



New Mexico School for the Arts

Charter Five-Year Facility Master Plan/ Ed Specification Dated 2019-2023

"Talent never exists by itself. Talent only exists because of opportunity."

- Joel Fan

Approved by NMSA Governance Council on March 13, 2019

Leased Facility is located at 275 East Alameda, Santa Fe, NM 87501.

Lease ends July 31, 2019. School will be relocating to its new home at 500 Montezuma in July, 2019.

Charter Approved: September 13, 2008

First Charter Renewal: January 2014

Second Charter Renewal Application: Approved December 2018

Charter Approved for 300 students.

First Year of Operation: August 2010

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New Mexico School for the Arts- Art Institute

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Introduction

- Students, parents and teachers in New Mexico expressed the need to keep creative youth in state to further their artistic abilities. Why send our talent away when we can build opportunities at home? Why import talent from other states in the arts economies when we can cultivate it here in an arts-based high school?
- Artists, educators, philanthropists and policy makers responded to this need, proposing the creation of NMSA. They were supported by hundreds of New Mexico citizens.
- In 2008, the Legislature passed and the Governor signed a bill establishing the first legislatively-created public arts school in the State's history—New Mexico School for the Arts. Over 100 legislators voted to pass the legislation establishing the School.
- The Public Education Commission of New Mexico (PEC) approved the School's charter application on September 13, 2008.
- The charter was renewed for the first time in January 2014.
- A second charter renewal application was approved in December of 2018.

NMSA opened its doors in the leased St. Francis Cathedral School on August 16, 2010, with 138 students from across New Mexico studying core and advanced academics coupled with mastery level Dance, Music, Theater or Visual Arts. Its location in Santa Fe affords students walking-distance access to Santa Fe's finest museums, performing arts spaces, and cultural institutions to further their learning in the arts.

In August of 2018, NMSA opened its doors for the ninth time with an enrollment of 221 students. NMSA is limited to 221 students due to the size of the current location.

The Public School Capital Outlay Council (PSCOC) and the Public School Facilities Authority (PSFA) require that all New Mexico public charter schools have a five-year Facility Master Plan and Educational Specifications (FMP/EdSpec) as a prerequisite for eligibility to receive public school capital outlay fund assistance. It requires a document to



guide capital planning decisions that support the School's educational mission and meet minimum state adequacy standards.

NMSA is established under the New Mexico School for the Arts Act (Chapter 22, Article 15F NMSA 1978) as a statewide residential state-chartered high school for grades nine through twelve. For New Mexico students who have demonstrated artistic abilities and potential, NMSA provides an educational opportunity to pursue a career in the arts and a strong academic program that leads to a New Mexico diploma of excellence.

The School is currently housed in a leased facility, Cathedral School, on the corner of Alameda and Paseo de Peralta, in Santa Fe. Its current lease extension ends in July 2019.

This report follows the format required by the Public School Facilities Authority (PSFA) and is comprised of the following sections:

- Introduction
- Section 1. Goals/Mission
- Section 2. Existing and Projected Conditions
- Section 3. Facility Requirements (Ed Spec)
- Section 4. Capital Plan
- Section 5. Master Plan Support Material
- Appendices

As part of the process in developing the New Mexico School for the Arts Facilities Master Plan/Educational Specifications, the Statewide Adequacy Standards NMAC 6.27.30 and Charter-Alternative School Statewide Adequacy Standard Variance table was reviewed when creating the first plan.



1. GOALS/MISSION

1.1.1 Mission and Statement of Purpose

Mission

NMSA provides access to a rigorous mastery arts and academic high school education for youth with passion and aptitude in the arts, leading to post-secondary learning, careers in the arts, and lives that contribute to society.

Statement of Purpose

NMSA's purpose is to provide the highest standards of excellence in preparing New Mexico's artistically talented students to compete in the national arena for post-secondary and/or professional careers in the arts, regardless of home location. NMSA offers pre-professional instruction in the performing and visual arts along with rigorous academics leading to a high school diploma.

1.1.2 General Educational Philosophy

As explained in the School's Charter, the focus on "art, heart and smart" will allow the School to achieve its mission:

Art -- First, the School will focus on artistic studies as well as introduce the students to the wider arts market and industries, since many art high school graduates nationwide pursue careers in the arts industry, not as practicing artists. Many students learn in non-traditional ways that have drawn them to their artistic interest. When alignment happens between arts and education for passionate art students, the students excel. Art schools are natural integration schools. In fact the term "magnet school" was first used to describe the phenomenon that occurred at the Houston art school in that it acted as a "magnet" for students of all ethnic backgrounds at a time when the educational system in Houston was otherwise ethnically divided. Passion for the arts transcends factors that frequently divide communities.

Heart -- Second, the School will focus on personal discipline, social, emotional and physical health in the students' lives, so that the students will carry forward personal health, balance and discipline in their lives. NMSA is committed to providing access in a diverse equitable and inclusive learning environment.

Smart -- Finally, the School will prepare the students for college, and the School



will align its academic curricula to meet college admission requirements.

NMSA will accomplish these ends by:

- Providing access to mastery arts education and rigorous academics;
- Establishing a caring community of artistic learners nurtured and engaged in self-discipline, citizenship, continuous improvement, and joyful learning in and through the arts;
- Providing innovative and creative curricula in arts and academics based on fundamental skills, including exposure to New Mexico arts and culture; and
- Graduating students who have a deep sense of their personal identity.

1.1.3 Serving the Community

- Jobs are available in many art markets both for the artists themselves and in other art-related fields in places like museums, the film industry, and the visual arts markets throughout the state.
- NMSA has formed a public/private partnership with NMSA-Art Institute, a nonprofit art educational institution to provide specialized arts programs. This alternative means of providing these programs supplements state funds in educating the students. Through partnerships, collaborations and programming, the School intends to serve as a statewide arts education leader working to encourage arts education throughout the state. The NMSA-Art Institute offers outreach through intensives and master classes in Dance, Music, Theater and Visual Arts for young people across New Mexico, regardless of their ability to pay. The Art Institute also provides the funding for the residential and outreach programs.
- Some examples of NMSA students participation in the community include Lentic Interns and SITE Santa Fe Young Curators.

1.2 Process

1.2.1 Data Gathering and Analysis

Even before NMSA opened its doors to students in the leased St. Francis Cathedral School on the corner of Alameda and Paseo de Peralta, a Building Committee was formed to research, advise and recommend on the selection of School facilities. It was comprised of members of the Governing Council of the Charter School and members of the Board of the Art Institute. The Building Committee searched for



potential sites within the Santa Fe area for a permanent home. Over 18 sites were visited, and due diligence was performed on seven. The School finally identified a site that satisfied programmatic and economic goals.

It focused on Santa Fe to:

- Take advantage of Santa Fe's fine museums, performing arts spaces, and cultural institutions to further students' learning in the arts.
- Benefit from skills of the local professional artists.
- Utilize the end of the Rail Runner line and public transportation to transport students from other areas of the state.
- Rent the residences at New Mexico School for the Deaf to board students from around the state. The residential program has since moved to the Immaculate Heart of Mary Retreat Center.

In June 2011, NMSA utilized the services of a professional planner to moderate a full day planning retreat. To ensure wide input, participants included board and council members, staff and faculty, community members, volunteers and parents. The retreat revisited original assumptions and surfaced big questions that needed to be addressed in the planning process.

