to RAC	3 Days ISS	4 offenses progresses to Level III
Consenting, Self-infliction or contributing to intentionally harming oneself or others.	2 Day ISS, Parent Conference, & Referral	3 Day SUSPENSION & Licensed Medical Professional Release to return to school.	

Students committing any Level I – IV violation at the end of the school year are subject to the full scope and consequences of the BHS discipline policy at the onset of the upcoming school year.

2.1.10 Level III Infractions

Severe infractions (Level III) include, but are not limited to the following:

LEVEL III INFRACTIONS	1st Offense	2nd Offense	3rd Offense
Chronic Infractions from Level II	2 Days SUSPENSION	5 Days SUSPENSION	<i>Progresses to Level IV</i>
Fighting or Instigating a Fight (This includes watching a fight and \ or recording a fight)	2 days SUSPENSION & referral	5 days SUSPENSION & referral	<i>Progresses to Level IV</i>
Verbal abuse of/or toward staff members (profanity). This includes any adult staff member.	2 days SUSPENSION	5 days SUSPENSION	<i>Progresses to Level IV</i>
Disrupting a school activity (field trip or school sponsored event)	2 days SUSPENSION (Removal from event and suspension from like events for the remainder of the semester)	5 days SUSPENSION (Removal from event and suspension from all extra events for the remainder of the school year)	9 Day SUSPENSION <i>4 offenses progresses to Level IV</i>
Personal substance abuse (consuming/possession) under the influence of alcohol, drugs or other controlled substances and/or paraphernalia)	2 days SUSPENSION & RAC referral	5 days SUSPENSION & referral to RAC	<i>Progresses to Level IV</i>
Sexual Harassment/ Harassment/ Bullying/ Cyber Bullying (to include physical or verbal threats or intimidation toward another student).	Administrative discretion pending the nature of the incident. All intervention and law enforcement options possible. 1 – 4 Day Suspension	5 Days SUSPENSION/Referral to RAC	9 Days SUSPENSION <i>(4 offenses progresses to Level IV)</i>
Sexual Misconduct	Administrative Discretion pending the nature of the incident. All intervention and law enforcement options possible. 1 – 4 Day Suspension	5 Days SUSPENSION/Referral to RAC	9 Days SUSPENSION <i>(4 offenses progresses to Level IV)</i>
Vandalism (involved in altering, defacing or destroying school or private property, including technology)	2 days SUSPENSION, referral & restitution	5 days SUSPENSION, referral & restitution	<i>Progresses to Level IV</i>
Using incendiary devices	2 days SUSPENSION, referral & restitution	5 days SUSPENSION, referral & restitution	<i>Progresses to Level IV</i>
Theft/Extortion	2 days SUSPENSION, referral & restitution	5 Days SUSPENSION, referral & restitution	<i>Progresses to Level IV</i>
Inappropriate use of technology (viewing or distributing inappropriate material). Violating AUP.	2 days SUSPENSION, ISuspension of Internet privileges for remainder of school year.	5 days SUSPENSION	9 Days SUSPENSION <i>(4 offenses progresses to Level IV)</i>

Intimidating or threatening a staff member	Immediate removal from campus, SUSPENSION determined by administrator, police report filed		
Making bomb threats/false 911 calls / pulling alarms falsely	Immediate removal from campus, SUSPENSION determined by administrator, police report filed	Expulsion Hearing & Police Report Filed	
Hate Crimes – Including hate speech/language based on gender, race, ethnicity, or sexual identity	Investigation outcome will determine suspension, immediate removal from campus	3 days SUSPENSION & Referral	<i>Progresses to Level IV</i>
Physical Hazing/Bullying	Investigation outcome will determine suspension, immediate removal from campus	3 days SUSPENSION & Referral	<i>Progresses to Level IV</i>
Involvement in cheating or plagiarism	Investigation will determine administrative sanction, Parent / Teacher conference mandatory	2 days In School SUSPENSION	<i>Progresses to Level IV</i>
Misuse of or falsifying any official document or communication (including pass, ID, progress report, call or note to excuse absence, parent signature, etc.)	Investigation will determine administrative sanction, Parent conference mandatory	2 Days In School SUSPENSION	Long Term Suspension Hearing
Failure to comply with disciplinary consequences	Suspension determined by level of consequence and student actions	Progresses to Level IV	

2.1.11 Level IV Mandatory Hearing For Long Term Suspension or Expulsion

Some infractions are so severe that they require a formal hearing with the Bernalillo Public Schools Hearing Officer per regulations of the School Board. The result of the hearing may be long-term suspension that is for any period longer than ten days and may be for the remainder of the school year. The results of the hearing may also be permanent expulsion from the Bernalillo Public School District indefinitely.

LEVEL IV INFRACTIONS	Mandatory Hearing
Chronic Infractions from Level III	
Battery/Assault – blatant and/or malicious infliction of great bodily/or emotional harm to any person on campus. Criminal charges will be filed.	
Manufacturing/Sale/Trafficking/Exchanging Drugs, Alcohol, Weapons or hazardous materials	
Possession of Dangerous Weapon – being in possession of any weapon, which may include a firearm, gun, knife, taser or stun gun, ammunition, dangerous chemical or any item that can cause serious physical harm. This includes possession on the person, in the vehicle, locker, or any other personal property. Criminal charges will be filed. The administration has the right to make random, periodic and unannounced searches.	

* **Habitually Disruptive Behavior:** Defined as a student who fails to comply with consequences or is a disruption in the classroom, on campus, in school vehicles, at school activities, or any other event at least 5 times during the school year for behavior which is initiated, willful and overt and which requires the attention of school personnel to deal with the disruption.

2.1.12 WEAPONS

For the purpose of Bernalillo High School, a “weapon” is any firearm, knife, explosive or other object even if manufactured for a nonviolent purpose that has a potential violent use. Additionally defined, as a “weapon” is any “look-a-like” object that resembles an object that has a potentially violent use if under surrounding circumstances the purpose of keeping or carrying the object is for use, or threat of use as a weapon.

2.1.13 DISCLAIMER

Administrators will have the right to exercise change(s) of consequences pending individual or group circumstances regarding violation of various discipline infractions. Student(s) who simultaneously violate multiple infractions will experience severe and compounding consequences. Student(s) who violate infractions more than twice will be subject to the administrative consequences of a severe and compounding nature, including suspension long-term suspension or expulsion. Any appeal of site administration must be submitted in writing to the Superintendent of the Bernalillo Public Schools.

3.1 Dress Code Policy

3.1.1 BHS DRESS CODE RULES

In order to promote the educational process and to ensure the health and safety of staff and students, Bernalillo High School expects each student's appearance, mode of dress and/or cleanliness to demonstrate good taste and modesty. **The administration will have ultimate responsibility and authority for all issues pertaining to the dress code policy.**

To implement the above standards, the following regulations will be in effect for students when on school property or when representing the school at academic, social, and/or athletic events and all off-campus activities. The dress code policy applies during all school days, school activities, and field trips. The dress code policy for students in extra-curricular activities may be subject to more stringent dress code.

All Students at BHS:

- **All clothes must fit properly and be the appropriate size.**
- **Pants** – Pants, shorts, and skirts must be of an appropriate size for the educational environment. Clothing that is too large or small will be determined by administrative staff on an individual basis. Clothing that is deemed to be related to gang-like and/ or anti-social attire will not be allowed. This includes pajama bottoms. Pants may not have large holes or show excessive skin.
- **Shirts** – Shirts must be the appropriate size and should not hang lower than the upper hip when un-tucked or bear any mid drift. (Per Administrative Discretion) Spaghetti straps are not permitted.

T-shirts – Any Bernalillo High School or Bernalillo Public School related shirt will be allowed. All other T-Shirts are permissible as long as they are not affiliated with anything deemed inappropriate by site administration.

- Shorts, skirts, skorts, or pants shall not be excessively long or short. Determination will be made by administrative staff
- Shirts must be the appropriate size and should not hang lower than the upper hip when untucked.
- **Jackets** - must be appropriately sized. If a jacket is worn in any building on the BHS campus it must remain unzipped, unbuttoned, or unfastened.
- **Belts** - if worn, must be in belt loops and not hanging – no logos, symbols, or spikes.
- **No** bandanas, do-rags, or hairnets. All other headgear may be worn properly and only outside any school structure. Properly worn headgear will be determined at the discretion of site administration.
- **Shoes** – must be worn at all times. Slippers or house shoes are not permitted.
- **No** spiked jewelry or chains, including wallet chains.
- Clothing, tattoos, or accessories that advertise, display, or promote drugs, alcohol, tobacco, the occult, violence, weaponry, profanity, hate, bigotry towards any group, sexual innuendo, and items of an obscene nature are **NOT** permitted.
- Clothing, logos, and/or colors determined/suspected to be gang related are **NOT** permitted. (As recognized by the New Mexico Gang Task Force.)
- No team affiliation clothing. The only team to be represented on the Bernalillo High School campus will be the Bernalillo High School Spartans.
- Dress Code Violations are still violations even when covered by coats/jackets/hoodies/etc. and will be treated as such by staff and administration.

The administration will have ultimate responsibility and authority for all issues pertaining to the dress code policy. Any student wearing clothing deemed inappropriate by administration will be required to change their dress. Failure to change dress will result in student's removal from the site.

****Certain Lab classes may require a stricter dress code due to safety concerns.**

Updated 1 May 2015

3.1.3 CONSEQUENCES FOR VIOLATION OF THE DRESS CODE

1st – 3rd offense –

- Students will immediately correct their inappropriate attire by changing into school provided clothing if necessary. Student may call home for change of clothing.
- Students will return to class after changing into appropriate attire or sent to ISS if clothing cannot be changed.
- Contact parent/guardian by phone.

4th offense – student may be placed in ISS, or assigned SUSPENSION.

Any absences from class due to dress code violations will be considered unexcused. If student refuses to change into appropriate clothing, the may result in severe administrative action.

4.1 Student Vehicles

4.1.1 STUDENT VEHICLES

Driving a vehicle on the BHS campus is a privilege, not a right. This privilege may be revoked at the discretion of BHS Administration. Violators of driving privileges are subject to having vehicles towed.

Students must register their vehicles to park on campus during the school day. **Registration requires that the student show proof of insurance, vehicle registration, valid driver's license (no learner's permit), and pay a \$15 (non-refundable) parking fee for the first vehicle. Stickers for additional vehicles will be \$5 (non-refundable) each. Parking permits issued during the spring semester will be \$10 (non-refundable) for the first vehicle and \$5 (non-refundable) for each sticker thereafter.** A current parking sticker must be displayed on the vehicle at all times and students must park in their assigned parking space. Failure to park in your assigned location will lead to loss of driving privilege.

Replacement cost for misplaced, lost, or stolen parking sticker will be an additional \$10 (non-refundable) parking fee.

Students may park only in their numerically assigned parking space in the student parking lot. Parking will be randomly assigned. The school reserves the right to search any vehicle and its' contents on campus at any time.

4.1.2 The school district is not legally or financially responsible for any accident, vandalism, or unforeseen circumstances like fire, theft, or other damage to automobiles or other vehicles, which are parked or operated on school property. Students bring vehicles to school solely at their own risk

**Speed limit on
SCHOOL GROUNDS IS 5 MPH**

4.1.3 Parking Violations

Parking Violations include parking improperly (not in assigned spot), speeding, driving recklessly. This is not an inclusive list. The following consequences apply:

Parking	Reckless*
1 st \$20 2 nd \$30 3 rd \$50	\$50 and Evaluation of driving privilege
	*Includes Speeding

Speeding may be defined as driving too fast for the conditions (weather, traffic, and/or pedestrian). This is not an inclusive list. Radar is not necessary to determine speed.

4.1.4 Students are not to loiter in the parking areas at any time.

4.1.5 Littering any parking lot or any area on campus will result in cleaning the entire lot or area by those involved.

4.1.6 School Entry and Exit

Bernalillo High School has an access gate on the south side of the campus from Spartan Alley. Student, staff and visitor parking is all available through this access gate. Please be prepared to stop at the guard shack to show valid driver's license and to state purpose for coming on campus.

D-Gate is the farthest Northern Gate. D-Gate is only used for busses entering the campus.

5.1 Attendance Policy

Bernalillo High School Staff and Teachers ask that parents limit the number of checkouts and consider the reasons for checking students out of class. Any time spent away from classroom activities negatively influences a student's education, learning, and eventually their grade.

5.1.1 ATTENDANCE

All students shall be expected to attend school as many days as school is in session in accordance with the Compulsory Attendance Laws as found in the New Mexico Statutes Annotated 22-12-2 and 22-12-7 NMSA (Being Laws 1967, Chapter 16, Section 170 and 175 as amended). Bernalillo Public Schools utilizes the Sky-Alert Messaging System to inform families of absences and special occurrences. Families also have access to our Student Management System (PowerSchool) to monitor student attendance. *Please contact the Registrar for log-in information.*

5.1.2 *A student's absence is defined as a student not being present in his/her classroom (or school designated location) during an assigned period.*

5.1.3 District Attendance Procedures

- Excused absences are for death in family, illness, family emergencies, doctor appointments, and cultural events.
- After three (3) days and five (5) days of unexcused absences, verbal notification from the teacher along with written notification will be provided to the parent/guardian by school personnel.
- After seven (7) days, a formal letter will be provided to the parent/guardian from the high school administration, with a copy to appropriate pueblo governors. The letter will ask that the parent and student meet at the school at a specified time to develop an attendance contract. This notarized contract will spell out consequences, desired changes, and improvement expected. The contract will include:
 1. Possible credit loss
 2. Attendance contract
 3. Formal written warning

Ten (10) days of consecutive unexcused absences will result in a student being dropped from school due to non-attendance. Should the student choose to return to school, he/she must make an appointment to meet with the appropriate administrator and re-enroll as a new student. After 10 days of unexcused absences from any class, the student will not earn any credit, and will not be eligible for a grade, but will receive a designation of "NC" (no credit) for that class. Parents/Guardians will be notified via US registered mail stating the number of missed classes and the appeals procedures.

Following ten (10) days of unexcused absences the school will make a formal referral to Juvenile Probation Office (JPO). The case can be taken to protective services division of Children, Youth, and Families (CYF).

5.1.4 House Bill 106

As stated in House Bill 106 and Sections 22-12-7 and 22-12-8 NMSA 1978:

- (1) "Habitual truant" means a student who has accumulated the equivalent of ten or more unexcused absences within a school year;
- (2) "Truant" means a student who has accumulated five unexcused absences within a twenty-day period; and
- (3) "Unexcused absence" means an absence from school or a class for which the student does not have an allowable excuse pursuant to the Compulsory School Attendance Law or rules of the local school board or governing authority of a private school.

If unexcused absences continue after written notice has occurred, the student shall be reported to the probation services office of the judicial district where the student resides for an investigation as to whether the student shall be considered to be a neglected child or a child in need of supervision and thus subject to the provisions of the Children's Code.

If, after review by the juvenile probation office where the student resides, a determination and finding is made that the [nonattendance] unexcused absences by the student may have been caused by the parent, guardian or one having custody of the student, then the matter will be referred by the juvenile probation office to the district attorney's office or any law enforcement agency having jurisdiction for appropriate investigation and filing of charges allowed under the Compulsory School Attendance Law. Charges may be filed in magistrate court or district court. A hearing officer may hear charges filed in district court.

Making Up Work – A student who is absent is required to make up work. The student will have 48 hours to make up work for each day of excused absence unless given more time by the teacher. (ex. Students will have four days to hand in work if he/she missed two days of school due to an excused absence). **It is the responsibility of the student to request make-up work from the teacher upon return.**

For unexcused absences, a student may request make up work from the teacher, but work will be given at teacher discretion.

5.1.5 STUDENT CHECK OUT POLICY

In a continuing effort to protect our students and ensure their safety, Bernalillo High School will maintain the policies set forth by the State of New Mexico and the Bernalillo Public Schools pertaining to student checkout from school.

- **All student checkouts must be done in person by the child's legal parent/guardian. The receptionist on duty will ask for a photo ID of the parent/guardian.**
- **Failure to produce a valid ID will result in not being able to check out a student.**
- In the case of an emergency (which will be determined by the BHS administration), students may be checked out in person only by the person/s designated on the student's checkout form.

- Any student (including students who are 18 years of age or older) **will not** be allowed to check themselves out from school for any reason. Students who are legitimately living on their own must be able to provide proof of this by producing legal documentation to this effect.
- Upon a late arrival, parents/guardians must physically check their student in to school in the attendance office in order for their student to be excused.

The above policies are not meant to inconvenience parents/guardians in any way. These policies are only meant to provide for a safe and secure environment for all of the student body at Bernalillo High School.

5.1.6 Tardy Students

Tardy means arriving after the bell has sounded. Tardy sweeps and consequences will be enforced.

6.1 Enrollment Information

6.1.1 IMMUNIZATIONS

All students must provide proof of immunization to lawfully enroll in a public school in New Mexico. All students who are new to the district must provide proof of immunization at the time of enrollment. There will be no conditional enrollment period. Proof of the following immunizations must be provided:

DPT (Diphtheria, Pertussis, Tetanus) series of three (3) and boosters, as required.
 Polio - series of three (3) and boosters as required
 Measles (10 day and 3 day) - one (1) vaccination

Students requesting medical or religious exemptions must bring verification of exemption at the time of enrollment. Exemptions must be renewed each year prior to enrollment.

6.1.2 IDENTIFICATION OF LEGAL PARENT/ LEGAL GUARDIAN

All students admitted to BHS must list their legal parents and/or legal guardians on official school documents. This includes even students who do not reside in the home of their legal parents and/or legal guardians. Legal parents and/or legal guardians may designate others, under a power of attorney, to be guardian of their child(ren) in order to enroll them at BHS. A copy of this legal document must be on file in the Principal's Office. Several emergency phone numbers and names will be helpful in case of emergency.

6.1.3 STUDENTS 18 YEARS OF AGE

Public schools in New Mexico are not obligated to enroll students 18 years of age or older.

6.1.4 ENROLLMENT / TRANSFERS

Any student who lives within the Bernalillo School District boundaries may enroll at the high school with proof of residency (utility bill in parent/legal guardian name with address within district boundaries). Transcripts from transfer students will be analyzed by BHS administration to determine placement and accepted credits.

Enrollment or re-enrollment may be denied by an administrator based on the following:

- The student seeking enrollment or re-enrollment has been "Dismissed", "Long-Term Suspended" or "Expelled" from another school district during the previous 12-month period.
- The student's behavior in any district during the previous 12-month period makes the student's enrollment or re-enrollment detrimental to the welfare or safety of other students or personnel.

6.1.5 DISENROLLMENT

Students who are withdrawing from BHS must be accompanied by a legal parent/legal guardian who will verify the following information during an exit interview:

- Reason for withdrawal
- Transfer destination
- Date of withdrawal
- Parents must sign the appropriate forms. If disenrollment is approved, the student will receive instruction on checkout procedures. Students must go to the library to return all school texts, library books and pay any fines which have been incurred.

All disenrollments will be followed up by school personnel to confirm that the students, if under 18 years of age, have reenrolled in a school within ten (10) days of the BHS disenrollment.

Students may be disenrolled for other reasons, such as:

- Expulsion for disciplinary reasons
- Violation of compulsory attendance law

6.1.6 EARLY WITHDRAWAL

The Withdrawal Form is available in the Counseling Office. All requests must be in writing, must clearly identify the rationale for early withdrawal, and must be signed by an administrator. The parent must come to the school on the student's last day of classes and sign the Withdrawal Form.

The decision for early withdrawal remains with the parents, but both parents and students should realize that a reduction in grade may occur due to missed work and class participation. The student may also experience a suspension of credit.

A student who withdraws from BHS and does not re-enroll in BHS or another high school within ten (10) school days may receive 'No Credit' from BHS for that semester.

During the last three weeks of a school semester, only those early withdrawals that are absolutely essential and constitute emergency situations will be approved.

When students withdraw from school, they must turn their books in to the library in order to clear their records. Grades and transcripts are withheld until book fines for damaged or lost books are paid in full.

7.1 Schedules / Schedule Changes

7.1.1 SCHEDULES

All students will be issued a schedule based on their educational and career goals, their Next Steps Plan, their specific requests, and the classes that are available.

7.1.2 Schedule Changes

A valid reason will be necessary to change a schedule. To request a schedule change, students must file a written request with their counselor stating the class(es) they wish to drop, the class(es) they wish to add, and the reason for the change. A parental signature is required prior to any schedule change. A conference with the teachers, the student, and the counselor may be scheduled in a timely manner as related to the schedule change. An administrator must approve the final decision of any schedule change(s).

There will be no schedule changes after the tenth day of each semester.

A student who switches class(es) without following the proper procedure may receive an "NC" (no credit) in both classes. Final decision will be determined by the site principal.

7.1.3 DIPLOMAS / CERTIFICATES

The Bernalillo Board of Education will issue a high school diploma to students who meet all state and local graduation requirements and who have passed the Standards Based Assessment (or other State required exams) by the end of their senior year. (Section 22-2-8.4 NMSA 1978).

7.1.4 SENIOR FAILURE POLICY

The classroom teacher shall notify parents/guardians and seniors each week during the last nine-week grading period if a senior student is in danger of failing and not meeting graduation requirements established by the Bernalillo Board of Education.

During the Fall and Spring semesters of a student's Senior year, a Senior Fail List will be submitted every three (3) weeks to the Principal's office. During the last nine-weeks of the senior year; a senior fail list will be submitted every week to the Principal's office. The principal, senior counselor, and classroom teacher(s) may hold conferences with the student and parent/guardian to determine a corrective plan of action.

It is each student's responsibility to continually check with their teacher regarding grade status, especially if failure is due to an in school or out of school suspension.

All finals must be completed during Senior Finals. Since the score on the final can have a major effect on the final grade in each class, some students will be notified after finals that they **DO** or **DO NOT** meet graduation requirements due to a class or classes not passed.

7.1.5 Student Failure Policy

Parents/guardians and 9th, 10th, and 11th graders shall be notified by the classroom teacher if a student is in danger of failing and not meeting graduation requirements as established by the Bernalillo Board of Education.

During the Fall and Spring semesters, a Student Fail List will be submitted every three (3) weeks to the Grade Level Principal's office. The grade level principal, grade level counselor, and classroom teacher(s) may hold conferences with the student and parent/guardian to determine a corrective plan of action.

It is each student's responsibility to continually check with their teacher regarding grade status, especially if failure is due to an in school or out of school suspension.

7.1.6 Grade Promotion

Grade classification is determined by the number of years a student is in school.

Freshmen	9 H1
Sophomore	10 H2
Junior	11 H3
Senior	12 H4

Students are required to have 26 credits for the class of 2015 and beyond.

The normal load for a BHS student is 7.0 credits (7 classes) per year or 7 credits (7 classes per year). Seniors must take a minimum of 5 classes.

One (1.0) additional credit may be earned through summer school, evening school, or correspondence school. The maximum number of credits a student may earn, without special permission, is 7 credits per year or 4 credits per semester. The principal must give special permission if a student wishes to exceed this credit load.

<p>FALL SPORTS Football Cross Country (Boys/Girls) Soccer (Boys/Girls) Volleyball (Boys/Girls) Golf (Boys/Girls)</p> <p>WINTER SPORTS Basketball (Boys/Girls) Wrestling</p> <p>SPRING SPORTS Track (Boys/Girls) Softball Baseball Golf (Boys/Girls) Tennis (Girls)</p> <p>YEAR ROUND Cheerleading</p>
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7.1.7 GRADES/ SCHOLARS/ACADEMIC LETTERS

Letter grades and credits will be issued in classes where requirements have been met. Those students who successfully complete the Pre-AP and Advanced Placement (AP) classes will receive 0.5 points higher for each semester grade earned. A senior with a GPA of 3.75 or higher for seven consecutive semesters will be recognized as a BHS Scholar. Academic letters can be earned by students with a cumulative GPA of 3.0 or higher for six consecutive semesters. Information on academic letters can be picked in the activities office.

BHS GRADING SYSTEM		
90% -100%=A	4.0 points	.5 credit/course/sem
80% - 89%=B	3.0 points	.5 credit/course/sem
70% - 79%=C	2.0 points	.5 credit/course/sem
60% - 69%=D	1.0 point	.5 credit/course/sem
0%-59%=F	0 points	0 credit/course/sem
Withdrawal/Passing=W/P	0 points	No credit
Withdrawal/Failing=W/P	0 points	No credit
No Credit = NC	0 points	No credit

BHS G	
A+	100
A	97-
A-	92-
B+	89-
B	87-
B-	82-
C+	79-
C	77-
C-	72-

Final exams are considered part of the school-wide grading policy. Every course will require a final examination (22020-8.4C NMSA 1978), which will count for no more than 20% of the semester grade.

Parents can review grades, attendance assignments by accessing our one-line grade book system Powerschool. Information regarding Powerschool can be obtained by contacting the school Registrar at 505-404-5148

The high school cumulative Grade Point Average (GPA) begins with the 9th grade (freshman year at BHS). The GPA is computed by taking the total number of points earned for all classes and dividing by the total number of credits attempted.

7.1.8 GRADUATION UPDATES/CREDIT ANALYSIS

The BHS counseling office mails credit check letters to high school students and their parents in January and in June following each semester. Seniors will receive an additional letter in September. These letters give graduation status and credits needed to graduate. All seniors will be required to submit and pass a senior thesis project as part of their English requirement.

8.1.1 BHS Athletics and Activities

8.1.1 Athletics

The high school offers a variety of sports for student participation. All students, boys and girls, are encouraged to try out for any sport in which they may be interested. Physical exams are required. Grade requirements apply to these sports. If a student is interested in playing a sport, the student should contact the coach involved or contact the Athletic Coordinator for more information

8.1.2 Requirements for Athletics and or Extra-Curricular Activities

Students requesting to participate in athletics or extra-curricular activities must provide the following information and meet the following requirements:

- parent consent
- birth certificate
- legal resident with parent/guardian
- physical exam and medical insurance
- minimum GPA of 2.0 and no more than one (1) 'F' for the preceding grading period
- during all grading periods when the student is participating, these guidelines must be maintained
- students who do not meet these requirements will be ineligible for the remainder of the grading period
- any incomplete grades must be made up within 10 school days from the end of the term
- the cumulative GPA of 2.0 from the 8th grade may be used at the beginning of the 9th grade semester to determine eligibility for the following grading period to meet NMAA regulations
- student athletes going on out-of town or overnight trips must sign a conduct contract covering the out-of-town policy of BHS
- A student must be at school all day or at least half day to be eligible to play in that same day's athletic event.
- Suspensions will result in athletic or activity forfeit for that day's event or upcoming event.

8.1.3 BHS ORGANIZATIONS AND CLUBS

The following is a partial list of the club and student organizations available at Bernalillo High School. Most of these are open to all students, males and females. If you are interested in participating, see the teacher sponsor for each group.

BHS ORGANIZATION AND CLUBS

Art Club

BPA (*Business Professionals of American*)

Chez Nous (culinary arts class)

EMT – First Responders

FCCLA (*Family, Careers, and Community Leaders of American*)

FFA

Journalism - Notes from the Basement

MESA (Math, Engineering, Science Achievement)

National Honor Society - (requires 3.5 GPA for three consecutive semesters prior to Induction plus other criteria including character, leadership, service and teacher recommendations)

Robotics

Science Fair

Ski Club

STEM Sisters

Student Council

Rachael's Challenge

Native American Leadership

Thespians

Yearbook (class)

World Languages Club

8.1.4 EXTENDED CLASS ACTIVITIES

(These are activities that extend beyond the school day or extend the educational dimensions of a regular class.)

Students who are participating in an out-of-town or overnight trip must sign a contract that defines the out-of-town policy of BHS. Students involved in extended class activities that represent or use the name BHS or Bernalillo Public Schools will be under the rules and supervision of school authorities. Students who are attending and/or participating in school activities during times other than regular school hours are expected to remain with their group

and sponsor and to remain until the conclusion of the activity. The school cannot assume responsibility for student conduct if the student leaves a school activity, even for a short time.

Activity sponsors are requested to list the activity dismissal time in the announcements the day of departure. If students will be departing from campus during the regular school day, all participating students are required to attend their regularly scheduled classes until the scheduled time of departure from campus.

Students must have a 2.0 GPA for the most recent Grading Period to be eligible for the extended class activity.

Students must have a 'Permission Form' signed by their parent/guardian. Each teacher whose class a student will miss must also sign the same 'Permission Form'. The sponsor will provide a list of those students who participated in the activity to the Attendance Office the following day.

*Students identified, as truant from class will not be eligible to participate in the next scheduled activity. Truancy on the last day of a school week will make the student ineligible to participate in Saturday and Sunday school sponsored events and/or activities. Students absent from class may not attend or participate in any school-sponsored activity that occurs on the day of the absence. **The sponsor of the activity will enforce non-participation rules.***

8.1.5 Junior / Senior Prom Disclaimer

Each BHS junior or senior will be permitted one guest at the BHS Prom. Freshman and sophomore students will be permitted to be the singular guest of a Junior or Senior BHS Student.

Any junior or senior wishing to bring a non-BHS guest must submit for approval the **Guest Permission Form** to the Activities Coordinator prior to purchasing Prom tickets. Photo ID is required of all non-BHS students upon entry of event. No guest (non-BHS student) less than 16 years of age or older than 20 years of age, on the date of the Prom, will be permitted to attend.

Prom is a School Sponsored Event and is governed by Bernalillo High School policies and BPS Board policies regardless of location.

***Guest Permission Forms** are available in the Activities Coordinator's office.

9.1 Transportation

9.1.1 TRANSPORTATION

Students living more than 2.0 miles from the BHS campus are eligible for school bus transportation. Exceptions may be made if hazardous walking conditions exist or if students are physically disabled. Students may only ride from home to school and back home again.

Information regarding pick-up locations and times may be found by calling the BPS Transportation Office (bus shop) at 867-3207.

In order for students to be eligible to ride the school bus, parents must complete and sign the Bus Permission Form. *Failure to comply will result in the student being denied bus transportation.* Forms are to be picked up and returned to the bus driver.

9.1.2 Once on the bus, students are considered on campus and must comply with all appropriate regulations and with the bus driver's request. When a student arrives on school property, the student may not exit the school property under any conditions without following the checkout procedures.

9.1.3 Parents requesting temporary changes to bus arrangements must receive permission from the Transportation Director. Circumstances, which require a temporary change, may include sickness, death in the family or another valid reason. These special circumstances will be considered on an individual basis. Contact the BPS Transportation Office at 867-3207 for specific information.

10.1 Lunch Program and Off Campus Lunch

10.1.1 SCHOOL LUNCH PROGRAM

BHS is a designated Provision Two School, which means all students may eat breakfast and lunch at no cost.

10.1.2 Closed Campus

Bernalillo High School is a closed campus. Once a student has entered the property by foot or conveyance, a listed parent or guardian must check out the student. Food and beverages from surrounding restaurant establishment are not permitted unless it is a packed lunch brought from home. Approval from administration is required for items to be brought from off campus establishments.

11.1 Other Important Information

11.1.3 PLEDGE OF ALLEGIANCE

As per New Mexico statute 22-5-4.5 and BPS Board Policy 455, the Pledge of Allegiance will be recited daily by students in each public school at the beginning of the school day. If a student wishes to refrain from reciting the pledge due to sectarian, denominational, or conscientious views, a written request must be filed with the principal. If approved, a copy of the approved request will be given to the student's first period teacher. The exercise of the right to refrain may not interfere with the rights of others who choose to participate. **Standing during the pledge will be expected as an educational protocol to respect the sovereignty of the host nation in which is rendering the free and appropriate education to the enrolled student.**

11.1.4 VISITORS

Parents/guardians are sincerely encouraged to visit the school and their student's classrooms. Parent/guardians are requested to first report to the Reception Desk in the Administration Complex to get a visitor's pass prior to visiting a classroom or any part of the campus. Visitors are expected to wear their passes so that the pass is visible at all times.

The BHS campus is closed to outside visitors who have no legitimate business on campus. The Bernalillo School Board policy states that students enrolled in one school have no business on the grounds of another school without the permission of the administration. No student visitors and no pets will be allowed on the BHS campus. Small children and/or babies will be permitted only in the BHS day care center, not in school classrooms.

11.1.5 SAFETY DRILLS

Safety Drills are held periodically throughout the year. These Drills will include: *Fire Drills, Evacuation, Lock Down* and *Shelter-in-Place Drills*.

Fire and Evacuation Drills

The signal will be the continued ringing of electronic bells. All students and faculty should familiarize themselves with the posted maps and safety drill procedures for every classroom that they use. *Evacuation Drills* may be necessary due to disasters such as an earthquake, explosion, major gas leak, etc.

Shelter-in-Place and Lock-Down Drill

The signal will be an intercom announcement by an Administrator or Campus Resource Officer. *Shelter-in-Place* may be necessary to isolate everyone on campus from the external environment. *Lock Down* refers to protection from an internal or extreme threat by excluding and /or isolating the threat. These drills require the ability to quickly secure the campus facilities.

The 'All Clear' signal will be a series of three alarm bells followed by an intercom announcement

11.1.6 LOCKERS

Students are responsible for keeping their lockers clean and orderly. No decorations are allowed on the outside of the lockers. Locker assignments, combinations, and changes will be handled through the security office. Lockers are under the jurisdiction of the school. The school reserves the right to inspect all lockers at any time, which includes cutting locks, for the purposes of investigating and/or exposing of controlled substances and/or illegal weapons.

The school will provide combination locks for all lockers. Any other locks will be cut off and disposed of. Students can check out a combination lock from the Security Office. The combination locks are property of the school and must be returned at the end of the school year. Locker rental is \$5.00.

11.1.7 ID CARDS

To insure that no unauthorized individuals are on our campus at any time during the school day, students at BHS are required to have their student ID cards with them while in any school building and/or on school grounds.

The BHS student ID will be used to:

- Obtain a student parking permit
- Attend school events, including dances
- Check books/materials out at the BHS library

- All students must produce their ID cards when requested by any faculty, staff or security personnel. Failure to carry your ID card will result in disciplinary action.

IF THE REGULAR CLASSROOM TEACHER REQUIRES THE ID ON A DAILY BASIS, THE STUDENTS MUST COMPLY TO PARTICIPATE IN THE CLASS OR IN THE LAB.

The cost of the initial picture ID is \$5.00. Replacement cost is \$10.00.

11.1.8 PASSES

STUDENTS WILL BE ALLOWED OUT OF CLASS ON AN EMERGENCY BASIS ONLY. Students have a four-minute passing period between each class. The passing period will be the time to go to the locker, use the restroom, and get a drink.

STUDENTS CANNOT BE OUT OF CLASS FOR ANY REASON.

11.1.9 SCHOOL INSURANCE PROGRAM

The Bernalillo Public Schools participate in a student accident insurance program, which is available to all students enrolled in the school system. Applications will be available when students pick up their schedule at the beginning of the school year or in the Counseling Office. Checks for school insurance are to be made out directly to the insurance company, not to BHS or Bernalillo Public Schools.

11.1.10 MESSAGES

Messages for students will not be taken. For emergency situations, parents or legal guardians are asked to come to the Reception Desk in the Administration Complex and request that their student be called from class. Office and classroom phones are NOT for student use.

11.1.11 LOST AND FOUND

Lost and found items may be turned into the Attendance Office, where they will be kept until claimed. Textbooks that are found will be returned to the library. After June 15 of each year, items that have gone unclaimed will be donated to local charities.



Student & Parent/Guardian Signature Page

For: _____
Print Student Name

Grade: _____

I have read and understand the Bernalillo High School Student Agenda. By signing below I agree to comply with the rules and regulations hereby set forth by Bernalillo High School.

Student Signature

Date

I have read and understand the Bernalillo High School Student Agenda. By signing below I am indicating that I will do my best in aiding my child to follow the rules and regulations hereby set forth by Bernalillo High School.

Parent Signature

Date

*PLEASE TEAR OUT THIS PAGE, SIGN AND RETURN TO YOUR
SPARTAN MENTOR TEACHER AS SOON AS POSSIBLE.*

Bernalillo High School ~ Behavior Expectation Matrix

<i>RISE</i>	<i>Classroom</i>	<i>Hallway</i>	<i>Common Areas at Lunch</i>	<i>Extracurricular Activities</i>	<i>Bus Ride & Bus/Parking Lot</i>
RESPECT	<ul style="list-style-type: none"> -Leave your seat or assigned area only with permission from your teacher -Maintain personal space -Clean up after your self -Use class materials and equipment appropriately 	<ul style="list-style-type: none"> -Avoid conflict -Be aware of surroundings -Keep your hands, feet, and objects to yourself -Use a lock when leaving valuables in your locker 	<ul style="list-style-type: none"> -Be seated once you have received your lunch -Report spills to faculty/staff 	<ul style="list-style-type: none"> -Help maintain a clean facility -Avoid conflict -Report to designated area on time (club meetings, tutoring, practice, athletics, etc.) -Report unsafe conditions to an adult 	<ul style="list-style-type: none"> -Remain orderly and seated on the bus -Ride your assigned seat -Keep your hands, feet, and objects to yourself -In car, buckle up, follow speed guidelines and all other traffic laws -Report unlawful or suspicious activity
SUCCESS INVOLVEMENT	<ul style="list-style-type: none"> -Bring all necessary materials to class -Arrive before the tardy bell sounds -Use your planner/ agenda to write down assignments -Request, complete and turn-in make-up work when absent -Be ready to work from bell to bell -Have your ID with you at all times 	<ul style="list-style-type: none"> -Visit locker, water fountain and restroom, if needed -Walk swiftly to class -Avoid loitering -Use hall pass when exiting and re-entering the classroom -Have your ID with you at all times 	<ul style="list-style-type: none"> -Consume all food and beverages in food court areas and quad -Clean your area when you are finished eating -Have your ID with you at all times 	<ul style="list-style-type: none"> -Purchase tickets at the designated location -Keep your belongings with you -Make transportation arrangements prior to the event -Leave event in a timely manner 	<ul style="list-style-type: none"> -Arrive to the bus lot in a timely manner -Have parking hangers visible -Bring necessary materials with you when you enter the building -Have your ID with you at all times
SUCCESS	<ul style="list-style-type: none"> -Apply your best effort daily to achieve academic success -Challenge yourself -Complete all assignments with honesty & integrity -Attend class & turn in all assignments on time 	<ul style="list-style-type: none"> -Arrive to class before tardy bell sounds 	<ul style="list-style-type: none"> -Demonstrate good manners -Remain in designated areas throughout your lunch period 	<ul style="list-style-type: none"> -Be an active listener and observer -Be engaged in a positive way -Have your ID with you at all times 	<ul style="list-style-type: none"> -Report to your bus stop or car in a timely manner -Arrive and depart from school safely
EXCELLENCE	<ul style="list-style-type: none"> -Cooperate with your teacher/substitute -Communicate with your classmates and teacher in a positive manner -Raise your hand for permission to speak -Use appropriate language -Adhere to the BHS Technology policy -Keep food & drink secured & put away -Keep electronic devices turned off & put away -Adhere to dress code 	<ul style="list-style-type: none"> -Walk quietly -Follow directives from staff members -Adhere to dress code -Use appropriate language -Keep electronic devices turned off and put away -Keep public displays of affection G rated 	<ul style="list-style-type: none"> -Wait in line until it is your turn to be served -Follow directives from staff members -Use appropriate language -Keep public displays of affection G rated -Adhere to dress code 	<ul style="list-style-type: none"> -Eat food only in designated areas -Demonstrate good sportsmanship -Use appropriate language -Keep public displays of affection G rated -Follow directives from staff members / chaperones -Adhere to dress code 	<ul style="list-style-type: none"> -Follow directives from staff members -Use appropriate language -Keep public displays of affection G rated -Leave school property only on dismissal -Keep parking lot clean and orderly -Adhere to dress code

Rules & Consequences indicated in the BHS Student Handbook still apply

<i>RISE</i>	<i>Computer Labs</i>	<i>Restroom/ Locker Rooms</i>	<i>Assemblies</i>	<i>Emergency Drills/Situations</i>	<i>Library</i>
RESPECT	<ul style="list-style-type: none"> -Maintain personal space -Remain seated when appropriate -Travel in a quiet and orderly manner -Keep computer settings as they are when you arrive -Keep chairs in stationary position at assigned computer 	<ul style="list-style-type: none"> -Practice appropriate hygiene -Report spills and other unsafe conditions to an adult -Use a lock when leaving valuables in your locker 	<ul style="list-style-type: none"> -Leave backpacks in class -Remain seated when appropriate -Arrive and exit in an orderly manner 	<ul style="list-style-type: none"> -Leave your seat or assigned area only with permission from your teacher -Maintain personal space -Remain quietly seated or in a straight line when appropriate -Follow BHS procedures 	<ul style="list-style-type: none"> -Maintain personal space -Remain seated when appropriate -Travel in a quiet and orderly manner -Use materials, computers and furniture appropriately at all times
INVOLVEMENT	<ul style="list-style-type: none"> -Keep a copy of the database passwords so you can log on anywhere -Be prepared to save work on your flash drive or HS file server -Know what your assignment is -Have your ID with you at all times 	<ul style="list-style-type: none"> -Use restrooms during lunch and/or passing period to minimize missed class time -Keep restroom clean -Use restroom between classes and during lunch -Use hall pass when exiting and re-entering classroom 	<ul style="list-style-type: none"> -Report to your designated area or sit with your class and teacher in the designated area -Remain in designated area until dismissed 	<ul style="list-style-type: none"> -Report to your designated area -Remain in designated area with teacher until dismissed -Arrive and exit in an orderly manner 	<ul style="list-style-type: none"> -Have your ID to check out materials -Keep a copy of the database passwords so you can log on anywhere -Clean up your area and push in chairs before leaving

<h1>SUCCESS</h1>	<ul style="list-style-type: none"> -Be engaged in a positive way -Use computers and the Internet for school work only -Use your student login on the HS server 	<ul style="list-style-type: none"> -Return to class promptly and resume class activity -Flush the toilet or urinal -Keep vandalism free 	<ul style="list-style-type: none"> -Be an active listener -Be engaged in a positive way 	<ul style="list-style-type: none"> -Be engaged in a positive way -Return to class promptly -Be an active listener -Remain calm and quiet 	<ul style="list-style-type: none"> -Be engaged in a positive way -Learn to use OPAC and databases for information gathering -Use SUCCEED for successful, systematic research -Use information ethically -Know what your assignment is
<h1>EXCELLENCE</h1>	<ul style="list-style-type: none"> -Adhere to the BHS Technology policy -Leave the lab clean and ready for the next class -Follow directives from staff members -Use appropriate language -Keep food & drink secured & put away -Keep electronic devices turned off & put away -Adhere to dress code 	<ul style="list-style-type: none"> -Respect people's privacy -Receive permission from your teacher before going to the restroom during class -Keep electronic devices turned off & put away -Use appropriate language -Adhere to dress code 	<ul style="list-style-type: none"> -Talk only at appropriate times -Follow directives from staff members -Use appropriate language -Keep electronic devices turned off & put away -Adhere to dress code -Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> -Communicate and cooperate with your classmates and teacher in a positive manner -Walk quietly -Use appropriate language -Talk only at appropriate times -Keep electronic devices turned off & put away -Keep hands, feet and objects to yourself -Adhere to dress code 	<ul style="list-style-type: none"> -Arrive with a pass and sign the log -Adhere to the BHS Technology policy -Communicate and cooperate with your classmates and teacher in a positive manner -Use appropriate language -Keep food & drink secured & put away -Keep electronic devices turned off & put away -Adhere to dress code

2016-2017 BHS Bell Schedule		
1 st Period	7:30 – 8:21	51 Minutes
Passing Period	8:21 – 8:25	4 Minutes
2 nd Period	8:25 – 9:16	51 Minutes
Passing Period	9:16 – 9:20	4 Minutes
3 rd Period	9:20 – 10:11	51 Minutes
Passing Period	10:11 – 10:15	4 Minutes
4 th Period	10:15 – 11:06	51 Minutes
Passing Period	11:06 – 11:10	4 Minutes
5 th Period	11:10 – 12:01	51 Minutes
Lunch	12:01 – 12:36	35 Minutes
Passing Period	12:36 – 12:40	4 Minutes
6 th Period	12:40 – 1:31	51 Minutes
Passing Period	1:31 – 1:35	4 Minutes
7 th Period	1:35 – 2:26	51 Minutes

2016-2017 BHS Spartans (Wed.) Bell Schedule		
1 st Period	7:30 – 8:16	46 Minutes
Passing Period	8:16 – 8:20	4 Minutes
2 nd Period	8:20 – 9:06	46 Minutes
Passing Period	9:06 – 9:10	4 Minutes
3 rd Period	9:10 – 9:56	46 Minutes
Passing Period	9:56 – 10:00	4 Minutes
Spartans	10:00 – 10:30	30 Minutes
Passing Period	10:30 – 10:34	4 Minutes
4 th Period	10:34 – 11:20	46 Minutes
Passing Period	11:20 – 11:24	4 Minutes
5 th Period	11:24 – 12:10	46 Minutes
Lunch	12:10 – 12:45	35 Minutes
Passing Period	12:45 – 12:49	4 Minutes
6 th Period	12:49 – 1:35	46 Minutes
Passing Period	1:35 – 1:39	4 Minutes
7 th Period	1:39 – 2:26	46 Minutes

2016-2017 BHS 2 Hour Delay Bell Schedule		
1 st Period	9:30 – 10:03	33 Minutes
Passing Period	10:03 – 10:08	5 Minutes
2 nd Period	10:08 – 10:41	33 Minutes
Passing Period	10:41 – 10:46	5 Minutes
3 rd Period	10:46 – 11:19	33 Minutes
Passing Period	11:19 – 11:24	5 Minutes
4 th Period	11:24 – 11:57	33 Minutes
Passing Period	11:57 – 12:02	5 Minutes
5 th Period	12:02 – 12:35	33 Minutes
Lunch	12:35 – 1:10	35 Minutes
Passing Period	1:10 – 1:15	5 Minutes
6 th Period	1:15 – 1:48	33 Minutes
Passing Period	1:48 – 1:53	5 Minutes
7 th Period	1:53 – 2:26	33 Minutes

MY SPARTAN SCHEDULE



1st Period _____

2nd Period _____

3rd Period _____

4th Period _____

5th Period _____

6th Period _____

7th Period _____

GOAL Strengthening Reading Instructional Programs

Bernalillo Middle School students will meet or exceed 10% growth for each subgroup on the 2016 PARCC as compared to PARCC 2015.

Filing Cabinet Count	5	Budgeted:	\$78,000.00
		Actual:	\$57,230.00

STRATEGY Core Reading Program

The Core Reading program will be fully implemented to correlate to Common Core State Standards Initiatives 6-12). Reading instruction will be provided daily for 53 minutes with intervention reading provide to identified students for an additional 55 minutes. Core reading program is Glencoe with Springboard being used for AP classes.

Filing Cabinet Count	0
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ACTION STEP Alignment with CCSS

Language Arts teachers will align curriculum maps to Common Core (6-8). Teachers will review and make needed adjustments to the curriculum throughout the year.

Status	Completed 01/29/2013	Filing Cabinet Count	1
Start-End Dates	08/22/2012 - 05/24/2013		
Tags	ELL, SpecialED, IndianEd		
Persons Responsible	Kerin Eberlein		

TASKS 1 of 1 Complete

Curriculum Mapping	Completed	Due 5/24/2013
The ELA department submitted a completed curriculum map for the 2012-2013 school year.		Kerin Eberlein (School)

ACTION STEP Common Core State Standards

Integrate required instructional and curricular portions of the New Mexico Common Core Curriculum.

Status	In Progress 05/17/2016	Filing Cabinet Count	0
Start-End Dates	08/22/2012 - 05/26/2017		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Norma Binder, Jacqueline Mangham		

ACTION STEP Reading Programs

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL Strengthening Reading Instructional Programs

STRATEGY Core Reading Program

ACTION STEP Reading Programs

The Glencoe Reading Program is being implemented in the general education classrooms, Springboard is being implemented in the AP classes and Language Live is being implemented in special education with Passport support for identified students.

Status	Completed 05/09/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2015 - 05/27/2016		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

TASKS 0 of 1 Complete

New Reading Adoption	In Progress	Due 3/1/2016
Reading programs will be reviewed by LA department to help select new adoption to be implemented next year.		Kerin Eberlein (School) , Norma Binder (LEA)

STRATEGY Tier II Support for Students in Reading

Intervention Reading Programs intended for flexible use as part of differentiated instruction will be implemented to meet student learning needs in specific areas, in alignment with the NM RTI Framework.

Filing Cabinet Count	1	Budgeted	\$29,000.00
		Actual	\$28,615.00

ACTION STEP Intervention Programs

Align intervention programs with the NM RTI Framework. Include reading/language arts intervention classes at each grade level. Create a schedule for intervention classes, develop evidence based curriculum, and hire staff certified in secondary language arts. Implement research based intervention programs based on academic needs of students. Work closely with School Assistance Team and Special Education Department.

Status	In Progress 05/09/2016	Filing Cabinet Count	0
Start-End Dates	10/10/2012 - 05/26/2017		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, NMIADP, RFA-P/F	Actual	\$28,615.00
Persons Responsible	Norma Binder, Shirlee Frias, Jacqueline Mangham		

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **Tier II Support for Students in Reading**

ACTION STEP **Intervention Programs**

TASKS 0 of 5 Complete

<p>Intervention Classes</p> <p>Intervention Programs will be implemented for our RTI classes. Students needing intervention classes will receive intervention instruction in math and/or reading.</p>	<p>In Progress</p>	<p>Due 5/20/2016</p> <p>Jacqueline Mangham (School) , Michael Chavez (School)</p>
<p>Intervention Placement</p> <p>There will be consistency in student identification, curriculum, and materials for intervention. BMS will offer intervention classes using the Discovery data starting with the 2013-2014 school year.</p>	<p>In Progress</p>	<p>Due 5/20/2016</p> <p>Allan Tapia (LEA) , Jacqueline Mangham (School) , Norma Binder (LEA)</p>
<p>Study Island</p> <p>Study Island is academic software designed as a supplemental educational tool that supports RTI and CCSS, provides instant feedback, is adaptable, provides remediation, is accessible, and prepares students for the SBA.</p>	<p>Suspended</p>	<p>Due 2/4/2013</p> <p>Lorenzo Barraza (LEA) , Norma Binder (LEA)</p>
<p>VocabJourney</p> <p>VocabJourney's gaming format invites students to Learn, Play, and Master words. It also customizes each student's learning experience with an adaptive engine. Teachers individualize instruction. Students can access VocabJourney is web-based.</p>	<p>Suspended</p>	<p>Due 2/4/2013</p> <p>Lorenzo Barraza (LEA) , Norma Binder (LEA)</p>
<p>Ticket to Read</p> <p>Ticket to Read® is a self-paced, student-centered online reading program that provides improved reading performance. A motivating and fun reward system keeps students on task to learn critical word attack skills and phonics skills development.</p>	<p>Suspended</p>	<p>Due 2/4/2013</p> <p>Lorenzo Barraza (LEA) , Norma Binder (LEA)</p>

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL Strengthening Reading Instructional Programs

STRATEGY Tier III Support for Students in Reading

Intensive targeted reading and language art intervention(s) will be implemented to meet identified student learning needs in alignment with the NM RTI Framework. Language Live will be implemented as the core reading program and Passports will be used as the intervention program

Filing Cabinet Count	0	Budgeted	\$29,000.00
		Actual	\$28,615.00

ACTION STEP Intervention Programs

Intervention Programs will be aligned with the NM RTI Framework. Include reading/language arts intervention classes at each grade level. Create a schedule for intervention classes, develop evidence based curriculum, and hire staff certified in secondary language arts. Implement research based intervention programs based on academic needs of students. Work closely with School Assistance Team and Special Education Department.

Status	In Progress 05/09/2016	Filing Cabinet Count	0
Start-End Dates	10/10/2013 - 05/26/2017	Budgeted	\$29,000.00
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, NMIADP, RFA-P/F	Actual	\$28,615.00
Persons Responsible	Norma Binder, Jacqueline Mangham		

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL Strengthening Reading Instructional Programs

STRATEGY Tier III Support for Students in Reading

ACTION STEP Intervention Programs

TASKS 0 of 4 Complete

<p>Study Island</p> <p>Study Island is academic software designed as a supplemental educational tool that supports RTI and CCSS, provides instant feedback, is adaptable, provides remediation, is accessible, and prepares students for the SBA.</p>	Suspended	<p>Due 2/4/2013</p> <p>Lorenzo Barraza (LEA) , Norma Binder (LEA)</p>
<p>Ticket to Read</p> <p>Ticket to Read® is a self-paced, student-centered online reading program that provides improved reading performance. A motivating and fun reward system keeps students on task to learn critical word attack skills and phonics skills development.</p>	Suspended	<p>Due 2/4/2013</p> <p>Lorenzo Barraza (LEA) , Norma Binder (LEA)</p>
<p>Vocab Journey</p> <p>VocabJourney's gaming format invites students to Learn, Play, and Master words. It also customizes each student's learning experience with an adaptive engine. Teachers individualize instruction. Students can access VocabJourney is web-based.</p>	Suspended	<p>Due 2/4/2013</p> <p>Lorenzo Barraza (LEA) , Norma Binder (LEA)</p>
<p>Reading Intervention</p> <p>Language Live is the program being used in the small group language arts classes to support student need. In addition Passports is being used as the reading intervention program to identified students. Both programs are research based.</p>	In Progress	<p>Due 5/27/2016</p> <p>Jacqueline Mangham (School) , Michael Chavez (School) , Norma Binder (LEA)</p>

STRATEGY Professional Development to Support Reading

Professional Development in ELA/Reading for teachers and administrators aligned with the Common Core State Standards including: description of delivery, methodology, length, relationship to student achievement in math, evidence based, and follow up to professional development

Filing Cabinet Count 0 Budgeted \$10,000.00

ACTION STEP Professional Development

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL Strengthening Reading Instructional Programs

STRATEGY Professional Development to Support Reading

ACTION STEP Professional Development

Hire consultants to provide BMS language arts staff with additional, in-depth training in CCSS, inclusion, content-specific training, differentiated instruction, student engagement, pre-AP, essential questions, etc.

Status	Completed 08/06/2014	Filing Cabinet Count	0
Start-End Dates	11/01/2013 - 05/24/2014	Budgeted	\$5,000.00
Tags	ELL, SpecialED, InstrAudit, IndianEd, NMIADP, RFA-P/F		
Persons Responsible	Kerin Eberlein		

TASKS 2 of 3 Complete

Training	Completed	Due 6/30/2014
Consultant contacted to provide BMS language arts staff with additional, in-depth training in CCSS, inclusion, content-specific training, differentiated instruction, student engagement, essential questions, etc		Allan Tapia (LEA) , Norma Binder (LEA)
PLCs	In Progress	Due 5/27/2016
The Language Arts Department meets weekly to discuss assessments, data, and best teaching practices.		Jacqueline Mangham (School) , Michael Chavez (School)
Department Head Training	Completed	Due 11/17/2015
Training will be provided to Department Heads to help them lead their PLCs and also work more closely with their departments.		Jacqueline Mangham (School) , Norma Binder (LEA)

ACTION STEP Professional Learning Communities

All departments including Elective teachers meet weekly in PLCs to share and develop best practices especially alignment with reading CCSS: unpacking standards, curriculum maps, assignments, and assessments.

Status	In Progress 12/05/2015	Filing Cabinet Count	4
Start-End Dates	09/17/2012 - 05/26/2017		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Jacqueline Mangham		

ACTION STEP Online and Onsite: Professional Development

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL Strengthening Reading Instructional Programs

STRATEGY Professional Development to Support Reading

ACTION STEP Online and Onsite: Professional Development

Develop and implement on-line and onsite professional development opportunities for staff. Additional PD will be provided off site and training in collaboration with other district middle school staff will be provided.

Status	In Progress 05/09/2016	Filing Cabinet Count	2
Start-End Dates	11/01/2013 - 05/26/2017	Budgeted	\$5,000.00
Tags	ELL, SpecialED, InstrAudit, IndianEd, NMIADP, RFA-P/F		
Persons Responsible	Norma Binder, Jacqueline Mangham		

TASKS 1 of 2 Complete

Professional Development	Completed	Due 6/30/2014
Consultant contacted to provide BMS staff with in-depth training in CCSS, inclusion, content-specific training, differentiation, engagement, pre-AP, essential questions and explicit instruction.		Allan Tapia (LEA) , Gregory Marez (School) , Norma Binder (LEA)
PLCs	In Progress	Due 5/27/2016
Implement agenda items directly aligned to school improvement goals to improve the approach of teams and departments to focus directly on teaching and learning.		Jacqueline Mangham (School)

ACTION STEP Passport Training

Initial Passport training was provided by the District Special Ed director and will continue as needed to support teachers.

Status	Completed 05/09/2016	Filing Cabinet Count	0
Start-End Dates	09/24/2015 - 05/27/2016		
Tags	SpecialED		
Persons Responsible	Norma Binder, Michael Chavez, Jacqueline Mangham		

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL Strengthening Reading Instructional Programs

STRATEGY Collaboration Time for ELA Teachers

Dedicated time for data analysis and review to inform planning to deliver targeted instruction and support to students as needed.

Filing Cabinet Count 0

ACTION STEP Professional Learning Communities

Language Arts teachers, administrators, and the instructional coach meet weekly in PLCs to share and develop best practices especially alignment with Language Arts CCSS: unpacking standards, curriculum maps, assignments, and assessments.

Status	Suspended 09/08/2015	Filing Cabinet Count	0
Start-End Dates	09/17/2013 - 05/27/2016		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Shirlee Frias, Jacqueline Mangham		

TASKS 0 of 1 Complete

PLCs	In Progress	Due 5/27/2016
The Language Arts Department meets weekly to discuss assessments, data, and best teaching practices.		Jacqueline Mangham (School) , Michael Chavez (School)

ACTION STEP Data Retreat

BMS teachers will participate in a data retreat to analyze SBA, Discovery and WIDA data to identify root causes of slow student growth.

Status	Completed 09/08/2015	Filing Cabinet Count	0
Start-End Dates	08/03/2015 - 08/04/2015		
Timeline Notes	Two day retreat will be the initial data analysis and will analysis will continue as Discovery scores are available and when PARCC scores arrive.		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Michael Chavez, Shirlee Frias, Jacqueline Mangham		

ACTION STEP Data Analysis

GOAL Strengthening Reading Instructional Programs

STRATEGY Collaboration Time for ELA Teachers

ACTION STEP Data Analysis

Data analysis will be completed during PLCs and during professional development days as time allows.

Status	In Progress 05/17/2016	Filing Cabinet Count	0
Start-End Dates	08/27/2015 - 05/26/2017		
Timeline Notes	Following data becoming available analysis will be completed.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Michael Chavez, Theresa Estrada, Jacqueline Mangham		

STRATEGY Monitoring of ELA/Reading Program

The classroom teacher delivers the specific program/curriculum in a direct, explicit and systematic manner adhering to the fidelity of the program.

Filing Cabinet Count 0

ACTION STEP Classroom Walk Thru's and Observations

Administrators will perform weekly or bi-weekly classroom walk-thru's and regularly scheduled observations to ensure that effective reading/language arts strategies are being implemented that are driven by data.

Status	In Progress 09/08/2015	Filing Cabinet Count	0
Start-End Dates	09/17/2013 - 05/27/2016		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

ACTION STEP Instructional Coach

The instructional coach will support teachers in their endeavors to implement reading/language arts strategies, design curriculum maps, create assignments and assessments, differentiate instruction, increase student engagement, etc.

Status	In Progress 10/11/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2013 - 05/27/2016		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Michael Chavez, Shirlee Frias, Jacqueline Mangham		

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL Strengthening Reading Instructional Programs

STRATEGY College and Career Readiness

The school provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college-and-career-readiness in grades 6 – 12 in ELA.

Filing Cabinet Count 0

ACTION STEP Professional Learning Communities

Language Arts teachers, administrators, and the instructional coach meet weekly in PLCs to share and develop best practices especially alignment with ELA CCSS and how they relate to College and Career Readiness.

Status	In Progress	09/08/2015	Filing Cabinet Count	0
Start-End Dates	09/17/2013 - 05/27/2016			
Tags	ELL, SpecialED, InstrAudit, IndianEd			
Persons Responsible	Michael Chavez, Shirlee Frias, Jacqueline Mangham			

TASKS 0 of 2 Complete

PLCs	In Progress	Due 5/27/2016
The Language Arts Department meets weekly to discuss assessments, data, and best teaching practices.		Jacqueline Mangham (School) , Michael Chavez (School) , Shirlee Frias (School)
Support	Suspended	Due 5/24/2013
Work with the Gear Up Coordinator at BHS to discuss and implement strategies that support high school graduation, post secondary education, and careers.		Gregory Marez (School)

ACTION STEP Gear Up Initiative

Work with the Gear Up Coordinator at BHS to discuss and implement strategies that support middle school college and career readiness.

Status	In Progress	05/09/2016	Filing Cabinet Count	0
Start-End Dates	12/01/2015 - 06/30/2019			
Tags	ELL, SpecialED, InstrAudit, IndianEd			
Persons Responsible	Norma Binder, Michael Chavez, Jacqueline Mangham			

ACTION STEP Power Up Day

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **College and Career Readiness**

ACTION STEP **Power Up Day**

Each month students will be presented one of the 8 career clusters through presentations provided by different groups of staff and outside professions.

Status	Completed 05/09/2016	Filing Cabinet Count	0
Start-End Dates	09/23/2015 - 04/20/2016		
Tags	ELL, SpecialED, IndianEd		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

TASKS 0 of 1 Complete

Business Dress	In Progress	Due 4/20/2016
On all Power Up Days students will dress in business casual attire to support career readiness.	Jacqueline Mangham (School) , Michael Chavez (School)	

ACTION STEP **First and Next Step Plans**

Students in grades 6 & 7 will complete First Step Plans during their advisory period and 8th grade will complete the Next Step Plan to begin preparing for their post-secondary education.

Status	Completed 05/09/2016	Filing Cabinet Count	0
Start-End Dates	09/02/2015 - 05/18/2016		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

TASKS 0 of 1 Complete

Interest Inventory	In Progress	Due 4/20/2016
As part of the student's first and next step plans they will complete an Interest Inventory and research varies interest areas.	Jacqueline Mangham (School) , Michael Chavez (School)	

STRATEGY **Use of Data to Analyze Reading**

Common formative, Discovery, and PARCC data will be analyzed to determine target areas for instruction.

Filing Cabinet Count	0	Budgeted	\$10,000.00
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ACTION STEP **Professional Learning Communities**

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL Strengthening Reading Instructional Programs

STRATEGY Use of Data to Analyze Reading

ACTION STEP Professional Learning Communities

Language Arts teachers, administrators, and the instructional coach meet weekly in PLCs to share and develop best practices especially alignment with math CCSS: unpacking standards, curriculum maps, assignments, and assessments.

Status	Suspended 08/06/2014	Filing Cabinet Count	0
Start-End Dates	09/17/2013 - 05/22/2015		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Kerin Eberlein, Shirlee Frias, Jacqueline Mangham		

TASKS 0 of 1 Complete

PLCs	In Progress	Due 5/27/2016
The Language Arts Department meets weekly to discuss assessments, data, and best teaching practices.		Jacqueline Mangham (School) , Kerin Eberlein (School)

ACTION STEP Data

Collect, analyze, and aggregate data from multiple sources to guide instruction/intervention decision (PARCC, Short-cycle assessments, Teacher Data Chats).

Status	In Progress 05/09/2016	Filing Cabinet Count	0
Start-End Dates	09/04/2013 - 05/26/2017	Budgeted	\$10,000.00
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

TASKS 0 of 1 Complete

Infrastructure	In Progress	Due 6/30/2016
Improve school technology and infrastructure issues		Allan Tapia (LEA) , Lorenzo Barraza (LEA)

ACTION STEP Reading Data Analysis

Data from PARCC, Discovery and reading intervention programs will be analyzed on a consistent basis throughout the school year.

Status	In Progress 09/08/2015	Filing Cabinet Count	0
Start-End Dates	08/03/2015 - 05/26/2017		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Michael Chavez, Shirlee Frias, Jacqueline Mangham		

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL Strengthening Math Instructional Programs

Bernalillo Middle School students will meet or exceed 10% growth for each subgroup on the 2016 PARCC as compared to PARCC 2015.

Filing Cabinet Count	6	Budgeted:	\$42,000.00
SEA Resources Available	7	Actual:	\$21,615.00

STRATEGY 1. Core Math Program

The Core Math Program will include full implementation of the NM Common Core State Standards including Common Core shifts. Identify: core program by name; grade levels being served; frequency, and duration of delivery.

Filing Cabinet Count	0
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ACTION STEP Alignment of Curriculum Maps to Common Core

Math Teachers will align and refine curriculum maps to Common Core (6-8). Teachers will review and make needed adjustments to the curriculum throughout the year.

Status	Completed 08/07/2014	Filing Cabinet Count	0
Start-End Dates	08/22/2013 - 05/24/2014		
Tags	CCSS, ELL, SpecialED, IndianEd		
Persons Responsible	Margaret Chavez, Angel Lovato		

TASKS 1 of 2 Complete

Curriculum Mapping	In Progress	Due 5/27/2016
8/22/2012 - Staff met for Professional Development. PLCs and curriculum mapping are ongoing to address school improvement needs.		Jacqueline Mangham (School) , Michael Chavez (School)
AVMR	Completed	Due 5/24/2013
Math teachers are attending AVMR training where they are learning to use strategies, activities and games to reinforce math concepts and learning in addition to CCSS.		Gregory Marez (School) , Margaret Chavez (School)

ACTION STEP Common Core State Standards

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Strengthening Math Instructional Programs**

STRATEGY **1. Core Math Program**

ACTION STEP **Common Core State Standards**

Insure that word problems are practiced weekly and aligned to future PARCC exams.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2013 - 05/27/2016		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Norma Binder, Michael Chavez, Jacqueline Mangham, Allan Tapia		

ACTION STEP **Academic Vocabulary**

Math academic vocabulary will be taught and reinforced to support student understanding.

Status	In Progress 12/05/2015	Filing Cabinet Count	0
Start-End Dates	09/01/2015 - 05/20/2016		
Tags	CCSS, ELL, SpecialED, IndianEd		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

TASKS 1 of 1 Complete

Flocabulary	Completed	Due 5/27/2016
The Flocabulary vocabulary program will be implemented in all classrooms to support expansion of student vocabulary.		Jacqueline Mangham (School) , Michael Chavez (School)

STRATEGY **2. Tier II Support for Students in Math**

Intervention Math Programs intended for flexible use as part of differentiated instruction, or in more intensive intervention(s) to meet student learning needs in specific areas, in alignment with the NM RTI Framework. Identify" research-based programs/strategies; students being served, and implementation timeframe (days/week, minutes/day).

Filing Cabinet Count 0

ACTION STEP **Tier II Math Intervention**

GOAL Strengthening Math Instructional Programs

STRATEGY 2. Tier II Support for Students in Math

ACTION STEP Tier II Math Intervention

Align intervention programs with the NM RTI Framework. Include math intervention classes at each grade level. Create a schedule for intervention classes, develop evidence based curriculum, and hire staff certified in secondary math. Implement research based intervention programs based on academic needs of students (Accelerated Math)

Status	In Progress 05/17/2016	Filing Cabinet Count	0
Start-End Dates	01/15/2014 - 05/26/2017		
Tags	InstrAudit, IndianEd		
Persons Responsible	Michael Chavez, Angel Lovato, Jacqueline Mangham		

STRATEGY 3. Tier III Supports for Students in Math

Scientifically research-based programs and/or intensive targeted intervention(s) to meet specific learning needs of students with disabilities as determined by individual IEPs

Filing Cabinet Count	0	Budgeted	\$22,000.00
		Actual	\$21,615.00

ACTION STEP Intervention Programs

Align intervention programs with the NM RTI Framework. Include math intervention classes at each grade level. Create a schedule for intervention classes, develop evidence based curriculum, and hire staff certified in secondary math. Implement research based intervention programs based on academic needs of students. Work closely with School Assistance Team and Special Education Department.

Status	Completed 03/23/2015	Filing Cabinet Count	0
Start-End Dates	11/01/2012 - 05/22/2015		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, NMIADP, RFA-P/F	Actual	\$21,615.00
Persons Responsible	Margaret Chavez, Angel Lovato, Jacqueline Mangham		

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Strengthening Math Instructional Programs**

STRATEGY **3. Tier III Supports for Students in Math**

ACTION STEP **Intervention Programs**

TASKS 1 of 3 Complete

Intervention Classes BMS will offer intervention classes using the Discovery curriculum starting with the 2013 - 2014 school year. Students needing the intervention classes will receive instruction in math and/or reading.	In Progress	Due 5/27/2016 Jacqueline Mangham (School) , Martin Domingez (School)
Co-Teaching Math teachers have been paired with Special Education teachers to support all students.	In Progress	Due 5/22/2015 Angel Lovato (School) , Jacqueline Mangham (School) , Margaret Chavez (School)
Revision With revisions, there will be consistency in student identification, curriculum, and materials. BMS will offer intervention classes using the Discovery curriculum starting with the 2013 - 2014 school year.	Completed	Due 6/4/2013 Gregory Marez (School) , Martin Domingez (School) , Norma Binder (LEA)

ACTION STEP **Small Group Math Instruction**

Small group math instruction will be provide to identified students through data analysis using the Renaissance Math Program.

Status	In Progress 05/17/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2015 - 05/26/2017		
Tags	SpecialED		
Persons Responsible	Norma Binder, Michael Chavez, Jacqueline Mangham		

STRATEGY **4. Professional Development to support Math**

Implementation of Professional Learning Communities to share and develop best practices: description of delivery, methodology, length, relationship to student achievement in math, evidence based, and follow up to professional development.

Filing Cabinet Count	1	Budgeted	\$10,000.00
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ACTION STEP **Professional Learning Communities**

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Strengthening Math Instructional Programs**

STRATEGY **4. Professional Development to support Math**

ACTION STEP **Professional Learning Communities**

Professional Learning Communities Math teachers, administrators, and the instructional coach meet weekly in PLCs to share and develop best practices especially alignment with math CCSS: unpacking standards, curriculum maps, assignments, and assessments.

Status	In Progress 05/17/2016	Filing Cabinet Count	0
Start-End Dates	09/17/2013 - 05/26/2017		
Tags	ELL, SpecialED, IndianEd		
Persons Responsible	Jacqueline Mangham		

TASKS 0 of 1 Complete

PLCs	In Progress	Due 5/27/2016
The Math Department meets weekly to discuss assessments, data, and best teaching practices.		Jacqueline Mangham (School)

ACTION STEP **Professional Development**

Professional Development will be implemented at BMS to provide math staff with additional, in-depth training in CCSS, inclusion, content-specific training, differentiated instruction, student engagement, pre-AP, essential questions, etc.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	11/01/2013 - 05/27/2016	Budgeted	\$10,000.00
Tags	ELL, SpecialED, InstrAudit, IndianEd, NMIADP, RFA-P/F		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

TASKS 0 of 1 Complete

Training	Suspended	Due 5/24/2014
Received RFI Opportunity Grant to host onsite training for all staff to include teambuilding, inclusion, CCSS, etc.		Norma Binder (LEA)

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Strengthening Math Instructional Programs**

STRATEGY **5. Collaboration Time for Math Teachers**

Dedicated and scheduled time during the school day for data analysis and review to inform planning to delivery targeted instruction and support to students as needed.

Filing Cabinet Count 0

ACTION STEP **BMS/BHS Collaboration and Vertical Articulation**

Via PLCs, BMS/BHS Monthly Collaboration, and the Vertical Articulation meetings, the mathematics department evaluates disaggregated student performance data and implements suggested enhancements.

Status	Suspended 12/05/2015	Filing Cabinet Count	0
Start-End Dates	09/11/2013 - 05/22/2015		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Margaret Chavez, Jacqueline Mangham		

ACTION STEP **PLC Math Meetings**

The math department meets weekly during PLCs to collaborate, review data and continue ongoing improvement strategies to increase student achievement.

Status	In Progress 05/17/2016	Filing Cabinet Count	0
Start-End Dates	08/20/2015 - 05/26/2017		
Tags	InstrAudit		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

STRATEGY **6. Monitoring of Math Program**

School administrators/designee monitor delivery of the specific program/curriculum to ensure that all classroom teachers adhere to the fidelity of the program.

Filing Cabinet Count 0

ACTION STEP **Classroom Walk-Thru's and Observations**

Administrators will perform weekly or bi-weekly classroom walk-thru's and monthly observations to ensure that math strategies are being implemented.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	09/17/2013 - 05/20/2016		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Strengthening Math Instructional Programs**

STRATEGY **6. Monitoring of Math Program**

ACTION STEP **Classroom Walk-Thru's and Observations**

TASKS 1 of 1 Complete

Walkthroughs and Observations	Completed	Due 5/27/2016
Classroom walkthroughs and observations will be completed by the administrative staff on an ongoing basis.		Jacqueline Mangham (School) , Michael Chavez (School)

ACTION STEP **Instructional Coach**

The instructional coach will support teachers in their endeavors to implement math strategies, design curriculum maps, create assignments and assessments, differentiate instruction, increase student engagement, etc.

Status	In Progress 12/05/2015	Filing Cabinet Count	0
Start-End Dates	08/13/2013 - 05/20/2016		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

TASKS 0 of 1 Complete

Support	In Progress	Due 5/20/2016
The instructional coach will meet with PLCs, facilitate professional development, and provide one-on-one support.		Jacqueline Mangham (School) , Michael Chavez (School)

STRATEGY **7. College and Career Ready (Grades 8-12)**

The school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

Filing Cabinet Count 0

ACTION STEP **BMS/BHS Collaboration and Vertical Articulation**

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Strengthening Math Instructional Programs**

STRATEGY **7. College and Career Ready (Grades 8-12)**

ACTION STEP **BMS/BHS Collaboration and Vertical Articulation**

Via PLCs, BMS/BHS Monthly Collaboration, and the Vertical Articulation meetings, the mathematics department evaluates disaggregated student performance data and implements suggested enhancements.

Status	Suspended 03/23/2015	Filing Cabinet Count	0
Start-End Dates	09/11/2013 - 05/22/2015		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Margaret Chavez, Shirlee Frias, Angel Lovato, Jacqueline Mangham, Lynda Spencer		

TASKS 0 of 1 Complete

Collaboration and Articulation	In Progress	Due 5/24/2013
Furthermore, BMS will participate in Vertical Articulation Meetings where all BPS district schools meet to discuss data and best practices.		Gregory Marez (School) , Margaret Chavez (School)

ACTION STEP **Gear Up Initiative**

Work with the Gear Up Coordinator to implement Gear-Up Program requirements at the middle school to support 7th & 8th grade students.

Status	In Progress 05/17/2016	Filing Cabinet Count	0
Start-End Dates	01/11/2016 - 05/24/2019		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Norma Binder, Jacqueline Mangham		

TASKS 0 of 1 Complete

Career and College Readiness	In Progress	Due 5/27/2016
Coordinate with Gear Up Coordinator to host events that support transition from middle school to high school and beyond.		Jacqueline Mangham (School) , Norma Binder (LEA)

ACTION STEP **AP Math Classes**

AP math classes are offered in grades 6-8 based on analyzed data.

Status	In Progress 12/14/2015	Filing Cabinet Count	0
Start-End Dates	08/13/2014 - 05/26/2017		
Persons Responsible	Norma Binder, Michael Chavez, Jacqueline Mangham		

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL Strengthening Math Instructional Programs

STRATEGY 7. College and Career Ready (Grades 8-12)

ACTION STEP AP Math Classes

ACTION STEP First and Next Step Plans

Advisory period will support the completion of First Step Plans for 6th & 7th grade students and the Next Step Plan for 8th grade students.

Status	In Progress 12/15/2015	Filing Cabinet Count	0
Start-End Dates	09/14/2015 - 05/27/2016		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

STRATEGY Use of Data to Analyze Math

A dialogue around how student are performing to establish action steps needed to address gaps. Subgroup data are analyzed (describes facts, detects patterns, compares results and organizes data) and uploaded to the Web EPSS File Cabinet.

Filing Cabinet Count	1	Budgeted	\$10,000.00
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ACTION STEP Professional Learning Communities

Math teachers, administrators, and the instructional coach meet weekly in PLCs to share and develop best practices especially alignment with math CCSS, curriculum maps, assignments, assessments and data analysis.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	09/17/2013 - 05/27/2016		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

TASKS 0 of 1 Complete

PLCs	Suspended	Due 5/24/2013
The Math Department meets weekly to discuss assessments, data, and best teaching practices.		Gregory Marez (School)

ACTION STEP BMS/BHS Collaboration and Vertical Articulation

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL Strengthening Math Instructional Programs

STRATEGY Use of Data to Analyze Math

ACTION STEP BMS/BHS Collaboration and Vertical Articulation

Via PLCs, BMS/BHS Monthly Collaboration, and the Vertical Articulation meetings, the mathematics department evaluates disaggregated student performance data and implements suggested enhancements.

Status	Suspended 08/07/2014	Filing Cabinet Count	0
Start-End Dates	09/11/2013 - 05/24/2014		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, NMIADP, RFA-P/F		
Persons Responsible	Margaret Chavez, Angel Lovato, Gregory Marez		

TASKS 0 of 2 Complete

Collaboration and Articulation	Suspended	Due 5/24/2013
BMS math teachers will work collaboratively with BHS staff to evaluate data and best teaching practices to align the math programs between the two schools.		Allan Tapia (LEA) , Gregory Marez (School) , Margaret Chavez (School)
Collaboration and Articulation	Suspended	Due 5/24/2013
Furthermore, BMS will participate in Vertical Articulation Meetings where all BPS district schools meet to discuss data and best practices.		Allan Tapia (LEA) , Gregory Marez (School) , Margaret Chavez (School)

ACTION STEP Data

Collect, analyze, and disaggregate data from multiple sources to guide instruction/intervention decision (NMSBA, Short-cycle assessments, Teacher Data Chats).

Status	In Progress 05/17/2016	Filing Cabinet Count	0
Start-End Dates	11/01/2013 - 05/26/2017	Budgeted	\$10,000.00
Timeline Notes	Data will be analyzed following all SCA, state assessments as well as with CFA as available.		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Norma Binder, Michael Chavez, Jacqueline Mangham		

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Strengthening Math Instructional Programs**

STRATEGY **Use of Data to Analyze Math**

ACTION STEP **Data**

TASKS 0 of 2 Complete

Achievement Select and implement technology resources, including achievement data analysis software, which guide data-driven decision-making.	Suspended	Due 6/4/2013 Gregory Marez (School) , Kerin Eberlein (School) , Lorenzo Barraza (LEA) , Margaret Chavez (School) , Norma Binder (LEA)
Infrastructure Improve school technology and infrastructure issues to support learning in the classroom.	In Progress	Due 5/27/2016 Allan Tapia (LEA) , Lorenzo Barraza (LEA) , Norma Binder (LEA)

STRATEGY **RFI for D/F Schools**

Interventionist to work specifically with Special Ed and low proficiency students using Accelerated Math.

Filing Cabinet Count 0

ACTION STEP **Accelerated Math**

Tier II Math Intervention teacher will use the Accelerate Math Program to target the needs of BMS students who are not on grade level in math.

Status	In Progress 05/17/2016	Filing Cabinet Count	0
Start-End Dates	01/06/2014 - 05/26/2017		
Tags	ELL, SpecialED, InstrAudit, IndianEd, NMIADP		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

ACTION STEP **After School Tutoring**

After school tutoring classes will be provided on Tuesday and Thursdays from 2:30-4:30.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	09/08/2015 - 04/21/2016		
Tags	RFA-P/F-15, ELL, SpecialED, IndianEd		
Persons Responsible	Norma Binder, Michael Chavez, Jacqueline Mangham		

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Transformation**

Transformation strategies that provide the foundational work required to meet the challenges of school reform.

Filing Cabinet Count	5
SEA Resources Available	2

STRATEGY **1. Use of Data**

The Administration and Staff at BMS will develop Next Step Plans for students in the 8th grade so they may set educational and career goals. They will use Discovery data in order to monitor student progress and plan interventions as needed. Teachers will use information about students derived from Common Formative Assessments in their subject area to drive instruction in the classroom.

Filing Cabinet Count	0
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ACTION STEP **Discovery Assessment**

The students at BMS will take the Discovery assessment in Reading/LA and Math three times per year (A,B,& D). The school staff will disaggregate the data and plan appropriate instructions and interventions for the students.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	09/18/2014 - 05/27/2016		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

ACTION STEP **Next Step Plans**

The staff at BMS will help students develop Next Step Plans at in the spring semester of their 8th grade year. This plan will help the students prepare for high school and beyond by guiding their course of study and/or career track.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	01/11/2015 - 05/27/2016		
Tags	SpecialED		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

ACTION STEP **Common Formative Assessments**

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Transformation**

STRATEGY **1. Use of Data**

ACTION STEP **Common Formative Assessments**

Teachers will give Common Formative Assessments (CFAs) to their students in the area of LA, Math, Science and SS. They will go over the results of these assessments during their common PLC time on Thursdays. They may use this data to inform instruction improve learning for their students.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	08/17/2014 - 05/27/2016		
Tags	CCSS, ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

ACTION STEP **Data Analysis**

Teachers by Department will review data consistently following each short cycle assessment and using CFA to identify areas of need to improve the academic performance of students.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	10/19/2014 - 05/27/2016		
Timeline Notes	Analysis began with an item plot analysis of the SBA and has continued with the fall and winter Discovery. In addition CFA have been analyzed.		
Tags	InstrAudit, NMIADP		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

TASKS 1 of 1 Complete

Data Retreat	Completed	Due 8/4/2015
A data retreat will be held during the summer of 2015 to triangulate data and identify specific areas that are the root causes related to student low performance.		Jacqueline Mangham (School) , Norma Binder (LEA)

GOAL **Transformation**

STRATEGY **2. Providing Strong Leadership**

An effective leader with a record in improving student achievement and has the ability to lead the turnaround effort to achieve outstanding results and task-oriented actions required for success.

Action Steps:

are based on data and clearly articulate what everyone involved needs to do differently; specify how the leader personally analyzed data to inform decisions, make clear logical plans that people can follow; and ensure that a strong connection between school learning goals and classroom activity; specify how the leader has implemented a system to measure and report interim results often; and specify how the leader reports progress and keeps the organization focused on high level goals.

Filing Cabinet Count 0

ACTION STEP **Systems Evaluation**

The principal of the school will evaluate the systems in place at BMS. She will provide her teachers with training on the Big 8 developed by Brinkman, Forlini, and Williams. She will also evaluate them using the NMTech evaluation system set forth by the PED.

Status	Suspended 09/13/2014	Filing Cabinet Count	0
Start-End Dates	08/05/2013 - 05/23/2014		
Persons Responsible	Norma Binder, Sonia Lawson, Lynda Spencer		

ACTION STEP **Instructional Coach**

The instructional coach will manage PLCs for each department on Thursdays. She will assist them with curriculum support, analyzing student data, and facilitate book studies within each group. She will support teachers at all times by providing them with the resources they need to be effective teachers. She will develop a school website with important and necessary information that is easily accessible to the teachers in the school.

Status	Suspended 05/17/2016	Filing Cabinet Count	0
Start-End Dates	08/05/2013 - 05/27/2016		
Tags	InstrAudit		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

ACTION STEP **Teacher evaluations**

Teachers evaluations will include consistent walk throughs and two formal evaluations yearly.

Status	In Progress 05/17/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2014 - 05/26/2017		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

GOAL **Transformation**

STRATEGY **3. Effective Teachers**

Effective teachers demonstrate a set of behaviors they incorporate into their daily professional practice. these include:
 a deep understanding of subject matter, learning theory, and student differences;
 planning, classroom instructional strategies;
 assessment of student understanding and proficiency with learning outcomes; and
 ability to reflect, collaborate with colleagues.

Filing Cabinet Count 0

ACTION STEP **Increased Student Engagement**

Teachers will increase student engagement through building background and providing active learning activities for students as well as building academic vocabulary.

Status	In Progress 05/17/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2014 - 05/26/2017		
Tags	InstrAudit		
Persons Responsible	Norma Binder, Michael Chavez, Jacqueline Mangham		

ACTION STEP **Student Assessment**

Teachers will assess students and disaggregate data from Common Formative Assessments (CFAs), Discovery, and the NMSBA. They will use the data derived from these assessments to inform instruction in their classroom. They will adjust lesson plans accordingly.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	08/05/2013 - 05/27/2016		
Persons Responsible	Norma Binder, Michael Chavez, Jacqueline Mangham		

ACTION STEP **Professional Learning Communities**

Teachers will participate in Professional Learning Communities every Thursday for approximately an hour.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	08/05/2013 - 05/26/2016		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Transformation**

STRATEGY **3. Effective Teachers**

ACTION STEP **Professional Learning Communities**

TASKS 0 of 1 Complete

Book Study	In Progress	Due 5/27/2016
Teachers will do book studies in their subject area. They will take turns reading and presenting chapters in a given book.		Jacqueline Mangham (School)

ACTION STEP **Lesson Plans**

Departments will create a unified lesson plan. Plans will be submitted on Monday of each week. Plans will be reviewed for quality of instructional content and observations and walk-thrus will validate consistency of implementation.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	11/02/2014 - 05/16/2016		
Tags	InstrAudit, NMIADP		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

ACTION STEP **Differentiated Instruction**

Data will be used to identify specify areas of instruction in need of improvement. Differentiation will be provided based on student need. Differentiation strategies will be listed in lesson plans.

Status	In Progress 05/17/2016	Filing Cabinet Count	0
Start-End Dates	11/16/2014 - 05/26/2017		
Timeline Notes	PD strategies were provided through PLCs. Reference books are available.		
Tags	InstrAudit, NMIADP		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

STRATEGY **4. Redesigning Day, Week, Year**

Expanding or redesigning the school academic day to provide additional time for student learning and teacher collaboration.

Filing Cabinet Count 0

ACTION STEP **Professional Learning Communities**

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Transformation**

STRATEGY **4. Redesigning Day, Week, Year**

ACTION STEP **Professional Learning Communities**

All teachers will participate in Professional Learning Communities on Thursdays. They will meet as a team for about an hour. They will be with their department and the BMS Instructional Coach.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/20/2016		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

ACTION STEP **Advisory Period**

Class period implemented daily for 30 minutes to track student attendance and academic progress.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2015 - 05/27/2016		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

STRATEGY **5. Parent, Family and Community**

Ongoing mechanisms for family and community engagement including:
improving communication;
promoting positive parenting;
enhancing student learning;
increasing volunteerism; and
support decision-making through student advocacy.

Filing Cabinet Count	1
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ACTION STEP **Parent/Teacher Conferences**

Parent/Teacher Conferences will be held twice per year. Teachers will meet with 100% of the parents in order to discuss the academic progress of each student.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/20/2016		
Tags	Parent		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

ACTION STEP **Parent Advisory Committee or PTO**

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Transformation**

STRATEGY **5. Parent, Family and Community**

ACTION STEP **Parent Advisory Committee or PTO**

The PAC will meet at the school monthly at the school. This committee will provide support to students, staff, and students throughout the 2015-2016 school year.

Status	Completed 05/17/2016	Filing Cabinet Count	1
Start-End Dates	09/23/2014 - 05/27/2016		
Tags	Parent		
Persons Responsible	Margaret Chavez, Jacqueline Mangham		

ACTION STEP **Annual Veterans' Day Event**

BMS will hold an event honoring the Veterans in the Bernalillo community during the week of the Veterans' Day Holiday.

Status	Completed 12/05/2015	Filing Cabinet Count	0
Start-End Dates	09/17/2014 - 11/11/2015		
Persons Responsible	Michael Chavez, Jacqueline Mangham, Allan Tapia		

ACTION STEP **Newsletter**

A quarterly newsletter will be published to inform parents and recognize school.

Status	Completed 05/17/2016	Filing Cabinet Count	1
Start-End Dates	10/15/2015 - 05/27/2016		
Tags	Parent		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

STRATEGY **6. School Safe Environments**

A school environment that improves school safety and discipline to include:
 a positive, respectful classroom climate,
 a culture where relationships, communication and collaboration are demonstrated within the school community; and
 a safe and orderly environment conducive to learning.

Filing Cabinet Count 0

ACTION STEP **Rachel's Challenge**

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Transformation**

STRATEGY **6. School Safe Environments**

ACTION STEP **Rachel's Challenge**

BMS will implement the anti-bullying program "Rachel's Challenge" during the 2013-2014 SY.

Status	Completed 09/13/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/23/2014		
Persons Responsible	Martin Domingez		

ACTION STEP **Staff Safety Team**

The Staff Safety Team at BMS will identify and help students who may be at risk of dropping out by providing them with the different resources they need to succeed in school.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/27/2016		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

ACTION STEP **Drug Abuse Resistance Education (DARE)**

BMS will implement the DARE program in order to educate the students on the dangers of using drugs.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	08/18/2013 - 05/20/2016		
Persons Responsible	Michael Chavez		

TASKS 1 of 1 Complete

Red Ribbon Week	Completed	Due 10/30/2015
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BMS will have Red Ribbon Week during the last month of October. DARE will plan different drug awareness activities for the students.

ACTION STEP **Bullying**

School counselors will provide bullying education during advisory periods.

Status	Completed 12/05/2015	Filing Cabinet Count	0
Start-End Dates	09/01/2015 - 09/30/2015		

ACTION STEP **Health and Wellness**

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Transformation**

STRATEGY **6. School Safe Environments**

ACTION STEP **Health and Wellness**

School nurse will provide ongoing health and safety education to students during advisory class.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	09/08/2015 - 05/06/2016		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Process Management**

Based on recent feedback from the Instructional Audit, BMS will implement and monitor structures and processes to address student and staff needs.

Filing Cabinet Count 4 Budgeted: \$130,000.00

STRATEGY **Stakeholder Focus**

All stakeholders will foster an environment of high academic standards. BMS will reach state-mandated average yearly progress goals by modifying, developing and expanding curriculum assessment and instructional programs to address the diverse educational needs of students.

Filing Cabinet Count 2 Budgeted \$130,000.00

ACTION STEP **Class Materials**

Acquire updated and adequate materials for all school departments.

Status	Suspended 03/05/2013	Filing Cabinet Count	0
Start-End Dates	11/01/2012 - 06/04/2013	Budgeted	\$10,000.00
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Norma Binder		

TASKS 0 of 1 Complete

Class Materials	In Progress	Due 12/31/2015
In accordance with budget allotments, each teacher receives a determined amount of money to purchase class materials. Budget allotments for the 2015-2016 school year is \$100.		Allan Tapia (LEA) , Norma Binder (LEA)

ACTION STEP **Classroom Walkthroughs**

Meet with teachers to revise the current classroom walkthrough process.

Status	Completed 12/21/2012	Filing Cabinet Count	0
Start-End Dates	11/14/2012 - 12/19/2012		
Tags	InstrAudit		

ACTION STEP **Master Schedule**

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Process Management**

STRATEGY **Stakeholder Focus**

ACTION STEP **Master Schedule**

Create a schedule which allows for collaboration time between regular education teachers and special education teachers. Promote interdisciplinary team planning that will facilitate PLCs. Revise current special education inclusion model and use of the Resource Room at Bernalillo Middle School to ensure the needs of students are met.

Status	Completed 12/05/2015	Filing Cabinet Count	0
Start-End Dates	11/01/2013 - 05/27/2016		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

TASKS 0 of 2 Complete

Master Scheduling	Suspended	Due 6/4/2013
Determine the feasibility of a master schedule that provides increased time for collaboration, interdisciplinary planning, and adequate use of resources.		Gregory Marez (School) , Martin Domingez (School)
Book Reads	In Progress	Due 5/27/2016
Instructional Coach will facilitate book reads in each PLC. Teachers will read and jigsaw professional literature pertaining to them.		Jacqueline Mangham (School) , Margaret Chavez (School)

ACTION STEP **High Level and Gifted Students**

Identify high level and gifted students.

Status	In Progress 05/17/2016	Filing Cabinet Count	0
Start-End Dates	10/04/2012 - 04/21/2017		
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Jacqueline Mangham		

TASKS 0 of 1 Complete

Gifted and Talented Students	In Progress	Due 4/22/2016
Develop, implement, and evaluate a school-wide process for selecting and testing potential students.		Jacqueline Mangham (School)

ACTION STEP **Hiring and Retention Practices**

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Process Management**

STRATEGY **Stakeholder Focus**

ACTION STEP **Hiring and Retention Practices**

One hundred percent of teachers employed at BMS will meet the highly qualified requirements set forth in the No Child Left Behind Act.

Status	In Progress 05/17/2016	Filing Cabinet Count	0
Start-End Dates	01/04/2013 - 09/16/2016	Budgeted	\$20,000.00
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Norma Binder, Michael Chavez, Jacqueline Mangham		

TASKS 0 of 1 Complete

HQ Teachers and Para-professionals	In Progress	Due 6/30/2016
Hire highly qualified teachers with secondary endorsements in all teaching areas. Provide incentives for teachers to attain Level 3 certification status. Implement a teacher mentor program. Provide additional training for instructional assistants.		Jackie Darnell (LEA) , Jacqueline Mangham (School) , Michael Chavez (School) , Norma Binder (LEA)

ACTION STEP **Student Assistance Team**

Implement a functional student assistance team to identify students who are struggling behaviorally and/or academically, and devise a plan to help those students succeed in school.

Status	In Progress 05/17/2016	Filing Cabinet Count	1
Start-End Dates	08/12/2013 - 05/26/2017		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

TASKS 1 of 1 Complete

SAT	Completed	Due 5/22/2015
Establish an active and functional SAT team that can and will identify students who are struggling academically and/or behaviorally; and devise a plan to help those students succeed in school.		Jacqueline Mangham (School) , Lynda Spencer (LEA) , Michael Chavez (School) , Shirlee Frias (School)

ACTION STEP **Technology**

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Process Management**

STRATEGY **Stakeholder Focus**

ACTION STEP **Technology**

Implement technologies to improve the efficiency of district operations by increasing staff productivity. Broaden the scope of technologies that build community and collaboration by increasing the amount and type of data available to parents and staff. Expand the technology infrastructure to meet the growing needs of BMS by improving network efficiency statistics.

Status	In Progress 05/17/2016	Filing Cabinet Count	0
Start-End Dates	11/01/2013 - 05/26/2017	Budgeted	\$100,000.00
Tags	ELL, SpecialED, InstrAudit, IndianEd		
Persons Responsible	Lorenzo Barraza, Norma Binder		

TASKS 1 of 5 Complete

Technology Efficiency	In Progress	Due 5/27/2016
Identify, implement and assess technology competencies for all certified and classified positions. Train certified and classified staff to support them in reaching proficiency on identified technology competencies.		Lorenzo Barraza (LEA) , Norma Binder (LEA)
Efficiency	Completed	Due 6/4/2013
Develop and implement a technology request process. Implement achievement data analysis software.		Lorenzo Barraza (LEA)
Scope	Suspended	Due 1/31/2014
Explore community partnerships for extending access to technology tools outside of regular school hours. Investigate and procure an on-line learning environment.		Lorenzo Barraza (LEA)
Expansion	In Progress	Due 5/26/2017
Develop a comprehensive approach for replacement of technology equipment. Increase technology infrastructure to implement teaching and learning strategies and tasks.		Lorenzo Barraza (LEA)
Competencies	In Progress	Due 5/27/2016
Integrate student technology competencies into the curriculum. Research, evaluate and implement emerging technologies as they relate to the instructional goals of BMS.		Allan Tapia (LEA) , Jacqueline Mangham (School) , Lorenzo Barraza (LEA) , Norma Binder (LEA)

ACTION STEP **School-wide Procedures**

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Process Management**

STRATEGY **Stakeholder Focus**

ACTION STEP **School-wide Procedures**

School procedures will be consistently implemented school-wide that outline expected behaviors in all areas of the school.

Status	Completed 05/17/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2015 - 05/27/2016		
Tags	InstrAudit		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

TASKS 0 of 1 Complete

Hall Monitors	In Progress	Due 5/27/2016
Hall monitors will monitor students during passing periods to be a reminder of hallway expectations.		Jacqueline Mangham (School) , Michael Chavez (School)

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Parental Involvement**

Bernalillo Middle School will establish and execute an aggressive plan to promote community awareness and involvement.

Filing Cabinet Count 5

STRATEGY **Parent and Community Volunteers**

Expand the community connection through an increased percentage of parent and community volunteers. And, increase positive perceptions of Bernalillo Middle School by promoting program awareness and opportunities.

Filing Cabinet Count 0

ACTION STEP **Open House**

Parents, Students, Central Office Staff, and Community Members will be invited to learn more about department curriculum and test data.

Status	Completed 12/05/2015	Filing Cabinet Count	0
Start-End Dates	08/13/2014 - 09/15/2015		
Tags	Parent		
Persons Responsible	Michael Chavez, Jacqueline Mangham		

TASKS 0 of 1 Complete

Open House	Suspended	Due 5/24/2013
Increase the number of open houses to share student work and achievements.		Allan Tapia (LEA) , Norma Binder (LEA)

ACTION STEP **Website Updates**

Communicate news regarding academics, sports, activities, calendar, and other important news.

Status	In Progress 05/17/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2013 - 05/26/2017		
Tags	Parent		
Persons Responsible	Jacqueline Mangham		

ACTION STEP **Parent Advisory Committee**

SCHOOL PLAN
BERNALILLO MIDDLE

GOAL **Parental Involvement**

STRATEGY **Parent and Community Volunteers**

ACTION STEP **Parent Advisory Committee**

Parents will be recruited and trained to serve on the PAC. Parents are getting involved.

Status	In Progress 05/17/2016	Filing Cabinet Count	0
Start-End Dates	09/24/2013 - 05/26/2017		
Tags	Parent		
Persons Responsible	Jacqueline Mangham		

ACTION STEP **PTSO**

The BMS PTSO will meet monthly to discuss academics, safety, curriculum, and fundraisers.

Status	Suspended 09/13/2014	Filing Cabinet Count	0
Start-End Dates	09/24/2013 - 05/24/2014		
Tags	Parent		
Persons Responsible	Gregory Marez		

TASKS 0 of 1 Complete

PTSO	Suspended	Due 5/24/2013
Recruit parents, teachers, students, community members, and BMS staff to establish and serve as members of the PTSO.		Gregory Marez (School)

TOTAL PLAN FUNDS:	\$0.00
Budgeted	\$250,000.00
Actual	\$78,845.00



EAGLES

Bernalillo Middle School
Student Handbook
2016 - 2017

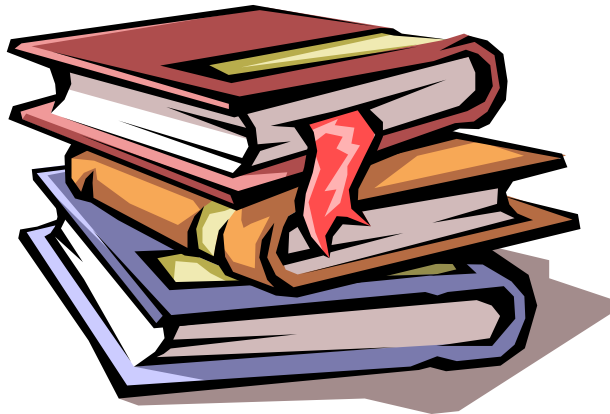
BERNALILLO MIDDLE SCHOOL

STUDENT/PARENT HANDBOOK

The purpose of this Student/Parent Handbook is to acquaint you with some of the policies and regulations of the school, with the idea that the information will aid us in having a good school year. Because the handbook cannot be personal, students are addressed as “the student”, “students”, or “child”. Likewise, the term “parent” or “the student’s parent” may refer to the parent, legal guardian, or other persons that have agreed to assume responsibility for the student. These guidelines for good citizenship have been established for the benefit and welfare of the entire campus -- students, faculty and staff.

Bernalillo Middle School is your school, and we want you to enjoy it, benefit from it, and protect it for yourself and others. Your school is a partnership of students, faculty, staff, parents and community. We all work together to have the **BEST** middle school in the state of New Mexico.

We want you to feel that you are a welcome part of the school and we welcome your assistance in making our school BETTER. Our mission is to educate all students in a positive learning environment by managing programs that address student needs to ensure responsible, confident, competent and productive individuals in a multi-cultural society. Your participation in classes, sports, and all other activities is important to this partnership.



SUCCESS IN SCHOOL REQUIRES PARENTAL INVOLVEMENT, A POSITIVE ATTITUDE, STRONG READING SKILLS AND SUPREME EFFORT.

Bell Schedules 2016-17

Regular Bell Schedule		
First Bell		7:30 A.M.
Advisory Period		7:33 – 8:03
1 st Period		8:06 – 9:00
2 nd Period		9:03 - 9:57
3 rd Period		10:00 - 10:54
4 th Period	6 th Grade Lunch	10:57 - 11:27
4 th Period	8 th Grade Lunch	11:30 - 12:00
4 th Period	7 th Grade Lunch	12:03 - 12:33
5 th Period		12:36 - 1:30
6 th Period		1:33 - 2:27

Snow Delay Schedule		
First Bell		9:30 A.M.
1 st Period		9:35 - 10:10
2 nd Period		10:14 - 10:46
3 rd Period		10:50 - 11:25
4 th Period	6 th Grade Lunch	11:28 - 11:58
4 th Period	8 th Grade Lunch	12:01 - 12:31
4 th Period	7 th Grade Lunch	12:34 - 1:04
5 th Period		1:08 - 1:44
6 th Period		1:48 - 2:25

Early Release Day Schedule		
First Bell		7:30 A.M.
1 st Period		7:33 - 8:10
2 nd Period		8:13 - 8:41
3 rd Period		8:44 - 9:12
5 th Period		9:15 - 9:43
6 th Period		9:46 - 10:14
4 th Period	6 th Grade Lunch	10:17-10:47
4 th Period	8 th Grade Lunch	10:50-11:20
4 th Period	7 th Grade Lunch	11:23-11:51

REPORT CARDS: Students will receive four (4) report cards after each quarter.

**Students will also receive four
(3) Progress Reports (midterm)**

GRADING PERIOD	END OF GRADING PERIOD
1 st Quarter	October 14, 2016
2 nd Quarter/1 st Semester	December 21, 2016
3 rd Quarter	March 15, 2017
4 th Quarter/2 nd Semester	May 30, 2017

BERNALILLO MIDDLE SCHOOL PHONE NUMBERS

	Administration	404-5270	Principal	Albert Martinez
		404-5272	Assistant Principal	John Sais
	Counseling	404-5285	Counselor	Gabrielle Anzures
		404-5287	Counselor	Brenda Montoya
	Support Staff	867-3309	Principal's Secretary	Paulette Maes
		404-5274	Attendance Clerk	Paulette Maes
		404-5273	Bookkeeper	Tawnya Mortensen
		404-5286	Registrar	Lorriann Urban
	Athletic Department	404-5272	Athletic Coordinator	Angel Lovato
	Cafeteria	404-5282	Head Cook	Julio Rosales

TITLE IX DECLARATION

Title IX of the Education Amendments of 1972 to the Civil Rights Act of 1964 states:

- No Person in the United States shall, on the basis of sex, be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal funds.
- B.M.S., along with the Bernalillo Public Schools is committed to the philosophy of equal opportunity and access to all its employees, educational programs, activities, and services. If you have questions regarding Title IX please contact Allan Tapia at 404-5681.

Protection of Pupil Rights Amendment (PPRA)

Parents have the right of inspection of any instructional materials that may be involved in the evaluation, surveying or analysis funded by the United States Department of Education (ED) in which their children are involved.

Schools and contractors must also obtain written parental consent before minor students are allowed to participate in any ED funded survey analysis for evaluations regarding information concerning:

1. Political affiliations
2. Mental and psychological problem
3. Sex behavior and attitudes
4. Illegal, anti-social, self-incriminating, and demeaning behavior
5. Critical appraisals of individuals with whom respondents have close family relationships
6. Legally recognized privileged relationships such as those of lawyers or clergy
7. Income (other than required for eligibility of federal programs)

If you believe these rights under PRPA have been violated, you may file a complaint with PED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact providing reasonable cause to believe that a violation of PRPA occurred.

Family Educational Rights and Privacy Act (FERPA)

FERPA protects the educational records of students and provides parents and eligible students with the right to request a change in students' records. Schools retain the right to disclose pertinent information to parties that have a legitimate interest in the records of the individual.