Out of that retreat came five "Areas of Focus" to support the core overall focus of arts mastery:

1. **Excellence in both Arts and Academics** - "Transformative educational experience that nurtures creative and critical minds."
2. **Facilities** - publicly and privately funded facilities and campus.
3. **Partners**- "We create reciprocal relationships with social and economic drivers." These relationships should be statewide, connect with the business of the arts through effective alliances and partnerships with arts professionals and venture partners.
4. **Funding** - Sustainable funding from multiple sources, public and private, including an endowment.
5. **Students and Alumni** - "Preparation, guidance and graduation of world-class achievers."

These ideals were refined by a Strategic Planning Committee into a statement titled, *Mission, Statement of Purpose, Goals and Critical Success Factors - December*

2011. These ideals have been reviewed annually and continue to guide NMSA.

To be efficient with the dollars and time of all involved, NMSA retained its former Business Manager, Charles Galbraith, to assist in developing the 2013-2018 FMP report because of his experience with the complexity of the School's undertaking and his personal relationships with the administration, staff, and governing council. Furthermore, his prior experience in teaching, school business management and school construction in both public schools and private boarding schools made him uniquely suited to assist in documenting current conditions and future needs.

For the 2013-2018 FMP Report, Mr. Galbraith met with faculty members, registrar, IT, maintenance, and members of the building committee to gather data and perform preliminary analysis for the 2013-2018 FMP Report.

NMSA has chosen to remain at its current site through SY 2018-2019 when it will relocate to 500 Montezuma Avenue, Santa Fe, the site of its new location. The NMSA-Art Institute purchased and is in the process of renovating the former Sanbusco Market with the intention of entering into a lease purchase arrangement with New Mexico School for the Arts, a state-wide residential, state-chartered charter school.

The School anticipates that in 2019, required documents will be processed with the goal of moving to the former Sanbusco Market location currently under renovation by the Art Institute.

This 2019-2023 Facility Master Plan report builds on the 2013-2018 Facility Master Plan and has been revised by the NMSA administrative team and presented to the Governing Council, for review and action.

1.2.2 Authority and Facilities Decision Making

The "New Mexico School for the Arts Act" (22-15F-5 NMSA 1978) states the "school shall be governed by a board of at least five members constituted as provided in the school's application for charter. No member of the board shall serve as a member of another charter school. The board shall have such powers and perform such duties as required by state and federal law and the school's charter..."

The Governing Council governs the affairs of the School, ensuring that the charter's mission and goals are carried out by overseeing the administration of the School. The Governing Council exercises its leadership by forming and adopting policy as well as hiring, establishing duties and evaluating the Head of School. The Governing Council also reviews and approves the budget submitted by the head of school and approves those items required by New Mexico Statutes.

The enabling legislation for the School requires the School to get additional private and non-SEG funds to accomplish its mission. The Governing Council informs its decisions through collaboration with the New Mexico School for the Arts - Art Institute, a non-profit educational organization that aligns and collaborates with the Charter School.



Acronyms and Definitions

Ed. Spec. - Educational Specification

FMP - Facilities Master Plan

GSF - Gross square feet, or the sum of net assignable square feet plus all other building areas that are not assignable (the area remaining is called "tare," which includes areas such as hallways, mechanical areas, restrooms, and the area of interior and exterior walls)

NMPED - New Mexico Public Education Department

NMSA-AI - New Mexico School for the Arts- Art Institute

NMSA (1978) - New Mexico Statutes Annotated

PEC - Public Education Commission

PED - Public Education Department

PSCOC - Public School Capital Outlay Council

PSFA - New Mexico Public School Facilities Authority

2. EXISTING AND PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

2.1.1 Academic and Specialized Arts Programs and Delivery Methods

To prepare New Mexico's artistically talented students to compete in the national arena for post-secondary education and/or professional careers in the arts, NMSA offers pre-professional instruction in the performing and visual arts in combination with rigorous academics leading to a New Mexico diploma and acceptance at college.

The academic courses comply with NMPED (New Mexico Public Education Department) standards to ensure every child meets the requirements for a high school diploma. The specific academic courses a NMSA student may take in a given year will be highly dependent on what level they have achieved in their schooling prior to enrollment at NMSA.

Currently, NMSA offers specialized arts training in the fields of dance, music, theater and visual arts. Its long-term goal has been to add programs in Creative Writing & Literature and Cinematic Media Arts. Creative Writing & Literature will be added for the 2019-20 school year.

Each arts discipline is rooted in a classic core that serves as a platform for further study or entry into the profession.

The weekly schedule involves an extended school day, structured to provide several hours of advanced arts training in each student's area of focus that includes technical, creative and historical instruction.

NMSA helps the student find the path to cultivating his or her artistic voice. We seek the student's broad intellectual development so that in addition to developing strong technique, our students will begin to refine their personal artistic vision and purpose, and the means to communicate that vision through their art.

To achieve this goal, the NMSA experience includes a rich array of in-class coursework, studio work, in-the-field learning, presentations, performances and exhibitions. Guest artists, master teachers and partnerships with other arts institutions in the area are used to complement the instruction provided by the School's faculty.

Grade levels are configured in the traditional academic grades 9 - 12. In their arts education, students' program assignments are based on mastery.

Schedule approach:

NMSA uses a two-block day: Academic Block and Arts Block. Academic block is from 9:20 to 2:00 and includes three class periods and lunch on an alternating A/B block schedule (six academic periods per student total). Arts Block runs from 2:05 to 4:45. Arts departments organize their block around the needs of their program.

In order to accommodate students traveling from Albuquerque by the Rail Runner, the school day begins at 9:20. Some students arrive as early as 7:30. The time in between is used for teacher office hours, study halls, and dual credit classes.

Daily Schedule

Period 1	9:20-10:40
Period 2	10:45-12:05
Lunch	12:05-12:40
Period 3	12:40-2:00
Arts Block	2:05-4:45

Joint-use facilities:

Student performances have been held at the Lensic Performing Arts Center, Nick Salazar Auditorium on the Campus of Northern New Mexico College, James A Little Theater on the New Mexico School for the Deaf Campus, Warehouse 21, NDI-NM, St. Francis Auditorium (Museum of NM) and other locations in New Mexico.

Exhibits are held at various local galleries and public spaces.



Other anticipated curricular and extracurricular activities to be accommodated in the school's new facility are adult continuing education programs in art, art teacher training programs, and summer arts programs.

2.1.2 Anticipated Changes in Programs

In addition to increased enrollment, NMSA anticipates the following changes in the future:

Addition of a Cinematic Media Arts program and Creative Writing & Literature program, and technical theater to the existing four arts programs.

Continued changes in technology and pedagogy requiring flexibility in space.

Greater statewide enrollment, necessitating increased residential enrollment, including during summers

2.2 Enrollment

2.2.1 Historic, Current Enrollment and Projected Enrollment

Since its inception, NMSA has had strong student demand and has met the projections submitted to PED. The chart below shows annual enrollment.

The current charter calls for a maximum enrollment of 300. NMSA has been unable to reach its cap due to the space limitations of the current location. However, the School anticipates a maximum capacity of 400 students in its new facility over time.

Enrollment History

	Grade 9	Grade 10	Grade 11	Grade 12	Total
SY1011	54	46	35	NA	135
SY1112	45	60	48	30	183
SY1213	45	53	55	38	191
SY1314	53	54	47	47	201
SY1415	51	51	53	41	196
SY1516	60	56	49	45	210
SY1617	60	60	54	47	221
SY1718	58	55	58	51	222
SY1819 *	57	60	51	54	222



Source: STARS Membership Reports 40D

The arts program follows a different enrollment pattern and needs to be analyzed because of its impact on space and program. NMSA is studying alternative delivery methods and spaces for the Arts Program. This is discussed further in Section 3 - Facility Requirements. The following chart shows enrollment history by department.

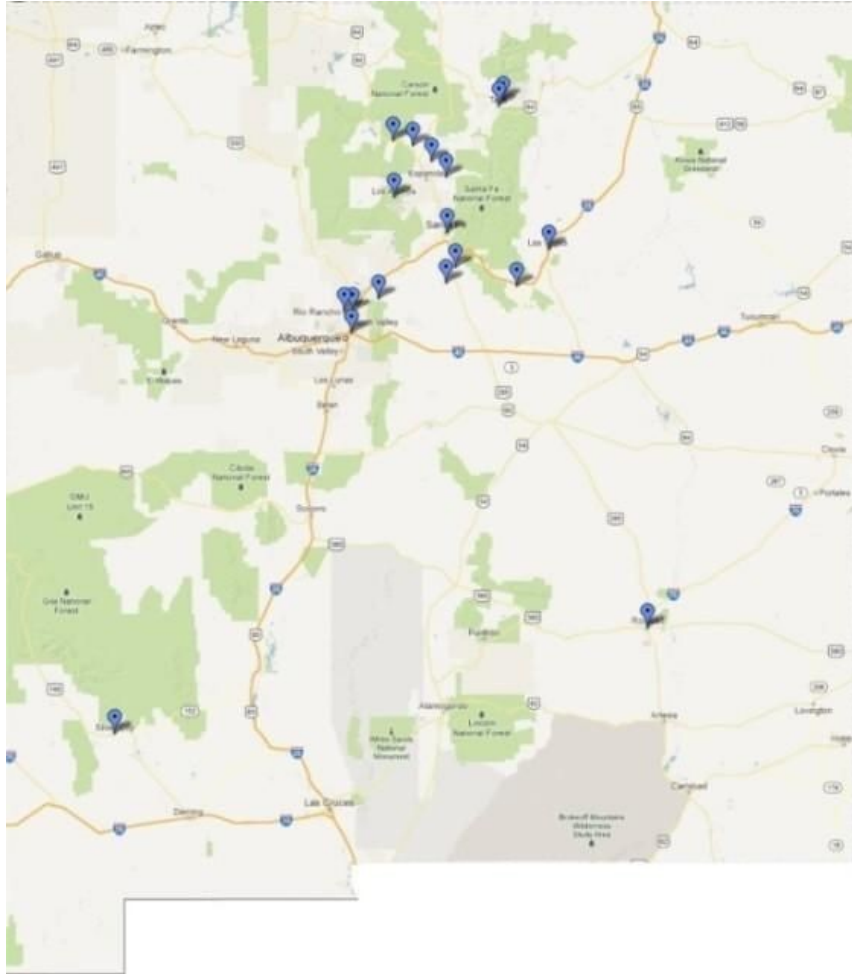
2.2.2. Enrollment History by Arts Program

	Dance	Music	Theater	Visual Arts	Total
SY1011	20	37	38	40	135
SY1112	28	50	52	53	183
SY1213	28	52	53	58	191
SY1314	30	51	55	65	201
SY1415	27	51	59	59	196
SY1516	27	57	65	61	210
SY1617	26	63	69	63	221
SY1718	26	64	67	65	222
SY1819 *	26	70	65	61	222

2.2.3 Student Origination

As a statewide charter school, NMSA has no local attendance boundaries. With a statewide mandate, there must be consideration of transportation needs as well as a residential program to house students. A number of students take the Rail Runner daily from Albuquerque. Other students commute daily from Las Vegas, Los Alamos, Pojoaque Valley, Espanola Valley, and Albuquerque. The School also provides a five-night residential program from Sunday afternoon to Friday afternoon.





2.2.4 Classroom Loads/Sizes

The academic classroom loading policy varies but does not exceed statutory limits of 30:1 in any class with sizes varying between 10 and 30 students.

The arts programs vary by program:

Dance: varies from solo performance to large ensembles

Music: varies from 1-to-1 instruction to ensembles as large as 50

Theater: generally class sizes of 16

Visual Arts: generally class sizes of 16



2.2.5 Classroom Needs

Appendix A (Classes Needed) shows the derivation of academic classroom needs based upon projected student enrollment by grade level.

This spreadsheet is a helpful management tool for illustrating the importance of enrollment management and the fallacy of simply dividing enrollment by class size to determine the number of classrooms.

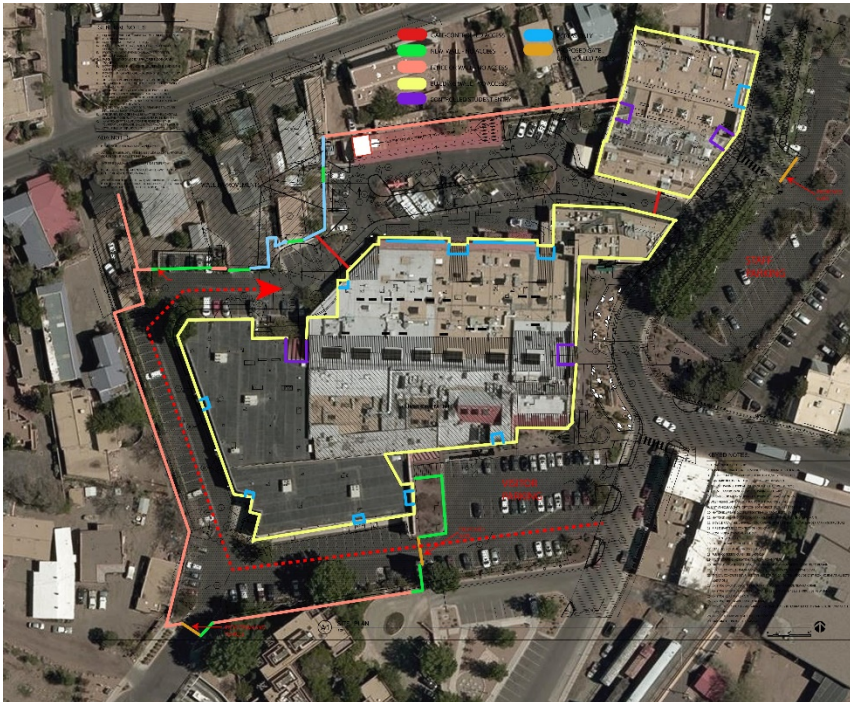
Based upon a maximum class size of 30, there could be 8 regular classrooms needed if there are 200 students in the school with 50 in each grade. But, if there were 204 students, there could be 10 classrooms needed given the same constraints.

Based upon judgment and practical sense, at least 10 regular classrooms and 2 science labs are needed for the 300 charter capacity.