1.1 BMS Motto <i>“Every Student, Every Day, a Success”</i>

1.1.1 Bernalillo Middle School Vision

The staff of B.M.S. believes that all students will reach their highest potential through the integration of effective instruction, rigorous curriculum and high academic expectations. B.M.S. is committed to providing a safe environment for all students and all who serve them. Our vision is to provide an academic setting where students develop skills to help them reach their full potential as productive members of society.

1.2.1 Bernalillo Middle School Mission

The mission of Bernalillo Middle School is to provide opportunities for students to succeed academically, socially, physically and emotionally. BMS will challenge students by providing learning environments, which meet the unique needs of each student.

1.3.1 Student Rights and Responsibilities

All students have the right to a free and appropriate public education. At the same time, **students have the responsibility to conduct themselves in a manner, which makes it possible for them and others to receive that education.**

2.1 Discipline Policy & Procedures

2.1.1 DISCIPLINE POLICY

The discipline policy addresses general disruptive conduct. This is defined, as conduct that disrupts the educational process, constitutes a health or safety hazard, is in violation of state or municipal law, or is in violation of school rules and board policies. BMS will implement a positive behavior intervention support model (PBIS). The focus of the PBIS is to identify appropriate conduct/behavior for students with the focus of changing inappropriate behavior and encouraging appropriate behavior. In order to be able to participate in School Dances and Activities at school, students will have to be able to show good deportment for the month prior to the scheduled event. Students may request or be recommended for counseling at any time.

The purpose of our disciplinary policy is to insure the rights of each student to attend school in a safe, positive and productive learning environment. To that extent, we encourage parents and students to bring concerns to the attention of the teacher or the principal.

Discipline

One of the most important lessons a child can learn is discipline. It is the shared responsibility of the home and school to accomplish this. Students learn self-control, good conduct, character, orderliness, consideration, responsibility and efficiency. Good discipline is maintained by recognizing good behavior. The discipline plan provides guidelines and consequences for infractions. Positive Behavior Support Model is a classroom management plan which assures teachers the right to teach and students the right to learn. Teachers are expected to handle their own student discipline problems as part of their classroom management. The classroom plan includes rules, consequences, and rewards.

Student discipline is in force during their regular school hours, on school transportation, at athletic functions, field trips and other school related activities. There are three standard rules:

- Bring all necessary materials to class every day and follow directions as given
- Any verbal or physical behavior which distracts from the learning process is unacceptable.
- Students will not abuse others or the property of others.

Students will be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case:

- Seriousness of the offense
- Frequency of misconduct
- Student's attitude
- Potential effect of the misconduct on the school environment

Consequences from our staff for misbehavior include:

- Verbal reprimand/contract for improvement
- Misconduct slip/parent notification/referral to counselor
- Loss of privilege
- Teacher/Parent/Administrator Conference
- Parent Shadowing
- Suspension

1. ELECTRONIC DEVICES/CELL PHONES

Electronic Devices/ Cell Phones are not allowed before, during or after school. Electronic Devices/ Cell Phones are not to be visible, and cannot be used during instructional time. The student who possesses a personal electronic device shall be solely responsible for its care. These devices shall be kept out of sight and powered off or silenced during the school day and during any school- sponsored activity, meeting or practice held on BPS property. Student use of personal electronic devices that disrupt the instructional day will result in disciplinary action and/or confiscation of the personal electronic device. Misuse of electronic devices/cell phones will result in:

1st Offense- Confiscation for one day. Phones returned to ONLY a parent/guardian at the end of the school day.

2nd Offense- Confiscation for seven days and a parent conference.

3rd Offense- Confiscation until the end of the Semester.

- Refusal to Comply (Refusal to "surrender" phone, comply, follow protocol, etc.) will result in immediate ISS (In-School Suspension) and/or OSS (Out-of-school Suspension) at Administrator's discretion.

2. CHEATING/FORGERY/COUNTERFEITING/PLAGIARISM

1st Offense- parent conference, one day ISS, loss of credit on assignment

2ND Offense- suspension to parent conference, loss of credit on assignment

3. CONTRABAND

(E.g. skates/skateboards, markers, laser pen lights, video cameras, drug/alcohol advertisements) are not allowed on campus at any time. BMS is not responsible for confiscated contraband items that are lost, left, or stolen after the last day of the semester.

1st Offense- confiscate, return to parent at a parent conference

2nd Offense- confiscate until the end of the semester and possible suspension.

NOTE: Items that are in use or that interrupt the educational process may be confiscated and must be picked up by a parent. All of these items should be out of sight and not in use during the school day including passing periods and lunch.

4. DISTURPTION OF THE EDUCATIONAL PROCESS

1st Offense- notify parent/ guardian by teacher.

2nd Offense- parent contact by administration, one day of ISS, Counselor Referral

3rd Offense- OSS, parent conference with teacher and administration, SAT Referral

5. DRESS CODE VIOLATION

1st- Offense- Warning, Immediate change of clothing, May result in being sent home.

2nd Offense- Parent contact, Immediate change of clothing, 1 day Lunch Detention, May result in being sent home.

3rd Offense- Lunch detention, parent contact, Immediate change of clothing, 2 days Lunch detention, SAT Referral, May result in being sent home.

4th Offense- ISS to parent conference, Immediate change of clothing, May result in being sent home.

- Refusal to Comply (Refusal to “comply with change of clothes”, follow protocol, etc.) will result in immediate ISS (In-School Suspension) and/or OSS (Out-of-school Suspension) at Administrator’s discretion.

- NOTE: Some items will be confiscated and will be returned to parent only.

6. DRUGS/ ALCOHOL/ PARAPHERNALIA – Use/ Possession

1st Offense- Three day suspension, possible legal citation/arrest, parent conference and mandatory participation in school- sanctioned drug awareness program. Counselor Referral.

2nd Offense- five day suspension, SAT Referral, possible legal citation/arrest, Counselor Referral

7. DISTRIBUTION/INTENT TO DISTRIBUTE DRUGS/ALCOHOL

Any offense subject to: Suspension, legal citation/arrest pending hearing.

8. EXPLOSIVES- Possession and or use

1st Offense- citation, restitution, suspension to hearing/arrest

9. FIGHTING/ASSULT- Battery/Fighting Unlawful, intentional touching or application of force to another person, when done in a rude, disrespectful or angry manner

1st Offense- Suspension to parent conference, mediation/contract, 3 day suspension, possible legal citation and/ or arrest, Counselor Referral.

2nd Suspension to parent conference, mediation/contract, 5 day suspension, possible legal citation and/or arrest, SAT Referral, Counselor Referral

3rd Offense- suspension hearing

10. GROUP OR GANG RELATED ACTIVITY/ BEHAVIOR

1ST Offense- Out of school suspension, parent conference, referral to gang intervention program, group identification attire banned, citation and arrest

2nd Offense- citation and arrest, suspension to hearing

11. HARRASSMENT/HAZING/BULLYING Using power aggressively in which a person/group is subjected to intentional, unwanted and unprovoked hurtful verbal and/ or physical actions. The aggression is repeated on more than one occasion and can include either: physical, verbal, emotional, racial, sexual, written, electronic, damage to property, social exclusion, and intimidation. Bullying is legally defined as repeated negative actions that are purposeful, serious in nature of physical/emotional/psychological threat, and there must be a clear imbalance of power between the victim and initiator. The initiator of bullying will show signs of not wanting to resolve the problem and will have no remorse. All of these must be present for the incident to be considered bullying even though one or two of these may be present. In that situation, the incident would be considered a student conflict. Cyber bullying is defined as electronic communication that targets a specific student/group with intent to harm; is published with the intention that the communications be seen or disclosed to the targeted student/group; is in fact seen or disclosed to the targeted student/ group; and creates or is certain to create a hostile environment on the school campus that is so severe or pervasive as to substantially interfere with the targeted student's/ group's educational benefits, opportunities, or performance. Those who encourage bullying in a digital or cyber environment may be subject to corrective action on any occasion.

1st Offense- Parent conference/ contact, referral to counselor, contract/mediation, and one day suspension, Counselor Referral

2nd Offense- Referral to counselor, three day suspension, parent conference, Counselor Referral

3rd Offense- Suspension hearing

TIPS FOR STUDENTS TO STOP BULLYING

-KEEP YOURSELF SAFE.

-GET HELP. Tell a trusted adult if you feel threatened or see someone in trouble

- REPORT WITHOUT FEAR YOUR NAME WILL BE DISCLOSED. Teachers, Administration, Counselors and Security are committed to keeping you safe and working confidentially with you! Any plan that is developed will be done so with your help.

-FYI. Parties involved will be met with separately

-FYI. Do not engage in any physical aggression fighting or retaliation as these acts result in suspension, expulsion, etc.

CYBER-BULLYING TIPS FOR STUDENTS

-Don't Initiate, respond to or forward harmful messages

-Think! If something mean is posted or texted about you, don't respond immediately

-Think about your reputation, would you want your teacher, future employer, grandma, someone you don't know to see that?

-Think about what you are doing, how you act should be the same way you would act in person or in front of someone you respect.

-Privacy, Keep intimate and personal info-private.

-Trust your gut, if you feel uncomfortable-save and tell an adult.

-Be Safe, Don't meet unknown internet friends without talking to your parents or another adult.

-Talk, to your parents and your counselor or administration at Bernalillo Middle School.

12. PROFANITY OR VERBAL ABUSE

- 1ST Offense- Student conference/ parent contact
- 2nd Offense- One day ISS, parent conference/ contact, Counselor Referral
- 3rd Offense- Suspension to Parent Conference

IF DIRECTED TOWARDS A STAFF MEMBER

- 1ST Offense- one day OSS, Parent conference, Counselor Referral
- 2nd Offense- three day OSS, Parent conference
- 3rd Offense- suspension to a hearing

13. PROMOTING AN ILLGAL OR UNSAFE ACTIVITY (e.g. cell phones, fighting, drug use, smoking, theft, etc.) Groups on or off campus during the school day encouraging or promoting illegal or unsafe activities using verbal/ non-verbal or electronic messaging and/ or hindering the efforts of officials to intervene.

- 1st Offense- Three day ISS or OSS, parent conference, mediation/ contract, Counselor Referral
- 2nd Offense- OSS, Parent conference, Counselor Referral
- Video taping of unsafe/ illegal activity will automatically result in a suspension to parent conference, confiscation of device, and potential suspension

14. SKATEBOARDS

Skateboards are not allowed on campus and may not become a classroom or administration distraction or safety concern, and may not be ridden anywhere on campus.

- 1st Offense- Confiscation, return to parent at parent conference
- 2nd Offense- Confiscate until end of the semester and possible suspension

15. THEFT/FRAUD/EXTORTION

- 1st Offense- restitution, possible citation, parent contact, three day suspension
- 2nd Offense- five day suspension/parent conference, restitution, SAT Referral

16. TOBACCO- Possession, smoking, or chewing...including E-Cigarettes. (There are no "smoking areas" on any BPS property.)

- 1st Offense- One day ISS, Parent contact, confiscation of tobacco
- 2nd Offense- Three day OSS, parent contact, confiscate tobacco, parent contact
- 3rd Offense- Suspension to hearing/ parent conference

17. TRESPASSING- Unauthorized presence on Bernalillo Middle School campus or any other BPS property, or at any BMS event

- 1st Offense- citation, parent contact
- 2nd Offense- citation, court referral, parent contact, possible arrest

18. TRUANCY/BLATANT CUT/ DITCHING

- 1ST Offense- one day ISS, parent contact, attendance contract
- 2nd Offense- two days ISS, parent contact, attendance contract
- 3rd Offense- suspension to parent conference

19. VALDALISM/GRAFFITI

- 1st Offense- citation, restitution, three day OSS, parent conference
- 2nd Offense- citation, restitution, five day OSS, SAT Referral
- School Wide Vandalism: Suspension to hearing

20. WEAPONS POSSESSION/USE

1ST Offense- arrest, parent contact, suspension to hearing

SOME VIOLATION MAY REQUIRE IMMEDIATE SUSPENSION TO PARENT CONFERENCE OR REMOVAL FROM CLASS AS DETERMINED BY ADMINISTRATOR

****Sexual or Racial Harassment and Discrimination****

- Students are encouraged to report occurrences of harassment to the principals, counselors or nurse. Sexual or Racial harassment/discrimination activity by adults or students will not be tolerated. Every effort will be made to assure that students have full enjoyment of educational benefits, and a climate conducive to learning. Sexual or racial harassment/discrimination is against the law. It is illegal under the Title VII, Title IX, Civil Rights Act. Adults or students engaging in sexual or racial harassment/discrimination will be subject to appropriate disciplinary action.

It is the policy of BPS to encourage victims of sexual or racial harassment/discrimination to Report an incident without fear of reprisal. A comprehensive review of the circumstances, including the nature of the alleged conduct, the context in which the alleged conduct occurred, and other pertinent factors will determine if the alleged conduct constitutes sexual or racial discrimination/harassment.

Consequences for Knowingly Making False Reports

False charges shall also be regarded as a serious offence and will result in disciplinary action or other appropriate sanctions.

2.1.2 SEARCHES

Administrative personnel have the right to search or to request the search of a student when there is reasonable suspicion according to Board Policy 339. They may also conduct or request random and periodic searches of backpacks, bags, lockers, vehicles, classrooms and building. If any illegal substances, stolen property, or weapons are found, they will be confiscated and proper legal action taken.

Bernalillo Public Schools has authorized the use of canines for the purposes of detecting any illegal or unauthorized substances or objects on school property or in vehicles on school property.

Based on reasonable suspicion, Preliminary Breath Tests, Saliva Tests, and other non-invasive types of drug/alcohol testing may be given to students to establish levels of drug/alcohol consumption.

2.1.3 PERSONAL PROPERTY

Skateboards/roller-blades/skates/scooters and roller-shoes are not allowed on campus because of concerns for safety and security. Electronic Devices such as IPOD's, phone cameras, video cameras, TV's, squirt guns, shaving cream, permanent markers (i.e. Sharpies) and suspicious packages are not allowed on campus. This is NOT an all inclusive list.

CD/MP3 players, IPODS, pagers, audio equipment, and other electronic devices that may disrupt the educational process **are not allowed** on campus during the school day and are subject to confiscation. The school is not responsible for lost or stolen items or items confiscated from students. These items, when confiscated will be returned only to the parent/guardian. **Any unclaimed items, at the end of the year, will be donated to a charitable organization.**

It is highly recommended students do not bring any electronic devices including cell phones to school. In case of emergency messages may be left at the main office. It is not the responsibility of BMS staff or administrators to attempt to find retrieve or recover a lost or stolen electronic device (including cell phones). Items such as these are brought on campus at your own risk.

2.1.5 IN-SCHOOL SUSPENSION (ISS)

BMS has developed an In School Suspension (ISS) program to provide assistance, time out, and/or counseling for those students having problems with their school behavior and violation of infractions. In School Suspension will be in a self-contained classroom with an In School Suspension coordinator or certified teacher. ISS is available every day from 1st through 8th periods, including lunch. Teachers may provide assignments for students on a case-by-case basis. Students may also be assigned to ISS during the course of the school day. Students must be in dress code and will stay until their dismissal from ISS. **Teachers are not allowed to assign students to ISS. A student must be allotted due process before being assigned ISS.**

2.1.6 OUT-OF-SCHOOL SUSPENSION (OSS)

Students who are suspended from Bernalillo Middle School are prohibited from being on the campus or in attendance at any school activity or event for the duration of their suspension. Students who come onto campus during an OSS will be subject to arrest and prosecution as well as additional school consequences. Students will be given a specific date and time for reinstatement to BMS. Parent/guardian must accompany the student during this reinstatement conference.

2.1.7 LUNCH DETENTION (LD)

Lunch Detention will occur immediately at the start of lunch. Students assigned to LD **will have a pass to get to the front of the lunch line to pick up lunch and return to assigned LD room.** Students who are tardy for passing periods during the school day will automatically be assigned to Lunch Detention. Tardies occurring on Friday will attend LD on the following week. Lunch detention will conclude when the administration releases. All students will eat lunch in designated area. **Failure to attend LD will result in a required parent conference and increased consequences (As determined by Administration).**

2.1.8 WEAPONS or “Look a Likes”

For the purpose of Bernalillo Middle School, a “weapon” or a “look alike” is any firearm, knife, explosive or other object even if manufactured for a nonviolent purpose that has a potential violent use. Additionally defined, as a “weapon”, is any object that resembles an object that has a potentially violent use if under surrounding circumstances the purpose of keeping or carrying the object is for use, or threat of use as a weapon.

2.1.9 DISCLAIMER

Administrators will have the right to exercise change(s) of consequences pending individual or group circumstances regarding violation of various discipline infractions. Student(s) who simultaneously violate multiple infractions will experience severe and compounding consequences. Student(s) who violate infractions more than twice will be subject to the administrative consequences of a severe and compounding nature, including possible long-term suspension or expulsion. Any appeal of site administration must be submitted in writing to the Superintendent of the Bernalillo Public Schools.

3.1.1 BMS DRESS CODE RULES

** Updated Dress Code Requirements for SY 2016-2017

Bernalillo Middle School expects its students to demonstrate good taste and modesty in their appearance, as is appropriate to the educational environment. The administration and faculty will monitor all questions regarding student appearance. The administration will have ultimate responsibility and authority for all issues pertaining to the BMS Dress Policy. Students are expected to be appropriately dressed at all Bernalillo Middle School academic, social and athletic events. **THE DRESS POLICY IS IN EFFECT WHILE STUDENTS ARE ON THE BMS CAMPUS.** The policy applies during all school days, school activities and field trips, unless otherwise specified. This dress policy will apply to all students except where there is specific instructional, safety, religious or medical reasons.

***Length appropriateness of clothing will be the sole judgment of the administration.**

PANTS, SHORTS, AND CROP PANTS ARE TO BE SOLID COLORS ONLY – NO JEANS

- Pants, crop pants, and shorts will be **solid in color**. **Pants may not include any type of jeggin’, joggers, yoga, sweats, spandex pants or stretch jeans.** Pants and shorts must fit properly at the waist, the inseam and the hem. Low rise pants are not acceptable. Shorts may not be shorter than two inches above the knee.
- Boys pants must be worn at waist level with no underwear showing
- Crop pants are acceptable pants, but must be a solid color and may **not** be a **spandex or poly-type material (Jeggings)**.
- **Examples of unacceptable pants/shorts:** jeans (with the exception of Fridays) polyester pants, bell bottoms, flared leg, decorated clothing, warm-up/sweat pants, pants with wide legs, dropped crotch, saggy or skater pants.

SKIRTS/DRESSES:

- Wrap skirts are not allowed.
- Standard length skirts must be **longer than fingertip length** and not have slits of any kind.
- Full-length skirts may be worn. Slits will not extend above the knee.

SHIRTS:

- Shirts must be **polo style** or button up dress style with a shirttail hem (tucked in if dress style)
- All solid colors except black are acceptable
- **All shirts must have a collar and button front with buttons going up the length of the neck.** Shirts may not be opened more than three inches from the top.
- Polo shirts may be long or short sleeved. Sleeveless shirts are not allowed. Tight or oversized shirts are not allowed. Students can wear a long sleeve shirt under their polo for warmth.
- Shirts may not be of a sheer or transparent material and any **shirt worn as an undershirt** must be a **solid school approved color.**
- Tank tops, bare midriffs and band bottom shirts are not allowed

JACKETS, COATS AND SWEATERS: SOLID COLORS

- **Hoodies: (Boys and Girls) Solid Colors: No stripes or designs and must have a zipper**
- Jackets/Coats, and sweaters are to be solid in color with minimal striping. They are to fit properly and not be excessive in length. Sweatshirts are not allowed.
- Coats, jackets, sweaters and sweatshirts are not to be worn during classes. If the classroom is unusually cold, a teacher may grant permission to wear jackets that day. **Flannel and camouflage jackets are not allowed.**
- Appropriate dress code clothing must be worn underneath coats, jackets, sweaters
- Approved manufacturers' logos of no more than 2" x 2" on jackets and coats. **Team shirts can only be Bernalillo or any N.M. University shirt and may be worn on Friday only.**

Miscellaneous:

- Student identification badges must be worn and visible at all times. Badges must be in good shape
- **(Spirit Day) BMS or NM University Spirit wear with jeans may be worn on Fridays only or the last school day of the week if dress code is consistently followed.**
- BMS sports teams may wear tops on the day of competition only
- Wrist and sweatbands are not allowed, except during PE and athletic contests
- Shoes with laces must be tied at all times. Shoes with wheels are not allowed
- Accessories like jewelry that are simple and in good taste may be worn. Earrings, studs, loops etc. may be worn in the ears only
- For your child's safety, **body piercing is not allowed**
- Belts are required and will be worn with no excess length hanging down. Belts should be plain, free of designs and studs. **Belt buckles must also be plain (initials, emblems or writing is not allowed)**
- Tattoos may not be visible at any time, **this also includes writing on one's skin with pen, markers, etc.**
- Clothing may not be worn around the waist (e.g. sweatshirts, flannel shirts, sweaters, etc.)
- At BMS each student is provided a locker therefor, we do not allow students to walk around campus with backpacks during instructional time. Student may bring a backpack to school, but it must be stored in his or her locker when the first bell rings. They may take them out after the last bell rings for dismissal.
- Manufacturers' logos on clothing other than jackets/coats are not allowed
- Clothing that promotes or indicates gang related activities or violent behaviors are not allowed on campus (i.e. Homies, South Pole, Eight Ball, Rollin Hard, In Memory of, Bulls, Raiders, Boss, FUBU, Stone Cold, Initial belt buckles).

- Hair color must be of a natural color.

The administration will have ultimate responsibility and authority for all issues pertaining to the dress code policy.

****Certain Lab classes may require a stricter dress code due to safety concerns.**

Updated May 2016.

4.1.0 School Pick- Up and Drop- Off

Bernalillo Middle School has an access gate in the **Back of the School**.

The gate at the back of the school is open all day during regular school hours. Between 7:30 am and 3:30 pm this gate is open to parents, students, staff and visitors. Parents should not drop off their students on the opposite side of the street. Please pull into the drive way and then drop off your student. **For safety please only drop off your students in the designated drop off area.**

5.1 Attendance Policy

5.1.1 ATTENDANCE

All students shall be expected to attend school as many days as school is in session in accordance with the Compulsory Attendance Laws as found in the New Mexico Statutes Annotated 22-12-2 and 22-12-7 NMSA (Being Laws 1967, Chapter 16, Section 170 and 175 as amended).

5.1.2 *A student's absence is defined as a student not being present in his/her classroom (or school designated location) during an assigned period.*

5.1.3 District Attendance Procedures

- Excused absences are for death in family, illness, family emergencies, doctor appointments, and cultural events. Please call or send a note when your child is absent.
- After three (3) days of absences, parent contact will be made and at five (5) days of absences a letter will be sent home.
- After eight (7) days, a formal letter will be provided to the parent/guardian from the school administration, with a copy to appropriate pueblo governors. The letter will ask that the parent and student meet at the school at a specified time to develop an attendance contract. This contract will spell out consequences, desired changes and improvement expected.

Ten days of absence will result in SAT referral to provide interventions to prevent retention.

Ten (10) days of consecutive unexcused absences will result in a student being dropped from school due to non-attendance. Should the student choose to return to school, the parent or guardian and student must make an appointment to meet with the appropriate administrator and re-enroll as a new student. Parents/Guardians will be notified via US mail stating the number of missed classes and the appeals procedures.

Following ten (10) days of unexcused absences the school will make a formal referral to Juvenile Probation Office (JPO). The case can be taken to protective services division of Children, Youth, and Families (CYF).

5.1.4 House Bill 106

As stated in House Bill 106 and Sections 22-12-7 and 22-12-8 NMSA 1978:

- 1) "Habitual truant" means a student who has accumulated the equivalent of ten or more unexcused absences within a school year;
- 2) "Truant" means a student who has accumulated five unexcused absences within a twenty-day period; and
- 3) "Unexcused absence" means an absence from school or a class for which the student does not have an allowable excuse pursuant to the Compulsory School Attendance Law or rules of the local school board or governing authority of a private school. If unexcused absences continue after written notice has occurred, the student shall be reported to the probation services office of the judicial district where the student resides for an investigation as to whether the student shall be considered to be a neglected child or a child in need of supervision and thus subject to the provisions of the Children's Code.

If, after review by the juvenile probation office where the student resides, a determination and finding is made that the [nonattendance] unexcused absences by the student may have been caused by the parent, guardian or one having custody of the student, then the matter will be referred by the juvenile probation office to the district attorney's office or any law enforcement agency having jurisdiction for appropriate investigation and filing of charges allowed under the Compulsory School Attendance Law. Charges may be filed in magistrate court or district court. A hearing officer may hear charges filed in district court.

Making Up Work – All students will be expected to make up missed work. The student will have 48 hours to make up work for each day of excused absence unless given more time by the teacher. (Ex. Students will have four days to hand in work if he/she missed two days of school due to an **excused absence**). **It is the responsibility of the student to request make up work from the teacher upon their return.** For unexcused absences, all students will be expected to complete work. The teachers will provide written means for students to request make up work from the teacher. Made up work from unexcused absences will not receive full credit.

5.1.5 STUDENT CHECK OUT POLICY

In a continuing effort to protect our students and ensure their safety, Bernalillo Middle School will maintain the policies set forth by the State of New Mexico and the Bernalillo Public Schools pertaining to student checkout from school.

- **All student checkouts must be done in person by the child's legal parent/guardian. The receptionist on duty will ask for a photo ID of the parent/guardian.**
- **Failure to produce a valid ID will result in not being able to check out a student.**
- In the case of an emergency (which will be determined by the BMS administration), students may be checked out in person only by the person/s designated on the student's checkout form.
- Students **will not** be allowed to check themselves out from school for any reason.
- Upon a late arrival, parents/guardians must provide a note, call the attendance secretary or physically check their student into school in the attendance office in order for their student to be excused.

The above policies are not meant to inconvenience parents/guardians in any way. These policies are only meant to provide for a safe and secure environment for all of the student body at Bernalillo Middle School.

6.1 Enrollment Information

6.1.1 IMMUNIZATIONS

All students must provide proof of immunization to lawfully enroll in a public school in New Mexico. All students who are new to the district must provide proof of immunization at the time of enrollment. There will be no conditional enrollment period. Proof of the following immunizations must be provided:

- ***DPT (Diphtheria, Pertussis, Tetanus) series of three (3) and boosters, as required.***
- ***Polio - series of three (3) and boosters as required***
- ***Measles (10 day and 3 day) - one (1) vaccination***

Students requesting medical or religious exemptions must bring verification of exemption at the time of enrollment. Exemptions must be renewed each year prior to enrollment.

6.1.2 IDENTIFICATION OF LEGAL PARENT/ LEGAL GUARDIAN

All students admitted to BMS must list their legal parents and/or legal guardians on official school documents. This includes even students who do not reside in the home of their legal parents and/or legal guardians. Legal parents and/or legal guardians may designate others, under a power of attorney, to be guardian of their child(ren) in order to enroll them at BMS. A copy of this legal document must be on file in the Principal's Office. Several emergency phone numbers and names will be helpful in case of emergency.

6.1.4 ENROLLMENT / TRANSFERS

Any student who lives within the Bernalillo School District boundaries may enroll at the school with proof of residency (utility bill in parent/legal guardian name with address within district boundaries). The student's original birth certificate must be presented to the registrar (copies will not be accepted).

Enrollment or re-enrollment may be denied by an administrator based on the following:

- The student seeking enrollment or re-enrollment has been "Dismissed", "Long-Term Suspended" or "Expelled" from another school district during the previous 12-month period.
- The student's behavior in any district during the previous 12-month period makes the student's enrollment or re-enrollment detrimental to the welfare or safety of other students or personnel.

6.1.5 DISENROLLMENT

Students who are withdrawing from BMS must be accompanied by a legal parent/legal guardian who will verify the following information during an exit interview:

- Reason for withdrawal
- Transfer destination
- Date of withdrawal

- Parents must sign the appropriate forms. If disenrollment is approved, the student will receive instruction on checkout procedures. Students must go to the library to return all school texts, library books and pay any fines, which have been incurred. All legally acceptable fines must be paid for a student to disenroll.

Students may be disenrolled for other reasons, such as:

- Expulsion/Long Term Suspension for disciplinary reasons
- Violation of compulsory attendance law

7.1 Schedules / Schedule Changes

7.1.1 SCHEDULES

All students will be issued a schedule based on their educational needs; First Step Plan, specific requests, and the classes that are available.

7.1.2 Schedule Changes

Schedules will only be changed for the following reasons:

- a. A required class was omitted.
- b. An extreme extenuating circumstance exists.
- c. A conference with the teachers, the student, and the counselor may be scheduled in a timely manner as related to the schedule change. **An administrator's signature must be obtained before the final decision of any schedule change(s).** Students attending class they are not scheduled for will be considered truant. **There will be no schedule changes after the tenth day of each semester.**

7.1.5 Student Failure Policy

Parents/guardians and 6th, 7th and 8th graders shall be notified by the classroom teacher in writing and verbally if a student is in danger of failing and not meeting classroom requirements as established by the Bernalillo Board of Education.

During the Fall and Spring semesters a Student Fail List will be reviewed every week by the counselor's office. Counselors and classroom teacher(s) may hold conferences with the student and parent/guardian to determine a corrective plan of action.

It is each student's responsibility to continually check with his/her teachers regarding grade status, especially if failure is possible.

7.1.6 GRADES

Letter grades and credits will be issued in classes where requirements have been met. Those students who successfully complete the Pre-AP classes will receive 0.5 points higher for each semester grade earned.

BMS GRADING SYSTEM	
90% -100%=A	4.0 points
80% - 89%=B	3.0 points
70% - 79%=C	2.0 points
60% - 69%=D	1.0 point
0%-59%=F	0 points
Withdrawal/Passing=W/P	0 points
Withdrawal/Failing=W/P	0 points

Final exams are considered part of the school-wide grading policy. Every course will require a final examination (22020-8.4C NMSA 1978), which will count for no more than 20% of the semester grade.

The middle school cumulative Grade Point Average (GPA) begins with the 6th grade. The GPA is computed by taking the total number of points earned for all classes and dividing by the total number of credits attempted.

7.1.7 Promotion Ceremony/ Grade Level Promotions

The BMS staff will inform via a written contract the requirements to participate in the promotion ceremony. Students who are failing either/both math or language arts may be required to attend and successfully complete Summer School to promote to the next grade level. Each case will be reviewed by the counseling department.

8.1.1 BMS Athletics and Activities

8.1.1 Athletics

The middle school offers a variety of sports for student participation. All students, boys and girls, are encouraged to try out for any sport in which they may be interested. Physical exams are required. Grade requirements apply to these sports. If a student is interested in playing a sport, the student should contact the coach involved or contact the Athletic Coordinator for more information

8.1.2 Requirements for Athletics and or Extra-Curricular Activities

Students requesting to participate in athletics or extra-curricular activities must provide the following information and meet the following requirements:

- parent consent
- legal resident with parent/guardian
- **physical exam and medical insurance**
- minimum GPA of 2.0 and no more than one (1) 'F' for the preceding grading period (9 weeks and Semester Grades will be checked)

- weekly attendance checks will be conducted and a student with any tardies or more than one unexcused absence for the month will not be allowed to compete.
- weekly grade checks and department of students will be conducted and a student with any discipline (ISS, OSS) or missing assignments will not be allowed to compete. (If the student's missing assignments are due to excused absences time will be allowed to make up missing assignments per policy.) **Such athletes will be allowed to practice but not travel with the team or compete until the progress report indicates no missing assignments or any discipline issues.**
- during all grading periods when the student is participating, these guidelines must be maintained
- students who do not meet these requirements will be ineligible until the following week.

8.1.3 BMS ORGANIZATIONS AND CLUBS

The following is a partial list of the club and student organizations available at Bernalillo Middle School. Most of these are open to all students, males and females. If you are interested in participating, see the teacher sponsor for each group. Weekly grade checks and department of students will be conducted and a student with any discipline (ISS, OSS) or missing assignments will not be allowed to participate. (If the student's missing assignments are due to excused absences time will be allowed to make up missing assignments per policy.)

FALL SPORTS	WINTER SPORTS	SPRING SPORTS	YEAR ROUND
Football 7 th & 8 th	Basketball (Boys/Girls) 7 th & 8 th	Track (Boys/Girls) 6 th , 7 th , & 8 th	Cheerleading 6 th , 7 th , & 8 th
Cross Country 6 th , 7 th , & 8 th	Wrestling 6 th , 7 th , & 8 th	Softball 6 th , 7 th , & 8 th	
Volleyball 7 th & 8 th		Baseball 7 th & 8 th	
		Basketball (spring 6 th)	

8.1.4 EXTENDED CLASS ACTIVITIES

(These are activities that extend beyond the school day or extend the educational dimensions of a regular class.)

Students who are participating in an out-of-town activity or an overnight trip must sign a contract that defines the out-of-town policy of BMS. Students involved in extended class activities that represent or use the name BMS or Bernalillo Public Schools will be under the rules and supervision of school authorities.

Students who are attending and/or participating in school activities during times other than regular school hours are expected to remain with their group and sponsor and to remain until the conclusion of the activity. The school cannot assume responsibility for student conduct if the student leaves a school activity, even for a short time.

Activity sponsors are requested to list the activity dismissal time and give a list of participants to the attendance secretary on the day of departure. If students will be departing from campus during the regular school day, all participating students are required to attend their regularly scheduled classes until the scheduled time of departure from campus.

Students must have a 2.0 GPA for the most recent Grading Period to be eligible for the extended class activity. Students may not attend an off campus activity per administrative discretion. Attendance must not exceed 2 absences per month (excluding doctor's excuse).

Students must have a 'Permission Form' signed by their parent/guardian. Each teacher whose class a student will miss must also sign the same 'Permission Form'. The sponsor will provide a list of those students who participated in the activity to the Attendance Office the following day.

Students identified, as truant from class will not be eligible to participate in the next scheduled activity. Truancy on the last day of a school week will make the student ineligible to participate in Saturday and Sunday school sponsored events and/or activities. **Students absent from class may not attend or participate in any school-sponsored activity that occurs on the day of the absence. The sponsor of the activity and administration will enforce non-participation rules.**

- | |
|---|
| <p style="text-align: center;">BMS ORGANIZATION AND CLUBS</p> <p style="text-align: center;">Band</p> <p style="text-align: center;">Native American Club</p> <p style="text-align: center;">MESA (Math, Engineering, Science Achievement)</p> <p style="text-align: center;">National Honor Society - (requires 3.5 GPA for three consecutive semesters prior to Induction plus other criteria including character, leadership, service and teacher recommendations)</p> <p style="text-align: center;">Science Fair</p> <p style="text-align: center;">Ski Club</p> <p style="text-align: center;">Student Council</p> <p style="text-align: center;">Yearbook</p> |
|---|

9.1 Transportation

9.1.1 TRANSPORTATION

Students living more than 1.5 miles from the BMS campus are eligible for school bus transportation. Exceptions may be made if hazardous walking conditions exist or if students are physically disabled. Students may only ride from home to school and back home again.

Information regarding pick-up locations and times may be found by calling the BPS Transportation Office (bus shop) at 867-3207.

In order for students to be eligible to ride the school bus, parents must complete and sign the Bus Permission Form. *Failure to comply will result in the student being denied bus transportation.* Forms are to be picked up and returned to the bus driver.

9.1.2 Once on the bus, students are considered on campus and must comply with all appropriate regulations and with the bus driver's request. When a student arrives on school property, the student may not exit the school property under any conditions without following the checkout procedures.

9.1.3 Parents requesting temporary changes to bus arrangements must receive permission from the Transportation Director. Circumstances, which require a temporary change, may include sickness, death in the family or another valid reason. These special circumstances will be considered on an individual basis. Contact the BPS Transportation Office at 867-3207 for specific information.

10.1 Lunch Program

10.1.1 SCHOOL LUNCH PROGRAM

BMS is a designated Provision Two School, which means all students may eat breakfast and lunch at no cost. All students are required to take a lunch tray unless they bring their lunch.

1.1.2 BMS is a Closed Campus

11.1 Other Important Information

11.1.3 PLEDGE OF ALLEGIANCE

As per New Mexico statute 22-5-4.5 and BPS Board Policy 455, the Pledge of Allegiance will be recited in each public school at the beginning of the school day. If a student wishes to refrain from participation due to sectarian, denominational, or conscientious views, a written request must be filed with the principal. If approved, a copy of the approved request will be given to the student's first period teacher. The exercise of the right to refrain may not interfere with the rights of others who choose to participate. **Standing during the pledge will be expected as an educational protocol to respect the sovereignty of the host nation in which is rendering the free and appropriate education to the enrolled student.**

11.1.4 VISITORS

Parents/guardians are sincerely encouraged to visit the school and their student's classrooms. Parent/guardians are requested to first report to the Reception Desk prior to visiting a classroom or any part of the campus. Visitors are expected to wear their passes so that the pass is visible at all times.

The BMS campus is closed to outside visitors who have no legitimate business on campus. The Bernalillo School Board policy states that students enrolled in one school have no business on the grounds of another school without the permission of the administration. No student visitors and no pets will be allowed on the BMS campus.

11.1.5 SAFETY DRILLS

Safety Drills are held periodically throughout the year. These Drills will include: *Fire Drills, Evacuation, Lock Down and Shelter-in-Place Drills.*

Fire and Evacuation Drills

The signal will be the continued ringing of electronic bells. All students and faculty should familiarize themselves with the posted maps and safety drill procedures for every classroom that they use. *Evacuation Drills* may be necessary due to disasters such as an earthquake, explosion, major gas leak, etc.

Shelter-in-Place and Lock Down Drill

The signal will be an intercom announcement by an Administrator or Campus Resource Officer. *Shelter-in-Place* may be necessary to isolate everyone on campus from the external environment. *Lock Down* refers to protection from an internal or extreme threat by excluding and/or isolating the threat. These drills require the ability to quickly secure the campus facilities.

The 'All Clear' signal will be called over the intercom.

11.1.6 LOCKERS

Students are responsible for keeping their lockers clean and orderly. No decorations are allowed on the outside of the lockers. Locker assignments, combinations, and changes will be handled through the library. Lockers are under the jurisdiction of the school. The school reserves the right to inspect all lockers at any time, which includes cutting locks, for the purposes of investigating and/or exposing possession of controlled substances and/or illegal weapons. Students must provide combination locks for their own lockers. Students must only use the locker assigned to them. Students are not to share their locker as they are responsible for all content in assigned locker. Any student using a locker not assigned to them may receive disciplinary consequences.

IF THE REGULAR CLASSROOM TEACHER REQUIRES THE ID ON A DAILY BASIS, THE STUDENTS MUST COMPLY TO PARTICIPATE IN THE CLASS OR IN THE LAB.

The cost of the initial picture ID is \$5.00. Replacement cost is \$5.00.

11.1.8 PASSES

STUDENTS WILL BE ALLOWED OUT OF CLASS ON AN EMERGENCY BASIS ONLY. Students have a three-minute passing period between each class. The passing period will be the time to go to the locker, use the restroom and get a drink.

11.1.9 SCHOOL INSURANCE PROGRAM

The Bernalillo Public Schools participate in a student accident insurance program, which is available to all students enrolled in the school system. Applications will be available when students pick up their schedule at the beginning of the school year or in the Counseling Office. Checks for school insurance are to be made out directly to the insurance company, not to BMS or Bernalillo Public Schools.

11.1.10 LOST AND FOUND

Lost and found items may be turned into the Attendance Office, where they will be kept until claimed. Textbooks that are found will be returned to the library. After June 15 of each year, items that have gone unclaimed will be donated to local charities.

11.1.12 PARTICIPATION IN SCHOOL DANCES AND ACTIVITIES

In order to be able to participate in School Dances and Activities at school, students will have to be able to show good deportment/discipline. There will be no discipline referrals for the month prior to the scheduled event. BMS will implement a positive behavior intervention and support model (PBIS). The

focus of PBIS is to identify appropriate conduct/behavior for students with the focus of changing inappropriate behavior and encouraging appropriate behavior.

11.1.13 BMS LIBRARY & TEXTBOOK POLICY

Because library books and textbooks are an important part of the overall instructional program here at Bernalillo Middle School, they need to be maintained and available for current and future student use. When a student checks out a book from the library, or is issued a textbook for class, **they are responsible for that material until the time it is returned.** Damage or loss of that book results in a fine to cover the cost of repair or replacement, and is expected to be paid as soon as possible.

(Please note that according to New Mexico Statute (NMSA 1978), Section 22-15-10 (B), a school district may withhold grades, diploma and transcripts of the student responsible for damage or loss of instructional material until the parent or student has paid for the damage or loss.)

If fines are not paid at the end of each school year, texts and library books will not be issued to student in following year.

Listed below are suggestions for the proper care and maintenance of library and text books, which should be emphasized with students by parents, guardians and school staff.

1. All books should be handled with care as they are expensive to repair or replace. In addition, books:
 - should not be shared or loaned to other students
 - should not be left in someone else's locker
 - should not be used while eating or drinking
 - should not be written or drawn in
 - left in backpacks can still be damaged when dropped on the floor
2. Any previous damage to books (at time of checkout) should be brought to the attention of the library staff so they can note the damage(s). This will alleviate charges for damages not the fault of current student.
3. Library books are checked out for a two-week period and should be returned or renewed on or before their due date.
4. All textbooks should be covered with a heavyweight book cover to reduce wear and tear, especially to corners.

Parents/guardians should routinely check the status of their child's books throughout the school year to verify that they still have possession of their books, also that they are being properly cared for, and are in good condition.

School-wide Policies for Student Behavior



Student & Parent/Guardian Signature Page

For: _____
Print Student Name

Grade: _____

I have read and understand the Bernalillo Middle School Student Agenda. By signing below I agree to comply with the rules and regulations hereby set forth by Bernalillo Middle School.

Student Signature

Date

I have read and understand the Bernalillo Middle School Student Agenda. By signing below I am indicating that I will do my best in aiding my child to follow the rules and regulations hereby set forth by Bernalillo Middle School.

Parent Signature

Date

*PLEASE TEAR OUT THIS PAGE, SIGN AND RETURN TO YOUR
1ST PERIOD TEACHER AS SOON AS POSSIBLE.*



Educate & Graduate

BERNALILLO PUBLIC SCHOOLS



2014–2017 Strategic Plan

www.bernalillo-schools.org

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BERNALILLO PUBLIC SCHOOLS BOARD OF EDUCATION



Allan Tapia
Superintendent



Ramona Salazar
President
District 5
Schools represented: BHS, BMS, BES, CES
Took oath of office: 3/2011
Term expires: 2/2019



Gilbert Lucero
Vice President
District 3
Schools represented: Placitas, Algodones
Took oath of office: 3/2013
Term expires: 2/2017



Darlene Smart-Herrera
Secretary
District 1
Schools represented: Cochiti
Took oath of office: 3/2011
Term expires: 2/2019



Olivia Calabazas
Member
District 2
Schools represented: Santo Domingo
Took oath of office: 3/2013
Term expires: 2/2017



Vincent Montoya
Member
District 4
Schools represented: BHS, BMS, BES, CES
Took oath of office: 3/2011
Term expires: 2/2019



Our Mission

Bernalillo Public Schools is committed to student achievement and the graduation of all students.

Our Vision

Bernalillo Public Schools challenges our diverse student community with a rigorous education.



MESSAGE FROM THE BPS BOARD OF EDUCATION



It is with great enthusiasm that the BPS Board of Education releases the District's educational "Strategic Plan". We believe the plan is ambitious, clear, comprehensive, and attainable. The BPS Board of Education developed four overarching goals from which the plan was derived. The four goals are:

- 1. Promote academic excellence by engaging all students pre-K through grade 12 with a rigorous and relevant educational experience, ultimately preparing them for college and/or career*
- 2. Recruit, develop, and retain highly effective teachers, administrators, and staff who are committed to achieving academic results and positive relationships with students, parents, colleagues, and the greater community*
- 3. Foster a safe, inclusive, and respectful school community that values the families, cultures, and heritages reflected in our schools*
- 4. Continually improve systems, operations, infrastructure, and cutting-edge technology to support education for students*

As the Board, we are committed to providing an outstanding education for our students. This plan is a transparent framework that explains how we intend to construct a functional and effective school system that operates in a supportive environment where training, development, and accountability of all staff lead to improved outcomes for students.

We are confident that implementation of this comprehensive plan will provide guideposts and checkpoints for mutual responsibility and serve as tangible evidence of our work. Plan development included staff, students, parents, and community members. We thank all those who participated in the process. We know our goals cannot be accomplished without the purposeful participation of parents and community members.

We believe that use of the strategic plan will close the achievement gap. It will provide the springboard to launch our students to excellence, raising the level of achievement and success for all students so they are prepared to be competitive in this ever changing and exciting world.

Sincerely,

Ramona Salazar

Gilbert Lucero

Darlene Smart-Herrera

Olivia Calabaza

Vincent Montoya

OUR BOARD OF EDUCATION GOALS



1.

Promote academic excellence by engaging all students pre-K through grade 12 with a rigorous and relevant educational experience to prepare them for college and/or careers.

2.

Recruit, develop and retain highly effective teachers, administrators and staff who are committed to achieving academic results and positive relationships with students, parents, colleagues, and community.

3.

Foster a safe, inclusive and respectful school community that values the families, cultures and heritages reflected in our schools

4.

Continually improve systems, operations, infrastructure, and cutting edge technology to support student education.

Message from Our Superintendent of Schools

Dear Students, Parents, Employees, and Partners:

As Superintendent of Schools, it gives me great pleasure to present the Bernalillo Public Schools Strategic Plan. It is my belief that through collaboration and thoughtful planning we have created a Strategic Plan that is bold, and represents our unwavering belief that all students are capable of academic excellence. The plan is a result of months of work by community members and the educators of Bernalillo Public Schools. It is my firm belief that the plan provides clear direction for instruction, curriculum, budgeting, staffing, technology, cultural sensitivity, and school safety for the next several years.

In July of 2014 the BPS Board of Education formally adopted the Strategic Plan, which is composed of four BPS Board of Education Goals. The goals include:

1. *Promote academic excellence by engaging all students Pre-K through grade 12 with a rigorous and relevant educational experience to prepare them for college and/or career.*
2. *Recruit, develop and retain highly effective teachers, administrators, and staff who are committed to achieving academic results and positive relationships with students, parents, colleagues, and community.*
3. *Foster a safe, inclusive and respectful school community that values the families, cultures, and heritages reflected in our schools.*
4. *Continually improve systems, operations, infrastructure, and cutting edge technology to support student education.*

As you read the Strategic Plan please review each component of the aforementioned goals. I believe you will agree that the plan is well defined and focuses on improvement for all BPS school sites and departments. The strategic goals coupled with specific action plans will ultimately lead to improved student achievement. Furthermore, we can and should be proud that as a community we have not shied away from setting high expectations. We have set the bar high, and through the implementation of our plan we will maintain focus and be poised to meet each of our goals.



As Superintendent, I understand that the classroom is where the most important work takes place. It is where powerful teachers connect with our children to ignite and encourage a passion for learning and ongoing success. With that, I am committed to finding, hiring, and retaining the most highly qualified teachers to engage students in rigorous instruction. It is further my intent to ensure that instruction is delivered to our students in state-of-the-art facilities, using the latest technology available.

Another critical aspect of the plan is parent and community engagement. Students with supportive and involved adults in their lives are twice as likely to achieve a high school diploma and seek post secondary education. Because our students benefit greatly from parents and community members, I invite you to not only visit our schools, but to become involved partners through school advisory committees, guest speaking, assisting with internships or by attending Board meetings whenever possible.

It's an honor and privilege to serve the BPS community. I thank you for your support, engagement, and involvement in the Bernalillo Public School District.

Sincerely,

Allan Tapia
Superintendent

Thank You!

The Bernalillo Public Schools Board of Education, Superintendent and Executive Staff recognize and thank the following individuals for their participation in our strategic planning process.

Frances Abeita, Instructional Assistant
Melba Acantilado, Teacher
Kay Adams, Teacher
Joseph Aguilar, Instructional Assistant
Melissa Aguilar, Instructional Assistant
Charles Aguilar, Parent
Robert Alexander, Teacher
Melody Alumbaugh, Teacher
Victoria Ambriz, Teacher
Lisa Reynolds Amy, Health Assistant
Elizabeth Anzures, Teacher
Alyssa Apodaca, Teacher
Loretta Apodaca, Teacher
MaryAnn Aragon, Instructional Assistant
Josie Archibeque, Bookkeeper, Parent
Gloria Archibeque, Teacher
Jacob Arellano, Parent
Mario Arellano, Teacher
Ann-Marie Arguello, Teacher
Dorothy Arquero, Teacher
Erin Armijo, Teacher and Parent
Joan Barrera, Teacher
Ansel Bejos, Student
Karla Bejos, Parent
Randy Benally, Parent
JoAnn Beuerle, Teacher
Norma Binder, Deputy Superintendent of Schools
Danielle Bishop, Assistant Principal
Richard Bonnem, Teacher
Erica Bouren, Parent
Russ Bouren, Parent
Amber Braden, Teacher
Shauna Branch, Principal
Joanne Ruhl, Teacher
Gretchen Bull, Teacher
Dave Burns, Teacher
Maria Rodriguez Burns, Teacher

Allison Calabaza, Parent
Jacquelyn Calabaza, Parent
Joshua Calabaza, Student
Olivia Calabaza, BPS Board of Education
Ramona Calabaza, Student
Tamara Calabaza, Student
Cathy Camargo, Teacher/Instructional Coach
Joshua Candelaria, Student
Elias R. Casaus, Teacher
Jesse J. Casaus, Parent
Carrie A. Castro, Librarian
Sara Cate, Parent
Candace Cavellier, Teacher
Rocio Cervantes, Instructional Assistant
Jose Chacon, Teacher
Rose Chevaria, Instructional Assistant
Camille Chavez, Teacher
Curtis Chavez, Impact Aid Coordinator
Lorilei Chavez, Liaison
Lorraine A. Chavez, Instructional Assistant
Lupe Chavez, Parent
Margaret Chavez, Teacher
Michael R. Chavez, Teacher
Yolanda Chipol
Brandy Comins, Teacher
Michaela V. Cordova, Teacher
Joan Coriz, Teacher
Rebecca Cost, Teacher
Rose Crespin, Office Personnel
Garrett Cupp, Teacher
Carol Danek, Teacher
Sandra Daniels, Teacher
Richard Dannenberg, Teacher
Margaret Daugherty, Assistant Principal
Elise Davila, Teacher
Larry Davis, Assistant Principal
Patsy DeHerrera, Parent
Elaine De Lara, Instructional Assistant
Barbara DeLoach, Teacher
Gwendolen DeLopez, Teacher
Ashley DeNardis, Teacher
Valerie Denetdeel, Parent
Lynette Deuel, Teacher
Marian Dickinson, Counselor
Izaiah Dominguez, Student
Martin Dominguez, Counselor
Kaitlyn Donahue, Student





Indowa Endwarrior, Parent
 Manassah Endwarrior, Student
 Geri Escarcida, Instructional Assistant
 Christina Esquibel, Teacher
 Lisa Esquibel, Parent
 Ellen Faris, Parent
 Teresa Fayden, Teacher
 Scarlett Felix, Parent
 Teddi Fernandez, Teacher
 Bernadette Flores, Teacher
 Rafaelita Fontaine, Instructional Assistant, Parent
 Darlene Fortier, Teacher
 Shirlee Frias, Instructional Coach
 Darlene Gallegos, Teacher
 Dean Gallegos, Food Services Director
 Carmela Gallegos, Parent
 Jaime Gallegos, Parent
 Jeneanne Gallegos, Instructional Assistant
 Shirley Gallegos, Teacher
 Donna Lee Gallo, Teacher
 Antoinette Garcia, Bookkeeper, Parent
 Ildfonso Garcia, Parent
 Jeanette Garcia, Multi Education Coordinator
 Pat Gardener, Parent
 Tyius Garviso, Student
 Valeryia Gauthier, Principal
 Beth Glary, Teacher
 Christine Golden, Teacher
 Mandy Gomez, Teacher
 Elaine Gonzales, Instructional Assistant
 Elizabeth Gonzales, Teacher
 Brenda Granados, Teacher
 Gayle A. Green, I.E.P. Facilitator
 Laura Greenleaf, Principal
 Clarence Griego, Teacher

John Griego, Transportation Director
 Renata Griego, Teacher
 Ruth W. Griego, Teacher
 Victoria Griego, Teacher
 Armando Gurule, Parent
 Brenda Gurule, Parent
 Cathleen Gurule, Teacher
 Molly Gurule, Instructional Coach
 Mary Gutierrez, Teacher
 Rachael Hall, Parent
 Ana Marie Henke, Teacher
 Sharon Herrera, Instructional Assistant
 Tristen Herrera, Parent
 Joshua Hershfield, Student
 Jennie Holmes, Student
 Camila Hurtado, Parent/Office Personnel
 Marcia Huys, Teacher
 Alfredo Ibarra, Teacher
 Denise A. Irion, Finance Director
 Christina Jacks, Parent
 Amanda Jaramillo, Teacher
 Anthony Jaramillo, Teacher
 Jesus Jaramillo, Instructional Coach
 Kevin Joe, Parent
 Delberto John, Student
 Roberta Jones, Teacher
 Jeff King, Teacher
 John King, Teacher
 Julianna Kirwin, Teacher
 David Kitts, Teacher
 Jose Eduardo Labrado, Parent
 Katie Lake, Teacher
 Saasha Lambson, Teacher, Parent
 Richard Lara, Counselor
 Jane Lauer, Teacher
 Tim Lauer, Teacher
 Berlinda Lawson, Principal
 Sonia Lawson, Exceptional Programs Director
 Anthony Leal, Teacher
 Alberta Lee, Parent
 Joseph Lepre, Teacher, Parent
 Nicole Lepre, Teacher, Parent
 Joyce Lewis, School Nurse
 Angel Lopez, Teacher
 Heidi Lopez, Parent
 Hermalinda Lopez, Parent
 Angel. Lovato, Teacher
 Corine Lovato, Instructional Assistant
 Jose Lovato, Teacher
 Lori Lovato, Nurse Assistant
 Manuelita Lovato, Instructional Assistant
 Tania Lovato, Teacher
 Gilbert Lucero, BPS Board of Education
 Sheila Ludi, Teacher
 Hugh Lujan, Community
 Eleanor Madrid, Parent
 Alicia Maestas, Teacher
 Krystal Maestas, Parent

Lupe Duarte, Parent
 Neiba Duarte, Parent
 Brenda Duran, Secretary
 Christine White Duran, Teacher
 Debra Hill, Teacher
 Kerin Eberlein, Teacher
 Glenda Eischens, Teacher
 Hope Encinias, Teacher
 Alicia Maestas, Teacher
 Krystal Maestas, Parent
 Mark Maestas, Parent
 Stephanie Maestas, Parent
 Laura Mallett, Teacher and Parent
 Jacque Mangham, Tribal Education Director
 Alana Mares, Teacher
 Jackie Mares, Library Assistant
 Edwina Marrujo, Teacher
 Angela Gallegos Martinez, Teacher
 Arturo Martinez, Teacher
 Carmela Martinez, Teacher
 Marlene Martinez, Teacher
 Mara Matteson, Teacher
 Mary McDonald, Teacher
 Linda C. McDowell, Teacher
 Robert McIntyre, Teacher
 Melissa Medina, Parent
 Bertha Melendez, Teacher
 Steven Melendrez, Teacher
 Misael D. Menchaca, Teacher
 Ronette Meyer, Teacher
 Gabe Minthorn, Teacher
 Rosemary Miranda, Parent
 Ana Moen, Parent
 Rebecca Molinar, Teacher
 Charlotte Mondragon, Teacher
 Francesca Montano, Student
 Gabriel Montano, Student
 Holly Montoya, Parent
 Janet Montoya, Parent

Marcelina Montoya, Parent
 Vincent Montoya, BPS Board of Education, Parent
 Valentina N. Monte, Student
 Chris Moore, Teacher
 Martin Montano, Facilities Director
 Clarissa Montoya, Administrative Assistant
 Crystal Montoya, Teacher
 Henrietta Montoya, Instructional Assistant
 Joanna Montoya, Teacher
 John Montoya, Parent
 Michelle Montoya, Parent
 Petra Montoya, Teacher
 Rosangela Montoya, Teacher, Parent
 Amy Moore, Teacher
 Nadine Morales, Teacher
 Danya Dayle Mortensen, Student
 Dean Mortensen, Teacher
 Kristi Mortensen, Assistant Librarian
 Cynthia Moya, Teacher
 Bertha Murillo, Teacher
 Carmina Nauga, Parent
 Demetria Navarrette, Teacher, Parent
 Mireya Nervamete, Parent
 Celia Nielsen, Instructional Assistant
 Gigette Nieto, Parent
 Joe Nieto, Parent
 Lorraine Nobes, STARS Coordinator
 Ken Noel, Teacher
 Ishana Norman, Counselor
 Larry O'Hanlon, Parent
 Patricia Ortiz, Teacher
 Janet Otero, Parent
 Angela Pacheco, Teacher
 Dion Pacheco, Student
 Suzie Padilla, Teacher
 Vera Pape, Teacher
 Alden Paquin, Teacher
 Jessica Pecos, Teacher
 Amanda Pena, Instructional Assistant
 Viola S. Perea, Instructional Assistant and Parent
 LueAnne Perez, Attendance Clerk
 Olivia Perez, Teacher
 Lisa Pino, Instructional Assistant
 Jane Pitts, Teacher
 Chril Porosky, Parent
 Holly Prina, Teacher
 Danette White Prosch, Parent
 Elizabeth M. Prusak, Teacher
 Jaynee Quintana, Teacher
 Nina Quintana, Teacher
 Karen Rademacher, Teacher
 Viola E. Ready, Instructional Assistant
 Juan Regelado, Parent
 Hayley Repp, Teacher
 Teri Ricker, Instructional Assistant
 Evelyn Rinaldi, Teacher
 Kathy Rivera, Instructional Assistant



Patricia Rivera, Teacher
 Augusta Rodriguez-Asi, Teacher
 Michael Reiman, Teacher
 Benita Romero, Teacher
 Danisha Romero, Student
 Delma Romero, Parent
 Dominique Maria Romero, Student
 Joseph Romero, Parent
 Raymond Romero, Instructional Coach
 Rick Romero, Teacher
 Jennifer Rossiter, Teacher
 Angelica Ruiz, Teacher
 Emmanuel Ruis, Parent
 Lisandra Salazar, Parent
 Ramona Salazar, BPS Board of Education
 Nelson Sapad, Teacher
 Jill Saylor, Teacher
 Emily Severance, Reading Interventionist
 Angelica Sifuentes, Parent
 Adelina Simpliciano, Teacher
 Kulwant Singh, Teacher
 Mike Slusher, Teacher
 Darlene Smart-Herrera, BPS Board of Education
 Elizabeth Smith, Teacher
 Joyce L. Smith, Teacher
 Beth Sommer, Teacher and Parent
 Peter Sparks, Teacher
 Lynda Spencer, School Improvement Coordinator
 Trent Spencer, Teacher
 Shawn Steele, Teacher
 Scott Steel, Teacher
 Julia Straight, Counselor
 Mark Suazo, Parent
 Patricia Suina, Parent/Instructional Assistant
 Patricia Suina, Instructional Assistant/Parent
 Pam Sullivan, Teacher
 Linda Sweet, Teacher
 Gerald Tafoya, Teacher
 Allan Tapia, Superintendent of Schools
 Shelly Tapia, Teacher
 Lorensita Taylor, Teacher
 Vania J. Taylor, Teacher, Parent
 James Telles, Principal/Human Resources Director
 Danika L. Thergood, Instructional Assistant
 Rudi Thornburgh, Teacher
 Dominic Toledo, Teacher
 Valerie Torres, Teacher
 Eva Torrez, Counselor
 Mandy Torrez, Teacher
 Bernadette Touchton, Parent
 Kevin Touchton, Parent
 Helen Trujillo, Teacher
 Jennifer Trujillo, Teacher, Parent
 Aubrey Tucker, Principal
 Geraldine Tuttle, Principal
 Lorraine Unale, Instructional Assistant
 Lorriann Urban, Office Personnel



Diana M. Valdez, PhD School Psychologist
 Robert Valdez, Teacher
 Alma Valencia, Parent
 Elise Van Arsdale, Teacher
 Barbara VanHoose, Teacher
 Jack VanHoose, Teacher
 Elisha Varela, Teacher
 Alejandro Vasquez, Parent
 Robin Verdugo, Teacher
 Ramona Vigil-Calabaza, Instructional Assistant
 Sandy Vigil-Varela, Teacher
 Mike Vincent, Teacher
 Mary Rose Vineyard, Instructional Assistant
 Kodi Waddell, Student
 Brian Walsh, Teacher
 Andrea Fellows Walters, Parent
 Odessa Waquiu, Tribal Education Director
 Stephen Waters, Teacher
 Bev Wheatley, Librarian
 Elizabeth Wheelock, Teacher
 Diane Williams, Instructional Assistant
 Holly Willie, Parent
 Marc Wilson, Counselor
 Michelle Wooten, Teacher
 Laura Zamora, Teacher
 Michael Zamora, Teacher

+ 25 Santo Domingo Elementary School Parents via survey

We apologize if we have mistakenly missed some of our participants from these past few months of planning and working with employees of our school district, students, parents, and community members.

Board Goals with Outcomes

Board Goal One

Promote academic excellence by engaging all students pre-K through grade 12 with a rigorous and relevant educational experience to prepare them for college and/or careers.

Outcome 1.1: Over a three-year period, increase the graduation rate to 75% while increasing the number of students accepted to college and prepared to enter the workforce.

Outcome 1.2: Increase the student attendance rate at all schools to 95% over the next three years.

Outcome 1.3: Increase the number of students who are proficient in reading by the end of third grade to 74%.

Outcome 1.4: All students will demonstrate a full year of academic growth in literacy, math and science, K–12.

Outcome 1.5: The performance gaps between subgroups of students will narrow each academic year.

Board Goal Two

Recruit, develop, and retain highly effective teachers, administrators and staff who are committed to achieving academic results and positive relationships with students, parents, colleagues, and community.

Outcome 2.1: 100% of teachers and administrators will demonstrate effective performance in the four domains defined by the New Mexico Educator Effectiveness System.

Outcome 2.2: Recruit and retain quality staff for highly specialized positions so that turnover is reduced annually.

Board Goal Three

Foster a safe, inclusive, and respectful school community that values the families, cultures and heritages reflected in our schools.

Outcome 3.1: 100% of schools and departments will meet or exceed school safety requirements and protocols.

Outcome 3.2: Increase student, family and staff satisfaction with school climate as measured by the Quality of Education Survey by 5% annually.

Outcome 3.3: Create a safe, positive environment at all schools that results in increased student accountability and a reduction of disciplinary referrals and suspensions.

Outcome 3.4: Increase parent involvement in supporting students' academic growth.



Board Goal Four

Continually improve systems, operations, infrastructure, and cutting edge technology to support student education.

Outcome 4.1: 100% of teachers, administrators and staff will demonstrate proficiency in the use of technology integral to performance of their position.

Outcome 4.2: Improve efficiencies in business practices and district operations.

Outcome 4.3: Implement three-year strategic plan and regularly report and communicate progress to the board and stakeholders.

Board Goal One

Promote academic excellence by engaging all students pre-K through grade 12 with a rigorous and relevant educational experience to prepare them for college and/or careers.

Outcome 1.1: Over a three-year period, increase the graduation rate to 75% while increasing the number of students accepted to college and prepared to enter the workforce.

Overall Approach/Strategy: Our District Motto is “*Educate and Graduate.*” To increase the number of students who earn a diploma, we must ensure that all students have access to high quality instruction aligned to the Common Core State Standards. A rigorous education means that teachers hold high expectations and all students are challenged. We recognize that students and families must have choices in their education. Opportunities for Advanced Placement, Dual Credit or Distance Learning

or classes in the arts, business or career education afford students options in learning. Students can explore personal interests through elective classes or undertake a “Program of Study” and even earn an industry certification. Our expectation is that our graduates are truly “College and Career Ready.” Education is always about people. Positive relationships and productive interactions are key. Our educational community includes students, teachers, parents, administrators, staff, and community members.



The Culinary Arts program offers internships that provide real world experience.

Strategic Priorities	Timeframe	Responsibility	Milestone (Measure of Progress)
<p>1.1.1 Advance opportunities for students to engage in education with a rigorous core curriculum and enrichment programs through the implementation of the Common Core State Standards, acquisition of high quality instructional materials, integration of technology, and professional support for educators.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Deputy Superintendent Principals Academic Coaches Teachers</p>	<p>Partnership for Academic Readiness for College and Careers (PARCC)</p> <p>Interim Assessments</p> <p>Proficiency and growth measures</p>
<p>1.1.2 Build flexibility into the secondary school/ educational experience by offering remediation through credit recovery, internships, virtual learning, and job shadowing as well as higher education experiences through extended day/ alternative schedules.</p>	<p>SY 2014–2015 and ongoing</p>	<p>BHS Principal Counselors CTE Department Chair</p>	<p>Increase student graduation rate</p> <p>Credits earned in credit recovery</p> <p>Industry certifications</p>
<p>1.1.3 Foster high expectations for college readiness through student participation in the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Advancement Via Individual Determination (AVID) Program, and Springboard Program for middle school students.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Secondary Principals GEAR UP Coordinator</p>	<p>Increase number of college acceptances</p> <p>Increase number of students enrolling in AP classes or pre-AP</p>
<p>1.1.4 Strengthen students' career readiness and continue to improve articulated Career Technical Education (CTE) Programs of Study to reflect skills needed for future jobs by increasing participation in internships and real world learning experiences.</p>	<p>SY 2014–2015 and ongoing</p>	<p>BHS Principal CTE Department Chair</p>	<p>Increase number of students who receive CTE certification</p>
<p>1.1.5 Early identification of students and implementation of programs that address the academic needs of under-performing students (e.g. Student Assistance Team [SAT] process, tutoring, homework help, Saturday school, etc.)</p>	<p>SY 2014–2015 and ongoing</p>	<p>Counselors Liaisons Teachers</p>	<p>Reduce number of students re-taking classes to pass and earn credit</p>



<p>1.1.6 Increase two-way parent communication (face-to-face and through use of technology) to proactively reach out to parents/families about student performance.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Principals STARS Coordinator Teachers Attendance Monitors Parents</p>	<p>Utilization of Parent Portal</p>
<p>1.1.7 Provide wrap-around services to address students’ non-academic needs, including guidance counseling services and health and wellness programs to allow students to focus and succeed in the academic program.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Graduation, Reality and Dual-Role Skills (GRADS) program for teen moms and dads, Reception Assessment Center (RAC) for students (alternative to suspension program), Tribal partners, and community resources</p>	<p>Decrease in drop-out rate</p>
<p>1.1.8 Ensure student proficiency with technology by implementing developmentally appropriate standards throughout the curriculum.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Technology Coordinator Teachers Academic Coaches</p>	<p>All students will demonstrate developmentally appropriate skills with use of technology</p>
<p>1.1.9 Advance implementation of Professional Learning Communities processes to increase instructor engagement in best practices at all levels.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Deputy Superintendent Principals Coaches Teachers</p>	<p>Aligned Common Core State Standards (CCSS) curriculum and assessments</p>

Outcome 1.2: Increase the student attendance rate at all schools to 95% over the next three years.

Overall Approach/Strategy: Emphasis on student engagement by providing interesting, rigorous classroom experiences that relate to the real world. Students will have answers to the age-old question, “*Why do we need to learn this?*” The school experience for students must extend

beyond the classroom. Our schools support co-curricular, extracurricular and athletic activities. Engaging parents and the community with a commitment to shared responsibility for student success are priorities for increasing attendance.

Strategic Priorities	Timeframe	Responsibility	Milestone (Measure of Progress)
<p>1.2.1 Strengthen and diversify academic programs so that students feel connected to their school, including offerings such as fine arts, band, Science, Technology, Engineering, and Mathematics STEM Sisters, Mathematics, Engineering Science Achievement (MESA), Hahn Youth Council.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Activity Coordinator Athletic Coordinator Principals</p>	<p>Increase number of students participating in activities; 10% increase annually in participation</p>
<p>1.2.2 75% of students will participate in extracurricular activities and athletics by making participation in one activity an annual goal for secondary students and by diversifying options.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Activity Coordinator Athletic Coordinator Principals Program Coordinators</p>	<p>Increase number of students participating in activities</p>
<p>1.2.3 Continue to partner with tribal governments to develop strategies to improve attendance and coordinate the district calendar to minimize conflicts and maximize student attendance.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Superintendent Executive Team Native American Partners</p>	<p>Increase student attendance</p>
<p>1.2.4 Strengthen outreach initiatives with Native American communities with home visits and targeted interventions that address truancy.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Native American Liaisons Indian Education Coordinator Principals Tribal Education Directors</p>	<p>Increase in student attendance by tribe</p>
<p>1.2.5 Educate parents/families about the importance of school attendance (face-to-face, phone and through technology) with consistent real-time communication.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Principals Counselors Liaisons Parent Advisory Committees</p>	<p>Increase parent participation</p>

1.2.6 Principals will implement plans to recognize students with exemplary attendance and increase attendance rates at their schools.	SY 2014–2015 and ongoing	Principals Teachers	Schedules of celebrations in School Calendars
1.2.7 Increase attendance rate through effective enforcement of attendance policy.	SY 2014–2015 and ongoing	Principals School Resource Officer	Increase student attendance
1.2.8 Utilize the student information system with fidelity to ensure that attendance data is accurate and timely in every classroom.	SY 2014–2015 and ongoing	STARS Coordinator Teachers Principals Attendance Monitor	Accurate data reporting through the NM Student Teacher Accountability Reporting System (STARS) and Power School



Outcome 1.3: Increase the number of students who are proficient in reading by the end of third grade to 74%.

Overall Approach/Strategy: All students will be actively engaged in the educational process through instructional strategies that reflect the needs of students at each developmental level. The academic foundation in all classes will be based on the Common Core State Standards. We

will focus on benchmark assessments, progress monitoring and early interventions at the kindergarten through 3rd grade levels to ensure that all students have met reading proficiency and effectively transition from *“learning to read to reading to learn.”*

Strategic Priorities	Timeframe	Responsibility	Milestone (Measure of Progress)
<p>1.3.1 Monitor the progress of student reading proficiency with meaningful assessments at appropriate intervals and use the data to determine instructional strategies to improve student progress.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Deputy Superintendent Principals Academic Coaches Teachers</p>	<p>PARCC assessment Interim assessments Benchmark and progress monitoring through (DIBELS/IDEL) District Common Formative Assessments</p>
<p>1.3.2 Develop parent involvement strategies at each school to increase parent/family participation in reading with their children or encouraging their children to read.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Principals Teachers Parent Advisory Committees</p>	<p>Increase percent of students at benchmark in reading</p>
<p>1.3.3 Expand and promote NM Pre-K to ensure school readiness for kindergarten. Programs are developmentally appropriate and deploy research-based curriculum and instruction by a staff with specialized training and commitment to young children.</p>	<p>SY 2014–2015 and ongoing</p>	<p>District Coordinator of Early Childhood Education</p>	<p>Increase number of students participating in Pre-K who are prepared for kindergarten</p>
<p>1.3.4 Continue extended school year options for kinder – 3rd grade students to provide them with instruction in literacy and math.</p>	<p>SY 2014–2015 and ongoing</p>	<p>K-3 Plus District Coordinator</p>	<p>Increase number of students participating in K–3 Plus programs</p>
<p>1.3.5 Utilize Professional Learning Communities with 100% of teachers, instructional coaches, administrators, and interventionists as a collaborative practice to monitor and develop strategies to improve student progress (e.g. responsive instructional cycles and Response to Intervention).</p>	<p>SY 2014–2015 and ongoing</p>	<p>Deputy Superintendent Principals Teachers Academic Coaches</p>	<p>100% of teachers will be effective or beyond in Domain 4 of the New Mexico Educator Effectiveness System.</p>
<p>1.3.6 Conduct job-embedded professional development to support high yield instructional strategies provided by literacy coaching and targeted training.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Deputy Superintendent Academic Coaches</p>	<p>Increase percent of students reading at “Benchmark”</p>

Outcome 1.4: All students will demonstrate a full year of academic growth in literacy, math and science, K–12. The performance gaps between subgroups of students will narrow each academic year.

Overall Approach/Strategy: All students have the capacity to learn and achieve and it is our charge to meet the needs of each child by differentiation of instruction. We are committed to continuous improvement of the systems that identify student needs — both individual and cohorts of students. These systems include the Student Assistance Team (SAT) and the Response to Intervention (RTI)

processes as mechanisms for individualizing learning needs. Assessments are viewed as tools to monitor progress and determine where change is necessary. Timely analysis of student data at each level (district, school, grade level, classroom, student) will be collaborative and purposeful as the foundation of the instructional cycle.

Strategic Priorities	Timeframe	Responsibility	Milestone (Measure of Progress)
<p>1.4.1 Principals will lead instructional teams to ensure that high quality instruction is taking place in every classroom.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Principals</p>	<p>100% of teachers will be effective or higher in Domains 2 and 3</p>
<p>1.4.2 Utilize Response to Intervention Instructional Model to ensure that differentiated educational plans are in place to support the academic needs of all students.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Principals Counselors SAT chairs Teachers</p>	<p>100% of SAT referrals are current and “on-track”</p>
<p>1.4.3 Expand extended school day programs such as tutoring, remediation, arts enrichment, and STEM to support increased student achievement.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Director Title 1 21st Century Community Learning Centers (CCLC) Coordinator Teachers</p>	<p>Improved academic growth</p>



Algodones students wearing their Mustangs spirit shirts.

<p>1.4.4 Ensure that high quality, differentiated instruction is being delivered to students with special needs through the District's Continuum of Placement Guidelines; develop, implement and monitor district wide instructional expectations aligned with the Common Core State Standards.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Director of Exceptional Programs</p>	<p>Improved academic growth</p>
<p>1.4.5 Strengthen systems of accountability at district and school levels to ensure compliance with federal and state statutes for the Individuals with Disabilities Education Act (IDEA B) and Section 504 services in order to maintain annual growth outcomes for students with disabilities.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Director of Exceptional Programs</p>	<p>Improved academic growth</p>
<p>1.4.6 Use high yield, research based instructional strategies and curricula recognizing the linguistic challenges facing English language learners.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Bilingual Coordinator Bilingual Teachers</p>	<p>Number of students demonstrating proficiency through the Assessing Comprehension and Communication in English State-to-State (ACCESS) assessment</p>
<p>1.4.7 All English Language students will receive instruction by bilingual and/or Teaching English to Speakers of Other Languages (TESOL) endorsed teachers.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Director of Human Resources Bilingual Coordinator Principals</p>	<p>100% of classrooms with identified English learner students will have highly qualified teachers</p>
<p>1.4.8 Provide job embedded professional support for teachers</p>	<p>SY 2014–2015 and ongoing</p>	<p>Deputy Superintendent Academic Coaches</p>	<p>Teacher scores on Domains 2 and 3 will increase</p>
<p>1.4.9 Ensure compliance and improve the quality of bilingual and special education programs by providing training on federal and state requirements for bilingual education and special education for all BPS site administrators.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Director of Exceptional Programs Bilingual Coordinator</p>	<p>100% of site administrators will be trained</p>

Domain 1.

PLANNING AND PREPARATIONS

- Knowledge of Content and Pedagogy
- Knowledge of Students

Domain 2.

CREATING ENVIRONMENT FOR LEARNING

- Creating an environment of Respect and Rapport
- Establishing a Culture of Learning
- Managing Classroom Procedures
- Managing Student Behavior

Domain 3.

TEACHING FOR LEARNING

- Communicates Clearly and Accurately
- Using Questioning and Discussion Techniques
- Engaging Student Learning

Domain 4.

PROFESSIONALISM

- Provides Feedback to Parents
- Professional Collaboration
- Professional Growth



Board Goal Two

Recruit, develop and retain highly effective teachers, administrators and staff who are committed to achieving academic results and positive relationships with students, parents, colleagues, and community.

Outcome 2.1: 100% of teachers and administrators will demonstrate effective performance in the four Domains defined by the New Mexico Educator Effectiveness System.

Overall Approach/Strategy: The essential elements of teaching have been identified and aligned to the Competencies in New Mexico statute. A rubric has been developed that describes each element based on five levels of performance: Ineffective, Minimally Effective, Effective, Highly Effective and Exemplary. Using this plan as the basis for change and

improvement offers consistency and fairness, transparency, a cycle of observation, reflection, dialogue, and opportunities for professional development. Every teacher and administrator will engage in a professional partnership with student learning and success as the common target.

Strategic Priorities	Timeframe	Responsibility	Milestone (Measure of Progress)
2.1.1 District administrators and all principals will participate in ongoing training in implementation of the NM Educator Effectiveness Plan.	Summer 2014	District Administration	Annual Superintendent evaluation of Principals
2.1.2 Principals will be evaluated annually by the Superintendent in the effective use of Observation, Professional Development and evaluation process as connected to student achievement outcomes.	SY 2014–2015 and ongoing	District Administration	Annual Superintendent evaluation of Principals
2.1.3 Teachers will be observed and evaluated annually by principals using the NM Educator Effectiveness Plan.	SY 2014–2015 and ongoing	Principals Teachers	100% Completion of teacher evaluations
2.1.4 Provide curriculum and instruction guidance and support to teachers and principals to continue implementation of a comprehensive pre-K-grade 12 curriculum, aligned to New Mexico Common Core (NMCC) and timely cycles of data analysis to inform instructional objectives.	SY 2014–2015 and ongoing	Deputy Superintendent Academic Coaches Principals Teachers	NMCC Implementation on track
2.1.5 Differentiate professional development opportunities for teachers and staff to maximize growth.	SY 2014–2015 and ongoing	Deputy Superintendent Principals	Professional development plans aligned to needs of teachers

Outcome 2.2: Recruit and retain quality staff for highly specialized positions so that turnover is reduced annually.

Overall Approach/Strategy: It is our responsibility to have highly effective teachers in every classroom supported by high-quality effective administrators and support staff.

Strategic Priorities	Timeframe	Responsibility	Milestone (Measure of Progress)
<p>2.2.1 Improve human resource hiring processes to recruit and hire engaging, knowledgeable and passionate teachers for vacant positions.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Director of Human Resources Principals</p>	<p>Utilization of current “best practices” of employment</p>
<p>2.2.2 Develop and deploy incentives and accommodations to recruit and retain effective teachers and principals in hard-to-fill positions.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Superintendent Director of Human Resources NEA</p>	<p>Decrease in teacher turnover</p>
<p>2.2.3 Support new and new-to-district educators with professional development and ongoing mentorship.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Deputy Superintendent Director of Human Resources Principals</p>	<p>Increase retention of new teachers</p>
<p>2.2.4 Build teacher capacity within District communities with initiatives that support staff to complete college degrees and obtain teacher licensure.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Superintendent Director of Human Resources</p>	<p>Staff who transition from classified to certified status</p>
<p>2.2.5 Establish partnerships with local colleges, universities and businesses to assist with tuition for teachers and administrators to obtain postgraduate degrees.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Superintendent Director of Human Resources</p>	<p>Increase number of Level 2 and 3 teachers</p>

Opposite Page: The New Bernalillo High School

The District is excited and proud to be part of the development of the New Bernalillo High School campus. Thanks to the support of the Bernalillo community, the State of New Mexico and countless hours of planning by staff, students and administration, Phase One of the new campus will be complete and ready for occupancy in the fall of 2015. All administrative offices and 34 classrooms are part of Phase one. Phase Two of the project will begin with the demolition of old buildings in the summer of

2015 and new construction is scheduled to be complete in the summer of 2016. Phase Two includes all Career Technical Education classrooms, Kitchen, Cafeteria and Black Box Theater.

The project will replace nearly all buildings on site with the exception of the gymnasium and was designed by Dekker/Perich/Sabatini Architects. The general contractor on the job is HB Construction.



Board Goal Three

Foster a safe, inclusive, and respectful school community that values the families, cultures and heritages reflected in our schools

Outcome 3.1: 100% of schools and departments will meet or exceed school safety requirements and protocols.

Overall Approach/Strategy: The District will continue to demonstrate commitment to safe, modern and functional buildings and environments to ensure that all students have optimal opportunity to learn and all employees can work safely and effectively. The District will create and implement systems, policies

and procedures that support the processes of delivering education.

BPS serves communities that value culture, history, languages and diversity. Mutual respect, cooperation and communication at every level are fundamental to build and sustain success for all students.

Strategic Priorities	Timeframe	Responsibility	Milestone (Measure of Progress)
3.1.1 Strengthen partnerships with first responders including local law enforcement, tribal police and fire department to ensure school district procedures are in alignment with all entities.	SY 2014–2015 and ongoing	Superintendent Director of Facilities Principals	Align with first responder procedures
3.1.2 Conduct semi-annual reviews of school safety plans and update accordingly to assure all information identified in the plans is 100% correct.	SY 2014–2015 and annually	Director of Facilities Principals	100% of Safety Plans approved by PED
3.1.3 Maintain District Level Safety Committee, as well as a School Safety Committee (Emergency Response Team) at each site to assist with training staff in emergency management and crisis response procedures.	SY 2014–2015 and ongoing	Director of Facilities Principals	Calendar of meetings, events, trainings
3.1.4 Enhance intrusion detection systems and fire alarm systems to ensure overall school safety for students and staff.	SY 2014–2015 and ongoing	Director of Facilities	Annual audit of safety plans at each school
3.1.5 Conduct a district-wide audit of school safety supplies and materials and refurbish accordingly based on the needs of individual classrooms and school sites.	SY 2014–2015 and ongoing	Director of Facilities	Annual audit of safety plans at each school

3.1.6 Increase number of staff trained in Crisis Prevention Intervention (CPI) and de-escalation strategies.	SY 2014–2015 and ongoing	Director of Exceptional Programs School Safety Committee	Annual calendar of trainings
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Outcome 3.2: Increase student, family and staff satisfaction with school climate as measured by the Quality of Education Survey by 5% annually.

Overall Approach/Strategy: Increasing satisfaction and confidence in the performance in the District includes asking the right questions, soliciting broad participation in surveys, community meetings and outreach.

Feedback and data must be carefully analyzed. At each level, the focus is to identify areas in need of improvement, seek the root causes of issues and look for realistic, implementable solutions.

Strategic Priorities	Timeframe	Responsibility	Milestone (Measure of Progress)
3.2.1 Research and implement programs focused on student wellness and safety (including bullying) for all schools, including peer mediation, conflict resolution and student leadership training components to address overall student and staff wellness and safety.	Research SY 2014–2015 Implement SY 2015–2016	Deputy Superintendent Director of Exceptional Programs	District Wellness Committee established Wellness programs identified and implemented



Mrs. Amy Moore and students

<p>3.2.2 Increase efforts to educate parents about bullying and anti-bullying initiatives offered by BPS through comprehensive presentations that will be a part of all school open houses in the fall of each school year; develop and disseminate a BPS brochure for parents, outlining the anti-bullying.</p>	<p>SY 2015–2016</p>	<p>Director of Exceptional Programs District Wellness Committee Principals Counselors Parent Advisory Committees</p>	<p>Presentation and brochure delivered/distributed to parents</p>
<p>3.2.3 Conduct trainings in customer service focused on the importance of maintaining positive relationships with students, parents, colleagues, and public.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Director of Human Resources</p>	<p>Quality of Education Survey Questions and Climate Surveys</p>
<p>3.2.4 Expand parent education opportunities/events at all school sites, tailored to their unique needs.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Principals Parent Advisory Committees</p>	<p>Participation feedback</p>
<p>3.2.5 Ensure that all school facilities/learning environments are state of the art and are in good working condition to support teaching and learning and the goals of the BPS Strategic Plan.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Director of Facilities Technology Coordinator</p>	<p>Quality of Education Survey questions</p>
<p>3.2.6 Communicate effectively with parents and community on important developments in education including NM Common Core, Assessments, Student Information Systems, Graduation Requirements etc.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Deputy Superintendent Technology Coordinator Principals Counselors</p>	<p>Quality of Education Survey questions</p>

Outcome 3.3: Create a safe, positive environment at all schools which results in increased student accountability and a reduction of disciplinary referrals and suspensions.

Strategic Priorities	Timeframe	Responsibility	Milestone (Measure of Progress)
<p>3.3.1 Implement a district-wide Student Code of Conduct. 100% of students and parents will sign form stating that they have read and agree to comply with the Code of Conduct annually.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Superintendent Principals Parent Advisory Committees</p>	<p>Code of Conduct adopted Decrease disciplinary incidents</p>
<p>3.3.2 Adopt a district-wide positive behavior plan that promotes a positive environment in all schools and reduces negative behaviors, including bullying. Use quality data and evidence-based practices.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Director of Exceptional Programs, Wellness Committee Principals Teachers</p>	<p>District-wide plan established Decrease behavioral incidents</p>
<p>3.3.3 Train staff to effectively utilize the Student Assistance Team (SAT) process to identify and provide support services for all students.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Director of Exceptional Programs</p>	<p>SAT teams functioning at every site and increased number of students receiving support</p>



Field Trip to El Rancho de Las Golondrinas



Outcome 3.4: Increase parent involvement in supporting students’ academic growth.

Overall Approach/Strategy: Build strong relationships with students, families and the community to increase trust and shared responsibility for student success. We will

use multiple and appropriate methods of communication to reach all of our stakeholders to achieve meaningful input, participation and partnerships.

Strategic Priorities	Timeframe	Responsibility	Milestone (Measure of Progress)
3.4.1 Each school site will implement action steps that engage parents/families in the education of their children; this may include outreach and partnering with diverse families, a designated space for accessing resources and a schedule of activities, education and training.	SY 2014–2015 and ongoing	Principals Counselors Teachers	Evidence of parent participation
3.4.2 Parents/families will have training and support to access their students’ attendance and academic information with Power School.	SY 2014–2015 and ongoing	STARS Coordinator	Increase number of families accessing Power School portal
3.4.3 Work productively with community entities, governmental agencies and pueblos to support parents/families in the education of their children.	SY 2014–2015 and ongoing	Superintendent Native American Liaisons Principals	Evidence of parent/ community/Pueblo participation

Board Goal Four

Continually improve systems, operations, infrastructure, and cutting edge technology to support student education.

Outcome 4.1: 100% of teachers, administrators and staff will demonstrate proficiency in the use of technology integral to performance of their position.

Strategic Priorities	Timeframe	Responsibility	Milestone (Measure of Progress)
<p>4.1.1 Conduct annual evaluation of technological capacity at all sites and implement an ongoing cycle of continuous updates in order to maintain and build current and future state-of-the-art learning environments.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Technology Coordinator</p>	<p>Schedule of updates and completion of updates</p>
<p>4.1.2 Maximize technological capacity by expanding bandwidth throughout the district in collaboration with community partners.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Technology Coordinator</p>	<p>Increase bandwidth across the community</p>
<p>4.1.3 Update the Technology Plan and ensure that there is a standard suite of technology tools available in each classroom, lab and library to support instruction, student learning, assessment and communication. Evaluate options to increase efficiencies and cost-effectiveness.</p>	<p>SY 2015–2016</p>	<p>Deputy Superintendent Technology Coordinator</p>	<p>Update Technology Plan</p>
<p>4.1.4 100% of staff will proficiently use student information system, PowerSchool, so that data collection is timely and accurate for demographic and attendance data, grades and homework, assessment, and all reporting functions.</p>	<p>SY 2014–2015 and ongoing</p>	<p>STARS Coordinator “PowerUsers”</p>	<p>Improve integrity and accuracy of data</p>
<p>4.1.5 100% of educators will provide evidence of the integration and application of technology in teaching and learning.</p>	<p>SY 2014–2015 and ongoing</p>	<p>Principals STARS Coordinator Academic Coaches Teachers</p>	<p>Evidence documented in evaluations</p>

4.1.6 Expand on-site training and professional development for teachers and staff that results in more effective deployment of applications and effective use of hardware/software essential to teaching and preparing students for future careers and college.	SY 2014–2015 and ongoing	Deputy Superintendent Technology Coordinator Principals Teachers	Calendar of training and on-site training activities
4.1.7 Prepare and launch district-wide online testing for Partnership for Academic Readiness for College and Careers assessments (PARCC) as required by PED.	SY 2014–2015 and ongoing	Deputy Superintendent Technology Coordinator Principals Assessment Coordinators	Online testing completed effectively and efficiently



Outcome 4.2: Improve efficiency in business practices and district operations.

Strategic Priorities	Timeframe	Responsibility	Milestone (Measure of Progress)
4.2.1 Optimize budget to support quality programs and the BPS strategic plan goals and priorities.	SY 2014–2015 and ongoing	Deputy Superintendent Director of Finance	Annual budget aligned with the strategic plan goals
4.2.2 Ensure that Facilities Master Plan is implemented.	SY 2014–2015 and ongoing	Superintendent Director of Facilities	Facilities Master Plan implementation
4.2.3 Improve efficiencies in Human Resource systems and practices and utilize best practices to ensure compliance (e.g. conduct internal audit of employee files); formalize systems through the development of a manual and training so that practices are consistently employed, including hiring procedures, interview protocols, reference checks, background checks, etc.	SY 2014–2015 and ongoing	Director of Human Resources	Information and documentation is readily accessible and properly managed

4.2.4 Develop policies and procedures manual for business office procedures and conduct cross-training to improve the quality and consistency of business practices and seamless workflow during times of staff absences or transitions.	SY 2014–2015 and ongoing	Director of Finance Directors of Human Resources	Policy and Procedure Manual developed
4.2.5 Develop a training/communication plan to educate principals, supervisors and key staff about new policy and procedures to ensure that schools have necessary support from the business office.	SY 2014–2015 and ongoing	Superintendent Director of Finance	Communications and trainings completed
4.2.6 Improve efficiencies related to business systems, such as payroll, accounts payable, requisitions, budgeting, and human resources by maximizing the use of Visions finance software; provide customized training and school site visits by business office staff on the use of Visions.	SY 2014–2015 and ongoing	Director of Finance Directors of Human Resources	Efficient use of Visions software
4.2.7 Maintain current level of unqualified audit findings.	SY 2014–2015 and ongoing	Director of Finance	The number of unqualified audit findings is maintained or decreased
4.2.8 Develop and implement a communication strategy to educate the public about how BPS is funded and how the budget works.	SY 2014–2015 and ongoing	Superintendent Director of Finance	Communication tool developed
4.2.9 Conduct a district-wide energy audit to identify and implement cost savings strategies.	SY 2014–2015 and ongoing	Director of Facilities	Reduction in energy costs

Outcome 4.3: Implement three-year strategic plan and regularly report and communicate progress to the board and stakeholders.

4.3.1 Provide quarterly updates to the BPS Board of Education and community on progress toward meeting the goals of the BPS Strategic Plan, “ <i>Educate and Graduate.</i> ”	SY 2014–2015 and ongoing	Superintendent	Quarterly progress reports
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ALGODONES ELEMENTARY SCHOOL

1399 Highway 313
Algodones, NM 87001
(505) 867-2803

BERNALILLO ELEMENTARY

480 Calle del Norte
Bernalillo, NM 87004
(505) 867-3366

BERNALILLO MIDDLE SCHOOL

485 Camino don Tomas
Bernalillo, NM 87004
(505) 867-3309

BERNALILLO HIGH SCHOOL

250 Isidro Sanchez Rd.
Bernalillo, NM 87004
(505) 867-2388

COCHITI ELEMENTARY SCHOOL

800 Quail Hill Trail
Pena Blanca, NM 87041
(505) 867-5547

LA ESCUELITA PRE-SCHOOL

301 Calle de Escuela
Bernalillo, NM 87004
(505) 404-5585

PLACITAS ELEMENTARY SCHOOL

5 Calle del Carbon
Placitas, NM 87043
(505) 867-2488

SANTO DOMINGO ELEMENTARY SCHOOL

100 Highway 22 W
Santo Domingo, NM 87052
(505) 867-4441

W.D. CARROLL ELEMENTARY SCHOOL

301 Calle de Escuela
Bernalillo, NM 87004
(505) 867-5472





Educate & Graduate

BERNALILLO PUBLIC SCHOOLS



2014–2017 Strategic Plan

www.bernalillo-schools.org

GOAL Strengthening Reading Instructional Programs

Within one year, the percentage of all students that are proficient or on track to proficiency (within 3 years) equals the Reading SGT of 61%.

Filing Cabinet Count	18
SEA Resources Available	7

STRATEGY 1. Core Reading Program

Bernalillo Elementary is currently using the Treasures Core Curriculum.

All students receive 90 minutes of daily reading instruction utilizing Treasures reading curriculum.

Teachers plan instruction and share strategies each week in grade level PLCs. They use Treasures, but have the liberty to choose other grade level readings in order to incorporate more non-fiction during reading instructional time.

Filing Cabinet Count	3
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ACTION STEP Core Reading Time

Students will receive at least 90 minutes of uninterrupted reading instruction per day. Teachers will use Treasures/Tesoros as well as supplementary materials so as to satisfy the Common Core Standards they are now required to teach.

Status	In Progress 02/12/2015	Filing Cabinet Count	0
Start-End Dates	08/13/2014 - 05/22/2015		
Tags	CCSS		
Persons Responsible	Lynda Spencer		

GOAL Strengthening Reading Instructional Programs

STRATEGY 2. Tier II Supports for Students in Reading

Treasures has Tier II interventions that are embedded.

Teachers use the differentiated instruction piece for students using the leveled readers which at least 50% non-fiction text.

Within the Treasures differentiated instruction piece teachers can also provide instruction based on skill deficiencies.

Tier II Intervention books are available to teachers that address the five components of Reading which include Phonics, Fluency, Comprehension, Vocabulary, Phonemic Awareness. Lessons are available for teachers to use for RTI.

Tier II interventions occur in the morning when the teachers have IAs and Specials' teachers helping out in their classrooms.

Filing Cabinet Count 0

ACTION STEP Instructional Practices

PLC's will work to identify instructional best practices following each weekly and unit assessment. PLCs are developing CFAs to assess instruction.

Status	In Progress	09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/12/2014 - 05/22/2015			
Timeline Notes	Bi-weekly			
Tags	CCSS			
Persons Responsible	Michael Chavez, Michael Slusher, Lynda Spencer			

STRATEGY 3. Tier III Supports for Students in Reading

Corrective and Reading Mastery serves as an alternate core reading program for students that are more than two years behind.

Filing Cabinet Count 0

ACTION STEP Reading Mastery

Reading Mastery is used for students in the third grade who are more than two years below grade level. Reading Mastery is meant for a small group. Students receive direct instruction from a special education teacher that has been trained to use Reading Mastery. The Reading Interventionist also teaches a Reading Mastery Class.

Status	Completed	02/13/2015	Filing Cabinet Count	0
Start-End Dates	09/04/2012 - 05/23/2014			
Tags	SpecialED			

GOAL Strengthening Reading Instructional Programs

STRATEGY 3. Tier III Supports for Students in Reading

ACTION STEP Reading Mastery

ACTION STEP Corrective Reading

A research based curriculum for struggling readers grades 4-adult. This is direct, explicit instruction from the teacher.

Status	Completed 10/15/2012	Filing Cabinet Count	0
Start-End Dates	09/04/2012 - 05/23/2013		
Timeline Notes	The goal of this curriculum is to assist older students in making gains to get back in the classroom.		
Tags	SpecialED		
Persons Responsible	Michael Chavez, Micaela Cordova		

STRATEGY 4. Professional Development to support Reading

Professional Development in reading for teachers and administrators aligned with the Common Core State Standards including: description of delivery, methodology, length, relationship to student achievement in reading, evidence based and follow up to professional development.

Filing Cabinet Count 0

ACTION STEP NM Reads to Lead

The school's instructional coach will attend all required NM Reads to Lead conferences for the 2013-2014 school year. The instructional coach will take back the information to the staff.

Administration will also attend required conferences with the coach.

Classroom teachers will attend the conferences when required as well.

Status	Completed 02/13/2015	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014		
Tags	InstrAudit		

ACTION STEP Jim Shipley and Associates

GOAL Strengthening Reading Instructional Programs

STRATEGY 4. Professional Development to support Reading

ACTION STEP Jim Shipley and Associates

The school has received professional development from Jim Shipley and Associates for the past 6 years working with the Continuous Improvement Model.

Denise Woody continues to provide professional development to staff on PDSA, PLCs, instructional strategies.

Status	Completed 03/31/2014	Filing Cabinet Count	0
Start-End Dates	09/17/2012 - 06/04/2013		
Persons Responsible	Michael Chavez, Micaela Cordova		

ACTION STEP Instructional Coach

The instructional coach will provide professional development on aligning unit plans with Common Core Standards, best instructional practices in reading, and assistance in analyzing data to drive instruction.

Professional development will be provided by the instructional coach based on the needs of the staff.

Status	In Progress 10/12/2012	Filing Cabinet Count	1
Start-End Dates	08/11/2014 - 05/22/2015		
Tags	ELL, SpecialED, IndianEd		
Persons Responsible	Michael Slusher, Lynda Spencer		

STRATEGY 6. Monitoring of Reading Instructional Programs

School administrators/designees monitor delivery of the specific program/curriculum to ensure that all classroom teachers adhere to the fidelity of the program.

Filing Cabinet Count	0
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ACTION STEP Year at a Glance Guides

These guides have been created for each grade level to ensure fidelity to the core curriculum.

Status	Completed 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/14/2012 - 05/23/2013		
Timeline Notes	Yearly		
Persons Responsible	Michael Chavez, Micaela Cordova		

ACTION STEP Principal Observations

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **6. Monitoring of Reading Instructional Programs**

ACTION STEP **Principal Observations**

Using the observation forms provided by NMPED evaluation pilot.

Status	Completed 03/31/2014	Filing Cabinet Count	0
Start-End Dates	09/04/2012 - 05/23/2013		
Persons Responsible	Michael Chavez, Micaela Cordova		

ACTION STEP **Formative Assessment**

District short cycle assessments such as Discovery, DIBELS Next, are utilized or will be utilized the 2012-2013 school year. Assessments are utilized to inform reading progress and grade level proficiency. This data is used to identify students in need of additional instructional support.

Status	Completed 03/31/2014	Filing Cabinet Count	0
Start-End Dates	09/28/2012 - 05/23/2013		
Timeline Notes	Assesments will follow a school master assessment schedule.		
Tags	ELL, SpecialED, InstrAudit, NMIADP		
Persons Responsible	Michael Chavez, Micaela Cordova		

STRATEGY **7. College and Career Ready (Grades 8-12)**

The school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

Filing Cabinet Count	0
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STRATEGY **Use of Data to Analyze Reading**

Teachers will meet in grade level PLCs to review data from the short cycle assessments, student daily work, and teacher-created assessments to determine areas of need and develop lessons to address the student needs as well as enrichment activities to continue to strengthen proficient areas.

Filing Cabinet Count	0
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ACTION STEP **SBA Analysis (Summative)**

GOAL Strengthening Reading Instructional Programs

STRATEGY Use of Data to Analyze Reading

ACTION STEP SBA Analysis (Summative)

Report Card grade, and SBA results will be shared with staff during the first day of school for staff on August 13, 2012.

Departments will work with the SBA Data with the item analysis to see where students struggled last year, so changes may

SBA results and BES report card grade will be shared with parents on September 17, 2012 at an evening parent meeting from 6:00-7:00 p.m.

Status	Completed 03/31/2014	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 10/31/2012		
Tags	ELL, SpecialED, Parent, IndianEd		
Persons Responsible	Michael Chavez, Micaela Cordova		

TASKS 1 of 1 Complete

Yearly Report to Parents. Completed Due 9/17/2012

SBA results are shared with parent at the beginning of the school year.

ACTION STEP Discovery (Formative)

The district will use Discovery for short cycle assessments. This data will be used to progress monitor students so teachers can use the data to identify students in need of additional instructional support.

Status	Completed 04/10/2013	Filing Cabinet Count	0
Start-End Dates	10/01/2012 - 05/30/2013		
Timeline Notes	Teachers will use the discovery assessment for the 2012-2013 school year.		
Tags	ELL, SpecialED, IndianEd		
Persons Responsible	Michael Chavez		

ACTION STEP DIBELS Next V-Port or Wireless Generation

GOAL Strengthening Reading Instructional Programs

STRATEGY Use of Data to Analyze Reading

ACTION STEP DIBELS Next V-Port or Wireless Generation

DIBELS will be used in grades 3-5 as the school's universal screener. DIBELS benchmark assessments will be administered Pre-, Mid-, and Post.

DIBELS Progress Monitoring will also be utilized.

Status	In Progress 03/31/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/21/2015		
Tags	ELL, SpecialED, IndianEd, NMIADP		
Persons Responsible	Michael Slusher, Lynda Spencer		

STRATEGY 5. Collaboration Time for Reading Teachers

Reading teachers will have time to meet in PLC meetings and collaborate on a weekly basis.

Filing Cabinet Count 0

ACTION STEP Professional Learning Communities

Reading teachers will meet in PLCs one afternoon per week in order to discuss student progress and teaching strategies.

Status	In Progress 03/31/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/22/2015		
Persons Responsible	Michael Slusher, Lynda Spencer		

W.D. CARROLL ELEMENTARY

GOAL Strengthening Math Instructional Programs

Within one year, the percentage of all students that are proficient or on track to proficiency (within 3 years) equals the Math SGT of 55%.

Filing Cabinet Count	1	Budgeted:	\$5,300.00
SEA Resources Available	7		

STRATEGY 1. Core Math Program

All students receive at least 60 minutes of CCSS instruction utilizing "My Math" by McGraw Hill as the core.

Filing Cabinet Count	0	Budgeted	\$5,300.00
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ACTION STEP Instructional Focus/Fidelity (Effective Teaching)

Curriculum and Instructional Strategies will be implemented with fidelity and monitored through the classroom walkthrough and new teacher evaluation process. Administrators will rate teachers using Observer Tab and NMTech.

Status	In Progress 03/31/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/22/2015		
Tags	ELL, SpecialED, InstrAudit		
Persons Responsible	Michael Slusher, Lynda Spencer		

TASKS 0 of 1 Complete

Lesson Planning	In Progress	Due 5/22/2015
Teachers will develop and submit weekly lesson plans for review.		

ACTION STEP Research-Based Strategies

Research-based (Marzano) strategies will be utilized to address the learning needs of all students. Setting objectives and providing feedback are consistent with PDSA, non linguistic representations (use of graphic organizers) homework, practice and academic vocabulary development have been the primary focus.

Status	In Progress 03/31/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/23/2014		
Timeline Notes	Teacher's work to identify and share best practices specific to the strategies that are being implemented.		
Tags	ELL, SpecialED		
Persons Responsible	Michael Slusher		

SCHOOL PLAN
W.D. CARROLL ELEMENTARY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **1. Core Math Program**

ACTION STEP **Research-Based Strategies**

TASKS 0 of 1 Complete

PLC Collaboration

In Progress

Due 5/22/2014

Teachers and the Instructional Coach will set goals and use data to guide decisions. Instructional Coach will address gaps with research-based strategies and train teachers. They will use CFA results to inform instruction in the classroom.

Michael Slusher (School)

ACTION STEP **Constructed Response**

All students will receive weekly instruction and practice in responding to open-ended questions and using the RACE rubric.

Status	Completed 03/31/2014	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/23/2013		
Timeline Notes	Teachers have received training and support in how to utilize RACE effectively.		
Tags	ELL, SpecialED		
Persons Responsible	Micaela Cordova		

ACTION STEP **Common Core**

Grade level teams are working to develop a curriculum map using the common core standards with support from the District Math Coordinator.

Status	Completed 03/31/2014	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/23/2013	Budgeted	\$1,000.00
Timeline Notes	Instructional Coach will train the staff throughout the year, starting with 3rd grade on implementation of CCSS through PLC. Also, grade level goal teams will be facilitated by the district math coordinator to add extra training and understanding.		
Tags	ELL, SpecialED, NMIADP		
Persons Responsible	Michael Chavez, Micaela Cordova		

ACTION STEP **Collaborative Relationships**

GOAL Strengthening Math Instructional Programs

STRATEGY 1. Core Math Program

ACTION STEP Collaborative Relationships

Bernalillo ES work structures and schedules support collaboration and communication at all levels. Work teams include a Building Leadership Team, Goal Teams for academic subject improvement, and PLCs embedded during the duty day for collaboration.