2.3 Site and Facilities

2.3.1 Location

The former Sanbusco Center, soon to be the new home of NMSA, is located at 500 Montezuma Ave in Santa Fe.



2.3.1 Soon to be Current Site

The map above is an aerial view of the campus. The peach color outlines the perimeter of the site and is secured with a site wall. The parking area outside the peach color line is visitor and overflow parking.

The red dashed line indicates student drop-off and pick-up as outlined in the conditions for change of use by the city of Santa Fe.

Staff and visitor traffic enters and exits on Montezuma Ave.

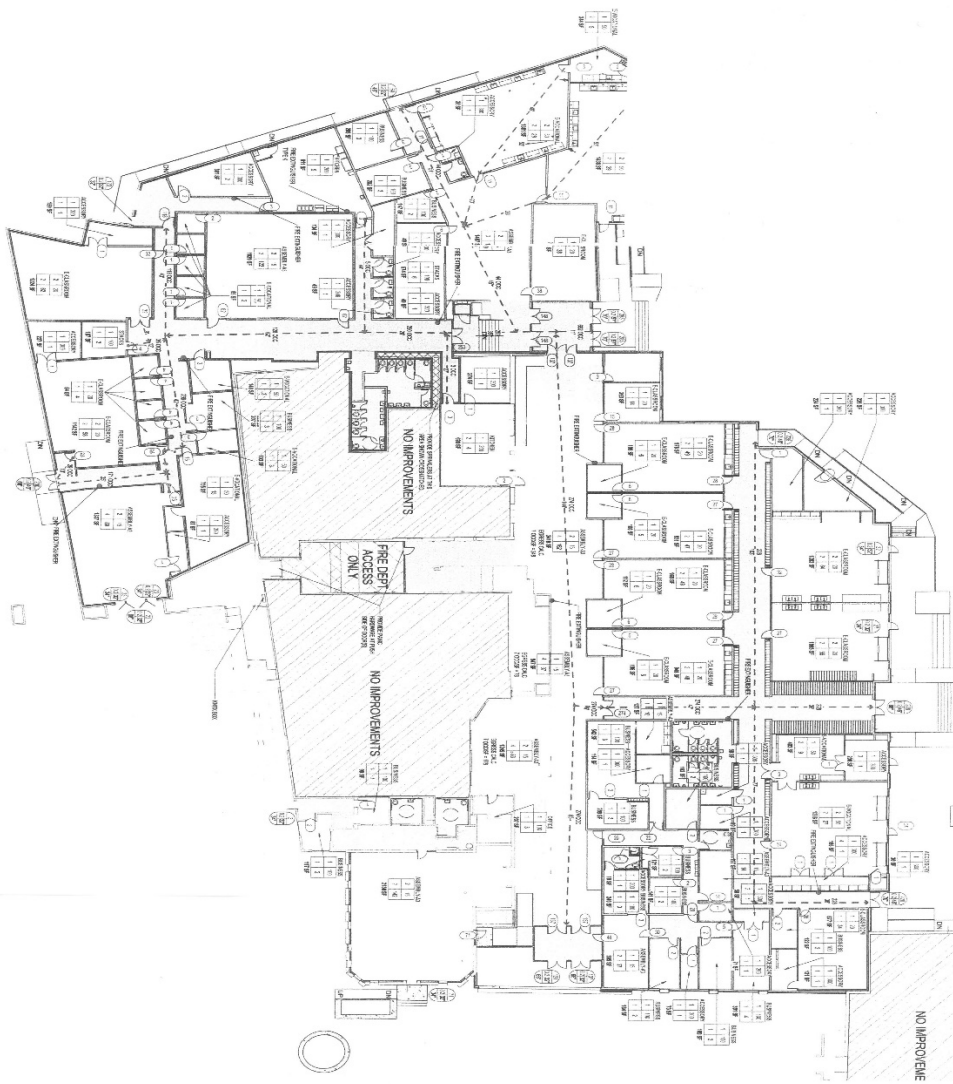
Student drop-off traffic enters from Montezuma and proceeds in the direction of the red arrow along a through-lane into a drop-off area at the round-a-bout. This traffic then loops around a parent drop and exits through a gate back onto Montezuma. Traffic calming signs and bumps are being utilized.

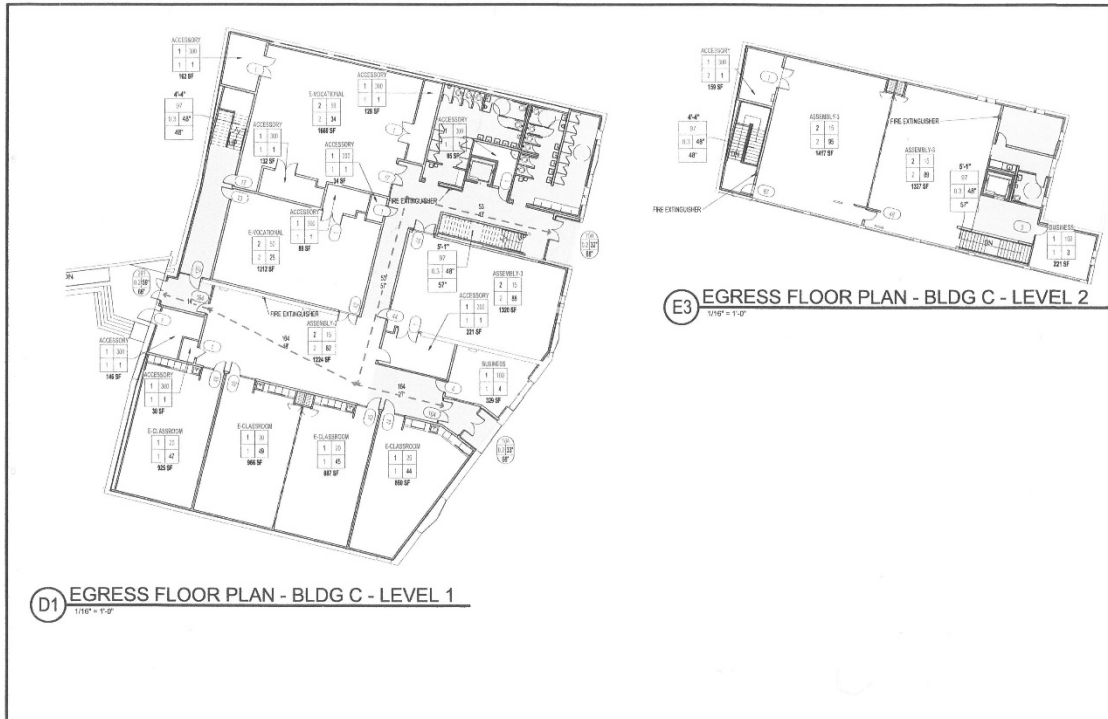
2.3.2 Statewide Adequacy Standards

New Mexico's statewide adequacy standards (NMAC 6.27.30) provide standards for public school districts to "...provide and sustain the environment to meet the needs of public schools." They are intended to create a minimum facility standard to establish equity among all educational facilities serving New Mexico public school students. Charter schools are permitted to seek a variance for facilities, since they do not necessarily conform to the programs, delivery methods, and facility needs and budgets on which these standards are based. In such cases, schools meet the intent of the facility requirements through "alternative methods." However, alternative and charter schools are required to provide the minimum square footage allowances for general classroom spaces, as identified in the adequacy standards.