Status	In Progress 03/31/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/23/2014	Budgeted	\$1,800.00
Timeline Notes	A master calendar was given to all staff on the first day for planning purposes and that calendar is referred to in Monday Announcements and in Monday PLC time to help people remember team meetings and responsibilities/activities benefitting the school.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd, NMIADP		

GOAL Strengthening Math Instructional Programs

STRATEGY 1. Core Math Program

ACTION STEP Collaborative Relationships

TASKS 3 of 5 Complete

Master Calendar Development	Completed	Due 8/13/2012
Develop goal team meeting schedule to be included on the master calendar.		
Building Leadership Team	Completed	Due 8/13/2012
Administrator and goal team leaders comprise the Building Leadership Team. The team monitors overall EPSS progress, school/program processes. The Building Leadership Team meets monthly with meeting dates noted on the master calendar.		
Numeracy Goal Team	Completed	Due 5/23/2013
The Numeracy Goal Team includes staff members from each grade level/department and serve as EPSS goal managers using data to inform progress and drive improvements.		
PLC Meetings	In Progress	Due 5/23/2014
Weekly PLC meetings facilitated by Instructional Coach will focus on curriculum implementation, instructional practices and student performance data. Team Leaders will run meetings if IC is out.		
Staff Meetings	In Progress	Due 5/23/2014
Monthly staff meetings provides opportunity for professional development and facilitated discussions promoting continuous school improvement in processes and practices.		

ACTION STEP Academic Vocabulary Development in Math

Within each unit of study, in Math, vocabulary words are selected that are critical for understanding text and concepts. Students learn through use of oral and visual clues and are provided opportunities to practice academic English in the classroom daily.

Status	In Progress 03/31/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/23/2014		
Timeline Notes	Students are encouraged to actively participate and communicate daily.		
Tags	ELL, SpecialED		

GOAL Strengthening Math Instructional Programs

STRATEGY 1. Core Math Program

ACTION STEP Academic Vocabulary Development in Math

TASKS 0 of 1 Complete

Math Academic Vocabulary	In Progress	Due 5/24/2013
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Grade level teachers will introduce, define, and review math academic vocabulary with students during each math lesson.

ACTION STEP Differentiated Instruction for Math

Teachers will use differentiated instructional strategies and activities to assist struggling students.

Status	In Progress 03/31/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/23/2014		
Timeline Notes	differentiated instructional strategies are identified and used to support learning success on a daily basis.		
Tags	ELL, SpecialED		

TASKS 0 of 3 Complete

Professional Development Differentiated Instruction	In Progress	Due 5/23/2014
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Staff received professional development in differentiated instructional strategies with emphasis on classroom routines and procedures, and development and management of small groups. This training is ongoing in PLCs as well.

Leveled Math Practice	In Progress	Due 5/23/2014
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Skill Review and basic facts covered within small group instruction and using leveled materials.

Math Manipulatives	In Progress	Due 5/23/2014
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Math Investigations and math manipulatives are available classroom resources in each grade level.

ACTION STEP Instructional Routines/"The Big 8"

GOAL Strengthening Math Instructional Programs

STRATEGY 1. Core Math Program

ACTION STEP Instructional Routines/"The Big 8"

The development of instructional routines helps students learn through daily structure and established expectation promoting student participation, confidence and independence.

Status	In Progress 03/31/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014	Budgeted	\$2,500.00
Timeline Notes	Teachers will use ELL strategies, activities and tasks incorporated into daily lessons throughout each unit.		
Tags	ELL, SpecialED, NMIADP		
Persons Responsible	Sonia Lawson		

STRATEGY 2. Tier II Support for Students in Math

Intervention Math Programs intended for flexible use as part of differentiated instruction, or in more intensive intervention(s) to meet student learning needs in specific areas, in alignment with the NM RTI Framework. Identify" research-based programs/strategies; students being served, and implementation timeframe (days/week, minutes/day).

Filing Cabinet Count 0

ACTION STEP SBA Analysis

Disaggregation and analysis of SBA data by school, grade level and subgroup.

Status	Completed 03/06/2013	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 09/10/2012		
Timeline Notes	Staff will have data to begin the year and make informed decisions and establish instructional groups.		
Tags	SpecialED, Parent		

ACTION STEP Response to Intervention Tier II

GOAL Strengthening Math Instructional Programs

STRATEGY 2. Tier II Support for Students in Math

ACTION STEP Response to Intervention Tier II

Short-cycle results are analyzed to identify learning gaps and students are provided individual and small group support.

Status	In Progress 03/31/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/23/2014		
Timeline Notes	Modification of intervention focus occurs following each assessment cycle.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		
Persons Responsible	Michael Slusher		

TASKS 0 of 4 Complete

AVMR Math Recovery	In Progress	Due 5/23/2014
Phase 1 Assessment of numeracy relationships, counting, etc. to identify learning gaps and determine focus areas for differentiation in the classroom.		
Classroom Data Review	In Progress	Due 5/23/2014
Weekly ACE questions and PDSA cycles will be reviewed to determine which students need additional instruction and interventions		
Researched-Based Strategies	In Progress	Due 5/23/2014
Grade level teams will work to identify research based strategies within the curriculum to address learning gaps as they are identified.		
Best Instructional Practices	In Progress	Due 5/23/2014
PLCs will work to identify instructional best practices following each CFA.		

STRATEGY 3. Tier III Supports for Students in Math

Scientifically research-based programs and/or intensive targeted intervention(s) to meet specific learning needs of students with disabilities as determined by individual IEPs.

Filing Cabinet Count 0

ACTION STEP Tier III Instruction RTI

GOAL Strengthening Math Instructional Programs

STRATEGY 3. Tier III Supports for Students in Math

ACTION STEP Tier III Instruction RTI

Students not demonstrating progress, including ELL and students with disabilities will receive 60 minutes of daily instruction using a hands-on approach including manipulatives, touch math and the Investigations Curriculum. IEP mandates will be implemented.

Status	In Progress 03/31/2014	Filing Cabinet Count	0
Start-End Dates	08/23/2013 - 05/23/2014		
Timeline Notes	Students are placed in instructional groups based on IEP mandates and summative and formative assessment data.		
Tags	ELL, SpecialED, InstrAudit, Parent, IndianEd		

STRATEGY 4. Professional Development to support Math

Professional Development in Math for teachers and administrators aligned with the Common Core State Standards including: description of delivery, methodology, length, relationship to student achievement in math, evidence based, and follow up to professional development

Filing Cabinet Count 0

ACTION STEP Curriculum Maps

Teachers will meet with District Math/Science Instructional Coach in order to create CCSS Curriculum Maps, do Common Assessment revision and learn about Resource Guide development.

Status	Completed 04/02/2014	Filing Cabinet Count	0
Start-End Dates	04/08/2013 - 09/13/2013		

ACTION STEP Add Vantage Math Courses 1 and 2

BES teachers will receive training on ACMR 1 and 2 three times throughout the school year. They will learn the strategies they use to intervene with students in their classroom who are having difficulty learning mathematical concepts.

Status	In Progress 04/02/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014		
Persons Responsible	Norma Binder		

ACTION STEP Math PD

GOAL Strengthening Math Instructional Programs

STRATEGY 4. Professional Development to support Math

ACTION STEP Math PD

BES teachers will receive PD in math during two half day set aside for Professional Development in the district. This PD will be led by the District Math/Science Instructional Coach.

Status	Completed 04/02/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014		

STRATEGY 5. Collaboration Time for Math Teachers

Dedicated and scheduled time during the school day for data analysis and review to inform planning to delivery targeted instruction and support to students as needed.

Filing Cabinet Count 0

ACTION STEP Professional Learning Communities

Teachers will meet in PLCs one afternoon per week in order to discuss the results of CFAs and share different teaching strategies the use during math instruction.

Status	In Progress 03/31/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/23/2014		

STRATEGY 6. Monitoring of Math Program

The teachers will implement the "My Math" curriculum, which was just adopted by the school district this year. They will adjust also adjust their instruction so that all of the Math CCSS are addressed and taught in depth to the students. They will use their Curriculum Map as a guide.

Filing Cabinet Count 0

ACTION STEP My Math and CCSS

The teachers will implement the "My Math" curriculum, which was just adopted by the school district this year. They will adjust also adjust their instruction so that all of the Math CCSS are addressed and taught in depth to the students. They will use their Curriculum Map as a guide.

Status	In Progress 04/02/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014		

W.D. CARROLL ELEMENTARY

GOAL Strengthening Math Instructional Programs

STRATEGY 7. College and Career Ready (Grades 8-12)

The school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

Filing Cabinet Count 0

STRATEGY Use of Data to Analyze Math

A dialogue around how student are performing to establish action steps needed to address gaps. Subgroup data are analyzed (describes facts, detects patterns, compares results and organizes data) and uploaded to the Web EPSS File Cabinet.

Filing Cabinet Count 0

ACTION STEP Common Formative Assessments

Teachers will analyze and compare data derived from Common Formative assessments in order to drive instruction and guide interventions in the classroom.

Status	In Progress	04/02/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014			

ACTION STEP SBA Data

Teachers will analyze Math SBA data from SY 2013 in order to group and intervene with students early in the year.

Status	Completed	04/02/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 12/13/2013			

ACTION STEP Discovery Assessment

Teachers will analyze the data derived from the Discover Math assessment, which is given 4th and 5th grade students several times per year. They will evaluate the data so they may better understand how their students are progressing towards the CCSS in math. It should help them with grouping, intervention, and math instruction.

Status	In Progress	04/02/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014			
Persons Responsible	Norma Binder			

SCHOOL PLAN
W.D. CARROLL ELEMENTARY

GOAL Transformation

Transformation strategies that provide the foundational work required to meet the challenges of school reform.

Filing Cabinet Count	2	Budgeted:	\$10,000.00
SEA Resources Available	2	Actual:	\$10,000.00

STRATEGY 1. Use of Data

Administrators and teachers will use SBA, DIBELS, and Discovery data in order to determine proficiency rates of students. Students who are not "proficient" in reading and/or math are required to attend tutoring before and after school. All Q1 students are required to attend tutoring. Teachers keep a data sheet on their intervention students. This information will move up with the students to the teacher students have in 2014-2015 so as to keep them informed about student proficiency levels and performance.

Filing Cabinet Count	0
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ACTION STEP SBA Data

Administrators, instructional coaches, and teachers will review, analyze and disaggregate SBA data to determine proficiency rates of students in Math and Reading.

Status	Completed 04/10/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014		

ACTION STEP Discovery Assessment

Students will take the Discovery Assessment 3 or 4 times per year. Results will be reviewed and analyzed by their teachers so they may inform instruction to meet their students' needs.

Status	In Progress 04/10/2014	Filing Cabinet Count	0
Start-End Dates	08/22/2013 - 05/22/2014		

STRATEGY 2. Providing Strong Leadership

An effective leader with a record in improving student achievement and has the ability to lead the turnaround effort to achieve outstanding results and task-oriented actions required for success.

Action Steps:

are based on data and clearly articulate what everyone involved needs to do differently; specify how the leader personally analyzed data to inform decisions, make clear logical plans that people can follow; and ensure that a strong connection between school learning goals and classroom activity; specify how the leader has implemented a system to measure and report interim results often; and specify how the leader reports progress and keeps the organization focused on high level goals.

Filing Cabinet Count	0
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ACTION STEP Systems Evaluation

GOAL **Transformation**

STRATEGY **2. Providing Strong Leadership**

ACTION STEP **Systems Evaluation**

The principal of the school will evaluate the systems in place at BMS. She will provide her teachers with training on the Big 8 developed by Brinkman, Forlini, and Williams. She will also evaluate them using the NMTech evaluation system set forth by the PED.

Status	In Progress 04/14/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014		
Persons Responsible	Sonia Lawson		

ACTION STEP **Instructional Coach**

The instructional coach will manage PLCs for each department on Tuesdays. She will assist them with curriculum support, analyzing student data, and facilitate book studies within each group. She will support teachers at all times by providing them with the resources they need to be effective teachers. She will develop a school website with important and necessary information that is easily accessible to the teachers in the school.

Status	In Progress 04/14/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014		
Persons Responsible	Michael Slusher		

ACTION STEP **Elementary Resource Specialist**

The Elementary Resource Specialist will facilitate all testing at the school and assist the principal with data disaggregation and analysis. She will aid the teachers by providing the support and resources that they need in the classroom. She will also be an integral part of the PLC meetings.

Status	In Progress 04/14/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014		

STRATEGY **3. Effective Teachers**

Effective teachers demonstrate a set of behaviors they incorporate into their daily professional practice. these include:

- a deep understanding of subject matter, learning theory, and student differences;
- planning, classroom instructional strategies;
- assessment of student understanding and proficiency with learning outcomes; and
- ability to reflect, collaborate with colleagues.

Filing Cabinet Count	0
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ACTION STEP **Increased Student Engagement**

GOAL **Transformation**

STRATEGY **3. Effective Teachers**

ACTION STEP **Increased Student Engagement**

Teachers will increase student engagement by learning about and incorporating the Big 8 into their daily professional practice

Status	In Progress 04/14/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014		
Persons Responsible	Sonia Lawson		

ACTION STEP **Student Assessment**

Teachers will assess students and disaggregate data from Common Formative Assessments (CFAs), Discovery, DIBELS and the NMSBA. They will use the data derived from these assessments to inform instruction in their classroom. They will adjust lesson plans accordingly.

Status	In Progress 04/14/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014		

ACTION STEP **Professional Learning Communities**

Teachers will participate in Professional Learning Communities one afternoon per week. They will observe and evaluate student test data and discuss different strategies they may use in the classroom to help students achieve at higher proficiency levels.

Status	In Progress 04/14/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014		
Persons Responsible	Michael Slusher		

STRATEGY **4. Redesigning Day, Week, Year**

Expanding or redesigning the school academic day to provide additional time for student learning and teacher collaboration.

Filing Cabinet Count	0
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ACTION STEP **Professional Learning Communities**

All teachers will participate in Professional Learning Communities on Tuesdays. They will meet as a team for about an hour. They will be with their department and the BMS Instructional Coach.

Status	In Progress 04/14/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014		
Persons Responsible	Michael Slusher		

SCHOOL PLAN
W.D. CARROLL ELEMENTARY

GOAL **Transformation**

STRATEGY **5. Parent, Family and Community**

Ongoing mechanisms for family and community engagement including:
 improving communication;
 promoting positive parenting;
 enhancing student learning;
 increasing volunteerism; and
 support decision-making through student advocacy.

Filing Cabinet Count 0

ACTION STEP **Quality of Education Survey**

Families will have the opportunity to share their opininos of the school through a survey. This survey will be used as a reflection tool for administration and staff to improve our community connections and school processes.

Status	Completed 04/14/2014	Filing Cabinet Count	0
Start-End Dates	01/06/2014 - 05/22/2014		
Timeline Notes	The survey results will be uploaded to the PED website.		
Tags	Parent		
Persons Responsible	Norma Binder		

ACTION STEP **Annual Parent Institute**

The Parent Institute is an informative activity for parents of BES students. Community members and teachers come together to teach parents about community services, school wide programs, and academic requirements.

Status	Completed 04/14/2014	Filing Cabinet Count	0
Start-End Dates	03/08/2014 - 03/08/2014		
Persons Responsible	Michael Slusher		

ACTION STEP **Quarterly Recognition Assemblies**

Parents are invited to quarterly attendance and honor roll student recognition assemblies.

Status	In Progress 04/14/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014		
Tags	Parent		

W.D. CARROLL ELEMENTARY

GOAL **Transformation**

STRATEGY **6. School Safe Environments**

A school environment that improves school safety and discipline to include:
 a positive, respectful classroom climate,
 a culture where relationships, communication and collaboration are demonstrated within the school
 community; and
 a safe and orderly environment conducive to learning.

Filing Cabinet Count	0	Budgeted	\$10,000.00
		Actual	\$10,000.00

ACTION STEP **Positive Behavior Interventions and Supports**

We use PBIS in order to have a consistent program for student behavior and school safety safety.

Status	In Progress 10/26/2012	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/22/2014	Budgeted	\$10,000.00
Tags	ELL, SpecialED, Parent, IndianEd, NMIADP	Actual	\$10,000.00

W.D. CARROLL ELEMENTARY

GOAL **K-3 Plus Summer District Application for Funding**

K-3 Plus application for funding. All districts/state charters applying for the K-3 Plus program must complete this application.

Filing Cabinet Count 0

TOTAL PLAN FUNDS:	\$0.00
Budgeted	\$15,300.00
Actual	\$10,000.00

**COCHITI SCHOOL
PARENT/STUDENT HANDBOOK
2012-2013**



“Where Cougars Roar!”



School-wide Positive Behavior Supports

Every student in Cochiti School is expected to demonstrate the Cougar Creed:

**I will be Respectful.
I will be Responsible.
I will be Kind.
I will try my Best.**

These traits are the foundation for School-wide Positive Behavior Supports that will be taught and modeled by the Cochiti School staff.



Bernalillo Public Schools

**800 Quail Hill Trail
Pena Blanca, New Mexico 87041
Phone #: (505) 867-5547
Fax # (505) 867-7846
www.bernalillo-schools.org**



Cochiti Elementary
& Middle School

COCHITI ELEMENTARY AND MIDDLE SCHOOL
800 Quail Hill Trail
Pena Blanca, NM 87041
505-867-5547 FAX 505-867-7846

Shauna Branch, Principal

August 2012

Dear Parents and Students,

Welcome Back To School, Cougars!!!! I hope everyone had a wonderful summer. I am looking forward to this year.

Parental Involvement is very important to the success of our students. Please take every opportunity you can to visit the teachers and the school this year. My door is always open to parents and students. If you have a concern, please let me know.

Skyward Family Access is another way you can keep in touch with your child's academic progress on a daily basis from home on the Internet (or from the library). Every parent has been assigned a password and login for this program. It is accessible from any computer with the Internet. It allows parents to see their child's grades (currently available for middle school students only – elementary is coming soon), attendance, and discipline records as they are entered. For training in this program, please contact me at school. Training takes about 20 minutes.

As a citizen of the Cochiti School Community, it is your duty to know the privileges and responsibilities expected of your child(ren). This handbook describes guidelines that will help provide an exemplary learning environment. If your child loses the agenda, you will have to purchase a replacement.

I have an open door policy for parents. If you have any concerns at any time, please come and talk to me. You can also get a hold of me through email or phone calls. Together we will continue to make Cochiti School a great place to be!

**Sincerely,
Shauna Branch
Principal
Phone 867-5547
Email: sbranch@bps.k12.nm.us**

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PHYSICAL PRESENCE POLICIES

SCHOOL HOURS/SUPERVISION – School hours are from **7:45 am-2:50 pm**. Please do not drop off students before 7:30 am. There is not any supervision for these students before 7:30 am. Middle School begins classes at 7:45 am. They will have breakfast served during 2nd period. Elementary School will eat breakfast from 7:45-8:00am. Classes begin at 8:00 am. Breakfast is very important to a successful day of learning. Please make sure your student is at school before 7:45 am so they get breakfast. Coming to school after classes have begun is disruptive to the class and makes it hard for students to get going and learn at the same rate as their peers. Please ensure your child is on time to school everyday!

ABSENCE POLICY – In the event of a necessary absence, parents must call the school attendance office (404-5438) and leave a message no later than 8:30 a.m. Upon a student's return, parents must submit a written excuse for the absence to the attendance clerk.

Cochiti School adheres to the district's attendance policy, which complies with the New Mexico attendance law. The following are classified as *Excused Absences*: doctor's appointment, illness, death in the immediate family, cultural days requested by Pueblo Governors, family emergency, religious commitment, diagnostic testing, and school sponsored activity, and extenuating circumstances, as agreed to by the school Principal. Absences pertaining to Pueblo activities must have a Governor's Office letter to be excused. The school will require a doctor's note for absences of three or more days.

EXCESSIVE ABSENCES—Compulsory School Attendance Law (22-12-1 to 22-12-7 NMSA 1978) requires that children attend school. According to this law and the NM Truancy laws, students missing more than a total of 10 unexcused absences or 15 excused absences may be referred to the JPPO (Juvenile Probation and Parole Office) and/or Tribal officials. Please make sure your child does not miss more than 15 days of school and that you call the attendance office to excuse your child's absences. This will ensure your child does not get referred to law enforcement.

CHECKOUTS -- Good attendance is important for student learning. Any time your child is absent, arrives after 7:45 am a.m. or leaves before the end of the school day, important learning time is missed. Please be aware that picking up your child before dismissal time is disruptive to the entire class. Students will miss direct instruction, daily end-of-the-day announcements, and may also miss homework and classroom assignments. If it is absolutely necessary that you need to check your child out of school during school hours, you are required to come into the office and sign them out. Students will only be released from the office. **A picture ID is required for anyone picking up a student.** Per BPS guidelines, we can only release students to adults, 18 years and older, listed on the registration or emergency cards. Parents should make a concerted effort to make medical and other appointments after 2:50 pm or during staff in-service days when students are not in school. ONLY Adults listed on the student registration form will be allowed to check student out from school. NO EXCEPTIONS!

ADMISSION – New students entering Cochiti School must be enrolled by their parent/guardian. Students are admitted if they are a transfer in good standing from another school and have established residency in the Cochiti School boundary. Students may be admitted from out-of-school boundaries depending on space availability, discipline records, transcripts, and prior school history. Students living outside of school boundaries will be required to sign and comply with an Out-of-School Boundary Agreement, which includes strict rules on attendance, tardies, and behavior expectations.

WITHDRAWAL OF A STUDENT FROM SCHOOL – Withdrawal of a student from school will be handled through the office. Parents are requested to contact the school office one-week prior to withdrawal. Students must return all books and school property, pay fines and fees, and obtain grades from all teachers.



ILLNESS – Whenever a student becomes ill during the school day, he/she must report to the classroom teacher, if in class, or to the office during passing periods or lunch. If arrangements cannot be made for a parent to take the student home, the student will remain in the office until administration can contact a parent or emergency designee.

VISITORS – Parents/Guardians are welcome and encouraged to visit the school or volunteer at any time. It is important that parents check in at the school office and obtain a Visitor's Pass. Visitors under age 18 must be accompanied by an adult or obtain the principal's approval at least 24 hours in advance.

SCHOOL CANCELLATION (DUE TO INCLEMENT WEATHER OR EMERGENCY) -- For information concerning school closure or delays, tune into a local news channel (2, 4, 7, or 13). You should also get a call from the District regarding cancellations and delays. Depending on the length of the delay, buses will pick students up one or two hours later than regular; the school schedule will be appropriately modified; and students will be dismissed at the regular time. In that case of an emergency early release, parents will be contacted before the student is dropped off or released from school.

TELEPHONE USE – Students may use the office phones in the case of an emergency or as requested by a teacher. **It is important that updated home phone numbers and addresses are provided to the school for home contacts (Emergency Contact forms are updated each year).**

Student cell phone use is not allowed during the school day. The school discourages student to bring cell phones as they are expensive and cause disruption in class. Cell phones **MUST BE TURNED OFF** during school hours (7:45 am to 2:50 pm). Any phone not off will be confiscated and turned into the office. Phones will be given back on the following criteria: First offense – given back to student at 3:00 pm after a meeting with the principal. Second offense – Parent must pick up after a meeting with the principal. Third offense – Phone is kept until the end of the school year.

ELECTRONICS/VALUABLES -- Students should not carry unnecessary sums of money and should **not to bring portable music (iPODS, MP3), electronic games, or toys to school.** These items distract learning and will be confiscated for parents to pick up. **Cochiti School is not responsible if any of these items are lost or stolen.** Students may bring Kindles, Nooks, or electronic books to school. These are to be used for reading purposes only (no games). The students and parent takes responsibility of these items and the risk that they may be stolen.

LOCKERS (Middle School) – Lockers are assigned for the storage and protection of student belongings. Lockers remain the property of the Board of Education and the school reserves the right to hold periodic locker checks. Students will be allowed to go to their lockers when changing classes, but not before 7:45 a.m. or during lunch. Lockers are to be kept clean and organized.

SEARCH & SEIZURE -- School property assigned to a student and a student's person or property while under the authority of the public schools shall be subject to search and items found are subject to seizure in accordance with District Policy.

COMPUTER USE – **All students must sign and submit a Computer Use Statement prior to using computers on campus.** Students violating this agreement or the instructor's rules will lose computer privileges. (See complete policy at the end of this handbook.

FIELD TRIPS -- To maintain the safety of students and in accordance with BPS policies, students attending field trips must ride the school bus from and to school. Parents cannot take their child with them in their car from the site of the field trip. School personnel are responsible for the students from the beginning to the end of the trip. Non-BPS siblings are not allowed to ride the bus and siblings who are students are discouraged from being checked out of school to attend a sibling's field trip. Parents will be asked to sign a general permission form at the beginning of the school year and will be notified of field trips throughout the year.



ACADEMIC PROGRESS POLICIES

REPORT CARDS AND PROGRESS REPORTS – There are four 9-week grading periods throughout the year with scheduled progress reports issued at 4.5-week intervals. Report cards will be sent home or provided during parent/teacher conferences within one week following the end of each grading period. Along with your child’s report card, you will receive a progress report on the required standards your child must be proficient in before going to the next grade level. These reports will be used to determine if your child is ready to be promoted to the next grade at the end of the year.

SEMESTER GRADES (Middle School) – Semester grades are a combination of the two nine-week grading periods and a semester exam/project. Semester grades are calculated in the following fashion:

1st nine-week grade =	45%
2nd nine-week grade =	45%
Semester exam grade =	10%
	100%

Middle School Final Exams are given in all classes at the end of the semester and end of the year. Students may be retained for failing grades.

HONOR ROLL – The Honor Roll will be announced at the end of each nine-week grading period for grades 3 – 8. Honor Roll is based upon a student’s grade point average (GPA):

- Gold Honor Roll: 4.0**
- Silver Honor Roll: 3.50 to 3.99, no C’s**
- Bronze Honor Roll: 3.0 to 3.49, one C allowed**

Students with more than one C or a grade less than a C will not be admitted to Honor Roll regardless of GPA. Students with a grade of C and a 3.5 or higher GPA will be assigned to Bronze Honor Roll regardless of the grade point average.

HEROES OF COCHITI SCHOOL – Students are named to the Heroes list by meeting the following criteria for the semester:

- 3.0 or higher GPA**
- 95% daily attendance rate**
- 1 or fewer tardies**
- No more than 1, Level 1 discipline referral (no other referrals)**

HOMEWORK – Homework is a valuable tool to enhance a student’s academic progress. The purposes of homework are to practice newly acquired skills and apply knowledge. Homework Club may be assigned to students who do not hand in homework. This is a mandatory afterschool program to give students time to complete homework assignments.

Students are responsible for keeping track of due dates. When a student has an excused absence, he/she has 1 day for every day absent to make up the work unless otherwise extended by the teacher. This includes absences for any school-sponsored activity. Students are encouraged to request work ahead of time when they know they will be absent (at the discretion of teachers). Teachers do not have to provide work to a student whose absence is unexcused.

STUDENT ASSISTANCE TEAM (SAT) – If a parent, administrator, student, or teacher suspects a student’s educational needs are not being met, the student can be referred to SAT, a team that includes faculty, parents, staff, and the student. SAT will review the current educational needs of the student, study his/her academic progress and behavior, and plan specific interventions for the student. SAT referrals can be made for (but are not limited to) academic concerns, inconsistent attendance, possible gifted referrals, possible ELL referrals, behavior concerns, remediation planning, and social concerns. Referrals to SAT are done through the school counselor.

RETENTION/REMEDIATION POLICY – Students that are failing any core class (Language, Mathematics, History, or Science) and/or are not proficient in the required standards for their grade level (see progress reports) are subject to the retention and/or remediation policies outlined by the state or Cochiti School. Current state law gives parents the right to

sign a waiver for passage to the next grade level in grades K-7. Retention in 8th grade is a school-based decision and may not be waived by a parent.

Students must prove themselves to be proficient in knowledge reflected in the current State Standards and Benchmarks for passage to the next grade level. The school administration will consider 3 indicators of a student's proficiency. These are:

Classroom Grades...
State/National test scores...
MAP Test Scores

It will be the school's first intention to place the failing student into a proper remediation program through the SAT process.

PARENT COMMUNICATION – When students are in danger of failing, teachers will make every attempt to contact parents to discuss the situation. If parents are concerned about grades or behavior, they are encouraged to first contact the teacher through a phone call or by setting up an appointment through the school office. Both teachers and parents are encouraged to make contact before issues become irreparable.

SKYWARD FAMILY ACCESS – Every parent has access to live grades (Middle School only), attendance records, and behavior records for each of their students. At this time, all Middle School parents have access to student's grades through the Skyward Family Access computer program over the Internet. For training in the program, login and passwords, please contact the Cochiti Principal, Shauna Branch.

CRITERIA FOR PARTICIPATION IN ATHLETICS OR OTHER EXTRA-CURRICULAR ACTIVITIES – Athletics and activities are an integral part of the educational process, providing students with opportunities to further develop their unique characteristics and values. Participation is encouraged as a **PRIVILEGE** offered to and earned by students.

Administrators, teachers, coaches, sponsors, parents, and students participating in activities and athletics are expected to model positive character values, because they are representatives of the school and community of Cochiti. Failure to comply can result in suspension from activities and athletics, administered by the Principal or Athletic Director.

ELIGIBILITY FOR ATHLETICS/EXTRA-CURRICULAR ACTIVITIES AND CODE OF CONDUCT -- Eligibility of students for extra-curricular activities will be checked according to New Mexico Activities Association (NMAA) guidelines and/or as determined by the coach/administrator. Failure to maintain eligibility will result in a student's disqualification from the event/activity. All school-sponsored activities and events are covered by these requirements.

Basic Requirements:

1. All participants in athletics must have a completed physical turned in to the School Nurse.
2. The **student maintains a 2.0 G.P.A. with no F's**. This is based on 1st or 3rd nine week grades. At the end of the semester, eligibility is based on the 2nd or 4th nine week grades or the semester grades.
3. The student remains in good behavioral standing.
4. Students that are ineligible at the end of a nine-week grading period will be ineligible the following nine-week grading period.
5. Students are required to attend the entire school day to participate in practice or in an activity occurring that day. Students must attend the entire day on Friday prior to a weekend event. Students must submit (to the office) an appropriate doctor/dentist notice upon return from an appointment if he/she plans to attend practice that day.
6. Any students that owe fines or have not turned in books or equipment are NOT eligible for extra-curricular activities.

Further information about NMAA guidelines/rules can be viewed on the internet at www.nmact.org.

Other Guidelines:

1. A student, by participating in the activities or athletic program, agrees to abide by and be subject to the regulations of the NMAA.
2. **Good sportsmanship is a major objective during practice or contests. Administrators, teachers, coaches, sponsors, parents, and students shall: not use profane language; treat opponents with respect; show self-discipline in and out of the place of competition; and follow other specific rules set up by the coach/sponsor.**

3. **Verbally or physically accosting any administrator, teacher, coach, sponsor, parent, or student will result in immediate suspension for the remainder of the school year from all activities and athletic events.**
4. It is impossible to have a rule or regulation for every possible circumstance. Coaches, sponsors, and administrators shall use discretionary judgment in dealing with individual situations not covered by a specific written regulation.



POSITIVE BEHAVIOIR SUPPORT (BEHAVIOR EXPECTATIONS)

COUGAR CREED – Students are taught the Cougar Creed and are expected to follow it in every aspect of the school. The creed is as follows:

I will be RESPONSIBLE
I will be RESPECTFUL
I will be KIND
I will do MY BEST



BUSES – Bus riding is a privilege. While on the school bus, students will:

- sit at ALL times
- keep their hands and head inside the bus
- not throw anything out of bus windows
- treat others with respect
- follow the driver’s rules

Drivers may issue written warnings for continued or serious misbehavior. Parents must sign each referral for the student to continue riding the bus. Students may also be suspended for a period of time appropriate to the disciplinary infraction. Families requesting temporary changes to a student’s bus route must make the request in writing. **For student safety, phone requests cannot be honored.**

BULLY PREVENTION PROGRAM – Students and staff have been trained in the STOP-WALK-TALK Bully Prevention program through Positive Behavior Support. The program encourages students to stand up to bully behavior by telling the other student to STOP. If the student does not stop the behavior, the student is taught to walk away and get help from an adult. Likewise, students are taught to stop behavior when told to do so. Not adhering to a request to STOP will result in a behavior referral to the office.



COCHITI DRESS CODE – Cochiti Elementary and Middle School expects its students to demonstrate good taste and modesty in their appearance, as is appropriate to the educational environment. The administration and faculty will monitor all questions regarding student appearance. The Principal will have ultimate responsibility and authority for all issues pertaining to the Uniform Dress Policy. The Uniform Dress Policy is in effect during all school days, school activities (including athletic events) and field trips, unless otherwise specified. Appropriate dress reflecting good taste and modesty is required at all times. This uniform dress policy will apply to all students except for specific instructional, safety, religious, or medical reasons.

Pants and Shorts (Boys and Girls): Solid colors (NO SPANDEX OR POLYESTER Material)

- Pants must be straight-legged, fitted, and worn at the waist. Pants and shorts must also fit properly at the inseam and the hem. Shorts may not be shorter than two inches above the knee.

- Acceptable materials and/or styles are cotton (Dockers-style) or corduroy materials, jeans, khaki, cargo and carpenter styles. They may not be made of spandex or polyester materials.
- Pants cannot have any holes or patches.
- Pants and shorts may be pleated or have a plain front. Hems and/or cuffs must be tailored and properly stitched. Pant legs must be straight; pockets must be tailored on the inside of the pant or short.
- Examples of unacceptable pants/shorts: polyester pants, bell bottoms, flared leg, patch pockets, decorated clothing, warm-up/sweat pants, pants with wide legs, dropped crotch, saggy or skater pants or shorts.

Skirts, Skorts, Capri's and Jumpers (Girls): Solid Colors (NO SPANDEX OR POLYESTER Material)

- Skirts will have a pleated or straight front. Wrap skirts are not allowed.
- Standard length skirts are to be no shorter than two inches above the knee and will not have slits of any kind.
- Full-length skirts may be worn. Slits will not extend above the knee.
- Skorts will be no shorter than two inches above the knee.
- Jumpers are allowed. They must be a solid blue, black or tan color and may be no shorter than two inches above the knee.
- Capri's are acceptable in the approved colors. They may not be a spandex or poly-type material. Capri's must be worn so that shirts can be tucked in.

Shirts, Sweaters, and Sweatshirts: (Boys and Girls) Solid Colors, Stripes, Polka Dot

- Shirts will be a polo or button up dress style with a shirttail hem and be designed to be tucked in. All shirts must have a collar and button front with buttons going up the length of the neck. Shirts may not be opened more than three inches from the top.
- Shirts may be long or short sleeved. Sleeveless shirts are not allowed. Tight or oversized shirts are not allowed.
- Shirts may not be of a sheer or transparent material and any undershirt must be solid color.
- Tank tops or shirts not designed to be tucked in are not allowed. Bare midriffs are not allowed.
- Banded bottom shirts are not allowed.
- Sweaters and sweatshirts are to be solid in color with minimal striping. They are to fit properly and not be excessively long. All jackets must have a zipper or buttons in order to wear in the classroom. Hoods may not be worn indoors.
- Approved manufacturers' logos of no more than 2" x 2" on sweaters or sweatshirts are acceptable.

Jackets and Coats

- Coats and jackets must have a zipper or buttons in the front and remain open while in the classroom. No hoodies in the classroom allowed (Exception: Hoodies with the Cochiti School logo and approved by the Principal).
- Uniform Dress Code clothing must be worn underneath coats, jackets, sweaters, or sweatshirts.

Miscellaneous:

- At no time will students be allowed to wear all-black clothing (tops and bottoms)
- Shoes must be appropriate for outdoor activities and laces must be tied at all times.
- Accessories like jewelry that are simple and in good taste may be worn. Earrings, studs, loops, etc., may be worn in the ears only.
- **Body piercing is not allowed.**
- Belts may not be worn with excess length hanging down. Belt buckles must be plain (initials, emblems or writing is not allowed.)
- Tattoos may not be visible at any time. This also includes writing on skin with pen, markers, etc.
- Clothing may not be worn around the waist (e.g. sweatshirts, jackets, sweaters, etc.)
- Manufacturers' logos are only allowed on jackets.
- Torn clothing, frayed pants legs or clothing in poor repair are not allowed.
- Clothing that promotes gang-related activities or violent behaviors are not allowed.
- Clothing or accessories that promote negative behaviors (profanity, violence, sex, drugs, wrestling, alcohol, tobacco, bigotry, disrespect or gangs) or that is highly destructive, disruptive or immodest are not allowed.

OUT OF UNIFORM DAYS – Being out of uniform is a privilege/reward earned by students. At the Elementary Level, the class may earn a get out of dress code Friday. At the Middle School, any student may use Cougar Coins to get out of dress Code on Friday.

BERNALILLO PUBLIC SCHOOLS
COMPUTER AND INTERNET CONDUCT GUIDELINES

Use of the Bernalillo Public Schools computers, network, and access to the Internet by students and staff shall be in support of curriculum and research that is consistent with the educational mission of the District. Use of the computer system is a privilege and may be denied for violation of the Computer and Internet Conduct Guidelines.

Conduct Guidelines

1. Keep confidential and protect all computer passwords, access codes, or logon information from disclosure to others.
2. Respect the privacy of other users. Do not use other users' passwords.
3. Be ethical and courteous. Do not send hate, harassing or obscene mail, discriminatory remarks, or demonstrate other antisocial behaviors.
4. Maintain the integrity of data and files. Do not modify or copy files or data of other users without their consent.
5. Respect copyrights. Software protected by copyright shall not be copied.
6. Use the network in a way that does not disrupt its use by others.
7. Do not destroy or abuse the hardware or software in any way.
8. Do not develop or pass on programs that harass other users or infiltrate a computer or computer system such as viruses or mass mailings.
9. Do not use the Internet to view, access, download, or process pornographic, obscene, indecent, profane, or otherwise inappropriate material.
10. Use of the system to access games and use of computers for game playing shall be restricted to instances directed and monitored by instructional staff and is limited to games which address educational goals.

Requirements and Conditions

As a condition of use of the Bernalillo Public School's computer system, including access to the Internet, I agree to the following requirements and conditions:

1. To comply with the Conduct Guidelines as set out in the Agreement for computer Use and Internet Access Form.
2. To use the Internet appropriately and for educational purposes
3. To respect and uphold copyright laws.
4. To respect the right of privacy of other user of the system and not view, alter, or destroy those files without permission of the owner.
5. To report any damage or usage that violates the Conduct Guideline immediately to the appropriate school staff member.
6. BPS Administrators have the right to review any materials that are stored on District equipment and to edit or remove those materials that are found to violate the conduct guidelines.
7. BPS will not be liable for any direct or indirect damages that result from **information gained** via use of the District system or from use, operation, or inability to use the system.
8. Use of the computer system, including Internet access may be revoked for failure to comply with the Conduct Guidelines.

Internet Access and Denial of Privileges

The Internet is not regulated. Although it is possible to block access to certain sites on the Internet that BPS deems inappropriate for use, such blocking systems are not always effective. It is possible to access information that could be considered inappropriate for school age users. It is also possible to access sites or other users who may engage in threatening, coercive, abusive, or harassing conduct.

Parents that do not want their child to have access to the Internet should inform the school their child attends. This should be done by writing a note to the school and making sure to include the name of the child.

**Cochiti Elementary and Middle School
Student-Parent-Teacher-Principal Compact, 2011-12**

We know that learning can take place when students feel safe, supported, and motivated. Together we promise to promote achievement in the physical, social, and academic areas for _____.

(Student's name)

As a student, I pledge to:

- Work as hard as I can on all school assignments.
- Discuss with my parents what I am learning in school.
- Come to class prepared with materials and an attitude to learn.
- Follow school rules and be responsible.
- Respect school and personal materials.
- Use non-violent means to solve problems and NOT to use foul or vulgar language.
- Limit the amount of time I watch TV and read books instead.

Student signature/ date

As a parent, I pledge to:

- Provide a quiet study time at home and encourage good study habits.
- Talk with my child about school activities.
- Reinforce responsible student behavior and pick my child up if he/she cannot follow school rules.
- Find out how my child is progressing by attending conferences, open houses, presentations, and by looking at schoolwork.
- Encourage my child to read by reading to him/her and by reading myself.
- Limit the time my child spends watching TV and develop other activities that support learning.
- Get my child to school every day on time, ready to learn.
- Support classroom instruction by volunteering to help at least on day per year.
- Support the district policy on Zero Tolerance for Violence.

Parent signature/ date

As a teacher, I pledge to:

- Provide motivation and interesting learning experiences.
- Explain expectations, instructional goals, and grading systems to students and parents.
- Explain expected student behavior to students and parents.
- Communicate and cooperate with each parent to ensure the best education possible.
- Implement teaching strategies that work best for each student.
- Treat all students, parents, and colleagues with respect and dignity.
- Implement the district policy on Zero Tolerance for Violence.

Teacher Signature/ date

As a principal, I pledge to:

- Create a welcoming environment for the school community.
- Communicate the school's mission and goals to students, parents, and staff.
- Ensure a safe and orderly learning environment.
- Reinforce the partnership between parents, students, and staff.
- Hold staff and students to high standards of performance.
- Act as the instructional leader by supporting staff in their professional growth.
- Provide appropriate training for staff and parents.
- Treat all school community members with respect and dignity.
- Implement the district policy on Zero Tolerance for Violence.

Principal Signature/ date

****Please return this Compact to your child's teacher by the end of the first week of school****

GOAL Real Accountability, Real Results: A-F

Real Accountability, Real Results: A-F School Grade Accountability System is a transparent school-grading system that allows parents, teachers, students, and the community to understand the quality of education in our classrooms, creating a culture of higher expectations and greater achievement.

Within one year, the percentage of all students that are proficient or on track to proficiency (within 3 years) equals the Reading SGT of 61%.

Within one year, the percentage of all students that are proficient or on track to proficiency (within 3 years) equals the Math SGT of 55%.

Filing Cabinet Count	14	Budgeted:	\$130,500.00
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STRATEGY Accurate Data Reporting

All district schools will use results from research based assessments for analysis of student performance.

Filing Cabinet Count	0
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ACTION STEP PARCC & SBA Data

The PARCC & SBA results from March 2015 will be analyzed by administrators and teachers to make instructional decisions for 2015-16. Individual student results will be shared with parents in back to school conferences. Annual summer meetings are held with communities and Tribes to share PARCC & SBA results and BPS next steps.

Status	Not Begun 04/08/2015	Filing Cabinet Count	5
Start-End Dates	06/15/2015 - 12/18/2015		
Timeline Notes	June/July: Administrators will review, and analyze SBA data and develop action plans. August: review of student data by grade and school August/September: Goal teams and all stakeholders will use Item Plot Analysis to refine curriculum maps and make instructional decisions. October: Administrators will review, and analyze PARCC data and develop action plans.		
Tags	InstrAudit		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP Discovery Short Cycle Assessment

Bernalillo Public Schools

GOAL Real Accountability, Real Results: A-F

STRATEGY Accurate Data Reporting

ACTION STEP Discovery Short Cycle Assessment

100% of students in grades 1 -10 will take the Discovery CCSS based assessment in SY 15-16 in September/February and May. Data will be analyzed during cycle for proficiency of standards and growth.

Status	Not Begun 05/22/2014	Filing Cabinet Count	4
Start-End Dates	06/01/2015 - 06/30/2016		
Timeline Notes	June 2015: Analysis of data triangulated with SBA & PARCC March 2015 results.		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP ACCESS

100% of Students identified as ELL will be assessed annually. Needs analysis of results will determine programmatic needs.

Status	Not Begun 05/22/2014	Filing Cabinet Count	0
Start-End Dates	06/01/2015 - 05/20/2016		
Timeline Notes	August 2015: Coordinators will provide teachers the results of ACCESS. All students will be scheduled into appropriate classes for English language development.		
Tags	ELL		
Persons Responsible	Norma Binder, Theresa Estrada, Sonia Lawson, Lynda Spencer		

ACTION STEP Literacy Assessments (CFA's)

100% of core English/LA instruction will be CCSS aligned by the grade level with use of short interval CFA's deployed to measure student mastery. Next-steps in instructional plans will be based on CFA's. Coaches will support the classroom teachers in design of CFA's and analyzing results.

Status	Not Begun 05/22/2014	Filing Cabinet Count	0
Start-End Dates	08/17/2015 - 05/20/2016		
Timeline Notes	Academic Coaches will work with teachers to review results of formative assessments.		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP End of Course Exams

Bernalillo Public Schools

GOAL Real Accountability, Real Results: A-F

STRATEGY Accurate Data Reporting

ACTION STEP End of Course Exams

Students at various grade levels will take EOC exams as required by the NMPED. The data from these tests will be used to satisfy certain HS graduation requirements and to determine if students in the District are learning required content in certain subject areas. The results of this data will also be reported to the NMPED for Teacher Evaluation purposes.

Status	Not Begun 05/22/2014	Filing Cabinet Count	1
Start-End Dates	08/10/2015 - 05/20/2016		
Persons Responsible	Norma Binder		

ACTION STEP Response to Intervention

Principals and teachers will follow the RTI process as closely as possible at each school site. All students will receive 90 minutes of core instruction in ELA (Treasures) and Mathematics (My Math). If a students is struggling or falling behind, the teacher will try interventions in her classroom. If these interventions are not effective, the teacher will do a SAT referral on the student. The SAT team will then decide what additional interventions may be necessary before having the student tested and placed on an IEP.

Status	Not Begun 05/22/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2015 - 05/20/2016		
Persons Responsible	Norma Binder, Sonia Lawson, Lynda Spencer		

STRATEGY Interim Assessments

The district identifies interim assessments used to gather data to inform instruction.

Filing Cabinet Count	0
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ACTION STEP Using Data to inform instruction

100% of administrators, coaches, and teachers will receive training on use of assessment data including SBA, SCA-Discovery, ACCESS, DIBELS, IDEL and CFA's. They will then use this data to create class schedules and plan interventions during the 2014-2015 SY.

Status	In Progress 04/08/2015	Filing Cabinet Count	0
Start-End Dates	07/07/2014 - 05/21/2015		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP Elementary Math Quarterly Common Assessments

Bernalillo Public Schools

GOAL Real Accountability, Real Results: A-F

STRATEGY Interim Assessments

ACTION STEP Elementary Math Quarterly Common Assessments

Assessments for 2014-2015 are on the District Math ETool Box and have been aligned to Common Core State Standards. Teachers will use the results of these tests to help students reach proficiency in the Math and ELA CCSS.

Status	In Progress 04/08/2015	Filing Cabinet Count	1
Start-End Dates	06/02/2014 - 05/21/2015		
Timeline Notes	August 2014: Review of the Math ToolBox for new faculty.		
Persons Responsible	Norma Binder		

ACTION STEP DIBELS Next/IDEL

BPS will deploy DIBELS/IDEL per the PED cycle as primary progress monitor/determination of interventions for all students in grades K-3. New teachers will receive training from coaches/teacher leaders in administration of assessment.

Status	In Progress 04/08/2015	Filing Cabinet Count	0
Start-End Dates	06/09/2014 - 05/21/2015		
Persons Responsible	Norma Binder, Lynda Spencer		

STRATEGY Graduation and Attendance

The expectation is that your school increase the percent of your successful 4-year graduates over time. BPS, through administrators, counselors & liaisons, will work in collaboration with parents and tribal governments to monitor attendance and address truancy issues at all K-12 school sites.

BPS recognizes that the good attendance is the key to learning and graduation.

Filing Cabinet Count	0
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ACTION STEP GEAR-UP

100% of Gear Up programming will be focused on high school success and preparation for higher education or career readiness. District Coordinator hired: Marisol Aragon. Identification of literacy specialists for BHS, Cochiti Santo Domingo 0.5 each providing communication to all stakeholders on GearUp mission/vision and goals.

Status	In Progress 04/08/2015	Filing Cabinet Count	2
Start-End Dates	06/01/2014 - 05/22/2015		
Persons Responsible	Norma Binder, Allan Tapia		

ACTION STEP First Step, Next Step Plans

Bernalillo Public Schools

GOAL **Real Accountability, Real Results: A-F**

STRATEGY **Graduation and Attendance**

ACTION STEP First Step, Next Step Plans

100% of 8th grade students will complete their 4 year plan in spring in preparation for high school under the supervision of middle school counselors.

100% of high school students will maintain current and updated Next Step plans under the supervision of counselors and high school advisor.

Counselors and advisor will work with students and parents to ensure plans are shared and approved.

Status	In Progress 04/08/2015	Filing Cabinet Count	0
Start-End Dates	05/01/2014 - 05/22/2015		

ACTION STEP Improving Attendance Rates

Bernalillo High School will increase attendance rate from 78% to 95% by May of 2015. BHS staff will review attendance data in August 2014 and identify students with past truancy issues. Contact with families and monitoring attendance patterns with support from liaisons and parents will be ongoing and monitored by administration.

Status	In Progress 04/08/2015	Filing Cabinet Count	1
Start-End Dates	08/11/2014 - 05/21/2015		

ACTION STEP Career and College Readiness

School sites will be responsible for analysis of all data information and make adjustments in student instructional programs based on student needs. Students will be encouraged to take AP, PreAP, Honors, Dual Enrollment, Career path classes.

BHS will increase by a minimum of 15%, the number of Native American student enrolled in AP classes in 2014-15.

Status	In Progress 04/08/2015	Filing Cabinet Count	0
Start-End Dates	06/02/2014 - 05/22/2015		
Timeline Notes	August : Review of all student schedules during registration for placement and rigor.		

ACTION STEP Identification of At-Risk Students

All schools will be relentless in maintaining communication and making continuous efforts to keep students in school and support academic progress. Students will be referred to SAT for poor attendance or recurrent disciplinary issues to develop individualized plans for support. BHS will use all processes for identifying issues and resolving obstacles for at-risk students.

Status	In Progress 04/08/2015	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/21/2015		

Bernalillo Public Schools

GOAL **Real Accountability, Real Results: A-F**

STRATEGY **Improving School Growth**

School growth compares students enrolled in the current year to students from prior years.

Filing Cabinet Count 0

ACTION STEP Identification and supports for at-risk students

All school will use 2015 SBA & PARCC results to identify those students who fall in bottom quartile. Reading and Math scores will determine placement in intervention classes with research based curriculum. Students will be progressed monitored individually for growth and status.

Status	In Progress 04/08/2015	Filing Cabinet Count	0
Start-End Dates	06/15/2015 - 05/20/2016		

ACTION STEP Using Data to monitor progress

Schools will deploy a continuous improvement process with data derived from short-cycle, formative & summative assessments to refocus or modify instruction to meet the needs of individual students or groups of students.

Teachers and coaches will receive training on best practices for assessment students and interpreting results.

Principals and coaches will monitor all processes including SAT, IEP's, PLC's and teacher practices.

Status	Not Begun 05/23/2014	Filing Cabinet Count	0
Start-End Dates	06/01/2015 - 05/20/2016		
Persons Responsible	Norma Binder		

ACTION STEP Intervention Programs

All schools will have menu of research based programs including Voyager Passport & Passaporte, Read 180, AVMR, Accelerated MATH to support Q1 students to close achievement gap. Training for new programs will be scheduled for teachers.

Status	Not Begun 05/23/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2015 - 05/20/2016		
Persons Responsible	Norma Binder		

ACTION STEP Differentiated Instruction

Bernalillo Public Schools

GOAL Real Accountability, Real Results: A-F

STRATEGY Improving School Growth

ACTION STEP Differentiated Instruction

Teachers will receive training and coaching in strategies that support differentiated instruction within classroom to support Q1 students.

Status	Not Begun 05/23/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2015 - 05/20/2016		
Persons Responsible	Norma Binder		

STRATEGY College and Career Readiness

The district is increasing participation rates in Advanced Placement (AP), dual credit, International Baccalaureate degree programs, and other college or career readiness initiatives.

Filing Cabinet Count 0

ACTION STEP Dual Credit

Dual enrollment programs encourage more students to consider academic or career technical higher education, especially students from underrepresented groups. Research indicates that dual credit programs can lead to better completion rates for both high school and college; reduce the need for remediation; shorten time to a diploma or degree completion; reduce the cost of higher education; reinforce the concept of life-long learning through an educational continuum; provide an alternative for students tempted to leave high school to enter the workforce; and, especially when offered through distance learning, provide equal access to higher education opportunities to students, whether rural or urban

Status	Not Begun 05/19/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2015 - 05/20/2016		
Persons Responsible	Norma Binder, Allan Tapia		

TASKS 0 of 1 Complete

Compass/Accuplacer	Not Begun	Due 8/31/2015
Students will be required to take the Compass and/or Accuplacer tests in order to gain admittance into a Dual Credit class.		Allan Tapia (LEA) , Norma Binder (LEA)

ACTION STEP Advanced Placement

Bernalillo Public Schools

GOAL **Real Accountability, Real Results: A-F**

STRATEGY **College and Career Readiness**

ACTION STEP **Advanced Placement**

BPS students will begin taking Pre-AP courses at BMS and continue with the AP courses offered at BHS. They will be given opportunities to take AP exams and earn college credit. BHS will offer as many AP courses as the schedule will allow.

Status	Not Begun 05/19/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/21/2015		
Persons Responsible	Norma Binder, Allan Tapia		

ACTION STEP **CTE Programs**

BHS will offer CTE classes and programs so that students may earn a 2 year certificate and/or associates degree before they leave high school. This will be accomplished on campus as well as at local colleges or universities with which they have MOUs.

Status	Not Begun 05/19/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/21/2015		
Persons Responsible	Norma Binder, Allan Tapia		

ACTION STEP **Gear Up 2014-15**

Gear Up Bernalillo High School, 7th and 8th grades at Cochiti MS and Santo Domingo MS teams will attend Spring conference and budget workshop in preparation for 2014-2015.

Status	Not Begun 05/23/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 06/01/2015		
Persons Responsible	Norma Binder, Allan Tapia		

Bernalillo Public Schools

GOAL **Real Accountability, Real Results: A-F**

STRATEGY **College and Career Readiness**

ACTION STEP **Gear Up 2014-15**

TASKS 0 of 3 Complete

Increasing Capacity in Literacy	Not Begun	Due 5/1/2015
Identified students in 9th grade at BHS and 7th and 8th grade at Cochiti and SD Middle Schools will receive interventional literacy instruction by 1.5 FTE from Gear Up. (0.5 each site)		
Parental Involvement	Not Begun	Due 5/28/2015
Events and activities for 2013-14 organized to increase parent understanding of secondary and higher education options for their children. Assistance to families on completion of FAFSA		
Career Bubbles	Not Begun	Due 5/28/2015
Student education on career options for the future and how to prepare/collaboration with Career/Tech programs. Guest speakers, internships, on-site visits to work places are examples of opportunities to increase student awareness.		

ACTION STEP **AVID**

AVID trains educators to use proven practices in order to prepare students for success in high school, college and a career, especially students traditionally underrepresented in higher education. The program teaches skills and behaviors for academic success; provides intensive support with tutorials and strong student/teacher relationships; Creates a positive peer group for students; and develops a sense of hope for personal achievement gained through hard work and determination.

Status	In Progress 04/08/2015	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/21/2015		
Persons Responsible	Norma Binder		

ACTION STEP **ACT**

Bernalillo Public Schools

GOAL Real Accountability, Real Results: A-F

STRATEGY College and Career Readiness

ACTION STEP ACT

100% of High school juniors as well as seniors will take the ACT as a requisite for college preparedness. BHS will be a testing site for students. ACT preparation will be incorporated into programming for students through Counseling Dept and GearUp.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/31/2015 - 06/30/2016		
Persons Responsible	Norma Binder, Allan Tapia		

ACTION STEP Ambassador Program

The program is designed to build strong transition experience from middle grades to high school. BHS students will be trained by UNM ambassadors. This program helps develop leadership skills in HS students.

Status	In Progress 04/08/2015	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/21/2015		

STRATEGY Student and Parent Engagement

All schools will set an annual goal based on baseline results of the Bonus Point results on the 2014 report card to improve by 15% the participation of students and parents in activities and creating activities and events engage students and are inclusive of families.

Filing Cabinet Count 0

ACTION STEP District & School Level Student Recognitions

Each school will create a calendar of celebrations and recognitions appropriate to the grade levels to acknowledge student achievement. These include Honor Roll events, Promotions, etc.

The District will recognize student achievement at Board Meetings through the year

Status	In Progress 04/08/2015	Filing Cabinet Count	0
Start-End Dates	07/21/2014 - 05/28/2015		
Persons Responsible	Norma Binder		

ACTION STEP Power School

Bernalillo Public Schools

GOAL **Real Accountability, Real Results: A-F**

STRATEGY **Student and Parent Engagement**

ACTION STEP Power School

BPS will implement Power School, which will enable all schools in the district to have clear and consistent lines of communication with students and their families. Parents and guardians will be able to check the grades and attendance of their children, as well as stay in contact with their teachers when necessary.

Status	In Progress 04/08/2015	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/21/2015		
Persons Responsible	Norma Binder, Lorraine Nobes		

ACTION STEP Next Step Plans

Parents will be required to review and sign the Next Step Plans of students in the District. This plan is intended to help students set goals and make plans for high school, college, and careers.

Status	Not Begun 05/20/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2015 - 05/20/2016		
Persons Responsible	Norma Binder, Allan Tapia		

ACTION STEP Student Engagement Activities

Teachers will continue to use the "Big 8" engagement strategies in their classrooms. These strategies help with setting classroom expectations, gaining, and keeping the attention of the students during class time. Many teachers were trained on the strategies during the 2013-2014 SY.

Status	Not Begun 05/20/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/21/2015		
Persons Responsible	Norma Binder, Sonia Lawson, Lynda Spencer		

ACTION STEP School Site Events for Parents

100% of Schools will develop and hold a calendar of events that welcome families into schools for the purpose of communication and education. All schools will conduct an Open House during 1st month of school. Parent education in literacy, math, Common Core, standards based grading, high school graduation and college preparation will be conducted.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	06/01/2015 - 05/20/2016		
Persons Responsible	Norma Binder, Allan Tapia		

Bernalillo Public Schools

GOAL Real Accountability, Real Results: A-F

STRATEGY Redesigning the School Day, Week or Year

The district is redesigning the school day, week, or year to include additional time for student learning and teacher collaboration.

Filing Cabinet Count 0

ACTION STEP K-3 Plus: Core Reading and Math Time

All students in the K-3 Plus program will receive 90 minutes of core instruction in Reading/ELA and 60 minutes in Math during the extra month they are attending school during the K-3 Plus program.

Status	Not Begun 04/08/2015	Filing Cabinet Count	0
Start-End Dates	06/08/2015 - 07/24/2015		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP Professional Learning Communities

Each school will create a master schedule with time for teachers to meet and collaborate at least 2 hours per week in Professional Learning Communities.

Status	Not Begun 05/19/2014	Filing Cabinet Count	0
Start-End Dates	07/20/2015 - 05/20/2016		
Persons Responsible	Norma Binder, Lynda Spencer, Allan Tapia		

STRATEGY Opportunity to Learn

The OTL Survey will be aligned to principal walk thru protocols to reflect practices outlined within the classroom as per OTL Survey.

Filing Cabinet Count	0	Budgeted	\$130,500.00
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ACTION STEP Students must be engaged to learn

Bernalillo Public Schools

GOAL **Real Accountability, Real Results: A-F**

STRATEGY **Opportunity to Learn**

ACTION STEP **Students must be engaged to learn**

All teachers will participate in "Big 8" training focused on maximizing student engagement through Time limits, cueing, attention prompts, proximity, signals, voice and tasking. Principals will use walkthrough observations to observe and support specific strategies in the classroom.

Status	Completed 05/19/2014	Filing Cabinet Count	0
Start-End Dates	06/01/2013 - 05/25/2014	Budgeted	\$130,500.00
Timeline Notes	Trainings or followups by Brinkman, Forlini and Williams in place at school sites with classroom walkthroughs ongoing.		
Tags	Parent, IndianEd		
Persons Responsible	Norma Binder, Allan Tapia		

Bernalillo Public Schools

GOAL Smarter Return on NM Investment

All New Mexico districts will align proven strategies for student success with expenditures in education.

Filing Cabinet Count 10

STRATEGY Budgets Aligned with Proven Education Programs

By fall 2014, selected programs for Core and Intervention instruction in English/Language Arts and Math will be implemented in 100% of district schools as measured by the site EPSS.

Filing Cabinet Count 1

ACTION STEP Monitoring of Implementation of Approved Curricula

100% of classroom teachers will use district approved, research based curricula as measured by lesson plans and principal walkthrough data.

Status	Not Begun 05/27/2014	Filing Cabinet Count	1
Start-End Dates	08/11/2014 - 05/22/2015		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP Delivery of Student Intervention programs

100% of students receiving Tier 2 or 3 interventions will be placed and progress monitored through SAT and/or IEP processes.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/01/2014 - 05/22/2015		
Persons Responsible	Norma Binder, Sonia Lawson, Lynda Spencer		

ACTION STEP Using Data to Identify student needs of Subgroup

Directors and principals will review data from 2014 SBA to identify (specifically Native American, ELL, Special Education) trends and align programs and instruction for student achievement.

Status	Not Begun 05/27/2014	Filing Cabinet Count	2
Start-End Dates	06/16/2014 - 05/22/2015		
Persons Responsible	Norma Binder, Sonia Lawson, Lynda Spencer		

ACTION STEP Professional Development

Bernalillo Public Schools

GOAL Smarter Return on NM Investment

STRATEGY Budgets Aligned with Proven Education Programs

ACTION STEP Professional Development

District administrators will continue to learn about the new Teacher Evaluation System focusing on giving useful feedback to teachers. Teachers and school staff will continue PD on the CCSS, Dual Language and SIOP models, and engagement strategies.

Status	Not Begun 05/20/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 06/30/2015		
Persons Responsible	Norma Binder, Sonia Lawson, Lynda Spencer		

STRATEGY Increase the % of dollars to the classroom

All district schools will use curricula from menu of research based programs. Programs under consideration for classroom implementation will be subject to district review.

Filing Cabinet Count 0

ACTION STEP Policies for Procurement

Under the supervision of the District Finance Director, 100% of funds will be directed to district and school mission, vision and goals. Financial personnel and administrators will attend necessary trainings in SY 2014-2015.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015		
Persons Responsible	Allan Tapia		

ACTION STEP Budget

BPS intends to spend the maximum amount of money in its budget on students and classroom instruction. The BPS District Budget is approved by the School Board and will show specifically how District monies are spent and distributed.

Status	Not Begun 05/20/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015		
Persons Responsible	Norma Binder, Allan Tapia		

Bernalillo Public Schools

GOAL Smarter Return on NM Investment

STRATEGY Increasing Student Achievement

The district identifies programs that have been invested in for three years or more and have not produced commensurate increased student achievement.

Filing Cabinet Count 0

ACTION STEP Director and Principal Collaboration

100% of Budget requests will be reviewed in 2013-14 to monitor alignment to strategic educational goals.

Status	Not Begun 05/16/2014	Filing Cabinet Count	0
Start-End Dates	08/04/2014 - 05/21/2015		
Persons Responsible	Norma Binder, Sonia Lawson, Lynda Spencer		

ACTION STEP Student Achievement Data

Student achievement data is shared with all stakeholders in the District.

Status	Not Begun 05/20/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/21/2015		
Persons Responsible	Norma Binder, Allan Tapia		

TASKS 0 of 2 Complete

School Grade	Not Begun	Due 9/15/2014
The District informs parents and community members on how to access School Grades on the PED website.		Allan Tapia (LEA) , Norma Binder (LEA)
Individual Assessments	Not Begun	Due 5/21/2015
SBA, Discover, and DIBELS scores are disseminated to parents during parent/teacher conferences and by mail throughout the year.		Allan Tapia (LEA) , Norma Binder (LEA)

STRATEGY Proven Strategies

The district has purchased proven strategies, materials, and equipment to support student success.

Filing Cabinet Count 0

ACTION STEP AVMR

Bernalillo Public Schools

GOAL Smarter Return on NM Investment

STRATEGY Proven Strategies

ACTION STEP AVMR

We will continue to spend money on AVMR PD and materials for math intervention and recovery.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/21/2015		
Persons Responsible	Norma Binder		

ACTION STEP Mobile Electronic Devices

We will continue ordering MEDs, such as IPADs, IPODs, or Tablets as funding comes available. With these devices, students may have access to online learning without having to be in lab.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/04/2014 - 05/21/2015		
Persons Responsible	Norma Binder		

ACTION STEP Passport/Pasaporte

The District has purchased Passport/Pasaporte material to be use for Reading/ELA interventions.

Status	Not Begun 05/20/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/21/2015		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP Interventionists

Reading/Math interventionists have been hired at various sites throughout the district. These teachers work closely with students who need extra supports in Reading and are trained to target each student's individual needs.

Status	Not Begun 05/20/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/21/2015		
Persons Responsible	Norma Binder, Lynda Spencer		

STRATEGY Funds for Students: Title VII, Impact Aid, Indian

The district staff utilizes Title VII, Impact Aid, or Indian Set-Aside funds for students residing on Indian lands in the school district/charter school.

Filing Cabinet Count	0
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ACTION STEP District Communication with Tribal Entities

Bernalillo Public Schools

GOAL Smarter Return on NM Investment

STRATEGY Funds for Students: Title VII, Impact Aid, Indian

ACTION STEP District Communication with Tribal Entities

The Multicultural Education Director will use the IPP (Indian Policies and Procedures) as the foundation for the annual cycle of meetings that address the education of Native American students and ensure that Impact Aid budgets are developed through a collaborative process.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/01/2014 - 06/30/2015		
Timeline Notes	2014-15: The Director will coordinate with Tribal Education Directors and Governors/officials to maintain compliance with the IPP.		
Tags	IndianEd		
Persons Responsible	Norma Binder, Jackie Darnell, Allan Tapia		

ACTION STEP Parent Involvement and Federal Programs

All programs (Title 1, Special Education, Title VII, Title III, 21st CCLC) will calendar scheduled meetings to inform and solicit comments and needs from parents and community members. Each director will do outreach to engage and encourage participation from parents and community.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	06/12/2014 - 05/29/2015		
Tags	IndianEd		
Persons Responsible	Jeanette Garcia, Allan Tapia		

ACTION STEP Native American Liaisons

BPS will continue to employ Native American liaisons at District Office and in various schools so they may stay in contact with the families of Native American Students and plan activities that will benefit those students.

Status	Not Begun 05/19/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2014 - 05/21/2015		
Tags	IndianEd		
Persons Responsible	Norma Binder, Jeanette Garcia, Allan Tapia		

ACTION STEP Native American Language and Culture Teachers

Bernalillo Public Schools

GOAL Smarter Return on NM Investment

STRATEGY Funds for Students: Title VII, Impact Aid, Indian

ACTION STEP Native American Language and Culture Teachers

BPS will continue to employ Keres language and culture teachers as they pertain to each individual Pueblo represented in the District.

Status	Not Begun 05/19/2014	Filing Cabinet Count	0
Start-End Dates	08/03/2014 - 05/21/2015		
Tags	IndianEd		
Persons Responsible	Norma Binder, Jeanette Garcia, Allan Tapia		

STRATEGY Funds for Students: Collaboration with Tribes

The district receiving Title VII, Impact Aid, or Indian Set-Aside funds collaborates with tribes to develop policies and procedures.

Filing Cabinet Count 0

ACTION STEP School Calendar

The BPS school calendar will be created in conjunction with Tribal leaders and with Native American Holidays in mind so as to limit conflicts whenever possible.

Status	Not Begun 05/19/2014	Filing Cabinet Count	0
Start-End Dates	05/04/2014 - 05/21/2015		
Persons Responsible	Norma Binder, Jeanette Garcia, Allan Tapia		

ACTION STEP Tribal Meeting

School leadership will attend Tribal meetings in order to stay informed about events and leadership in their various communities.

Status	Not Begun 05/19/2014	Filing Cabinet Count	0
Start-End Dates	07/21/2014 - 05/21/2015		
Persons Responsible	Norma Binder, Jeanette Garcia, Allan Tapia		

STRATEGY Funds for At-Risk Students

The school district/charter school is providing services to at-risk students. Specific services are implemented to improve the academic success of at-risk students.

Filing Cabinet Count 0

ACTION STEP Emphasizing Positive Behavior in school.

Bernalillo Public Schools

GOAL Smarter Return on NM Investment

STRATEGY Funds for At-Risk Students

ACTION STEP Emphasizing Positive Behavior in school.

All teachers will have classroom expectations with visual cues, and use positive reinforcement to build positive class climate for learning. Classroom plans will align to school plans.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	06/01/2014 - 05/29/2015		
Timeline Notes	The Plans built through PBIS training will be reviewed and adjusted based on discipline data from 2014-2015.		
Tags	SpecialED, Parent		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP Activities that connect students to school

BPS will offer and expand a range of age and developmentally appropriate opportunities beyond the classroom that include athletics, arts, technology and community service to engage and connect students to school.

BPS will ensure that communication to all students and families about activities is consistent through the District website, newsletters, flyers and Power School alerts.

Sponsors, coaches, teachers, and others will reach out to attract individual students.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	05/30/2014 - 05/22/2015		
Persons Responsible	Allan Tapia		

ACTION STEP Student Engagement and Attendance

Teachers will continue engaging students by using the "Big 8" strategies they learned about in SY 2013-2014. Schools will have student attendance incentive, recognition and awards programs to encourage children to attend school.

Status	Not Begun 05/19/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/21/2015		
Persons Responsible	Norma Binder, Jeanette Garcia, Lynda Spencer		

ACTION STEP Anti-Bullying and Cyber-Bullying

Bernalillo Public Schools

GOAL Smarter Return on NM Investment

STRATEGY Funds for At-Risk Students

ACTION STEP Anti-Bullying and Cyber-Bullying

All schools will plan and implement age and developmentally appropriate activities that focus on positive school culture, good choices for students and actions/consequences for bullying.

"Rachel's Challenge" promotes kindness and compassion and is a big part of anti-bullying movements in many of our schools.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	06/02/2014 - 05/22/2015		
Tags	SpecialED, Parent		
Persons Responsible	Norma Binder, Allan Tapia		

STRATEGY MEM

The district has implemented practices to reduce scale inefficiencies.

Filing Cabinet Count	0
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ACTION STEP Director and Principal Collaboration

100% of Budget requests will be reviewed in 2013-14 to monitor alignment to strategic educational goals.

Status	In Progress 06/05/2013	Filing Cabinet Count	0
Start-End Dates	03/03/2014 - 06/30/2015		
Persons Responsible	Norma Binder, Sonia Lawson, Allan Tapia		

ACTION STEP Instructional Programs

BPS is committed to choosing instructional programs that match its budget and will maximize learning and services for all students in the District.

Status	Not Begun 05/20/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015		
Persons Responsible	Norma Binder, Allan Tapia		

ACTION STEP Contractual Services

Bernalillo Public Schools

GOAL **Smarter Return on NM Investment**

STRATEGY **MEM**

ACTION STEP **Contractual Services**

BPS will contract ancillary services as needed so that all students in the District receive the instruction required by IEPs.

Status	Not Begun 05/20/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015		
Tags	SpecialED		
Persons Responsible	Norma Binder, Sonia Lawson, Allan Tapia		

Bernalillo Public Schools

GOAL Ready for Success

Bernalillo Public Schools will prepare students to succeed throughout their academic careers by focusing on literacy and by prioritizing research-based strategies for reading interventions. BPS will reduce the percentage of students retained in third grade due to low literacy levels, which will ensure success in school, careers, and in life.

Filing Cabinet Count 0

STRATEGY Strengthening the School’s Instructional Program

Action Steps demonstrate that the district’s plan for strengthening the school’s instructional program(s) is: (1) based on student need(s) and (2) ensures that the instructional program(s) is research-based, rigorous, and aligned with state academic content standards for Q1 and Q3 students.

Filing Cabinet Count 0

ACTION STEP Common Core State Standards

All teachers will plan lessons based on the CCSS in ELA and Math. All teachers will integrate Math and ELA into their lessons as it pertains to the CCSS and will teach across the curriculum in order to help all students achieve success.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/22/2015		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP Core Instructional Programs

BPS will adopt rigorous, research-based core instructional programs throughout the schools. The elementary schools will use "Treasures" as a base for teaching ELA and "My Math" to teach mathematics. All teachers will be encouraged to supplement the curricula as needed so that they may address all of the Common Core State Standards.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/22/2015		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP Grades K-12 Literacy Common Core Alignment

Bernalillo Public Schools

GOAL Ready for Success

STRATEGY Strengthening the School's Instructional Program

ACTION STEP Grades K-12 Literacy Common Core Alignment

100% of classroom teachers will continue to align core instruction to Common Core grade level standards as measured by principal walk-throughs and lesson plans.

Coaches will work with teachers individually and in PLC's to develop unit and lesson plans that align to CCSS and CFA's that measure student proficiency and progress. Principals will deploy observation process to monitor instruction and lesson planning.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/01/2014 - 06/30/2015		
Persons Responsible	Norma Binder, Allan Tapia		

ACTION STEP District Literacy Collaboration

Site Literacy Coaches will meet bi-monthly as PLC to support effective CCSS transitions and analyze student data to monitor progress.

Literacy coaches will be assigned to sites in June of 2014 and will receive ongoing training on CCSS, PLCs and Data during 2014-15 SY.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	05/30/2014 - 05/29/2015		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP CCSS High School

In 2014-15, teachers in Math, English, History, Career Tech and science will continue to instruct the Units developed based on "Big Ideas" and analyze results based on the common formative assessments.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/01/2014 - 07/31/2015		
Persons Responsible	Norma Binder		

TASKS 0 of 1 Complete

PLC's at BHS	Not Begun	Due 5/15/2015
Content teams will analyze CFA/EOC results and ensure alignment, rigor and quality assignments and tasks for students		Allan Tapia (LEA)

ACTION STEP K-12 Math Common Core Alignment

Bernalillo Public Schools

GOAL Ready for Success

STRATEGY Strengthening the School's Instructional Program

ACTION STEP K-12 Math Common Core Alignment

100% of Classroom teachers will continue to use the Common Core Curriculum Maps/SB Pacing Guides when preparing lessons.

Principals will require lesson plans to align to the District CCSS mapping in 2014-15.

Quarterly assessments will be administered and data reported to Mr. Romero according calendar.

Status	Not Begun 05/27/2014	Filing Cabinet Count	3
Start-End Dates	06/01/2014 - 06/01/2015		
Persons Responsible	Norma Binder		

TASKS 0 of 2 Complete

High Schools That Work In Progress Due 5/22/2015

Teachers will continue implement Unit plans developed using the MDC model. Some HS teachers will attend training in June, 1014.

Middle School Pilots In Progress Due 6/27/2014

Selected 6-8 math teachers will pilot DIGIT, a CCSS aligned program 2013-14, using a technology based instruction model.

ACTION STEP Vertical Articulation Committee Math K-12

100% of school sites will continue to have teacher participation at Math VA monthly meetings. They will review and ensure that the CCSS transition is aligned both horizontally and vertically in district.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	05/01/2014 - 05/30/2015		
Persons Responsible	Norma Binder		

STRATEGY Instructional Time

Supplemental instructional time is provided for students who are struggling (Q1).

Filing Cabinet Count 0

ACTION STEP K-3 Plus

Bernalillo Public Schools

GOAL Ready for Success

STRATEGY Instructional Time

ACTION STEP K-3 Plus

The K-3 Plus program will provide an extra month of reading and math instruction for students in grades K-3 at all BPS elementary school sites.

Status	In Progress 05/09/2014	Filing Cabinet Count	0
Start-End Dates	06/02/2014 - 07/31/2014		
Persons Responsible	Norma Binder, Lynda Spencer		

TASKS 0 of 5 Complete

<p>Recruitment and Attendance</p> <p>K-3 Plus sites will provide incentives for teachers and students who participate in the K-3 Plus program. Educational field trips will be used as an attendance incentive.</p>	<p>In Progress</p>	<p>Due 7/25/2014</p> <p>Lynda Spencer (LEA) , Norma Binder (LEA)</p>
<p>Family Involvement</p> <p>Teachers will send home individual progress reports on a weekly basis, and report cards will be completed at the end of the session. Parents and family members will be encouraged to participate in the classroom during the K-3 Plus program.</p>	<p>In Progress</p>	<p>Due 7/25/2014</p> <p>Lynda Spencer (LEA) , Norma Binder (LEA)</p>
<p>Professional Development</p> <p>K-3 Plus Teachers will complete the PD online modules before the session begins. They will continue to receive PD on student engagement and LTRS at some sites. All teachers will be encouraged to attend the trainings offered by the NMPED in June, 2014.</p>	<p>In Progress</p>	<p>Due 7/25/2014</p> <p>Lynda Spencer (LEA) , Norma Binder (LEA)</p>
<p>Core Reading and Math Time</p> <p>All students in the K-3 Plus program will receive 90 minutes of core instruction in math and ELA during the extra month they are attending school. It is the goal to keep the same daily schedule the students follow during the regular school year.</p>	<p>In Progress</p>	<p>Due 7/25/2014</p> <p>Lynda Spencer (LEA) , Norma Binder (LEA)</p>
<p>Data Driven Instruction</p> <p>Teachers will use the Math and ELA assessment data to inform instruction and plan interventions at the beginning of SY 2014-2015.</p>	<p>In Progress</p>	<p>Due 7/25/2014</p> <p>Lynda Spencer (LEA) , Norma Binder (LEA)</p>

Bernalillo Public Schools

GOAL Ready for Success

STRATEGY Instructional Time

ACTION STEP Research Based Curriculum for Tiers 1,2,3

Literacy in BPS Elementary Schools:

All classrooms will use Treasures or Tesoros as the primary resource for core instruction.
 1-b: Teachers may use Triumphs (McGraw Hill, aligned to Treasures) for an intervention.
 Passport or Passaporte will be the primary Tier 2 instruction for students as assigned by the SAT.
 Tier 3: Orton Gillingham will be utilized only through IEP process.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	06/01/2014 - 05/22/2015		
Persons Responsible	Norma Binder, Sonia Lawson, Lynda Spencer		

ACTION STEP Literacy at Secondary

School personnel will analyze current levels of proficiency in reading and comprehension for each student in order to determine the instructional needs to bring individual students to proficiency.

Reading Interventionists will be deployed at all middle schools and high school to provide tier 2 instruction using research based curriculum. BHS will also use Scholastic's Read 180 program

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	07/30/2014 - 05/29/2015		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP Advantage Math Recovery

Math Recovery will be used as a research based tier 2 math intervention.

There will be ongoing coaching within the District by AVMR specialists who will support teachers during the 2014-15 SY.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	05/26/2014 - 05/22/2015		
Persons Responsible	Norma Binder		

Bernalillo Public Schools

GOAL Ready for Success

STRATEGY NM Reads to Lead (K-3)

The district provides a foundation in literacy in grades K-3 by participating in a statewide reading initiative to improve reading proficiency in the state and shall include the following:

1. Consistent assessment and evaluation of student reading levels;
2. Appropriate staff development to assist in the instruction of reading;
3. Extra time in the student's day or year for implementation of reading programs;
4. Criteria for public schools to establish an individualized reading plan for students who fail to meet grade level reading proficiency standards.

Filing Cabinet Count 3

ACTION STEP Evaluation of Student Reading Levels

100% of students in grades k-3 will be monitored for progress and status using DIBELS/IDEL, DRA2, and Discovery. DIBELS Next will be monitoring instrument for K3 Plus in Summer 2014, and teachers will continue to receive PD as needed.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	06/23/2014 - 05/22/2015		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP Literacy Coaches to Provide Job Embedded PD

Elementary schools have assigned literacy coaches/specialisst who provide professional development to teachers on teaching strategies, assessment, and instructional programs (core and intervention).

Coaches work directly with PLC's to review data and direct research based strategies teachers will use in the classroom.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/04/2014 - 06/15/2015		
Timeline Notes	June 2014: Hiring of coaching team to be completed following alignment of all funding sources (Reads to Lead, Impact Aid, Title 1 , Title 11.		
Tags	IndianEd		
Persons Responsible	Norma Binder, Jeanette Garcia, Lynda Spencer, Allan Tapia		

ACTION STEP Core and Intervention Time for Instruction

Bernalillo Public Schools

GOAL Ready for Success

STRATEGY NM Reads to Lead (K-3)

ACTION STEP Core and Intervention Time for Instruction

The District mandates a 90 minute, uninterrupted core reading block daily in all elementary classrooms.

A minimum of 30 minutes of reading intervention time is built into academic day at all schools.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/22/2015		
Timeline Notes	Principals complete daily schedules for schools		
	Teachers screen students to determine reading levels and needs.		
Persons Responsible	Norma Binder, Lynda Spencer		

STRATEGY Closing the Achievement Gap

The district works to assure growth for the lowest performing students (Q1).

Filing Cabinet Count 0

ACTION STEP SAT Process

BPS will follow the SAT process when determining which special or specific services children may need. The regular classroom teacher will fill out a referral, and the SAT team will meet several times in order to document interventions (Tier 2) and decide if the student is making progress. If not, the SAT team (including parents) may request that the student be assessed by a diagnostician. The assessment results will be reviewed and the team will decide if the student should be placed on an IEP (Tier 1).

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/22/2015		
Persons Responsible	Norma Binder, Sonia Lawson, Lynda Spencer		

ACTION STEP 3 Tier System

All students will have access to quality, research based Tier 1 instruction. Students identified through the SAT process will receive targeted interventions through Tier 2 instruction. Students with special needs will receive Tier 3 instruction as directed by their IEP.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/22/2015		
Tags	SpecialED		
Persons Responsible	Norma Binder, Sonia Lawson		

Bernalillo Public Schools

GOAL Ready for Success

STRATEGY Closing the Achievement Gap

ACTION STEP 3 Tier System

ACTION STEP NM Pre K Program

The NM Pre K Program will increase developmental readiness of the PK children in the District. It is included as a strategy under the goal of "Ready for Success".

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/22/2015		
Persons Responsible	Sarah Armstrong, Norma Binder		

ACTION STEP K-3 Plus

The K-3 Plus program will provide all K-3 students in the district with an extra month of core instruction in ELA and Math. The program is described in the "Instructional Time" Strategy of the "Ready for Success" goal.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 07/31/2014		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP Data Driven Instruction

Principals and teachers will triangulate assessment data to inform instruction and plan interventions throughout the 2014-2015 SY. The assessment data will include, but is not limited to DIBELS/IDEL, ACCESS, Discovery, SBA, and EOCs.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/22/2015		
Persons Responsible	Norma Binder, Lynda Spencer		

STRATEGY School Safety

The district establishes a school environment that (1) improves school safety and discipline, and (2) addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

Filing Cabinet Count 0

ACTION STEP Anti-Bullying and Cyber-Bullying

Bernalillo Public Schools

GOAL Ready for Success

STRATEGY School Safety

ACTION STEP Anti-Bullying and Cyber-Bullying

All schools will plan and implement age and developmentally appropriate activities that focus on positive school culture, good choices for students and actions/consequences for bullying.

Licensed staff will continue to receive training on anti-bullying programs and procedures. Some of these programs include "I-Safe" and "Rachel's Challenge", among others.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/22/2015		
Persons Responsible	Norma Binder, Sonia Lawson, Lynda Spencer, Allan Tapia		

ACTION STEP School Safety Plans

100% of school sites will have updated safety/crisis response plans in place for 2014-15.

Facilities Director and Safety Committee will review and approve site plans based on walk-throughs, needs assessments and current information from law enforcement and other safety/crisis management experts.

Status	In Progress 05/27/2014	Filing Cabinet Count	0
Start-End Dates	01/01/2014 - 08/29/2014		
Persons Responsible	Norma Binder, Allan Tapia		

ACTION STEP Learning on a Safe Campus

100% of schools will have a safety plan in place and will share its contents with students, staff, parents and community members.

Principals will review Quality of Education Data about school/campus safety. They will review the master Safety Plan with the Facilities Director so they may update and review all policies and procedures with onsite staff members and students.

All fire and safety drills will be practiced as outlined in school policy and/or school safety plans.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	06/02/2014 - 05/22/2015		
Tags	IndianEd		
Persons Responsible	Norma Binder, Allan Tapia		

ACTION STEP Emotional and Health Supports

Bernalillo Public Schools

GOAL Ready for Success

STRATEGY School Safety

ACTION STEP Emotional and Health Supports

School Counselors and Health Assistants will provide students with necessary emotional and health supports as necessary throughout the 2014-2015 SY.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/22/2015		
Persons Responsible	Norma Binder		

STRATEGY Common Core Transition

All teachers in the District will continue to implement the CCSS and teach to a mastery of these standards. They will receive ongoing professional development and focus on administering computer-based assessments for the first time during the 2014-15 SY.

Filing Cabinet Count 0

ACTION STEP District Curriculum Alignment

The District will continue working on K-12 curriculum alignment in Math and ELA. Last year, principals, coaches, and teachers worked on aligning K-2, 3-5, 6-8, and 9-12 respectively. During the current year, school personnel will focus on aligning curricula vertically K-12. This will be accomplished during weekly PLCs at individual sites and at district wide PD meetings throughout the 2014-15 SY.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/04/2014 - 05/15/2015		
Persons Responsible	Norma Binder, Lynda Spencer, Allan Tapia		

ACTION STEP Computer Based Assessments

Teachers will administer all assessments, including the SBA/PARCC, on computers. Teachers and students will be trained on the process throughout the 2014-15 SY.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/22/2015		
Persons Responsible	Lorenzo Barraza, Norma Binder		

ACTION STEP CCSS in Lesson Plans

Bernalillo Public Schools

GOAL Ready for Success

STRATEGY Common Core Transition

ACTION STEP CCSS in Lesson Plans

All teachers will continue to refer to CCSS in daily/weekly lesson plans. They will put them in student friendly terms so they are easily understood by teachers and students alike.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/22/2015		
Persons Responsible	Norma Binder, Lynda Spencer		

STRATEGY NM Pre K Program

The purpose of the NM PreK program is to increase developmental readiness of the PK children in the district.

Filing Cabinet Count 0

ACTION STEP NM Pre K Application

BPS will submit the NM PreK continuation application for SY 2014-2015 by March 24, 2014.

Status	Completed 04/10/2014	Filing Cabinet Count	1
Start-End Dates	01/05/2014 - 03/24/2014		
Persons Responsible	Norma Binder		

ACTION STEP Curriculum Maps

PK staff created a curriculum map based on the Elements of NM PreK Curriculum, Essential Indicators, and Creative Curriculum.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/22/2015		
Persons Responsible	Sarah Armstrong, Norma Binder		

ACTION STEP Professional Learning Time

PreK teachers and staff have specific time allotted when they may plan lessons, align and plan curriculum, complete documentation, and prepare their classrooms. This is done every Friday.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/22/2015		
Persons Responsible	Sarah Armstrong, Norma Binder		

Bernalillo Public Schools

GOAL Ready for Success

STRATEGY NM Pre K Program

ACTION STEP Professional Learning Time

TASKS 1 of 1 Complete

PreK Consultant	Completed	Due 5/22/2014
The NM PreK consultant worked with the PreK teacher so they could continuously improve their PK instruction.		Sarah Armstrong (LEA)

ACTION STEP Assessment Data

PreK teachers continuously assess their students by observing students, taking anecdotal notes, and creating portfolios. They use the PreK Elements of NM PreK Curriculum and refer back to the curriculum cycle as they plan, observe, reflect, assess, and individualize instruction for their students. This student data moves up with the PreK students when they begin Kindergarten.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/22/2015		
Persons Responsible	Sarah Armstrong, Norma Binder, Lynda Spencer		

ACTION STEP Parent Engagement

The NMPreK program plans to have 152 contact hours with parents during the school year. These contacts with parents will include home visits, field trips, PT conferences, school orientations, literacy and numeracy nights, and graduation.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/22/2015		
Persons Responsible	Sarah Armstrong, Norma Binder		

Bernalillo Public Schools

GOAL Effective Options for Parents

Offering parents multiple educational opportunities for their children that meet their learning needs.

Filing Cabinet Count 1

STRATEGY Blended Learning

The district offers blended learning models and/or tools as options to enhance learning.

Filing Cabinet Count 0

ACTION STEP Dual Language

Parents of all students in grades K-5 will have the option of placing their children in a dual language (Spanish) classroom. This program is intended to help students become bi-literate by the end of 5th grade.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/21/2015		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP 21st Century CLC Summer and After-School Programs

Parents will have the option of enrolling their children in the Summer and/or After-School Programs at participating sites around the District: Placitas, Cochiti, and Bernalillo Elementary. This program is meant to help students bridge the achievement gap through academic enrichment and/or intervention programs.

Status	Not Begun 05/19/2014	Filing Cabinet Count	0
Start-End Dates	06/02/2014 - 05/21/2015		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP Credit Recovery

Students who have failed a class for HS credit may choose to take the class through "credit recovery". These courses may be offered online or 'face to face' with a teacher before or after school or during the summer.

Status	Not Begun 05/19/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/21/2015		

Bernalillo Public Schools

GOAL Effective Options for Parents

STRATEGY Personalized Learning

Components of personalized learning are being used.

Filing Cabinet Count 0

ACTION STEP Individual Reading Plans for K-3 Students

Each teacher will maintain an IRP for all students.

Students who are not at benchmark in reading will receive interventions and will be progress monitored as appropriate.

Data collection with begin or continue through K-3 Plus during summer programming.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	06/16/2014 - 05/22/2015		
Persons Responsible	Norma Binder, Lynda Spencer		

ACTION STEP 3 Tier System for Meeting Needs of All Students

All students have access to Tier 1 (first instruction) unless determined in SAT or IEP that student will not receive benefits. Classroom interventions for students who need additional instruction/time. (1 A and B). SAT process drives Tier 2 placement with progress monitoring. Tier 3: determined through IEP

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/22/2015		
Tags	SpecialED		
Persons Responsible	Norma Binder, Sonia Lawson		

Bernalillo Public Schools

GOAL Effective Options for Parents

STRATEGY Personalized Learning

ACTION STEP 3 Tier System for Meeting Needs of All Students

TASKS 0 of 3 Complete

Research Based Curriculum for Tiers 1,2,3	Not Begun	Due 5/22/2015
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All classrooms will use Treasures or Tesoros as the primary resource for core instruction. Passport or Passaporte will be the primary Tier 2 instruction for students as assigned by the SAT. Tier3: Orton Gillingham will be utilized only through IEP process.

Literacy at Secondary	Not Begun	Due 5/21/2015
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Analysis of current levels of proficiency in reading and comprehension for each student will determine the instructional needs to bring student to proficiency.

Advantage Math Recovery	Not Begun	Due 5/22/2015
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Math Recovery is the recognized research based tier 2 math intervention.

ACTION STEP Dual Credit

Dual enrollment programs encourage more students to consider academic or career technical higher education, especially students from underrepresented groups. Research indicates that dual credit programs can lead to better completion rates for both high school and college; reduce the need for remediation; shorten time to a diploma or degree completion; reduce the cost of higher education; reinforce the concept of life-long learning through an educational continuum; provide an alternative for students tempted to leave high school to enter the workforce; and, especially when offered through distance learning, provide equal access to higher education opportunities to students, whether rural or urban.

Status	Not Begun 05/19/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/21/2015		
Persons Responsible	Norma Binder, Allan Tapia		

ACTION STEP Plato/Odessey

Students may recover credit using on-line program (PLATO/Odyssey) rather than repeating traditional class.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/18/2014 - 05/22/2015		
Persons Responsible	Allan Tapia		

Bernalillo Public Schools

GOAL Effective Options for Parents

STRATEGY Personalized Learning

ACTION STEP On Line Credit Recovery

All students who have earned an "F" in a high school content course will be counseled into options for earning credit.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/15/2015		
Persons Responsible	Norma Binder, Allan Tapia		

STRATEGY Dual Enrollment

Dual Enrollment opportunities will increase opportunities for high school students in the District. They may earn college credit and/or a certificate so they may enter the workforce immediately after they graduate.

Filing Cabinet Count 0

ACTION STEP MOU's with Institutions of Higher Education

BPS Superintendent, HS Principal and others have MOU's with CNM, UNM, IAIA, and ENMU to participate in dual enrollment classes.

Status	Completed 04/10/2014	Filing Cabinet Count	0
Start-End Dates	05/01/2013 - 05/30/2014		
Persons Responsible	Allan Tapia		

ACTION STEP Identification of Students

Information and recruitment of students for dual credit will be accomplished through the CTE department and the Gear Up program at BHS.

Status	In Progress 05/27/2014	Filing Cabinet Count	0
Start-End Dates	05/01/2014 - 05/29/2015		
Persons Responsible	Allan Tapia		

ACTION STEP College Texts Procurement

Development of improved processes by BPS Central Office to complete RFA and obtain college texts for students on an appropriate timeline.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/01/2015		
Persons Responsible	Norma Binder		

Bernalillo Public Schools

GOAL Effective Options for Parents

STRATEGY Dual Enrollment

ACTION STEP Assessments for Dual Credit Eligibility

BHS counseling, CTE, and Gear Up staff will collaborate to ensure that opportunities to take the Accuplacer and/or COMPASS, as well as other required assessments are available to students.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	05/01/2014 - 05/28/2015		
Persons Responsible	Allan Tapia		

STRATEGY Career Technical Education

BHS will offer students "programs of study" that lead to areas of specialization supporting the goal of college and career readiness.

Filing Cabinet Count 0

ACTION STEP Measuring success through industry certifications

CTE areas of study: Drafting, construction, welding, fashion, hospitality, auto, media design, medical and culinary.

Increasing the number of industry recognized certifications.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	05/26/2014 - 05/29/2015		
Timeline Notes	Funding for students to take exams is problematic.		
	Work Keys through Carl Perkins cannot cover the testing expenses.		
Persons Responsible	Allan Tapia		

TASKS 1 of 1 Complete

Assessment Technology	Completed	Due 5/30/2013
Need for 7 computers, 1 printer, funding for the software (\$2100. + maintenance fee \$200)		Allan Tapia (LEA) , Lorenzo Barraza (LEA)

ACTION STEP CCSS and CTE: Literacy & Numeracy intersect

Bernalillo Public Schools

GOAL **Effective Options for Parents**

STRATEGY **Career Technical Education**

ACTION STEP **CCSS and CTE: Literacy & Numeracy intersect**

CTE academic goals for literacy and numeracy addressed through the LDC and MDC modules that have been developed and that will be implemented 2 times per year.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	05/26/2014 - 05/29/2015		
Persons Responsible	Norma Binder		

ACTION STEP **Meeting Performance Level Standards**

Counseling and Academic teachers will work toward achieving PED Performance Levels for CTE (non-traditional) students. They will note students' literacy & math scores and track the number of sequential POS classes students take and certifications earned.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	05/05/2014 - 05/29/2015		
Persons Responsible	Norma Binder, Allan Tapia		

Bernalillo Public Schools

GOAL Rewarding Effective Educators and Leaders

Identify objective criteria that establish a multi-tiered evaluation based to include regular feedback to teachers and aligned professional development.

Filing Cabinet Count 0

STRATEGY Providing Job-embedded Professional Development

The district provides job-embedded, ongoing professional development informed by the teacher evaluation and support systems, which are tied to teacher and students' needs.

Filing Cabinet Count 0

ACTION STEP Tiered Approach to Professional Development

All teachers will receive professional development specific tiers which consist of district-wide, school-wide, content specific, grade level specific, and individualized PD. The PD offered will be based on a needs assessment completed by the staff members.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	06/02/2014 - 05/22/2015		
Timeline Notes	Master Calendar for PD for 2014-2015 directed at district for trainings.		
Persons Responsible	Norma Binder, Lynda Spencer, Allan Tapia		

ACTION STEP Discovery Short Cycle Assessment & Tools

Teachers will continue to receive training and professional development on the administration of the DSCA and interpretation of the results. BPS will differentiate according to teacher needs for support in efforts to inform instruction through data results.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	06/01/2014 - 05/22/2015		
Persons Responsible	Norma Binder, Lorraine Nobes		

STRATEGY Ensuring that Teachers are Effective

The district ensures that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to struggling schools.

Filing Cabinet Count 0

ACTION STEP Establishing expectations for evaluation system

Bernalillo Public Schools

GOAL Rewarding Effective Educators and Leaders

STRATEGY Ensuring that Teachers are Effective

ACTION STEP Establishing expectations for evaluation system

100% of teachers will be trained on protocols of new collection tools in the Teacher Evaluation system by September 2013.

Status	Completed 04/16/2014	Filing Cabinet Count	0
Start-End Dates	08/01/2013 - 04/15/2014		
Persons Responsible	Norma Binder, Allan Tapia		

ACTION STEP High Schools that Work

BHS will participate in professional development with HSTW and implement models and strategies for standardized classroom, Big Idea units, student engagement strategies and formative assessment accountability for learning.

Status	In Progress 06/08/2013	Filing Cabinet Count	0
Start-End Dates	05/26/2014 - 05/22/2015		
Timeline Notes	Train the trainer model: Lead teachers will be responsible for dept. communication and processes.		
Persons Responsible	Norma Binder, Allan Tapia		

ACTION STEP Alignment of Professional Development

100% of professional development will address increasing teacher effectiveness in the classroom through student engagement, use of data, research based instructional practices and professional practices (PLC's) outside the classroom during the 14-15 school year.

Status	In Progress 04/19/2013	Filing Cabinet Count	0
Start-End Dates	04/01/2014 - 05/29/2015		
Persons Responsible	Norma Binder, Lynda Spencer, Allan Tapia		

STRATEGY Providing Strong Leadership

The district provides strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the State Education Agency (SEA) that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staffing, curriculum and budget.

Filing Cabinet Count 0

ACTION STEP Recruitment & Identification of School Leaders

Bernalillo Public Schools

GOAL Rewarding Effective Educators and Leaders

STRATEGY Providing Strong Leadership

ACTION STEP Recruitment & Identification of School Leaders

Assignment of school principals and assistant principals will be made by superintendent with processes articulated by Human Resource Dept. Inclusion of stakeholders including parents, teachers, other school personnel will be integral to identifying the best leaders.

Status	In Progress 05/27/2014	Filing Cabinet Count	0
Start-End Dates	04/01/2014 - 07/31/2014		
Timeline Notes	Superintendent Tapia and Human Resources will identify open positions and follow protocols.		
Persons Responsible	Allan Tapia		

ACTION STEP Training for District and School Leadership

100% of leadership team will participate in district, PED and consultancy professional development opportunities in areas of turnaround leadership, C & I, evaluations and needs assessments. They will be trained on Instructional Audits and participate in them at their sites when necessary. Members of the leadership team will continue to attend PD provided by the NMPED in th 2014-2015 SY.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	06/02/2014 - 06/01/2015		
Persons Responsible	Norma Binder, Lynda Spencer, Allan Tapia		

STRATEGY Professional Development

The district provides job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.

Filing Cabinet Count 0

ACTION STEP Teacher Evaluation System

Administrators and teachers will continue to receive PD on the new Teacher Evaluation System implemented statewide by the NMPED. BPS will strive to address misunderstandings and concerns about the new system in order to improve teaching and student learning throughout the District.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	08/04/2014 - 05/29/2015		
Persons Responsible	Norma Binder, Allan Tapia		

Bernalillo Public Schools

GOAL Rewarding Effective Educators and Leaders

STRATEGY Training for New Mexico Teachers and Leaders

The NM Evaluation system will provide the over-arching structure that will use observation cycle to provide regular feedback to teacher and align professional education to individual weaknesses.

Filing Cabinet Count 0

ACTION STEP Use of student data to identify PD needs

Based on student achievement data (both summative and formative), PD will target specific areas to address through formal education and the coaching model of support.

Principals will provide accountability for progress through regular walkthroughs and consistent communication.

Administration will be receive more training on the process in June, 2014.

Status	In Progress 05/27/2014	Filing Cabinet Count	0
Start-End Dates	06/02/2014 - 06/30/2015		
Persons Responsible	Norma Binder, Allan Tapia		

ACTION STEP Recognizing High Performing Teachers

Principals will identify the high performing educators through observation process and indicators of student engagement, student achievement and parent communication.

Principals should acknowledge that successful teachers can be rewarded by differentiating PD to recognize mastery. High performing teachers can be mentors, trainers or team leaders. The district will look for traditional and non-traditional ways to acknowledge excellence in teaching.

Status	Not Begun 05/27/2014	Filing Cabinet Count	0
Start-End Dates	06/09/2014 - 05/22/2015		
Persons Responsible	Allan Tapia		

Bernalillo Public Schools

GOAL **K-3 Plus Summer District Application for Funding**

K-3 Plus application for funding. All districts/state charters applying for the K-3 Plus program must complete this application.

Filing Cabinet Count 0

TOTAL PLAN FUNDS:	\$0.00
Budgeted	\$130,500.00
Actual	\$0.00

The following report is filtered by active items, all statuses, all funding sources, all assignments, all tags, and all goals.

GOAL Strengthening Reading Instructional Programs

It is our goal to continue to improve the reading program for the students in K-5. We will implement the common core standards by utilizing Treasures Macgraw Hill reading curriculum and other supplemental reading resources. We will be using I-Station, to progress monitor and assess student growth. In addition, teachers will utilize informal on going assessments within their classroom.

Filing Cabinet Count 5
 SEA Resources Available 7

STRATEGY 1. Core Reading Program

We continue to implement Common Core Standards by utilizing Treasures Macgraw-Hill reading curriculum and supplemental reading resources.

Filing Cabinet Count 0

ACTION STEP Reading Instruction

All students will spend a minimum of 90 minutes per day of reading instruction, learning phonemic awareness, phonics, fluency, vocabulary, and comprehension. In addition students will be expected to spend a minimum of 20 minutes reading per night at home.

Status In Progress 12/08/2014 Filing Cabinet Count 0
 Start-End Dates 08/16/2016 - 05/26/2017

TASKS 0 of 2 Complete

Reading Implementation In Progress Due 5/26/2017
 James Telles (School)
 K-5 teachers will meet a minimum of 1 hour per week in Professional Learning Communities to discuss reading objectives, reading strategies, and analyze reading data.

Parent Involvement In Progress Due 5/22/2016
 James Telles (School)
 Students will be required to read for a minimum of 15 minutes nightly with a parent/guardian.

STRATEGY 2. Tier II Supports for Students in Reading

Tier II support will be provided by classroom teachers, Student Assistance Team, Special Education Teachers, and ancillary staff.

Filing Cabinet Count 0

ACTION STEP Tier II Intervention Process

SCHOOL PLAN
PLACITAS ELEMENTARY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **2. Tier II Supports for Students in Reading**

ACTION STEP **Tier II Intervention Process**

Classroom teachers will identify students in need of Tier II intervention and provide support for students in reading.

Status	In Progress 10/15/2013	Filing Cabinet Count	0
Start-End Dates	09/05/2016 - 05/26/2017		
Tags	Parent		
Persons Responsible	James Telles		

TASKS 0 of 3 Complete

SAT	In Progress	Due 5/26/2017
Teachers will use the SAT process to identify students with possible learning disabilities. Teachers will document interventions through progress monitoring.		
Scholars Program	In Progress	Due 4/20/2017
Tutoring is offered to Tier II students in Reading twice a week for one hour.		
Classroom Accommodations	In Progress	Due 5/26/2017
All teachers will provide Tier II accommodations for students as identified through the SAT program.		

STRATEGY **3. Tier III Supports for Students in Reading**

Students will receive services based on identified reading needs.

Filing Cabinet Count 0

ACTION STEP **Tier III Implementation**

Teachers will provide the students with accommodations necessary to meet the students Individualized Education Plan goals.

Status	In Progress 10/15/2013	Filing Cabinet Count	0
Start-End Dates	08/16/2016 - 05/26/2017		
Tags	SpecialED, Parent		
Persons Responsible	James Telles		

SCHOOL PLAN
PLACITAS ELEMENTARY

GOAL Strengthening Reading Instructional Programs

STRATEGY 3. Tier III Supports for Students in Reading

ACTION STEP Tier III Implementation

TASKS 0 of 2 Complete

Classroom Accommodations	In Progress	Due 5/26/2017
Special Education teachers and classroom teachers will collaborate based on students needs in the classroom as identified in the IEP.		
Special Education Teachers	In Progress	Due 5/26/2017
Special Education Teachers will provide quarterly progress monitoring indicating student growth towards IEP goals.		

STRATEGY 4. Professional Development to support Reading

Project Based Learning training will be provided for all K-5 teachers by district staff.

Filing Cabinet Count 0

ACTION STEP Professional Development Plan

All teachers will attend the scheduled trainings to enhance project based knowledge.

Status	In Progress 10/16/2013	Filing Cabinet Count	0
Start-End Dates	08/16/2016 - 05/26/2017		

TASKS 0 of 1 Complete

Project Based Learning plan	In Progress	Due 5/26/2017
All teachers will be provided training on project based learning.		