2.4 Utilization and Capacity

A1) EGRESS FLOOR PLAN - BLDG A & B





2.4.1 Utilization: Identify special factors that influence facility use.

The demands of the mastery arts program influence facility use in multiple ways:

- Dedicated spaces, like “wet” visual arts areas for painting and sculpture, limit other uses for those spaces.
- Accommodating long arts blocks at the end day limits students scheduling flexibility. A better solution to scheduling has yet to be found.
- Teacher work space is limited as most classrooms are dual use (Arts and Academics).

2.5 Technology – Overview of Tech Mission and Strategy

NMSA’s approved Technology Mission and general long-term strategy is summarized below. The technology vision is: “All our students learning today for tomorrow - NMSA students will have the technology skills needed to be successful in the



world in which they will live and work.”

Technology Mission Statement: NMSA believes:

- Technology can be a tool to enhance our teaching technique and a means for modernizing our approach to academic and mastery arts education.
- Advanced technology will allow us to redefine the curriculum itself and allow us to integrate curriculum across subject areas.
- Technology can provide a bridge between academics and the arts. For example, the physics of light could be explored through photography and three-dimensional imaging or polarization. By combining traditional subjects with what our students are passionate about, we hope to motivate students to participate fully in their own academic growth.
- Using and understanding technology will allow students to become critical thinkers who use technology now to understand and shape their world.
- Students must understand the ethical use of social networking sites in order to join the global discussion by presenting their own artwork and ideas. Technology can provide students with an unprecedented medium for expression and communication.

NMSA’s long-term strategy is to move from a total time-based, presence-required mode of education to a blended learning model that frees students and teachers from some of the time and geographical constraints. NMSA also host its own LMS allowing students access anytime to most of their class content from anywhere. This may have significant facility implications.

Technology concerns for new facility:

- Power - plenty of outlets for recharging in classrooms (floor plugs by desks which eliminate extension cord hazard) and common areas. Capacity to wire the whole facility. (Media Arts needs in-house capacity and infrastructure to handle their large bandwidth and storage requirements. Two locations are needed for backup - the second space can be small.
- Theater and Dance performance space has very high electrical demand for lighting and technical support.

The technology and communications criteria are set out in Section 5.8.1, pages 35-36.

3. FACILITY REQUIREMENTS



3.1 Facility Goals and Concepts

3.1.1 Facility Goals

- Create physical spaces to meet the program requirements for 300 plus students.
- Create physical spaces that allow accomplished artists to offer pre-professional instruction in creative writing, dance, digital media arts, music, theater, and visual arts.
- Provide dormitory space for 60 students.
- Continue to be located in Santa Fe to take advantage of artistic resources.
- Locate near public transportation services to meet statewide mandate.
- Support a learning environment that emphasizes collaboration, interactive learning and creative problem solving.
- Balance the need to meet New Mexico Adequacy Standards for public schools with the goals above along with the charge for charter schools to be innovative.

NMSA's original charter was approved in 2008, re-approved in 2013, and renewed in 2018. One of our top priorities has been to move the School into a permanent location. It is NMSA's goal to be in a permanent location by 2019 in accordance with statute 22-8B-4.2.

NMSA, in collaboration with the Art Institute Construction Committee, had a Building committee which met regularly to ensure that the move to the Sanbusco site is on track for SY 2019-20. Together, the following has been accomplished:

1. Determined what requirements NMSA must meet to be in compliance with NM PED with respect to a new location,
2. Secured a PSFA approved Ed Specs Plan.
3. Created a plan that not only includes an initial lease, but also includes a lease with an option to purchase; projects maintenance for years to come, but also projects indirect costs associated with the new location such as need for increased security, transportation, equipment and furniture, etc.
4. Overseen the construction and renovation of the property.

3.1.2 Concepts for Facility



- Provide flexible spaces to permit student collaboration. This includes dedicated small spaces.
- Anticipate increasing role of technology as well as blended learning.
- Anticipate a move toward competency/mastery-based education model.
- Create a building that is energy efficient, low on maintenance and efficiently utilized.

Space Requirements

3.2.1 Space Summary

In order to show the means of providing efficiencies of tax dollar use, the space needs shows the space requirements for the Educational Programs, both for the academic and for the Arts Program: See Appendix C for details of space and square footage requirements. The actual square footage for the cafeteria has not been calculated into the equation because a capital outlay appropriation was just passed for the cafeteria and a dormitory required to meet the school’s statewide mandate. Because the exact square footage of the cafeteria is still to be determined, its square footage is not included in the total square footage at this time. The chart below on “Residential” is an estimate at this time.

Also, the “The Paseo” and the Commons are multi-purpose spaces. While they are the main corridors of their respective building, the Paseo will also serve as a lunch space, and they both will serve as a common area for individual student study and practice use, as well as an extended classroom space. Small learning rooms are adjacent to classrooms in the Paseo. From those classroom areas, classes can also move into the Paseo space. Because of the windows and design, teachers will have a line of sight to these students when they cannot be with them at all times. This design allows for small group and individual differentiated instruction.

Residential (60 students)	
	Square Footage
Residential Area	10,000 ***
TARE 28%	2,800
Total Residential	12,800

***Residential square footage is based on an estimate, actual square footage still to be determined



There are shared economies by using academic space for some of the arts disciplines. However, Music, for example, also requires a large number of individual practice spaces. Creative Writing & Literature and Cinematic Media Arts will be in academic spaces as well.

3.2.2 Site Requirements

Adequacy standards call for the following:

	300 Students
Site	
Parking 1.5 spaces/staff 30,38	45
Parking 1 space/four HS	75
Secure (fence/drop off/flow)	

3.2.3 Space Needs

Appendix C provides a detailed analysis of space needs that support Section 3.2.1

3.3 Implementation of Space Needs

The statewide mandate of the school which has a residential component and mastery arts component makes implementation of space needs particularly complex compared to other charter schools, as do financial constraints, which all schools share.

Here are major considerations/alternatives which have affected implementation:

- The current lease at St. Francis School, with options, allows that facility to be used through July 2019, with an option for a one-year extension to July 2020, if notice was given for the extension by April 1, 2019, which it was not. With the limited student enrollment around 212-222 and mastery art space requirements, this facility is at its capacity and can't support its authorized student enrollment of 300.
- Obtaining space away from the School for more of the mastery arts program, as is being done currently for Dance, could free up space for the academic program. However, downtown Santa Fe space is expensive to rent. Also, modular classrooms for the existing historical district site have approval hurdles and implementation would be expensive given the anticipated move of the School in July, 2019. With some students commuting daily from Albuquerque and other distant locations, adding an additional commute



from St. Francis to another location compounds their daily travel time. Multiple locations also make supervision more difficult, particularly in an emergency.

- The location of the residential component is another variable the school has needed to consider, particularly if students have to travel to and from the school.

3.3.1 Scenarios for Implementation - identify phasing strategies for meeting required needs with projected growth.

The Art Institute purchased and began construction on a location that will accommodate both the academic and arts mastery programs and provide space for future growth. The first phase of construction is expected to be completed by July of 2019 to allow the 2019-2020 school year to begin in a new home at Sanbusco.