STRATEGY 5. Collaboration Time for Reading Teachers

Weekly time is provided for teachers to analyze and segregate data from informal monitoring, I-Station, MAPS, and PARCC. Collaboration will be utilized for vertical alignment and cross curriculum planning.

Filing Cabinet Count 0

ACTION STEP Collaboration Time

SCHOOL PLAN
PLACITAS ELEMENTARY

GOAL Strengthening Reading Instructional Programs

STRATEGY 5. Collaboration Time for Reading Teachers

ACTION STEP Collaboration Time

Teachers meet weekly for a minimum of one hour to collaborate on reading strategies/best practices and data.

Status In Progress 10/15/2013 Filing Cabinet Count 0
 Start-End Dates 08/11/2016 - 05/26/2017

TASKS 0 of 3 Complete

Reading Strategies/Best Practices	In Progress	Due 5/26/2017
Teachers will share strategies that have been implemented successfully into the classroom.		
Data Analysis	In Progress	Due 5/26/2017
Teachers will analyze and disaggregate data to inform their instruction in reading.		
Vertical Alignment	In Progress	Due 5/26/2017
Teachers will work on planning themed units across grade levels to integrate ELA skills.		

STRATEGY 6. Monitoring of Reading Instructional Programs

Teachers will use informal assessments to monitor their students academic growth in reading.

Filing Cabinet Count 0

ACTION STEP Reading Program Monitoring

Teachers will use informal assessments to monitor students growth in the areas of reading fluency, phonemic awareness, phonics, vocabulary and comprehension. K-3 teachers will also be using DIBELS Next to progress monitor students growth in reading.

Status In Progress 10/15/2013 Filing Cabinet Count 0
 Start-End Dates 08/16/2016 - 05/26/2017
 Persons Responsible James Telles

SCHOOL PLAN
PLACITAS ELEMENTARY

GOAL Strengthening Reading Instructional Programs

STRATEGY 6. Monitoring of Reading Instructional Programs

ACTION STEP Reading Program Monitoring

TASKS 0 of 2 Complete

Informal Assessments	In Progress	Due 5/26/2017
Teachers will use a variety of informal reading assessments to insure the reading success of every student.		
		James Telles (School)

I-Station Reading Index	In Progress	Due 5/26/2017
K-3 teachers will use I-Station Reading assessment to progress monitor students growth in reading.		
		James Telles (School)

STRATEGY 7. College and Career Ready (Grades 8-12)

The school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

Filing Cabinet Count 0

STRATEGY Use of Data to Analyze Reading

Teachers will triangulate their data based on informal assessments, Discovery, I-STATION, and PARCC.

Filing Cabinet Count 0

ACTION STEP Data Analysis

Teachers will discuss and analyze reading data during weekly PLC's/collaboration time.

Status	In Progress 10/16/2013	Filing Cabinet Count	0
Start-End Dates	09/12/2016 - 05/26/2017		
Persons Responsible	James Telles		

SCHOOL PLAN
PLACITAS ELEMENTARY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **Use of Data to Analyze Reading**

ACTION STEP **Data Analysis**

TASKS 0 of 4 Complete

Informal Assessments	In Progress	Due 5/26/2017
Informal assessments will be used to determine reading levels for small group instruction.		James Telles (School)
Discovery	In Progress	Due 5/26/2017
Discovery data will be discussed and analyzed by second-fifth grade teachers to inform their reading instruction.		James Telles (School)
I-STATION	In Progress	Due 5/26/2017
I-STATION data will be discussed and analyzed by Kindergarten-Third Grade teachers to inform their reading instruction and provide skills for reteaching, pre-teaching, and enrichment.		James Telles (School)
PARCC	In Progress	Due 5/26/2017
PARCC practice assessments and technology tools will be used to prepare students for the PARCC assessment in the spring.		James Telles (School)

SCHOOL PLAN
PLACITAS ELEMENTARY

GOAL Strengthening Math Instructional Programs

It is our goal to continue to improve the math program for the students in K-5. We will implement the common core standards by utilizing McGraw Hill, ConnectED curriculum and other supplemental math resources. We will be using PARCC, Discovery, and district quarterly assessments to monitor and assess student growth. In addition, teachers will utilize informal on going assessments within their classroom.

Filing Cabinet Count 0
 SEA Resources Available 7

STRATEGY 1. Core Math Program

The teachers will implement the common core standards by utilizing the Scott Foresman Mathematics Curriculum and supplemental resources.

Filing Cabinet Count 0

ACTION STEP Math Instruction

Teachers will provide a minimum of 60 minutes per day of math instruction.

Status	In Progress	10/15/2013	Filing Cabinet Count	0
Start-End Dates	08/16/2016 - 05/26/2017			
Persons Responsible	James Telles			

TASKS 0 of 1 Complete

Math Implementation	In Progress	Due 5/26/2017
Students will exposed to a variety of math strategies within the classroom based on Common Core State Standards. The school adopted curriculum and supplemental material will also be used as resources.		James Telles (School)

ACTION STEP Tier II Tutoring

During the daily schedule with Specials on Thursdays, the Tier II students identified will be provided one on one instruction by their teachers for one hour. The tutoring is in either Math or Reading.

Status	Not Begun	12/06/2016	Filing Cabinet Count	0
Start-End Dates	09/05/2016 - 04/20/2017			
Timeline Notes	The tutoring will be monitored by the teacher and short cycle assessments along with teacher made assessments to determine if gains are being made.			
Persons Responsible	James Telles			

SCHOOL PLAN
PLACITAS ELEMENTARY

GOAL Strengthening Math Instructional Programs

STRATEGY 2. Tier II Support for Students in Math

Tier II support will be provided by classroom teachers, Student Assistance Team, Special Education Teachers, and ancillary staff.

Filing Cabinet Count 0

ACTION STEP Tier II Intervention Process

Classroom teachers will identify students in need of Tier II intervention and provide support for students in math.

Status	In Progress 10/15/2013	Filing Cabinet Count	0
Start-End Dates	09/12/2016 - 04/20/2017		
Persons Responsible	James Telles		

TASKS 0 of 2 Complete

SAT	In Progress	Due 5/26/2017
Teachers will use the SAT process to identify students with possible learning disabilities. Teachers will document interventions through progress monitoring.		James Telles (School)

Classroom Accommodations	In Progress	Due 5/26/2017
All teachers will provide Tier II accommodations for students.		James Telles (School)

STRATEGY 3. Tier III Supports for Students in Math

Tier III students will receive services based on identified math needs.

Filing Cabinet Count 0

ACTION STEP Tier III Implementation

Teachers will provide the students with accommodations necessary to meet the students Individualized Education Plan goals.

Status	In Progress 10/15/2013	Filing Cabinet Count	0
Start-End Dates	09/12/2016 - 05/26/2017		
Tags	SpecialED		
Persons Responsible	James Telles		

SCHOOL PLAN
PLACITAS ELEMENTARY

GOAL Strengthening Math Instructional Programs

STRATEGY 3. Tier III Supports for Students in Math

ACTION STEP Tier III Implementation

TASKS 0 of 2 Complete

Classroom Accommodations	In Progress	Due 5/26/2017
Special Education teachers and classroom teachers will collaborate based on students needs in the classroom as identified in the IEP.		
Special Education Teachers	In Progress	Due 5/22/2016
Special Education Teachers will provide quarterly progress monitoring indicating student growth towards IEP goals.		

STRATEGY 4. Professional Development to support Math

All teachers will be provided training on project based learning.

Filing Cabinet Count 0

ACTION STEP Professional development to support project based

All teachers will attend the scheduled trainings to enhance project based learning knowledge. Teachers will travel to visit schools that have implemented PBL.

Status	In Progress 12/08/2014	Filing Cabinet Count	0
Start-End Dates	08/11/2016 - 05/26/2017		
Persons Responsible	James Telles		

STRATEGY 5. Collaboration Time for Math Teachers

Weekly time is provided for teachers to analyze and segregate data from informal monitoring and Discovery. Collaboration will be utilized for vertical alignment and cross curriculum planning.

Filing Cabinet Count 0

ACTION STEP Math Collaboration Time

Teachers meet weekly for a minimum of one hour to collaborate on math strategies/best practices and data.

Status	In Progress 09/03/2015	Filing Cabinet Count	0
Start-End Dates	09/12/2016 - 05/26/2017		
Persons Responsible	James Telles		

SCHOOL PLAN
PLACITAS ELEMENTARY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **5. Collaboration Time for Math Teachers**

ACTION STEP **Math Collaboration Time**

TASKS 0 of 2 Complete

Math Strategies/ Best Practices	In Progress	Due 5/26/2017
Teachers will share strategies that have been implemented successfully into the classroom.		
Data Analysis	In Progress	Due 5/26/2017
Teachers will analyze and segregate data to inform their instruction in math.		

STRATEGY **6. Monitoring of Math Program**

Teachers will utilize informal assessments to monitor students academic growth in math. All teacher made assessment will be used as well as Short Cycle reports.

Filing Cabinet Count 0

ACTION STEP **Monitoring Math Instruction Program**

Teachers will use informal assessments to monitor students growth in the areas of mathematics common core standards.

Status	In Progress 10/15/2013	Filing Cabinet Count	0
Start-End Dates	08/16/2016 - 05/26/2017		
Persons Responsible	James Telles		

TASKS 0 of 1 Complete

Informal Assessments	In Progress	Due 5/26/2017
Teachers will use a variety of informal math assessments to insure the math success of every student.		

STRATEGY **7. College and Career Ready (Grades 8-12)**

The school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

Filing Cabinet Count 0

SCHOOL PLAN
PLACITAS ELEMENTARY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **Use of Data to Analyze Math**

Teachers will triangulate their data based on informal assessments, Discovery, short cycle assessments.

Filing Cabinet Count 0

ACTION STEP **Analyzing Math Data**

Teachers in grades K-5 will meet at regular intervals to assess the data that is being provided by student outcomes.

Status	Completed 10/15/2013	Filing Cabinet Count	0
Start-End Dates	08/13/2015 - 05/22/2016		
Persons Responsible	James Telles		

TASKS 0 of 2 Complete

Data Analysis	In Progress	Due 5/22/2016
Teachers will discuss and analyze math data during weekly PLC's/collaboration time.		
Use of Data	In Progress	Due 5/22/2016
Teachers and administration will meet regularly to assess the on-going data being presented and informal classroom assessment to determine growth of students math.		

SCHOOL PLAN
PLACITAS ELEMENTARY

GOAL **K-3 Plus Summer District Application for Funding**

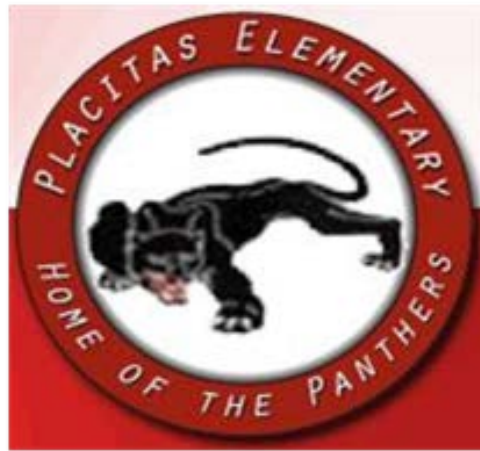
K-3 Plus application for funding. All districts/state charters applying for the K-3 Plus program must complete this application.

Filing Cabinet Count 0

TOTAL PLAN FUNDS:	\$0.00
Budgeted	\$0.00
Actual	\$0.00

Placitas Elementary A Project Based School

5 Calle del Carbon
Placitas, New Mexico 87043
Ph. # 505-867-2488
Fax # 505-867-7812



**Family Handbook
2016-2017**

Message from the Principal

WELCOME BACK!! On behalf of the faculty and staff I would like to welcome all of you to the 2016-2017 school year. Please know that all of us at Placitas Elementary are very excited and committed to providing the best education for your children.

The Family Handbook provides information to you about our school. We have tried to make the handbook as comprehensive and current as possible. Any changes to the handbook will be posted on our school website... www.bernalillo-schools.org. Under schools, click on Placitas Elementary School.

I look forward to a new and exciting wonderful school year. Please feel free to call or meet with me should you have any questions or concerns regarding your child's education.

Sincerely,

James Telles, Principal
Placitas Elementary



Placitas Elementary Vision and Mission Statements

Vision Statement

The Placitas Community endeavors to educate the head, the heart and the will of our children, while nurturing, encouraging, and motivating each individuals unique potential.



Mission Statement

Placitas Elementary shall provide a safe environment conducive to learning. The goals of the Placitas Elementary School Staff and Community are to offer all children a high quality educational experience with a strong foundation in the basic skills. The children shall be taught in an environment of courtesy and honor and encouraged to use peaceful social interaction skills. The students shall be taught to use technology as a part of their education to facilitate a successful school experience now and beyond.

School Facts and Information

Placitas Elementary is located 7 miles east of Bernalillo. We are part of the Bernalillo Public Schools District. Our students feed into Bernalillo Middle School and Bernalillo High School.

Placitas is one of New Mexico's oldest communities. The village was formed by the San Antonio de Las Huertas land grant of 1745. This large tract was divided among 21 families, most of whom built adobe homes along Las Huertas Creek. Many descendants of the original families still live in Placitas. Placitas has had a public school in the community since 1876. The current school building was built in 1968 and was remodeled in 1990, and again in 2008.

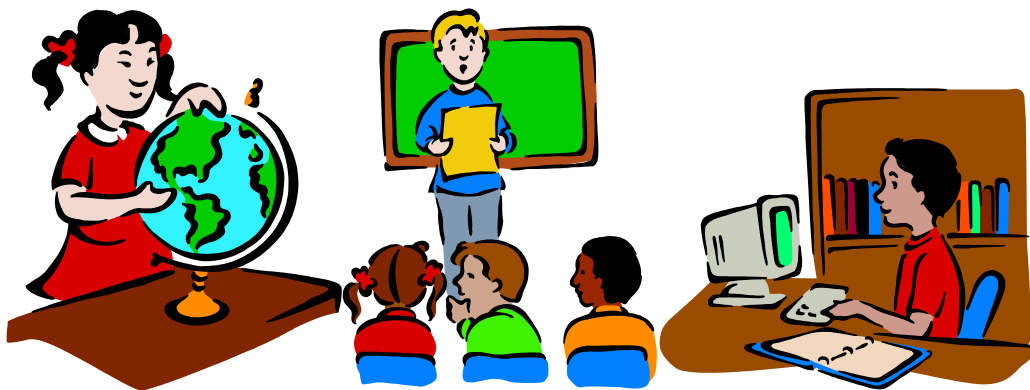
Placitas Elementary serves a rural student population of approximately 125 students. As the community grows, Placitas gains a unique and culturally diverse population. The school has responded by providing programs especially designed for the needs of our student population. Through hard work and dedication, Placitas Elementary is rated as an "A" school by the NMPED.

The instruction model at Placitas Elementary is guided by the BIE framework for PBL. Placitas Elementary believes in engaging students in authentic learning experiences. We encourage our students to excel through collaboration, communication and personal responsibility. Using PBL, students learn to become critical thinkers, consumers of information, informed researchers, and effective communicators. As group collaborators and informed decision makers, students will create authentic real-world final products. These real life experiences will prepare Placitas students for future expectations of our society and the work force.



Placitas Instructional Goals and Instructional Program

1. **LITERACY:** To improve students' language arts/literacy skills. To improve the students abilities to transfer their oral skills to a written form. To teach the writing process and all the components involved. Teachers study and implement a balanced approach to literacy. The BPS district has adopted the Treasures series for literacy use. Content areas such as Science and Social Studies are often integrated within the Literacy Block.
2. **MATH:** To develop problem solving and decision-making skills. To develop other higher order thinking skills and increase student use of their skills, especially in student's computation skills in problem solving. The Teachers employ the "My Math" Math Program by McGraw-Hill.
3. **TECHNOLOGY:** To increase the use of technology of computers for individual learning, familiarization of software, and internet uses. Placitas Elementary has received MOBI units for each classroom, a mobile lab unit for Kindergarten and 1st grade, and I-pads for each student from 2nd-5th grade.
4. **SOCIAL SKILLS AND PROBLEM SOLVING:** To provide curriculum instruction and modeling of such skills as empathy, impulse control, anger management, and conflict resolution skills throughout all grade levels.



“When you have a solid commitment and solid objectives,
You will stand a much better chance of reaching your goals.”



2016-2017 Placitas Elementary Staff

Classroom Teachers

Kindergarten	Lisa Esquibel	eesquibel@bps.k12.nm.us
Kindergarten	Chandra Gonzales	cgonzales@bps.k12.nm.us
1 st Grade	Kymberlee Martinez	kmartinez@bps.k12.nm.us
1 st Grade	Leandra Griego	lgriego@bps.k12.nm.us
2 nd Grade	Demetria Navarrette	dnavarrette@bps.k12.nm.us
3 rd Grade	Mandi Torrez	mtorrez@bps.k12.nm.us
4 th Grade	Tim Lauer	tlauer@bps.k12.nm.us
5 th Grade	Laura Mallett	lmallett@bps.k12.nm.us
Special Education	Amy Lykins	alykins@bps.k12.nm.us

Instructional Support Staff

<u>Instructional Assistants</u>	
Classroom Support	Rafaelita Fontaine, Juli Chavez, Tammie Griego, Katie Montano
Art	Kevin Hillskemper
Library Assistant/Computer Lab	Lisa Cenicerros
Physical Education	Tim Isaacs
Admin Assistant/ Health Asst.	Camila Hurtado
Music	Kevin Whitcombe
Counselor	Debra Torres
Custodian	Dean Jaramillo
Custodian	Jimmy Morris
Cafeteria	Jorge Rodriguez

Placitas Daily Schedule

Breakfast	7:45-8:05
First Morning Bell	8:05 (Students must be in the classroom by the second bell at 8:10am)
Dismissal	2:50

Primary Grades (K-2):

8:10 -11:00	Instruction
11:00-11:45	Lunch/ Recess
11:45-1:00	Instruction
1:00-1:15	Afternoon Recess
1:15-2:50	Instruction

Intermediate Grades (3-5)

8:10-10:15	Instruction
10:15-10:30	Morning Recess
10:30 –11:45	Instruction
11:45 – 12:30	Lunch/Recess
12:30 – 2:50	Instruction

SAFE SCHOOL POLICY

Placitas has positive expectations of our students, which we feel, makes Placitas a safe and healthy environment for learning. The rules are very basic. We ask that you remind your children that we do not tolerate any type of behavior that might disturb the learning environment for your children. Please keep this policy handy for your information. Please read through this information with your child and discuss what it means. The more we work together, the more successful we will be in providing a safe school for your child.

All rules are based on three main concepts:

1. Keeping students and others safe
2. Protecting school property
3. Maximizing the learning environment

BE SAFE ---- BE RESPONSIBLE ---- BE RESPECTFUL

School Bullying Policy and Consequences

Bullying is any unwanted teasing, hurting, or information of a person by another person or group that continues in a repeated pattern after the person has been asked to stop. This may include verbal, written, non-verbal body language, physical aggression, exclusion, sexual harassment, or cyber communication.

Cyber Bullying is a bullying activity communicated through formats including but not limited to; email, texting, social networking, Skype, You Tube, Facebook, or other electronic publications which cause material and/ or substantial disruption to school activities regardless of geographic origin and will not be tolerated. The school will take appropriate actions in response to cyber bullying, including notification of law enforcement officials when appropriate. Students and families are encouraged to notify school authorities immediately and document the activity.

The consequences reflect the belief by our staff that bullying can begin at a very young age and prompt intervention can change the behavior. Bullying does occur in all grades. Most bullying behaviors in older students occur when a teacher or caregiver is not present. Therefore parents and teachers will encourage students to report instances that they experience or witness. When a staff member does observe a bullying situation, prompt and effective action must be taken, so the message is clearly sent to the bully, targets and bystanders that bullying behavior is wrong and will not be tolerated. Just as each child is unique so is each bullying situation. The behaviors and consequences listed below are designed to educate the parent community and to set parameters within which the teachers and administration can operate. Parental cooperation and support for the school in these unpleasant situations is expected. Our goal is to change this negative behavior and replace it with positive peer interaction. All students are to be treated with respect and dignity no matter the difference in circumstances.

Suggestions for parents of children who may experience bullying.

1. The child should be encouraged to identify the bullying behavior and tell the bully to stop. Work with your child to practice these “I” statements. I don’t like that. I will tell. I don’t deserve to be treated this way. Say it firmly and in a loud voice. This helps to empower the target student and may alert a teacher that there is a problem.
2. Discuss the difference between mean or thoughtless behaviors and bullying. **Bullying is a repeated offense.**
3. Empower your child to tell his/her teacher about bullying. This could include situations that are witnessed, gossiped about, or experienced. Teachers will need as much information as possible so they are able to investigate instances of bullying involved or who witnessed the incident are important.
4. Teachers will investigate, speak to witnesses, gather data, and keep records of bullying incidents. These records are important in relation to the consequences of bullying behavior.
5. If your child will not notify the teacher, you are encouraged to do so.

Level 1 Behaviors include:

1. Inappropriate language (cursing)
2. Physical aggression (pushing, shoving)
3. Defiance, disrespect, insubordination, non-compliance, lying, cheating
4. Harassment, teasing, taunting (physical and/or verbal)
5. Disruption, excessive talking
6. Dress code violation
7. Not prepared for class

Step 1: Level 1 behaviors are to be handled by the classroom teacher or staff member witnessing such behaviors. The behaviors should be noted on weekly conduct sheets kept by teachers on all their students.

Step 2: If level 1 behaviors persist, the classroom teacher will contact the parent/guardian to advise them that the teacher will meet with the student for the purpose of setting goals to alleviate the unwanted behavior. The “Student in Need of Assistance” form will be filled out and kept in the student’s file with the teacher. A log will be kept of all parental contact. Two weeks after initial contact with the parents, a follow-up call will be made to update the parents on progress. Log of all follow-up calls will be kept as well.

Step 3: If level 1 behaviors have not improved after 4 weeks, student will be referred to SAT to begin formal dialog and “next steps”.

Level 2 Behaviors include:

1. Abusive language (threat of physical harm, offensive racial/sexual comments)
2. Fighting (defined as action requiring a visit to the nurse/health asst.)
3. Forgery, theft
4. Property damage
5. Vandalism (irreversible damage of school property)
6. Violation of District technology rules and guidelines

Level 2 behaviors should be referred to the office at the teachers discretion. The teacher will complete a Discipline Slip and send it to the office. Student able to stay within the classroom may be placed in isolation and provided instruction. The office will call for the student as soon as the administrator is available. Students involved in fighting will be sent to the office with the completed Discipline Slip. Additionally, the staff member witnessing the incident will submit a written account of the incident as soon as possible after the incident. Please provide sufficient details to support the discipline issued. After the student-administrator meeting, a copy of the discipline slip will be provided to the student for parental signature and a copy for the student file kept by the teacher. Students are required to return the copy sent to the parents for signature upon their return to school.

Level 3: Behaviors include:

1. False alarm
2. Possession of drugs or tobacco
3. Possession of weapons
4. Stealing

Level 3 behaviors should be referred to the office immediately. Teachers will complete a Discipline Slip form that will accompany the student. Consequences for student involved in level 3 behaviors will include removal from class for a period of time (in-school or out-of-school suspension). The administrator will contact the parent.



General Information

Abbreviated Day / School Cancellation Schedule

The announcements of these days will be made over the radio and television stations as early as possible in the evenings or mornings. Please inform your child's teacher if you are unable to receive media reception. **Please refer to Channel 4 KOB, 7 KOAT, 13 KRQE & Shutterfly (please leave a current e-mail address on registration packet in the office).**

Possible scenarios:

One or two hour delays: Students will begin school at 9:10 on one- hour delay days and 10:10 on two-hour delay days. Dismissal time will remain the same at 2:50 p.m. If a one or two hour delay is announced continue to listen to the radio or television. It may be possible that after the delay is announced a cancelled school day may still be announced.

Early Dismissal: Every attempt will be made to contact parents if it becomes necessary to dismiss school early. Please be sure you have filled out the Early Dismissal Information for your child. It is important that we know the plan for your child should we dismiss early.

Cancelled school day: Students remain at home. Make up snow days are built into the calendar.



After School Care

After school care is offered to families who need it at a cost of \$4 per hour per student. Care is available from 2:50 – 6:00pm. Snacks and activities are offered. Billing statements are sent home twice a month. Please make payments in a timely manner. Parents must register their students if they will be participating on a consistent basis. If an emergency comes up and your student needs to attend the after school care program please contact the office no later than 2:30 p.m. at 867-2488.

Arrival / Departure and Release of Students

The school day begins at 8:10am and ends at 2:50pm. PLEASE do not drop off students **prior to 7:45am**. **Also, when students are late to school DO NOT drop them off at the front of the school. Parent/Guardian must come in with the student and check him/her into the office.** Teachers are not on duty until 7:45am-8:05am. Breakfast will be served from 7:45-8:05 am to all students.

When arriving at school all students must proceed to the cafeteria for breakfast. Once students are finished with breakfast the duty staff members will take the students to the playground until the bell rings. On bad weather days, students will stay in until the bell rings. Students are not to wander the hallways before or after school.

Placitas is operated under a closed campus policy. Once students arrive at school, they are not to leave with anyone, including parents, until they are signed out from the office. Teachers cannot release students from the classroom unless a pass provided by the office is shown. This procedure is put in place to keep students safe.



Attendance

It is BPS Policy and New Mexico law that students have on time, daily school attendance. However, if your child is ill, please keep them at home until they are fully recovered. We expect all children to participate fully in our instructional program when they are here. It is the parent/guardian's responsibility to notify the school when the student is absent.

Notification shall be made to the main office (867-2488) as soon as possible but not later than 3 school days after the date of absence.

BPS Attendance Procedures:

The New Mexico State Compulsory Attendance Law considers 10 unexcused absences, by a student, in a school year, habitually truant, and the parents may be prosecuted for students' not being in school. Bernalillo Public Schools has created an Attendance Policy to assist parents to avoid repercussions from this law and to ensure student attendance occurs on a daily basis.

Excused absences include: death in family, illness, family emergencies, doctor appointments, and cultural days requested by Pueblo Governors. For purposes of school actions taken prior to a formal outside referral, all absences are considered, but when addressing a formal referral, the school needs to apply the excused absences definition above and to consider

any pattern that is evident that suggests that the home could be abusing the definition of excused absence (**such as excessive absence for illness that becomes a yearly pattern**).

When a student is absent and the parent has not called, the school will provide a call to the parent.

Three absences, a written notification of the absences will be sent by the school. a verbal contact with the parent will be established by the school.

Five absences, a written notification of absences will be sent by the school. A verbal contact with the parent will be established by the school.

Seven absences, a formal certified letter will be provided to the parent from the principal, with a copy to appropriate pueblo governors. The letter will ask that the parent and student meet at the school at a specified time to develop a contract (SAT referral).

Ten absences, a formal referral by the school will be made to the State Wide Central Intake Division of CYFD.

Continued violations will result in prosecution by the District Attorney's Office or by tribal court



BUS / TRANSPORTATION

Placitas Elementary School has a special waiver for all students living in the attendance area to ride the bus. This is due to the dangers of the highway and wild animals that can hide in the arroyos. Bus routes are designated by BPS Transportation Department.

Students who ride the bus must return home on the bus unless the parents have checked out the student through the office or sent a written note with other instructions.

Unless the student brings a written note from home he/she cannot be dropped anywhere other than their original place. The parent's signature is required. **Student must have a parent or adult to receive them at**

their bus stop. If there is no parent or adult for a Kindergarten student, the student will be returned back to the school. Please make appropriate arrangements. Assist us in keeping all our students safe.

Bus Behavior Expectations:

The driver is in full charge of the bus and has the authority to assign seats.

Students who ride the bus are expected to exhibit appropriate behavior at all times. The bus driver's instructions must be followed. Any student who exhibits disruptive, inappropriate behavior while waiting at the bus stops or while on the bus may lose the privilege of bus transportation. If this should occur, the parent will be expected to provide transportation to and from school until the student is able and willing to cooperate. If your student is given a write up it must be signed by the parent/guardian and returned the next school day to the bus driver. When a student receives 3 write ups a decision will be made on the amount of time that the student will lose their privilege of bus transportation.

Remember that in the event that the roads are wet, icy and/or slippery, the bus may not be able to get as close to your home as it usually does in good weather and road conditions. Your child may have to be dropped off at a longer distance away and will have to walk. Please be aware and take proper precautions to assist your child.

Bicycles

For your child's safety, students are not allowed to ride their bicycles to school.

Change of Address and/or Telephone Number

Please help us contact you. Parents must contact the school office when there is a change in your address/phone or your emergency contact's address/phone. The school needs current information on each student in case of illness or accident. We cannot release students to any person who is not listed on the enrollment and emergency cards.

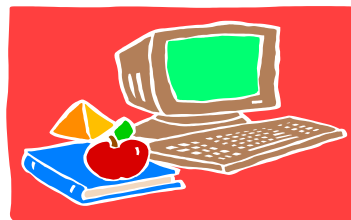
Emergency Information

In the case of an emergency at school, it is imperative that we have the following information:

Your current emergency phone number. Please let us know if there is a change in phone numbers. We must be able to get a hold of a responsible adult if your child has an emergency.

Your current address. Please inform us immediately of a change in address.

An emergency information plan for your child's teacher, signed by you. We must know what you wish your child to do in case of early dismissal due to bad weather or emergency evacuation.



Computer & Internet Conduct Guidelines

Use of the Bernalillo Public Schools computers, network, and access to the Internet by students and staff shall be in support of curriculum and research that is consistent with the educational mission of the District. Use of the computer system is a privilege and may be denied for violation of the Computer and Internet conduct Guidelines.

Parents who do not want their child to have access to the Internet should inform their teacher.

Please read and sign the Acceptable Use Policy at the beginning of each school year.



Dress Code

Student dress should not be a distraction to instruction, have the possibility of harming another person, or offend another person. Teachers will use their professional judgment when alerting the office if a student is inappropriately dressed. The office may call the parent for a change of clothing. We encourage students not to wear open toe sandals or high heels, particularly on PE days (Tuesday & Thursday). Make sure student is dressed for appropriate weather conditions. Students are not allowed to bring makeup to school. Kindergarten students are required to have a change of clothes that will be left in their classroom.

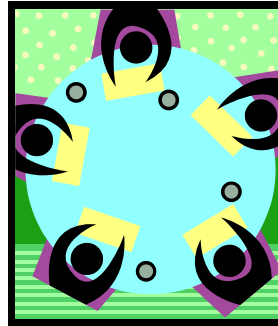
Field Trips

Field Trips can provide an excellent educational experience for students. Students will only be allowed to participate if they have a parent permission form signed by the parent/guardian and returned to the school. Permission slips will be sent home at least one week prior to the field trip date. When classrooms take field trips, parents are invited to accompany the class to help the teacher supervise the students. Pre-school, school-age siblings, and non-PES students are not permitted on the school buses. Students who ride the bus to the field trip are required to ride the bus back to the school grounds unless a release form has been completed and signed by the parent/guardian prior to the field trip. Students that do not take the school bus to the field trip and attend the field trip will have an unexcused absence. A chaperone form must be completed by the chaperone prior to riding the bus.

Governance Board

The Governance Board works with the school principal and gives advice on policies relating to instructional issues, curricula, and the school's proposed and actual budget. This is not a place to discuss issues with any staff member or student issues. Members include the principal, two parents, two

teachers, and a classified staff member. The Governance Board meets a minimum of once a month beginning in September. Governance Board meeting schedule will be announced as soon as it is established.



Holiday/Religious Guidelines

Holidays are a part of our society and are permissible to be included in our curriculum. The instructional goal is to foster understanding and mutual respect between cultures. If holidays are to be part of the curriculum, then care should be taken to include a variety throughout the year. All holiday activities must focus on the origin, history, and cultural meaning of the observances. Holiday activities are permissible on a limited basis. Festive culminating activities are optional, and if desired, are arranged by the individual teacher.

If the teacher chooses to include holiday of a religious nature in the curriculum, at least 3 religious holidays from different religions need to be studied. More can be added.

Teaching about religion is legally permissible, however the following principles apply:

- Our approach will be academic, not devotional.
- Awareness of religion, not practice of religion, is our goal.

We may only educate about religion as it is related to historical or cultural elements of the instructional program. We may not promote, inhibit, or denigrate any religion. We may inform about various beliefs but not seek conformity to any particular belief.



Homework Policy

(The first sentence is the Bernalillo Public Schools Policy and the second sentence is the Placitas compliance policy.)

BPS/Placitas Elementary Homework Policy

1. Homework should take the form of hands-on projects, written products, research, or reading activity.
Placitas teachers will provide homework in the following forms: hands-on projects, written projects, research, and reading/math.
2. Homework must be meaningful in terms of how it connects to the District Benchmarks.
Placitas staff will provide homework that is relevant to classroom instruction.
3. The teacher must provide feedback to each student on completed homework.
Placitas teachers will provide feedback to students on evaluated homework in a timely manner.
4. Every school will provide a range of frequency and amount of time expected for homework.
Placitas students are expected to read or be read to at least 4 days a week. In general, total daily homework time will be according to the following guidelines. Special Projects or research projects may add time occasionally throughout the school year.

K-1st:
Homework activities should not exceed 30 minutes each day. The 30 minutes will include 10 minutes of nightly reading.
2nd-3rd:
Homework activities should not exceed 45 minutes each day. The 45 minutes will include 15 minutes of nightly reading.
4th-5th:
Homework activities should not exceed 60 minutes each day. The 60 minutes will include 20 minutes of nightly reading.
5. Every school will encourage families to provide a time and place for doing homework and will promote the importance of homework.
The importance of homework in a child's education will be promoted through the school webpage, classroom newsletters, and parent conferences.
6. Every school will define and implement interventions for not doing homework.
Teachers will monitor homework assignments and patterns of incomplete work. Teachers will notify parents in a timely manner about patterns of in-complete homework. The parent and teacher will create an intervention plan together to ensure completion of homework. Homework grades will be no more than 10% of a student's total grade for each subject.
7. Every school will define the role of its staff in communicating with parents about homework.
Teachers will maintain consistent communication with parents regarding their child's homework.

Insurance

The laws of New Mexico state that a school district cannot assume liability for costs incurred in student accidents. An optional student accident insurance policy is available to all regularly enrolled students of the Bernalillo Public Schools.



Breakfast/ Lunch Program

Breakfast is offered to all students free of charge. Breakfast will be from 7:45-8:00.

A hot lunch is offered to all students free of charge. Please notify the front office by 9:00am if you are planning to eat a hot lunch with your child that day. A fee of \$4.00 will need to be paid to the cafeteria. We are not able to guarantee a lunch for drop-ins.

Special lunch days require reservations. A reservation form will be sent home two weeks in advance.

Guidelines for parents visiting their children at lunch:

- Receive a Visitor's Pass from the Office.
- Be a role model for appropriate lunchroom manners.
- Encourage children to use indoor voices.
- Remind children to remain quiet until the duty teacher dismisses them for recess



Medication

Absolutely no medication may be given to any student by anyone other than the school nurse/health assistant or parent.

Prescription medications to be given by the nurse/health assistant must be accompanied by an Authorization for Medication form signed by a physician. Over the counter medications to be given by the nurse must be accompanied by an Authorization for Medication form signed by a physician. All medications must be labeled with the child's name. If more than one day's dosage is to be sent, you will need to check with the nurse/health assistant for the procedures.

It is the parent/guardian's responsibility to maintain an adequate supply of medication in the health office for their child. The parent should count out the number of dosages sent and anticipate the need to refill their child's prescription. Please keep in constant communication with the health office regarding medication and your child.

Open Enrollment/Transfers

Students living east of I-25 are in the attendance area for Placitas Elementary School. Families living outside of the attendance area are welcome to inquire about a transfer. Priority for enrollment is as follows: 1) Students living in the Placitas attendance area, 2) in-district transfers, and 3) outside district transfers. Transportation of students living outside the Placitas attendance area is the responsibility of the parent/guardian. Accepted transfers are based on enrollment numbers and are approved or disapproved by the principal.

Out of boundary transfers must commit to upholding these policies. If any of the following occur be aware that our child will be withdrawn from Placitas Elementary School and it will be your responsibility to enroll them in another school:

- 1. More than five unexcused tardies in a nine-week period.**
- 2. More than five unexcused absences.**
- 3. More than five late pick-ups.**
- 4. More than five early pick-ups.**
- 5. Any combination of the above that affects your child's overall participation in school.**
- 6. Students must adhere to the rules and policies set by Placitas Elementary. Multiple Office Referrals may result in removal from School.**



Parent/Teacher Conferences

Student Progress Report cards are sent out at the end of each nine-week grading period. Parent/Teacher conferences are scheduled twice a year. However, it is encouraged for you and the teacher to keep constant communication open throughout the school year. Should you need to discuss your child's progress please do not hesitate to call and make an appointment or contact your student's teacher via e-mail.

Please plan to attend Parent/Teacher Conferences. You have an important role in the education of your child.



Parent Visits

Parents are encouraged to visit school and are always welcome to visit their child's classroom. We feel you will enjoy watching the students at work. Make plans with the teacher if you are interested in helping in the classroom. Please **ALWAYS** report to the office for a **Visitor's Pass** before visiting your student's classroom. Please do not expect to be able to conference with a teacher during instructional time. Call for an appointment.



Personal Property and Toys

Any personal property must be clearly marked with the child's name, especially winter clothing.

Toys of any kind may not be brought to school without the specific permission of the child's teacher. Toys may not be traded or sold. We cannot be responsible for any toys that are lost or stolen. If toys are brought to school without the permission of their teacher, they will be held in the Principal's Office and returned only to a parent/guardian. Sports equipment such as rollerblades, skateboards, baseballs, and baseball bats should not be brought to school. This policy is in effect to prevent possible injuries.

Items and clothing in the Lost and Found not claimed by the end of each semester will be donated to a local clothing bank.

Parties

School parties and treats are optional and are decided upon by individual teachers. Some teachers do not wish to have parties as part of their curriculum. You may contact your child's teacher if you wish to know his/her policy regarding parties and treats, or if you wish to assist with classroom parties. We request that birthday and home party invitations not be handed out at school. This will eliminate hurt feelings when children are not included on the guest list.

Pets

We cannot be responsible for dogs or cats that follow children to school. Animal Control is notified whenever stray animals are wandering around the grounds or are in the building.

Students wishing to bring animals for science or some other class must get the principal's permission first. If they are given permission to bring an animal to school, they must bring it in a special cage or container. Larger animals may not be left at school all day.

NOTE: No animals of any kind are permitted on buses.

Pick Up and Drop Off Area for Students

Buses will be dropping off and picking up students in the bus turnaround at the north side of the school. Students will enter and exit from the north door.

Personal vehicles are not allowed in the bus loading and unloading area.

PLEASE DO NOT DRIVE TO THE BACK OF THE SCHOOL LOOKING FOR YOUR CHILD.

All non-bus students will be dropped off at the east side of the school. Parents should practice caution and courtesy while entering or exiting the very busy traffic area. Students will enter the school through the north office door. Starting at 7:45 am, students will be supervised in the

cafeteria/ playground. No students should be wandering the hallway or be waiting outside unsupervised.

It is important that children know where they need to go after school (bus, parent pick-up, afterschool care, etc.). Many times students come to the office trying to make plans with their friends that were not approved by parents. Student will not be allowed to call home to make plans with friends at the end of the day. These plans should be made at home.

Student Assistance Team (SAT)

The Student Assistance Team (SAT) is a school-based group of people whose members include the parent of the child, teachers of the student, counselor and SAT chair. The purpose is to provide additional support to students who are experiencing difficulties that are preventing them from benefiting from general education, because they are either performing below or above expectations. By “catching” these students in the child study phase, the SAT may not only help the student be able to remain and succeed in the general education program, but also reduce unnecessary referrals to special education. The SAT’s mission is to approach and arrive at appropriate solutions to problems in the school environment through a cooperative team effort. Although the team may make referrals to special education and other special programs, the SAT is not part of the special education process, but rather a general education responsibility.

If you have any questions regarding the SAT Team process please do not hesitate to ask.

Textbooks and Library Books

Students are responsible for the care of textbooks, take home books, and library books. Families will be charged for lost or damaged books. Library books must be returned on the due date before additional books can be checked out. If a lost book is found, refunds will be given during the same school year.



Placitas Elementary School 2016-2017 Student Handbook

My signature below indicates that I have received and read the Placitas Elementary Student Handbook for the 2016-2017 school year.

Parent/Guardian Signature

Date

Student Name

Grade

***Please return signature page to your teacher.**

1. March 29, 2017 - Bernalillo FMP Meeting
2. April 25, 2017 - Strategic Planning Meeting
3. May 11, 2017 - Bernalillo School board Meeting
4. May 31, 2017 - Steering Meeting
5. August 1, 2017 - Steering Meeting
6. September 12, 2017 - Steering Meeting
7. November 2, 2017 School Board Review

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Bernalillo Public School District
FACILITIES MASTER PLAN
2018-2023
March 29, 2017

1


AGENDA

Bernalillo Public School District 2017-22 FMP

- FMP Purpose
- FMP Objective
- FMP Partnerships
- FMP Process
- FMP Schedule
- Background Information
- FMP Goals and Objectives

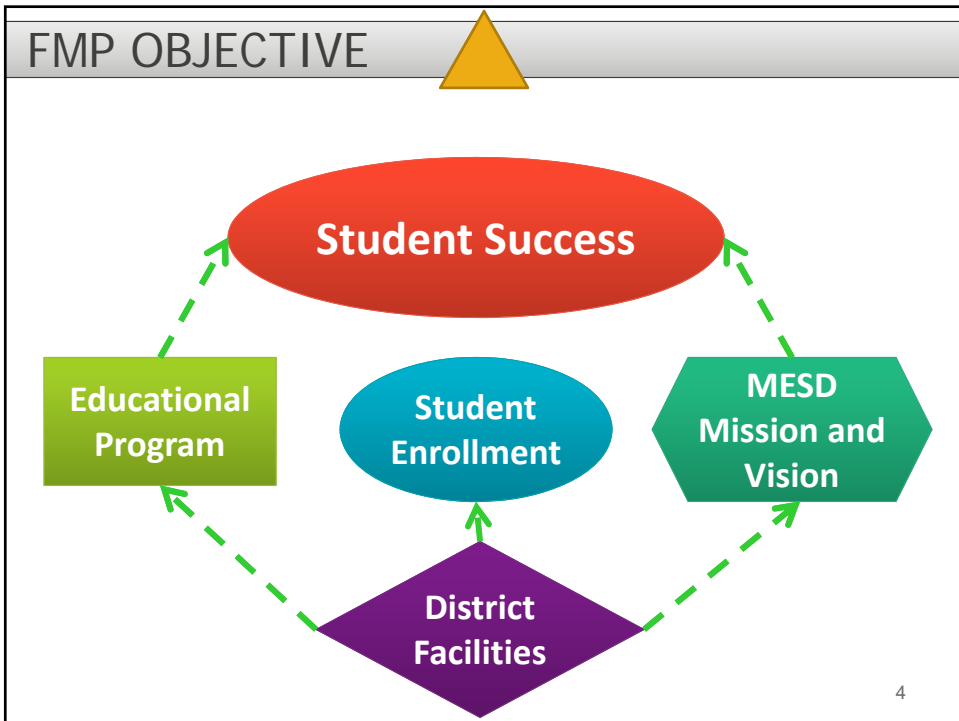
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FMP PURPOSE ▲



Develop a
Plan / Road Map
for school facilities
which will support the
School's Mission
and Educational
Program For
Student Success

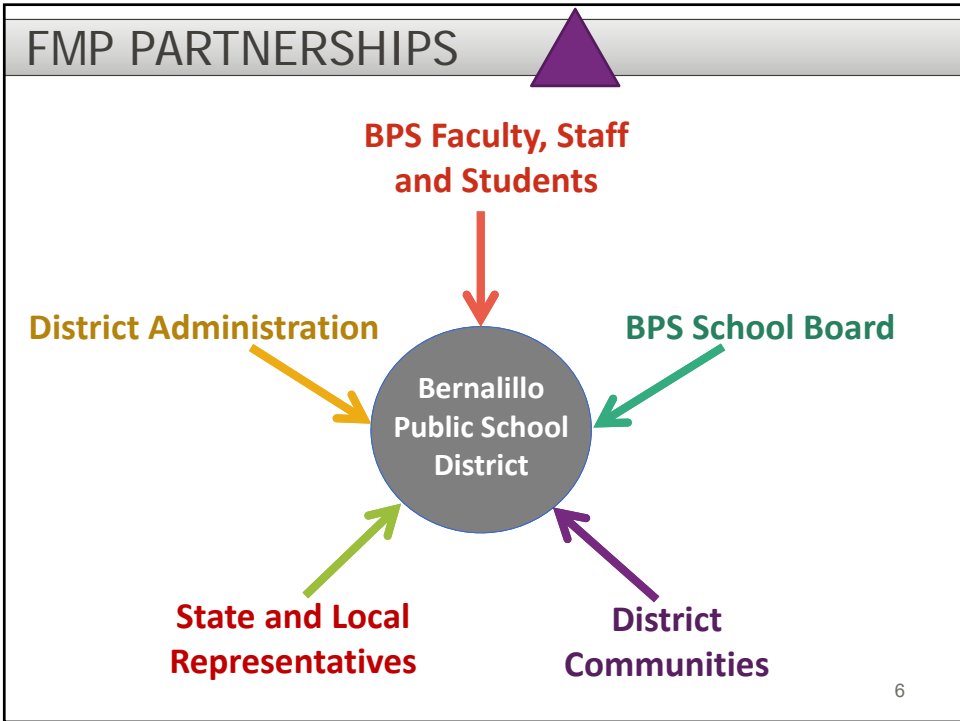
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Bernalillo Public School District 2017

Mission

5



FMP PARTNERSHIPS

PSFA FMP REQUIREMENTS, ISSUES, CONCERNS, NEEDS:

- Facilities Master Plan Checklist
- Enrollment
- Facility Utilization
- District Issues, Concerns & Needs:
 - Life Health Safety
 - Technology
 - Preventive Maintenance
 - Efficient / Effective Use of Square Footage

7

BACKGROUND PSFA Map Resources

www.NMPSFA.org



New Mexico Public School Facilities Authority
Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students and educators.

Home	Facility Planning	Funding	Project Development	Facility Management	Administrative	Broadband
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About Us **Calendar** **Training** **GIS Map**




8

BACKGROUND  **PSFA Map Resources**



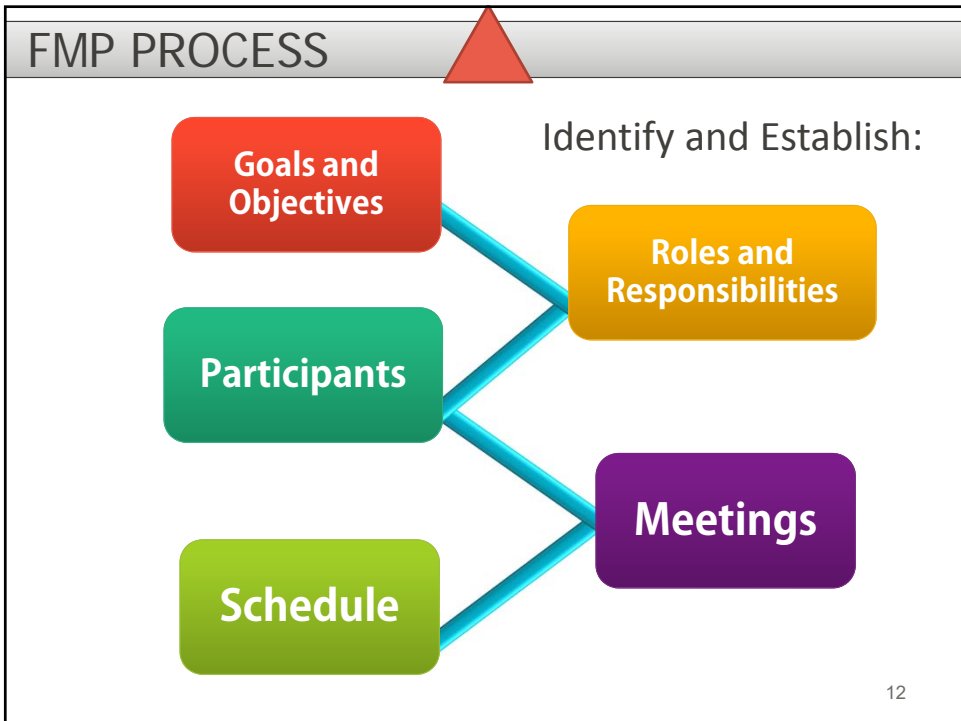
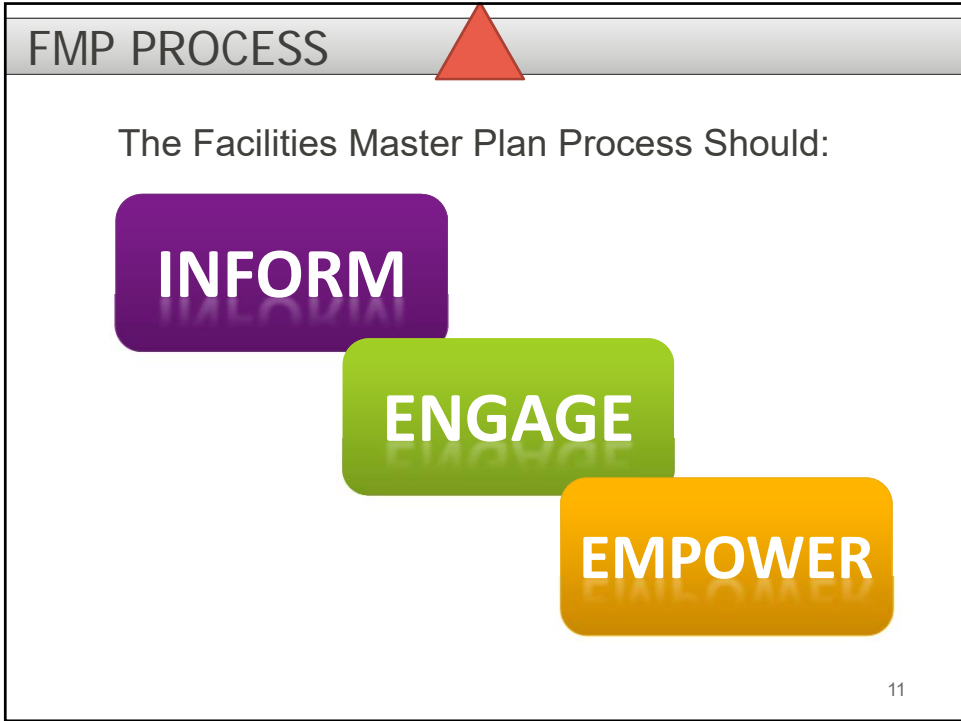
The screenshot shows the website for the New Mexico Public School Facilities Authority. At the top, there is a navigation menu with links for Home, Gallery, Map, Scene, and Groups. A search bar and a 'Sign In' button are located in the top right corner. Below the navigation is a large banner with the authority's logo and name. Underneath the banner is a section titled 'PSFA GIS Content' which features a carousel of three map thumbnails. The first thumbnail is titled 'New Mexico Public School Facilities Authority GIS Map', the second is 'PSCOC Awards History', and the third is 'Systems Set To Expire 2016-2021'. At the bottom of the page, there are several small links: Esri.com, Help, Terms of Use, Privacy, Contact Esri, Contact Us, and Report Abuse.

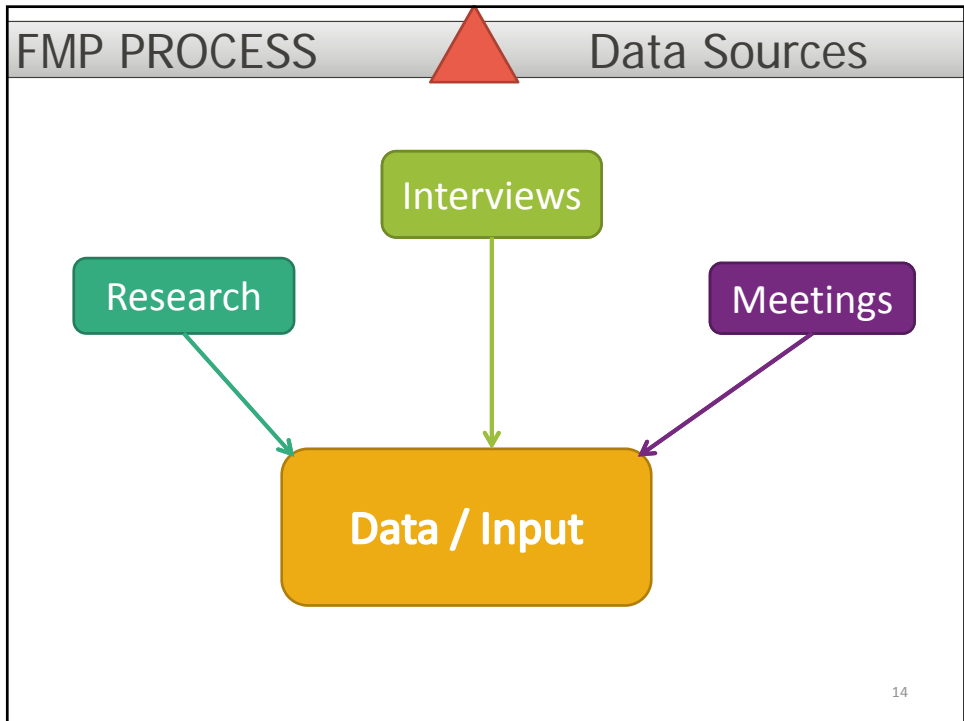
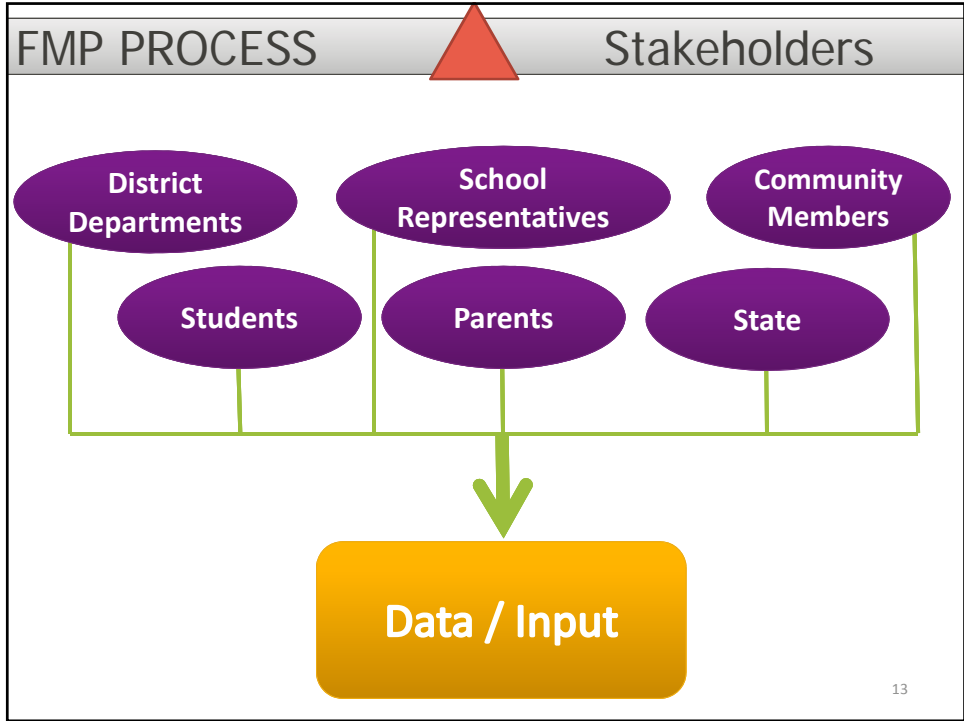
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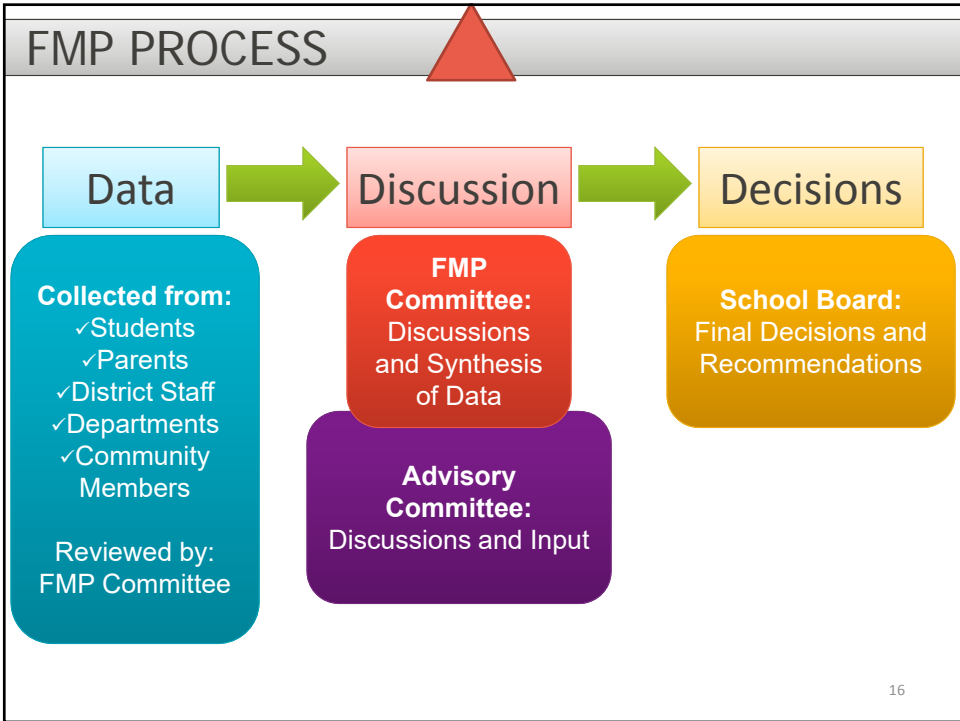
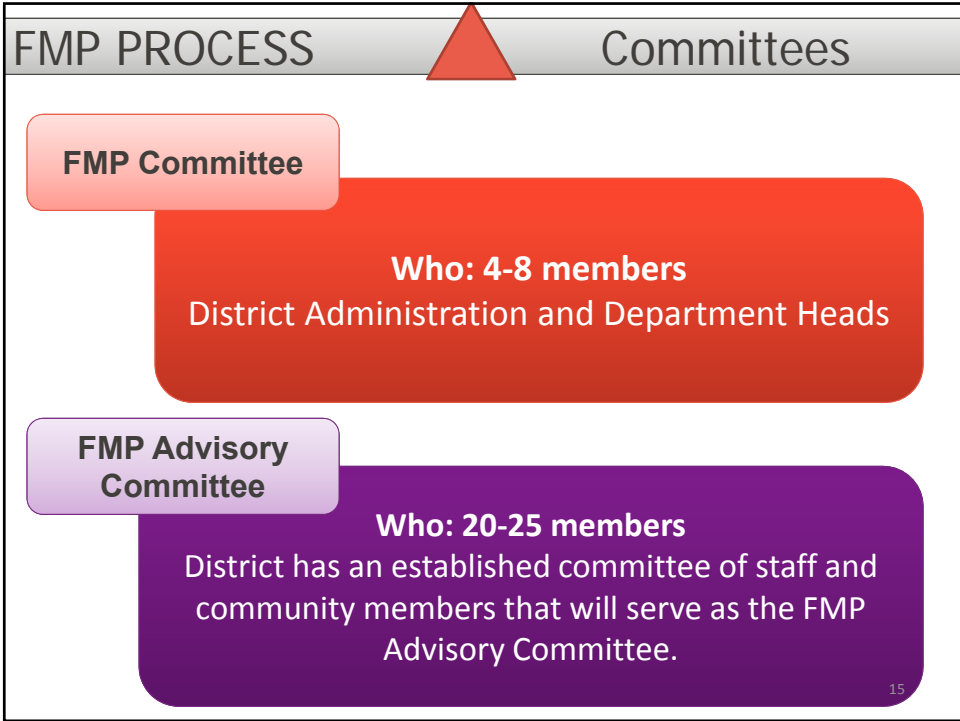
BACKGROUND  **District Information**

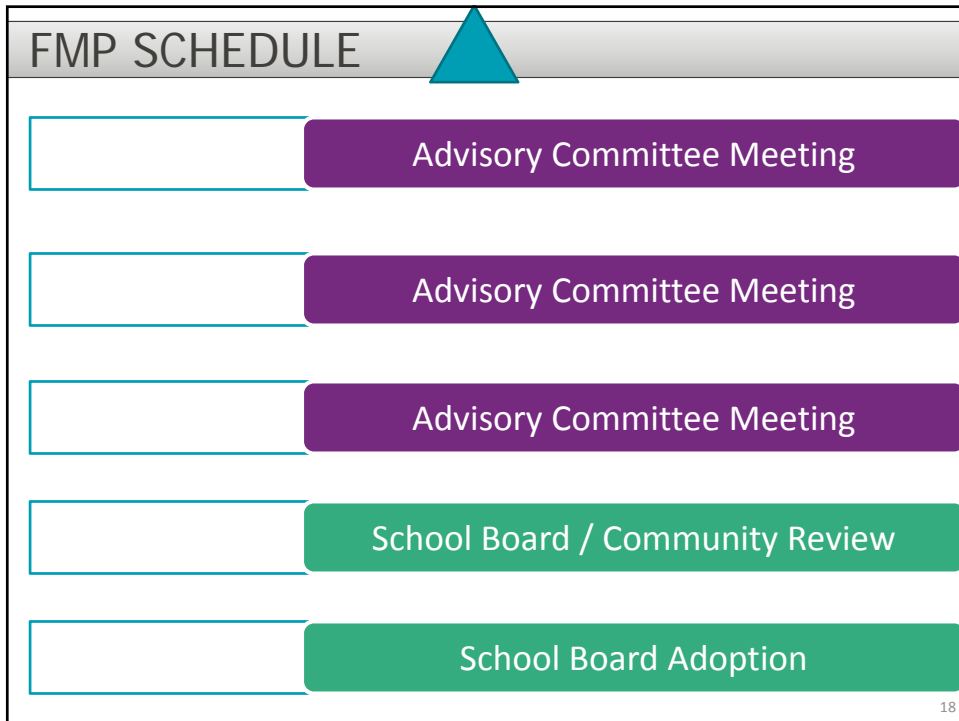
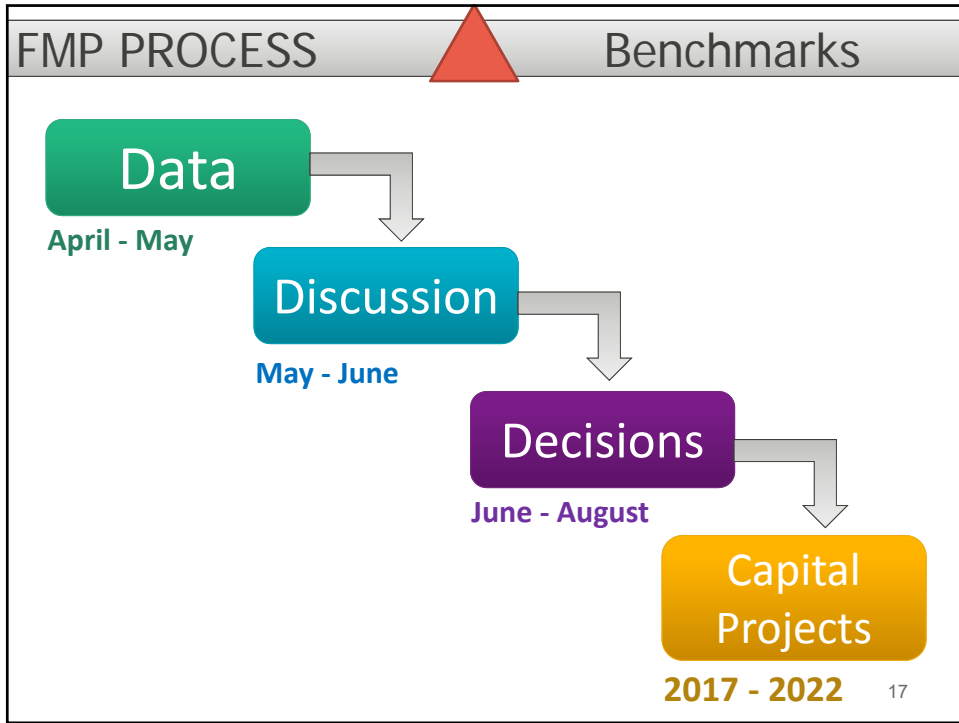
Source: NM PSFA GIS

10










**2015-16
BACKGROUND
INFORMATION**

19

BACKGROUND		District Map
<p>Source: NM PSFA GIS</p>		

20

BACKGROUND	Median Ages


21

BACKGROUND	Age Ranges

22

BACKGROUND  2016-17 Grades


Source: NM PED 23

BACKGROUND  2012 FMP **Historic Enrollment**

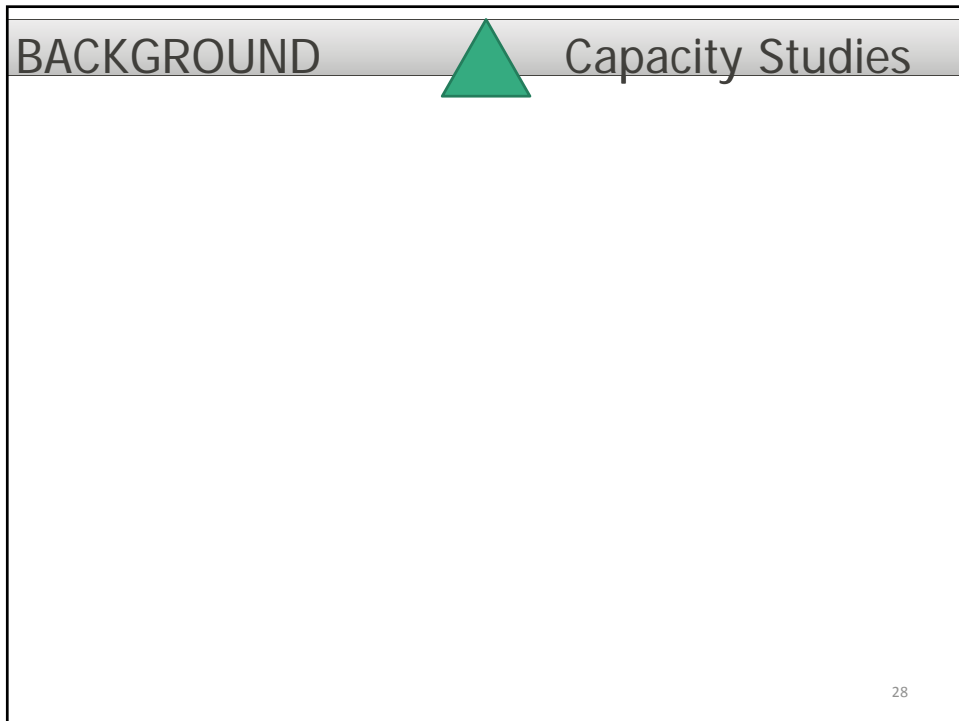
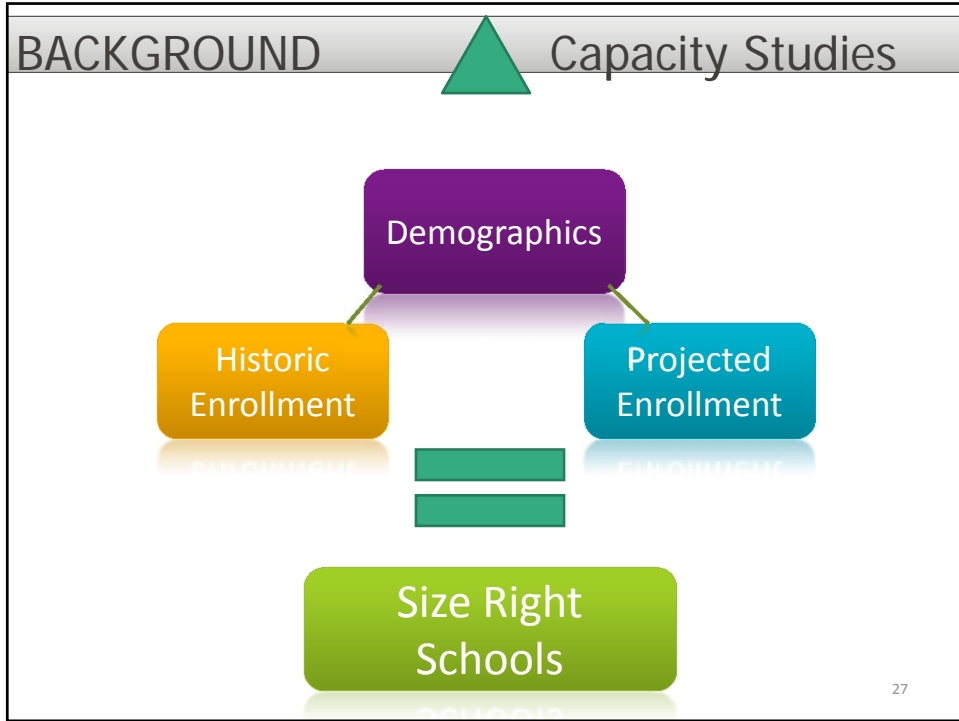
24

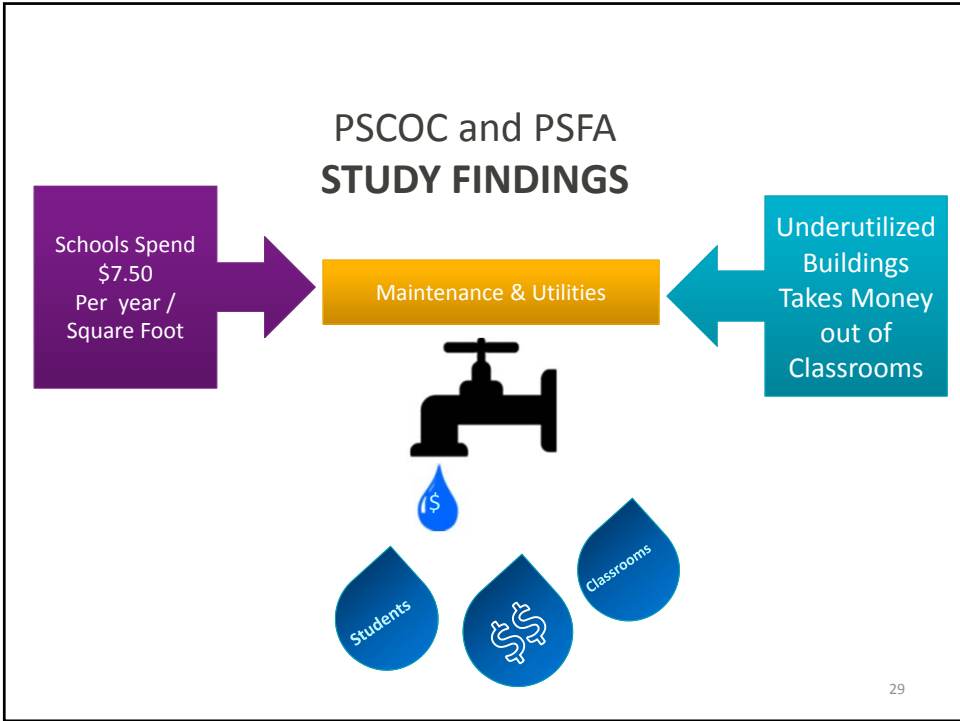
BACKGROUND  2012 FMP **Projected Enrollment**


25

BACKGROUND  **Actual Enrollment**

26






BACKGROUND  **Maintenance Costs**

???sf X \$7.50sf/year
=
/year maintenance


??? sf under-utilized sf x \$7.50/sf/year
=
??? / year SAVINGS

30

BACKGROUND  **2017-18 FAD**


2016 **State Share** of an approved project: %
District Share of an approved project: %

31

BACKGROUND  **PSCOC SYSTEMS BASED FUNDING**


FAD SYSTEM	LIFE SPAN
BUILDING:	
Air / Ventilation Equipment	20
Ceiling Finishes	30
Communications / Security	15
Exterior Walls	100
Exterior Windows and Doors	30
Fire Detection / Alarm	15
Fire Sprinkler	50
Floor Finishes	12
Foundation / Slab / Structure	100
HVAC	30

32

BACKGROUND  **PSCOC SYSTEMS BASED FUNDING**

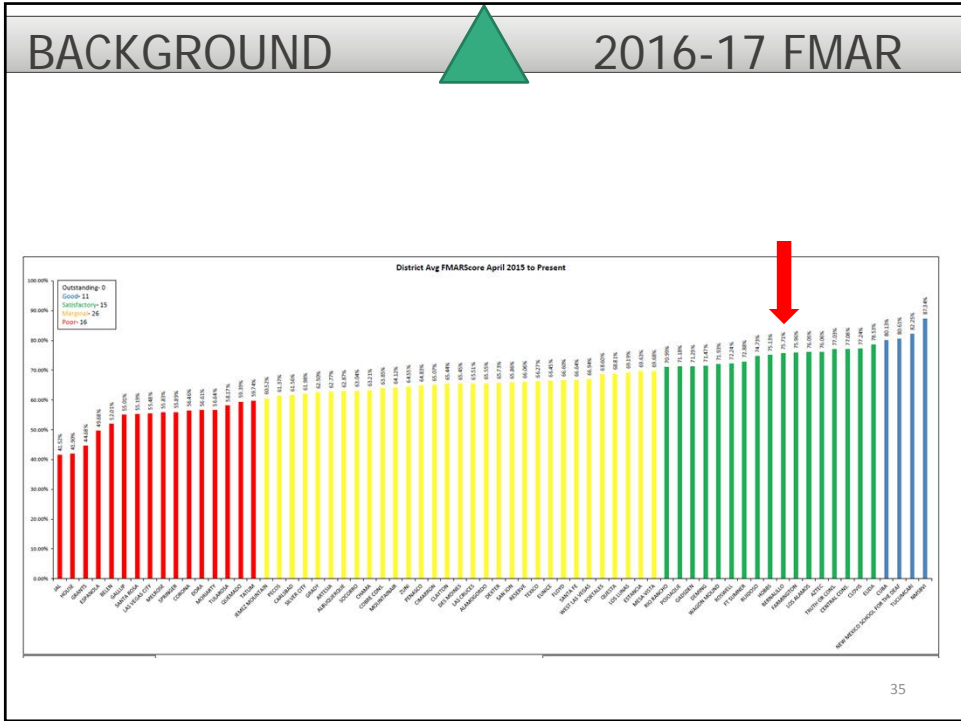
FAD SYSTEM	LIFE SPAN
BUILDING:	
Institutional Equipment	30
Interior Doors, Partitions, Stairs, Elevator	50
Interior Walls	60
Lighting / Branch Circuits	30
Main Power / Emergency	30
Other Electrical Systems	20
Other Equipment	60
Plumbing	30
Roof	20
Technology	10
Wall Finishes	12


33

BACKGROUND  **PSCOC SYSTEMS BASED FUNDING**

SITE:	
Athletic Fields	30
Fencing	100
Landscaping	30
Parking Lots	20
Playground Equipment	15
Site Lighting	40
Site Specialties	40
Site Utilities	50
Walkways	30


34



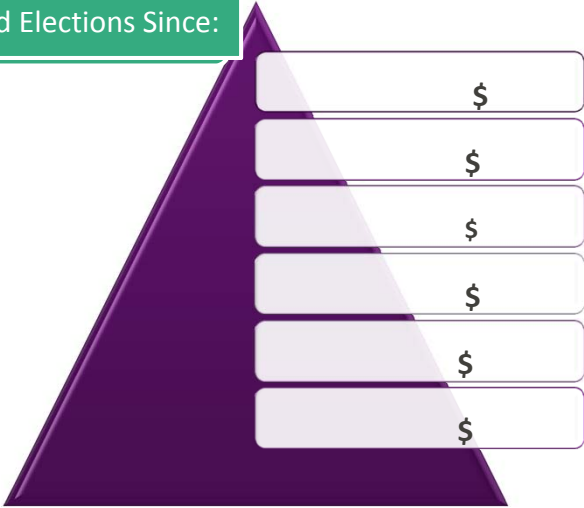
BACKGROUND  Capital Funding

PSCOC / PSFA Awards: \$
\$ / student

37

BACKGROUND  History of Capital Funding

GOB Bond Elections Since:



\$
\$
\$
\$
\$
\$

38





50+ Years Ago
The Focus of Education was on
ACADEMIC SKILLS

Academic Skills



2017
Focus of
Education
is on the
'TOTAL STUDENT'

Social Skills



Wellness Skills



43

**WHAT ARE POSITIVE
FEATURES OF DISTRICT
FACILITIES?**



**WHAT ARE THE
EDUCATIONAL
CHALLENGES FACED BY
BPS SCHOOLS?**



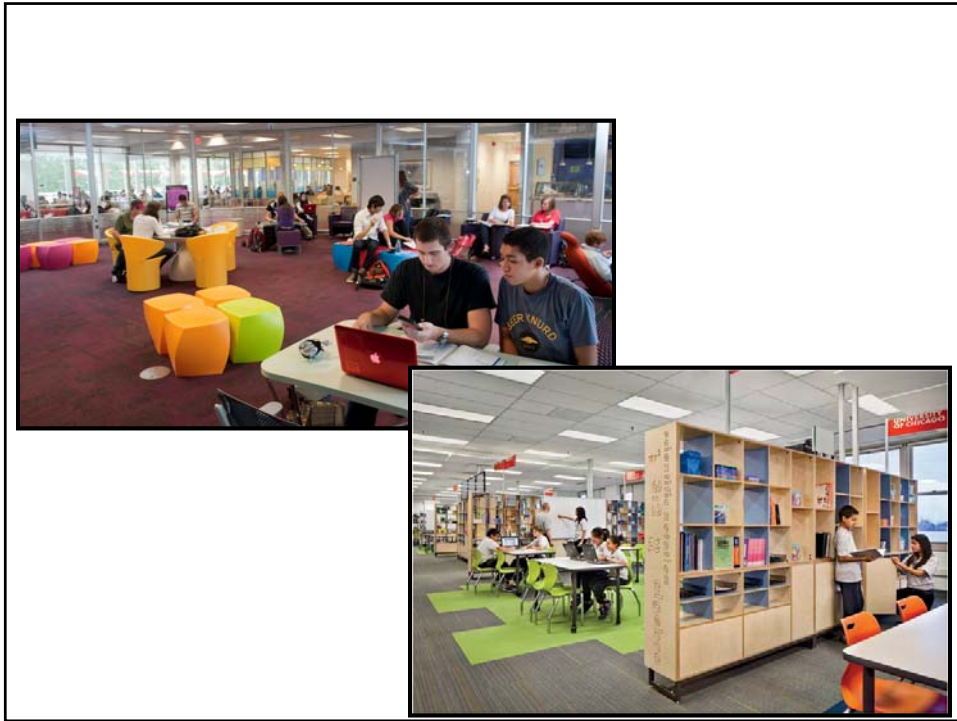
**WHAT WILL EDUCATION
IN MESD LOOK LIKE IN
5, 10, 15, 50
YEARS?**





**WHAT IS THE LONG RANGE
VISION OF THE DISTRICT FOR
EDUCATIONAL PROGRAM
DELIVERY TRENDS?**





**IN THE NEXT FIVE PLUS YEARS,
WHAT ARE SOME FEATURES /
BUILDING SYSTEMS OF DISTRICT
FACILITIES THAT NEED TO BE
UPGRADED OR IMPROVED?**



HOW DO EXTRACURRICULAR ACTIVITIES FIT INTO THE FMP?

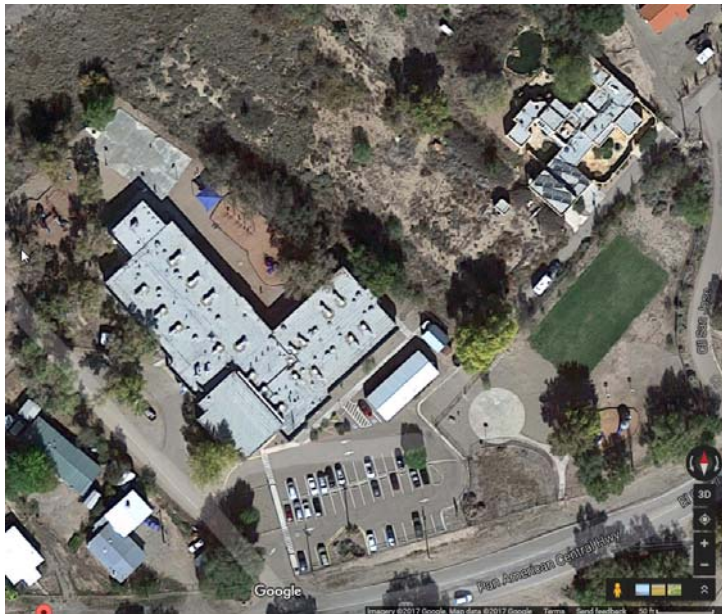


51

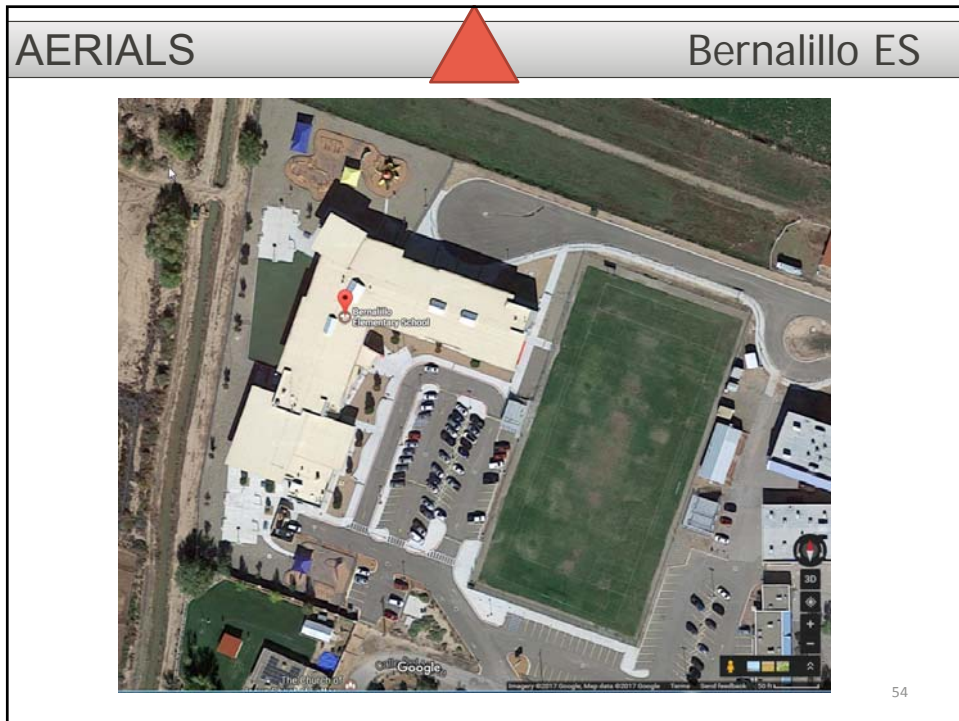
AERIALS

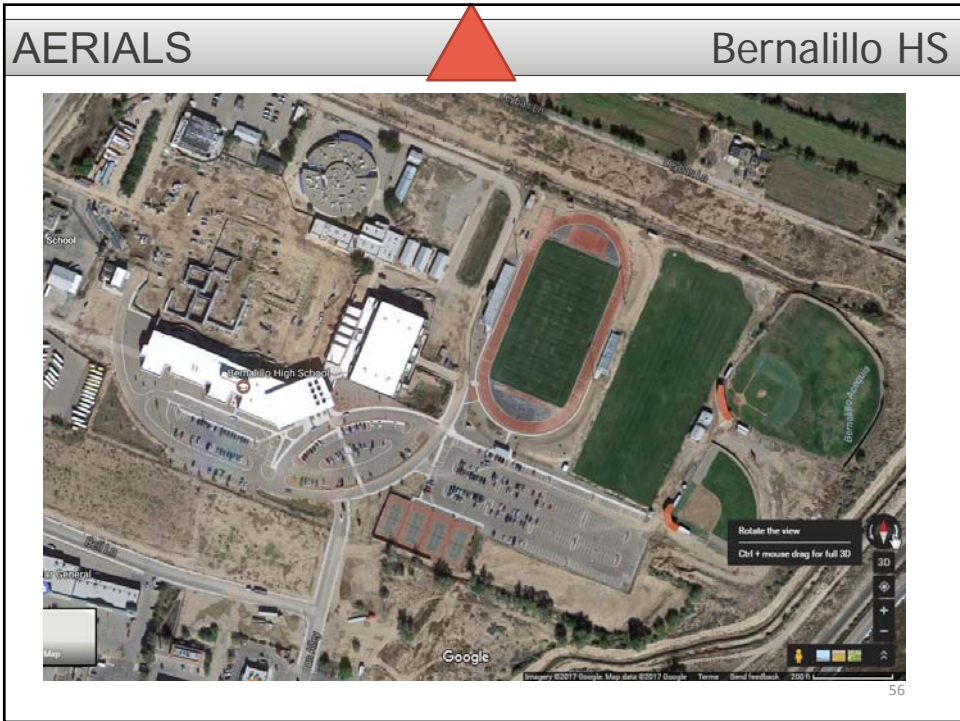
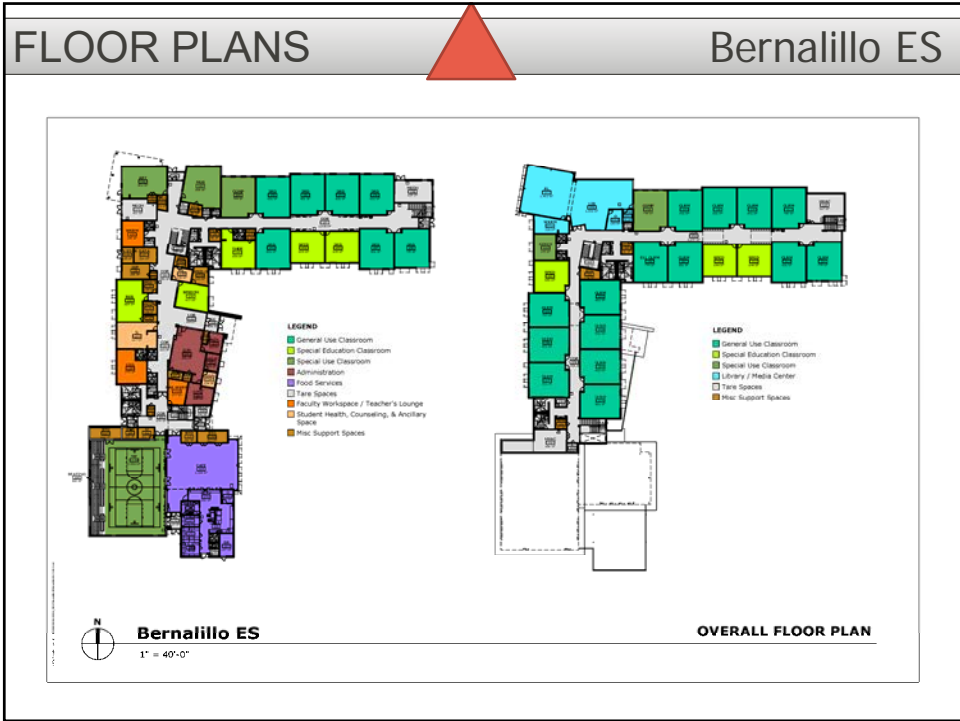


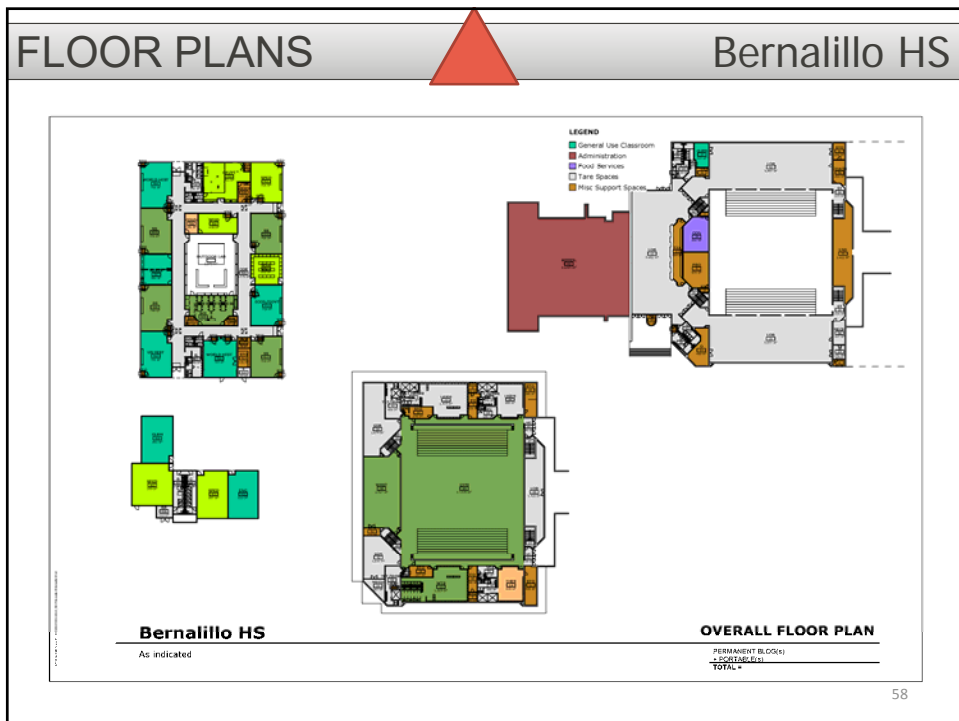
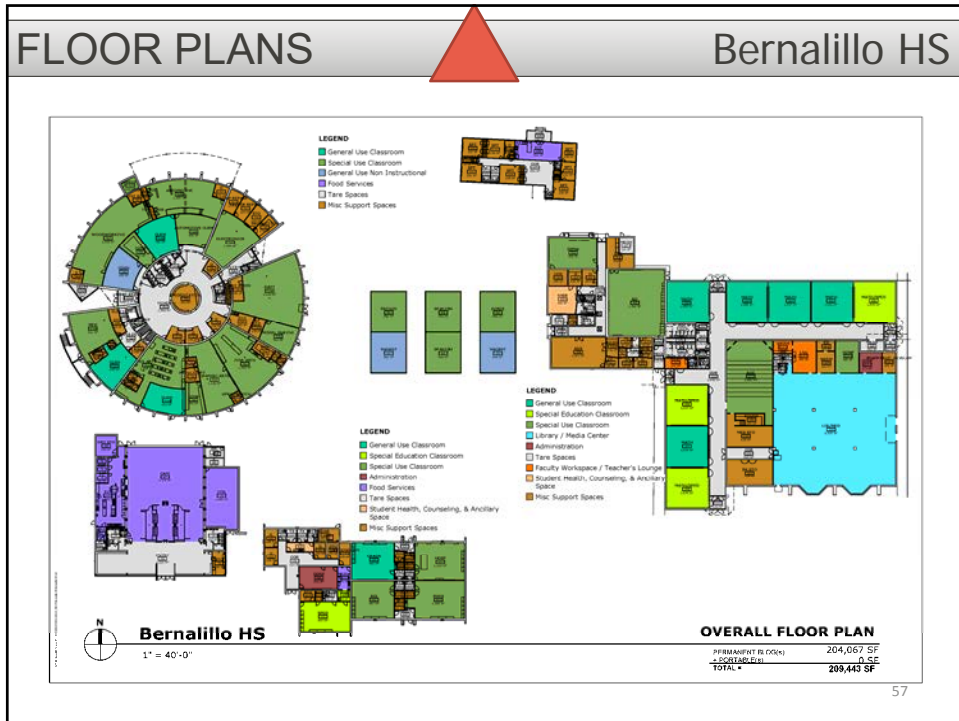
Algodones ES

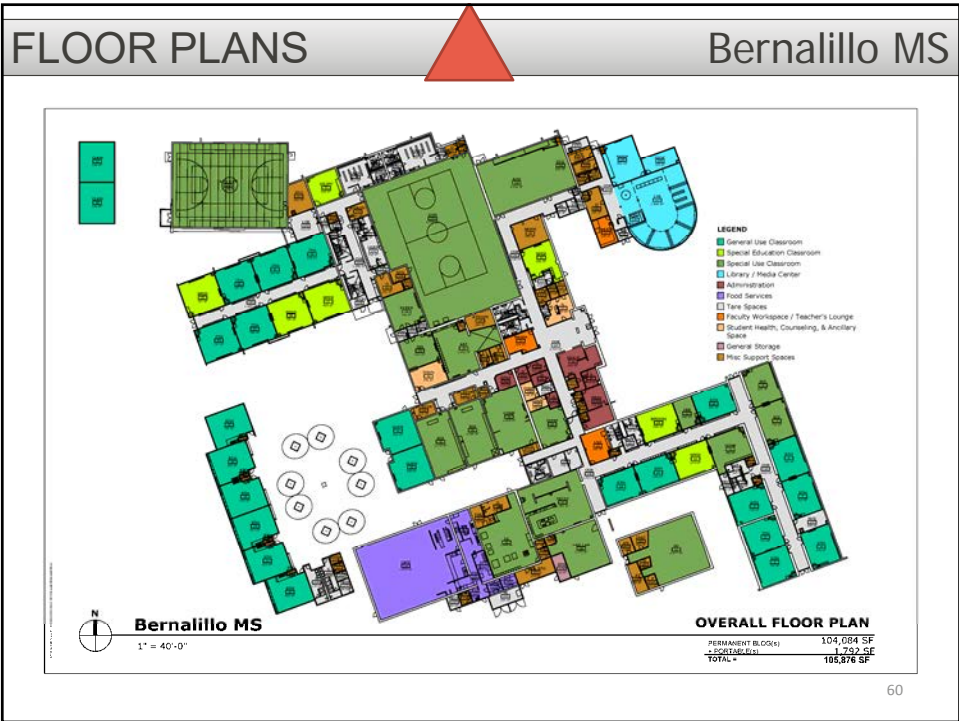


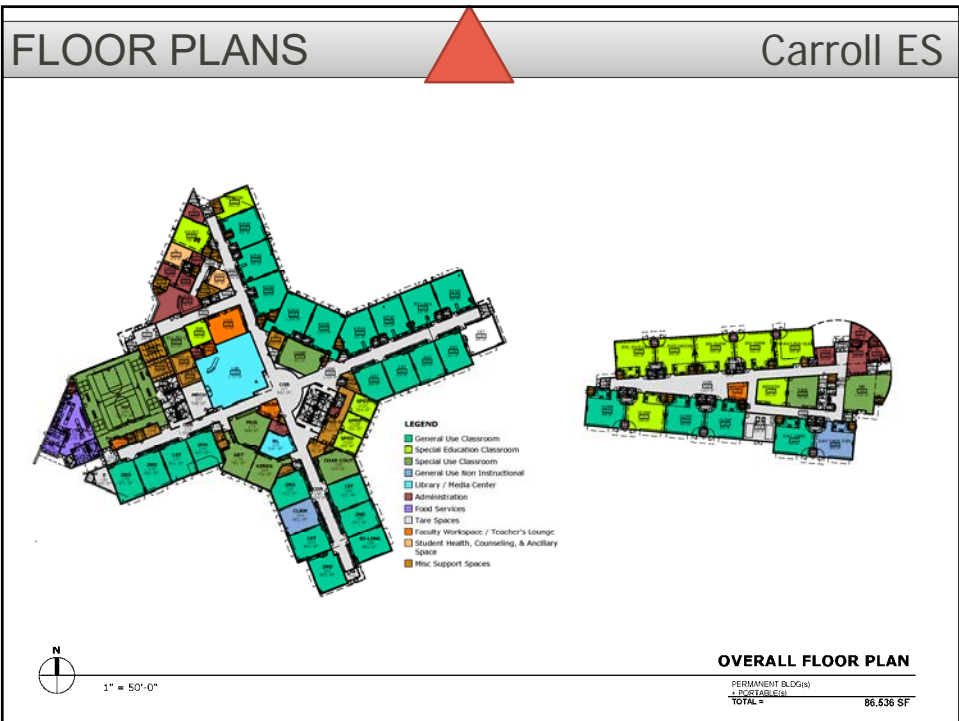
52

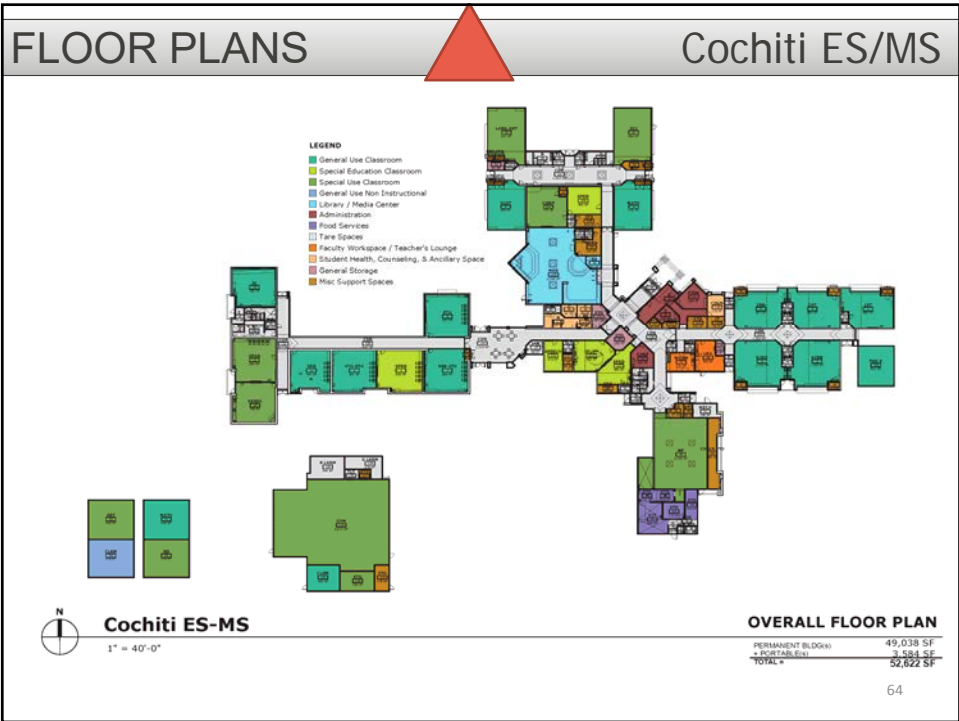


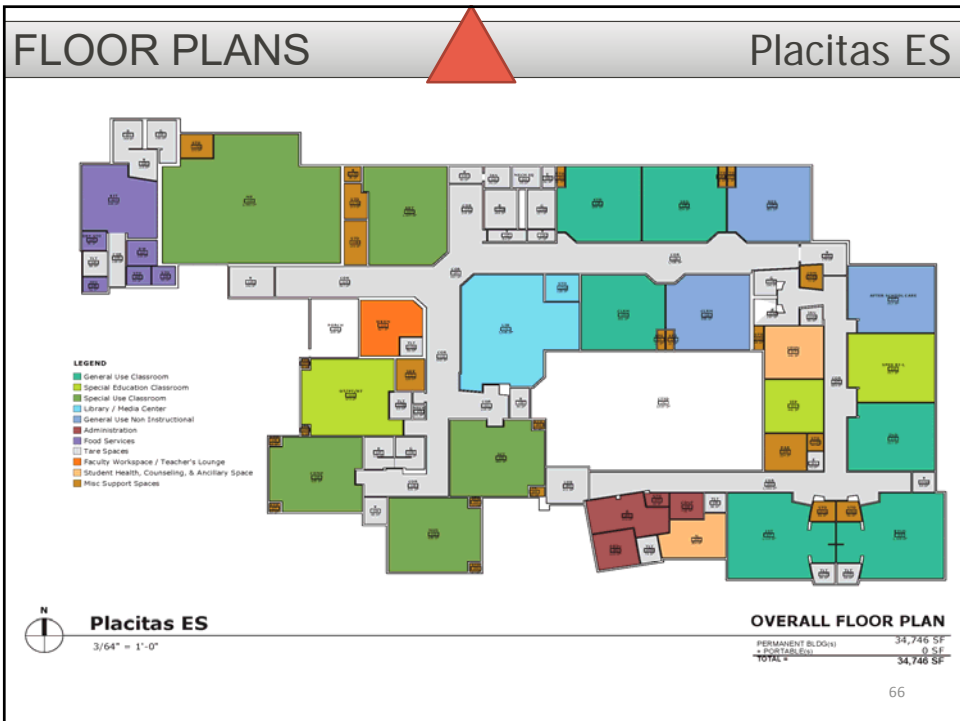
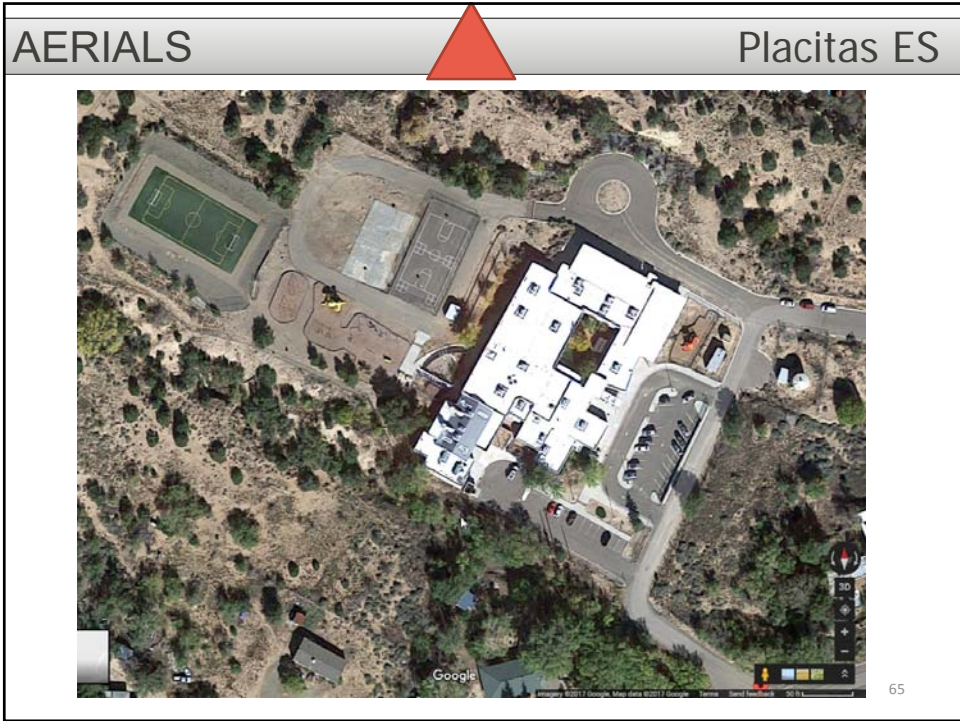


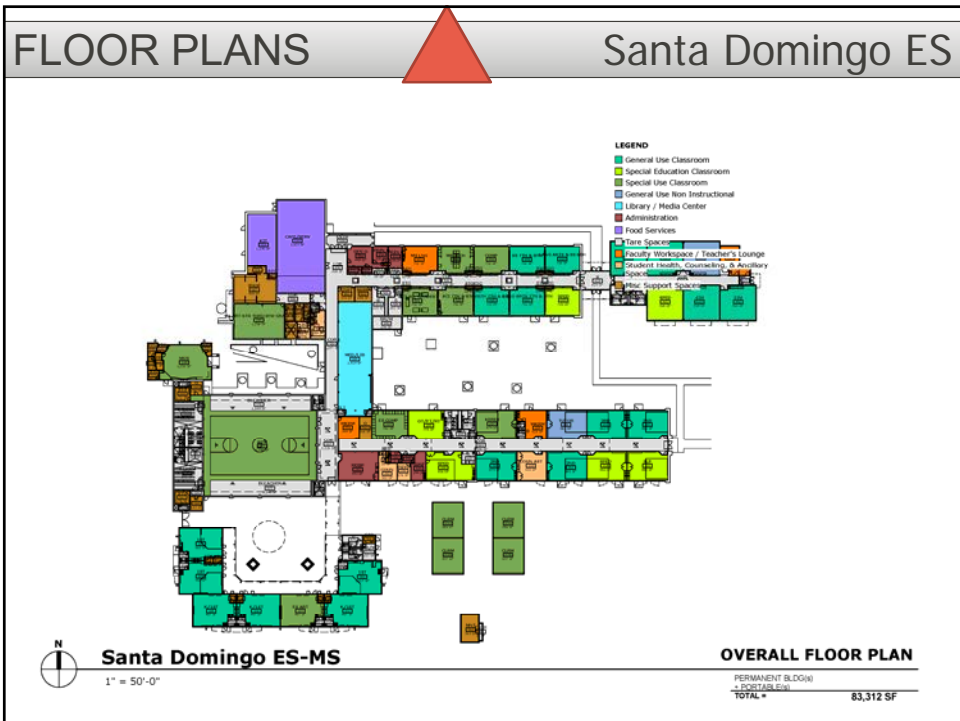












Thank You
FOR
YOUR TIME
AND
INPUT

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Bernalillo Public Schools
FACILITIES MASTER PLAN
2018-2023
April 25, 2017



1

AGENDA
Bernalillo Public Schools
2018-23 FMP

- FMP Purpose
- FMP Objective
- FMP Partnerships
- FMP Process
- FMP Schedule
- Background Information
- FMP Goals and Objectives

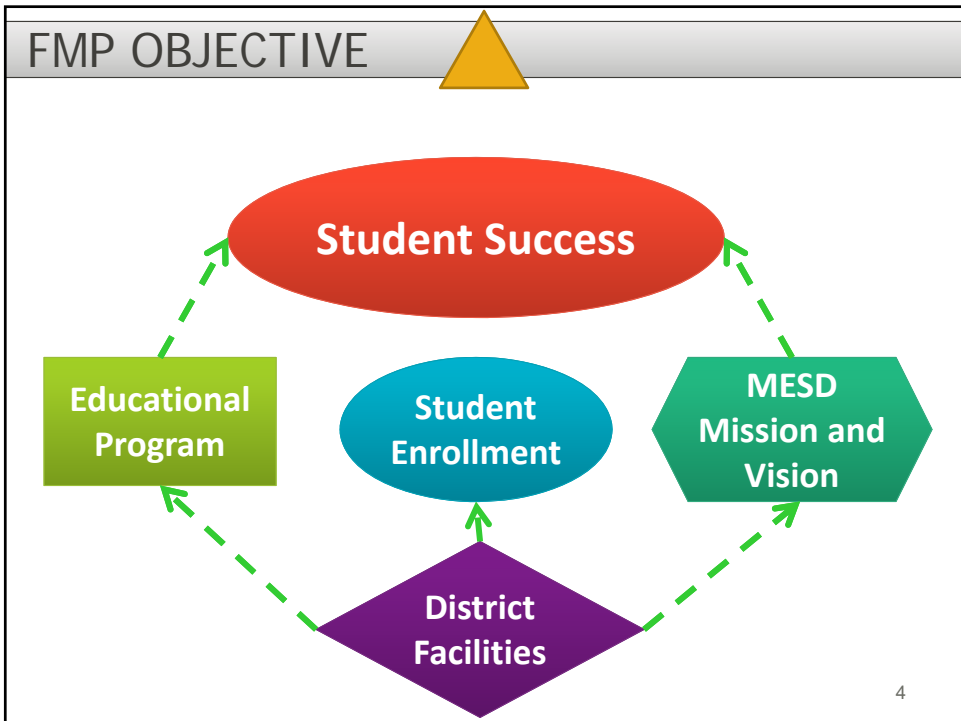
2

FMP PURPOSE



Develop a Plan / Road Map for school facilities which will support the School's Mission and Educational Program for *Student Success*

3

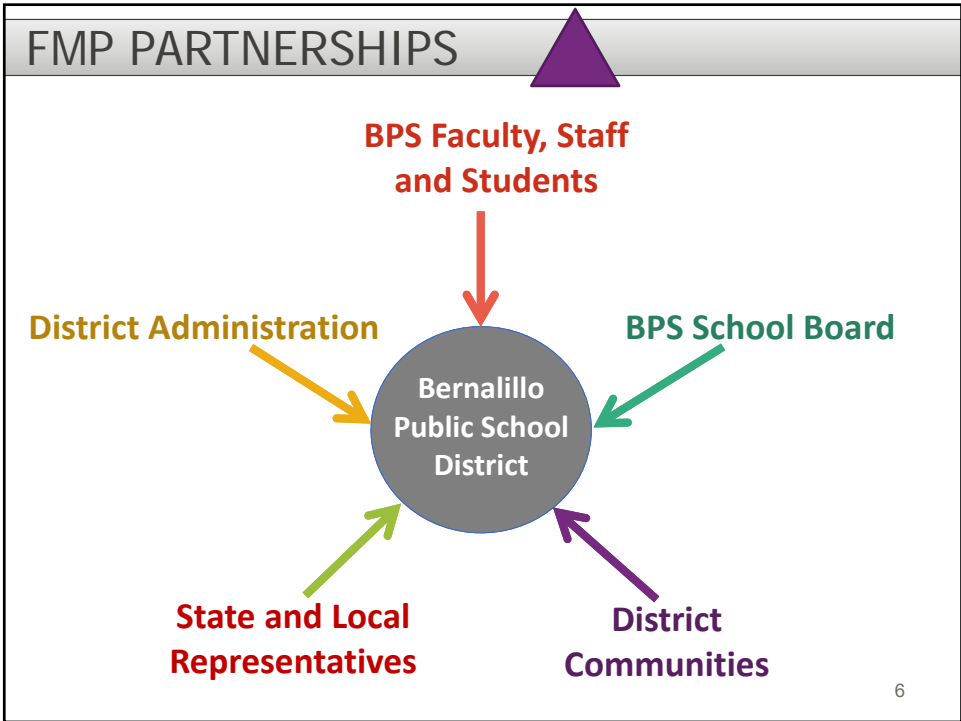


Bernalillo Public School District 2017

Mission
Bernalillo Public Schools is committed to student achievement and the graduation of all students.