The second phase includes the legislature appropriating and the governor signing the capital outlay bill in which \$4.257 million is earmarked for the school to begin planning, design and construction of a dormitory that is critical to its statewide mission, and the Art Institute will be transferring the property development rights to the school for the dormitory and the cafeteria as its match for the statewide appropriation.

4. CAPITAL PLAN

4.1 Capital Funding

4.1.1 Historic and Current Funding

Beginning its first operating year, NMSA-Charter School has received lease assistance from the PSCOC Lease Assistance program. This grant is applied for annually and the amount funded cannot not exceed the annual lease payments for classroom space; or \$700 multiplied by the MEM of the prior year. The rate is indexed and currently \$733.

Fiscal Year	Fiscal Year Lease Expense	PSCOC Lease Assistance	Local Share paid through SEG
7/1/10-6/30/11	\$150,000	\$95,279	\$54,721
7/1/11-6/30/12	\$150,000	\$95,702	\$54,298
7/1/12-6/30/13	\$150,000	\$129,803	\$20,197
7/1/13-6/30/14	\$150,000	\$137,631	\$12,369
7/1/14-6/30/15	\$150,000	\$148,730	\$ 1,270
7/1/15-6/30/16	\$150,000	\$143,937	\$ 6,063
7/1/16-6/30/17	\$185,500	\$152,036	\$33,464
7/1/17-6/30/18	\$185,500	\$150,885	\$34,615
7/1/18-6/30/19	\$188,375	\$151,885	\$37,490

4.1.2 Current Capital Expenses

Since NMSA leases its current facility from a non-public entity, it has been prohibited from making capital improvements to the facility. The facility was built in 1948 and its age is showing. The school is receiving SB-9 funding that is being used for technology equipment. The annual amount is approximately \$150,000.

Lease term and Expense: The original \$150,000 annual lease for St. Francis Cathedral School ended on July 31, 2014. The rent increased to \$188,375.00 annually for 2018-19.

4.1.3 **Potential Future Sources of Revenue—Implementation Strategy**

Much of the material in this section is drawn from *NMPED Capital Outlay Bureau 2013 Reference Data Report*.

There are three general sources of funding for public school capital projects in New Mexico:

1. Direct Legislative Appropriations.
2. Standards Based Process under the Public School Capital Outlay Act.



3. Locally based revenues. Districts can generate revenue from the sale of bonds, direct tax levies, earnings from investments, rents and sales of real property and equipment.

1. Direct Legislative Appropriations:

Direct Legislative Appropriations for capital outlay project funding are targeted for specific projects within the school district. Specific legislators sponsor these projects and are funded by the general fund or proceeds of the sale of severance tax bonds.

NMSA has received two separate severance bond appropriations for planning, design, construction and equipping of a new site.

2. Standards Based - Public School Capital Outlay Act.

This standards-based funding mechanism is administered through the Public School Facilities Authority, the staff of the Public School Capital Outlay Council. It uses a statewide database which ranks the condition of every school building relative to statewide adequacy standards. The schools with the greatest needs are addressed first; however, local participation is required. State charters' percentage of participation is that of the district in which they are located. Santa Fe is one of the districts with the highest local share, 90%.

The provisions of the Public School Capital Outlay Act are complex.

3. Locally Based Revenues:

Public School Buildings Act (HB33): This act allows districts to impose a tax not to exceed 10- mills for a maximum of six years on the net taxable value of property upon approval of qualified voters. In the Act, "Capital Improvements" means expenditures, including payments made with respect to lease-purchase arrangements as defined by the Educational Technology Equipment Act (6-15A-1). It excludes debt service expenses. After July 1, 2007, a resolution submitted to the qualifying electors pursuant to Subsection A of 22-26-3 NMSA 1978 shall include capital improvements funding for a locally or state-chartered charter school located within the school district if:

- the school provides timely information regarding the capital improvements for which the revenue will be used and
- the capital improvements are included in the district's five-year facilities plan. NMSA is eligible for the ratio of its MEM to the total Santa Fe MEM.



The Public School Capital Improvements Act (SB-9 or the “two-mill levy”):

The district can ask local voters to approve levy of up to 2 mills for maximum of six years. NMSA has been included in Santa Fe’s elections and based on its MEM currently receives funding. These funds cannot be used for debt service expenses (see lease purchase provision) but can be used to:

- Erect, remodel, make additions to or provide equipment for public school buildings.
- Purchasing or improving public school grounds.
- Maintenance.
- Purchase activity vehicles for transporting students to extracurricular activities.
- Purchase computer software and hardware for student use in public school classrooms.

Capital improvements can only be made on a public building. Since NMSA is not currently in a public building, these capital funds cannot be used to improve the building. Consequently, for the February 2012 election, NMSA specified that the funds were to be used to purchase computer software and hardware for student use in public school classrooms.

Educational Technology Note:

The district can ask local voters to approve a levy for the specific purposes of provisioning schools with technology. NMSA has been included in Santa Fe’s elections and based on its MEM currently receives funding to purchase technology products and/or services.

Local General Obligation Bonds: DOES NOT APPLY

STATE CHARTERED CHARTER SCHOOLS ARE NOT AUTHORIZED TO RECEIVE REVENUE FROM THESE BONDS

NMSA 22-18-1 says that general obligation bonds can be used for erecting, remodeling, making additions and furnishing, or purchasing or improving grounds. Also, they can provide matching funds for capital outlay projects funded pursuant to the Public School Capital Outlay Act (see below). It also says that the priorities for the school district’s capital needs as shown by the facility assessment database maintained by the public school facilities authority needs to be considered.



A district's ability to sell bonds is limited to 6% of assessed valuation. There is a four-year period in which the bonds may be sold from a particular approved resolution.

The Public School Lease Purchase Act:

Although the Public School Lease Purchase Act is not a source of funds, it declares that a financing agreement by a charter for leasing a building or other real property with an option to purchase for a price that is reduced according to the payments made pursuant to the financing agreement is not a debt if:

1. There is no legal obligation for the charter school to continue the lease from year to year or to purchase the real property;
2. The agreement provides that the lease shall be terminated if sufficient money is not available to meet the current lease payments.

The charter may apply lease assistance payments and any other legally available funds to the payments.

Other: E-Rate: NMSA has participated in this program each year of operation. Based on free and reduced eligibility it is not entitled to capital funding, but NMSA does receive funding for approximately 50% of its telephone and internet service costs.

4.1.4 PSCOC Capital Outlay Funding (addressed above)

4.2 Capital Needs

The School's primary Phase 1 capital need has been obtaining a permanent facility. The final site was purchased by the Art Institute, the planning for Phase 1 has been completed, and construction of the new facility is almost completed. The school has also been developing its academic programs (it received an "A" as its PED school grade in each of the last six years) and its fundraising capacity.

Appendix E is a five-year capital resources outline that is partially completed. It breaks the revenue of the School into three different revenue sections as well as specifying potential sources of revenue for building purchase.