Vision
Bernalillo Public Schools challenges our diverse student community with a rigorous education.

5



FMP PARTNERSHIPS  PSFA Standards



Requirements:

- ✓ Facilities Master Plan Checklist
- ✓ Enrollment
- ✓ Facility Utilization

District Issues, Concerns & Needs:

- ✓ Life Health Safety
- ✓ Technology
- ✓ Preventive Maintenance
- ✓ Efficient / Effective Use of Square Footage

7

BACKGROUND  PSFA Map Resources

www.nmpsfa.org



New Mexico Public School Facilities Authority
Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students and educators.

Home Facility Planning Funding Project Development Facility Management Administrative Broadband

About Us Calendar JANUARY 1 Training GIS Map

BACKGROUND  **PSFA Map Resources**



New Mexico Public School Facilities Authority

PSFA GIS Content



New Mexico Public School Facilities Authority GIS Map




PSCOC Awards History

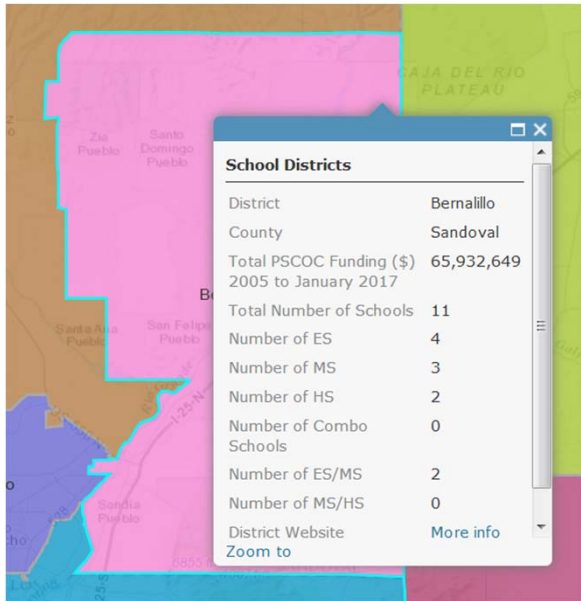


Systems Set To Expire 2016-2021

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9

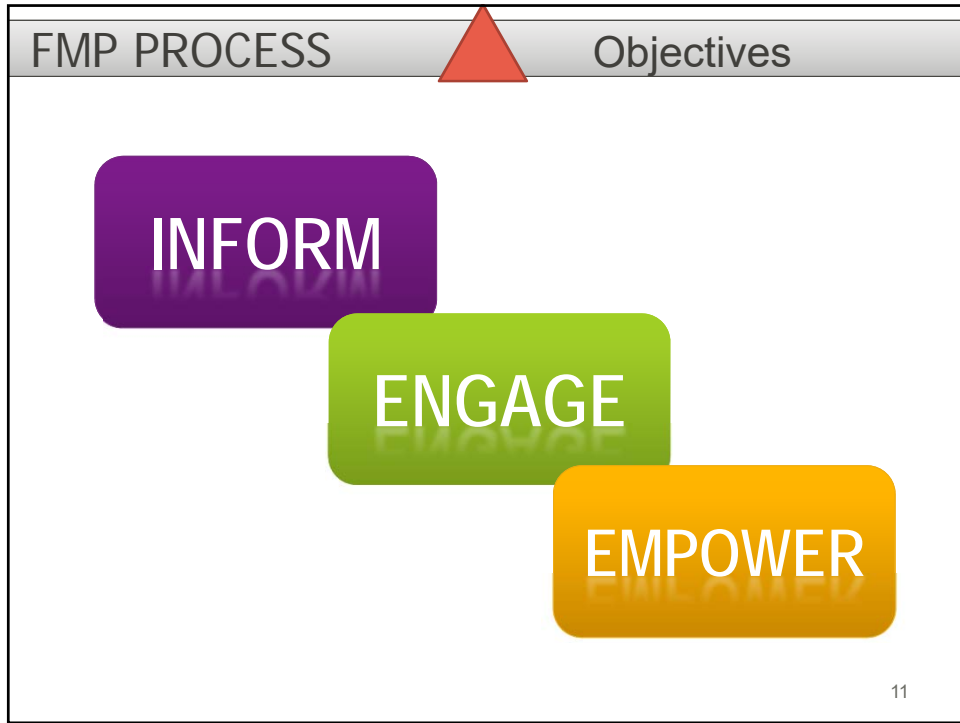
BACKGROUND  **District Information**

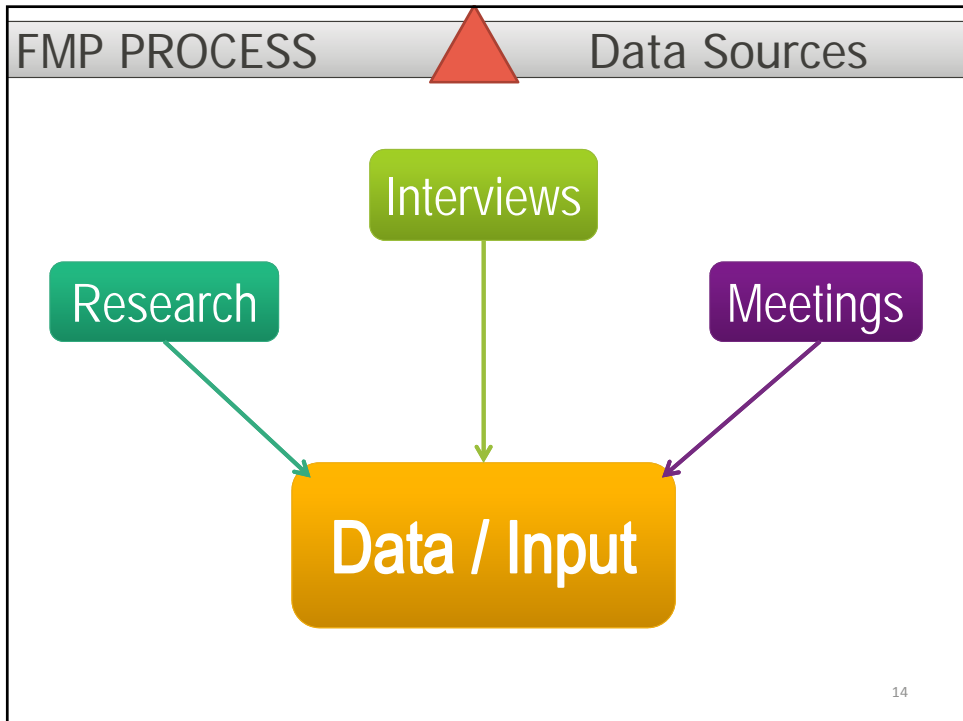
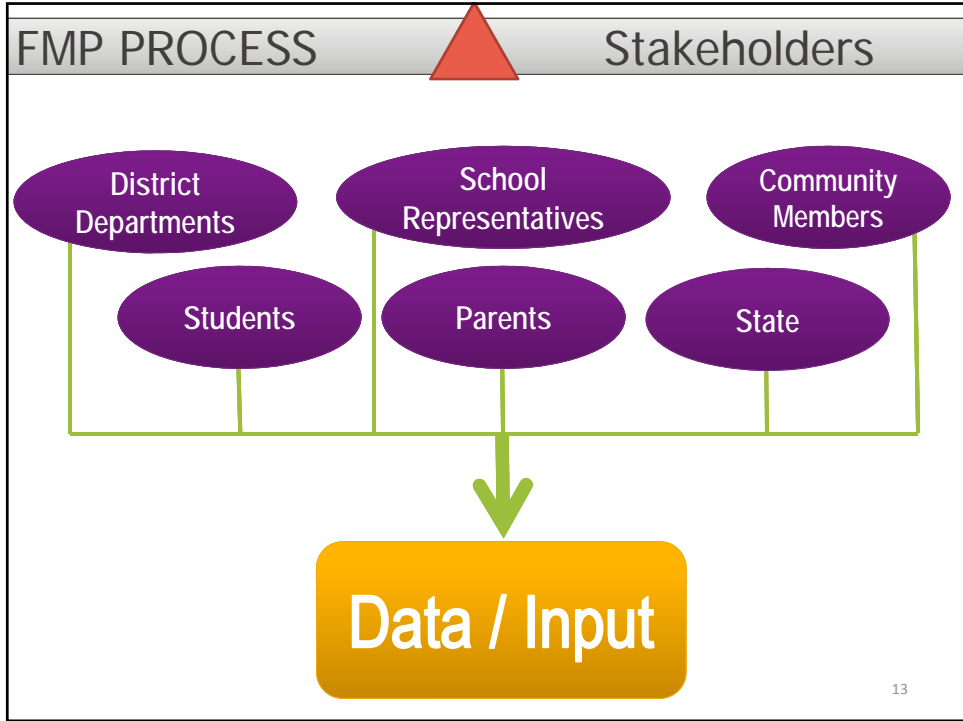


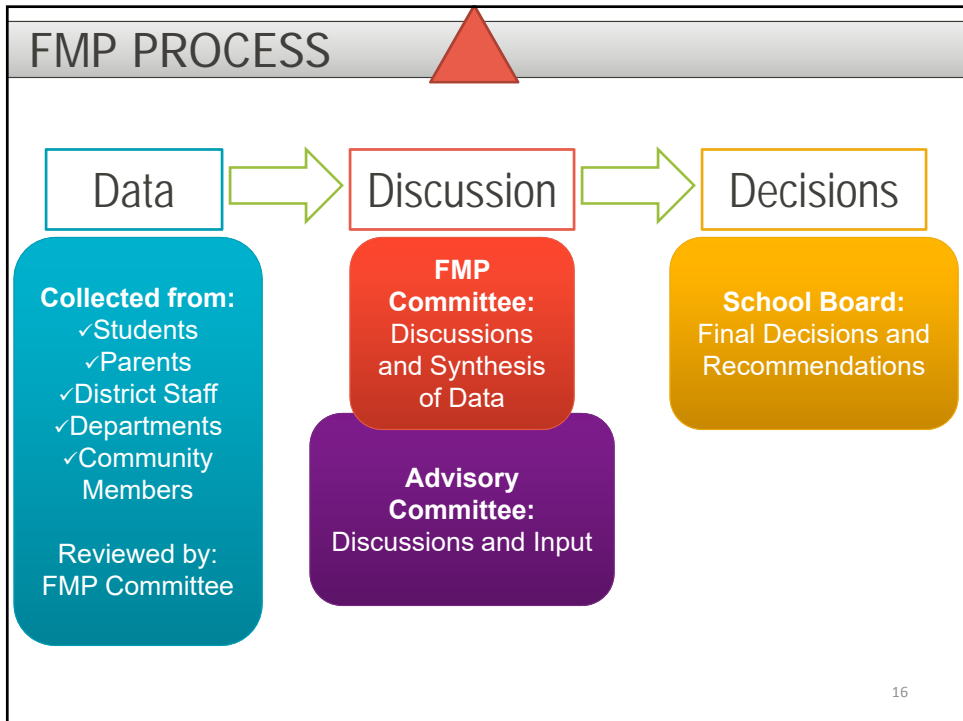
School Districts	
District	Bernalillo
County	Sandoval
Total PSCOC Funding (\$) 2005 to January 2017	65,932,649
Total Number of Schools	11
Number of ES	4
Number of MS	3
Number of HS	2
Number of Combo Schools	0
Number of ES/MS	2
Number of MS/HS	0
District Website	More info
Zoom to	

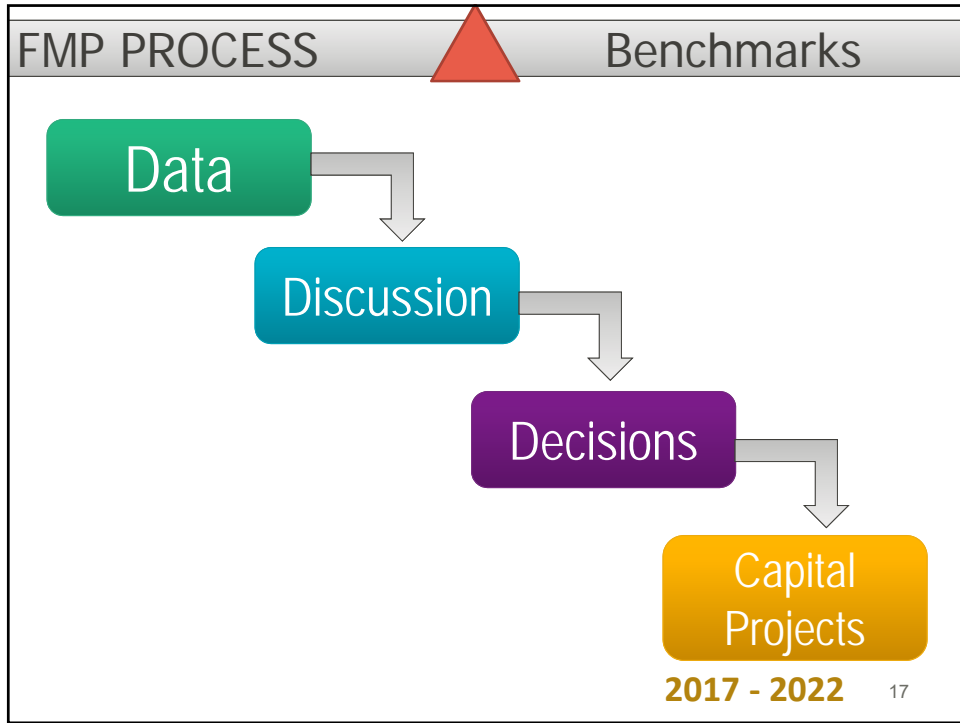
Source: NM PSFA GIS


10









FMP SCHEDULE 

May 9,10,11	Site Assessments / Interviews
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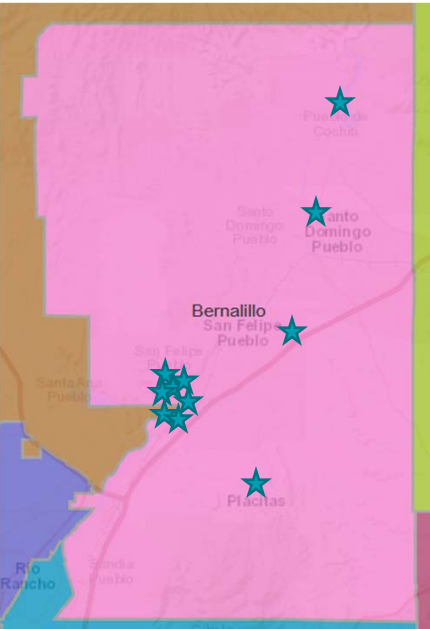
BERNALILLO PUBLIC SCHOOLS
EDUCATE & GRADUATE

SPARTANS

BACKGROUND INFORMATION

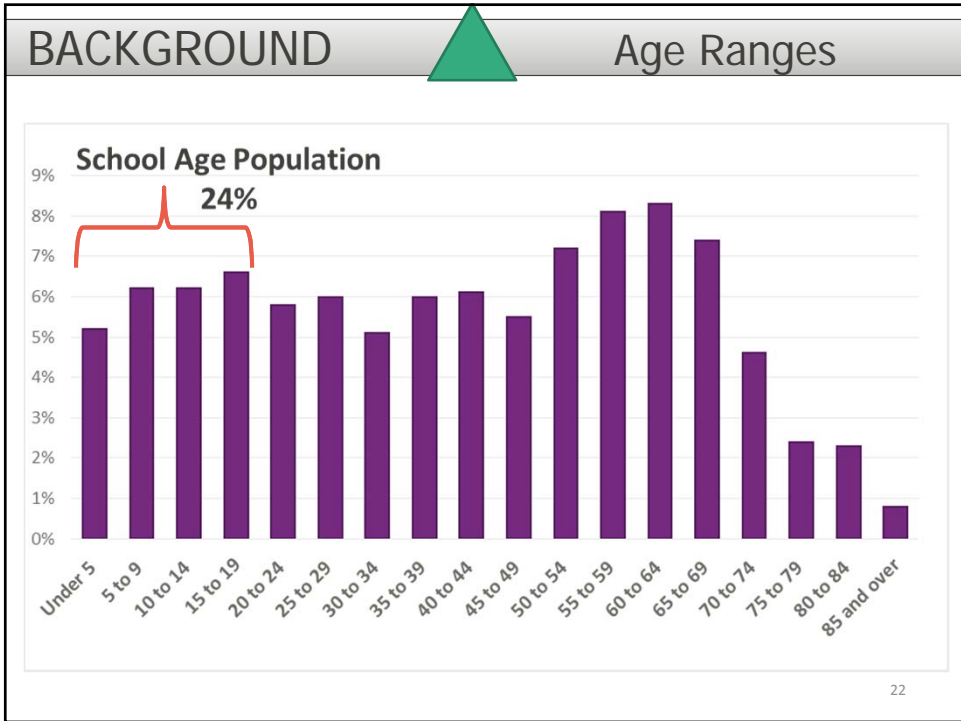
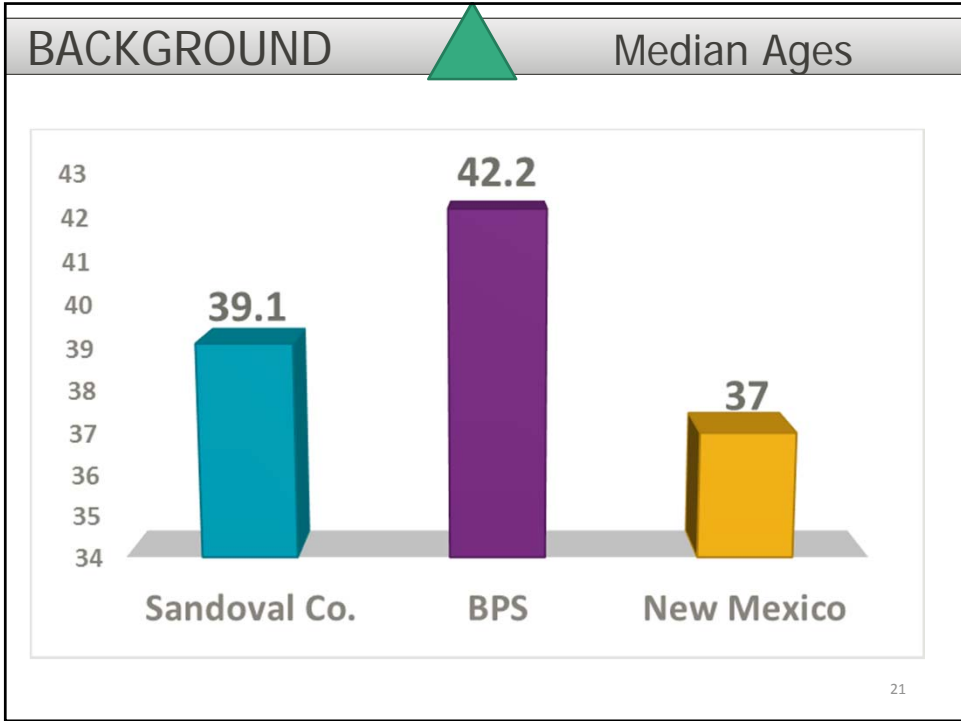
19

BACKGROUND  District Map



Source: NM PSFA GIS

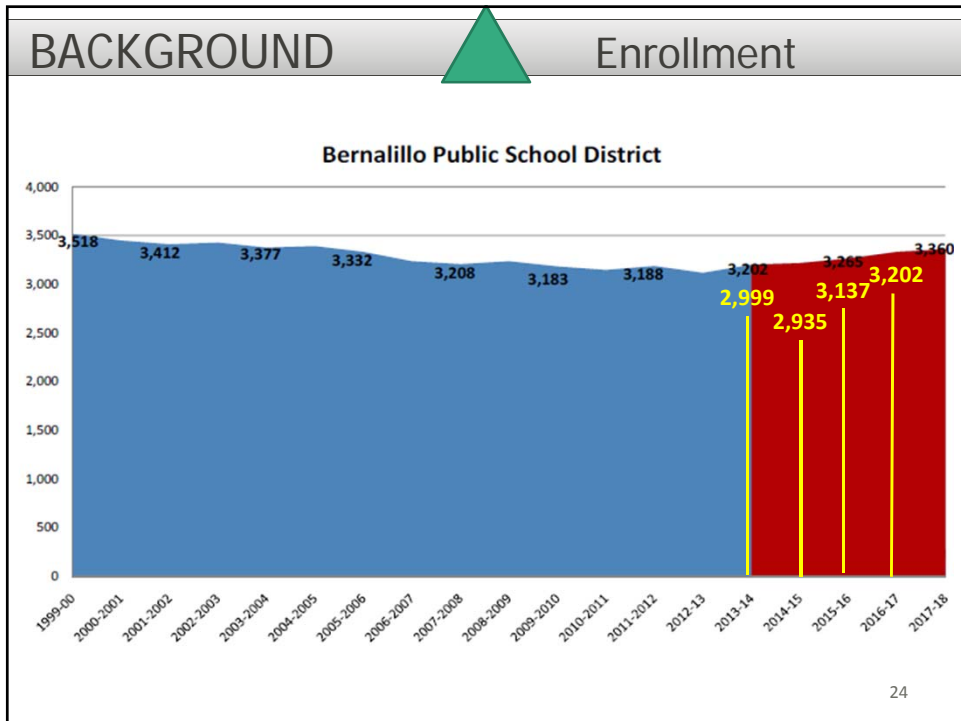
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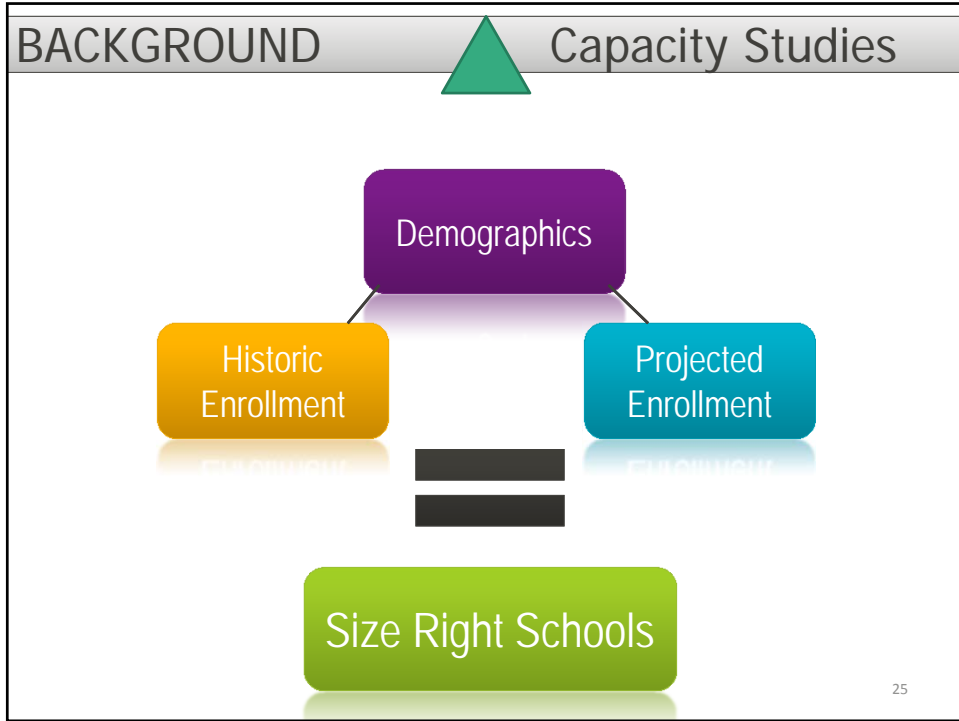


BACKGROUND
▲
2016-17 Grades

District Name	School Name	School Grade
BERNALILLO PUBLIC SCHOOLS	ALGODONES ELEMENTARY	F
BERNALILLO PUBLIC SCHOOLS	COCHITI ELEMENTARY	B
BERNALILLO PUBLIC SCHOOLS	COCHITI MIDDLE	C
BERNALILLO PUBLIC SCHOOLS	BERNALILLO MIDDLE	D
BERNALILLO PUBLIC SCHOOLS	BERNALILLO HIGH	D
BERNALILLO PUBLIC SCHOOLS	SANTO DOMINGO MIDDLE	C
BERNALILLO PUBLIC SCHOOLS	PLACITAS ELEMENTARY	A
BERNALILLO PUBLIC SCHOOLS	BERNALILLO ELEMENTARY	D
BERNALILLO PUBLIC SCHOOLS	WD CARROLL ELEMENTARY	D
BERNALILLO PUBLIC SCHOOLS	SANTO DOMINGO ELEMENTARY	D

Source: NM PED 23





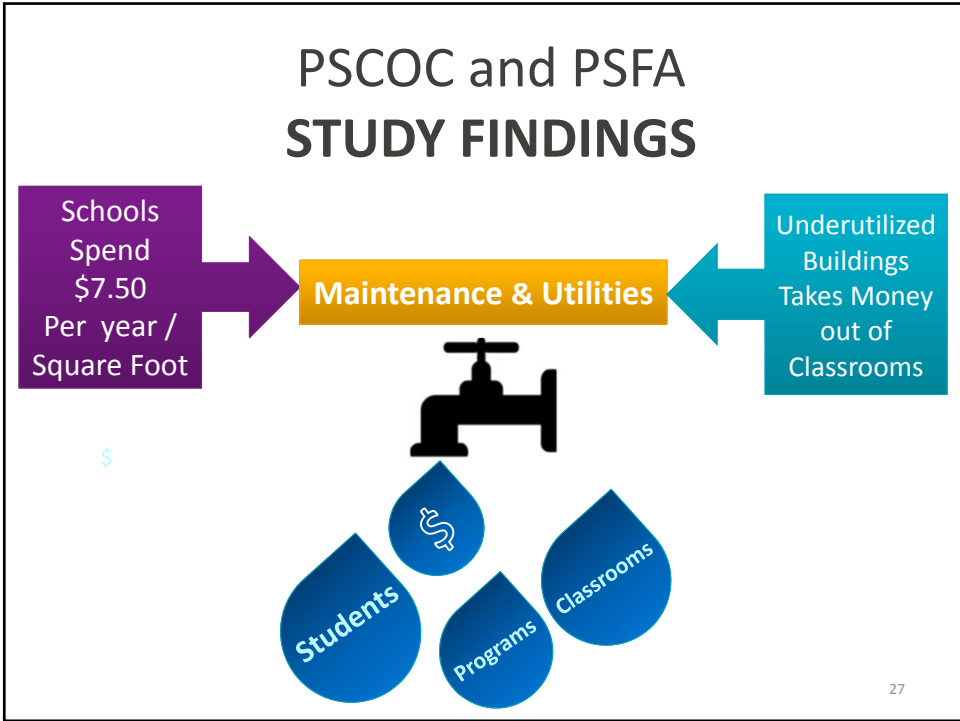
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 Facility sq.ft. Including Portables is from the non-updated FAD and some schools sq.ft. might not be a true reflection of the existing facilities.

164,714 sf under-utilized facility square footage

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BACKGROUND  **Maintenance Costs**

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\$7.50 / sf / year
=
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BUILDING:	
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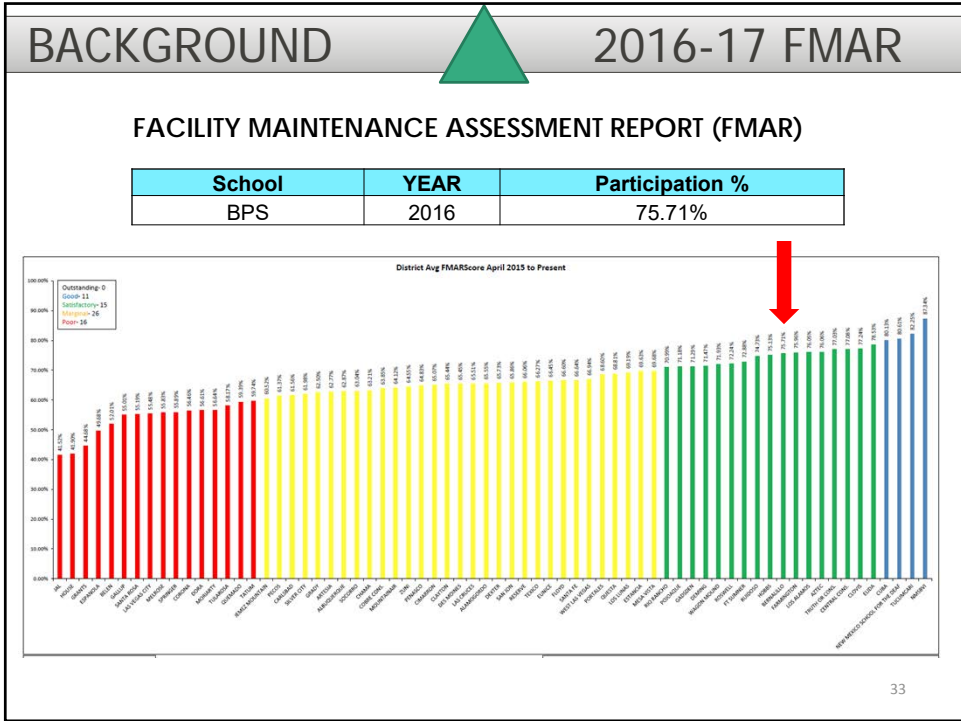
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we can't predict the future...

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Academic Skills



2017
Focus of
Education
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'TOTAL STUDENT'

Social Skills



Wellness Skills

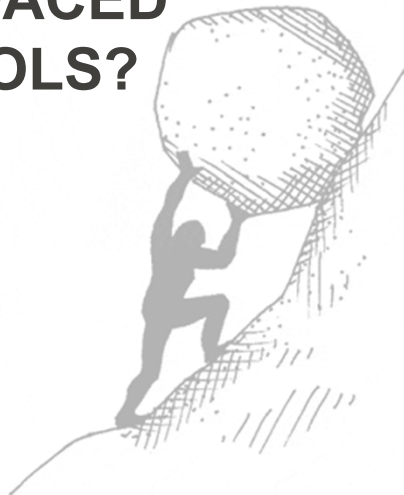


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**WHAT ARE POSITIVE
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**WHAT ARE THE
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CHALLENGES FACED
BY BPS SCHOOLS?**



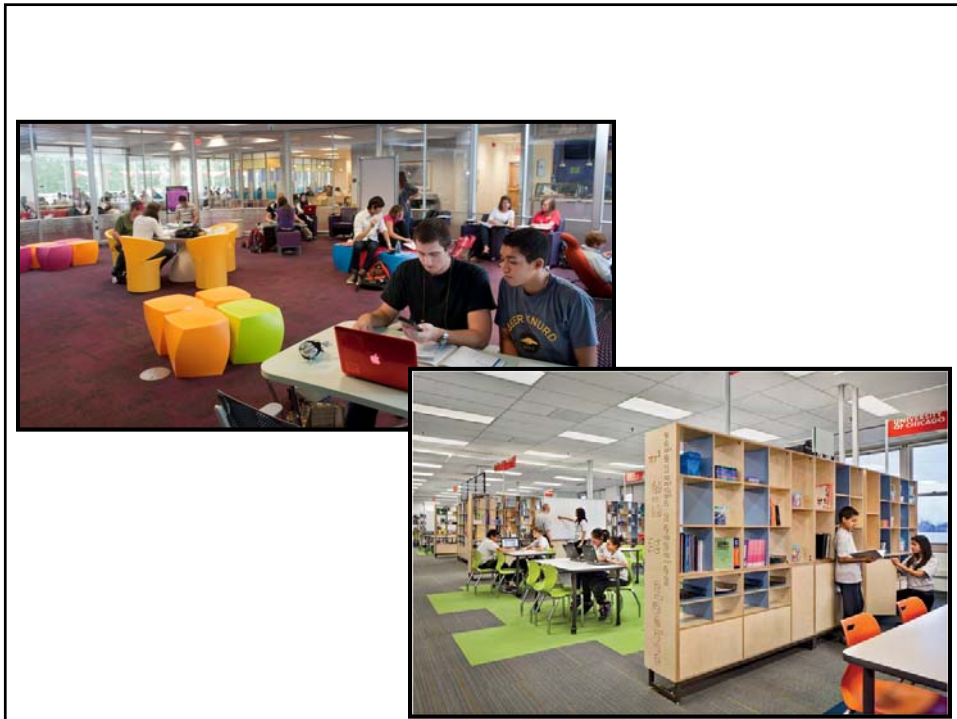
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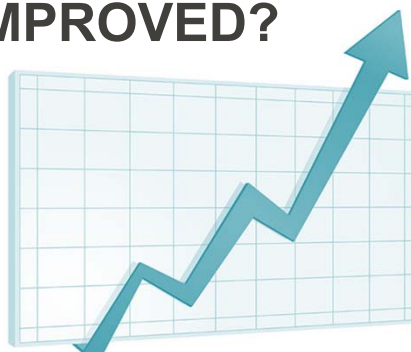
43



WHAT IS THE LONG RANGE VISION OF THE DISTRICT FOR EDUCATIONAL PROGRAM DELIVERY TRENDS?

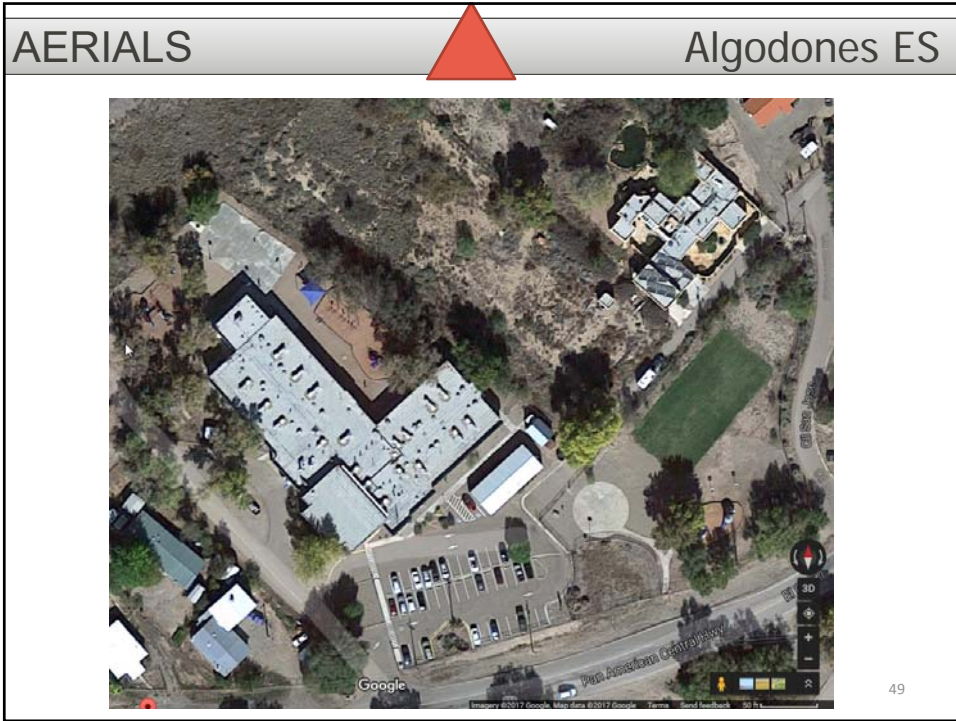


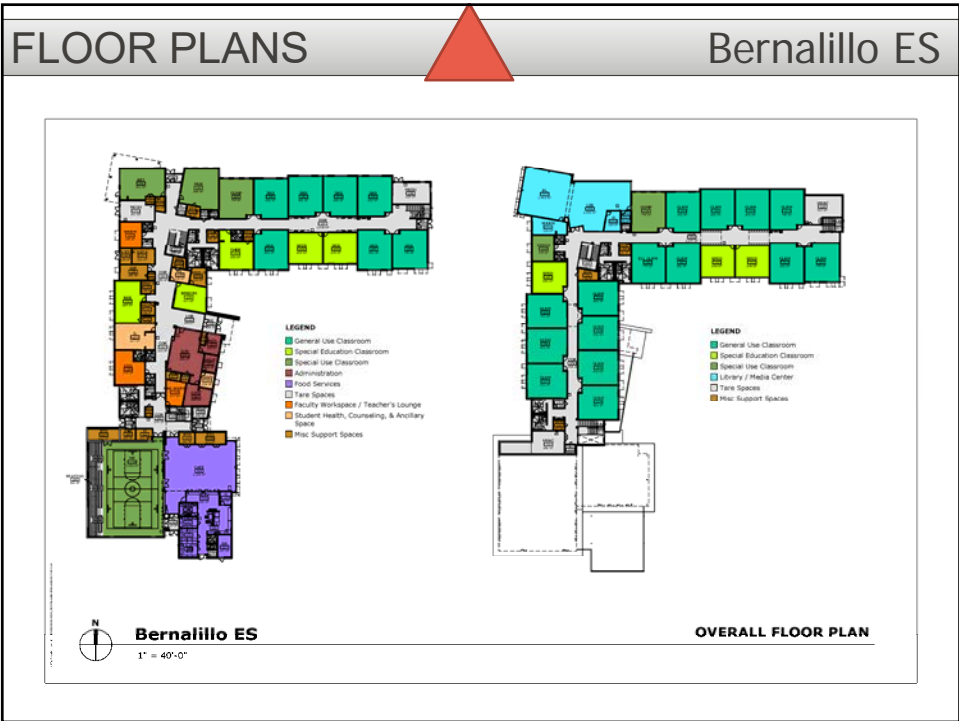
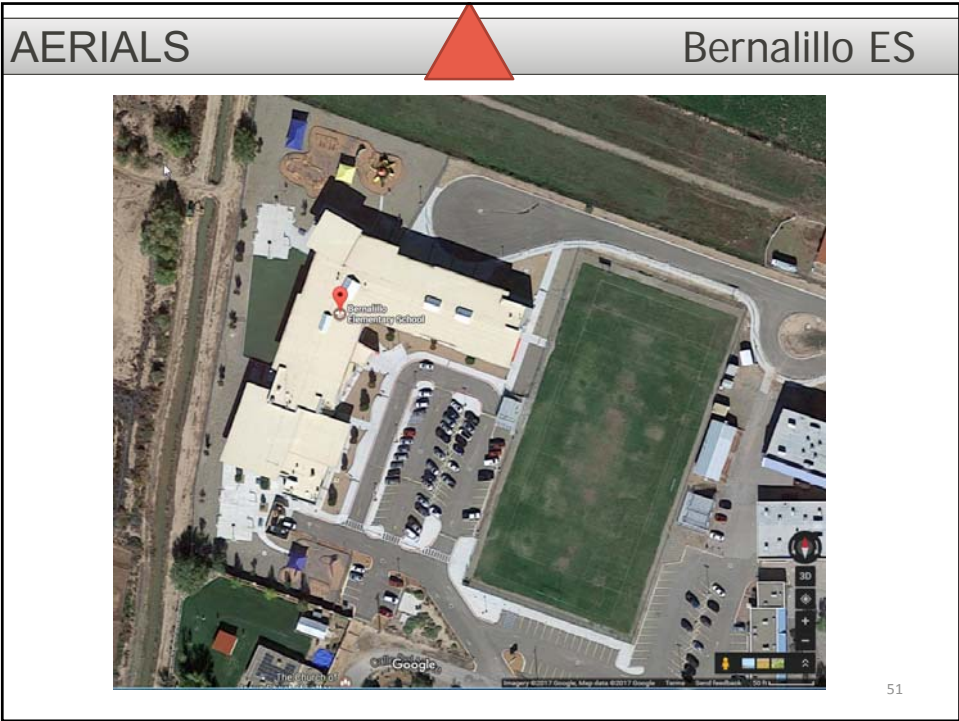
IN THE NEXT FIVE PLUS YEARS, WHAT ARE SOME FEATURES / BUILDING SYSTEMS OF DISTRICT FACILITIES THAT NEED TO BE UPGRADED OR IMPROVED?

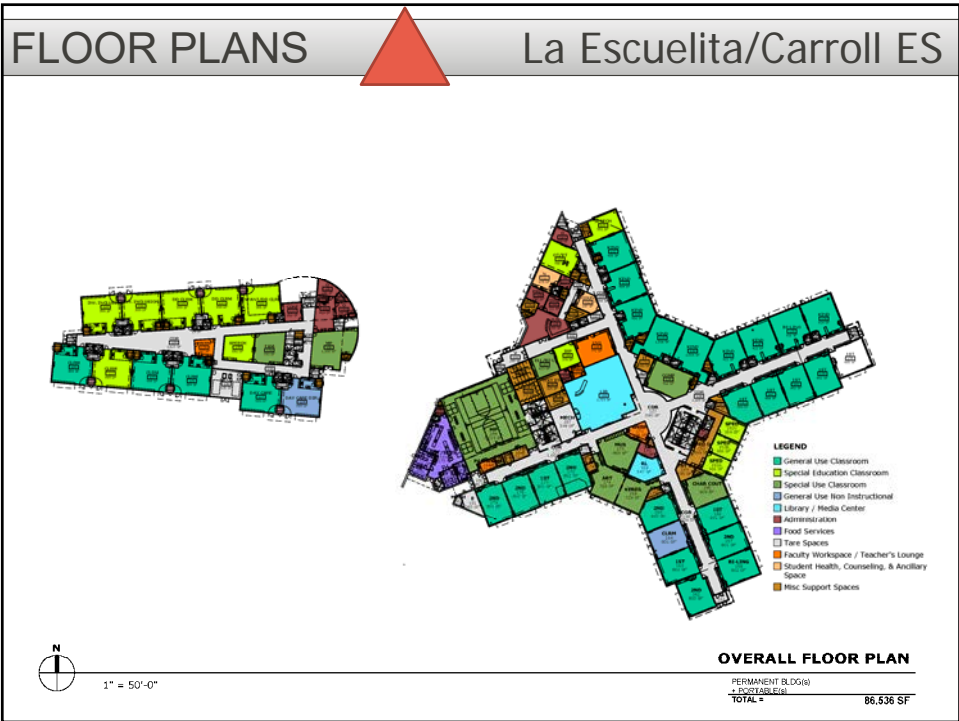


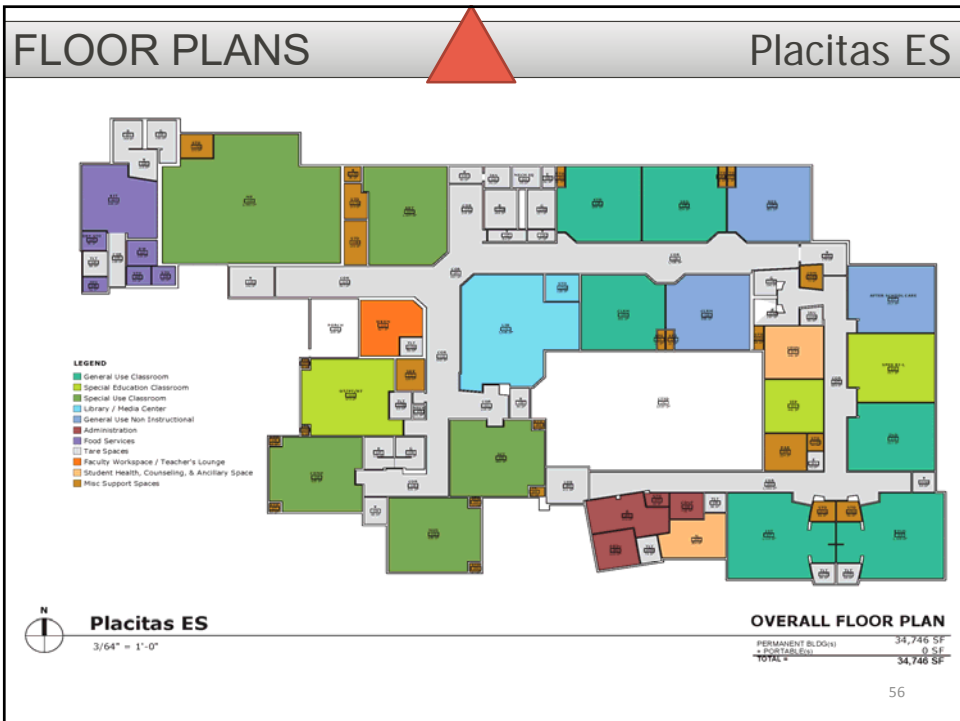
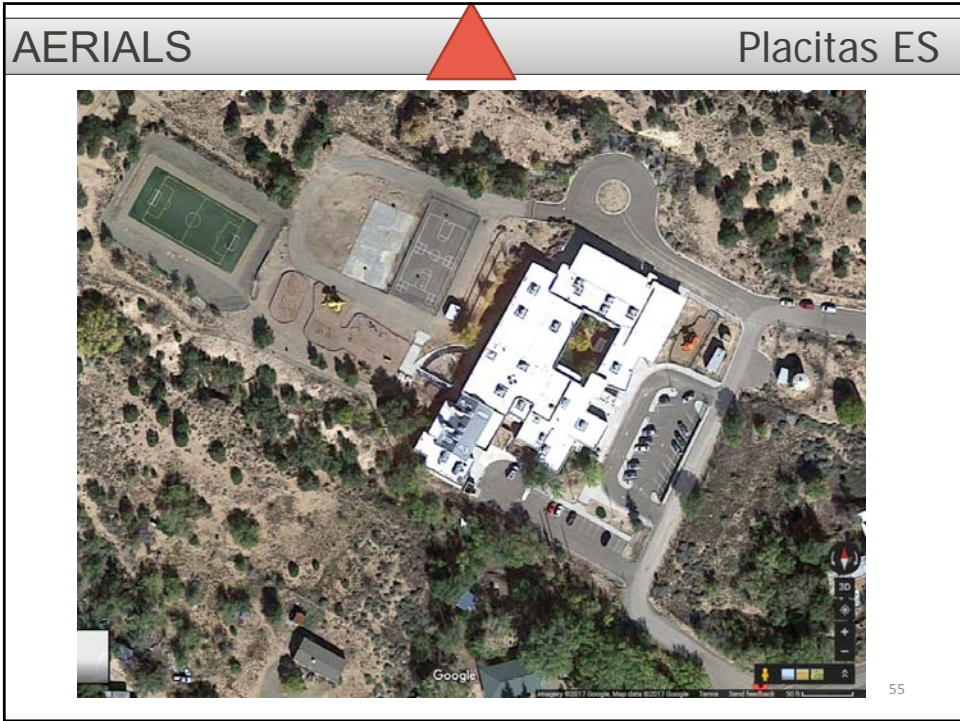
HOW DO EXTRACURRICULAR ACTIVITIES FIT INTO THE FMP?

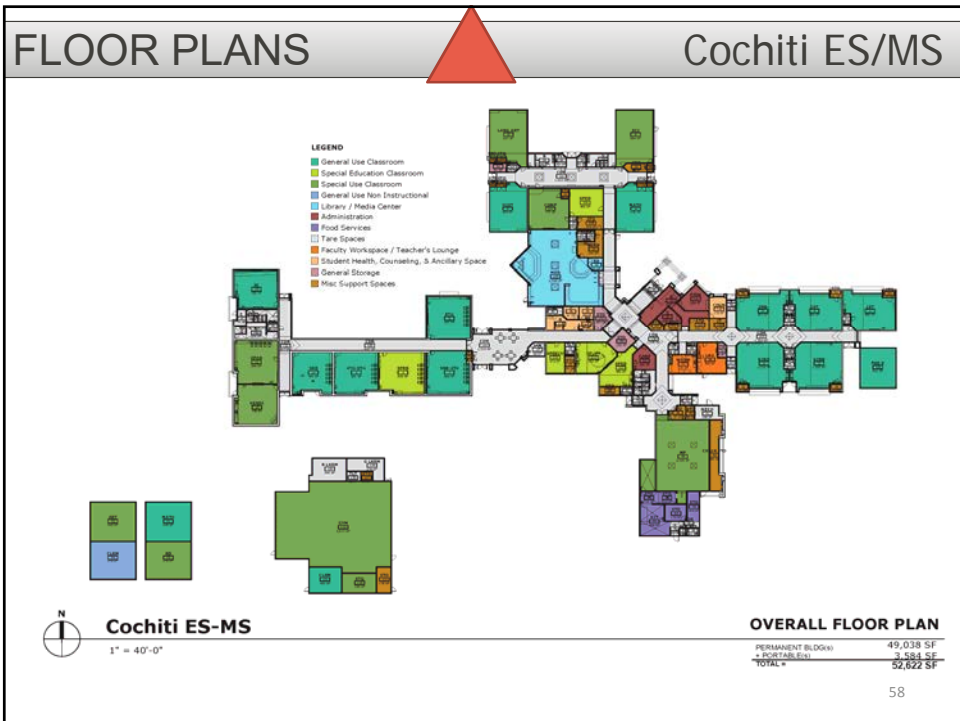


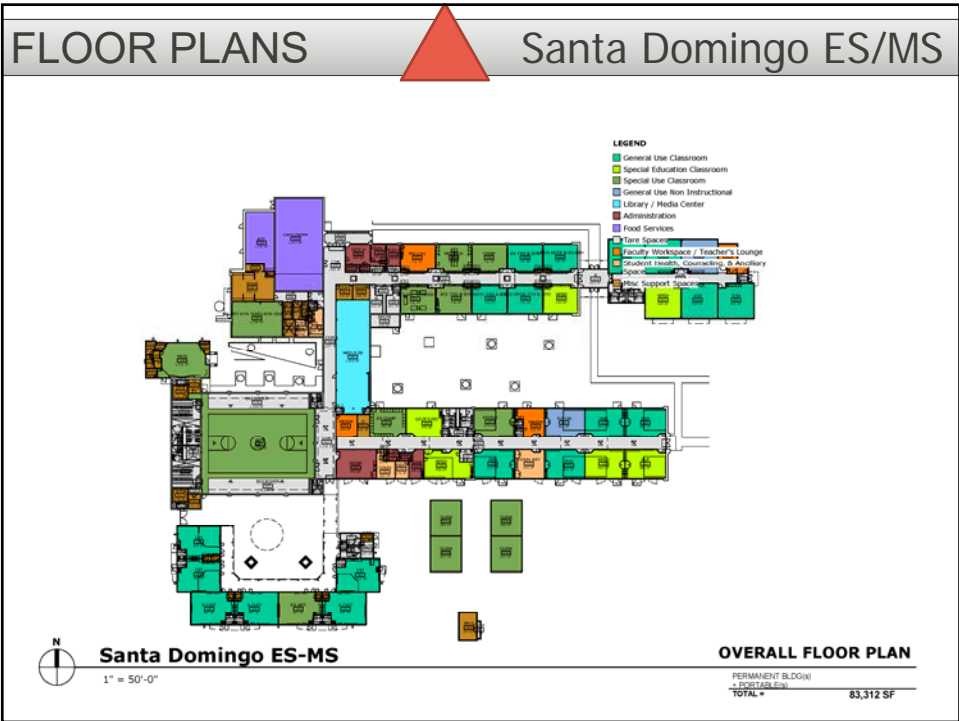


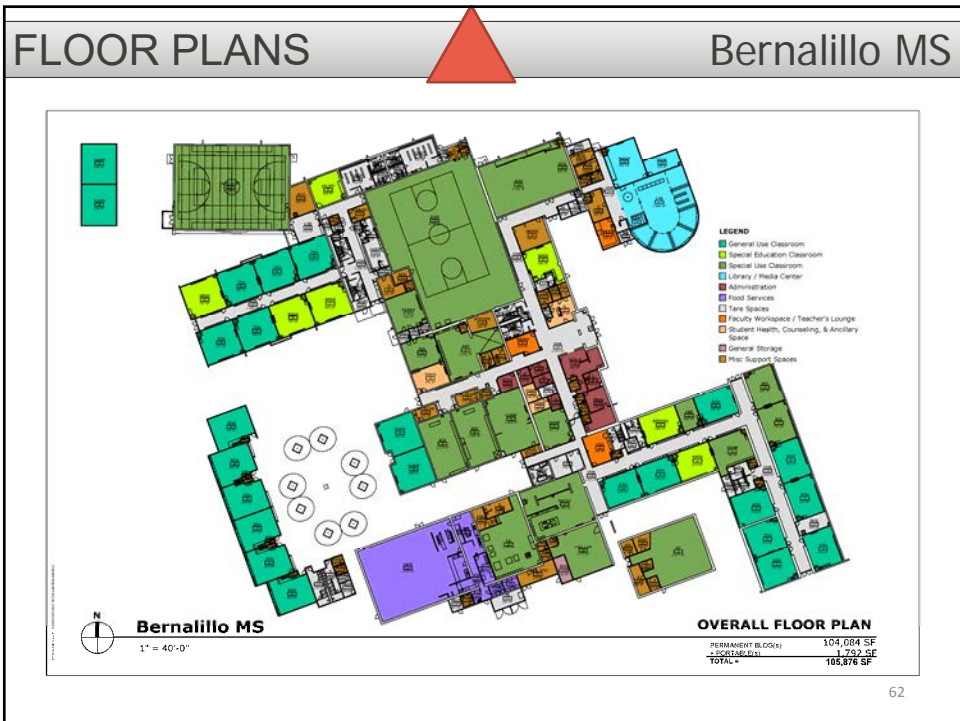


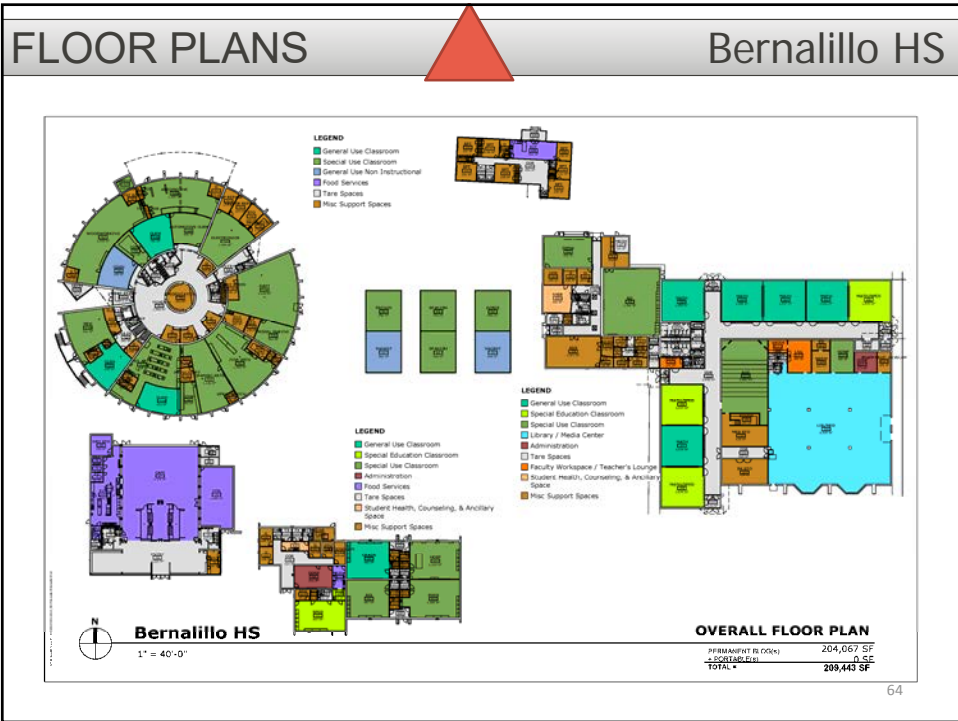
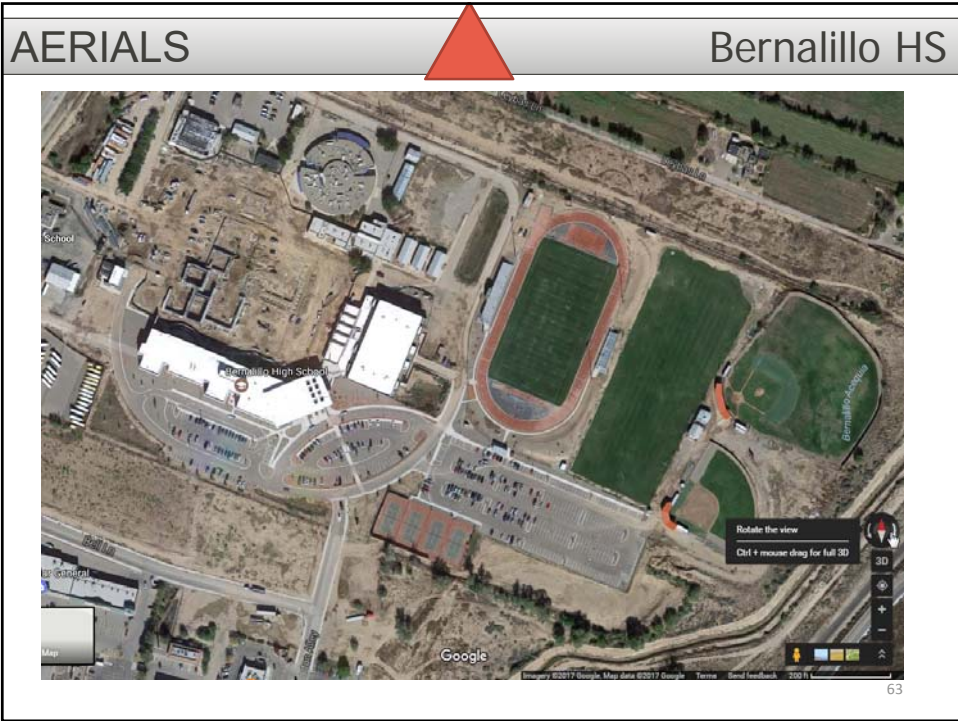


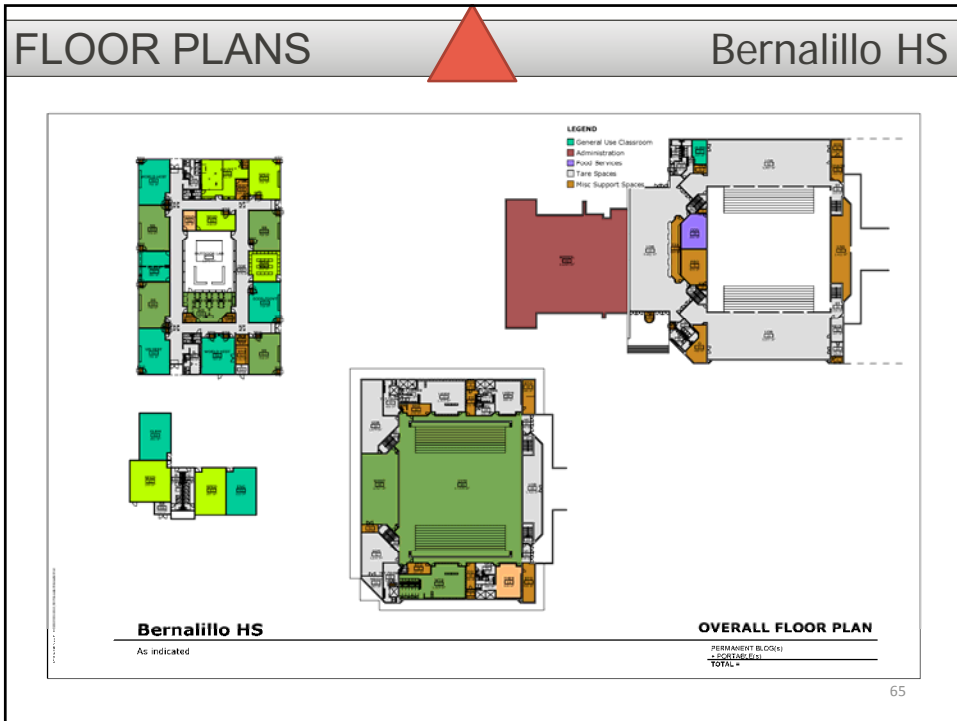












Thank You
FOR
YOUR TIME
AND
INPUT

66



Bernalillo Public Schools
FACILITIES MASTER PLAN
2018-2023
School Board Meeting: May 11, 2017

1

AGENDA

Bernalillo Public Schools

2018-23 FMP

- FMP Purpose
- FMP Objective
- FMP Partnerships
- FMP Process
- FMP Schedule
- Background Information
- FMP Goals and Objectives

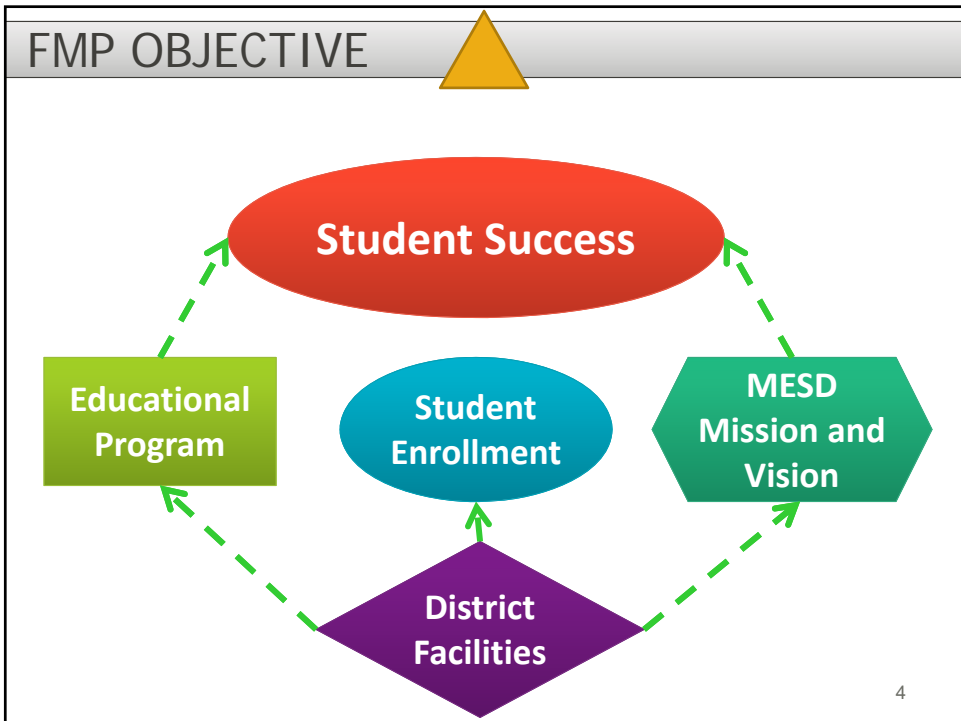
2

FMP PURPOSE



Develop a Plan / Road Map for school facilities which will support the School's Mission and Educational Program for *Student Success*

3



Bernalillo Public School District 2017

Mission

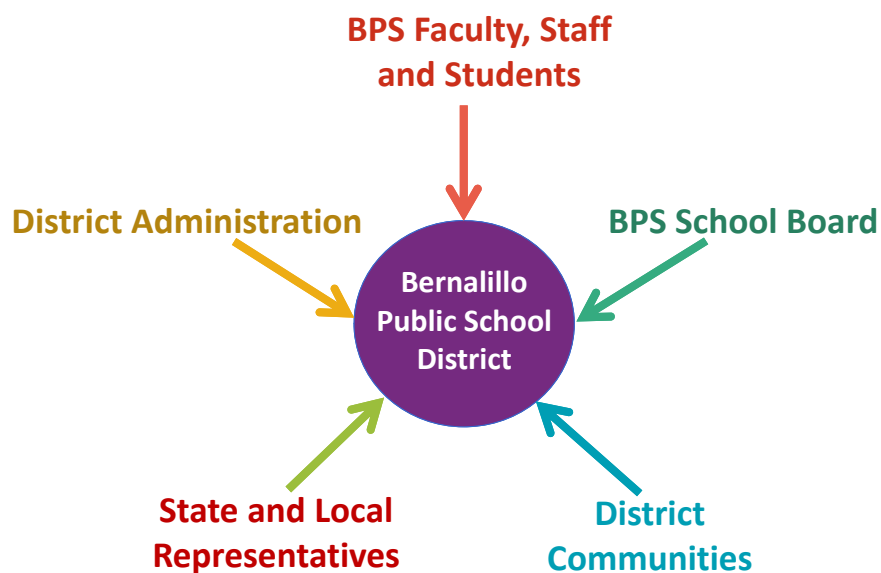
Bernalillo Public Schools is committed to student achievement and the graduation of all students.

Vision

Bernalillo Public Schools challenges our diverse student community with a rigorous education.

5

FMP PARTNERSHIPS



6

FMP PARTNERSHIPS  PSFA Standards



Requirements:

- ✓ Facilities Master Plan Checklist
- ✓ Enrollment
- ✓ Facility Utilization


District Issues, Concerns & Needs:

- ✓ Life Health Safety
- ✓ Technology
- ✓ Preventive Maintenance
- ✓ Efficient / Effective Use of Square Footage

7


BACKGROUND  PSFA Map Resources

www.nmpsfa.org




New Mexico Public School Facilities Authority
Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students and educators.

Home	Facility Planning	Funding	Project Development	Facility Management	Administrative	Broadband
------	-------------------	---------	---------------------	---------------------	----------------	-----------



About Us | Calendar | Training | GIS Map



BACKGROUND
PSFA Map Resources



New Mexico Public School Facilities Authority

PSFA GIS Content



[New Mexico Public School Facilities Authority GIS Map](#)



[PSCOC Awards History](#)

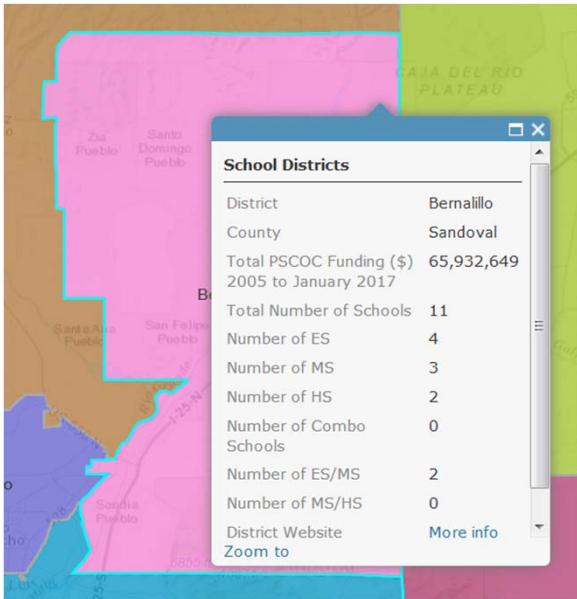


[Systems Set To Expire 2016-2021](#)

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9

BACKGROUND
District Information

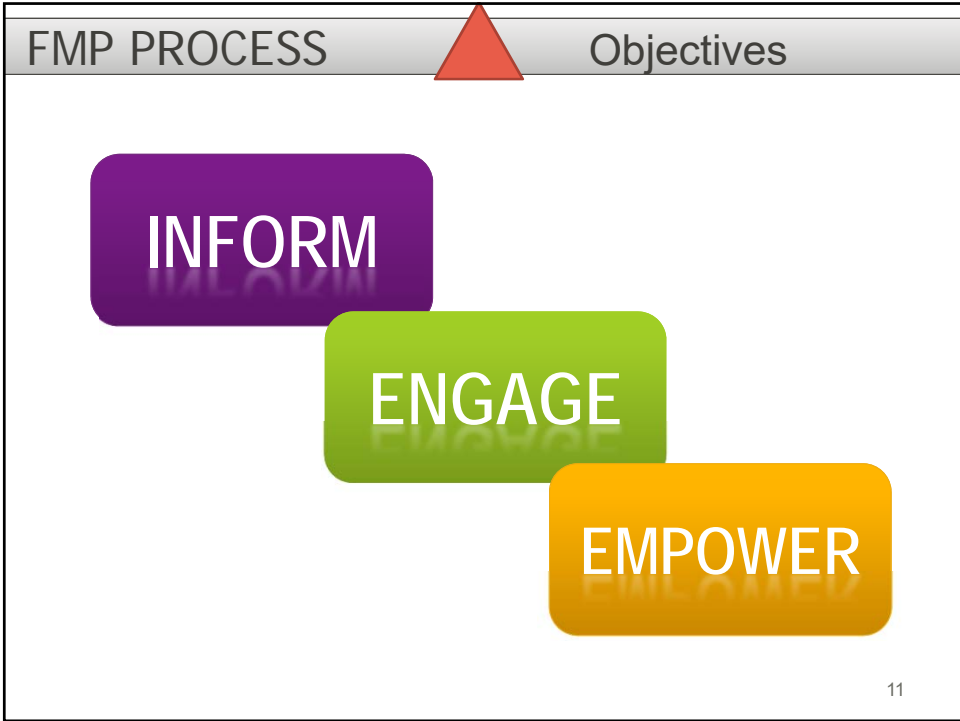


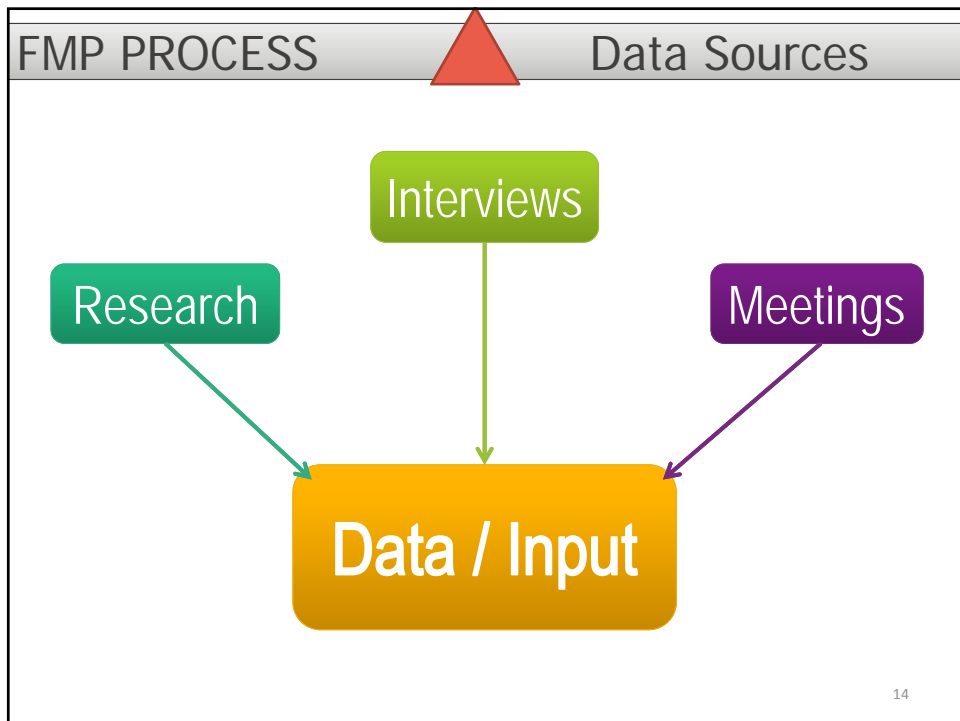
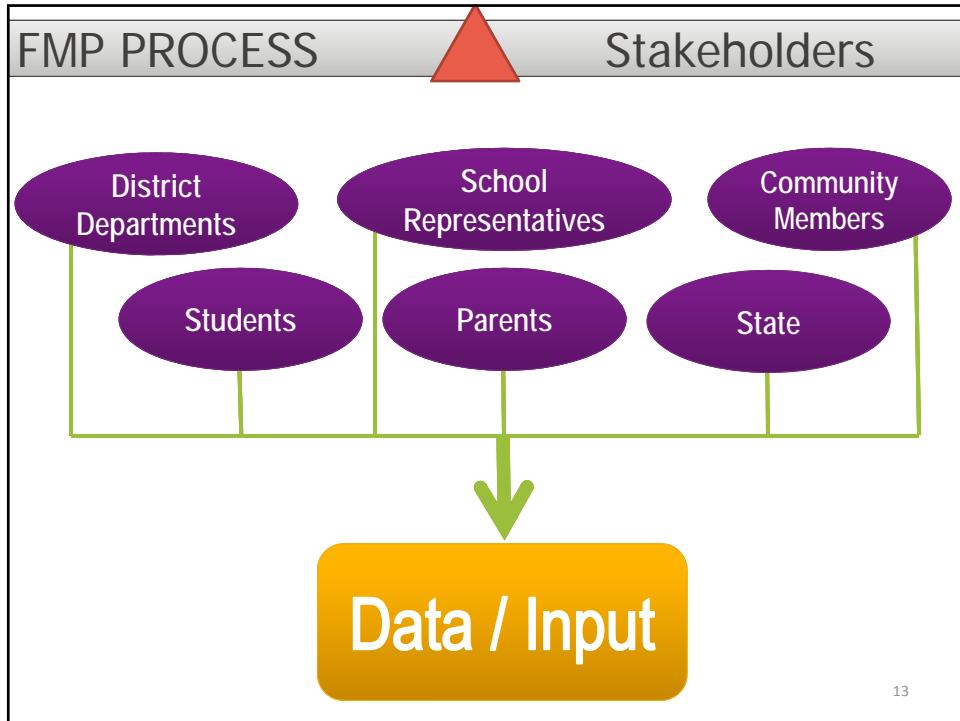
School Districts

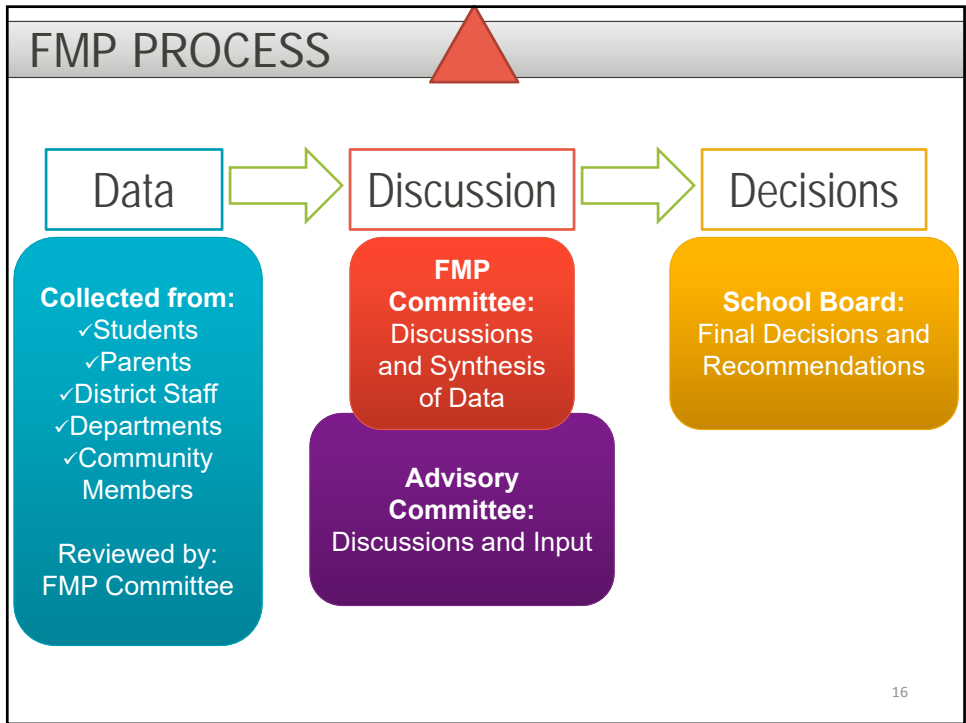
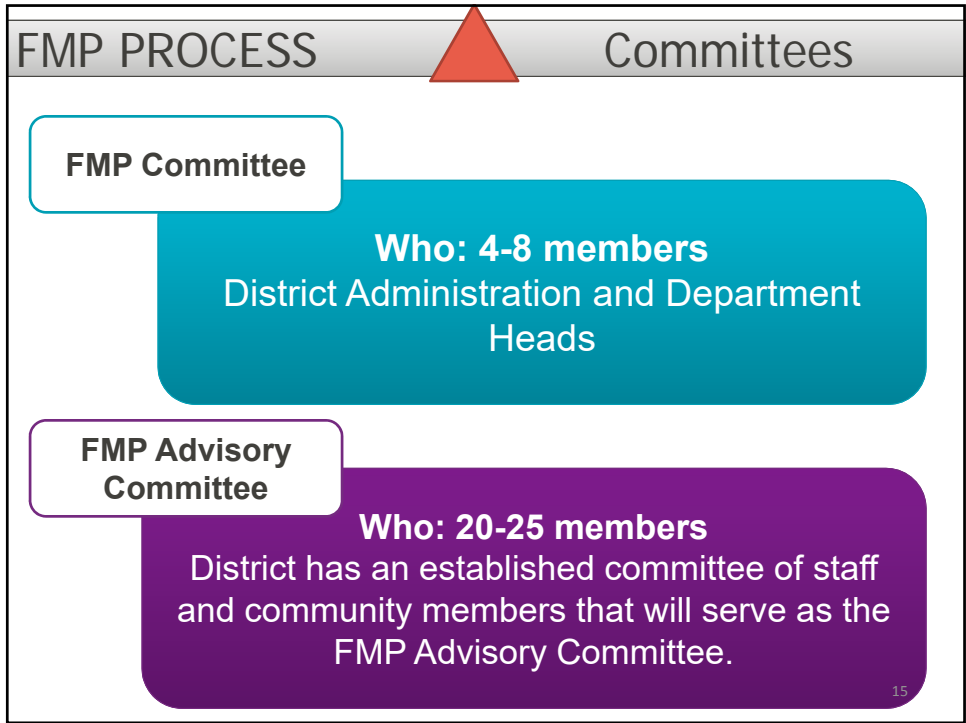
District	Bernalillo
County	Sandoval
Total PSCOC Funding (\$) 2005 to January 2017	65,932,649
Total Number of Schools	11
Number of ES	4
Number of MS	3
Number of HS	2
Number of Combo Schools	0
Number of ES/MS	2
Number of MS/HS	0
District Website	More info
Zoom to	

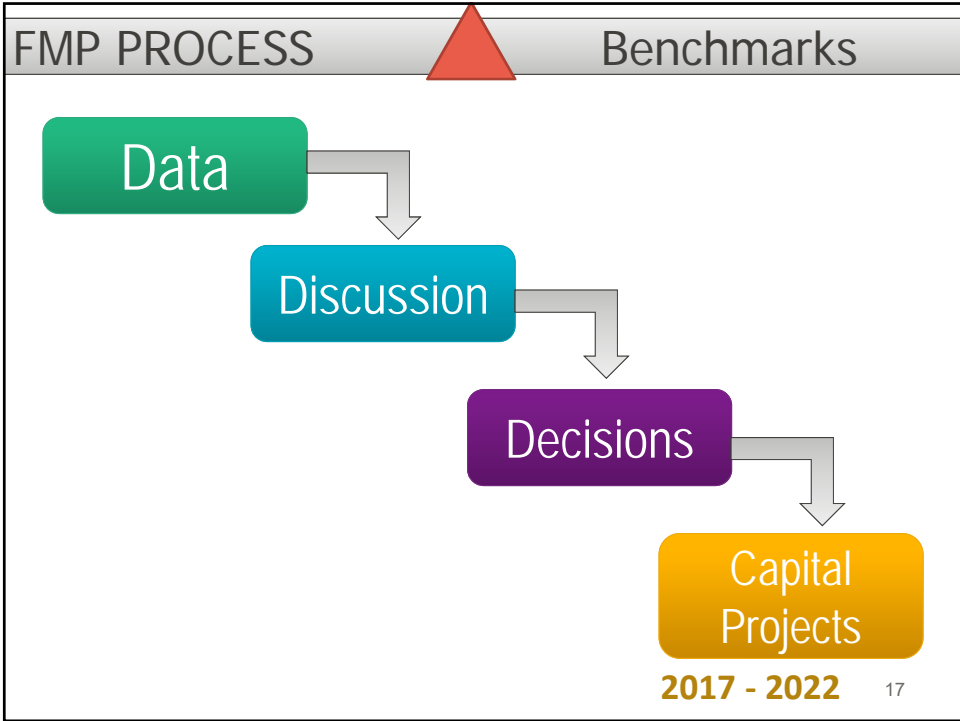
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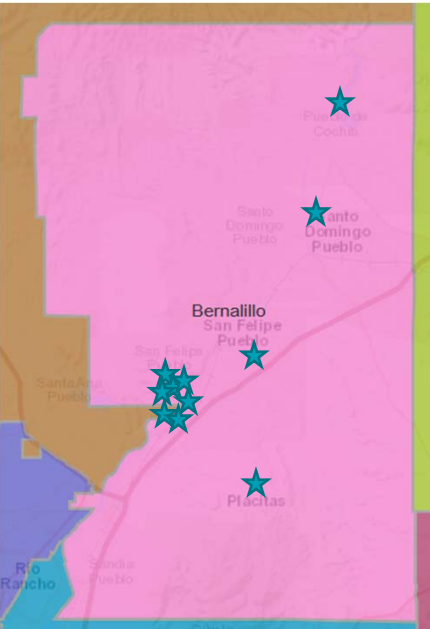


BERNALILLO PUBLIC SCHOOLS
EDUCATE & GRADUATE

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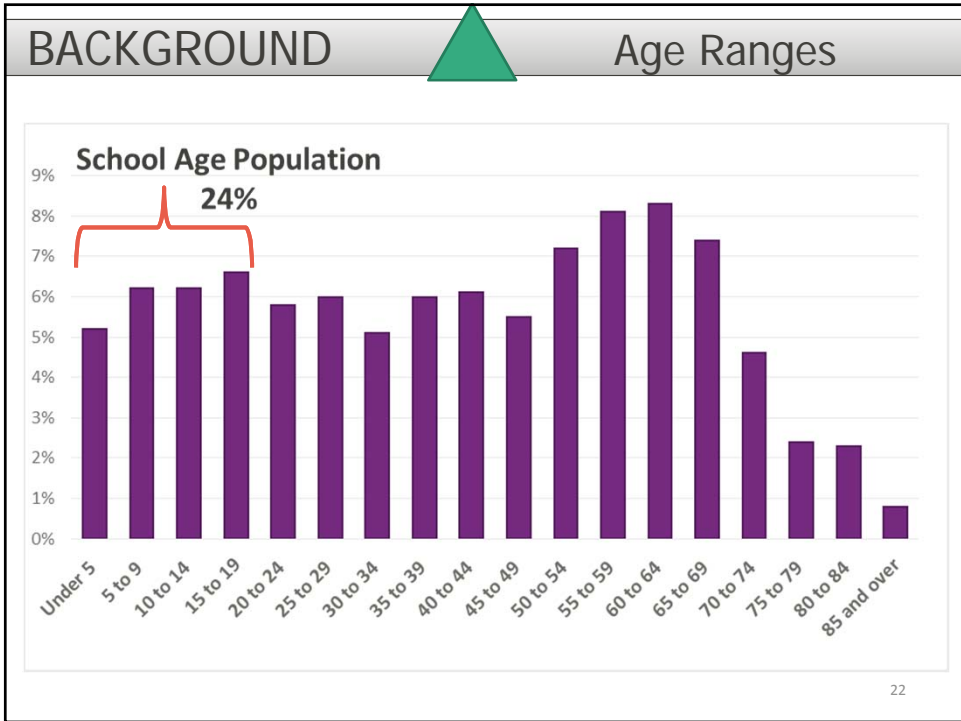
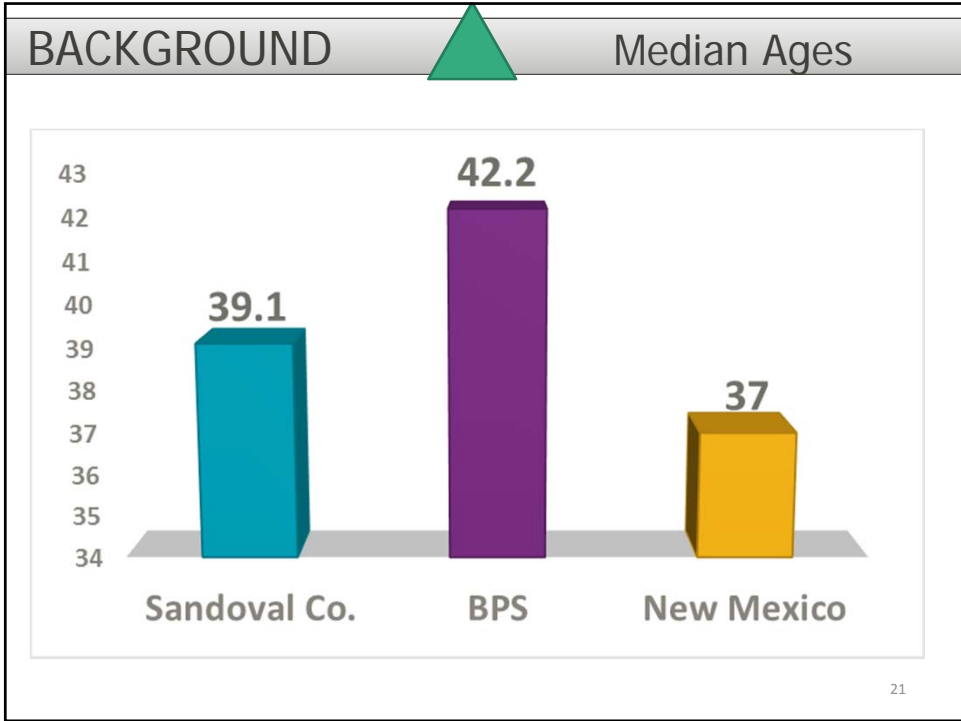
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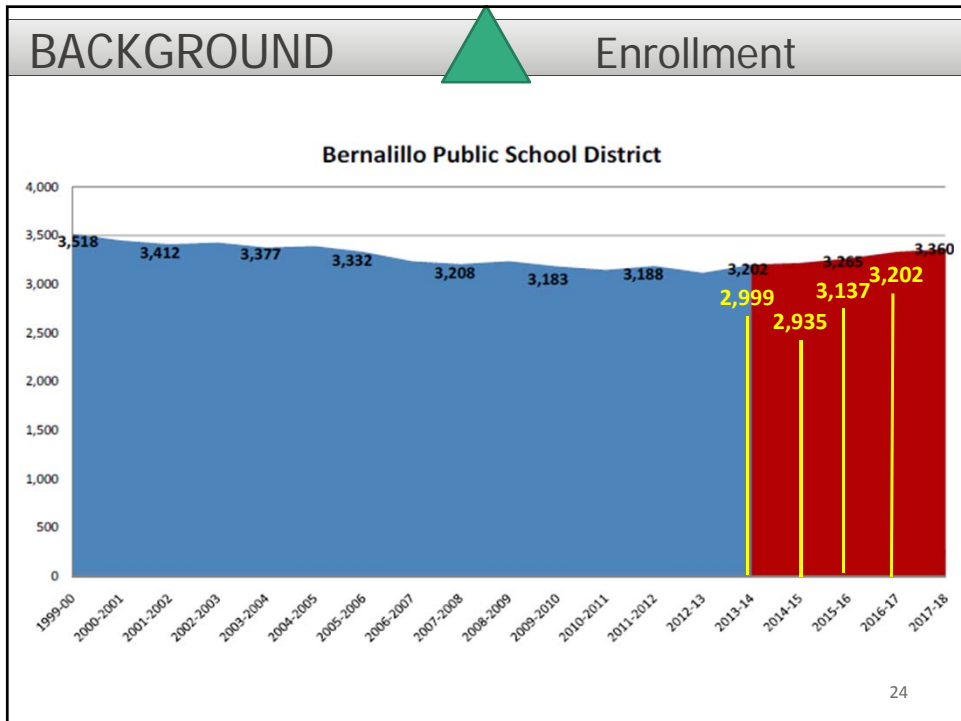
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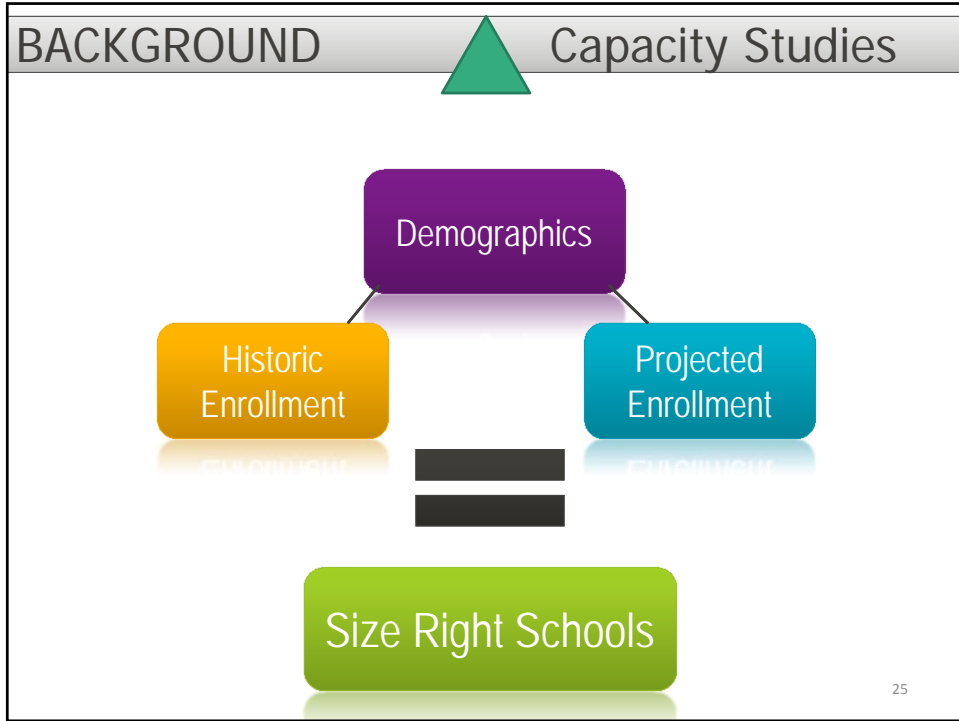


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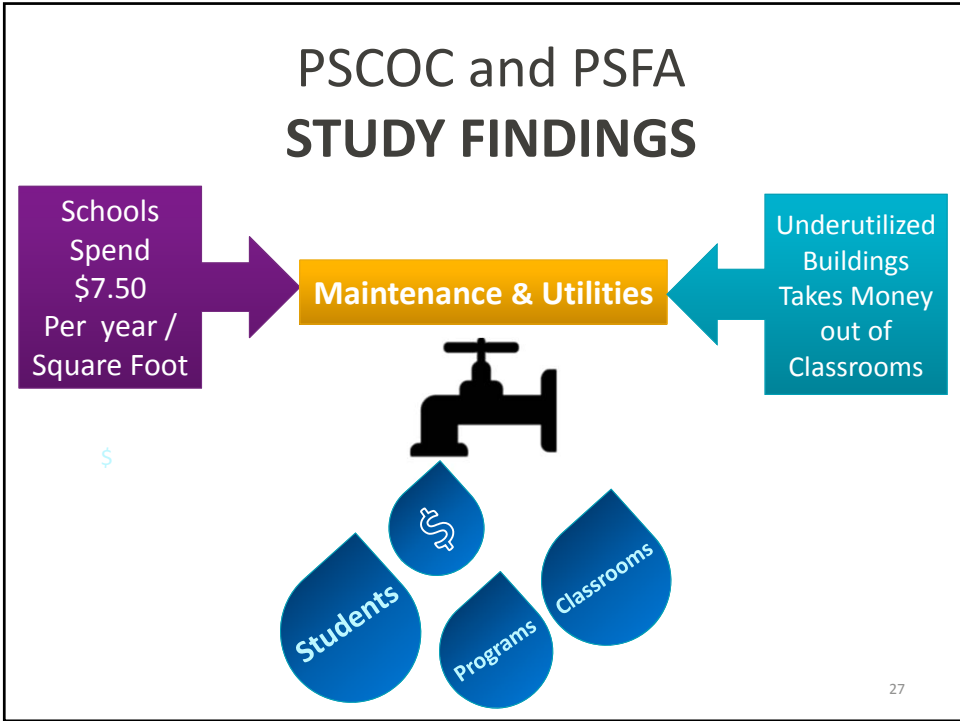
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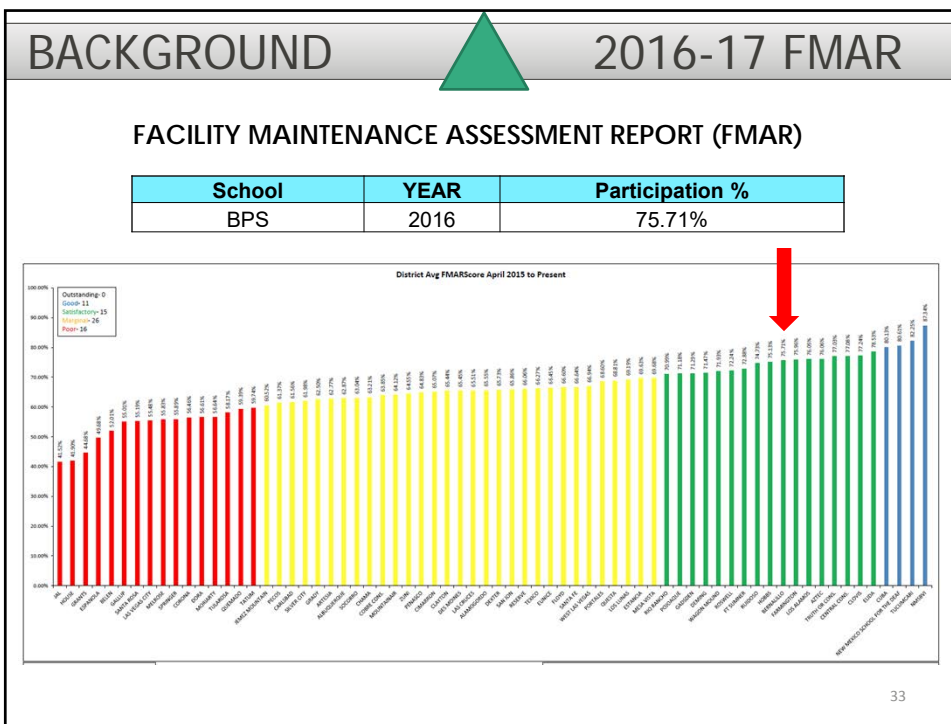
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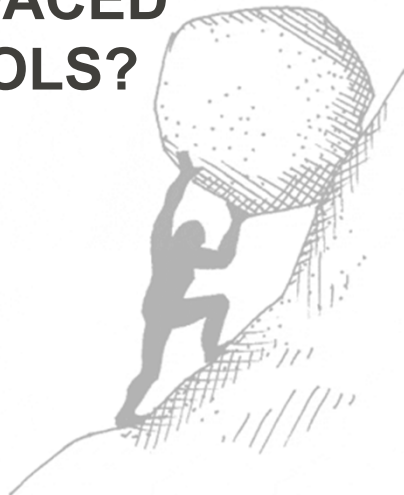


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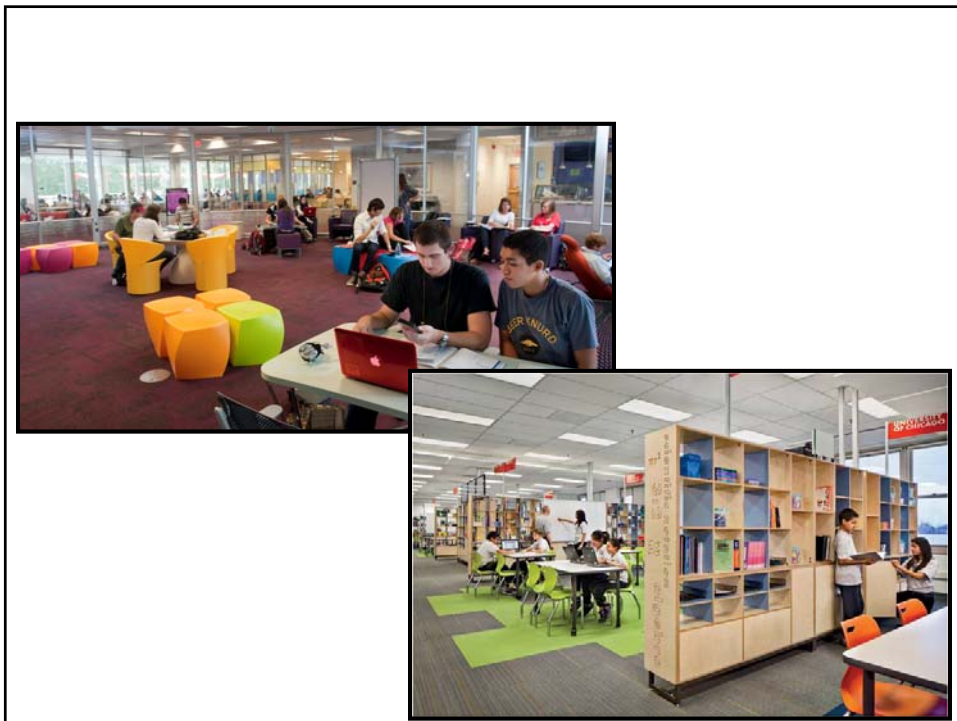
WHAT WILL EDUCATION IN BPS LOOK LIKE IN 5, 10, 25, 50 YEARS?



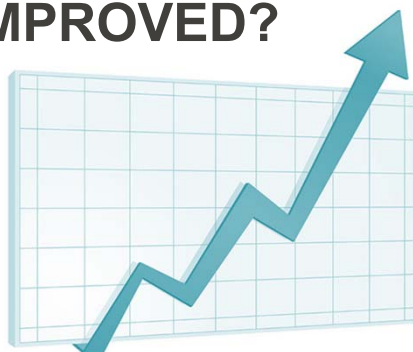
43



WHAT IS THE LONG RANGE VISION OF THE DISTRICT FOR EDUCATIONAL PROGRAM DELIVERY TRENDS?



IN THE NEXT FIVE PLUS YEARS, WHAT ARE SOME FEATURES / BUILDING SYSTEMS OF DISTRICT FACILITIES THAT NEED TO BE UPGRADED OR IMPROVED?




HOW DO EXTRACURRICULAR ACTIVITIES FIT INTO THE FMP?






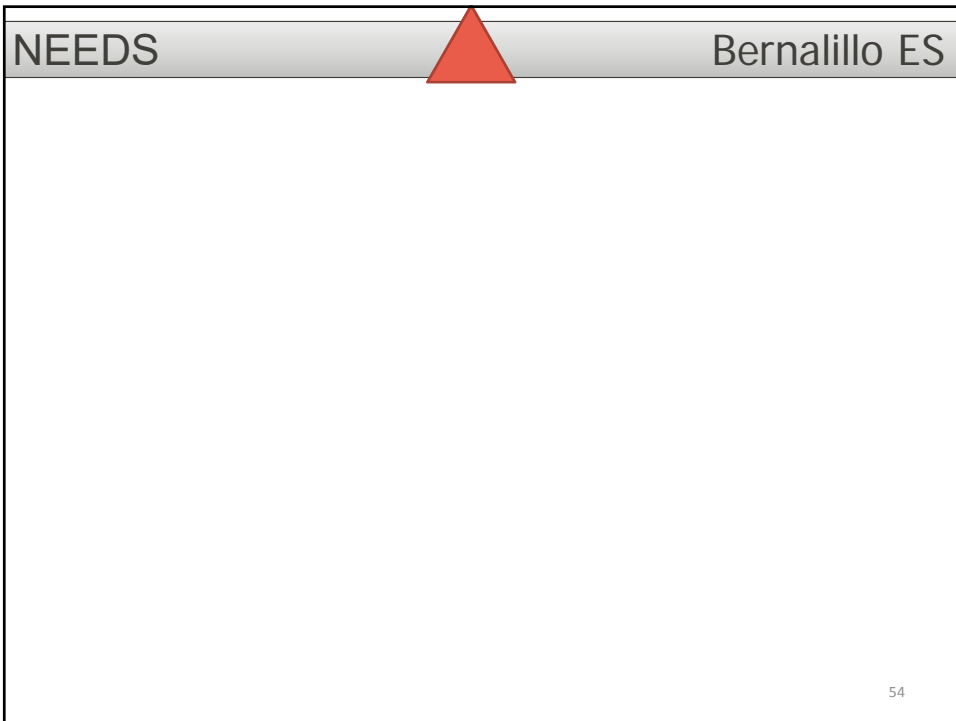
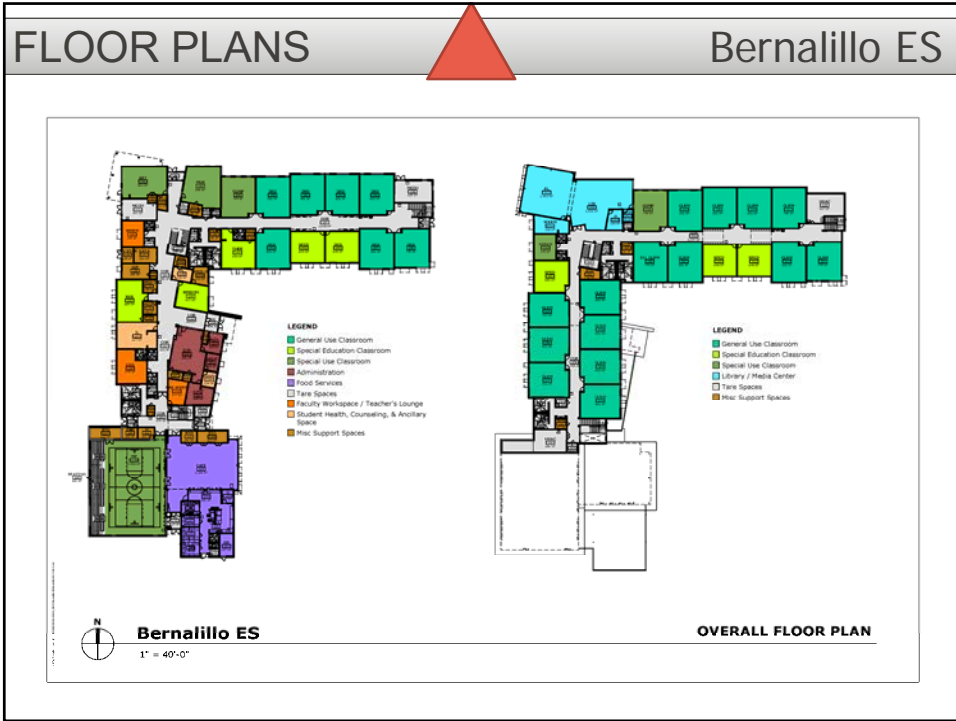
NEEDS  Algodones ES

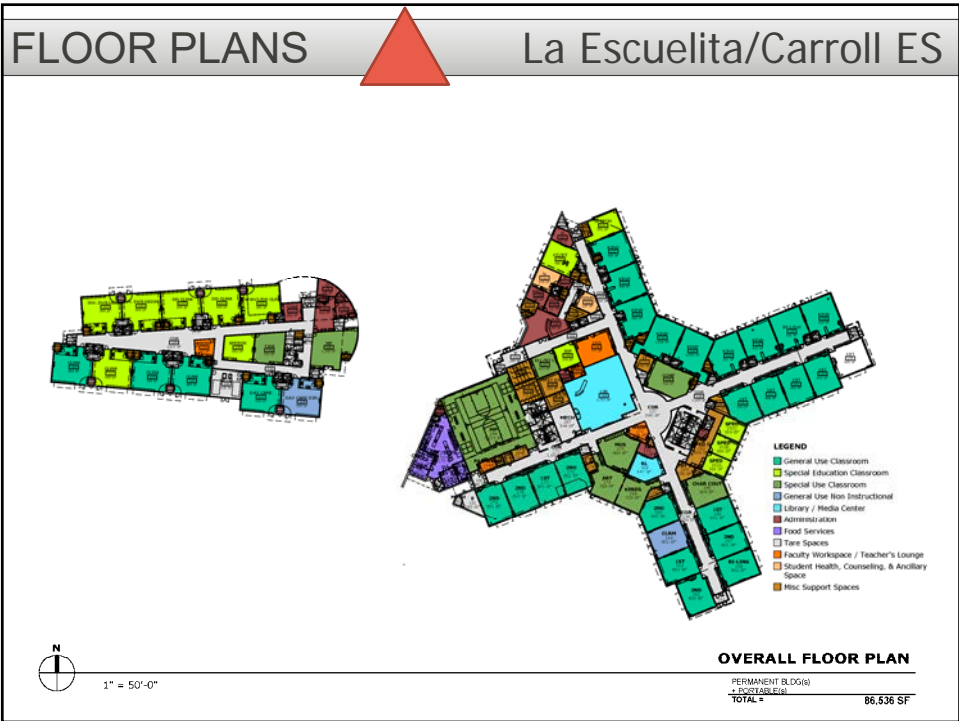
51

AERIALS  Bernalillo ES



52






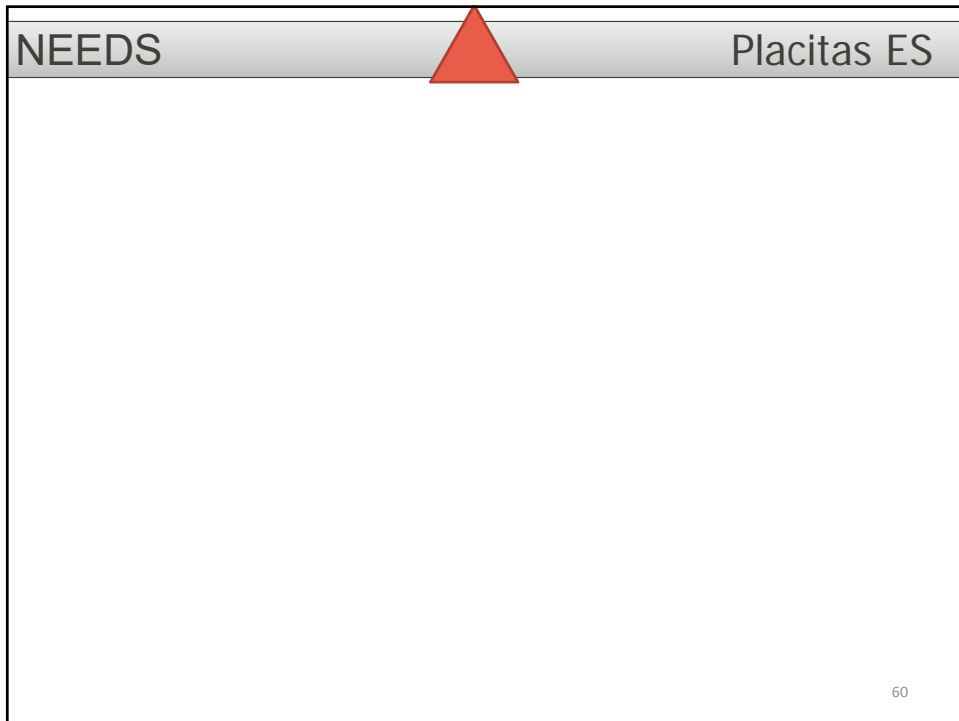
NEEDS ▲ La Escuelita/Carroll ES

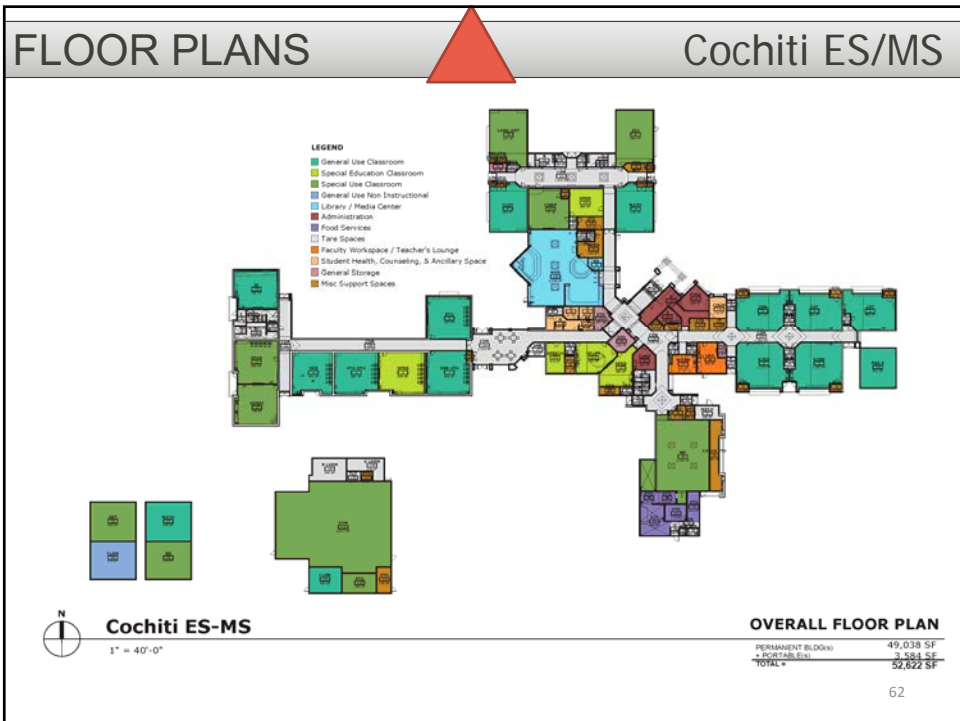
57


AERIALS ▲ Placitas ES



58





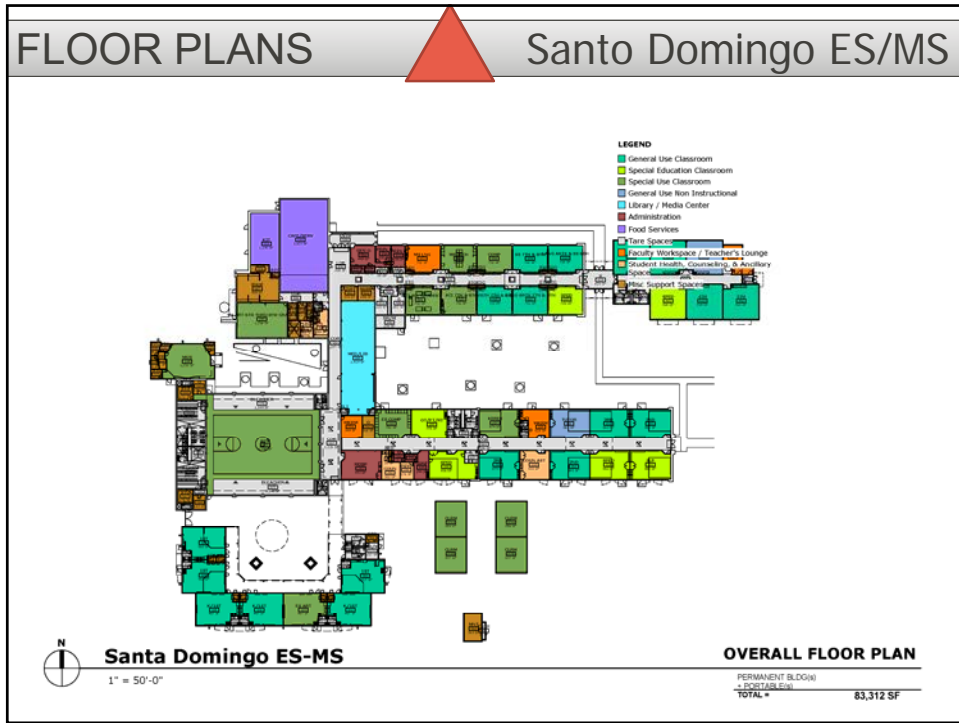
NEEDS  Cochiti ES/MS

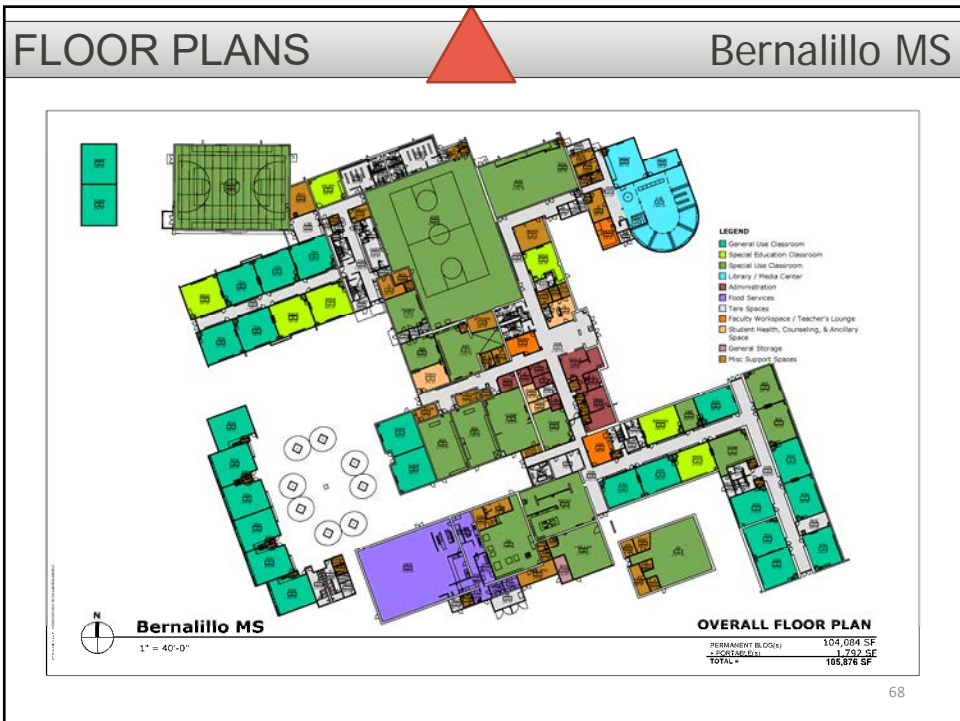
63


AERIALS  Santo Domingo ES/MS




64






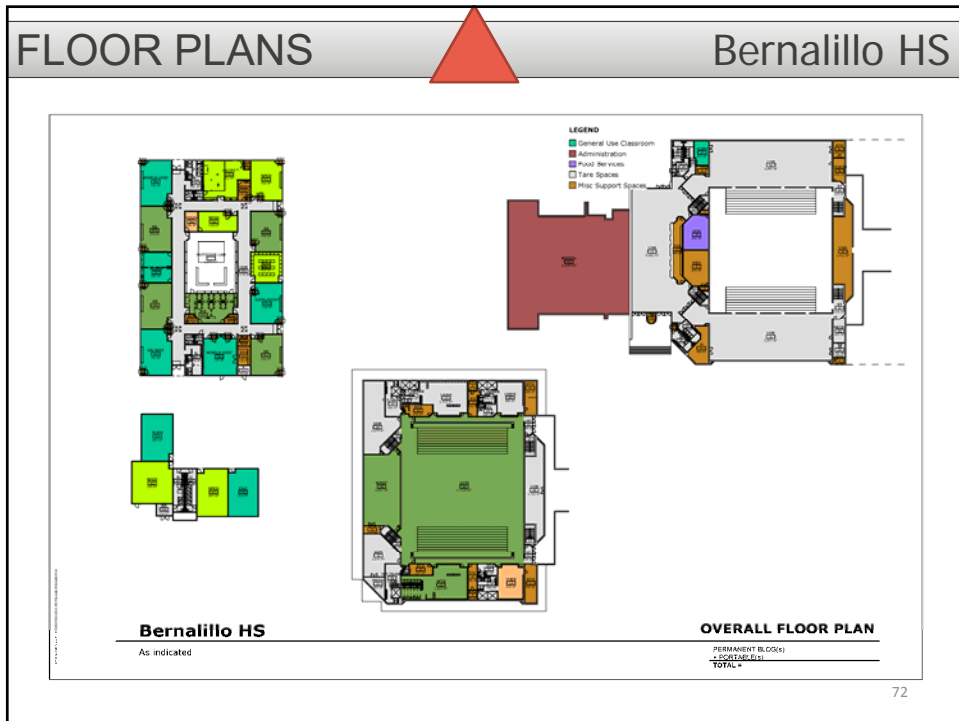
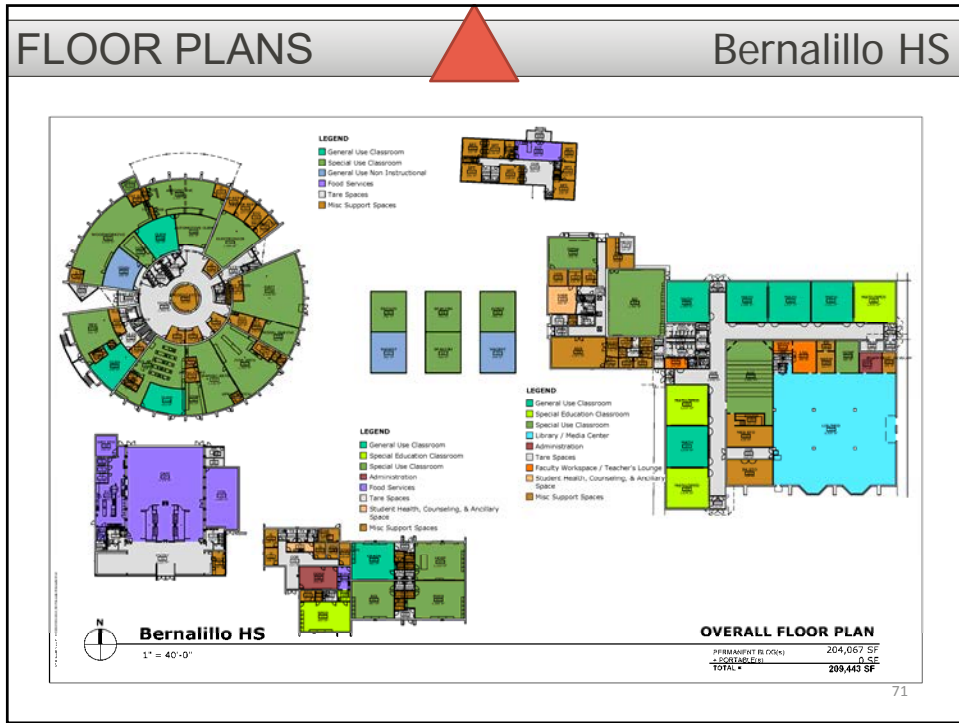
NEEDS  Bernalillo MS


69

AERIALS  Bernalillo HS



70



NEEDS		Bernalillo HS

73

Thank You
FOR
YOUR TIME
AND
INPUT

74



Bernalillo Public Schools
FACILITIES MASTER PLAN
2018-2023
May 31, 2017

1

AGENDA
Bernalillo Public Schools
2018-23 FMP

- FMP Purpose
- FMP Objective
- FMP Partnerships
- FMP Process
- FMP Schedule
- Background Information
- FMP Goals and Objectives

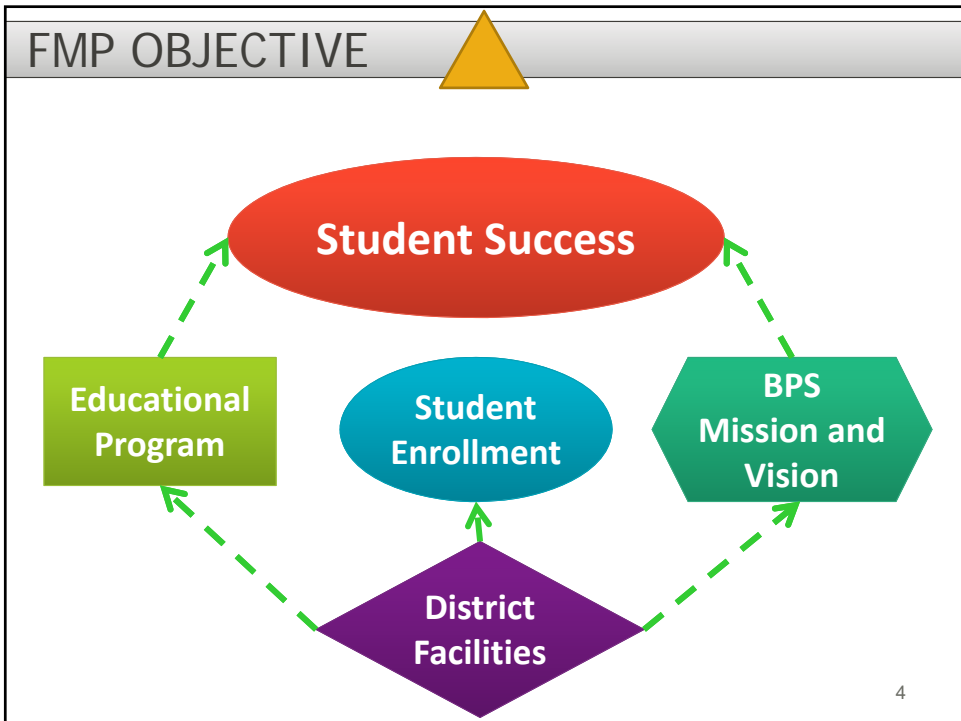
2

FMP PURPOSE



Develop a
Plan / Road Map
for school facilities
which will support the
School's Mission
and Educational
Program for
Student Success

3



Bernalillo Public School District 2017

Mission

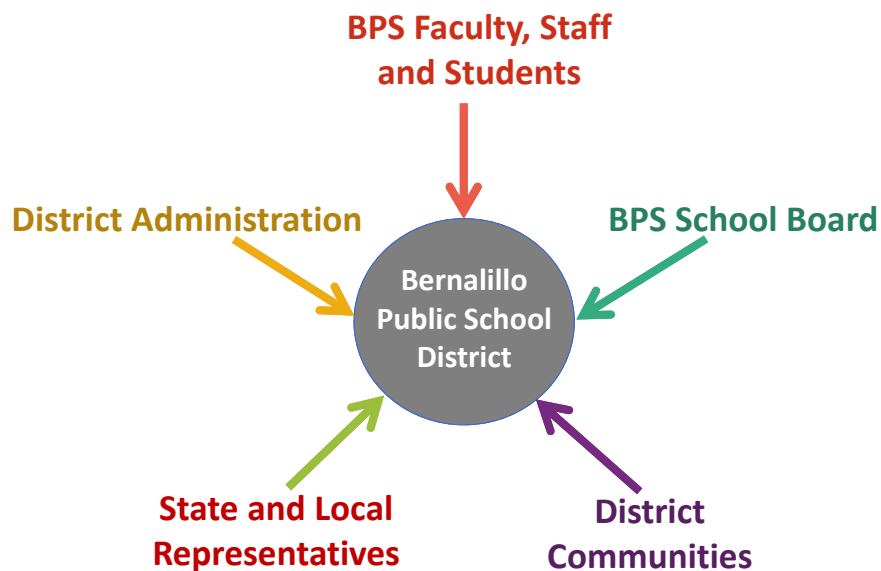
Bernalillo Public Schools is committed to student achievement and the graduation of all students.

Vision

Bernalillo Public Schools challenges our diverse student community with a rigorous education.

5

FMP PARTNERSHIPS



6

FMP PARTNERSHIPS  PSFA Standards




Requirements:

- ✓ Facilities Master Plan Checklist
- ✓ Enrollment
- ✓ Facility Utilization


District Issues, Concerns & Needs:

- ✓ Life Health Safety
- ✓ Technology
- ✓ Preventive Maintenance
- ✓ Efficient / Effective Use of Square Footage

7

BACKGROUND  PSFA Map Resources

www.nmpsfa.org



New Mexico Public School Facilities Authority
Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students and educators.

Home Facility Planning Funding Project Development Facility Management Administrative Broadband

About Us Calendar JANUARY 1 Training GIS Map

BACKGROUND  **PSFA Map Resources**



New Mexico Public School Facilities Authority


PSFA GIS Content

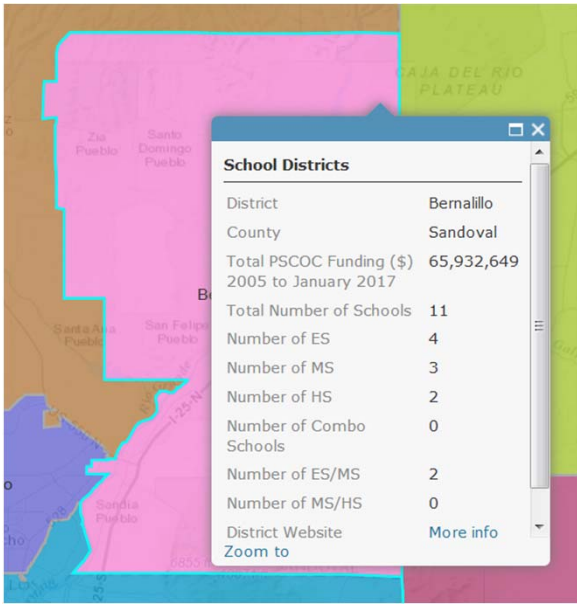


- [New Mexico Public School Facilities Authority GIS Map](#)
- [PSCOC Awards History](#)
- [Systems Set To Expire 2016-2021](#)

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9

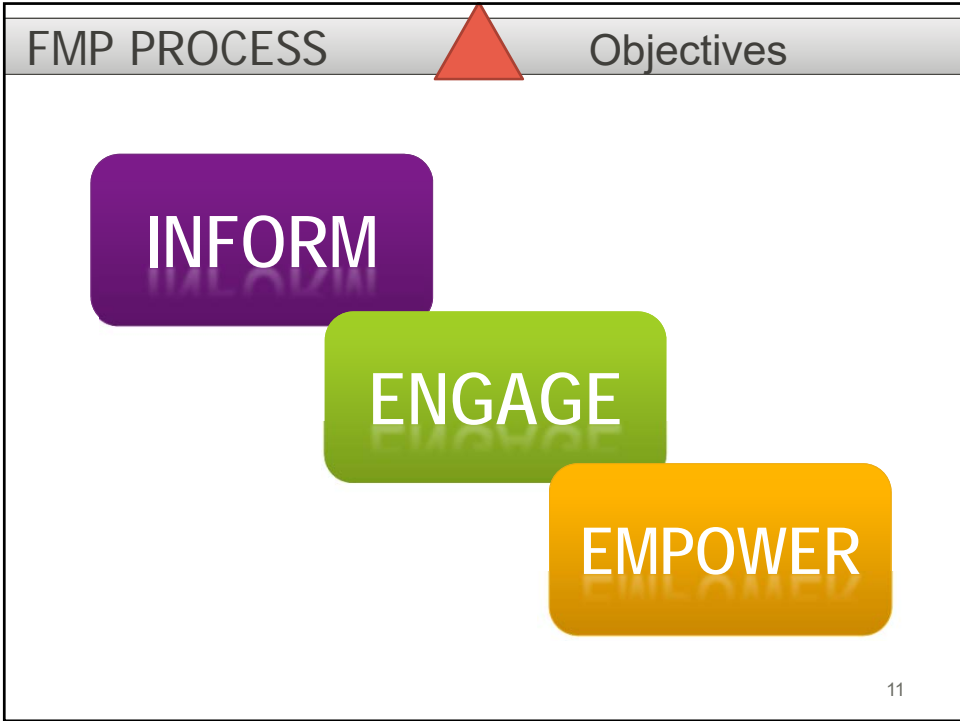
BACKGROUND  **District Information**

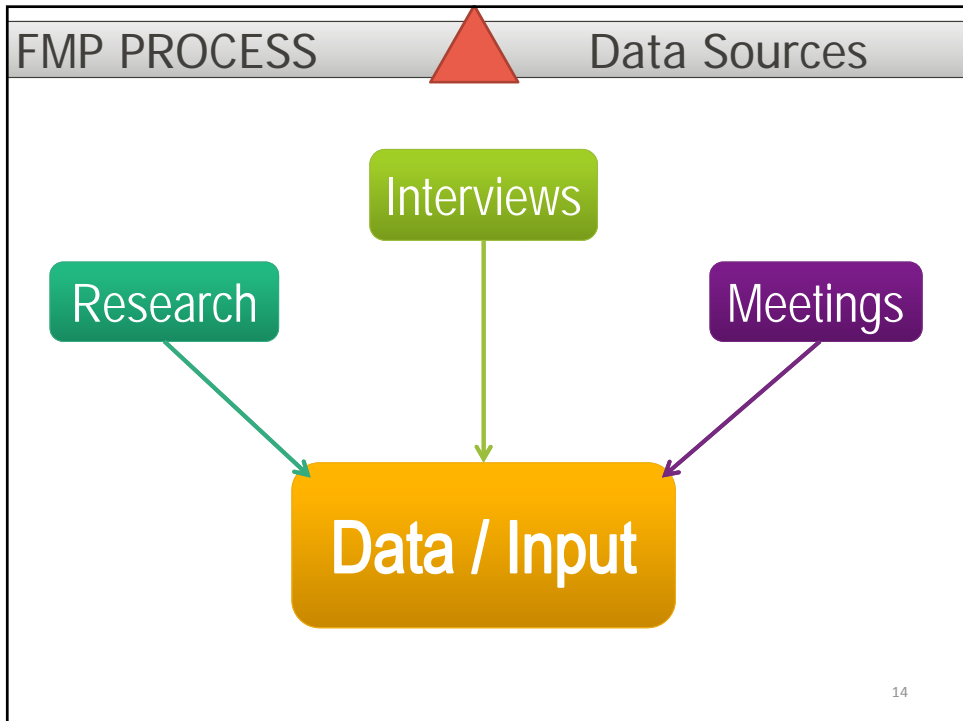
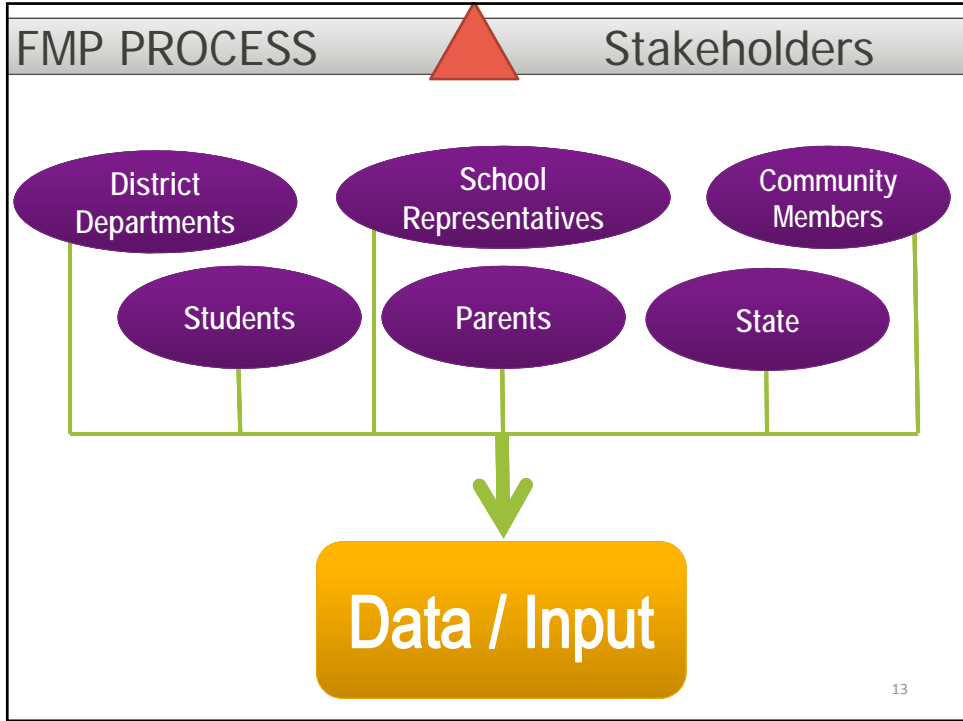


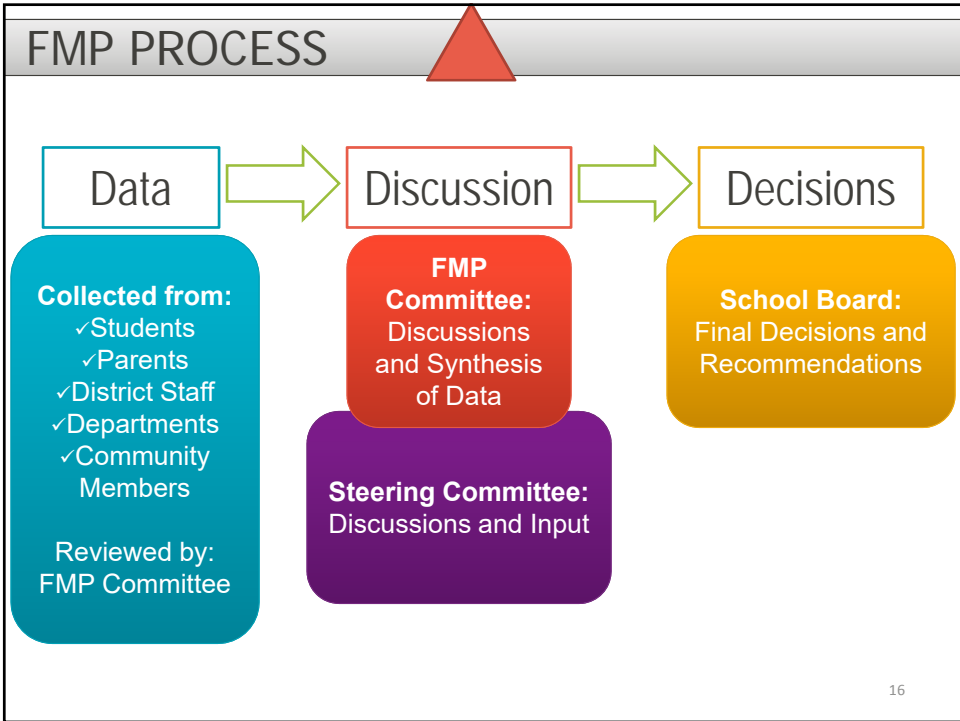
School Districts	
District	Bernalillo
County	Sandoval
Total PSCOC Funding (\$) 2005 to January 2017	65,932,649
Total Number of Schools	11
Number of ES	4
Number of MS	3
Number of HS	2
Number of Combo Schools	0
Number of ES/MS	2
Number of MS/HS	0
District Website	More info
Zoom to	

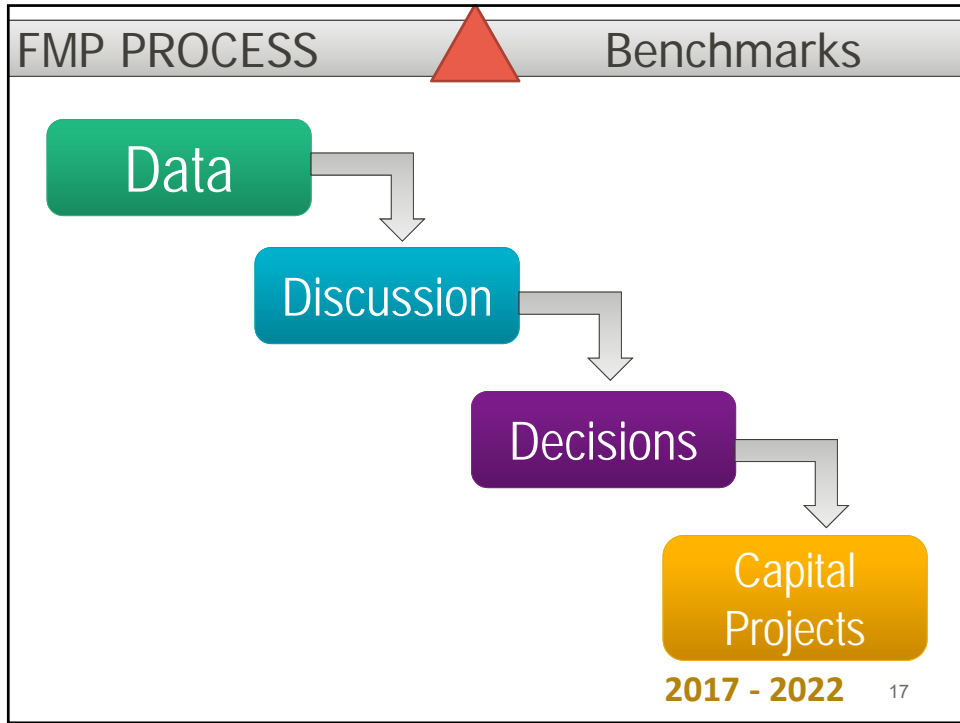
Source: NM PSFA GIS


10









FMP SCHEDULE 


May 9,10,11	Site Assessments / Interviews
May 11	School Board / Community Review
May 31	Steering Committee Meeting
August 1	Steering Committee Meeting
September 12	Steering Committee Meeting
October 12	School Board / Community Review
December 21	School Board Adoption

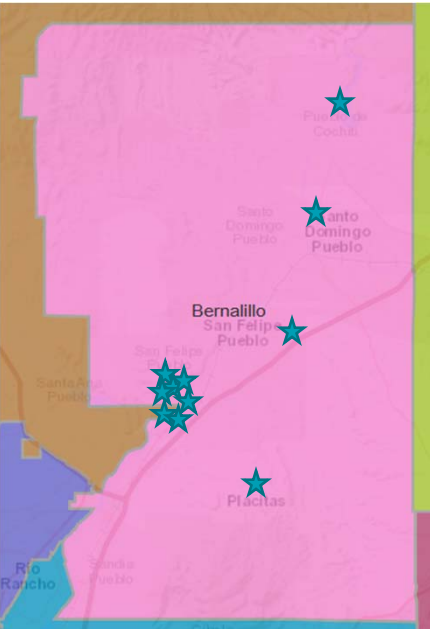


BERNALILLO PUBLIC SCHOOLS
EDUCATE & GRADUATE

BACKGROUND INFORMATION

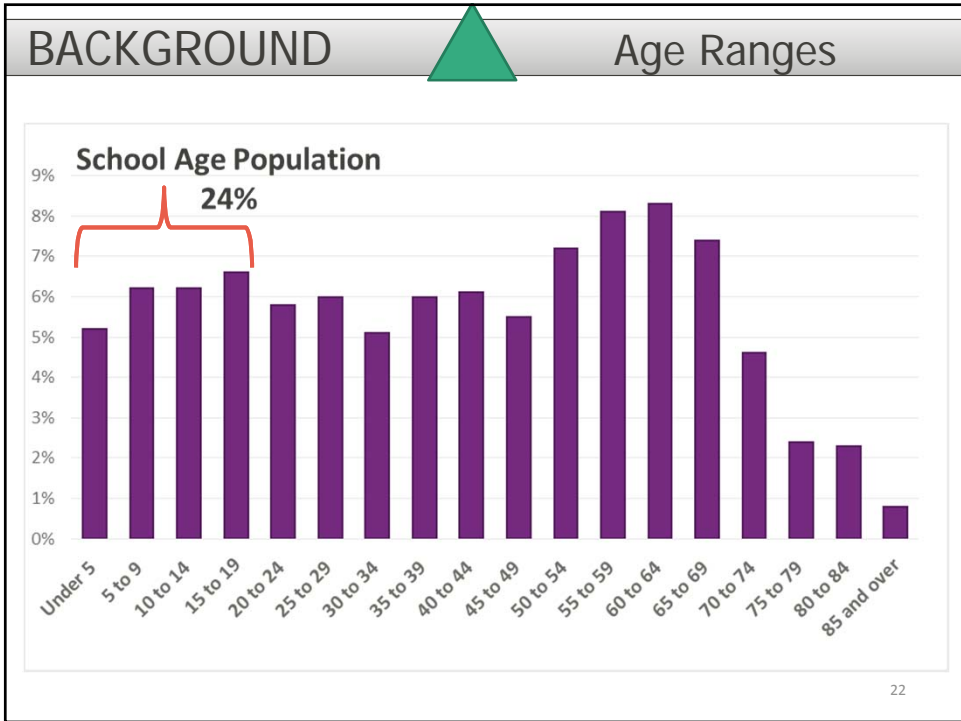
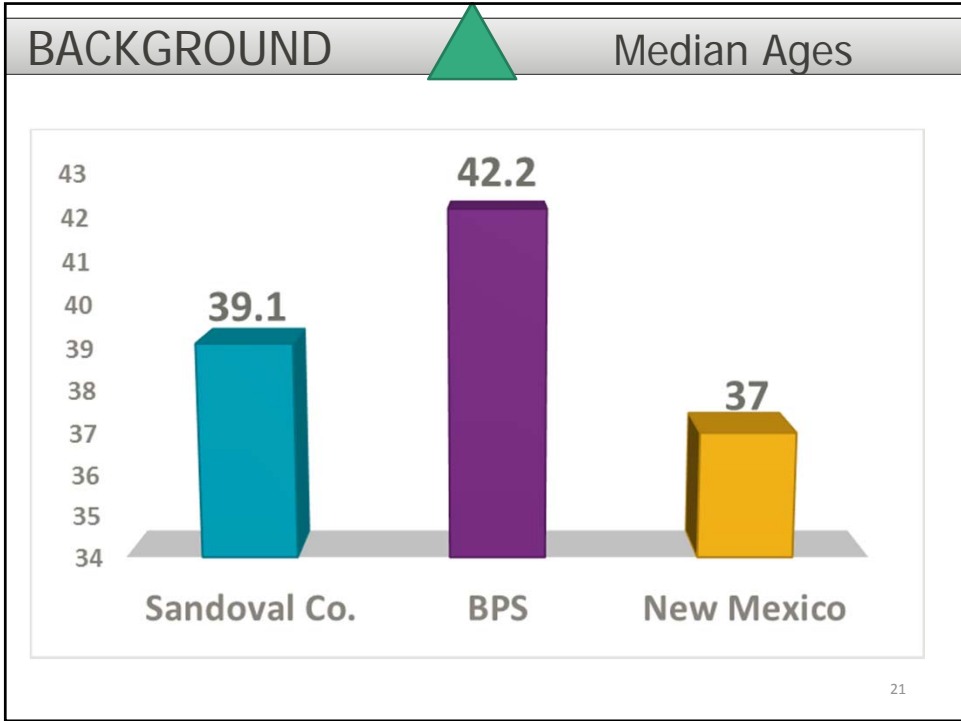
19

BACKGROUND  District Map



Source: NM PSFA GIS

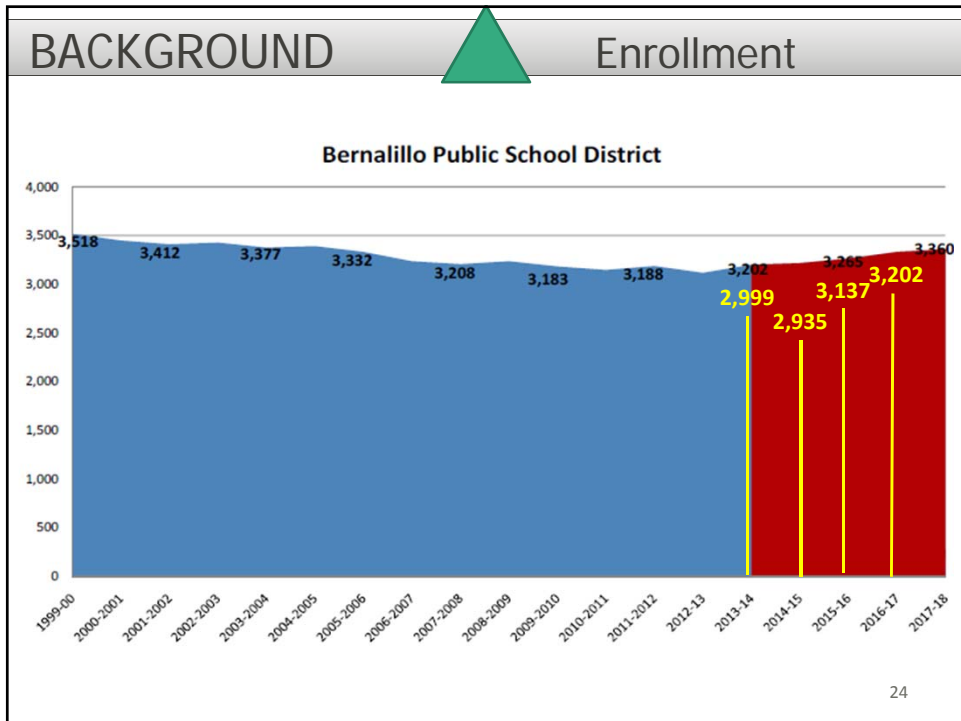
20

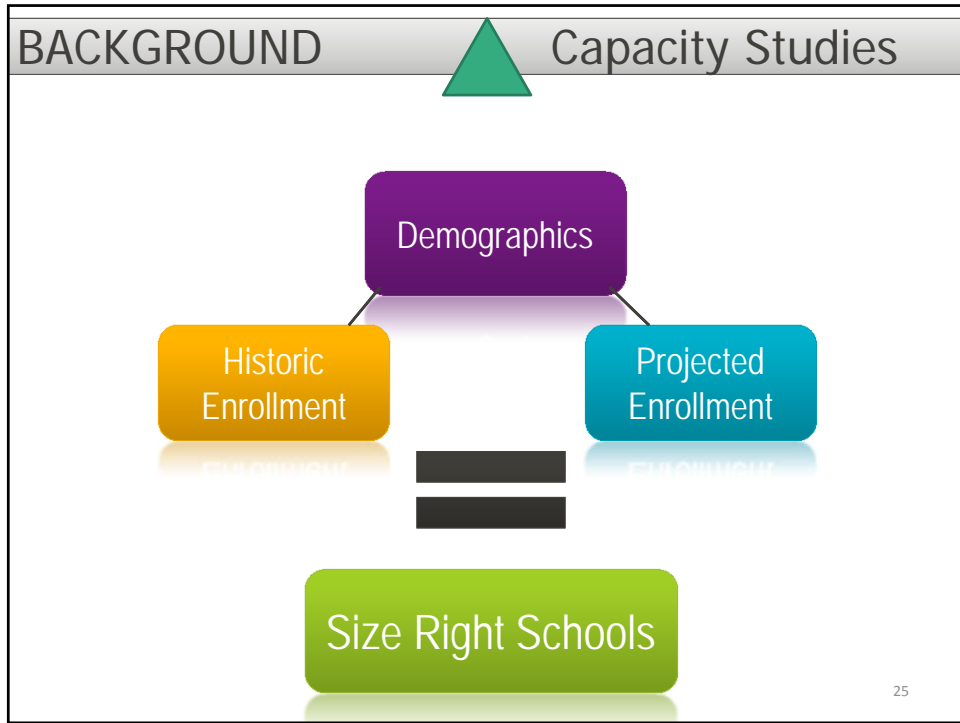


BACKGROUND
▲
2016-17 Grades

District Name	School Name	School Grade
BERNALILLO PUBLIC SCHOOLS	ALGODONES ELEMENTARY	F
BERNALILLO PUBLIC SCHOOLS	COCHITI ELEMENTARY	B
BERNALILLO PUBLIC SCHOOLS	COCHITI MIDDLE	C
BERNALILLO PUBLIC SCHOOLS	BERNALILLO MIDDLE	D
BERNALILLO PUBLIC SCHOOLS	BERNALILLO HIGH	D
BERNALILLO PUBLIC SCHOOLS	SANTO DOMINGO MIDDLE	C
BERNALILLO PUBLIC SCHOOLS	PLACITAS ELEMENTARY	A
BERNALILLO PUBLIC SCHOOLS	BERNALILLO ELEMENTARY	D
BERNALILLO PUBLIC SCHOOLS	WD CARROLL ELEMENTARY	D
BERNALILLO PUBLIC SCHOOLS	SANTO DOMINGO ELEMENTARY	D

Source: NM PED 23





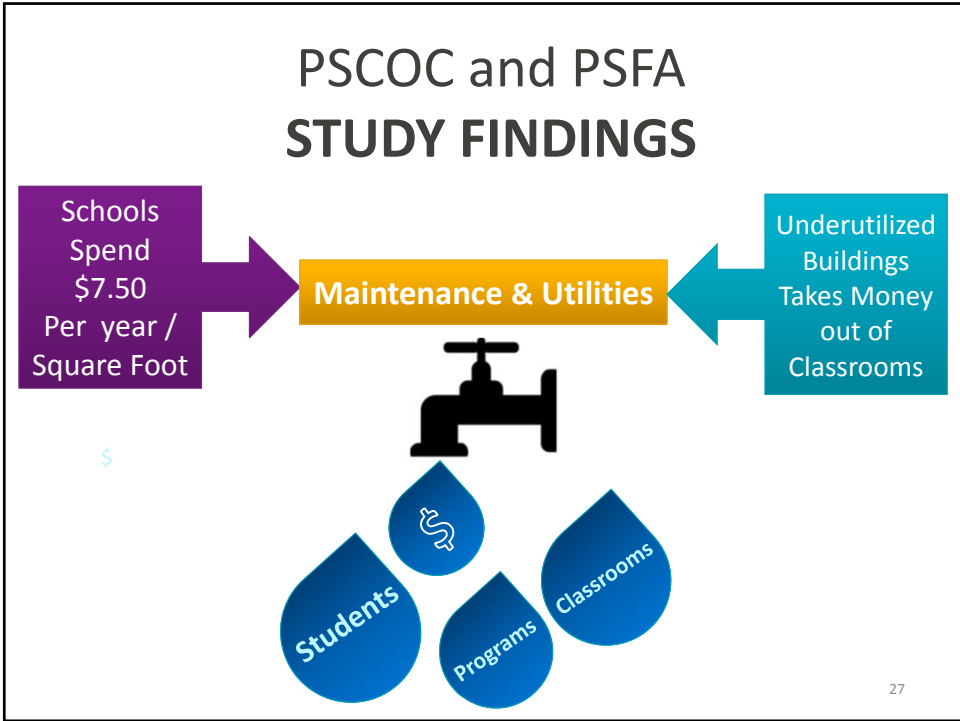
BACKGROUND Capacity Studies


School	Current Enrollment	NMAS CURRENT Rcmd SF/Student	NMAS Rcmd Facility SF	Facility SF (Permanent)	Existing SF to Rcmd SF (Permanent Facilities Only)
La Escuelita Pre-School	13	0	0	0	0
Pre-K Subtotal:	13	0	0	0	0
Algodones ES	193	142	27,406	26,948	98%
Bernalillo ES	442	130	57,460	65,479	114%
Carroll ES	537	126	67,662	65,417	97%
Placitas ES	120	146	17,520	35,792	204%
Cochiti ES/MS	294	137	40,278	67,094	167%
Santo Domingo ES/MS	314	136	42,704	49,415	116%
Elementary Subtotal:	1,900	817	253,030	310,145	133%
Bernalillo MS	473	473	67,639	106,109	157%
Middle School Subtotal:	473	473	67,639	106,109	157%
Bernalillo HS	815	815	119,805	188,934	158%
High School Subtotal:	815	815	119,805	188,934	158%
DISTRICT TOTALS:	3,188	815	440,474	605,188	149%

BPS Pre-K student enrollment is not included in the 40th city count per E.S. Facility sq.ft. Including Portables is from the non-updated FAD and some schools sq.ft. might not be a true reflection of the existing facilities.

UPDATE

164,714 sq ft under-utilized facility square footage




BACKGROUND  **Maintenance Costs**

$605,188\text{sf} \times$
 $\$7.50 / \text{sf} / \text{year}$
 $=$
\$4,538,910 / year maintenance

$164,714 \text{ under-utilized sf} \times$
 $\$7.50 / \text{sf} / \text{year}$
 $=$
\$1,235,355 / year SAVINGS

28


BACKGROUND  **2017-18 FAD**

School	2016-17 Rank2	Weighted NMCI
Algodones ES	63	30.78%
Bernalillo ES	663	3.22%
Carroll ES	404	13.90%
Placitas ES	605	5.41%
Cochiti ES/MS	397	14.14%
Santo Domingo ES/MS	738	0.00%
Bernalillo MS	346	16.04%
Bernalillo HS	673	2.67%

2016 **State Share** of an approved project: 42%
District Share of an approved project: 38%


UPDATE

29

BACKGROUND  **PSCOC SYSTEMS BASED FUNDING**

FAD SYSTEM	LIFE SPAN
BUILDING:	
Air / Ventilation Equipment	20
Ceiling Finishes	30
Communications / Security	15
Exterior Walls	100
Exterior Windows and Doors	30
Fire Detection / Alarm	15
Fire Sprinkler	50
Floor Finishes	12
Foundation / Slab / Structure	100
HVAC	30

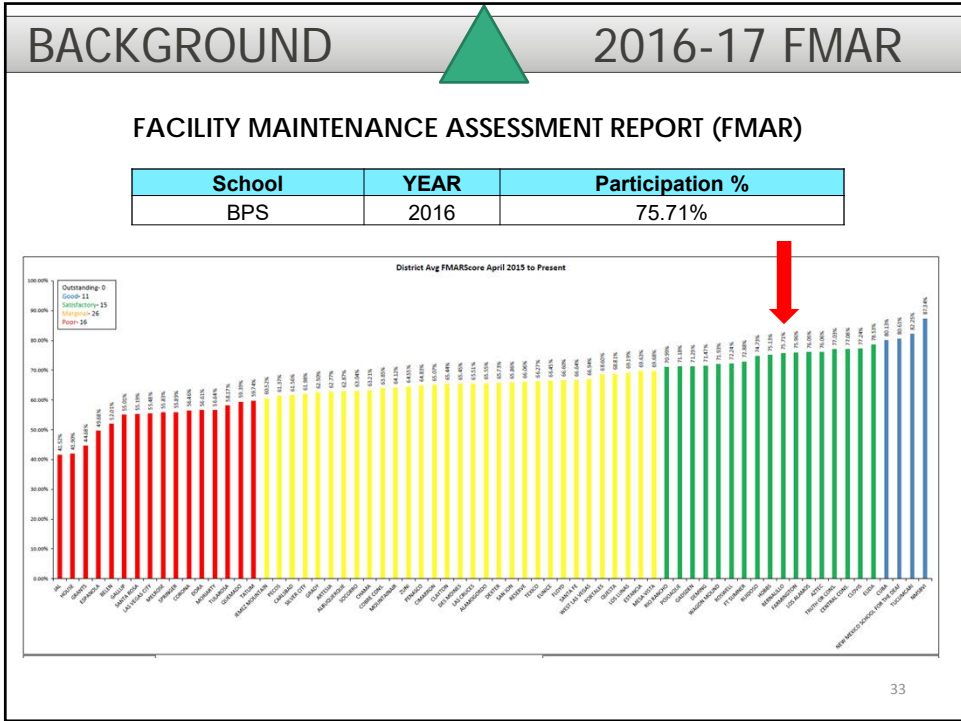
30

BACKGROUND  PSCOC SYSTEMS BASED FUNDING	
FAD SYSTEM	LIFE SPAN
BUILDING:	
Institutional Equipment	30
Interior Doors, Partitions, Stairs, Elevator	50
Interior Walls	60
Lighting / Branch Circuits	30
Main Power / Emergency	30
Other Electrical Systems	20
Other Equipment	60
Plumbing	30
Roof	20
Technology	10
Wall Finishes	12

31

BACKGROUND  PSCOC SYSTEMS BASED FUNDING	
SITE:	
Athletic Fields	30
Fencing	100
Landscaping	30
Parking Lots	20
Playground Equipment	15
Site Lighting	40
Site Specialties	40
Site Utilities	50
Walkways	30

32



BACKGROUND 2000-2017 Capital Projects

School	Project	Year	Funding Source
Santo Domingo ES/MS	Classroom Addition	2005	GOB
Placitas ES	Classroom Addition	2006	GOB
Cochiti ES/MS	Classroom Addition	2006	GOB
La Escuelita Pre School	New School	2009	GOB
Cochiti ES/MS	Classroom Addition	2010	GOB
Bernalillo ES	New School	2010	GOB & PSCOC
Carroll ES	Complete Renovation	2011	GOB & PSCOC
Cochiti ES/MS	New Gymnasium	2010	GOB
Bernalillo HS	New School	2017	GOB & PSCOC
Santo Domingo ES/MS	New School	2017	GOB & PSCOC

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BACKGROUND BPS 2012 FMP Capital Priorities

FMP DISTRICT PRIORITIES AND RECOMMENDATIONS:

1. District Priorities:

- A. Life / Health / Safety / ADA Issues **In Progress**
- B. Preventive / Regular Maintenance **In Progress**
- C. Technology **In Progress**
- D. Replace / Renovate Bernalillo High School **Completed**
- E. Replace / Renovate Santo Domingo Elementary/MS **Completed**
- F. Relocation of District Administration / Warehouse **Completed**
- G. Placitas Roof Repair **Completed**
- H. Bernalillo Middle School Roof Repair **Completed**
- I. Replace Cochiti ES / MS Gymnasium **Completed**
- J. Bernalillo Middle School HVAC replacement **In Progress**
- K. Algodones Elementary School HVAC replacement **No**
- L. Increase security at: All District Facilities **In Progress**
- M. Permanent Restrooms at Athletic Complex **No**
- N. Improve Bernalillo MS Student Plaza **No**

2. Whenever possible the School District should align its priorities with PSCOC's Facilities Assessment Database. This will allow the District to maximize its funds for capital projects.

3. School District to set in place a plan to review the capacity and utilization of its schools on a yearly basis.

4. The current use of portables on all campuses should be reviewed and portables removed when possible to lower maintenance and increase utilization of existing permanent facilities.

5. The Facilities Master Plan Committee to be re-convened at least once a year to review the progress of the District Priorities and re-evaluate / re-prioritize as necessary.

35

BACKGROUND Capital Funding History



2013 GOB, **\$20 Million**
 2017 GOB **\$18.5 Million**
 SB-9: **\$1,285,000/year**



PSCOC / PSFA Awards Since 2005:

\$36,137,305

\$11,335 / student

36





Academic Skills



2017
Focus of
Education
is on the
'TOTAL STUDENT'

Social Skills



Wellness Skills

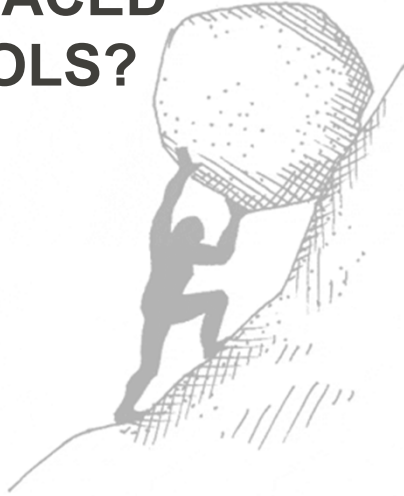


41

**WHAT ARE POSITIVE
FEATURES OF THE
DISTRICT AND ITS
FACILITIES?**



**WHAT ARE THE
EDUCATIONAL
CHALLENGES FACED
BY BPS SCHOOLS?**



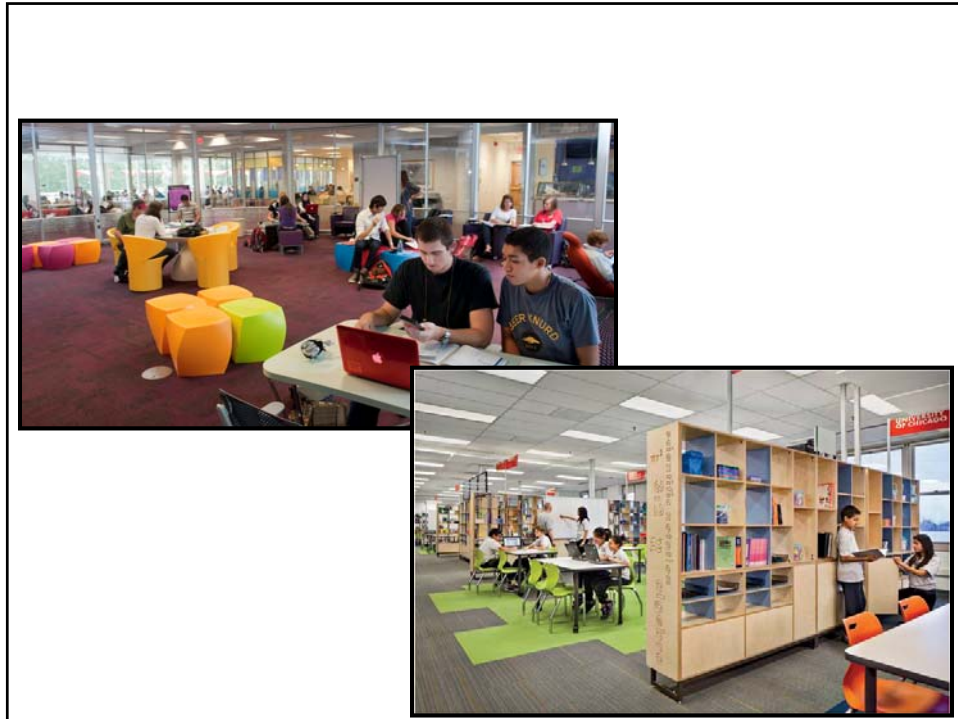
**WHAT WILL
EDUCATION LOOK
LIKE IN
5, 10, 25, 50
YEARS?**





**WHAT IS THE LONG RANGE
VISION OF BPS FOR
EDUCATIONAL PROGRAM
DELIVERY TRENDS?**





IN THE NEXT FIVE PLUS YEARS, WHAT ARE SOME FEATURES / BUILDING SYSTEMS OF DISTRICT FACILITIES THAT NEED TO BE UPGRADED OR IMPROVED?



HOW DO EXTRACURRICULAR ACTIVITIES FIT INTO THE FMP?

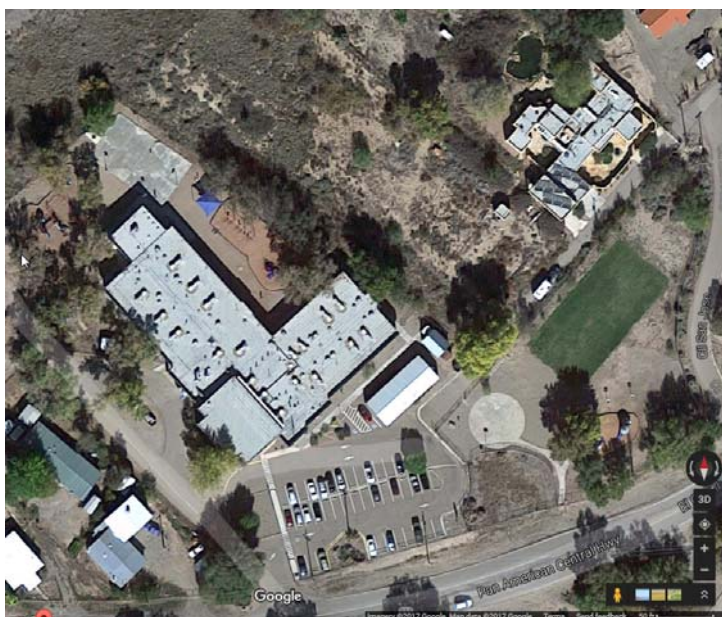


49

AERIALS



Algodones ES



50



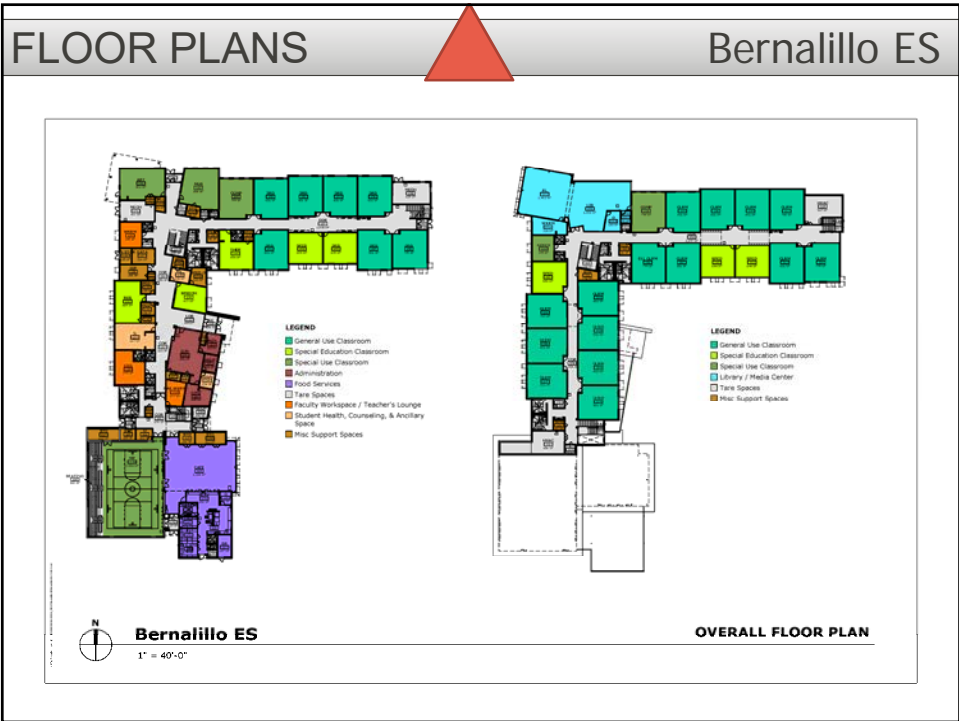
NEEDS **Algodones ES**


*Classroom Addition: To Bring 5th Grade Back

Building Systems Upgrades:

- Roof
- HVAC
- Plumbing
- Windows
- Doors
- Lighting
- Flooring
- Water Conditioner
- Upgrade Fence, Gate and Locking System

52



NEEDS  Bernalillo ES

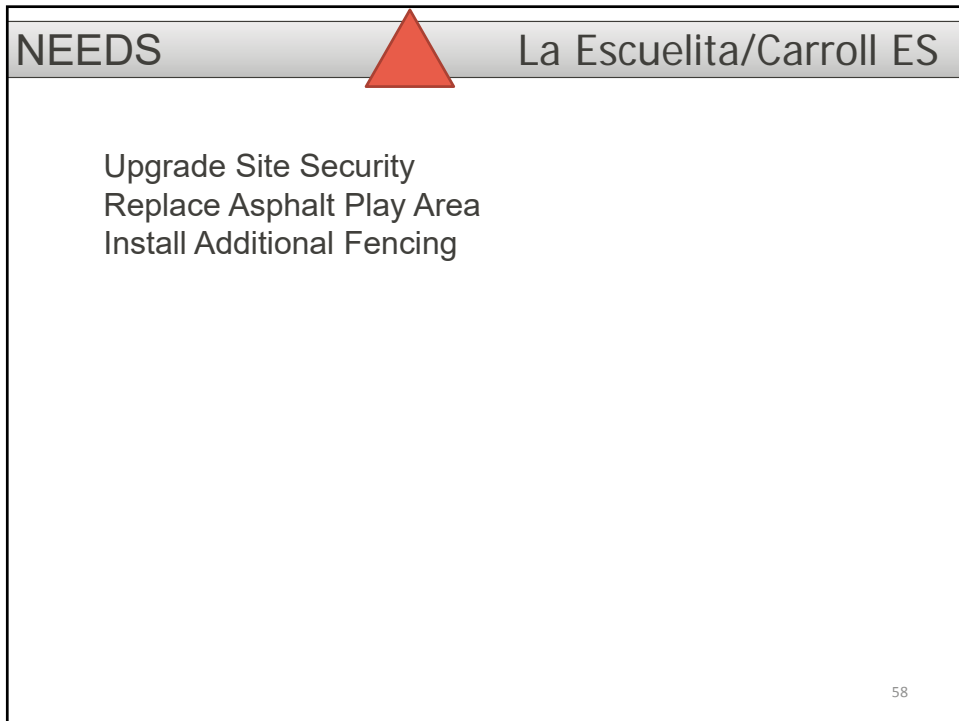
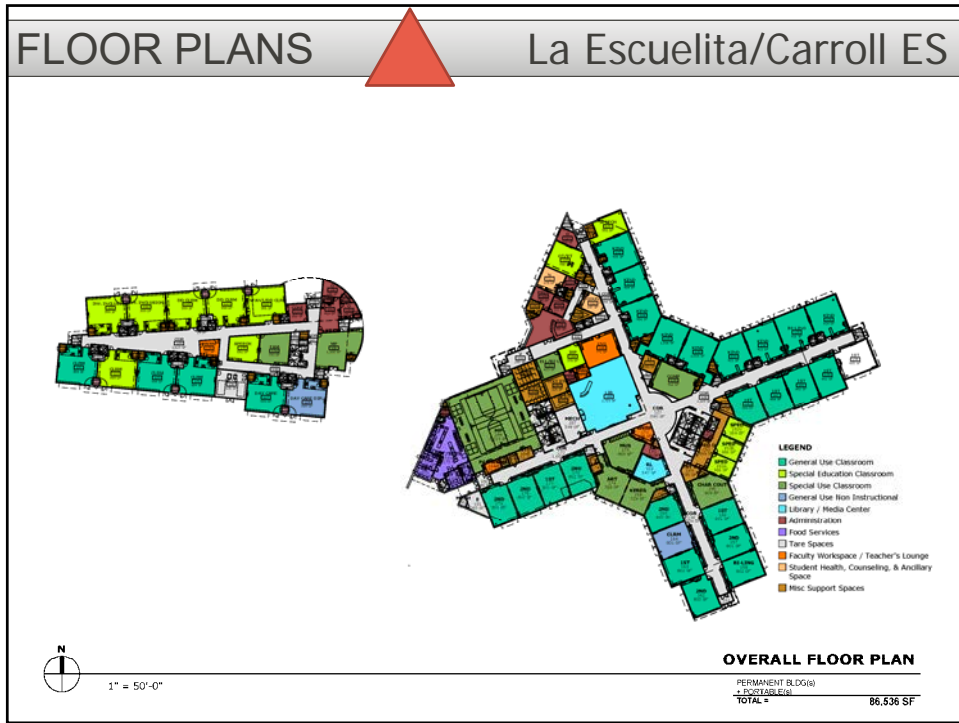
*Parent Drop-Off/Pick-Up Reconfiguration
Upgrade Lighting System
Create Secure Entry

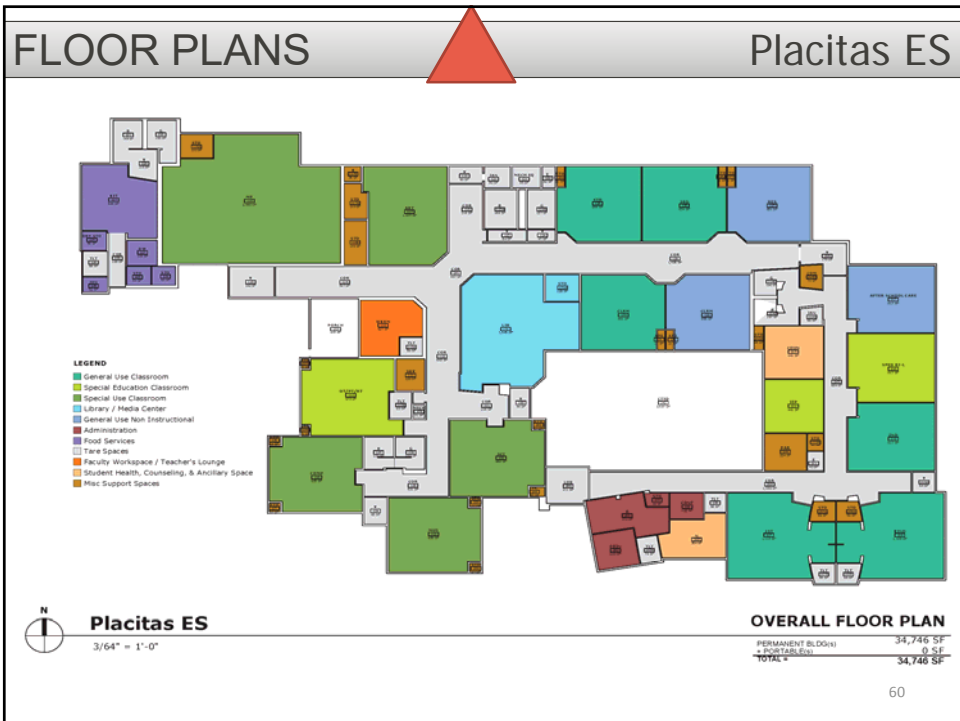
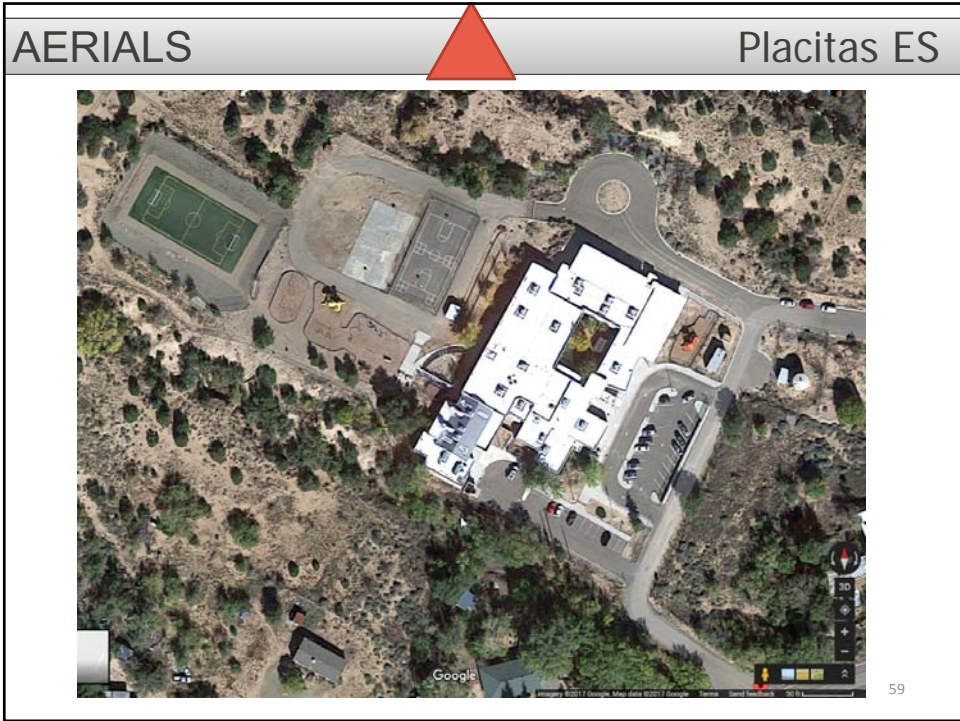
55

AERIALS  La Escuelita/Carroll ES



56



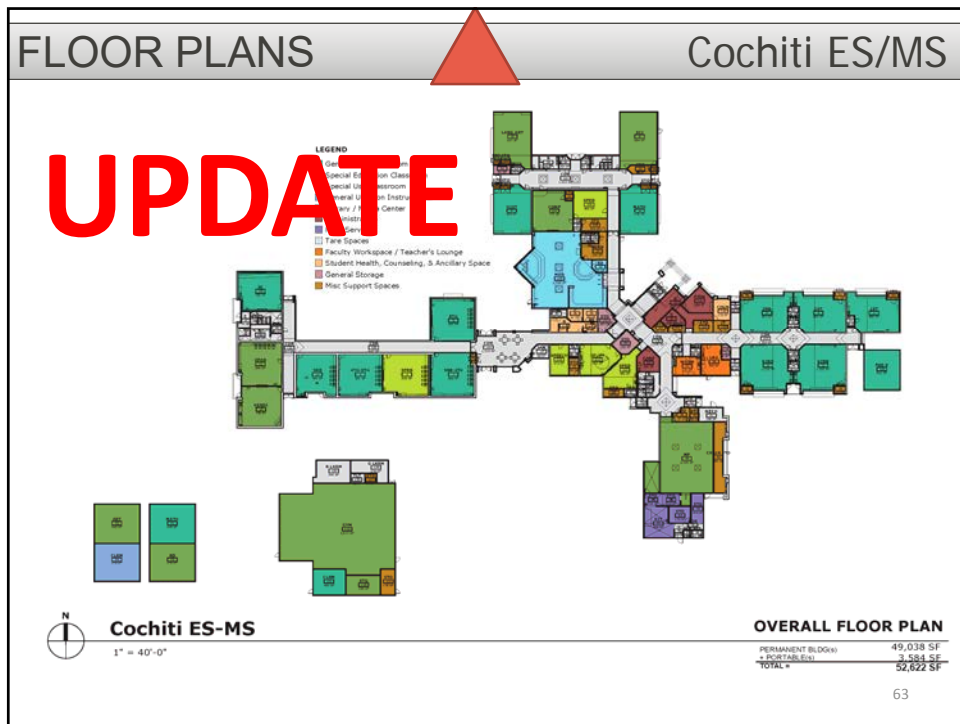


NEEDS	Placitas ES
<p>Upgrade Sewer / Septic System Upgrade Entry Security Install Security Camera System Possible New Water Well in Next 5 years Demolish Old Basketball Court Upgrade lighting to LED</p>	

61

AERIALS	Cochiti ES/MS
 <p>An aerial satellite view of the Cochiti ES/MS school campus. The image shows a large school building complex with a central courtyard, surrounded by parking lots and some greenery. To the right, a road curves through the landscape. In the bottom right corner, there is a Google Maps interface with a red location pin and navigation controls. The number '62' is visible in the bottom right corner of the slide frame.</p>	

62



- NEEDS** **Cochiti ES/MS**
- Replace Middle School Roof
 - Upgrade HVAC: Except 2004 Addition
 - Upgrade Security: Entry and Cameras
 - Upgrade Fire Hydrants
 - Install Water Conditioner
 - Upgrade Lighting to LED
 - Upgrade Site & Exterior Building Lighting to LED
- 64

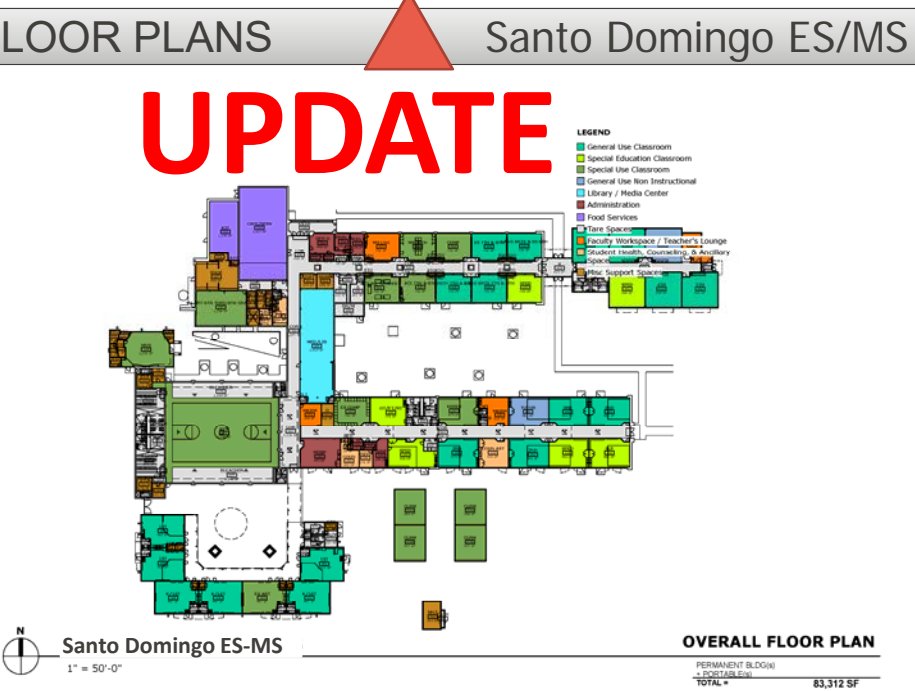
AERIALS Santo Domingo ES/MS



UPDATE

65

FLOOR PLANS Santo Domingo ES/MS




UPDATE

LEGEND


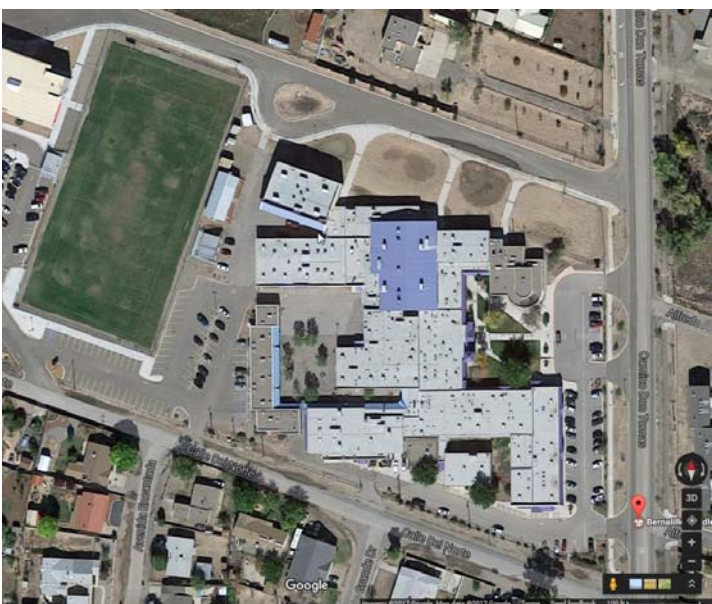
- General Use Classroom
- Special Education Classroom
- Special Use Classroom
- General Use Non Instructional
- Library / Media Center
- Administration
- Food Services
- Tare Spaces
- Faculty Workspace / Teacher's Lounge
- Student Health, Counseling, & Activity
- Other Support Spaces

OVERALL FLOOR PLAN

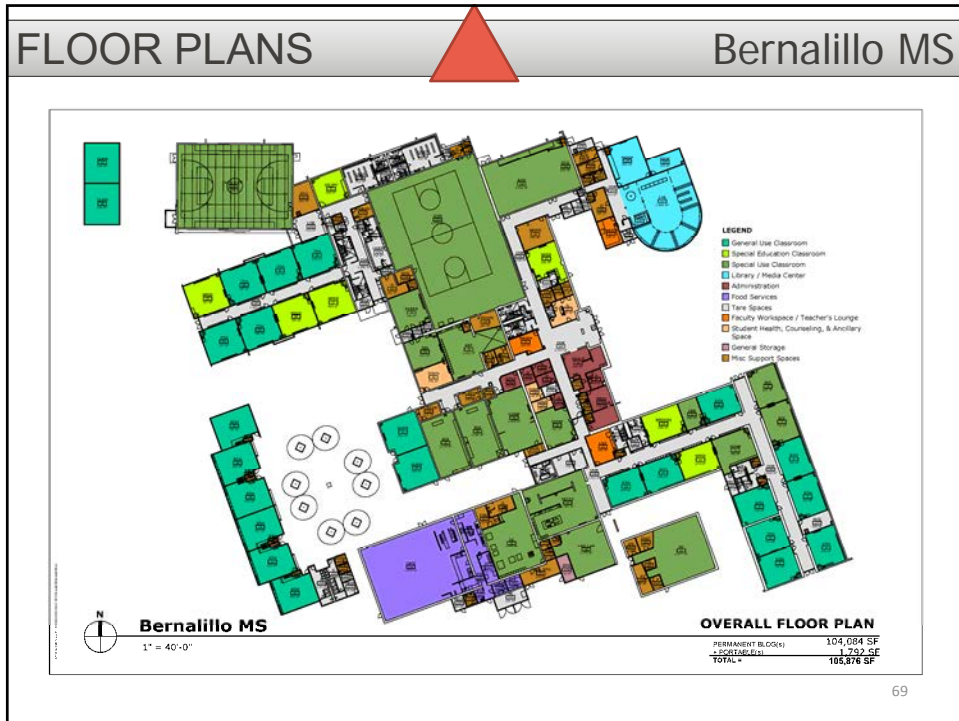
PERMANENT BLDG
+ PORTABLES
TOTAL = 83,312 SF

NEEDS		Santo Domingo ES/MS
<p>*Complete Phase II Gym Renovation and Site Work Install New Play Fields Complete Center Courtyard: Shade Structures</p>		

67

AERIALS		Bernalillo MS
		

68



- NEEDS** **Bernalillo MS**
- *Renovate Library
 - *Re-Stucco MS
 - Upgrade Intercom
 - Upgrade Fire Alarm
 - Replace Roof
 - Upgrade Security: Entry, Cameras, Perimeter Fencing
 - Upgrade Student Plaza
 - Install Water Conditioner
 - Install Parking on North Side of Site
 - Install Site Lighting in Front Parking Lot
 - Renovate Restrooms
 - Replace Exterior Lockers
- 70

AERIALS **Bernalillo HS**

71

FLOOR PLANS **Bernalillo HS**

LEGEND

- General Use Classroom
- Special Use Classroom
- General Use Non-Instructional
- Food Services
- Tire Spaces
- Misc Support Spaces

LEGEND

- General Use Classroom
- Special Education Classroom
- Library / Media Center
- Administration
- Tire Spaces
- Faculty Workspace / Teacher's Lounge
- Student Health, Counseling, & Ancillary Space
- Misc Support Spaces

LEGEND

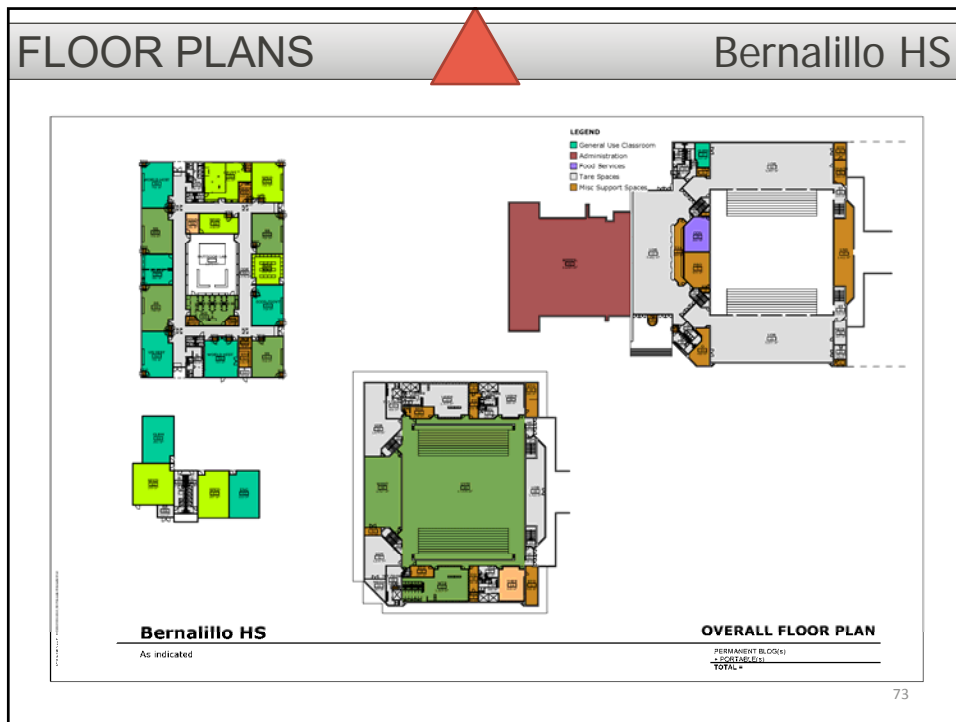
- General Use Classroom
- Special Education Classroom
- Special Use Classroom
- Administration
- Tire Spaces
- Student Health, Counseling, & Ancillary Space
- Misc Support Spaces

OVERALL FLOOR PLAN

PERMANENT FLOOR(S) 204,067 SF
 ± SCHEDULE(S) 0 SF
TOTAL ± 204,067 SF

Bernalillo HS
 1" = 40'-0"

72



- NEEDS** **Bernalillo HS**
- *Auxiliary Gym
 - Install Football Restrooms & Concessions
 - Increase Parking
 - Renovate Gym Locker Rooms
 - Replace All Interior Gym Doors
 - Install Practice Field
 - Install New Press Box
 - Upgrade Gym Lighting to LED
- 74

NEEDS	District Wide
<p>*Technology Equipment</p> <p>*Security Upgrades</p> <p>Upgrade Security at Schools</p> <p>Card Key Access:</p> <ul style="list-style-type: none">Placitas ESBernalillo MSCochiti ES/MS <p>Security Camera System:</p> <ul style="list-style-type: none">Bernalillo MSPlacitas ES <p>Secure Front Entry:</p> <ul style="list-style-type: none">Carroll ESCochiti ES/MSBernalillo MS	

75

NEEDS	District Wide
<p>*Athletic Field Construction and Upgrades:</p> <ul style="list-style-type: none">Create Athletic Field Complex by Bernalillo ESUpgrade Exterior and Interior Lighting to LEDInstall Wood Chips at all Elementary School PlaygroundsIncrease / Upgrade Paving	

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Thank You
FOR
YOUR TIME
AND
INPUT

77



Bernalillo Public Schools
FACILITIES MASTER PLAN
2018-2023
August 1, 2017

1

AGENDA
Bernalillo Public Schools
2018-23 FMP

- FMP Purpose
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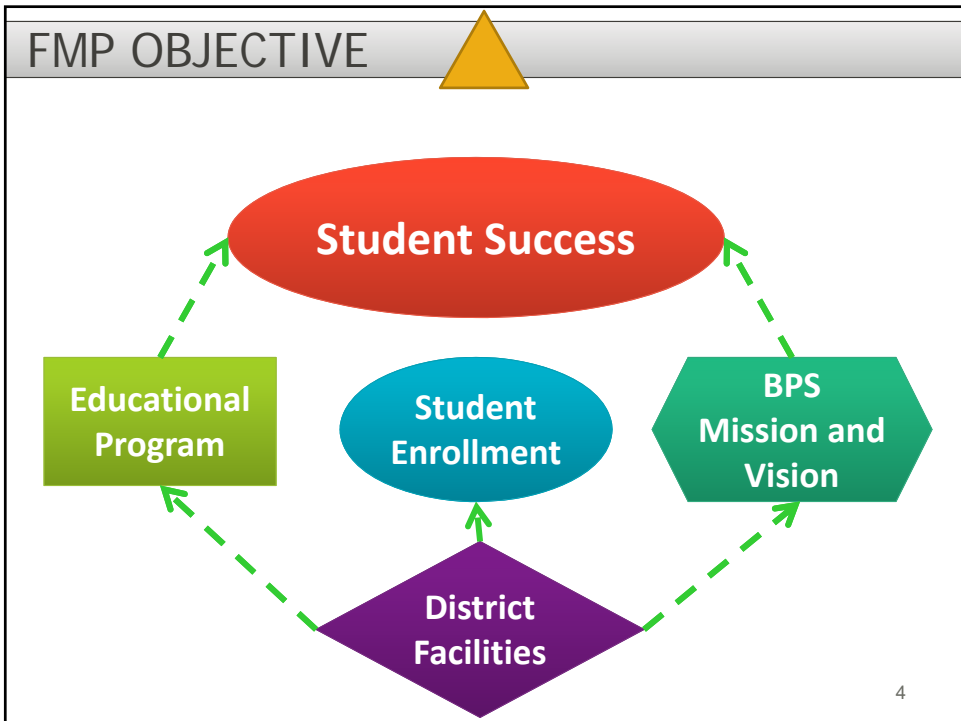
2

FMP PURPOSE



Develop a Plan / Road Map for school facilities which will support the School's Mission and Educational Program for *Student Success*

3

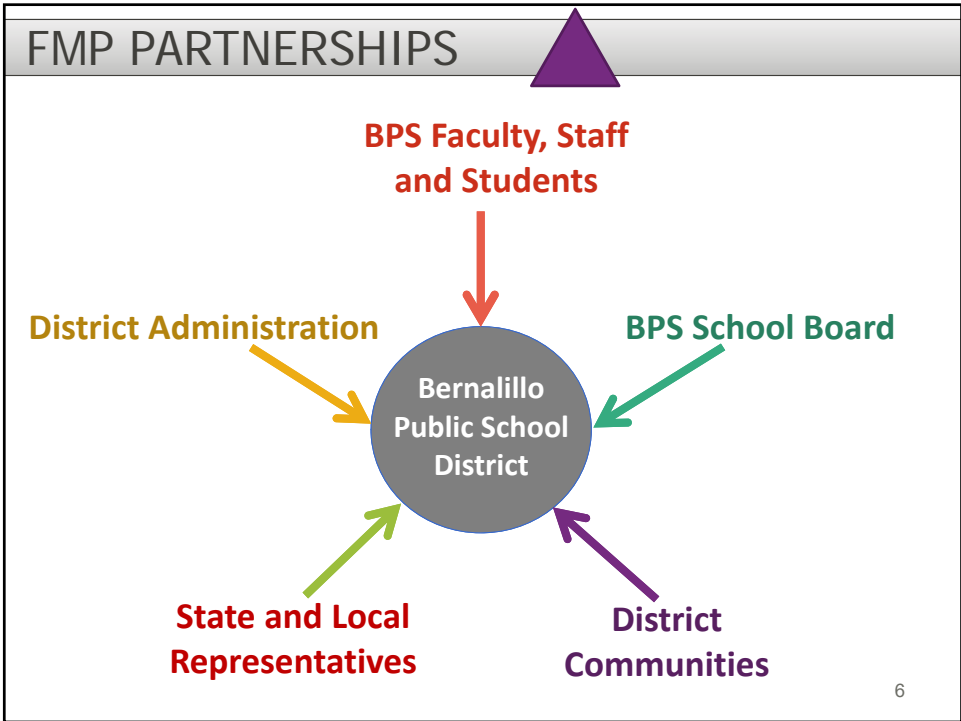


Bernalillo Public School District 2017

Mission
Bernalillo Public Schools is committed to student achievement and the graduation of all students.

Vision
Bernalillo Public Schools challenges our diverse student community with a rigorous education.

5



FMP PARTNERSHIPS  PSFA Standards



Requirements:

- ✓ Facilities Master Plan Checklist
- ✓ Enrollment
- ✓ Facility Utilization


District Issues, Concerns & Needs:

- ✓ Life Health Safety
- ✓ Technology
- ✓ Preventive Maintenance
- ✓ Efficient / Effective Use of Square Footage

7

BACKGROUND  PSFA Map Resources

www.nmpsfa.org



New Mexico Public School Facilities Authority
Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students and educators.