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table



State identification number	509-001
Current Physical Address	
275 E. Alameda St., Santa Fe, NM 87501	
Date of Initial Opening: August, 2010	
Dates of major additions/renovations:	DNA
Facility Condition Index and NMCI	NA
Site owned or leased	Leased
Total building area gross sq/ft.	38,029
Site acreage	1.7 acres
Total number of general classrooms	10
Total number of specialty classrooms	8 incl. Science, Mac Lab, Vis Arts
Total number of portable classrooms	0
Total number of classrooms	18
Percentage portable classrooms to total:	0
Total enrollment current year (40 th day)	221
Number of gross sq. ft. per student	172 (includes specialized art spaces for students)

5.2 New Site Plan

- 5.3 Floor Plan - Scaled school floor plan with room numbers to match inventory to be provided upon completion of the facility, July 1, 2019. See
- 5.4 Facility Inventory - Actual Room use and square footage of each room to be provided upon completion of the facility, July 1, 2019.
- 5.5 Photographs (min 1 exterior and 1 interior) to be provided upon completion of the facility, July 1, 2019
- 5.6 Facility Evaluation after completion of the facility
- 5.7 FAD Update
- 5.8 Detailed Space and Room Requirements (Ed Spec), if applicable

5.8.1 Technology and Communications Criteria

Network:

- 200Mbps to 300Mbps download/upload capability would meet the needs of anticipated programs.
- All offices, classrooms and common spaces should have network computer



access (Wi-Fi or Ethernet) for mobile laptops and sufficient electrical power in every classroom.

- Instructional spaces shall have wireless network capacity to support 30 computers at least 54Mbps. See electrical section for electrical requirements.
- Secure, air-conditioned server room centrally located within the building.
- Secure closet with outside wall for communication line entrance from service providers.

Devices:

- Each instructional space, office and support space will have at least two jacks capable of voice/data.
- Each instructional space, student areas and office areas will have an intercom connection.
- All instructional spaces and meeting rooms shall have projection capability and A/V screen.
- Security cameras mounted on exterior door, parking areas and common areas, with two monitoring areas.

5.8.2 Power Criteria

Classrooms:

- Minimum of 3 duplex outlets on every wall. To provide power to students at desks, additional overhead or floor outlets desired to avoid extension cords on floor as trip hazard.
 - Outlet for wall clock
 - Power for wall-mounted devices projection devices
 - Surge suppression
 - GFCI for science classrooms and any wet areas
- Offices and support spaces:
Meet code for outlet distribution

5.8.3 Lighting and daylighting criteria

Day lighting of occupied spaces:

Provide exterior apertures to achieve a minimum glazing factor of at least 2% in all instructional spaces and a daylight illumination level of 25 foot candles, and in other occupied spaces as feasible. $\text{Glazing Factor} = (\text{Window Area} / \text{Floor Area} \times \text{Window Geometry Factor} \times (\text{Actual Tvis} / \text{Minimum Tvis}) \times \text{Window Height Factor}$.



Classroom Lighting:

- A light level of at least 50 foot candles is required at each instructional space, measured at a work surface located in the approximate center of the classroom, between clean light fixtures
- All fixtures to have 2-level switching
- Light fixtures in spaces of day lighting will have dimmable lamps controlled by occupancy sensors and photocells

5.8.4 Environmental Conditioning Criteria

Classroom Temperature:

- Each general and specialty classroom shall have a heating, ventilation and air conditioning (HVAC) system capable of maintaining a temperature between 68 and 75 degrees Fahrenheit with full occupancy.
- The temperature shall be measured at a work surface in the approximate center of the classroom.

Classroom Air Quality:

- Each classroom shall have an HVAC system that continually moves air and is capable of maintaining a CO2 level of not more than 1,200 parts per million.
- The air quality shall be measured at a work surface in the approximate center of the classroom.

5.8.5 Classroom Acoustics Criteria

- The sound level of each general and specialty classroom shall be a one-hour, A-weighted Noise Criteria of less than 55 decibels
- The sound level shall be measured at a work surface in the approximate center of the classroom
- Reverberation times in the classroom shall be within a range of 0.4 - 0.6 seconds
- All other occupied spaces shall maintain a background sound level of less than 55 decibels

5.8.6 Furnishing and Equipment Criteria

Each classroom shall have the following furniture:

- Student work surfaces to accommodate 30 students, teacher's desk, chair and file cabinet, whiteboards, etc.
- Chairs need to be comfortable, durable and movable.



- Tables should have durable surfaces and be movable for a variety of group configurations.

5.8.7 Storage types

Classrooms shall have upper and lower cabinets with work counter.

5.8.8 Criteria Sheets - provide as appropriate to support space recommendations

NAME OF SPACE:	General Classrooms
Program:	Instruction
Number of Occupants:	26- 30 students and instructor
ACTIVITIES AND FUNCTION:	
Educational	Student Instruction Area
Operational Community	Flexible space for multiple subjects and seating arrangements Possible meeting, music practice, creative writing space
FUNCTIONAL ADJACENCY REQUIREMENTS:	
Direct Access	
Indirect/Near	Other classrooms
Not Adjacent/Separate	Phys Ed, Kitchen, Loading Areas
ENVIRONMENT:	
Temperature	70-78
Acoustic	Acoustic separation from common/assembly space
Lighting	Natural lighting desired; non-glared, 50-70fc across space
HVAC	AC + natural ventilation desired
Aesthetic	studio - instructional, conducive to instruction and group work
FURNISHINGS/INSTRUCTIONAL AIDS:	
Marker Boards/Tackable Surfaces	Marker Boards and Tackable Surfaces
Movable Furniture	26 - 30 student chairs, movable 2 person tables, teacher desk/chair
Projection Surfaces	Projection Whiteboard (Smart board)
Storage	Lockable - closet preferred
Cabinetry	
Equipment	Wall mounted projection
INTERIOR FINISHES:	
Flooring	Hard surface with carpet tile
Walls	9'-0" min; painted finish



Ceiling	Acoustical Tile	
WINDOWS:	Operable?	Shades?
Exterior	Yes	Yes
Interior	in door	Yes
TECHNOLOGY:		
Voice	Telephone; handset w/intercom	
Data	LAN access; wireless	
Audio/Visual	NEC Wall mounted projector or equivalent	
Clock/Intercom	Standard Clock, Intercom	
Security	Lockable Door with View Panel	
Fire Alarm	Smoke detector as required by Code	
SPECIAL NOTES:		
NAME OF SPACE:	Science Classrooms	
Program:	Instruction	
Number of Occupants:	16 - 30 students and instructor	
ACTIVITIES AND FUNCTION:		
Educational	Student Instruction Area	
Operational Community	Instruction and science experiments	
FUNCTIONAL ADJACENCY REQUIREMENTS:		
Direct Access	Prep room in between two science classrooms	
Indirect/Near		
Not Adjacent/Separate		
ENVIRONMENT:		
Temperature	70-78	
Acoustic	Acoustic separation from common/assembly space	
Lighting	Natural lighting desired; non-glared, 50-70fc across space	
HVAC	Natural ventilation desired, separate AC, air ducts	
Aesthetic	Scientific, safe	
FURNISHINGS/INSTRUCTIONAL AIDS:		
Marker Boards/Tackable Surfaces	Marker Boards and Tackable Surfaces	
Movable Furniture	30 stud chairs, 2 person tables, teacher desk, see notes below	
Projection Surfaces	Projection Whiteboard	



Storage	Lockable - closet preferred
Cabinetry	Storage base cabinets lab tables
Equipment	Wall mounted projection
INTERIOR FINISHES:	
Flooring	Hard surface
Walls	9'-0" min; painted finish

Ceiling	Acoustical Tile	
WINDOWS:	Operable?	Shades?
Exterior	Yes	Yes
Interior	in door	No

TECHNOLOGY:	
Voice	Telephone; handset w/intercom
Data	LAN access; wireless
Audio/Visual	TV Video Input (jack)
Clock/Intercom	Standard Clock, Intercom
Security	Lockable Door with View Panel
Fire Alarm	Smoke detector as required by Code

SPECIAL NOTES:
 7 lab tables 8' x 38" plus sink at end (chemical traps) and natural gas access.