Home Facility Planning Funding Project Development Facility Management Administrative Broadband

About Us Calendar JANUARY 1 Training GIS Map

BACKGROUND
PSFA Map Resources



New Mexico Public School Facilities Authority

PSFA GIS Content



New Mexico Public School Facilities Authority GIS Map



PSCOC Awards History

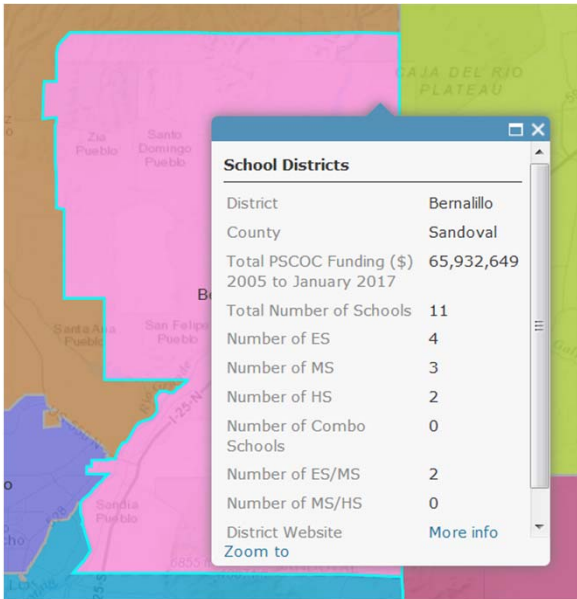


Systems Set To Expire 2016-2021

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9

BACKGROUND
District Information

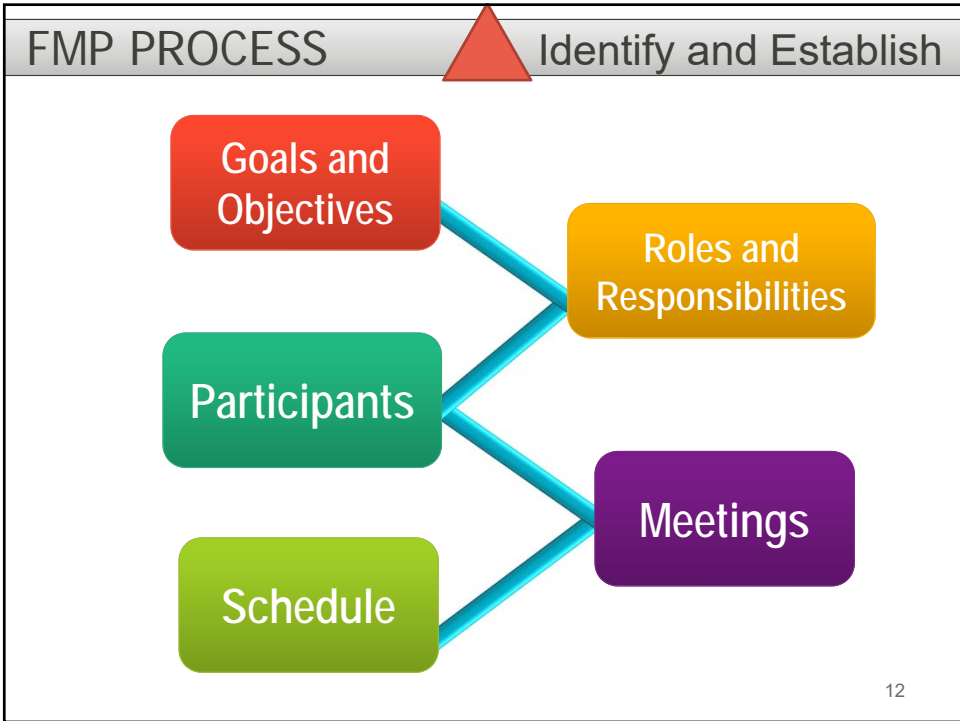
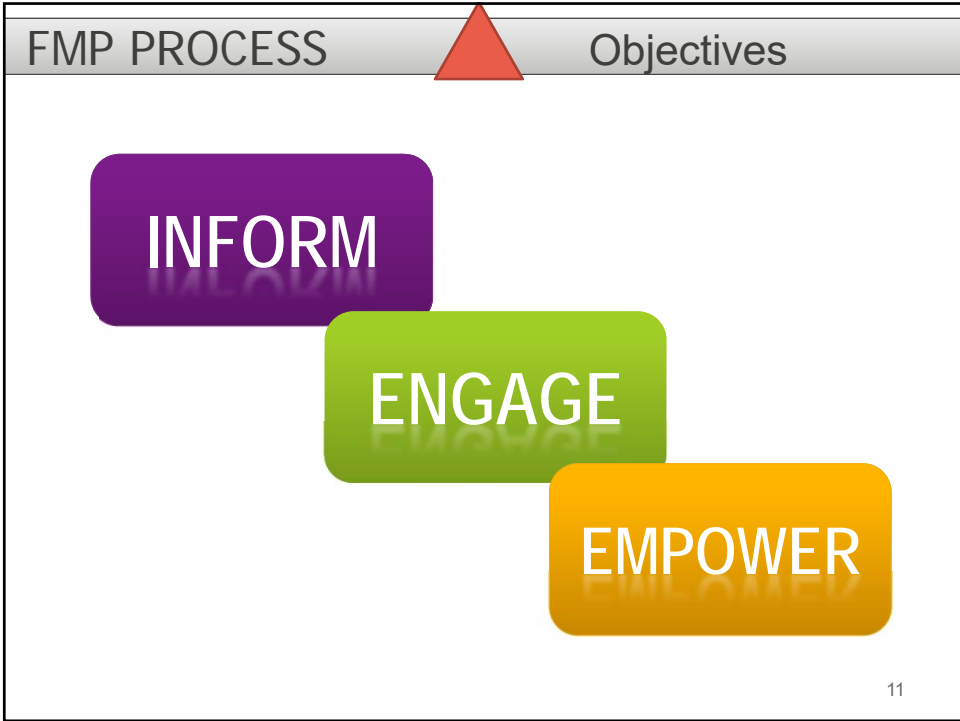


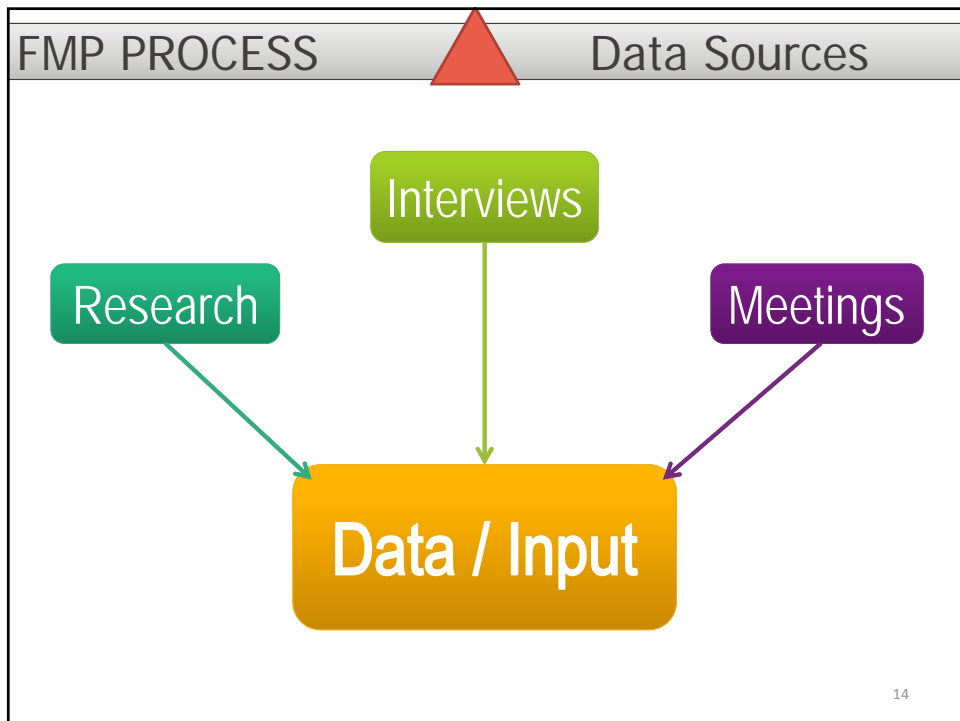
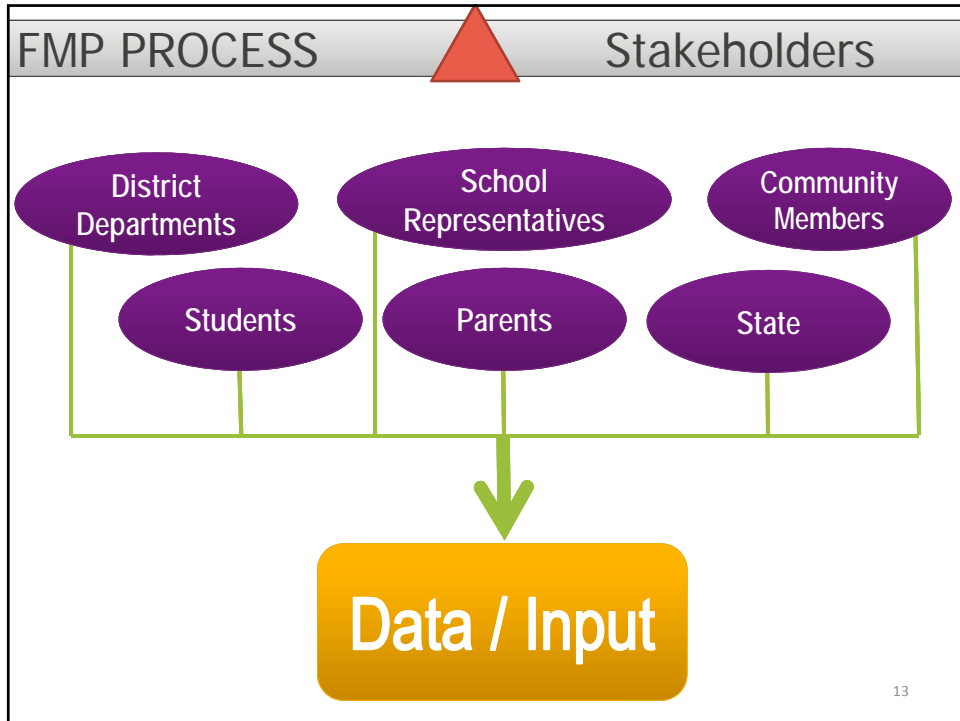
School Districts

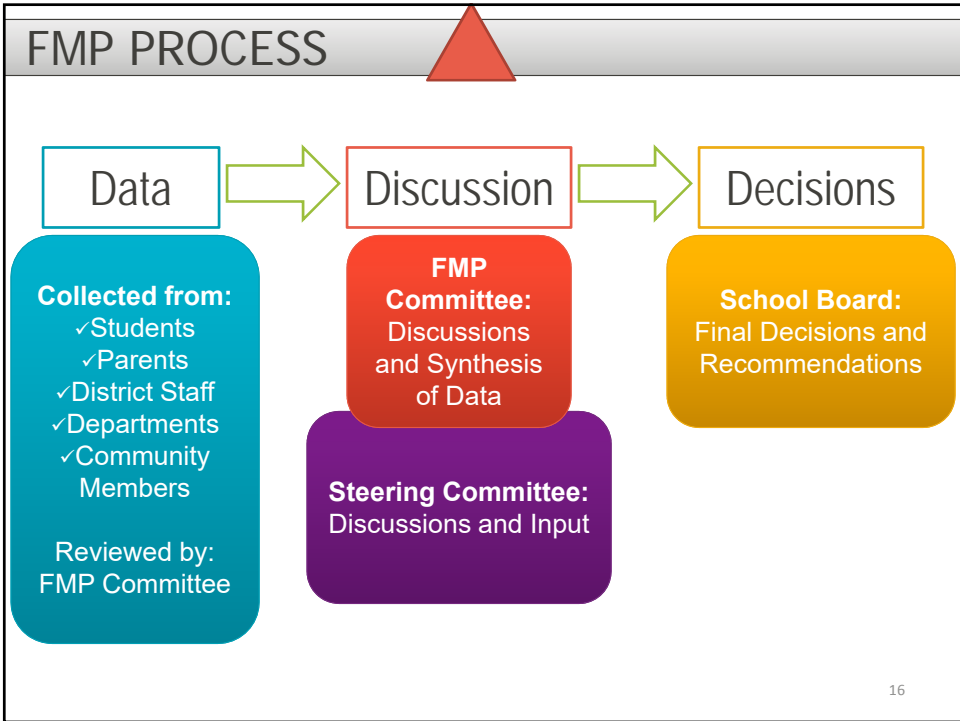
District	Bernalillo
County	Sandoval
Total PSCOC Funding (\$) 2005 to January 2017	65,932,649
Total Number of Schools	11
Number of ES	4
Number of MS	3
Number of HS	2
Number of Combo Schools	0
Number of ES/MS	2
Number of MS/HS	0
District Website	More info
Zoom to	

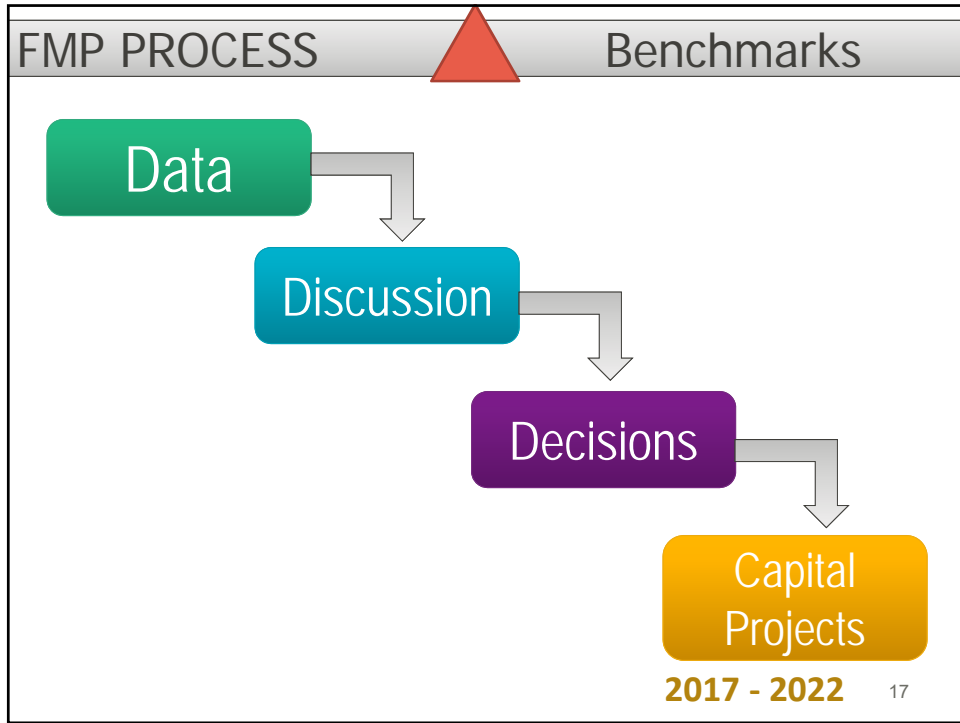
Source: NM PSFA GIS


10









FMP SCHEDULE 


May 9,10,11	Site Assessments / Interviews
May 11	School Board / Community Review
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August 1	Steering Committee Meeting
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October 12	School Board / Community Review
December 21	School Board Adoption

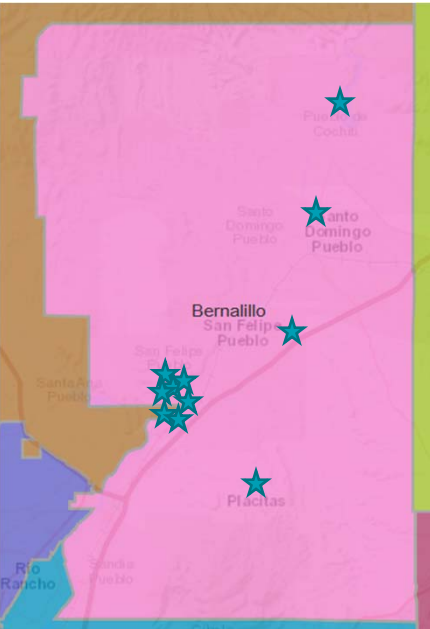


BERNALILLO PUBLIC SCHOOLS
EDUCATE & GRADUATE

BACKGROUND INFORMATION

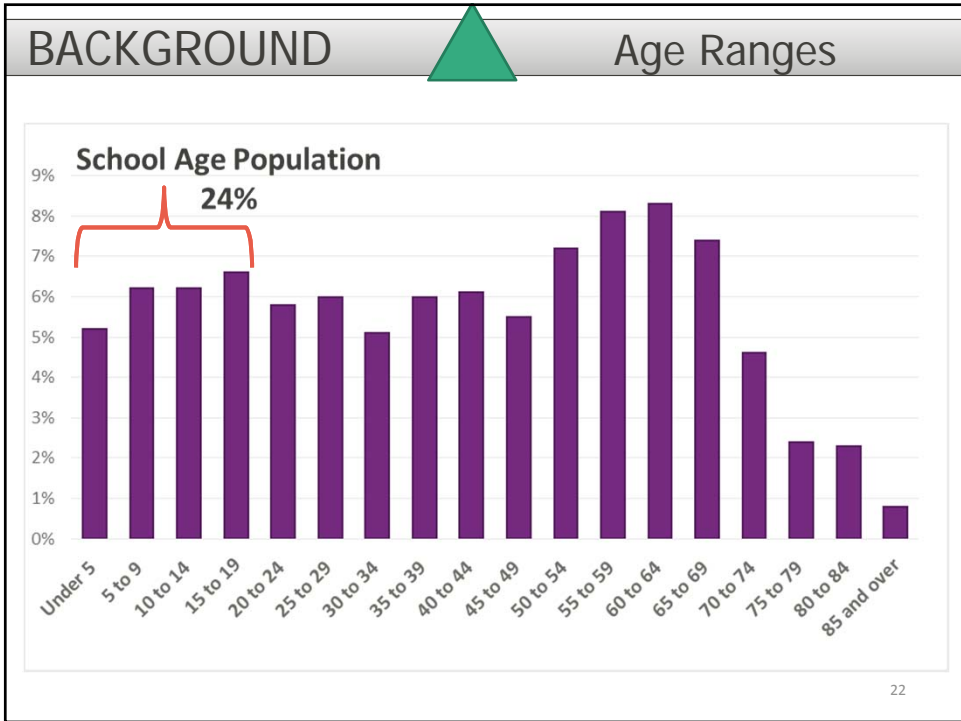
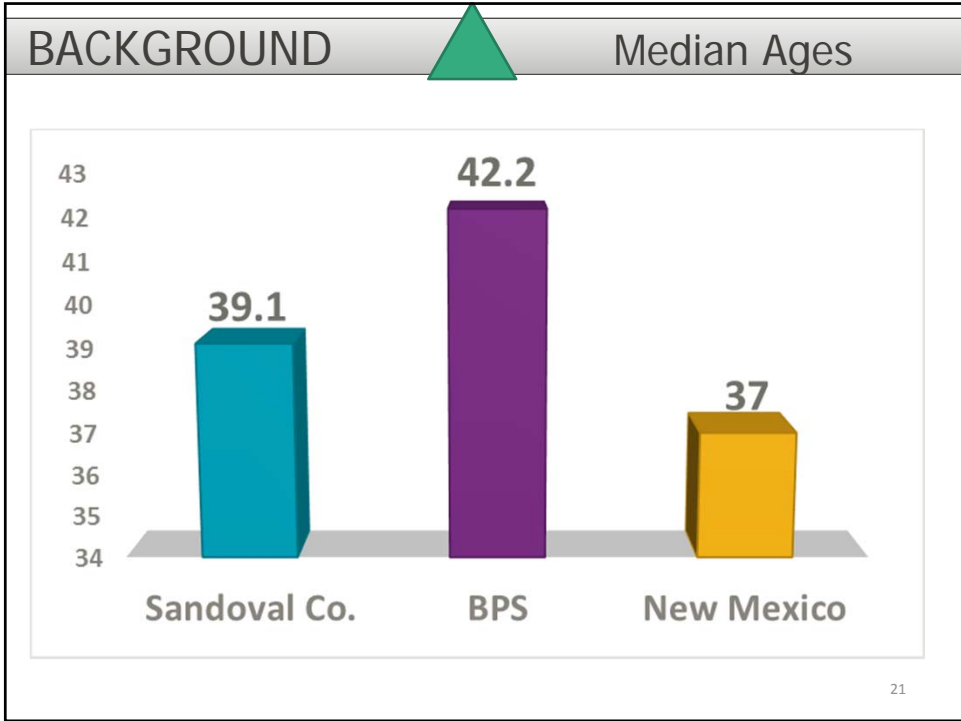
19

BACKGROUND  **District Map**



Source: NM PSFA GIS

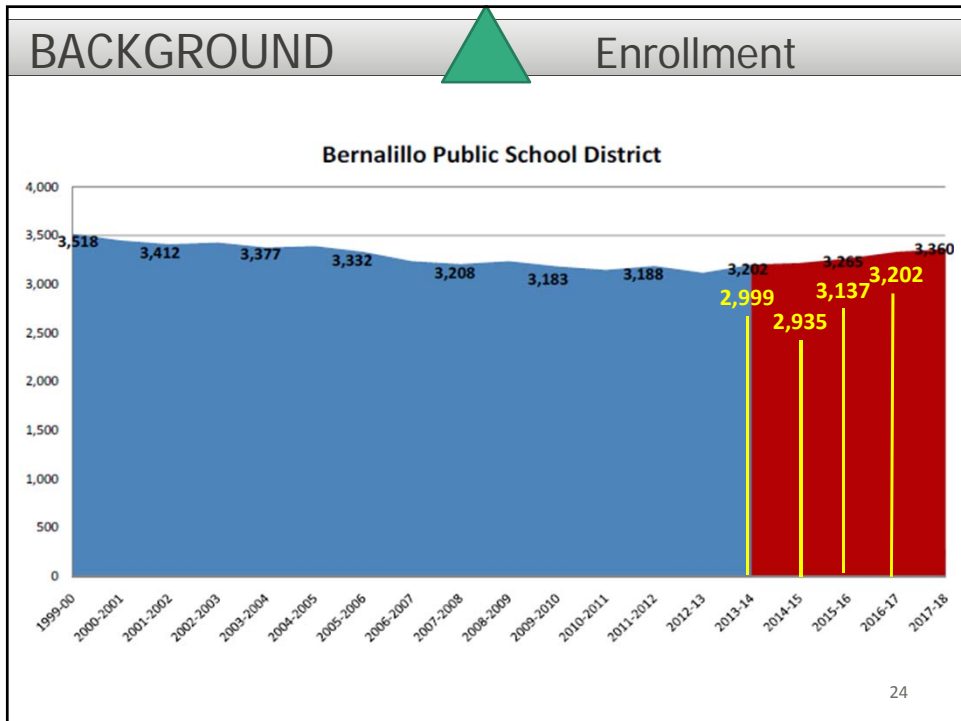
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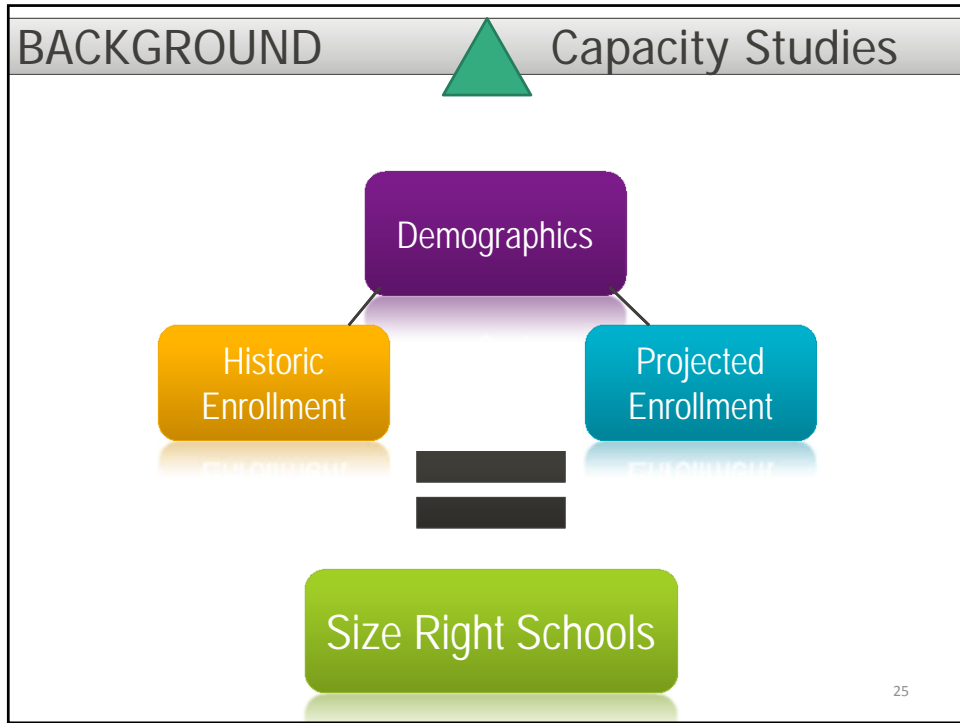


BACKGROUND
2016-17 Grades

District Name	School Name	School Grade
BERNALILLO PUBLIC SCHOOLS	ALGODONES ELEMENTARY	F
BERNALILLO PUBLIC SCHOOLS	COCHITI ELEMENTARY	B
BERNALILLO PUBLIC SCHOOLS	COCHITI MIDDLE	C
BERNALILLO PUBLIC SCHOOLS	BERNALILLO MIDDLE	D
BERNALILLO PUBLIC SCHOOLS	BERNALILLO HIGH	D
BERNALILLO PUBLIC SCHOOLS	SANTO DOMINGO MIDDLE	C
BERNALILLO PUBLIC SCHOOLS	PLACITAS ELEMENTARY	A
BERNALILLO PUBLIC SCHOOLS	BERNALILLO ELEMENTARY	D
BERNALILLO PUBLIC SCHOOLS	WD CARROLL ELEMENTARY	D
BERNALILLO PUBLIC SCHOOLS	SANTO DOMINGO ELEMENTARY	D

Source: NM PED 23





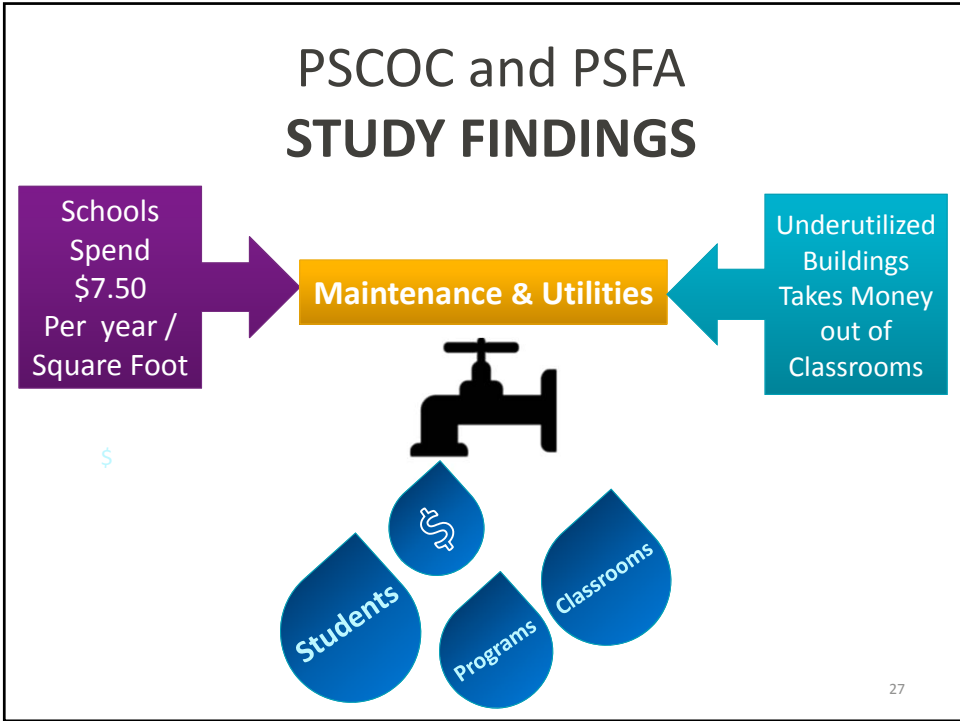
BACKGROUND Capacity Studies

School	Current Enrollment	NMAS CURRENT Rcmd SF/Student	NMAS Rcmd Facility SF	Facility SF (Permanent)	Existing SF to Rcmd SF (Permanent Facilities Only)
La Escuelita Pre-School	13	0	0	0	0
Pre-K Subtotal:	13	0	0	0	0
Algodones ES	193	142	27,406	26,948	98%
Bernalillo ES	442	130	57,460	65,479	114%
Carroll ES	537	126	67,662	65,417	97%
Placitas ES	120	146	17,520	35,792	204%
Cochiti ES/MS	294	137	40,278	67,094	167%
Santo Domingo ES/MS	314	136	42,704	49,415	116%
Elementary Subtotal:	1,900	817	253,030	310,145	133%
Bernalillo MS	473	473	67,639	106,109	157%
Middle School Subtotal:	473	473	67,639	106,109	157%
Bernalillo HS	815	815	119,805	188,934	158%
High School Subtotal:	815	815	119,805	188,934	158%
DISTRICT TOTALS:	3,188		440,474	605,188	149%

BPS Pre-K student enrollment is not included in the 40th city count per E.S. Facility sq.ft. Including Portables is from the non-updated FAD and some schools sq.ft. might not be a true reflection of the existing facilities.


UPDATE

164,714 sq ft under-utilized facility square footage



BACKGROUND	Maintenance Costs
$605,188\text{sf} \times$ $\$7.50 / \text{sf} / \text{year}$ = \$4,538,910 / year maintenance	
$164,714 \text{ under-utilized sf} \times$ $\$7.50 / \text{sf} / \text{year}$ = \$1,235,355 / year SAVINGS	

28


BACKGROUND  **2017-18 FAD**

School	2016-17 Rank2	Weighted NMCI
Algodones ES	63	30.78%
Bernalillo ES	663	3.22%
Carroll ES	404	13.90%
Placitas ES	605	5.41%
Cochiti ES/MS	397	14.14%
Santo Domingo ES/MS	738	0.00%
Bernalillo MS	346	16.04%
Bernalillo HS	673	2.67%

2016 **State Share** of an approved project: 42%
District Share of an approved project: 38%


UPDATE

29


BACKGROUND  **PSCOC SYSTEMS BASED FUNDING**

FAD SYSTEM	LIFE SPAN
BUILDING:	
Air / Ventilation Equipment	20
Ceiling Finishes	30
Communications / Security	15
Exterior Walls	100
Exterior Windows and Doors	30
Fire Detection / Alarm	15
Fire Sprinkler	50
Floor Finishes	12
Foundation / Slab / Structure	100
HVAC	30

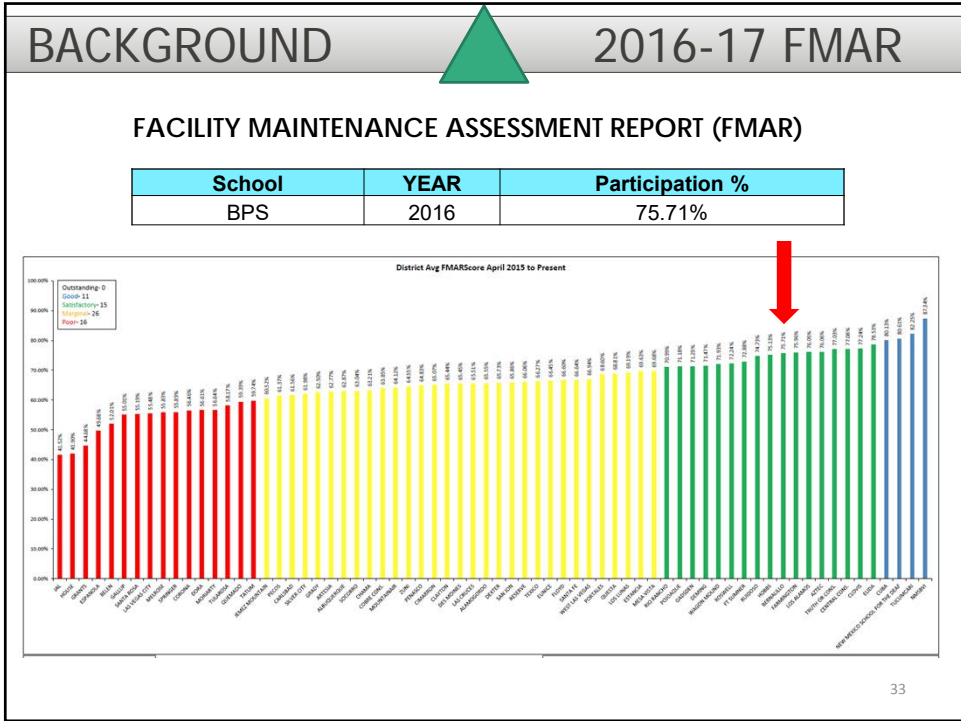
30

BACKGROUND  PSCOC SYSTEMS BASED FUNDING	
FAD SYSTEM	LIFE SPAN
BUILDING:	
Institutional Equipment	30
Interior Doors, Partitions, Stairs, Elevator	50
Interior Walls	60
Lighting / Branch Circuits	30
Main Power / Emergency	30
Other Electrical Systems	20
Other Equipment	60
Plumbing	30
Roof	20
Technology	10
Wall Finishes	12

31

BACKGROUND  PSCOC SYSTEMS BASED FUNDING	
SITE:	
Athletic Fields	30
Fencing	100
Landscaping	30
Parking Lots	20
Playground Equipment	15
Site Lighting	40
Site Specialties	40
Site Utilities	50
Walkways	30

32



BACKGROUND 2000-2017 Capital Projects

School	Project	Year	Funding Source
Santo Domingo ES/MS	Classroom Addition	2005	GOB
Placitas ES	Classroom Addition	2006	GOB
Cochiti ES/MS	Classroom Addition	2006	GOB
La Escuelita Pre School	New School	2009	GOB
Cochiti ES/MS	Classroom Addition	2010	GOB
Bernalillo ES	New School	2010	GOB & PSCOC
Carroll ES	Complete Renovation	2011	GOB & PSCOC
Cochiti ES/MS	New Gymnasium	2010	GOB
Bernalillo HS	New School	2017	GOB & PSCOC
Santo Domingo ES/MS	New School	2017	GOB & PSCOC

34

BACKGROUND BPS 2012 FMP Capital Priorities

FMP DISTRICT PRIORITIES AND RECOMMENDATIONS:

1. District Priorities:

- A. Life / Health / Safety / ADA Issues **In Progress**
- B. Preventive / Regular Maintenance **In Progress**
- C. Technology **In Progress**
- D. Replace / Renovate Bernalillo High School **Completed**
- E. Replace / Renovate Santo Domingo Elementary/MS **Completed**
- F. Relocation of District Administration / Warehouse **Completed**
- G. Placitas Roof Repair **Completed**
- H. Bernalillo Middle School Roof Repair **Completed**
- I. Replace Cochiti ES / MS Gymnasium **Completed**
- J. Bernalillo Middle School HVAC replacement **In Progress**
- K. Algodones Elementary School HVAC replacement **No**
- L. Increase security at: All District Facilities **In Progress**
- M. Permanent Restrooms at Athletic Complex **No**
- N. Improve Bernalillo MS Student Plaza **No**

2. Whenever possible the School District should align its priorities with PSCOC's Facilities Assessment Database. This will allow the District to maximize its funds for capital projects.

3. School District to set in place a plan to review the capacity and utilization of its schools on a yearly basis.

4. The current use of portables on all campuses should be reviewed and portables removed when possible to lower maintenance and increase utilization of existing permanent facilities.

5. The Facilities Master Plan Committee to be re-convened at least once a year to review the progress of the District Priorities and re-evaluate / re-prioritize as necessary.

35

BACKGROUND Capital Funding History



2013 GOB, **\$20 Million**
 2017 GOB **\$18.5 Million**
 SB-9: **\$1,285,000/year**



PSCOC / PSFA Awards Since 2005:

\$36,137,305

\$11,335 / student

36





Academic Skills



2017
Focus of
Education
is on the
'TOTAL STUDENT'

Social Skills



Wellness Skills

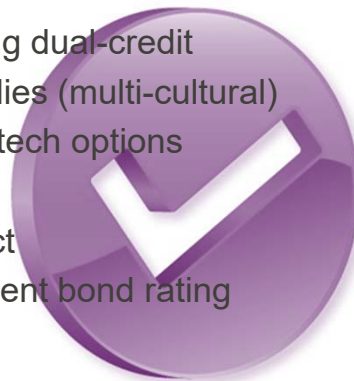


41

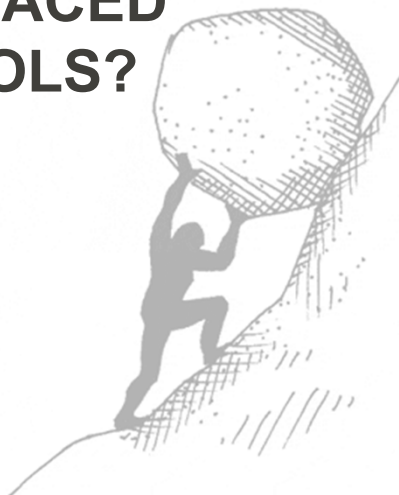
**WHAT ARE POSITIVE
FEATURES OF THE
DISTRICT AND ITS
FACILITIES?**



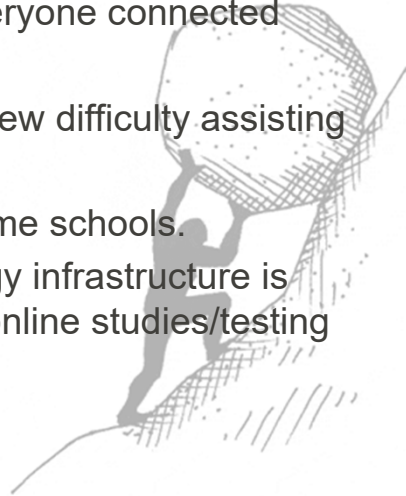
- New facilities being built for a bright, learning environment
- New technology in classrooms and in labs.
- Good classroom size and well-maintained buildings
- Community focused Administration
- Great cafeteria food
- Academic opportunity including dual-credit
- Diversity of students and families (multi-cultural)
- New High School with career tech options
- Black Box
- Staff takes pride in their district
- Financially responsible, excellent bond rating



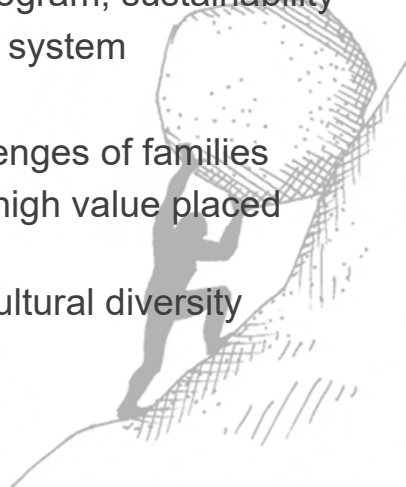
WHAT ARE THE EDUCATIONAL CHALLENGES FACED BY BPS SCHOOLS?



- Money: School District being spread out over a large geographical area can make it challenging to keep everyone connected
- Auxiliary gym
- Maintenance smaller crew difficulty assisting
- Cafeteria lighting
- Aging technology in some schools.
- Ensuring that technology infrastructure is able to support newer online studies/testing
- Broadband



- Funding for adequate
- Funding for specific program, sustainability
- Safety, lack of security system
- Person per SF
- Social-economic challenges of families
- Doesn't seem to be a high value placed education by families
- Multi-languages and cultural diversity
- Student attendance



WHAT WILL EDUCATION LOOK LIKE IN 5, 10, 25, 50 YEARS?



47

- Education with more cyber classes or lesson than actual teacher & classroom
- Career Tech balance
- More technology oriented with a greater need for advanced wireless systems and online learning spaces.



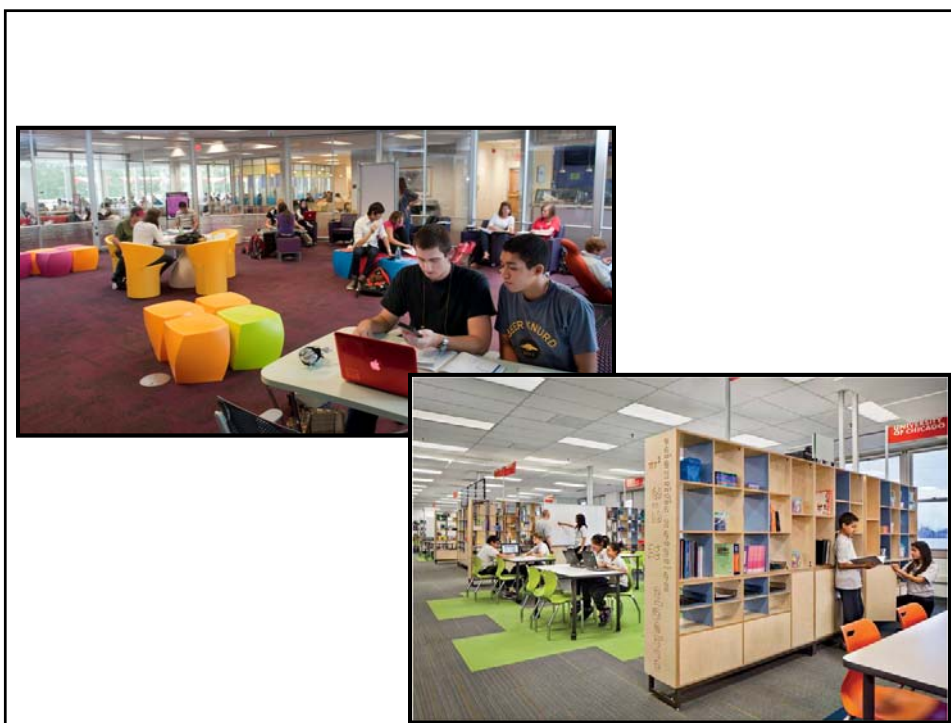
48



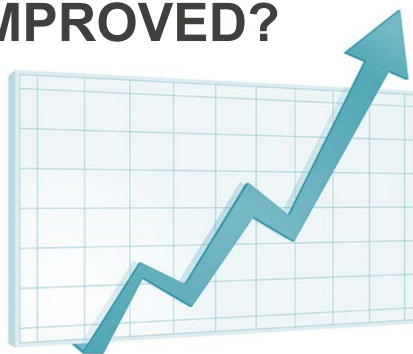
**WHAT IS THE LONG RANGE
VISION OF BPS FOR
EDUCATIONAL PROGRAM
DELIVERY TRENDS?**



- Keeping students engaged and desiring to be a school where learning is positive and enjoyable
- Use most up to date technology to help in lessons and curriculum
- Adapt to meet the (?) of our students
- Cutting edge? programs preparing student for career specific roles
- Collaboration classrooms
- Career technology is important as not all students are college bound and there are need for electricians, mechanics, etc.



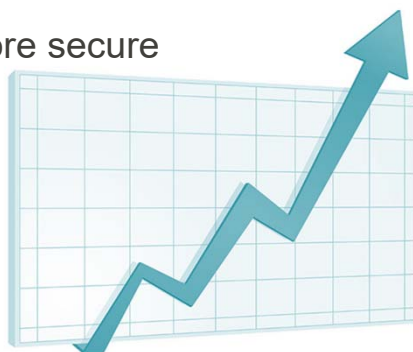
IN THE NEXT FIVE PLUS YEARS, WHAT ARE SOME FEATURES / BUILDING SYSTEMS OF DISTRICT FACILITIES THAT NEED TO BE UPGRADED OR IMPROVED?



- Cochiti: HVAC, new floors, roof repair, heating, new working (?), locked front door entryway
- Algodones: Heating and cooling some buildings upgrades (BMS), 5th grade additions
- Placitas: sewer (sooner than 5 yrs.)
- BES: parent drop-off and pick up issues
- All schools: secure visible entries, check locked doors, check unused classrooms, security systems and lighting
- More CTE / Academy classes. Develop specific pathways for these programs



- HVAC system on Gym roof, BHS
- Auxiliary Gym at High school
- Technology, access to online services for all students (rural areas)
- Band Room
- Maintenance facilities more secure
- Parking lots
- Photovoltaic systems
- Athletic facilities



HOW DO EXTRACURRICULAR ACTIVITIES FIT INTO THE FMP?



56

- Gym SD only 40% of students participate
- Baseball and softball field dirt track
- Student involvement and pride of ownership
- Most students and parents are looking for activities offered outside the classroom. Need to look at activities that are not the typical ones offered. Should be included in the plan.
- Appears that football and basketball have good participation at High School



- SDMS playing fields Baseball / Softball
- Lighting for BHS Baseball / Softball fields
- BMS playing field on west side of canal

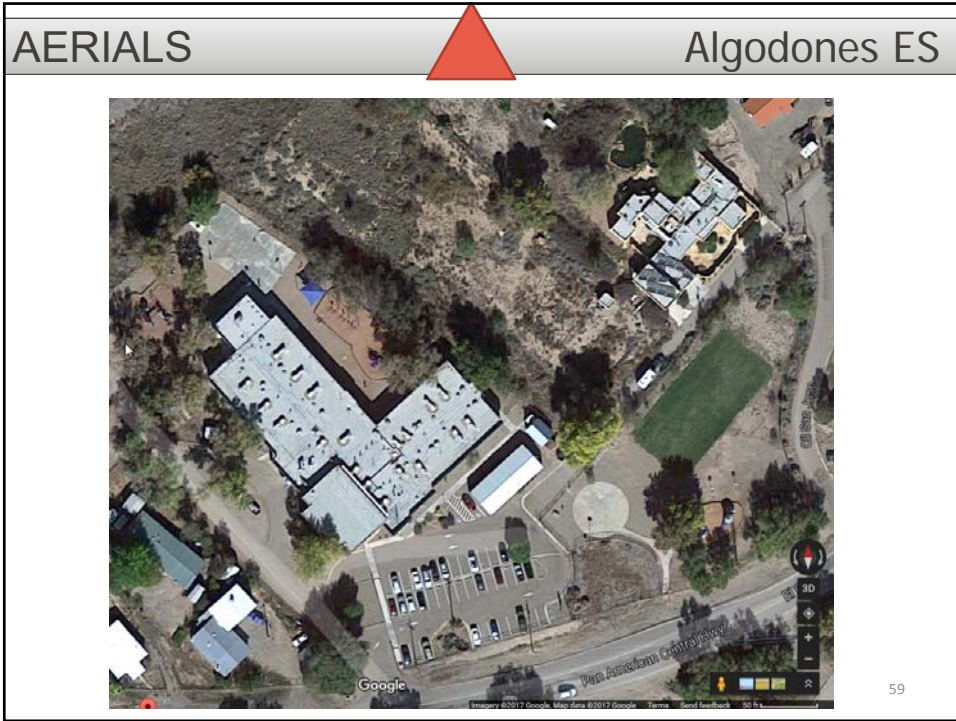



57

- Very important to keep current facilities up to date
- Extra-curricular activities and athletics keep kids in school. Studies show that those students most involved tend to be more successful.
- Playground, athletic fields and gyms should all be available for students and need to be updated and modern.
- Upgrade to some Mid School facilities



58

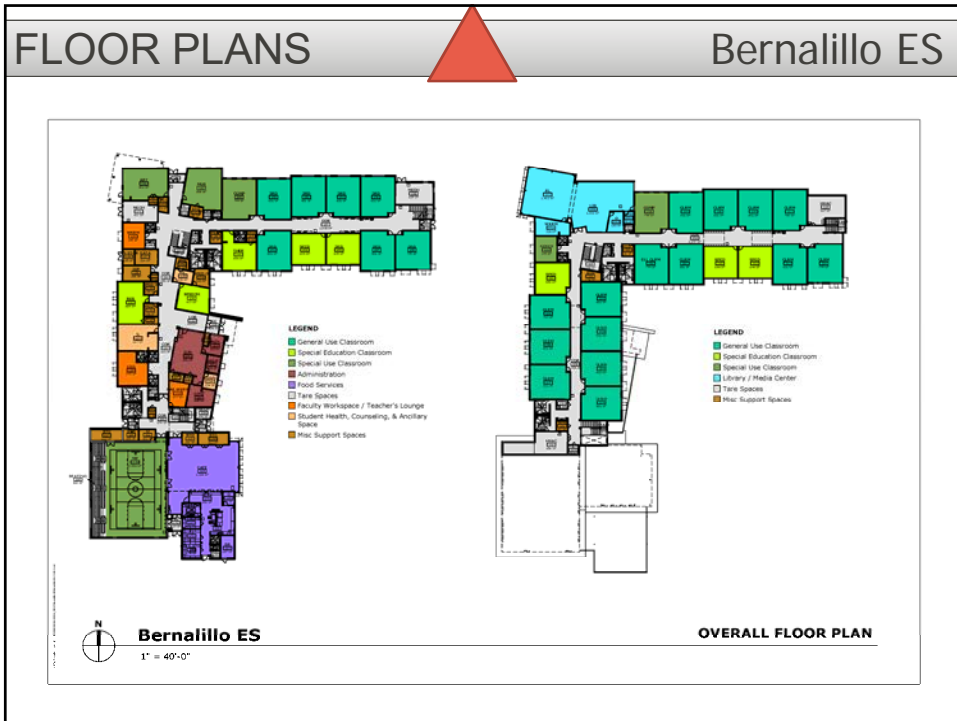


NEEDS		Algodones ES
<p>*Classroom Addition: To Bring 5th Grade Back</p> <p>Building Systems Upgrades:</p> <ul style="list-style-type: none">RoofHVACPlumbingWindowsDoorsLightingFlooringWater ConditionerUpgrade Fence, Gate and Locking System		

61

AERIALS		Bernalillo ES
		

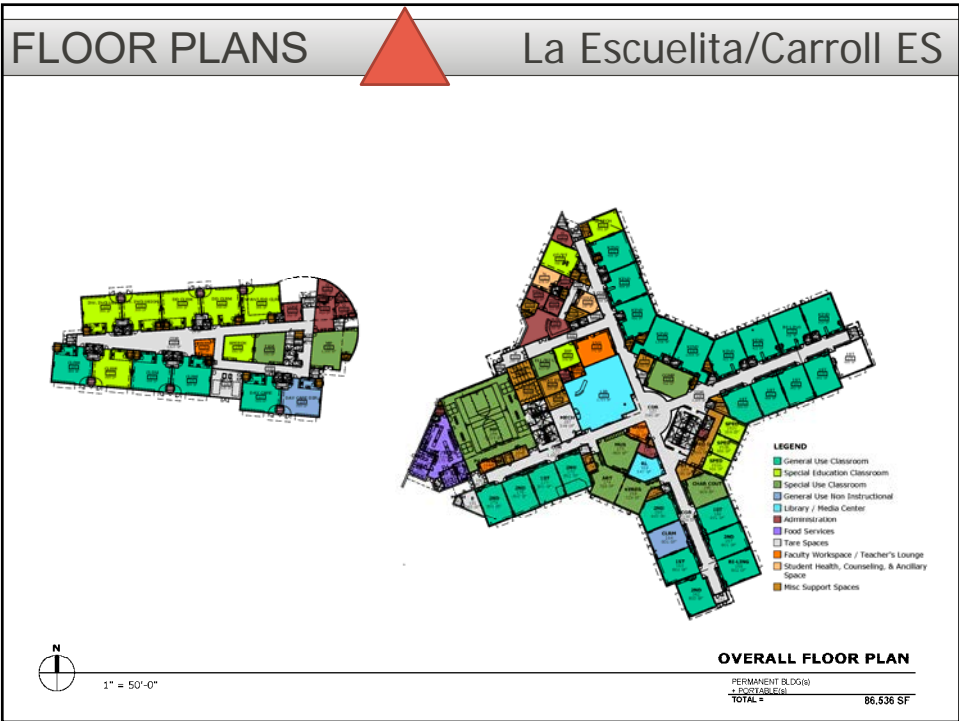
62



NEEDS Bernalillo ES



*Parent Drop-Off/Pick-Up Reconfiguration
Upgrade Lighting System
Create Secure Entry

64



NEEDS		La Escuelita/Carroll ES
<p>Upgrade Site Security Replace Asphalt Play Area Install Additional Fencing</p>		

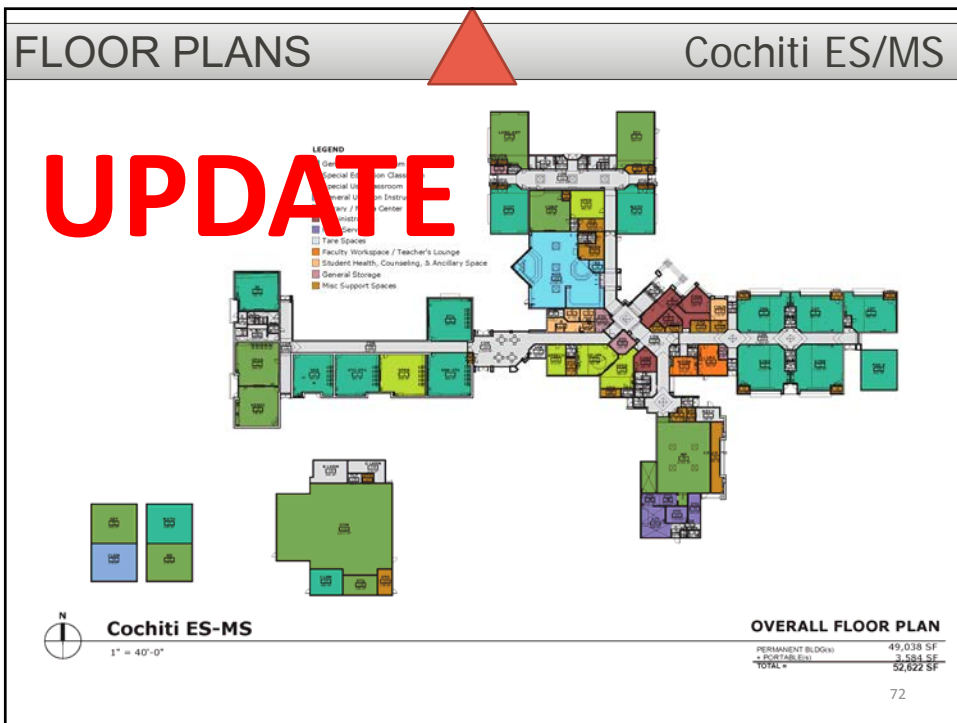
67


AERIALS		Placitas ES
		

68



- NEEDS** **Placitas ES**
- Upgrade Sewer / Septic System
 - Upgrade Entry Security
 - Install Security Camera System
 - Possible New Water Well in Next 5 years
 - Demolish Old Basketball Court
 - Upgrade lighting to LED
- 70



NEEDS  **Cochiti ES/MS**

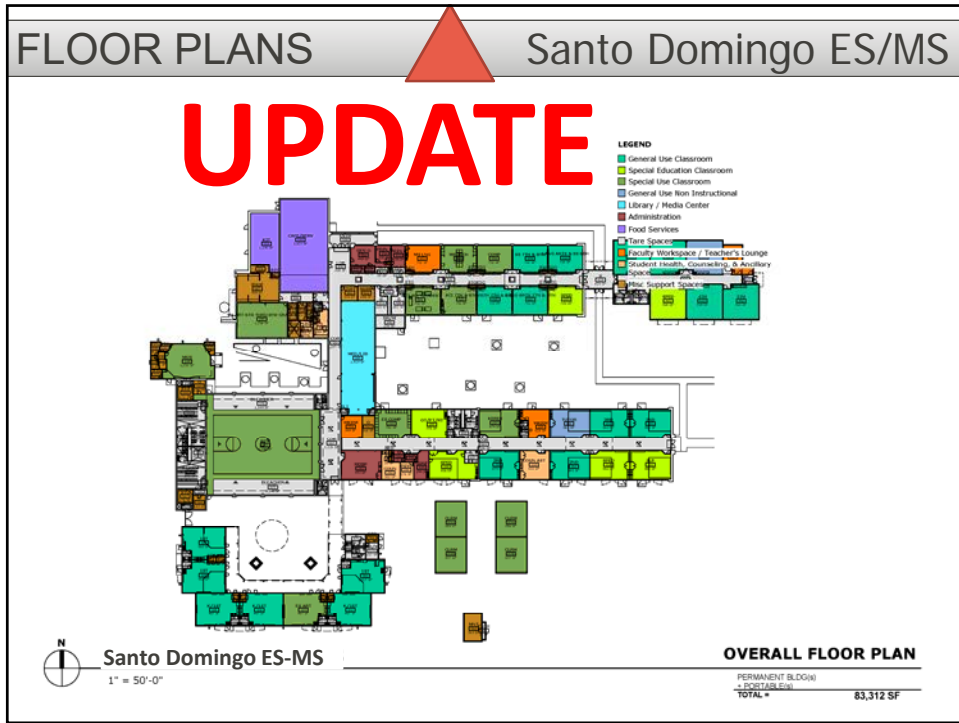
- Replace Middle School Roof
- Upgrade HVAC: Except 2004 Addition
- Upgrade Security: Entry and Cameras
- Upgrade Fire Hydrants
- Install Water Conditioner
- Upgrade Lighting to LED
- Upgrade Site & Exterior Building Lighting to LED

73

AERIALS  **Santo Domingo ES/MS**



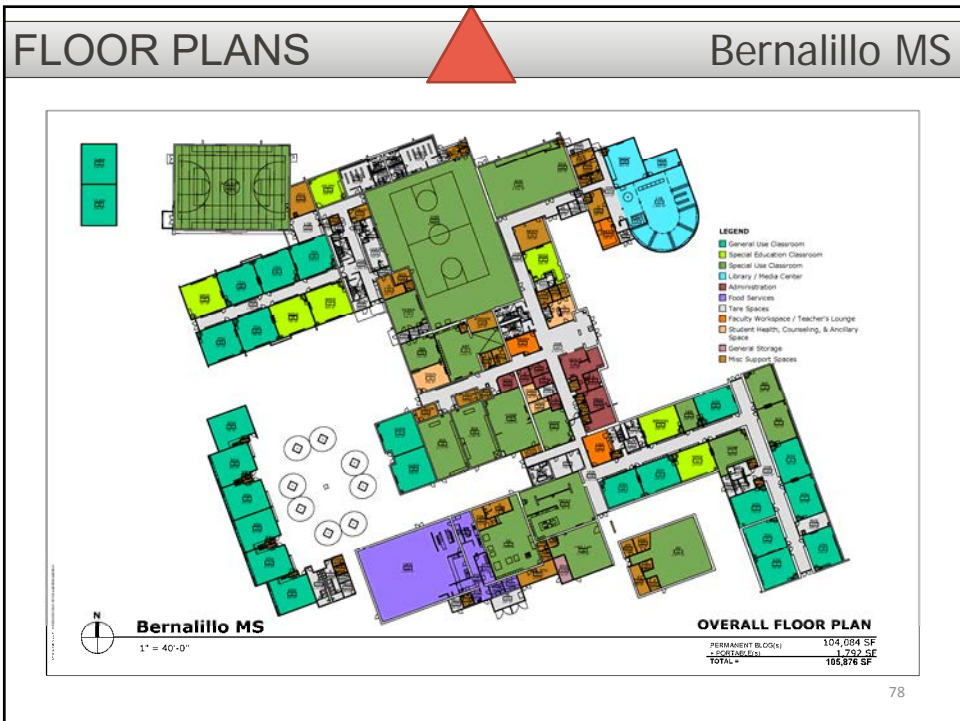
74






NEEDS  Santo Domingo ES/MS

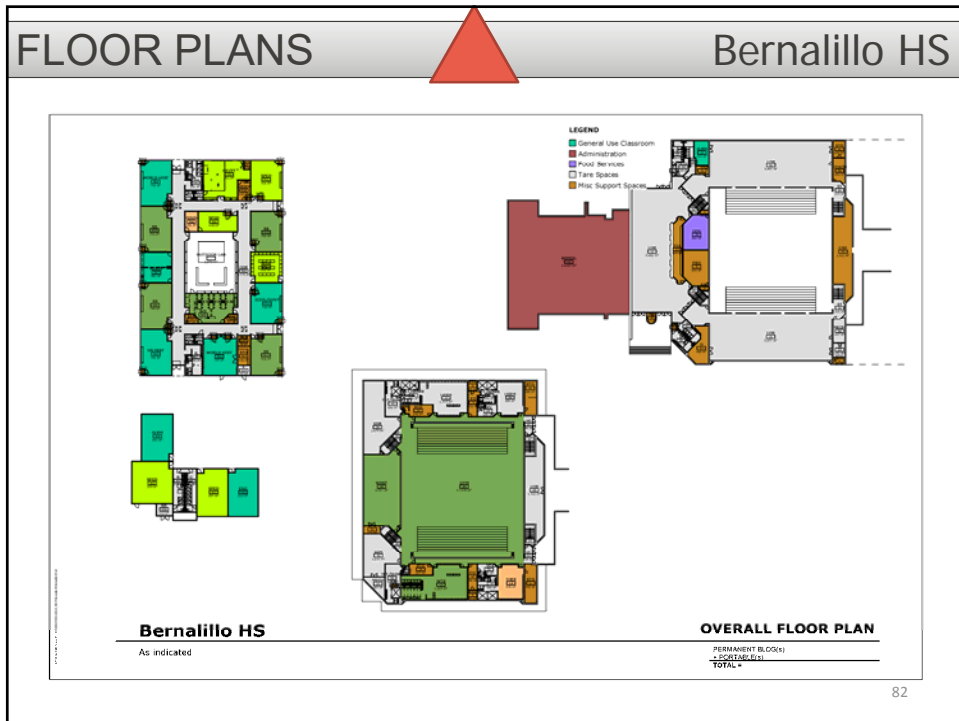
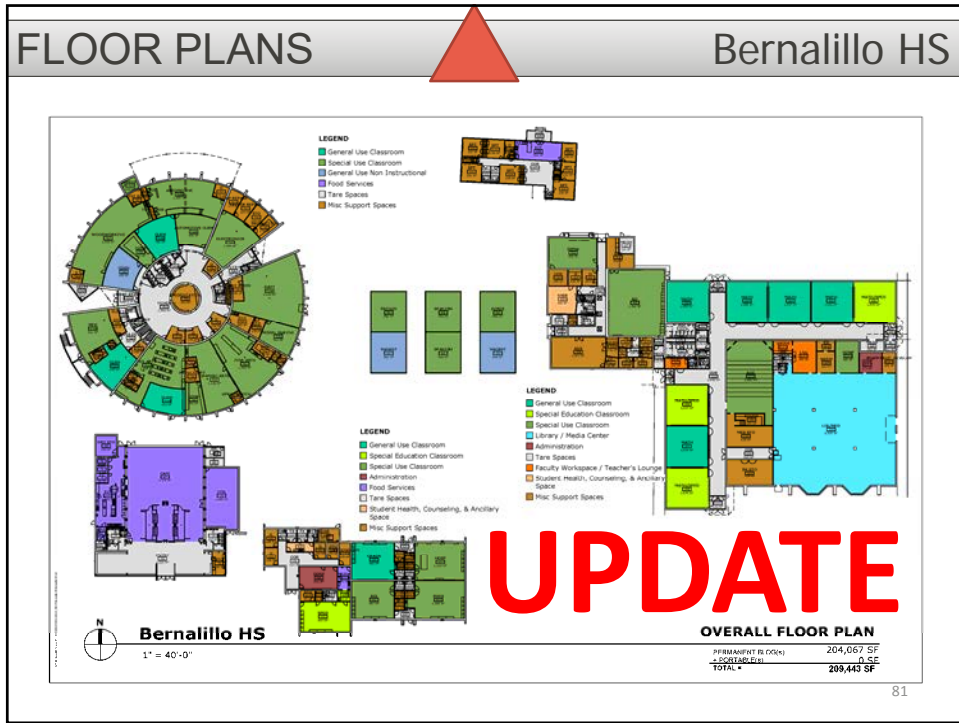
*Complete Phase II Gym Renovation and Site Work
Install New Play Fields
Complete Center Courtyard: Shade Structures

76



NEEDS		Bernalillo MS
<ul style="list-style-type: none">*Renovate Library*Re-Stucco MSUpgrade IntercomUpgrade Fire AlarmReplace RoofUpgrade Security: Entry, Cameras, Perimeter FencingUpgrade Student PlazaInstall Water ConditionerInstall Parking on North Side of SiteInstall Site Lighting in Front Parking LotRenovate RestroomsReplace Exterior Lockers		
79		

AERIALS		Bernalillo HS
 <p style="text-align: center; font-size: 2em; color: red; opacity: 0.5;">UPDATE</p>		
80		



NEEDS	Bernalillo HS
<ul style="list-style-type: none">*Auxiliary GymInstall Football Restrooms & ConcessionsIncrease ParkingRenovate Gym Locker RoomsReplace All Interior Gym DoorsInstall Practice FieldInstall New Press BoxUpgrade Gym Lighting to LED	

83

NEEDS	District Wide
<ul style="list-style-type: none">*Technology Equipment*Security UpgradesUpgrade Security at Schools<ul style="list-style-type: none">Card Key Access:<ul style="list-style-type: none">Placitas ESBernalillo MSCochiti ES/MSSecurity Camera System:<ul style="list-style-type: none">Bernalillo MSPlacitas ESSecure Front Entry:<ul style="list-style-type: none">Carroll ESCochiti ES/MSBernalillo MS	

84

NEEDS	District Wide
<p>*Athletic Field Construction and Upgrades: Create Athletic Field Complex by Bernalillo ES Upgrade Exterior and Interior Lighting to LED Install Wood Chips at all Elementary School Playgrounds Increase / Upgrade Paving</p> <p>85</p>	

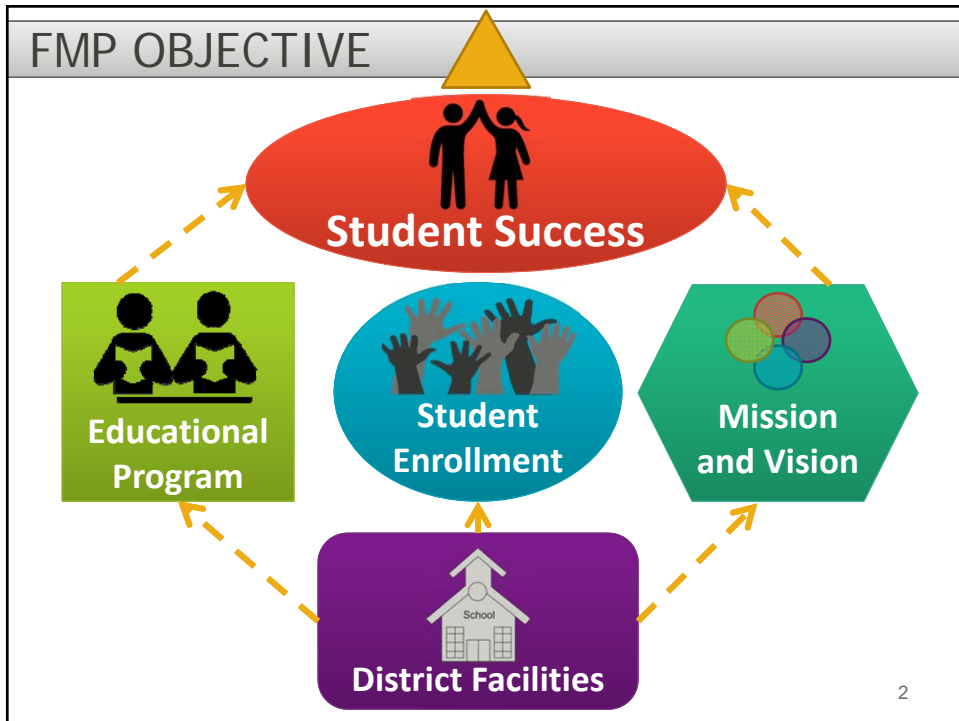
<p>Thank You FOR YOUR TIME AND INPUT</p> <p>86</p>



Bernalillo Public Schools
FACILITIES MASTER PLAN
2018-2023
September 12, 2017



1



FMP PURPOSE



Develop a
Plan / Road Map
for school facilities
which will support the
School's Mission
and Educational
Program for

Student Success

3

DISTRICT FMP GOALS

- Compliance with State FMP Requirements
- Complete 2017 GOB Funding Priorities
- Safe & Comfortable Learning Environments
- Efficient & Effective Use of Facilities
- Equity of & Access to District Facilities & Programs

4

Bernalillo Public School District 2017

Mission

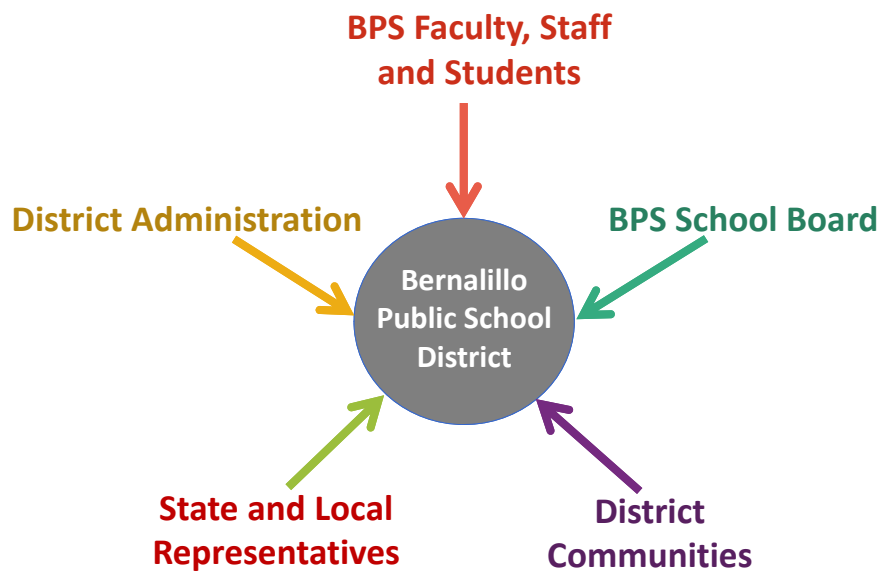
Bernalillo Public Schools is committed to student achievement and the graduation of all students.

Vision

Bernalillo Public Schools challenges our diverse student community with a rigorous education.

5

FMP PARTNERSHIPS



6

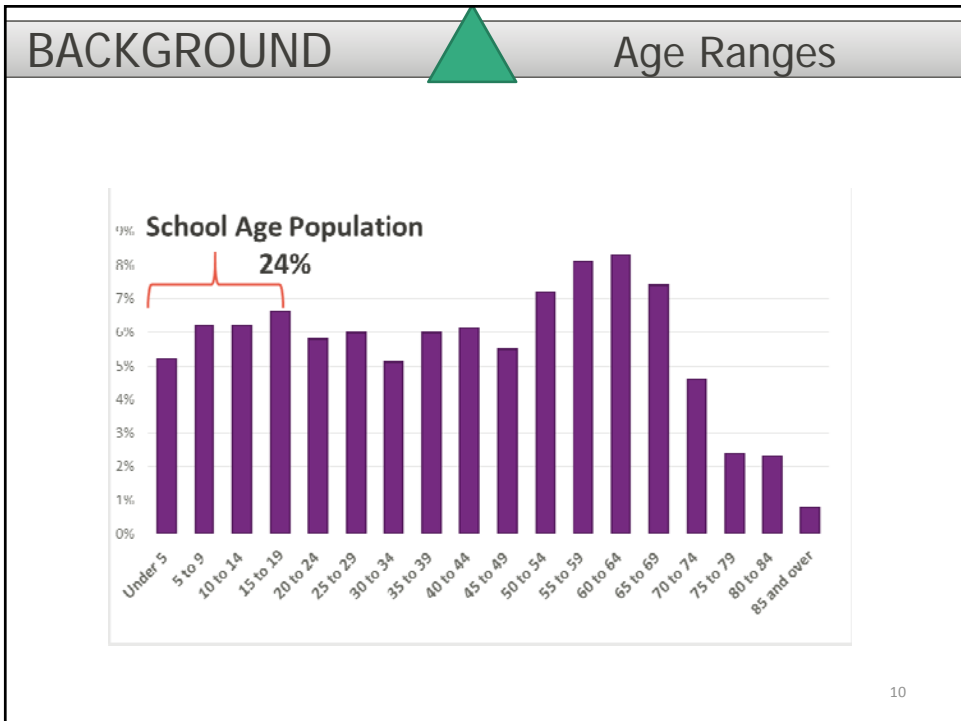
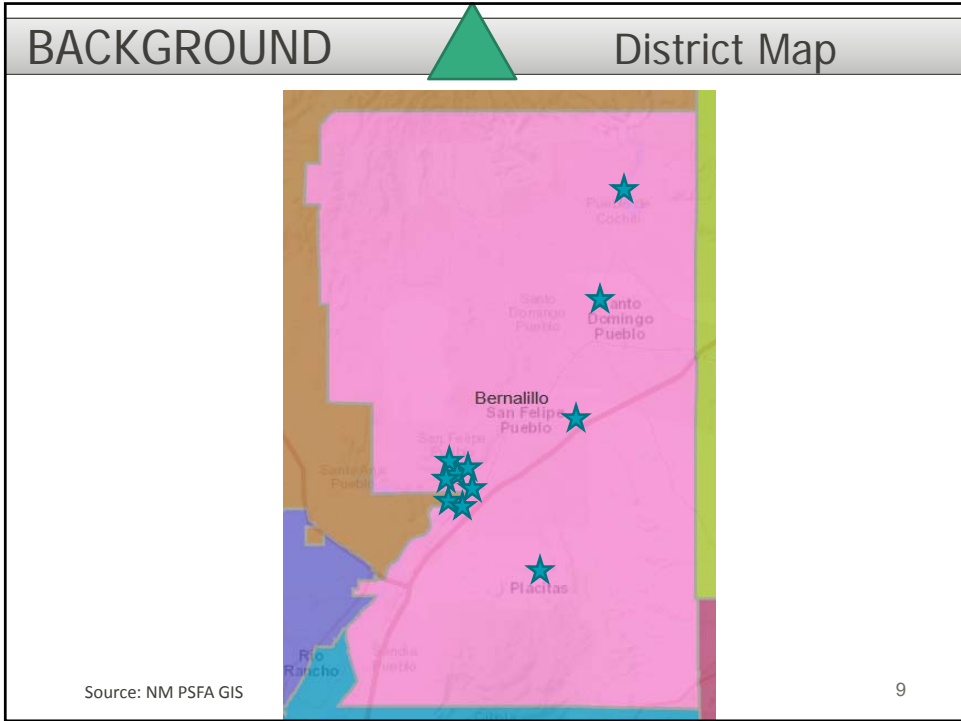
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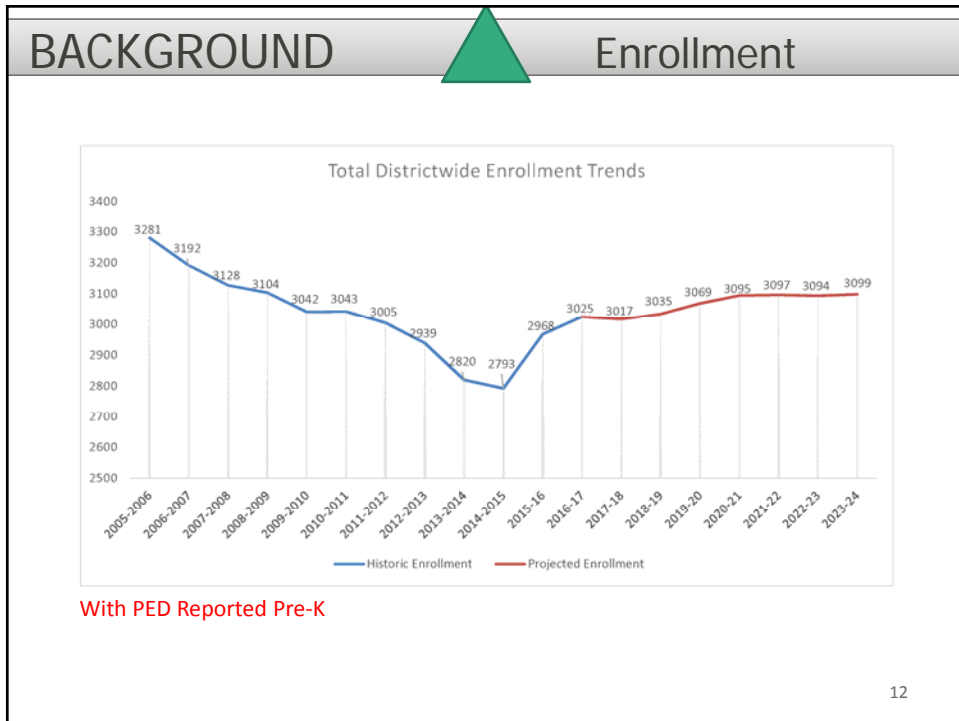
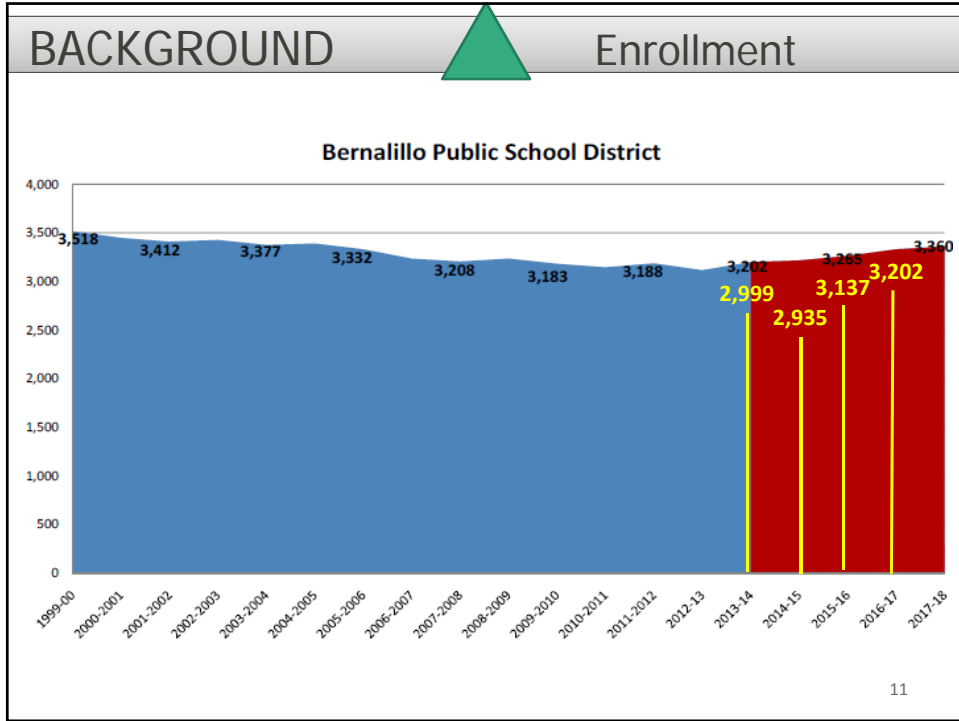


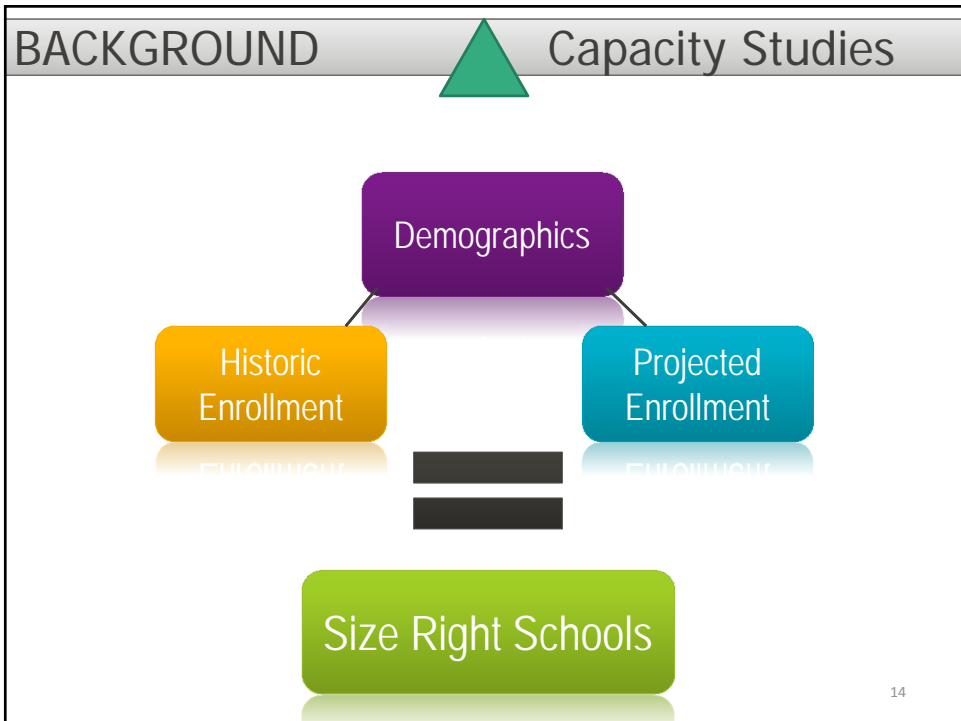
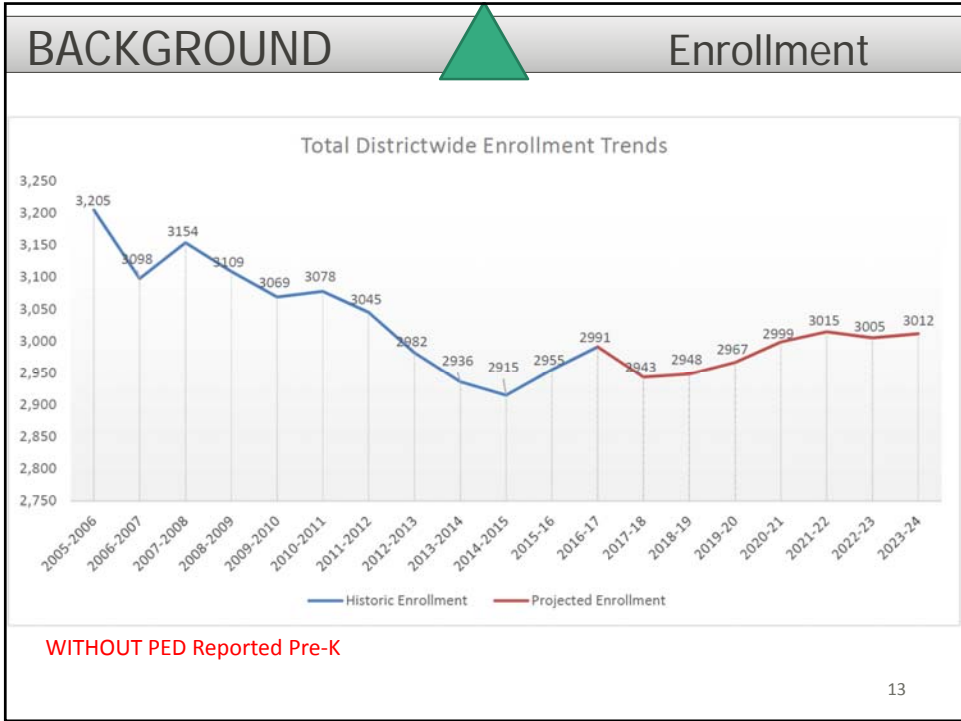
BERNALILLO PUBLIC SCHOOLS
EDUCATE & GRADUATE

**BACKGROUND
INFORMATION**

8







BACKGROUND  Capacity Studies

School	Grades	2016-17 Enrollment	NMAS Rcmd Facility SF	PSFA's Facility SF (w/portables)	Difference
La Escuelita Pre-School	Pre-K	164	23,526	0	-23,526
Pre-K Subtotal:		164	23,526	0	-23,526
Algodones ES	PreK - 5	193	27,422	26,948	-474
Bernalillo ES	3 - 5	442	57,613	65,479	7,866
Carroll ES	K - 2	373	49,832	65,417	15,585
Placitas ES	K - 5	120	17,463	35,792	18,329
Cochiti ES/MS	PreK - 8	294	45,454	67,094	21,640
Santo Domingo ES/MS	K - 8	314	48,150	49,415	1,265
Elementary Subtotal:		1,736	245,934	310,145	64,211
Bernalillo MS	6 - 8	473	67,787	106,109	38,322
Middle School Subtotal:		473	67,787	106,109	38,322
Bernalillo HS	9 - 12	815	119,499	188,934	69,435
High School Subtotal:		815	119,499	188,934	69,435
DISTRICT TOTALS:		3,188	456,746	605,188	148,442

These capacities are based upon square foot per student and include portables.
 BPS Pre-K student enrollment is not included in the 40th day count, per PED.

148,442 sf under-utilized facility square footage

15

BACKGROUND  Capacity Studies

School	Grades	2016-17 Enrollment	NMAS Rcmd Facility SF	Actual Facility SF (w/portables)	Difference
La Escuelita Pre-School	Pre-K	164	23,526	22,712	-814
Pre-K Subtotal:		164	23,526	22,712	-814
Algodones ES	PreK - 5	193	27,422	27,103	-319
Bernalillo ES	3 - 5	442	57,613	65,479	7,866
Carroll ES	K - 2	373	49,832	63,518	13,686
Placitas ES	K - 5	120	17,463	34,746	17,283
Cochiti ES/MS	PreK - 8	294	45,454	52,622	7,168
Santo Domingo ES/MS	K - 8	314	48,150	49,558	1,408
Elementary Subtotal:		1,736	245,934	293,026	47,092
Bernalillo MS	6 - 8	473	67,787	105,876	38,089
Middle School Subtotal:		473	67,787	105,876	38,089
Bernalillo HS	9 - 12	815	119,499	188,882	69,383
High School Subtotal:		815	119,499	188,882	69,383
DISTRICT TOTALS:		3,188	456,746	610,496	153,750

These capacities are based upon square foot per student and include portables.
 BPS Pre-K student enrollment is not included in the 40th day count, per PED.

153,750sf under-utilized facility square footage

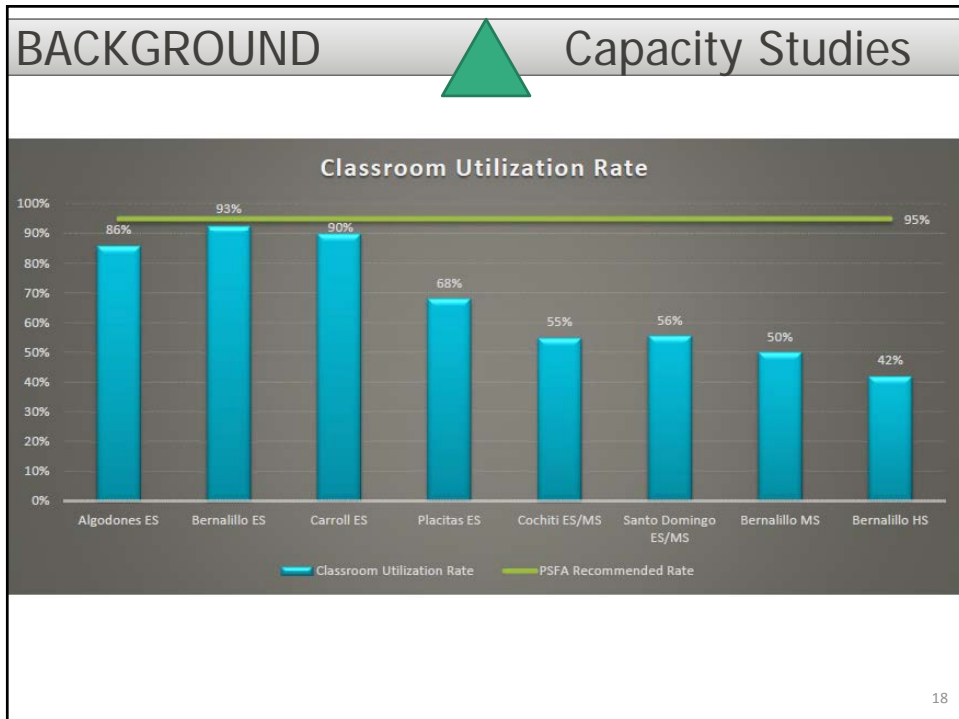
16

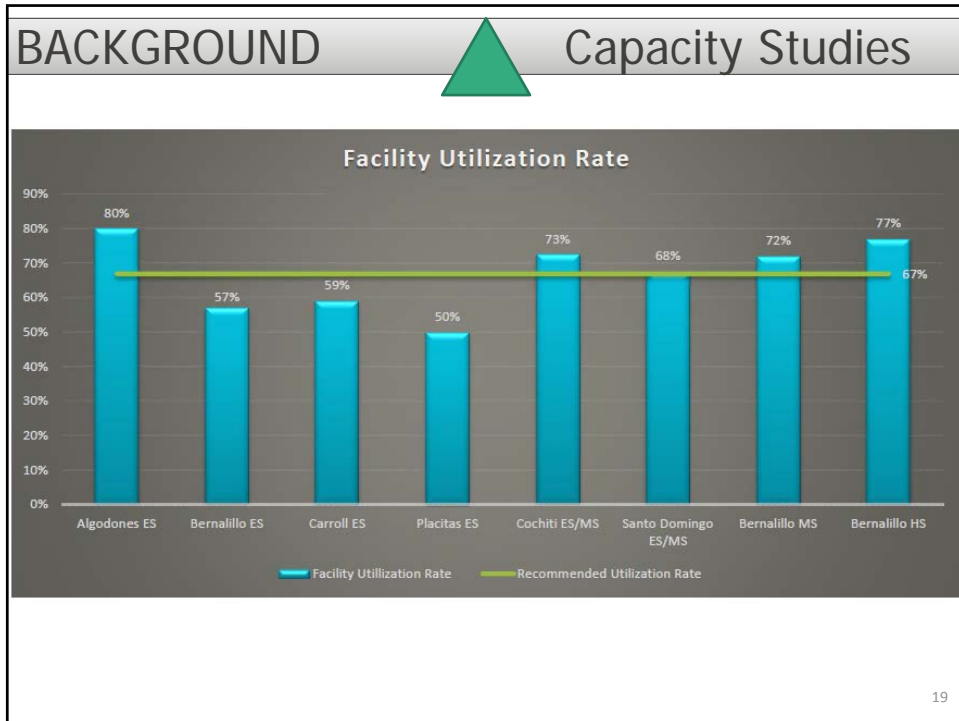
BACKGROUND ▲ Capacity Studies


School	2016-17 Enrollment	Maximum Facility Capacity w/Portables	Maximum Functional Facility Capacity w/Portables	Instructional Space Capacity w/ Portables @ 67%	NMAS Capacity based on Existing SF/Student
La Escuelita Pre-School	164	276	176	185	158
Pre-K Subtotal:	164	276	176	185	158
Algodones ES	193	306	215	205	190
Bernalillo ES	442	767	476	514	516
Carroll ES	373	686	424	460	497
Placitas ES	120	374	192	251	249
Cochiti ES/MS	294	617	575	413	348
Santo Domingo ES/MS	314	648	590	434	324
Elementary Subtotal:	1,736	3,398	2,472	2,277	2,124
Bernalillo MS	473	1,130	883	757	919
Middle School Subtotal:	473	1,130	883	757	919
Bernalillo HS	815	1,564	1,324	1,048	2,091
High School Subtotal:	815	1,564	1,324	1,048	2,091
DISTRICT TOTALS:	3,188	6,368	4,855	4,267	5,292

These capacities are based upon the number of classrooms in the District.
 CES/MS and SDE/MS are combined totals using MS Capacity estimates

17





BACKGROUND  **2017-18 FAD**

School	2016-17 Rank	2017-18 Rank	Weighted NMCI
Algodones ES	63	55	30.78%
Bernalillo ES	663	663	3.22%
Carroll ES	404	403	13.90%
Placitas ES	605	603	5.41%
Cochiti ES/MS	397	395	14.14%
Santo Domingo ES/MS	738	736	0.00%
Bernalillo MS	346	344	16.04%
Bernalillo HS	673	673	2.67%

2017 **State Share** of an approved project: 42%
District Share of an approved project: 58%

20

BACKGROUND		2000-2017 Capital Projects	
School	Project	Year	Funding Source
Santo Domingo ES/MS	Classroom Addition	2005	GOB
Placitas ES	Classroom Addition	2006	GOB
Cochiti ES/MS	Classroom Addition	2006	GOB
La Escuelita Pre School	New School	2009	GOB
Cochiti ES/MS	Classroom Addition	2010	GOB
Bernalillo ES	New School	2010	GOB & PSCOC
Carroll ES	Complete Renovation	2011	GOB & PSCOC
Cochiti ES/MS	New Gymnasium	2010	GOB
Bernalillo HS	New School	2017	GOB & PSCOC
Santo Domingo ES/MS	New School	2017	GOB & PSCOC

21

BACKGROUND		BPS 2012 FMP Capital Priorities	
<p>FMP DISTRICT PRIORITIES AND RECOMMENDATIONS:</p> <p>1. District Priorities:</p> <ul style="list-style-type: none"> A. Life / Health / Safety / ADA Issues In Progress B. Preventive / Regular Maintenance In Progress C. Technology In Progress D. Replace / Renovate Bernalillo High School Completed E. Replace / Renovate Santo Domingo Elementary/MS Completed F. Relocation of District Administration / Warehouse Completed G. Placitas Roof Repair Completed H. Bernalillo Middle School Roof Repair Completed I. Replace Cochiti ES / MS Gymnasium Completed J. Bernalillo Middle School HVAC replacement In Progress K. Algodones Elementary School HVAC replacement No L. Increase security at: All District Facilities In Progress M. Permanent Restrooms at Athletic Complex No N. Improve Bernalillo MS Student Plaza No <p>2. Whenever possible the School District should align its priorities with PSCOC's Facilities Assessment Database. This will allow the District to maximize its funds for capital projects.</p> <p>3. School District to set in place a plan to review the capacity and utilization of its schools on a yearly basis.</p> <p>4. The current use of portables on all campuses should be reviewed and portables removed when possible to lower maintenance and increase utilization of existing permanent facilities.</p> <p>5. The Facilities Master Plan Committee to be re-convened at least once a year to review the progress of the District Priorities and re-evaluate / re-prioritize as necessary.</p>			

22

BACKGROUND  **Capital Funding History**



2013 GOB, **\$20 Million**
2017 GOB **\$18.5 Million**
SB-9: **\$1,285,000/year**



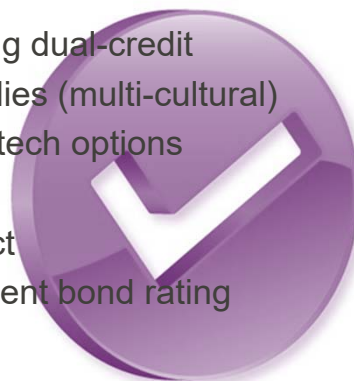
PSCOC / PSFA
Awards Since 2005:
\$36,137,305
\$11,335 / student

23

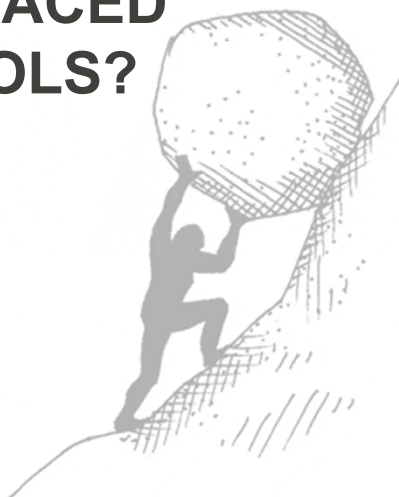
**WHAT ARE POSITIVE
FEATURES OF THE
DISTRICT AND ITS
FACILITIES?**



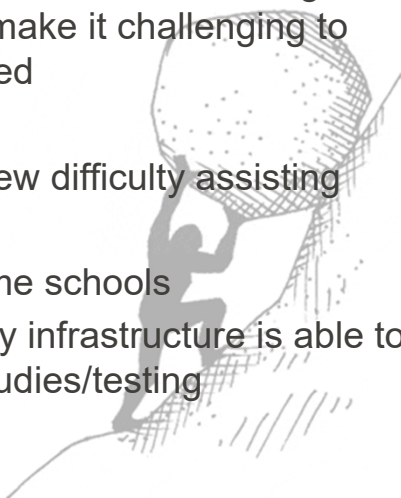
- New facilities being built for a bright, learning environment
- New technology in classrooms and in labs.
- Good classroom size and well-maintained buildings
- Community focused Administration
- Great cafeteria food
- Academic opportunity including dual-credit
- Diversity of students and families (multi-cultural)
- New High School with career tech options
- Black Box
- Staff takes pride in their district
- Financially responsible, excellent bond rating



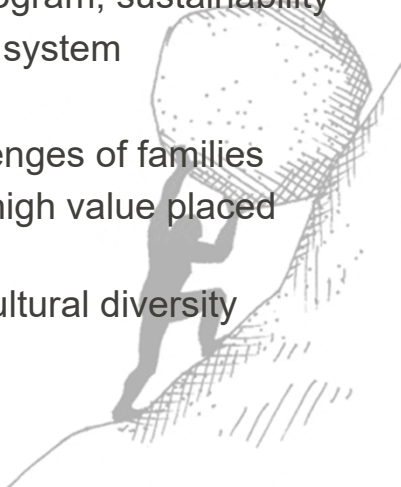
WHAT ARE THE EDUCATIONAL CHALLENGES FACED BY BPS SCHOOLS?



- Money
- School District being spread out over a large geographical area can make it challenging to keep everyone connected
- Auxiliary gym
- Maintenance smaller crew difficulty assisting
- Cafeteria lighting
- Aging technology in some schools
- Ensuring that technology infrastructure is able to support newer online studies/testing
- Broadband



- Funding for adequate
- Funding for specific program, sustainability
- Safety, lack of security system
- Person per SF
- Social-economic challenges of families
- Doesn't seem to be a high value placed education by families
- Multi-languages and cultural diversity
- Student attendance



WHAT WILL EDUCATION LOOK LIKE IN 5, 10, 25, 50 YEARS?



29

- Education with more cyber classes or lesson than actual teacher & classroom
- Career Tech balance
- More technology oriented with a greater need for advanced wireless systems and online learning spaces

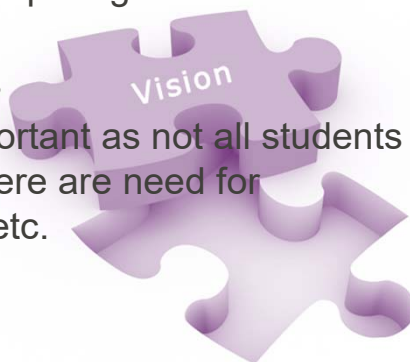


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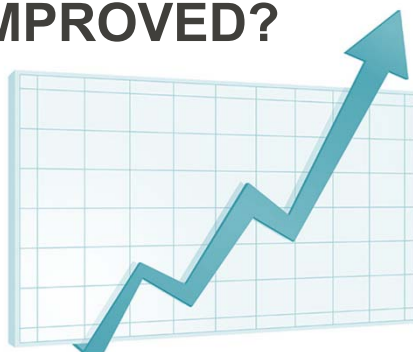
WHAT IS THE LONG RANGE VISION OF BPS FOR EDUCATIONAL PROGRAM DELIVERY TRENDS?



- Keeping students engaged and desiring to be a school where learning is positive and enjoyable
- Use most up to date technology to help in lessons and curriculum
- Adapt to meet the needs of our students
- Cutting edge programs preparing student for career specific roles
- Collaboration classrooms
- Career technology is important as not all students are college bound and there are need for electricians, mechanics, etc.



IN THE NEXT FIVE PLUS YEARS, WHAT ARE SOME FEATURES / BUILDING SYSTEMS OF DISTRICT FACILITIES THAT NEED TO BE UPGRADED OR IMPROVED?



- Cochiti ES: HVAC, sewer, new floors, roof repair, heating, new working cameras, locked front door entryway, band room, upgraded teacher housing
- Algodones ES: Heating and cooling some buildings upgrades (BMS), 5th grade additions
- Placitas ES: sewer (sooner than 5 yrs.)
- Bernalillo ES: parent drop-off and pick up issues
- All schools: secure visible entries, check locked doors, check unused classrooms, security systems and lighting
- More CTE / Academy classes. Develop specific pathways for these programs



- HVAC system on Gym roof, BHS
- Auxiliary Gym at High school
- Up-To-Date Technology and access to online services for all students (rural areas)
- Maintenance facilities
- Parking lots
- Photovoltaic systems
- Athletic facilities
- Utilization of Schools



HOW DO EXTRACURRICULAR ACTIVITIES FIT INTO THE FMP?



36

- Gym SD only 40% of students participate
- SD Baseball and softball field dirt track
- Student involvement and pride of ownership
- Most students and parents are looking for activities offered outside the classroom. Need to look at activities that are not the typical ones offered. Should be included in the plan.
- Appears that football and basketball have good participation at High School



- SDMS playing fields Baseball / Softball
- Lighting for BHS Baseball / Softball fields
- BMS playing field on west side of canal

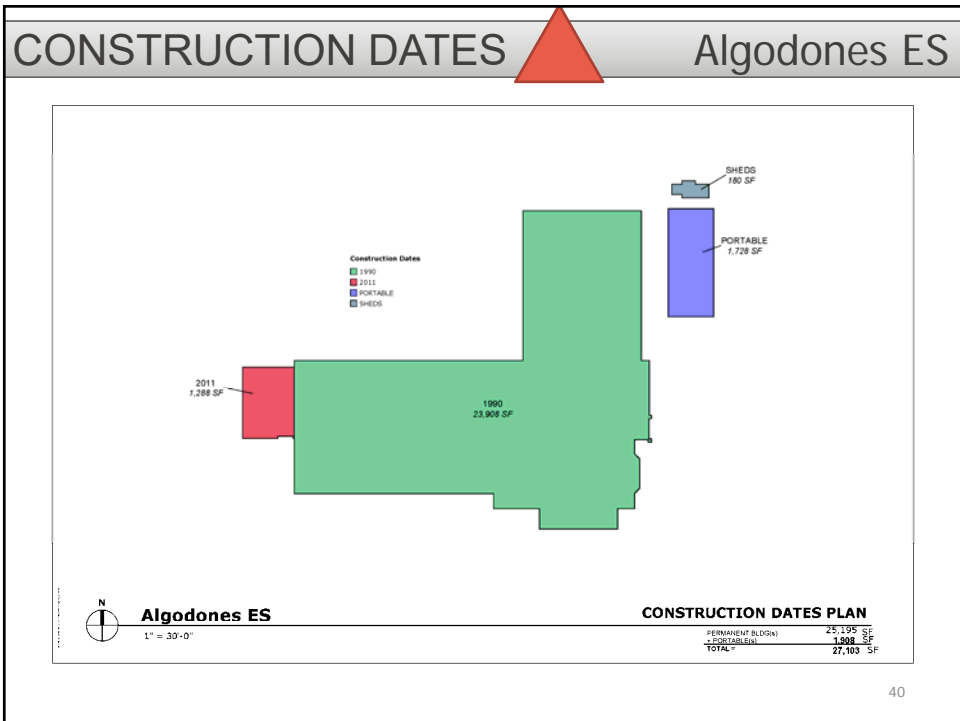


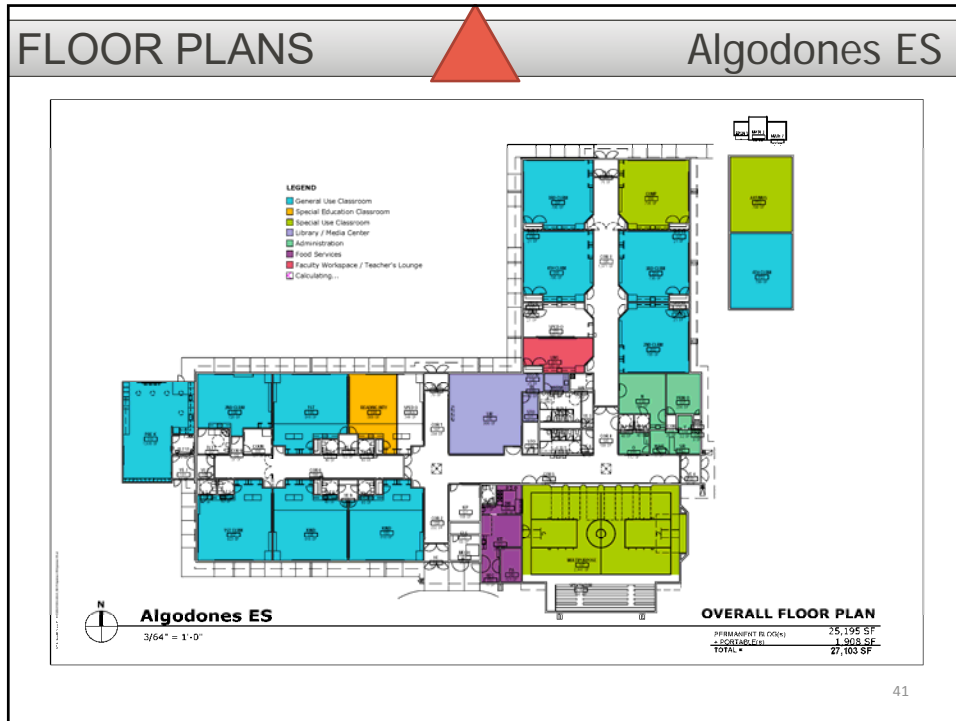
37

- Very important to keep current facilities up to date
- Extra-curricular activities and athletics keep kids in school. Studies show that those students most involved tend to be more successful.
- Playground, athletic fields and gyms should all be available for students and need to be updated and modern.
- Upgrade to some Mid School facilities



38

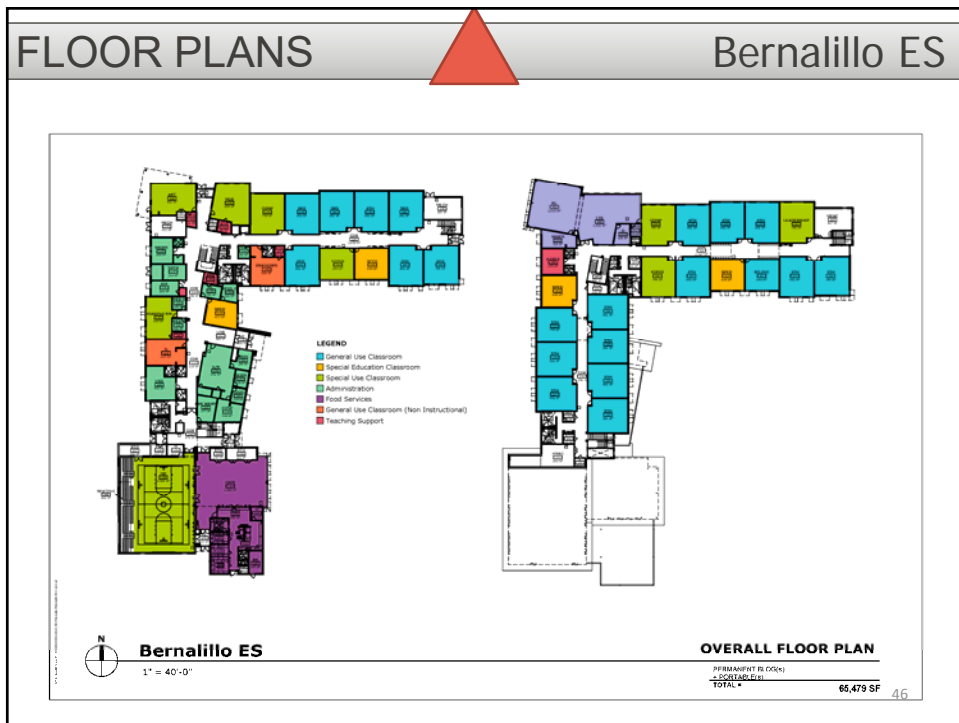
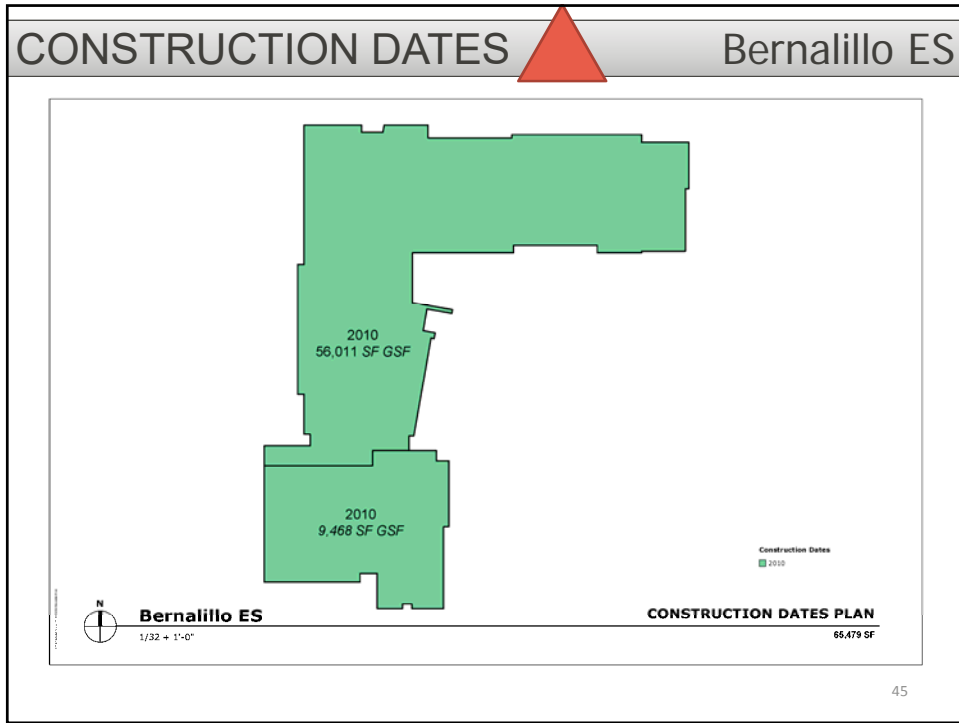





- NEEDS** **Algodones ES**
- Priority #2 Building / Site System Upgrades:**
- Communications/ Security: Intercom, Entry Security
 - Emergency Lighting
 - Fire Detection / Alarm System
 - Institutional Equipment
 - Roof
 - HVAC
 - Plumbing: Water Treatment
 - Windows: Replace
 - Doors
 - Lighting: Interior & Site
 - Flooring
 - Fence: Upgrade Perimeter Fence, Gate and Locking System
 - Site Utilities: Upgrade Sewer / Septic
 - Upgrade Playground Equipment
- 42

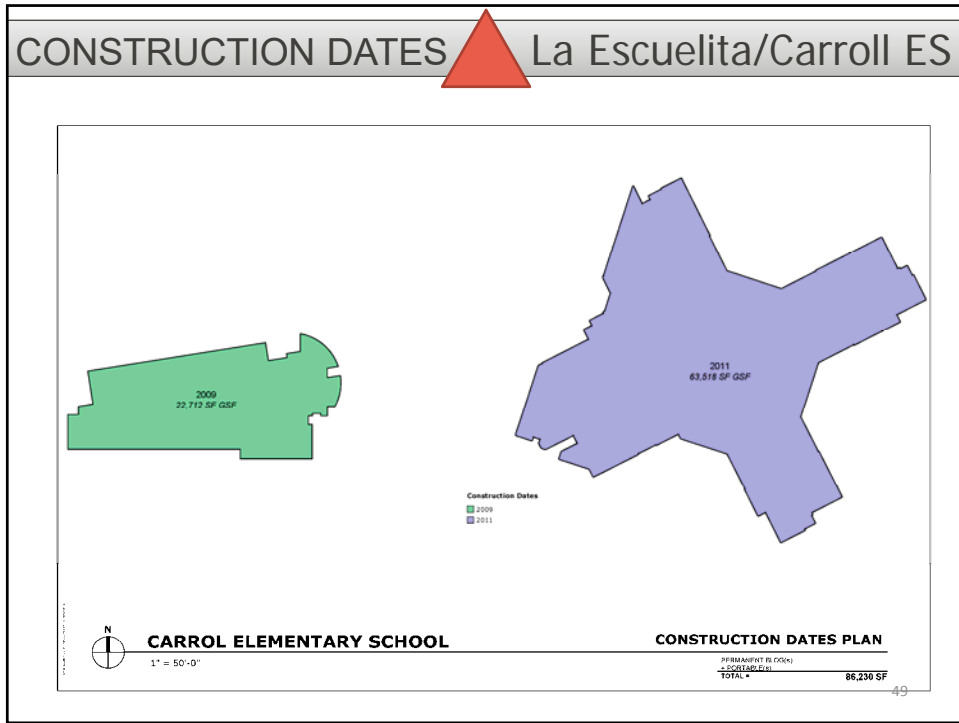
NEEDS	▲	Algodones ES
Priority #3 Facility Renovation/Replacement/New Construction:		
<input type="checkbox"/> GOB: Classroom Addition Bring 5 th Grade Back		\$3.5M
<input type="checkbox"/> Renovate Existing School		\$5M
<input type="checkbox"/> Replace Existing School		\$12.8M
<input type="checkbox"/> Dispose of Existing Portables		
<input type="checkbox"/> Other		
43		

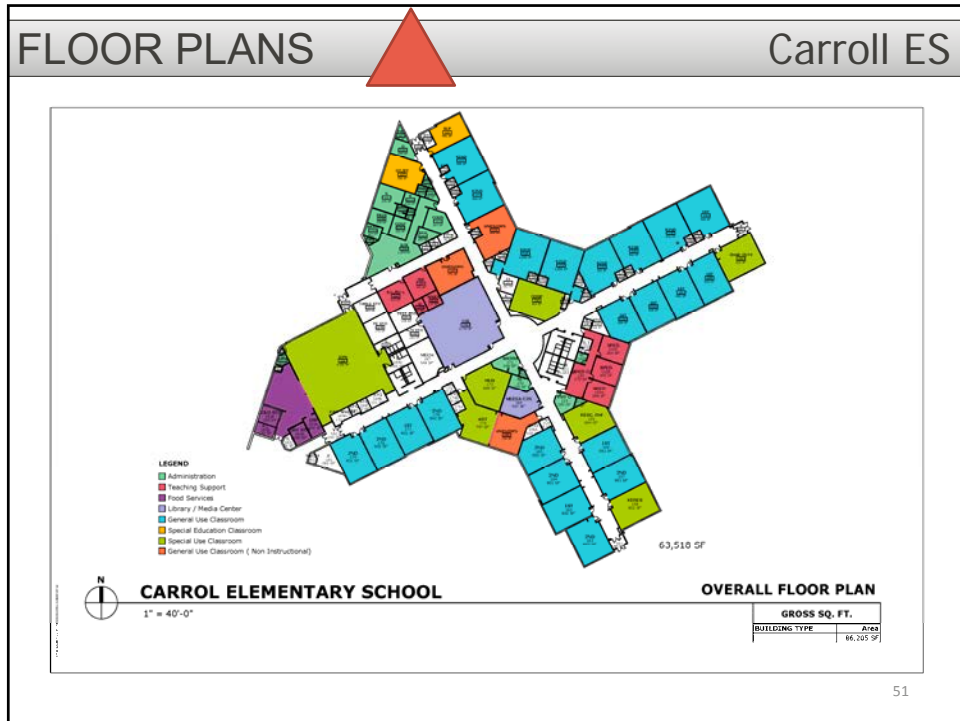
AERIALS	▲	Bernalillo ES
		
44		



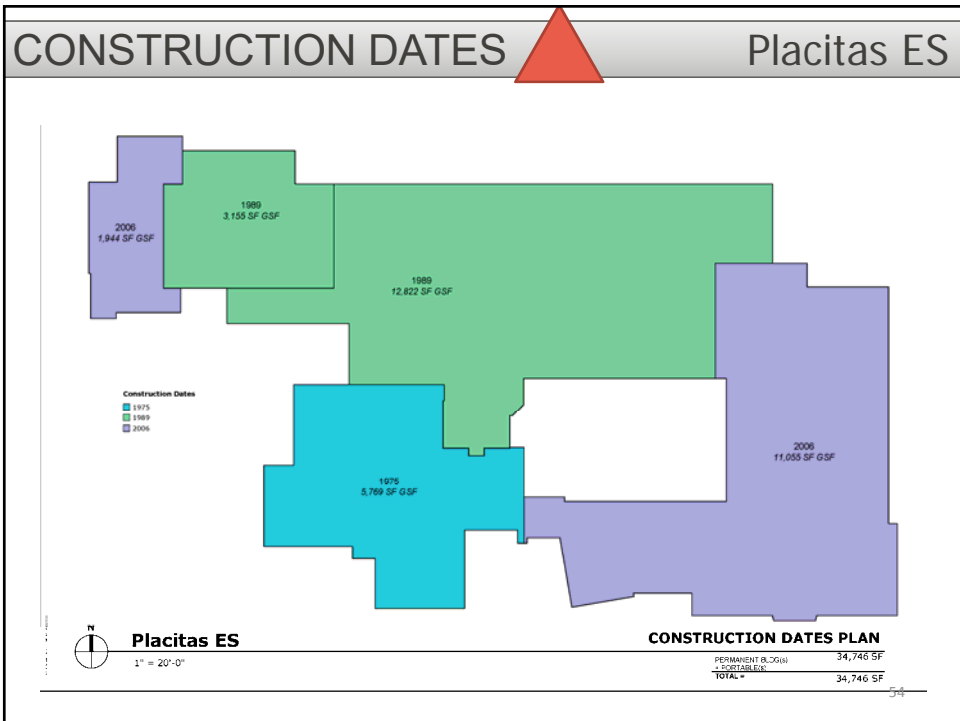
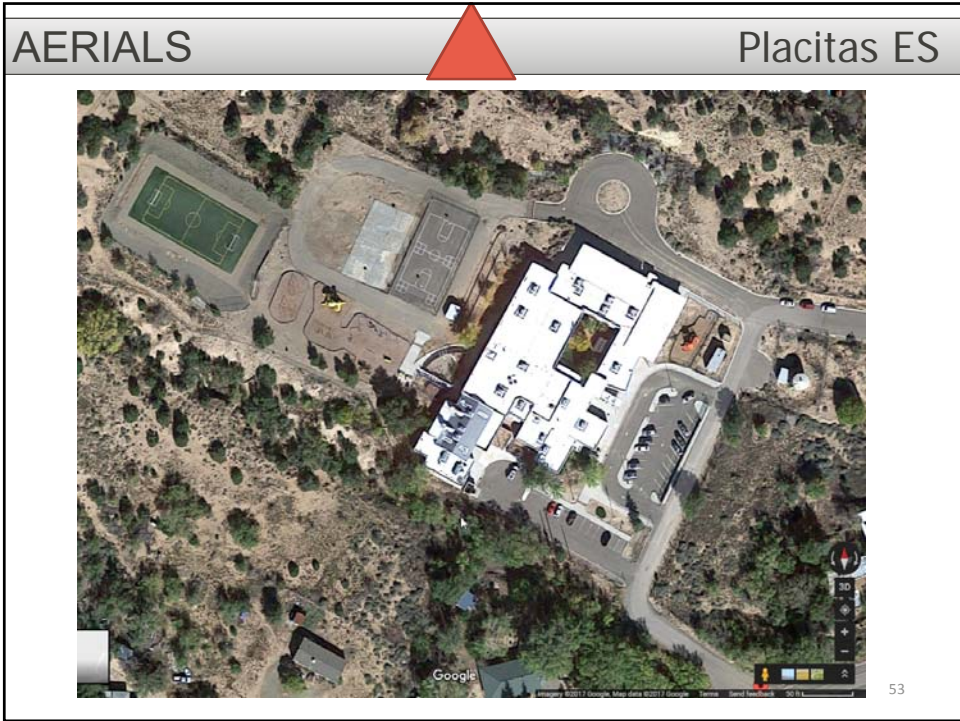
NEEDS		Bernalillo ES
<p>Priority #2 Building / Site System Upgrades:</p> <ul style="list-style-type: none"><input type="checkbox"/> Upgrade Lighting System<input type="checkbox"/> Create Secure Entry<input type="checkbox"/> Water Treatment<input type="checkbox"/> Provide fence along east boundary of district property to the west side of the ES<input type="checkbox"/> Upgrade Site Lighting: LED <p>Priority #3 Site Renovation/Replacement/New Construction:</p> <ul style="list-style-type: none"><input type="checkbox"/> GOB: Parent Drop-Off/Pick-Up Reconfiguration \$2.7M<input type="checkbox"/> Other		
<small>47</small>		

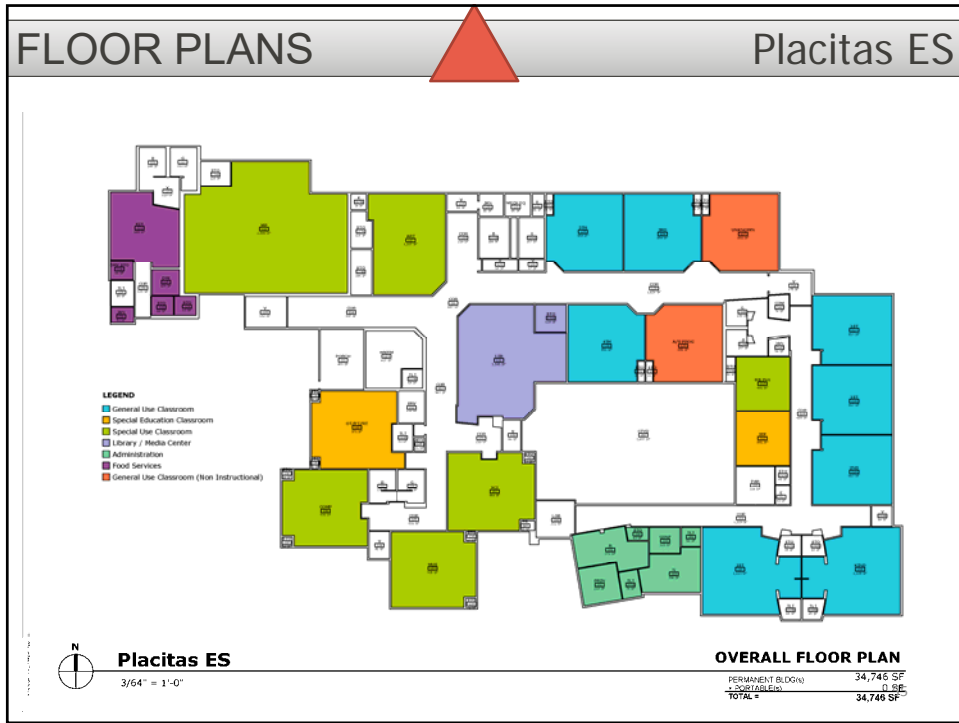
AERIALS		La Escuelita/Carroll ES
		
<small>48</small>		



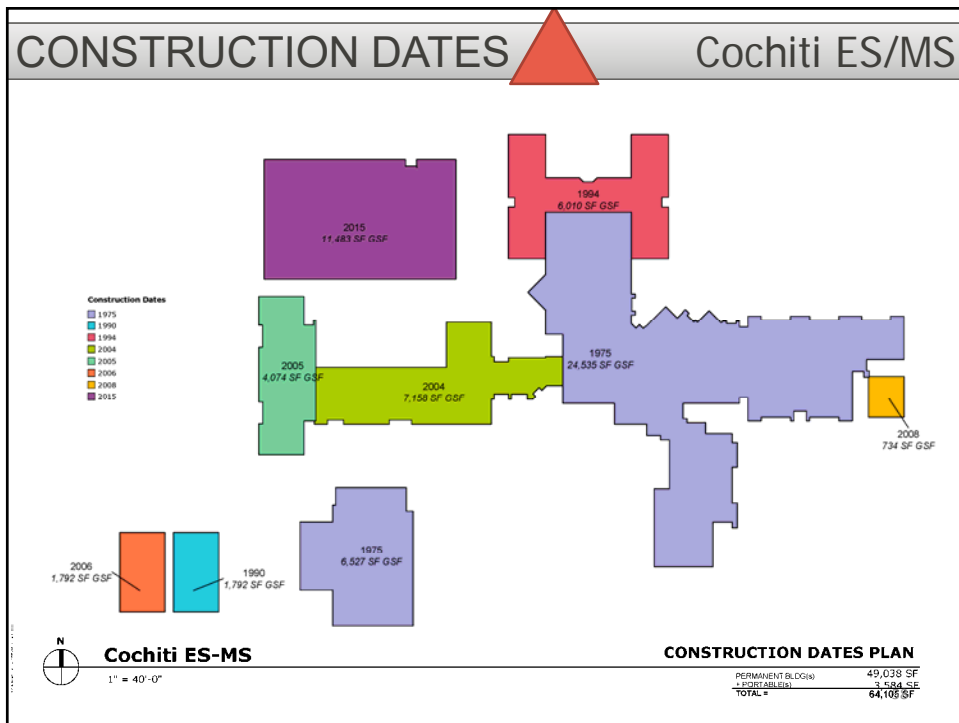


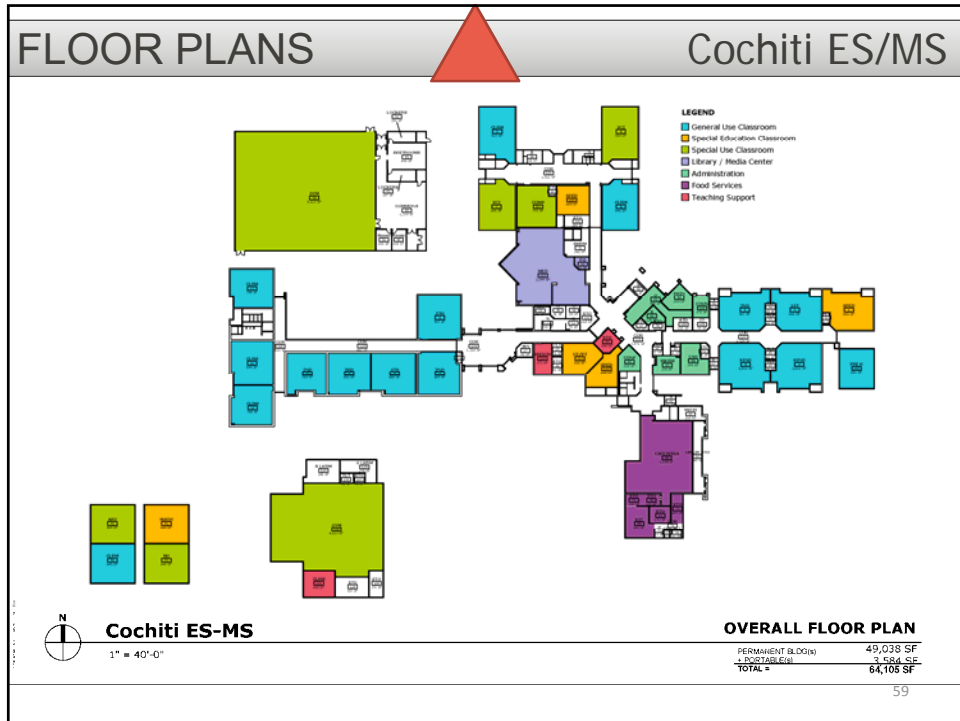
- NEEDS** **La Escuelita/Carroll ES**
- Priority #2 Building / Site System Upgrades:**
- Upgrade Site Security
 - Interior Wall Finishes: La Escuelita
 - Plumbing: Water Treatment
 - Replace Asphalt Play Area
 - Install Additional Fencing
 - Exterior Site Lighting: LED
- Priority #3 Site Renovation/Replacement/New Construction:**
- Upgrade Site Utilization: Redesign Pick-Up / Drop-Off; increase Staff parking
 - Other
- 52



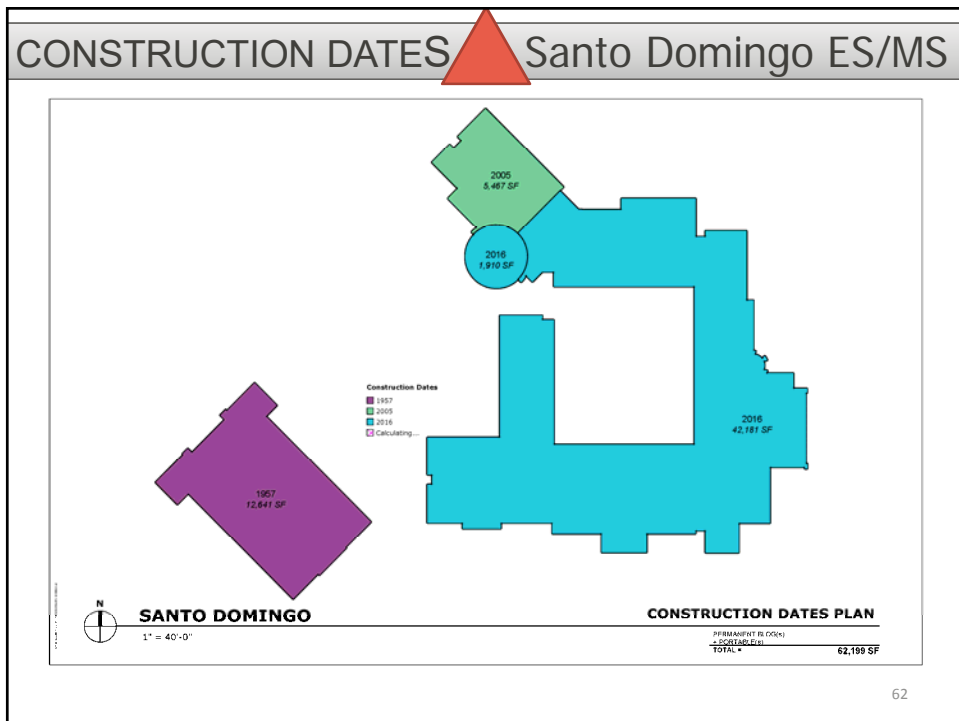
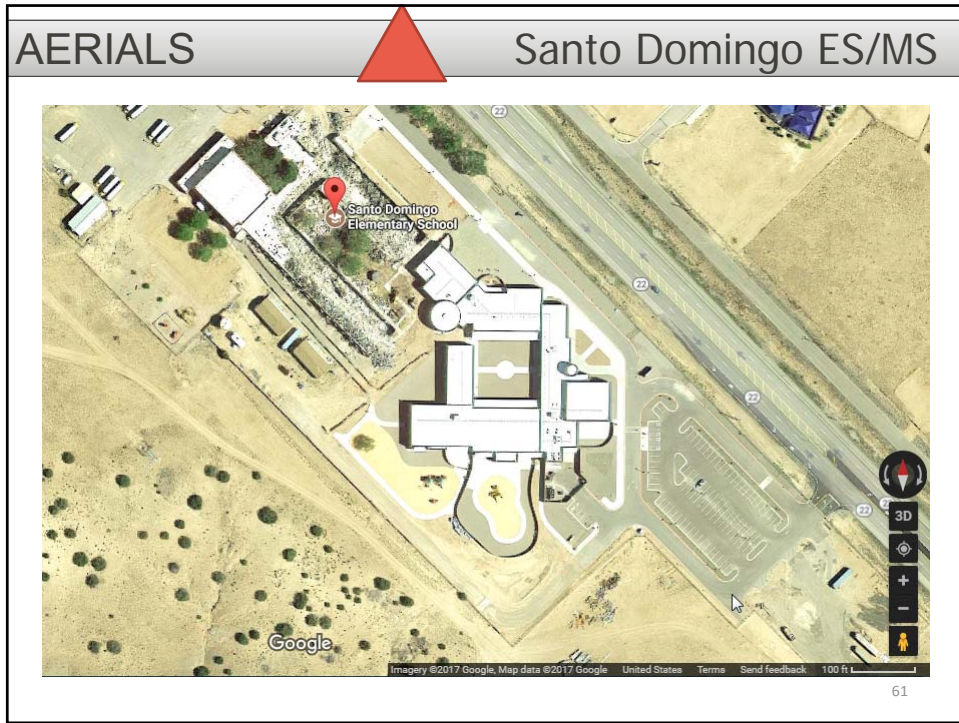


- NEEDS** **Placitas ES**
- Priority #2 Building / Site System Upgrades:**
- Upgrade Sewer / Septic System
 - Upgrade Site Security
 - Demolish Old Basketball Court
 - Upgrade Site Lighting to LED
- Priority #3 Site Renovation/Replacement/New Construction:**
- New Water Well in Next 5 years: Currently Producing 12 gallons per minute
 - Other
- 56





- NEEDS** **Cochiti ES/MS**
- Priority #2 Building / Site System Upgrades:**
- Replace Middle School Roof
 - Upgrade HVAC: Except 2004 Addition
 - Upgrade Security: Entry and Cameras
 - Repair 2 Fire Hydrants
 - Install Water Treatment
 - Upgrade Lighting to LED
 - Upgrade Site & Exterior Building Lighting to LED
 - Redesign Grease Trap / Sewer Line to Septic Tank
- Priority #3 Site Renovation/Replacement/New Construction:**
- N/A
 - Other
- 60





NEEDS **Santo Domingo ES/MS**

Priority #2 Building / Site System Upgrades:

___ Complete Center Courtyard: Shade Structures

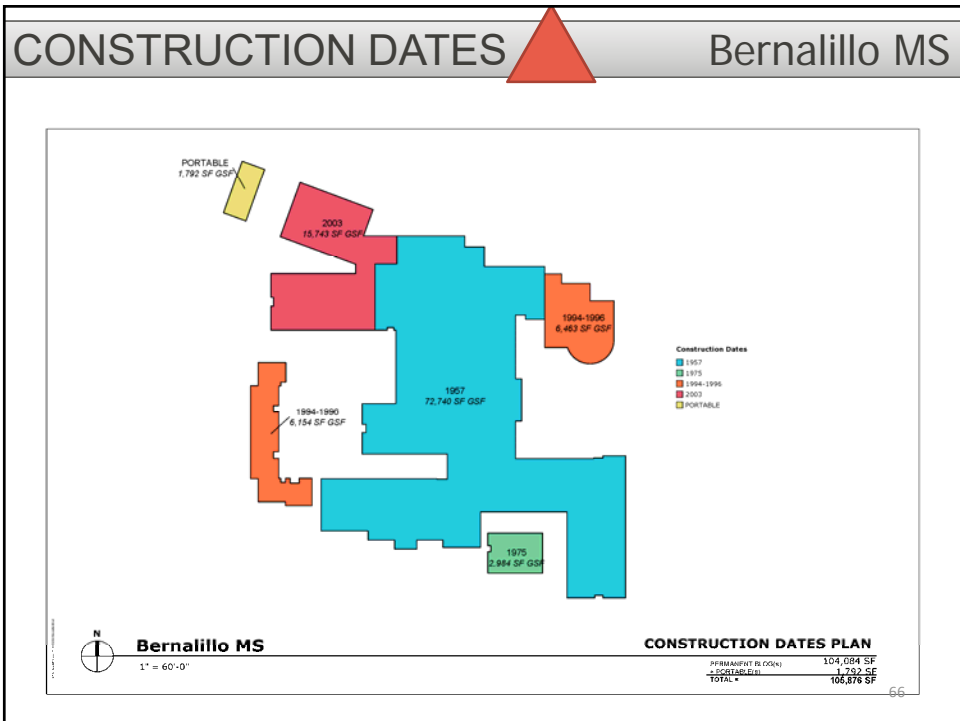
Priority #3 Site Renovation/Replacement/New Construction:

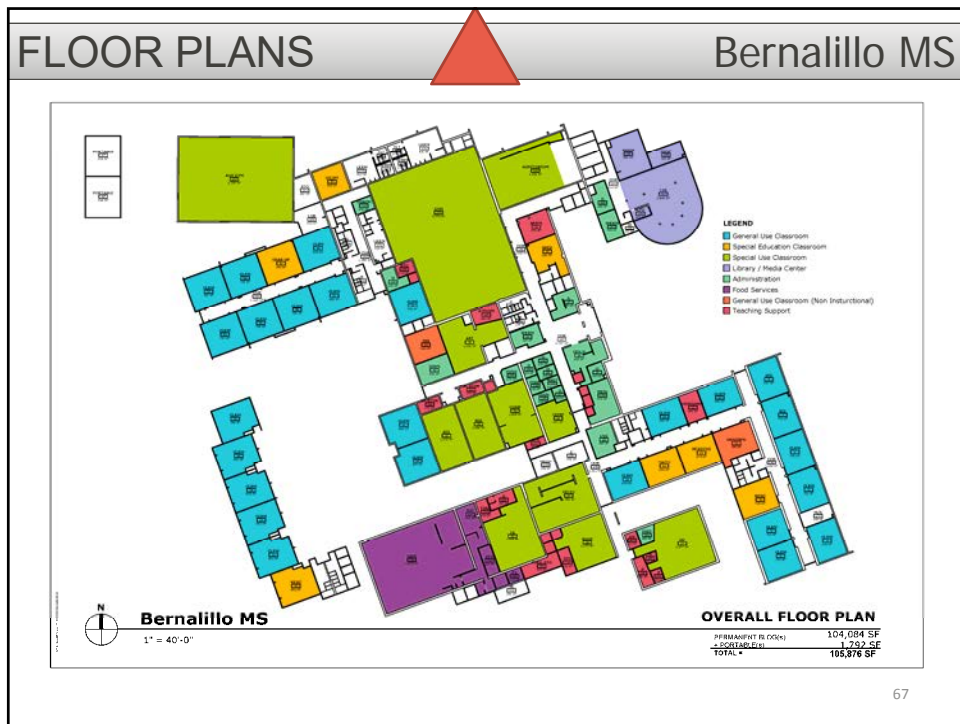
___ **GOB:** Complete Phase II Gym Renovation and Site Work, Install New Play Fields: **(\$3.960M) \$2,686,533 District**

___ Complete Perimeter Fencing: Fence Property Given to District by Santo Domingo


___ Other


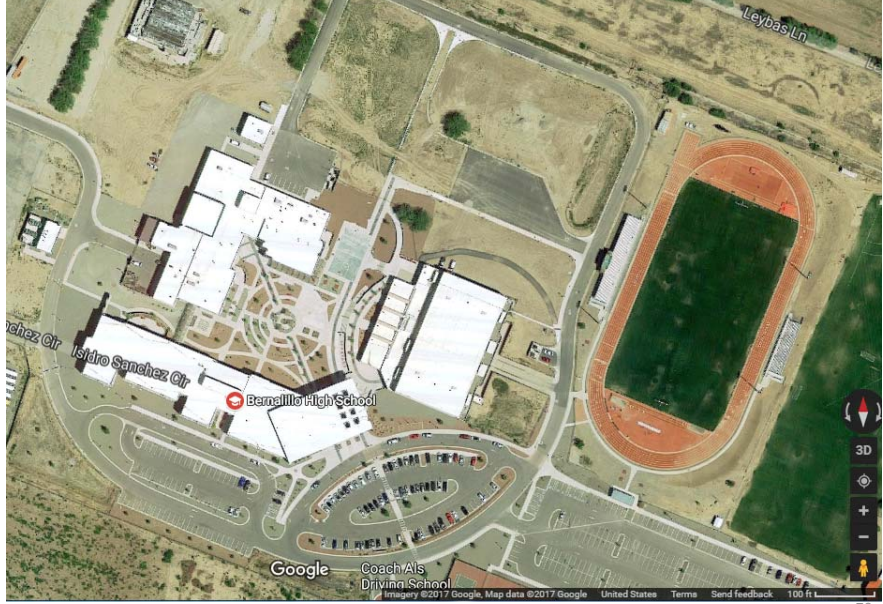
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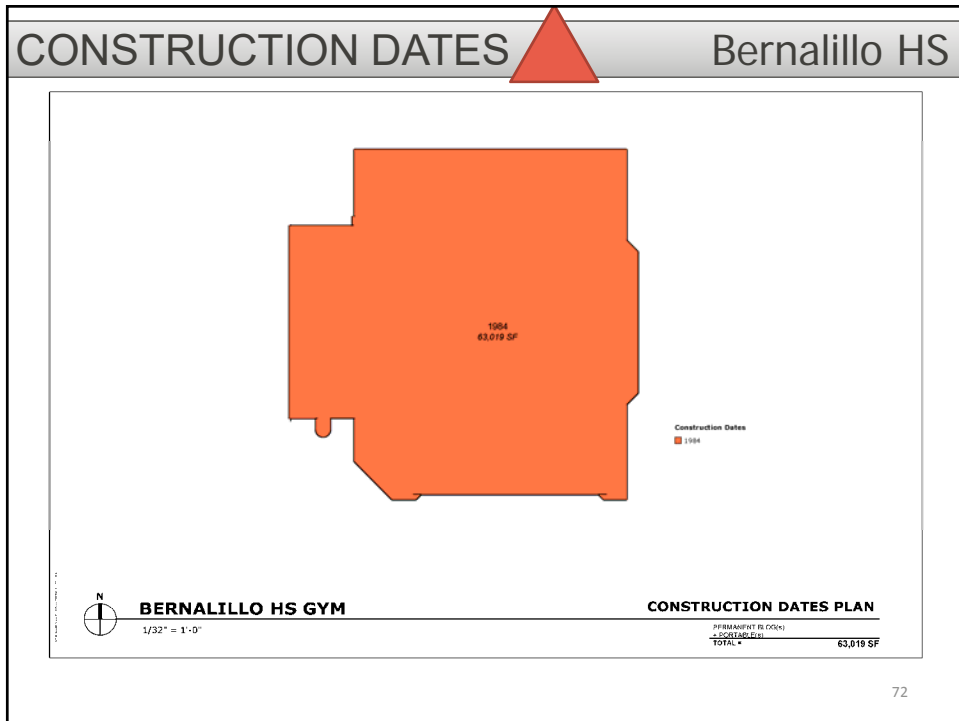
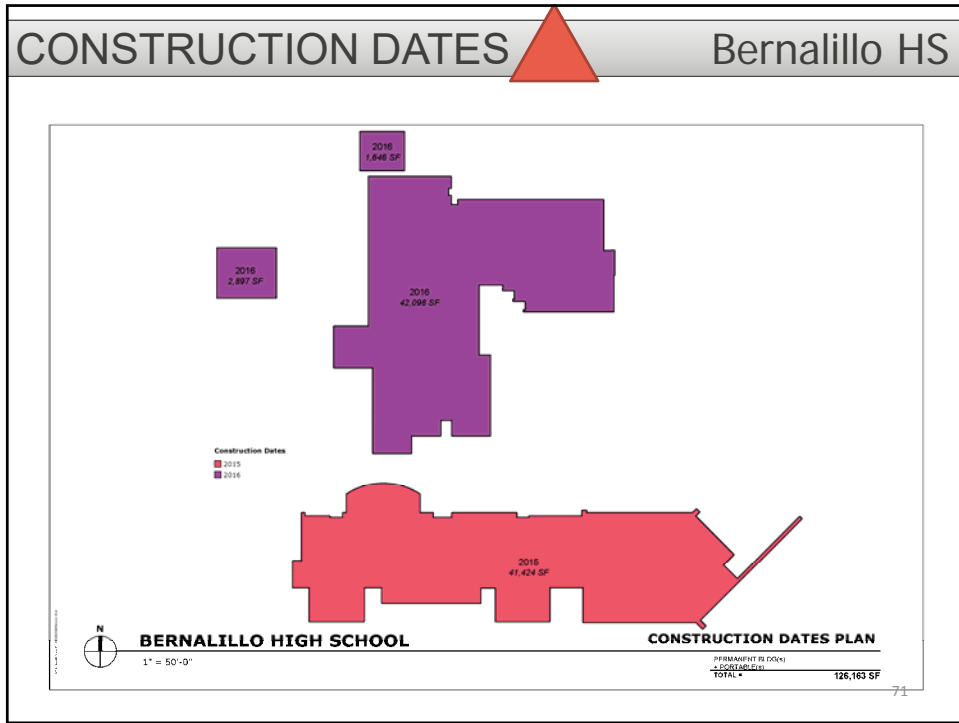


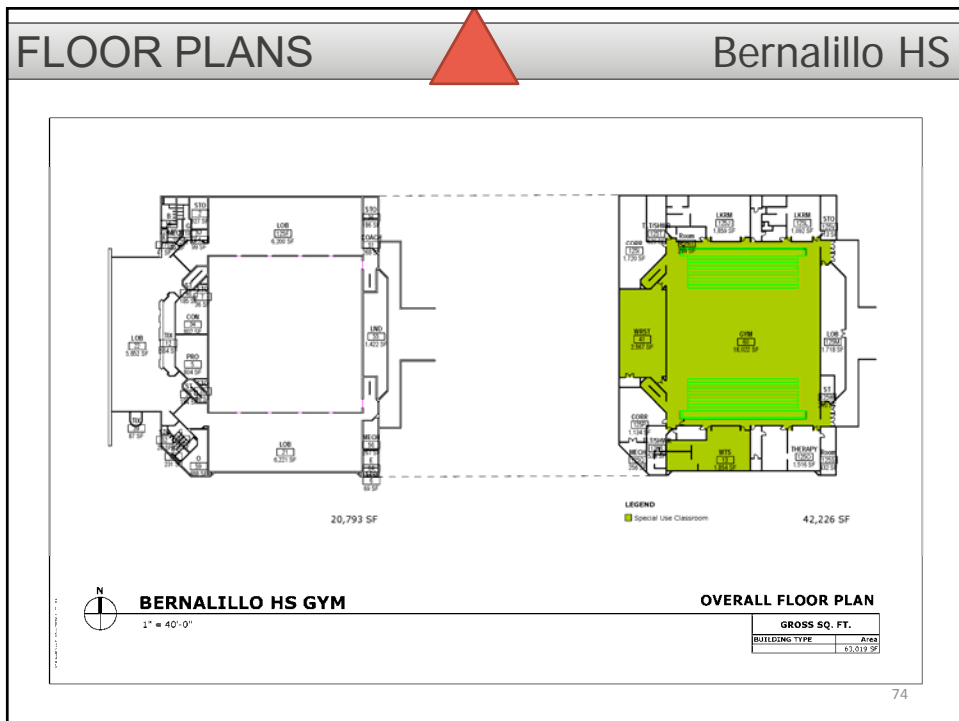
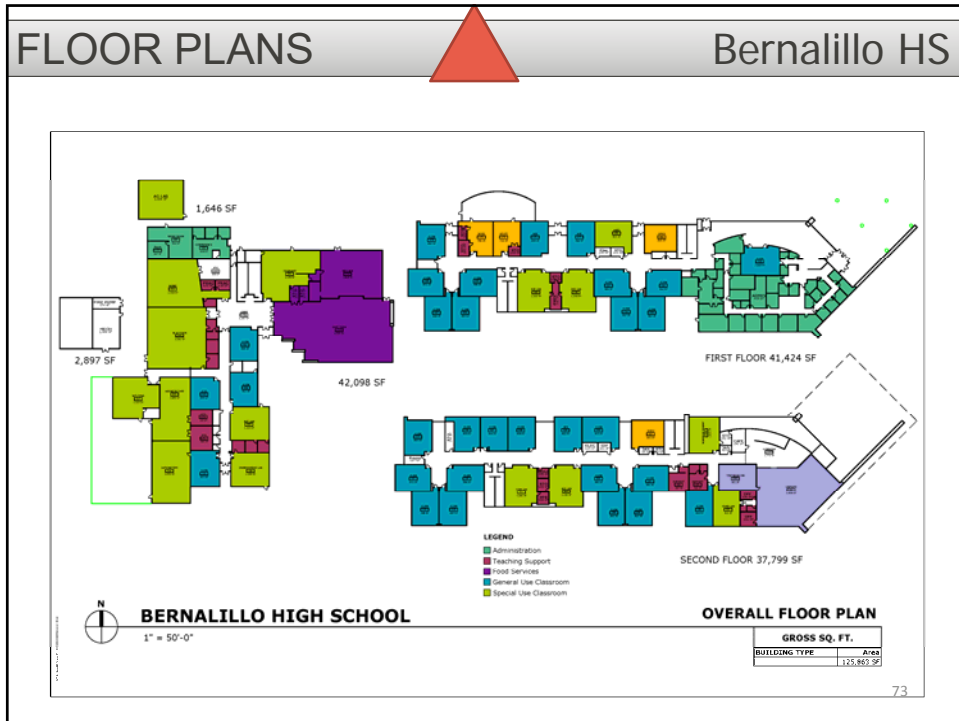


- NEEDS** **Bernalillo MS**
- Priority #2 Building / Site System Upgrades:**
- Upgrade Intercom
 - Upgrade Fire Alarm
 - Replace Roof
 - Upgrade Security: Entry, Cameras, Perimeter Fencing
 - Upgrade Student Plaza
 - Install Water Treatment
 - Upgrade Gym Bleachers
 - Install Parking on North Side of Site
 - Install Site Lighting in Front Parking Lot
 - Renovate Restrooms
 - Replace Exterior Lockers
 - Upgrade Water Line: Southeast Corner of Site
- 68

NEEDS		Bernalillo MS						
<p>Priority #3 Site Renovation/Replacement/New Construction:</p> <table><tr><td><input type="checkbox"/> GOB: Renovate Library</td><td style="text-align: right;">\$630,000</td></tr><tr><td><input type="checkbox"/> GOB: Re-Stucco MS</td><td style="text-align: right;">\$910,375</td></tr><tr><td><input type="checkbox"/> Other</td><td></td></tr></table>			<input type="checkbox"/> GOB: Renovate Library	\$630,000	<input type="checkbox"/> GOB: Re-Stucco MS	\$910,375	<input type="checkbox"/> Other	
<input type="checkbox"/> GOB: Renovate Library	\$630,000							
<input type="checkbox"/> GOB: Re-Stucco MS	\$910,375							
<input type="checkbox"/> Other								
69								

AERIALS		Bernalillo HS
		
70		





NEEDS	Bernalillo HS
<p>Priority #2 Building / Site System Upgrades:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upgrade HVAC in Gym and Locker Rooms <input type="checkbox"/> Replace All Interior Gym Doors <input type="checkbox"/> Upgrade Gym Lighting to LED <input type="checkbox"/> Upgrade Site Security: Install electronic gates at B & D gates or fence buildings 	
75	

NEEDS	Bernalillo HS
<p>Priority #3 Renovation/Replacement/New Construction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> GOB: Auxiliary Gym \$3M <input type="checkbox"/> Turf Baseball & Softball Fields <input type="checkbox"/> Install Football Restrooms & Concessions <input type="checkbox"/> Increase Parking <input type="checkbox"/> Renovate Gym Locker Rooms <input type="checkbox"/> Install Practice Field <input type="checkbox"/> Install New Press Box <input type="checkbox"/> Other 	
76	

NEEDS	District Wide
<p>Priority #2 Building / Site System Upgrades:</p> <ul style="list-style-type: none"> __ Upgrade Interior Lighting to LED __ Upgrade Exterior and Site Lighting to LED __ Install Wood Chips at all Elementary School Playgrounds __ Increase / Upgrade Paving __ Provide Water Treatment District Wide __ Warehouse: Replace roof __ Warehouse: Upgrade HVAC (Food Safety) __ Technology: Install additional parking 	
77	

NEEDS	District Wide						
<p>Priority #3 Renovation/Replacement/New Construction:</p> <ul style="list-style-type: none"> __ GOB: Security Upgrades <ul style="list-style-type: none"> Upgrade Security at Schools: <ul style="list-style-type: none"> Card Key Access: <ul style="list-style-type: none"> Placitas ES Bernalillo MS Cochiti ES/MS Security Camera System: <ul style="list-style-type: none"> Bernalillo MS Placitas ES District Warehouse District Maintenance Secure Front Entry: <table border="0" style="width: 100%;"> <tr> <td>Carroll ES</td> <td>Cochiti ES/MS</td> </tr> <tr> <td>Bernalillo MS</td> <td>District Warehouses</td> </tr> <tr> <td>Placitas ES: No Visual Access</td> <td></td> </tr> </table> 		Carroll ES	Cochiti ES/MS	Bernalillo MS	District Warehouses	Placitas ES: No Visual Access	
Carroll ES	Cochiti ES/MS						
Bernalillo MS	District Warehouses						
Placitas ES: No Visual Access							
78							

NEEDS	District Wide
<p>Priority #3 Renovation/Replacement/New Construction:</p> <ul style="list-style-type: none"><input type="checkbox"/> GOB: Athletic Field Construction and Upgrades:<ul style="list-style-type: none">Create Athletic Field Complex by Bernalillo ES \$3.8M<input type="checkbox"/> Demolish Abandoned District Administration Building<input type="checkbox"/> Dispose of Abandoned District Administration Portables<input type="checkbox"/> Other	

79

Decisions can be a challenge?




80

BALANCE creates safe and comfortable schools that meet students' **NEEDS**




Issues, Needs, Concerns ▲


- Life / Health / Safety / Security
- Technology
- Preventive Maintenance
- Student Enrollment
- School Growth
- Condition of Facilities
- Efficient / Effective Facilities
- Equity of Facilities District Wide
- Teacher Retention / Availability
- Sustainable Facilities
- Availability of Funding

CAPITAL PLAN 		Categories
Capital Plan Categories		Funding Source
1. Re-occurring Needs		SB-9 & GOB
2. Facility / Site System Renewal		SB-9 & GOB
3. Facility / Site Capital Projects Including Facility / Property Demolition / Disposal		SB-9 & GOB


83

CAPITAL PLAN 		Re-occurring Needs
<p>1. BPS Re-occurring Facility Needs:</p> <p>A. Life-Health-Safety-Security & Maintenance: SB-9</p> <p>Establish District Wide Security Standards:</p> <ul style="list-style-type: none"> Card Key Access: Exterior Doors Entry Security Site Security: Camera & Lighting Systems <p>Facility & Site Preventive Maintenance</p> <p>Equipment & Material Replacement</p>		

84

CAPITAL PLAN		Re-occurring Needs
<p>1. BPS Re-occurring Facility Needs:</p> <p>B. Technology: GOB</p> <ul style="list-style-type: none"> ▪ Infrastructure ▪ Hardware ▪ Software 		
85		

CAPITAL PLAN		Facility/Site Renewal
<p>2. Facility & Site Systems Renewal: (1-28)</p> <p>__ Air / Ventilation Equipment:</p> <p>__ Ceiling Finishes:</p> <p>__ Communications / Security: AES, BES, LECC, CES, PES, C ES/MS, SD ES/MS, BMS, BHS, DW</p> <p>__ Exterior Walls:</p> <p>__ Exterior Windows & Doors: AES</p> <p>__ Fire Detection / Alarm: AES, C ES/MS, BMS</p> <p>__ Floor Finishes: AES</p> <p>__ Foundation / Slab / Structure:</p> <p>__ HVAC: Equipment & Controls: AES, C ES/MS, BHS, DW</p> <p>__ Institutional Equipment: AES, BMS</p>		
86		

CAPITAL PLAN		Facility/Site Renewal
2. Facility & Site Systems Renewal: (1-28)		
__ Interior Doors, Partitions, Stairs, Elevators: BHS		
__ Interior Walls:		
__ Lighting / Branch Circuits: AES, BES, LECCC, PES, C ES/MS, BHS, DW		
__ Main Power / Emergency: AES		
__ Other Electrical Systems:		
__ Other Equipment:		
__ Plumbing: AES, BES, LECCC, CES, PES, C ES/MS, BMS, BHS, DW		
__ Roofs: AES, C ES/MS, BMS, DW		
__ Wall Finishes: LECCC		
		87

CAPITAL PLAN		Facility/Site Renewal
2. Facility & Site Systems Renewal: (1-28)		
__ Athletic Fields:		
__ Fencing: AES, BES, LECCC, CES		
__ Landscaping / Drainage: CES, SD ES/MS, BMS		
__ Parking lots: BMS, DW		
__ Playground Equipment: AES, LECCC, CES, PES, DW		
__ Site Lighting: AES, BES, LECCC, CES, PES, C ES/MS, BMS		
__ Site Specialties:		
__ Site Utilities: AES		
__ Walkways: C ES/MS		
		88

CAPITAL PLAN 2018-23 FMP PRIORITIES										
Building Systems Upgrades & Capital Projects	AES	BES	LECCC	CES	PES	CES/MS	SD ES/MS	BMS	BHS	District Wide
Air / Ventilation Equipment										
Ceiling Finishes										
Communications / Security	X	X	X	X	X	X		X	X	X
Exterior Walls										
Exterior Windows & Doors	X									
Fire Detection / Alarm	X					X		X		
Floor Finishes	X									
Foundation / Slab / Structure										
HVAC: Equipment & Controls	X					X			X	X
Institutional Equipment: Kitchen Equip & Casework	X							X		
Interior Doors, Partitions, Stairs, Elevators									X	
Interior Walls										
Lighting / Branch Circuits	X	X	X		X	X		X	X	X
Main Power / Emergency	X									
Other Electrical Systems										
Other Equipment										
Plumbing / District Water Treatment	X	X	X	X	X	X		X		X
Roofs	X					X		X		X
Wall Finishes			X							
Athletic Fields										
Fencing	X	X	X	X						
Landscaping Drainage							X	X		
Parking Lots: Asphalt				X				X		X
Playground Equipment	X		X	X	X					X
Site Lighting	X	X	X	X	X	X		X		
Site Specialities										
Site Utilities	X									89
Walkways						X				

CAPITAL PLAN		2017 GOB
BPS 2017 GOB PROJECTS:		
FINAL Priority RANK	Priority Description	Total Project
	Bernalillo ES/MS Pickup - Dropoff	\$2,730,000
	Algodones ES Classroom Addition	\$4,290,000
	Algodones ES Renovation	\$4,913,025
	Algodones New School	\$12,870,000
	Santo Domingo ES/MS Gym Renovation/Playing Fields	\$2,730,000
	Bernalillo HS Auxiliary Gym	\$3,217,500
	Bernalillo MS Library Renovation	\$630,500
	Bernalillo MS Re-Stucco	\$910,000
	District Wide New Athletic Field West of BES	\$3,770,000
	2017 GOB PROJECT TOTAL:	\$18,278,000
	These items are not included in GOB Total	

CAPITAL PLAN 2018-23 FMP PRIORITIES

FINAL Priority RANK	Priority Description	Total Project
	Algodones ES Classroom Addition	\$4,290,000
	Algodones ES Renovation	\$4,913,025
	Algodones New Elementary School	\$12,870,000
	Algodones ES Dispose of Existing Portables	\$6,500
	Bernalillo ES/MS Pickup - Dropoff	\$2,730,000
	Carrol & La Escuelita ES: Upgrade Site Utilization	\$975,000
	Placitas ES: New Water Well	\$455,000
	Santo Domingo ES/MS Gym Renovation/Playing Fields	\$2,730,000
	Santo Domingo ES/MS Perimeter Fence for Fields	\$975,000
	Bernalillo MS Library Renovation	\$630,500
	Bernalillo MS Re-Stucco	\$910,000
	Bernalillo HS Auxiliary Gym	\$3,217,500
	Bernalillo HS Turf Baseball & Softball Fields	\$520,000
	Bernalillo HS Football Restrooms & Concessions	\$633,750
	Bernalillo HS Increase Parking	\$234,000
	Bernalillo HS Renovate Gym Locker Rooms	\$2,771,600
	Bernalillo HS Install Practice Field	\$715,000
	Bernalillo HS New Press Box	\$175,500
	District Wide New Athletic Field West of BES	\$3,770,000
	2018-23 FMP PRIORITIES TOTAL:	\$25,732,850

These items were not included in the 2017 GOB

91

CAPITAL PLAN 2018-23 FMP PRIORITIES

Building Systems Upgrades & Capital Projects	AES	BES	LECC	CES	PES	CES/MS	SD ES/MS	BMS	BHS	District Wide
Algodones ES: Classroom Addition	X									
Algodones ES: Renovate Existing School	X									
Algodones ES: Replace Existing School	X									
Algodones ES: Dispose of Existing Portables	X									
BES: Upgrade Parent Drop-Off / Pick-Up		X								
LES/CES: Upgrade Site Utilization			X	X						
PES: Provide New Water Well Next 5 Years					X					
SD ES/MS: Complete Phase II Gym Renovation, Site & New Play Fields							X			
SD ES/MS: Complete Perimeter Fencing							X			
BMS: Renovate Library								X		
BMS: Re-Stucco School								X		
BHS: Auxiliary Gym									X	
BHS: Turf Baseball & Softball Fields									X	
BHS: Install Football Restrooms & Concessions									X	
BHS: Increase Parking									X	
BHS: Renovate Gym Locker Rooms									X	
BHS: Install Practice Field									X	
BHS: Install New Press Box									X	
DW: Security Upgrades										X
Athletic Field West of BES										X
Demolish Abandoned District Admin.										X
Dispose of Abandoned District Admin. Portables										X

92

Thank You
FOR
YOUR TIME
AND
INPUT

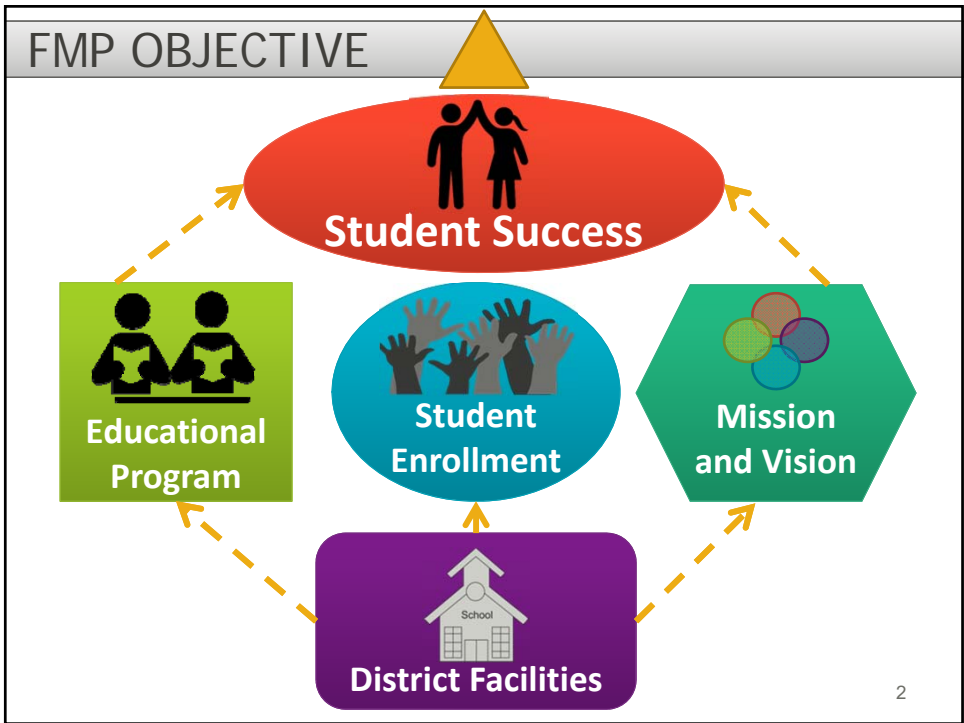
93



Bernalillo Public Schools
FACILITIES MASTER PLAN
2018-2023
November 2, 2017



1



FMP PURPOSE



Develop a
Plan / Road Map
for school facilities
which will support the
School's Mission
and Educational
Program for

Student Success

3

DISTRICT FMP GOALS

- Compliance with State FMP Requirements
- Complete 2017 GOB Funding Priorities
- Safe & Comfortable Learning Environments
- Efficient & Effective Use of Facilities
- Equity of & Access to District Facilities & Programs

4

Bernalillo Public School District 2017

Mission

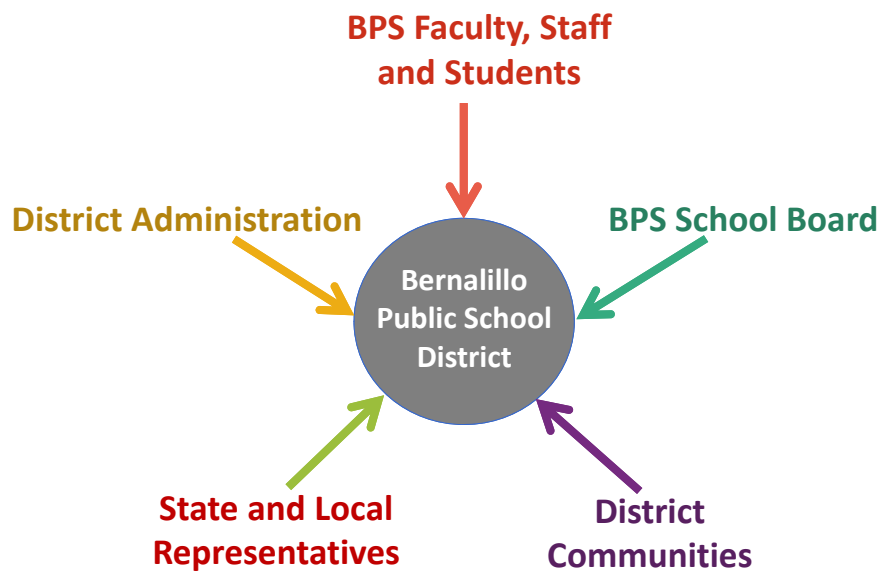
Bernalillo Public Schools is committed to student achievement and the graduation of all students.

Vision

Bernalillo Public Schools challenges our diverse student community with a rigorous education.


5

FMP PARTNERSHIPS



6

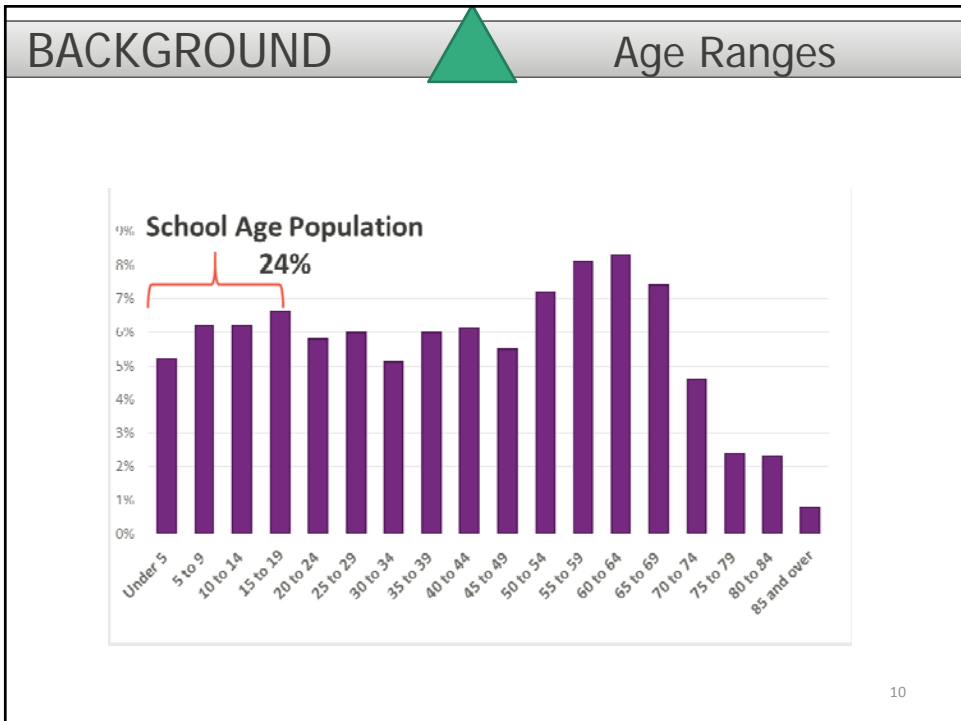
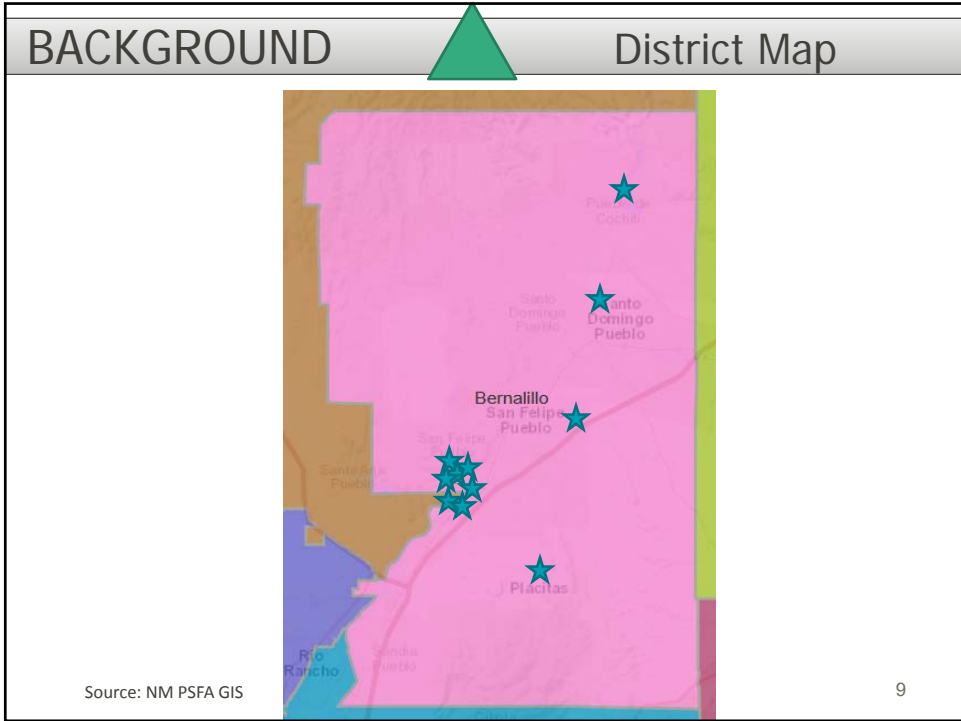
FMP SCHEDULE	
May 9,10,11	Site Assessments / Interviews
May 11	School Board / Community Review
May 31	Steering Committee Meeting
August 1	Steering Committee Meeting
September 12	Steering Committee Meeting
November 2	School Board / Community Review
December 21	School Board Adoption

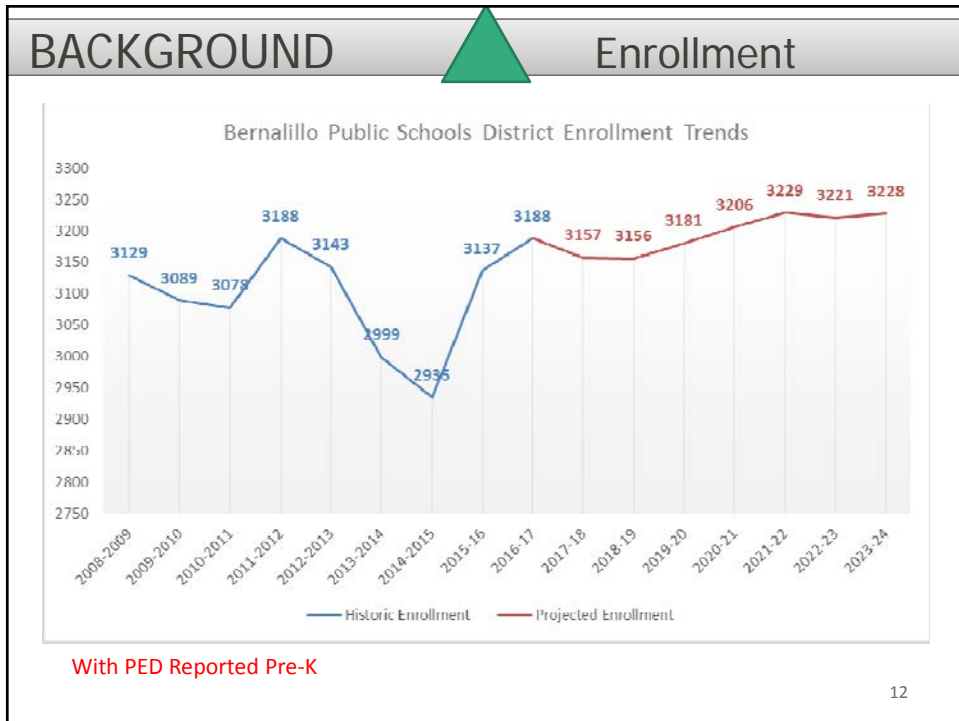
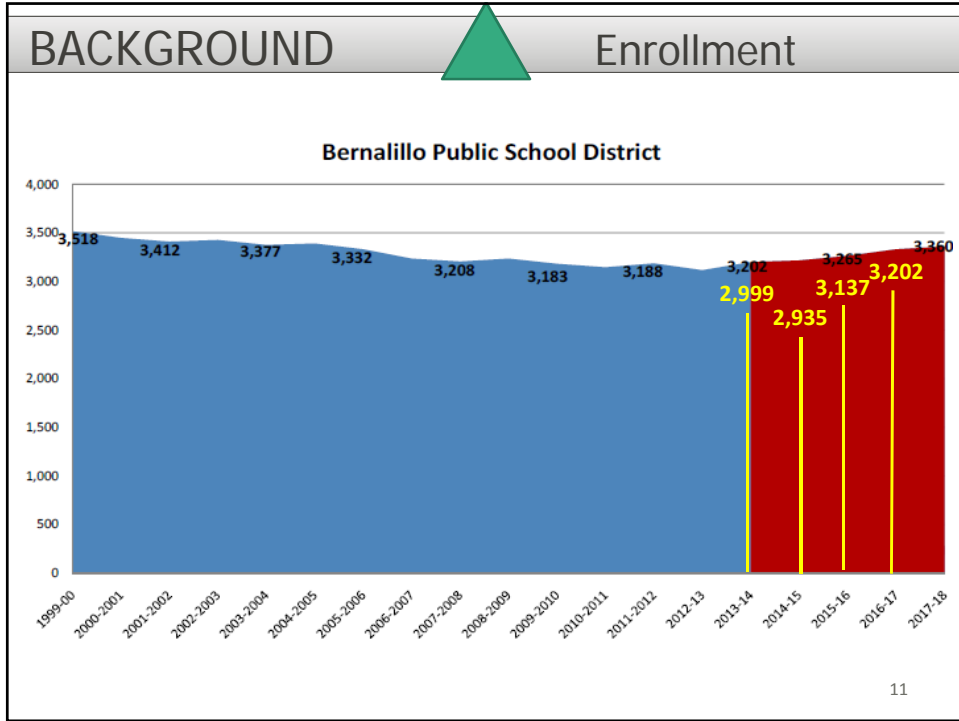


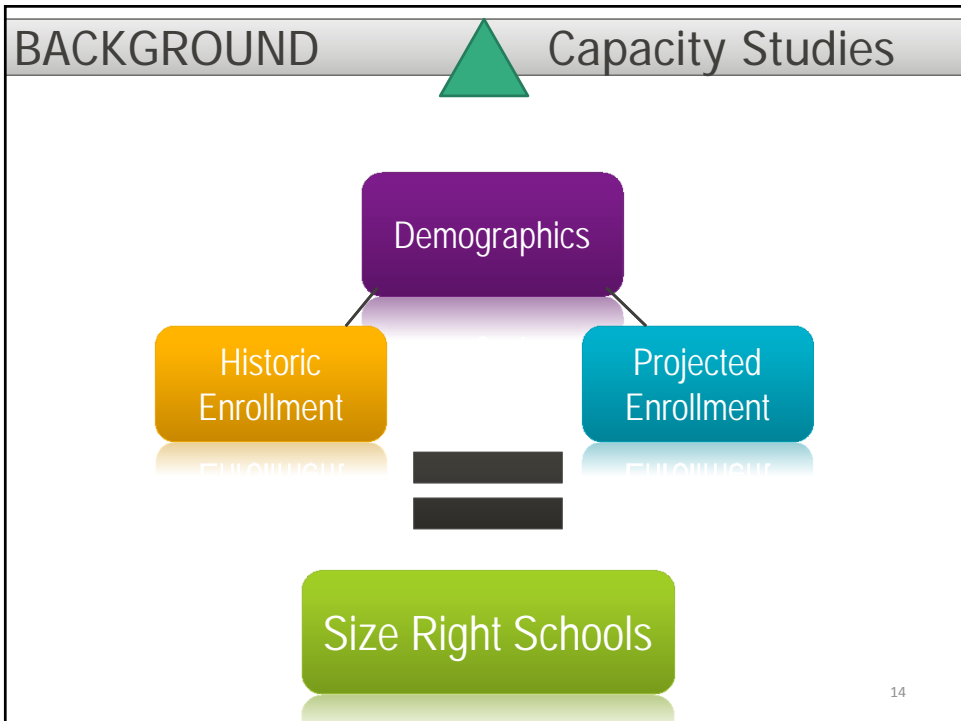
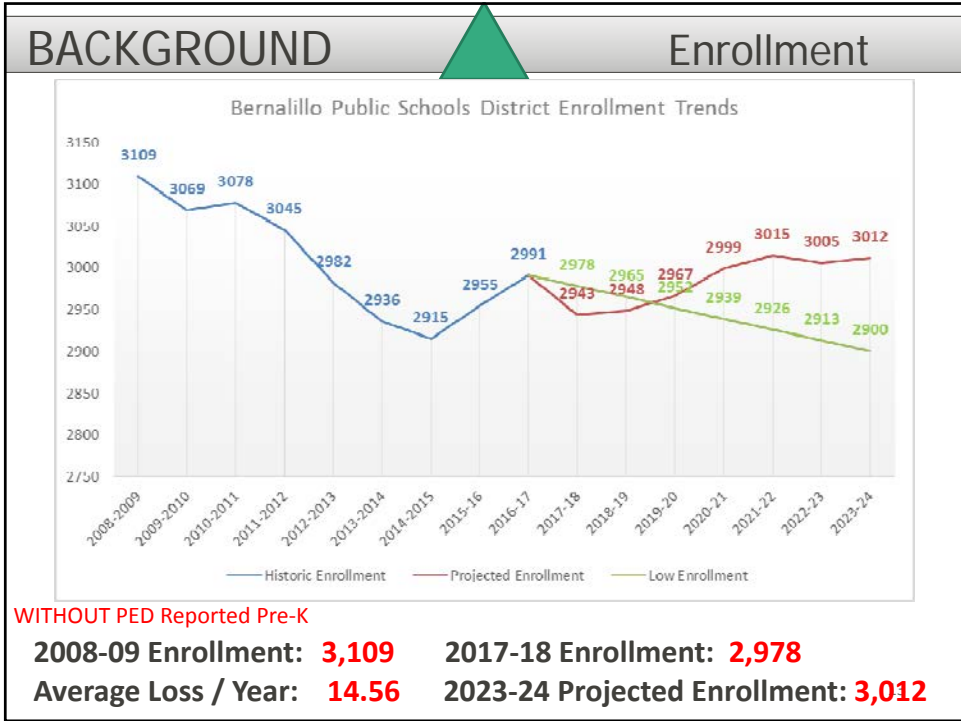
BERNALILLO PUBLIC SCHOOLS
EDUCATE & GRADUATE

BACKGROUND INFORMATION

8







BACKGROUND		Capacity Studies			
FMP Drawing Information:					
School	Grades	2016-17 Enrollment	NMAS Rcmd Facility SF	Actual Facility SF (w/portables)	Difference
La Escuelita Pre-School	Pre-K	164	23,526	22,712	-814
Pre-K Subtotal:		164	23,526	22,712	-814
Algodones ES	PreK - 4	193	27,422	27,103	-319
Bernalillo ES	3 - 5	442	57,613	65,479	7,866
Carroll ES	K - 2	373	49,832	63,493	13,661
Placitas ES	K - 5	120	17,463	34,746	17,283
Cochiti ES/MS	PreK - 8	294	45,454	64,105	18,651
Santo Domingo ES/MS	K - 8	314	48,150	62,199	14,049
Elementary Subtotal:		1,736	245,934	317,125	71,191
Bernalillo MS	6 - 8	473	67,787	105,876	38,089
Middle School Subtotal:		473	67,787	105,876	38,089
Bernalillo HS	9 - 12	815	119,499	185,985	66,486
High School Subtotal:		815	119,499	185,985	66,486
DISTRICT TOTALS:		3,188	456,746	631,698	174,952

These capacities are based upon square foot per student and include portables.

District Actual SF: 631,698 sf
Under-utilized District Facility SF: 174,952 sf

BACKGROUND		Capacity Studies			
School	2016-17 Enrollment	Maximum Facility Capacity w/Portables	Maximum Functional Facility Capacity w/Portables	Instructional Space Capacity w/ Portables @ 67%	NMAS Capacity based on Existing SF/Student
La Escuelita Pre-School	164	152	88	102	158
Pre-K Subtotal:		164	152	102	158
Algodones ES	193	310	228	208	190
Bernalillo ES	442	760	468	509	516
Carroll ES	373	686	416	460	497
Placitas ES	120	366	176	245	249
Cochiti ES/MS	294	624	561	418	441
Santo Domingo ES/MS	314	648	563	434	425
Elementary Subtotal:		1,736	3,394	2,274	2,318
Bernalillo MS	473	1,122	883	752	919
Middle School Subtotal:		473	1,122	752	919
Bernalillo HS	815	1,564	1,324	1,048	2,058
High School Subtotal:		815	1,564	1,048	2,058
DISTRICT TOTALS:		3,188	6,232	4,175	5,453

These capacities are based upon the number of classrooms in the District.
 CES/MS and SDE/MS are combined totals using MS Capacity estimates

2016-17 Enrollment: 3,188
Capacity: Approximately 4,200

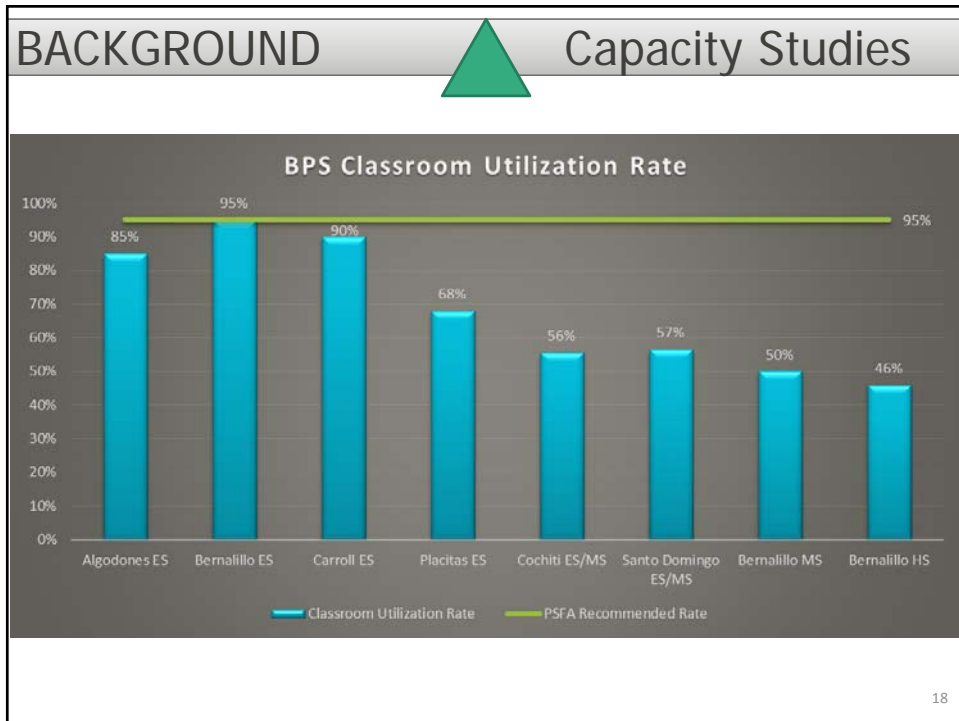
BACKGROUND		Capacity Studies			
School	Grades	2016-17 Enrollment	2016-17 # of BPS Assigned Teachers / Classrooms	PED PTR	2016-17 BPS PTR w/ Existing Classrooms
La Escuelita Pre-School	Pre-K	164	8	24	20.50
Pre-K Subtotal:		164	8	24	20.50
Algodones ES	PreK - 4	193	11	22	17.08
Bernalillo ES	3 - 5	442	20	23	22.41
Carroll ES	K - 2	373	20	21	18.78
Placitas ES	K - 5	120	8	22	11.67
Cochiti ES/MS	PreK - 8	294	24	22	16.08
Santo Domingo ES/MS	K - 8	314	24	24	14.89
Elementary Subtotal:		1,736	107	22	16.82
Bernalillo MS	6 - 8	473	36	26	13.14
Middle School Subtotal:		473	36	26	13.14
Bernalillo HS	9 - 12	815	46	30	17.77
High School Subtotal:		815	46	30	17.77
DISTRICT TOTALS:		3,188	197	26	17.06

Pre-School PED PTR value increases because the school has an AM and a PM session.

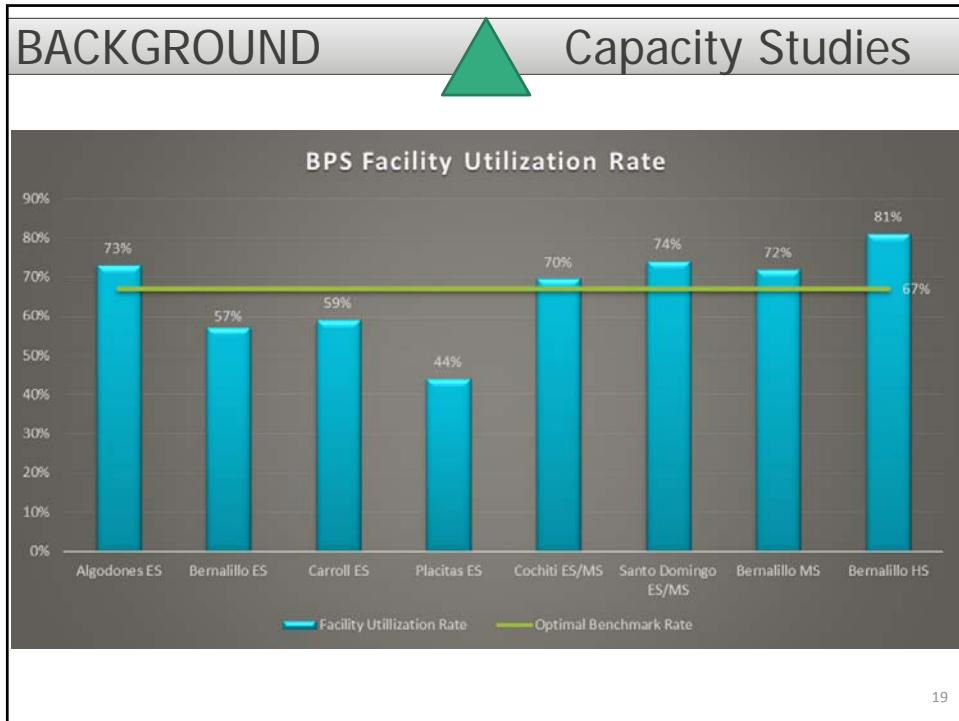
State Maximum District Pupil to Teacher Ratio: **26**


Average District Pupil to Teacher Ratio: **17.06**

17



18



BACKGROUND  **2017-18 FAD**

BPS PSFA Facilities Assessment Database

School	2016-17 Rank	2017-18 Rank	2017-18 Rank2	Weighted NMCI
Algodones ES	63	55	55	30.78%
Bernalillo ES	663	663	664	3.22%
Carroll ES	404	403	404	13.90%
Placitas ES	605	603	604	5.41%
Cochiti ES/MS	397	395	396	14.14%
Santo Domingo ES/MS	738	736	737	0.00%
Bernalillo MS	346	344	345	16.04%
Bernalillo HS	673	673	674	2.67%

2017 **State Share** of an approved project: 42%
 District **Share** of an approved project: 58%

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BACKGROUND		2000-2017 Capital Projects	
School	Project	Year	Funding Source
Santo Domingo ES/MS	Classroom Addition	2005	GOB
Placitas ES	Classroom Addition	2006	GOB
Cochiti ES/MS	Classroom Addition	2006	GOB
La Escuelita Pre School	New School	2009	GOB
Cochiti ES/MS	Classroom Addition	2010	GOB
Bernalillo ES	New School	2010	GOB & PSCOC
Carroll ES	Complete Renovation	2011	GOB & PSCOC
Cochiti ES/MS	New Gymnasium	2010	GOB
Bernalillo HS	New School	2017	GOB & PSCOC
Santo Domingo ES/MS	New School	2017	GOB & PSCOC

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BACKGROUND		BPS 2012 FMP Capital Priorities	
<p>FMP DISTRICT PRIORITIES AND RECOMMENDATIONS:</p> <p>1. District Priorities:</p> <ul style="list-style-type: none"> A. Life / Health / Safety / ADA Issues In Progress B. Preventive / Regular Maintenance In Progress C. Technology In Progress D. Replace / Renovate Bernalillo High School Completed E. Replace / Renovate Santo Domingo Elementary/MS In Progress F. Relocation of District Administration / Warehouse Completed G. Placitas Roof Repair Completed H. Bernalillo Middle School Roof Repair Completed I. Replace Cochiti ES / MS Gymnasium Completed J. Bernalillo Middle School HVAC replacement In Progress K. Algodones Elementary School HVAC replacement No L. Increase security at: All District Facilities In Progress M. Permanent Restrooms at Athletic Complex No N. Improve Bernalillo MS Student Plaza No <p style="text-align: right;">*Santo Domingo Gym is on hold</p> <p>2. Whenever possible the School District should align its priorities with PSCOC's Facilities Assessment Database. This will allow the District to maximize its funds for capital projects.</p> <p>3. School District to set in place a plan to review the capacity and utilization of its schools on a yearly basis.</p> <p>4. The current use of portables on all campuses should be reviewed and portables removed when possible to lower maintenance and increase utilization of existing permanent facilities.</p> <p>5. The Facilities Master Plan Committee to be re-convened at least once a year to review the progress of the District Priorities and re-evaluate / re-prioritize as necessary.</p>			

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BACKGROUND  **Capital Funding History**



2013 GOB, **\$20 Million**
 2017 GOB **\$18.5 Million**
 SB-9: **\$1,285,000/year**



PSCOC / PSFA
 Awards Since 2005:
\$36,137,305
 \$11,335 / student

23

BACKGROUND  **BPS 2012 FMP Capital Priorities**

Bernalillo Municipal School District



\$18,500,000
School Bond Election



Projects Needs

Listed below are projects which have been identified by the District:

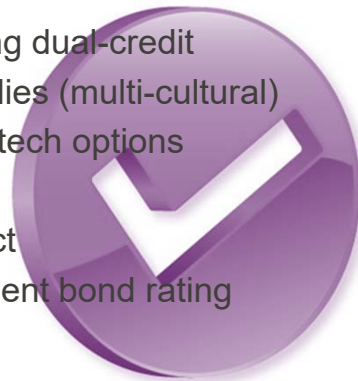
- Phase II Santo Domingo Elementary and Middle School
- Technology equipment and Security upgrades District-wide
- Construction of Auxiliary gymnasium at Bernalillo High School
- Additional classrooms at Algodones Elementary
- Library remodel and re-stucco school at Bernalillo Middle School
- Pickup / Drop off reconfiguration at BES and BMS
- Athletic field construction and upgrades District-wide

24

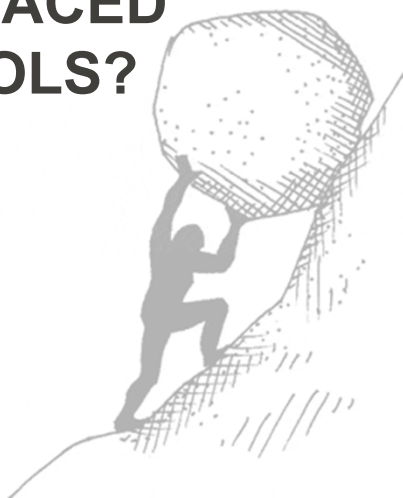
WHAT ARE POSITIVE FEATURES OF THE DISTRICT AND ITS FACILITIES?



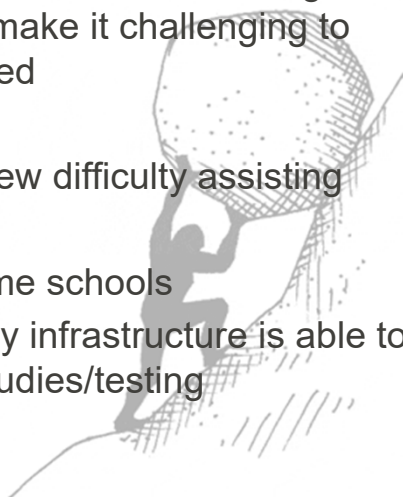
- New facilities being built for a bright, learning environment
- New technology in classrooms and in labs.
- Good classroom size and well-maintained buildings
- Community focused Administration
- Great cafeteria food
- Academic opportunity including dual-credit
- Diversity of students and families (multi-cultural)
- New High School with career tech options
- Black Box
- Staff takes pride in their district
- Financially responsible, excellent bond rating



WHAT ARE THE EDUCATIONAL CHALLENGES FACED BY BPS SCHOOLS?



- Money
- School District being spread out over a large geographical area can make it challenging to keep everyone connected
- Auxiliary gym
- Maintenance smaller crew difficulty assisting
- Cafeteria lighting
- Aging technology in some schools
- Ensuring that technology infrastructure is able to support newer online studies/testing
- Broadband



- Funding for adequate
- Funding for specific program, sustainability
- Safety, lack of security system
- Person per SF
- Social-economic challenges of families
- Doesn't seem to be a high value placed education by families
- Multi-languages and cultural diversity
- Student attendance



**WHAT WILL
EDUCATION LOOK
LIKE IN
5, 10, 25, 50
YEARS?**



30

- Education with more cyber classes or less than actual teacher & classroom
- Career Tech balance
- More technology oriented with a greater need for advanced wireless systems and online learning spaces

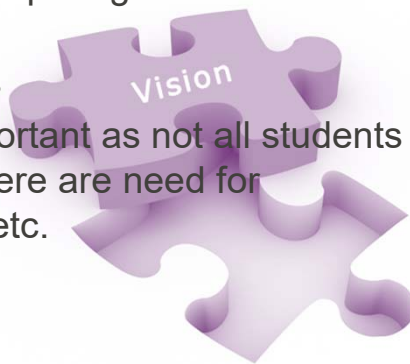


31

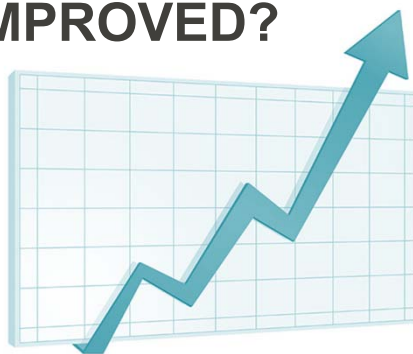
WHAT IS THE LONG RANGE VISION OF BPS FOR EDUCATIONAL PROGRAM DELIVERY TRENDS?





- Keeping students engaged and desiring to be a school where learning is positive and enjoyable
- Use most up to date technology to help in lessons and curriculum
- Adapt to meet the needs of our students
- Cutting edge programs preparing student for career specific roles
- Collaboration classrooms
- Career technology is important as not all students are college bound and there are need for electricians, mechanics, etc.



IN THE NEXT FIVE PLUS YEARS, WHAT ARE SOME FEATURES / BUILDING SYSTEMS OF DISTRICT FACILITIES THAT NEED TO BE UPGRADED OR IMPROVED?



- Cochiti ES: HVAC, sewer, new floors, roof repair, heating, new working cameras, locked front door entryway, band room, upgraded teacher housing
 - Algodones ES: Heating and cooling some buildings upgrades (BMS), 5th grade additions
 - Placitas ES: sewer (sooner than 5 yrs.)
 - Bernalillo ES: parent drop-off and pick up issues
 - All schools: secure visible entries, check locked doors, check unused classrooms, security systems and lighting
 - More CTE / Academy classes. Develop specific pathways for these programs
- 

- HVAC system on Gym roof, BHS
 - Auxiliary Gym at High school
 - Up-To-Date Technology and access to online services for all students (rural areas)
 - Maintenance facilities
 - Parking lots
 - Photovoltaic systems
 - Athletic facilities
 - Utilization of Schools
- 

HOW DO EXTRACURRICULAR ACTIVITIES FIT INTO THE FMP?



37

- Gym SD only 40% of students participate
- SD Baseball and softball field dirt track
- Student involvement and pride of ownership
- Most students and parents are looking for activities offered outside the classroom. Need to look at activities that are not the typical ones offered. Should be included in the plan.
- Appears that football and basketball have good participation at High School



- SDMS playing fields Baseball / Softball
- Lighting for BHS Baseball / Softball fields
- BMS playing field on west side of canal

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- Very important to keep current facilities up to date
- Extra-curricular activities and athletics keep kids in school. Studies show that those students most involved tend to be more successful.
- Playground, athletic fields and gyms should all be available for students and need to be updated and modern.
- Upgrade to some Mid School facilities



39

Decisions can be a challenge?




40

BALANCE creates safe and comfortable schools that meet students' NEEDS




Issues, Needs, Concerns ▲

- Life / Health / Safety / Security
- Technology
- Preventive Maintenance
- Student Enrollment
- School Growth
- Condition of Facilities
- Efficient / Effective Facilities
- Equity of Facilities District Wide
- Teacher Retention / Availability
- Sustainable Facilities
- Availability of Funding

CAPITAL PLAN 		Categories
Capital Plan Categories		Funding Source
1. Re-occurring Needs		SB-9 & GOB
2. Facility / Site System Renewal		SB-9 & GOB
3. Facility / Site Capital Projects Including Facility / Property Demolition / Disposal		SB-9 & GOB


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CAPITAL PLAN 		Re-occurring Needs
<p>1. BPS Re-occurring Facility Needs:</p> <p>A. Life-Health-Safety-Security & Maintenance: SB-9</p> <p>Establish District Wide Security Standards:</p> <ul style="list-style-type: none"> Card Key Access: Exterior Doors Entry Security Site Security: Camera & Lighting Systems <p>Facility & Site Preventive Maintenance</p> <p>Equipment & Material Replacement</p>		


44

CAPITAL PLAN	Re-occurring Needs
<p>1. BPS Re-occurring Facility Needs:</p> <p>B. Technology: GOB</p> <ul style="list-style-type: none"> ▪ Infrastructure ▪ Hardware ▪ Software <p style="text-align: right;">45</p>	


CAPITAL PLAN	Facility/Site Renewal
<p>2. Facility & Site Systems Renewal: (1-28)</p> <p>__ Air / Ventilation Equipment:</p> <p>__ Ceiling Finishes:</p> <p>2 Communications / Security: AES, BES, LEPS, CES, PES, C ES/MS, SD ES/MS, BMS, BHS, DW</p> <p>__ Exterior Walls:</p> <p>__ Exterior Windows & Doors: AES</p> <p>1 Fire Detection / Alarm: AES, C ES/MS, BMS</p> <p>__ Floor Finishes: AES</p> <p>__ Foundation / Slab / Structure:</p> <p>4 HVAC: Equipment & Controls: AES, C ES/MS, BHS, DW</p> <p>__ Institutional Equipment: AES, BMS</p> <p style="text-align: right;">46</p>	


CAPITAL PLAN		Facility/Site Renewal
2. Facility & Site Systems Renewal: (1-28)		
___ Interior Doors, Partitions, Stairs, Elevators: BHS		
___ Interior Walls:		
9 Lighting / Branch Circuits: AES, BES, LEPS, PES, C ES/MS, BHS, DW		
___ Main Power / Emergency: AES		
___ Other Electrical Systems:		
___ Other Equipment:		
5 Plumbing: AES, BES, LEPS, CES, PES, C ES/MS, BMS, BHS, DW		
3 Roofs: AES, C ES/MS, BMS, DW		
___ Wall Finishes: LECCC		
		47

CAPITAL PLAN		Facility/Site Renewal
2. Facility & Site Systems Renewal: (1-28)		
___ Athletic Fields:		
8 Fencing: AES, BES, LEPS, CES		
___ Landscaping / Drainage: CES, SD ES/MS, BMS		
___ Parking lots: BMS, DW		
6 Playground Equipment: AES, LEPS, CES, PES, DW		
7 Site Lighting: AES, BES, LEPS, CES, PES, C ES/MS, BMS		
___ Site Specialties:		
___ Site Utilities: AES		
___ Walkways: C ES/MS		
		48

CAPITAL PLAN  Facility/Site Renewal	
2. Facility & Site Systems Renewal: (1-28)	
1	Fire Detection / Alarm: AES, CES/MS, BMS
2	Communications / Security: AES, BES, LEPS, CES, PES, C ES/MS, SD ES/MS, BMS, BHS, DW
3	Roofs: AES, C ES/MS, BMS, DW
4	HVAC: Equipment & Controls: AES, C ES/MS, BHS, DW
5	Plumbing: AES, BES, LEPS, CES, PES, C ES/MS, BMS, BHS, DW
6	Playground Equipment: AES, LEPS, CES, PES, DW
7	Site Lighting: AES, BES, LEPS, CES, PES, C ES/MS, BMS
8	Fencing: AES, BES, LEPS, CES
9	Lighting / Branch Circuits: AES, BES, LEPS, PES, C ES/MS, BHS, DW


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CAPITAL PLAN  2018-23 FMP PRIORITIES										
Building Systems Upgrades & Capital Projects	AES	BES	LEPS	CES	PES	CES/MS	SD ES/MS	BMS	BHS	District Wide
Air / Ventilation Equipment										
Ceiling Finishes										
Communications / Security	X	X	X	X	X	X		X	X	X
Exterior Walls										
Exterior Windows & Doors	X									
Fire Detection / Alarm	X					X		X		
Floor Finishes	X									
Foundation / Slab / Structure										
HVAC: Equipment & Controls	X					X			X	X
Institutional Equipment: Kitchen Equip & Casework	X							X		
Interior Doors, Partitions, Stairs, Elevators									X	
Interior Walls										
Lighting / Branch Circuits	X	X	X		X	X		X	X	X
Main Power / Emergency	X									
Other Electrical Systems										
Other Equipment										
Plumbing / District Water Treatment	X	X	X	X	X	X		X		X
Roofs	X					X		X		X
Wall Finishes			X							
Athletic Fields										
Fencing	X	X	X	X						
Landscaping Drainage							X	X		
Parking Lots: Asphalt				X				X		X
Playground Equipment	X		X	X	X					X
Site Lighting	X	X	X	X	X	X		X		
Site Specialties										
Site Utilities	X									
Walkways						X				

CAPITAL PLAN  2018-23 FMP PRIORITIES		
FINAL Priority RANK	Priority Description	Total Project
	Algodones ES Classroom Addition	\$4,290,000
	Algodones ES Renovation	\$4,913,025
	Algodones New Elementary School	\$12,870,000
	Algodones ES Dispose of Existing Portables	\$6,500
	Bernalillo ES/MS Pickup - Dropoff	\$2,730,000
	Carrol & La Escuelita ES: Upgrade Site Utilization	\$975,000
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	Santo Domingo ES/MS Gym Renovation/Playing Fields	\$2,730,000
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	Bernalillo HS Auxiliary Gym	\$3,217,500
	Bernalillo HS Turf Baseball & Softball Fields	\$520,000
	Bernalillo HS Football Restrooms & Concessions	\$633,750
	Bernalillo HS Increase Parking	\$234,000
	Bernalillo HS Renovate Gym Locker Rooms	\$2,771,600
	Bernalillo HS Install Practice Field	\$715,000
	Bernalillo HS New Press Box	\$175,500
	District Wide New Athletic Field West of BES	\$3,770,000
	2018-23 FMP PRIORITIES TOTAL:	\$25,732,850

These items were not included in the 2017 GOB

51

CAPITAL PLAN  2017 GOB		
FINAL Priority RANK	Priority Description	Total Project
1	Santo Domingo ES/MS Gym Renovation/Playing Fields	\$2,730,000
2	Bernalillo ES/MS Pickup - Dropoff	\$2,730,000
3	Bernalillo MS Library Renovation	\$630,500
4	Bernalillo MS Re-Stucco	\$910,000
5	Algodones ES Classroom Addition	\$4,290,000
6	District Wide New Athletic Field West of BES	\$3,770,000
7	Bernalillo HS Auxiliary Gym	\$3,217,500
	Algodones ES Renovation	\$4,913,025
	Algodones New School	\$12,870,000
	2017 GOB PROJECT TOTAL:	\$18,278,000

These items are not included in GOB Total

52

CAPITAL PLAN		2017 GOB	
Building Site System	Location	Probable Cost	
1	Fire Detection / Alarm	AES, CES/MS, BMS	\$518,813
2	Communications / Security	AES, BES, LEPS, CES, PES, CES/MS, SDES/MS, BMS, BHS, DW	\$773,250
3	Roofs	AES, CES/MS, BMS, DW	\$3,424,286
4	HVAC	AES, CES/MS, BHS, DW	\$3,174,834
5	Plumbing	AES, BES, LEPS, CES, PES, CES/MS, BMS, BHS, DW	\$1,806,025
6	Playground Equipment	AES, LEPS, CES, CES, PES, DW	\$133,250
7	Site Lighting	AES, BES, LEPS, CES, PES, CES/MS, BMS	\$980,850
8	Fencing	AES, BES, LEPS, CES	\$822,250
9	Lighting / Branch Circuits	AES, BES, LEPS, PES, CES/MS, BHS, DW	\$1,557,197
DISTRICT TOTALS			\$13,190,755


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CAPITAL PLAN		2018-23 FMP PRIORITIES									
Building Systems Upgrades & Capital Projects	AES	BES	LEPS	CES	PES	CES/MS	SD ES/MS	BMS	BHS	District Wide	
Algodones ES: Classroom Addition	X										
Algodones ES: Renovate Existing School	X										
Algodones ES: Replace Existing School	X										
Algodones ES: Dispose of Existing Portables	X										
BES: Upgrade Parent Drop-Off / Pick-Up		X									
LES/CES: Upgrade Site Utilization			X	X							
PES: Provide New Water Well Next 5 Years					X						
SD ES/MS: Complete Phase II Gym Renovation, Site & New Play Fields							X				
SD ES/MS: Complete Perimeter Fencing							X				
BMS: Renovate Library								X			
BMS: Re-Stucco School								X			
BHS: Auxiliary Gym									X		
BHS: Turf Baseball & Softball Fields									X		
BHS: Install Football Restrooms & Concessions									X		
BHS: Increase Parking									X		
BHS: Renovate Gym Locker Rooms									X		
BHS: Install Practice Field									X		
BHS: Install New Press Box									X		
DW: Security Upgrades										X	
Athletic Field West of BES										X	
Demolish Abandoned District Admin.										X	
Dispose of Abandoned District Admin. Portables										X	

54




- NEEDS Algodones ES
- Priority #2 Building / Site System Upgrades:**
- Communications/ Security: Intercom, Entry Security
 - Emergency Lighting
 - Fire Detection / Alarm System
 - Institutional Equipment
 - Roof
 - HVAC
 - Plumbing: Water Treatment
 - Windows: Replace
 - Doors
 - Lighting: Interior & Site
 - Flooring
 - Fence: Upgrade Perimeter Fence, Gate and Locking System
 - Site Utilities: Upgrade Sewer / Septic
 - Upgrade Playground Equipment
- 56

NEEDS		Algodones ES
Priority #3 Facility Renovation/Replacement/New Construction:		
<input type="checkbox"/> GOB: Classroom Addition Bring 5 th Grade Back		\$3.5M
<input type="checkbox"/> Renovate Existing School		\$5M
<input type="checkbox"/> Replace Existing School		\$12.8M
<input type="checkbox"/> Dispose of Existing Portables		
<input type="checkbox"/> Other		


57

AERIALS		Bernalillo ES
		



58

NEEDS		Bernalillo ES
<p>Priority #2 Building / Site System Upgrades:</p> <ul style="list-style-type: none"><input type="checkbox"/> Upgrade Lighting System<input type="checkbox"/> Create Secure Entry<input type="checkbox"/> Water Treatment<input type="checkbox"/> Provide fence along east boundary of district property to the west side of the ES<input type="checkbox"/> Upgrade Site Lighting: LED <p>Priority #3 Site Renovation/Replacement/New Construction:</p> <ul style="list-style-type: none"><input type="checkbox"/> GOB: Parent Drop-Off/Pick-Up Reconfiguration \$2.7M<input type="checkbox"/> Other		
<small>59</small>		


AERIALS		La Escuelita/Carroll ES
		
<small>60</small>		

NEEDS		La Escuelita/Carroll ES
<p>Priority #2 Building / Site System Upgrades:</p> <ul style="list-style-type: none"><input type="checkbox"/> Upgrade Site Security<input type="checkbox"/> Interior Wall Finishes: La Escuelita<input type="checkbox"/> Plumbing: Water Treatment<input type="checkbox"/> Replace Asphalt Play Area<input type="checkbox"/> Install Additional Fencing<input type="checkbox"/> Exterior Site Lighting: LED <p>Priority #3 Site Renovation/Replacement/New Construction:</p> <ul style="list-style-type: none"><input type="checkbox"/> Upgrade Site Utilization: Redesign Pick-Up / Drop-Off; increase Staff parking<input type="checkbox"/> Other		

61

AERIALS		Placitas ES
		

62

NEEDS		Placitas ES
<p>Priority #2 Building / Site System Upgrades:</p> <ul style="list-style-type: none"><input type="checkbox"/> Upgrade Sewer / Septic System<input type="checkbox"/> Upgrade Site Security<input type="checkbox"/> Demolish Old Basketball Court<input type="checkbox"/> Upgrade Site Lighting to LED <p>Priority #3 Site Renovation/Replacement/New Construction:</p> <ul style="list-style-type: none"><input type="checkbox"/> New Water Well in Next 5 years: Currently Producing 12 gallons per minute<input type="checkbox"/> Other		

63

AERIALS		Cochiti ES/MS
		


64

NEEDS	Cochiti ES/MS
<p>Priority #2 Building / Site System Upgrades:</p> <ul style="list-style-type: none"><input type="checkbox"/> Replace Middle School Roof<input type="checkbox"/> Upgrade HVAC: Except 2004 Addition<input type="checkbox"/> Upgrade Security: Entry and Cameras<input type="checkbox"/> Repair 2 Fire Hydrants<input type="checkbox"/> Install Water Treatment<input type="checkbox"/> Upgrade Lighting to LED<input type="checkbox"/> Upgrade Site & Exterior Building Lighting to LED<input type="checkbox"/> Redesign Grease Trap / Sewer Line to Septic Tank <p>Priority #3 Site Renovation/Replacement/New Construction:</p> <ul style="list-style-type: none">N/A<input type="checkbox"/> Other	

AERIALS	Santo Domingo ES/MS
	

NEEDS	Santo Domingo ES/MS
<p>Priority #2 Building / Site System Upgrades:</p> <p>__ Complete Center Courtyard: Shade Structures</p> <p>Priority #3 Site Renovation/Replacement/New Construction:</p> <p>__ GOB: Complete Phase II Gym Renovation and Site Work, Install New Play Fields: (\$3.960M) \$2,686,533 District</p> <p>__ Complete Perimeter Fencing: Fence Property Given to District by Santo Domingo</p> <p>__ Other</p>	

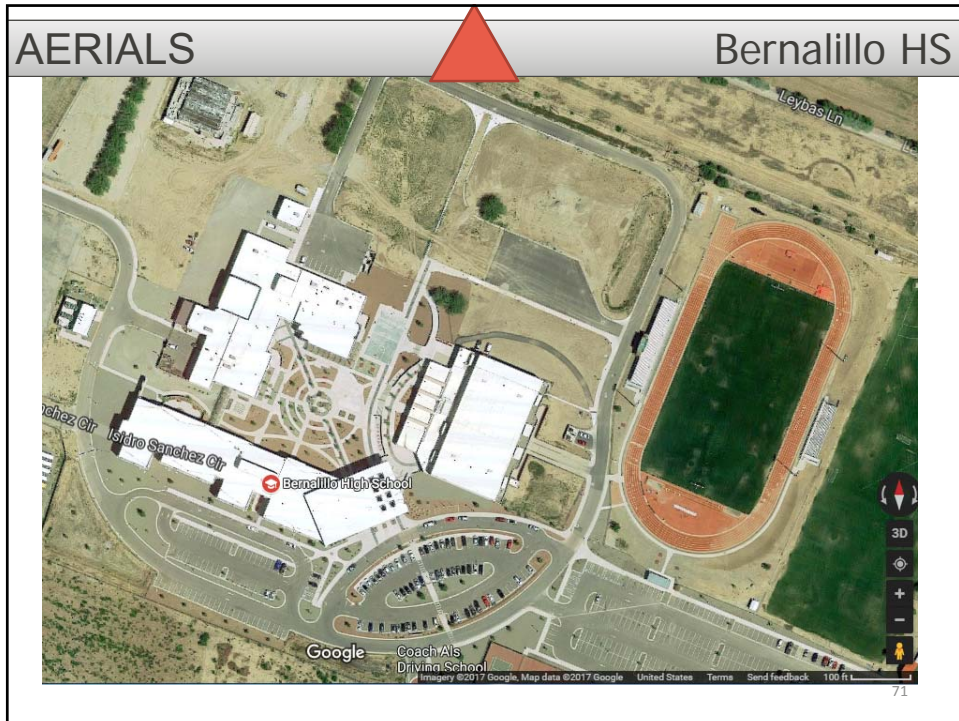
67

AERIALS	Bernalillo MS
	

68

NEEDS	Bernalillo MS
<p>Priority #2 Building / Site System Upgrades:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upgrade Intercom <input type="checkbox"/> Upgrade Fire Alarm <input type="checkbox"/> Replace Roof <input type="checkbox"/> Upgrade Security: Entry, Cameras, Perimeter Fencing <input type="checkbox"/> Upgrade Student Plaza <input type="checkbox"/> Install Water Treatment <input type="checkbox"/> Upgrade Gym Bleachers <input type="checkbox"/> Install Parking on North Side of Site <input type="checkbox"/> Install Site Lighting in Front Parking Lot <input type="checkbox"/> Renovate Restrooms <input type="checkbox"/> Replace Exterior Lockers <input type="checkbox"/> Upgrade Water Line: Southeast Corner of Site 	
69	

NEEDS	Bernalillo MS						
<p>Priority #3 Site Renovation/Replacement/New Construction:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;"><input type="checkbox"/> GOB: Renovate Library</td> <td style="text-align: right; padding-right: 20px;">\$630,000</td> </tr> <tr> <td style="padding-left: 20px;"><input type="checkbox"/> GOB: Re-Stucco MS</td> <td style="text-align: right; padding-right: 20px;">\$910,375</td> </tr> <tr> <td style="padding-left: 20px;"><input type="checkbox"/> Other</td> <td></td> </tr> </table>		<input type="checkbox"/> GOB: Renovate Library	\$630,000	<input type="checkbox"/> GOB: Re-Stucco MS	\$910,375	<input type="checkbox"/> Other	
<input type="checkbox"/> GOB: Renovate Library	\$630,000						
<input type="checkbox"/> GOB: Re-Stucco MS	\$910,375						
<input type="checkbox"/> Other							
70							



NEEDS Bernalillo HS

Priority #2 Building / Site System Upgrades:

- Upgrade HVAC in Gym and Locker Rooms
- Replace All Interior Gym Doors
- Upgrade Gym Lighting to LED
- Upgrade Site Security: Install electronic gates at B & D gates or fence buildings

72

NEEDS	Bernalillo HS
<p>Priority #3 Renovation/Replacement/New Construction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> GOB: Auxiliary Gym \$3M <input type="checkbox"/> Turf Baseball & Softball Fields <input type="checkbox"/> Install Football Restrooms & Concessions <input type="checkbox"/> Increase Parking <input type="checkbox"/> Renovate Gym Locker Rooms <input type="checkbox"/> Install Practice Field <input type="checkbox"/> Install New Press Box <input type="checkbox"/> Other 	

73

NEEDS	District Wide
<p>Priority #2 Building / Site System Upgrades:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upgrade Interior Lighting to LED <input type="checkbox"/> Upgrade Exterior and Site Lighting to LED <input type="checkbox"/> Install Wood Chips at all Elementary School Playgrounds <input type="checkbox"/> Increase / Upgrade Paving <input type="checkbox"/> Provide Water Treatment District Wide <input type="checkbox"/> Warehouse: Replace roof <input type="checkbox"/> Warehouse: Upgrade HVAC (Food Safety) <input type="checkbox"/> Technology: Install additional parking 	

74

NEEDS	District Wide
<p>Priority #3 Renovation/Replacement/New Construction:</p> <p><u> </u> GOB: Security Upgrades</p> <p style="padding-left: 20px;">Upgrade Security at Schools:</p> <p style="padding-left: 40px;">Card Key Access:</p> <p style="padding-left: 60px;">Placitas ES</p> <p style="padding-left: 60px;">Bernalillo MS</p> <p style="padding-left: 60px;">Cochiti ES/MS</p> <p style="padding-left: 40px;">Security Camera System:</p> <p style="padding-left: 60px;">Bernalillo MS</p> <p style="padding-left: 60px;">Placitas ES</p> <p style="padding-left: 60px;">District Warehouse</p> <p style="padding-left: 60px;">District Maintenance</p> <p style="padding-left: 40px;">Secure Front Entry:</p> <p style="padding-left: 60px;">Carroll ES Cochiti ES/MS</p> <p style="padding-left: 60px;">Bernalillo MS District Warehouses</p> <p style="padding-left: 60px;">Placitas ES: No Visual Access</p>	
75	

NEEDS	District Wide
<p>Priority #3 Renovation/Replacement/New Construction:</p> <p><u> </u> GOB: Athletic Field Construction and Upgrades:</p> <p style="padding-left: 20px;">Create Athletic Field Complex by Bernalillo ES \$3.8M</p> <p><u> </u> Demolish Abandoned District Administration Building</p> <p><u> </u> Dispose of Abandoned District Administration Portables</p> <p><u> </u> Other</p>	
76	

Thank You
FOR
YOUR TIME
AND
INPUT

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