Safety shower/eyewash

NAME OF SPACE:	Tech Lab and Media Arts
Program:	Instruction
Number of Occupants:	
ACTIVITIES AND FUNCTION:	
Educational	
Operational	
Community	
FUNCTIONAL ADJACENCY REQUIREMENTS:	
Direct Access	IT Office with workbench & storage
Indirect/Near	
Not Adjacent/Separate	
ENVIRONMENT:	
Temperature	66-72 Note: Cooler than classrooms
Acoustic	Acoustic separation from common/assembly



	Space
Lighting	Natural lighting desired; non-glared, 50-70fc across space
HVAC	AC only. High AC load.
Aesthetic	
FURNISHINGS/INSTRUCTIONAL AIDS:	
Marker Boards/Tackable Surfaces	Marker Boards and Tackable Surfaces
Movable Furniture	26 student chairs, movable 2 person tables
Projection Surfaces	Projection Whiteboard
Storage	Lockable - closet preferred
Cabinetry	
Equipment	Wall mounted projection
INTERIOR FINISHES:	
Flooring	Hard surface with carpet tile
Walls	9'-0" min; painted finish

Ceiling	Acoustical Tile	
WINDOWS:	Operable?	Shades?
Exterior	Yes	Yes
Interior	in door	Yes

TECHNOLOGY:	
Voice	Telephone; handset w/intercom
Data	LAN access; wireless
Audio/Visual	TV Video Input (jack)
Clock/Intercom	Standard Clock, Intercom
Security	Lockable Door with View Panel
Fire Alarm	Smoke detector as required by Code

SPECIAL NOTES:

Adjacent IT Office with workbench and storage.

NAME OF SPACE:	Faculty Workroom
Program:	Instructional Support
Number of Occupants:	Varies
ACTIVITIES AND FUNCTION:	
Educational	
Operational	
Community	



FUNCTIONAL ADJACENCY REQUIREMENTS:

Direct Access	Small room next to the Head of School office, off main corridor
Indirect/Near	
Not Adjacent/Separate	

ENVIRONMENT:

Temperature	70-78
Acoustic	Acoustic separation from common/assembly space
Lighting	Natural lighting desired; non-glared, 50-70fc across space
HVAC	AC + natural ventilation desired
Aesthetic	

FURNISHINGS/INSTRUCTIONAL AIDS:

Marker Boards/Tackable Surfaces	Marker Boards and Tackable Surfaces
Movable Furniture	Tables and chairs for eating/working
Projection Surfaces	
Storage	Lockable - closet preferred
Cabinetry	
Equipment	

INTERIOR FINISHES:

Flooring	Hard surface with carpet tile
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Walls	9'-0" min; painted finish
Ceiling	Acoustical Tile

WINDOWS:	Operable?	Shades?
Exterior	Yes	Yes
Interior	in door	No

TECHNOLOGY:

Voice	Telephone; handset w/intercom
Data	LAN access; wireless
Audio/Visual	TV Video Input (jack)
Clock/Intercom	Standard Clock, Intercom
Security	Lockable Door with View Panel
Fire Alarm	Smoke detector as required by Code

SPECIAL NOTES:

Open mail-boxes, fridge, microwave, toaster oven.

NAME OF SPACE: Administrative Office Space

Program: Administration



Number of Occupants:	3
ACTIVITIES AND FUNCTION:	
Educational	
Operational	
Community	
FUNCTIONAL ADJACENCY REQUIREMENTS:	
Direct Access	Administration
Indirect/Near	
Not Adjacent/Separate	
ENVIRONMENT:	
Temperature	70-78
Acoustic	Acoustic separation from common/assembly space
Lighting	Natural lighting desired; non-glared, 50-70fc across space
HVAC	AC + natural ventilation desired
Aesthetic	Professional
FURNISHINGS/INSTRUCTIONAL AIDS:	
Marker Boards/Tackable Surfaces	Marker Boards and Tackable Surfaces
Movable Furniture	26 student chairs, movable 2 person tables
Projection Surfaces	Projection Whiteboard
Storage	Lockable - closet preferred
Cabinetry	
Equipment	
INTERIOR FINISHES:	
Flooring	Carpet

Walls	9'-0" min; painted finish	
Ceiling	Acoustical Tile	
WINDOWS:	Operable?	Shades?
Exterior	Yes	Yes
Interior	in door	Yes
TECHNOLOGY:		
Voice	Telephone; handset w/intercom	
Data	LAN access; wireless	
Audio/Visual		
Clock/Intercom	Standard Clock, Intercom	
Security	Lockable Door with View Panel	



Fire Alarm	Smoke detector as required by Code
SPECIAL NOTES:	

NAME OF SPACE:	Administrative Offices (Typical)
Program:	Administration/Student Support
Number of Occupants:	3
ACTIVITIES AND FUNCTION:	
Educational	
Operational Community	School/Instruction Leadership, Parental Communication, Interface with parents, students, IEP meetings
FUNCTIONAL ADJACENCY REQUIREMENTS:	
Direct Access	Administrative Assistants
Indirect/Near	Conference Room, School Entrance
Not Adjacent/Separate	
ENVIRONMENT:	
Temperature	70-78
Acoustic	Acoustic separation from common/assembly space
Lighting	Natural lighting desired; non-glared, 50-70fc across space
HVAC	AC + natural ventilation desired
Aesthetic	Open and inviting
FURNISHINGS/INSTRUCTIONAL AIDS:	
Marker Boards/Tackable Surfaces	Tackable Surface
Movable Furniture	1 staff Desk; 3 guests
Projection Surfaces	
Storage	Cabinets
Cabinetry	Fireproof file storage, 2 drawer and 4 drawer
Equipment	Computer, printer
INTERIOR FINISHES:	
Flooring	Carpet
Walls	9'-0" min; painted finish
Ceiling	Acoustical Tile



WINDOWS:		Operable?	Shades?
Exterior		Yes	Yes
Interior		in door	Yes

TECHNOLOGY:	
Voice	Telephone; handset w/intercom
Data	LAN access; wireless
Audio/Visual	
Clock/Intercom	Standard Clock, Intercom
Security	Lockable Door with View Panel
Fire Alarm	Smoke detector as required by Code

SPECIAL NOTES:

Office for security near reception if the School retains a security officer.

NAME OF SPACE:		Cafeteria/Kitchen Now only a warming kitchen
Program:		Student Support
Number of Occupants:		300
ACTIVITIES AND FUNCTION:		
Educational		Student Support
Operational		
Community		
FUNCTIONAL ADJACENCY REQUIREMENTS:		
Direct Access		Loading dock or ramp
Indirect/Near		
Not Adjacent/Separate		
ENVIRONMENT:		
Temperature		70-78
Acoustic		Acoustic separation from classrooms, kitchen
Lighting		Natural lighting desired; non-glared, 50-70fc across space
HVAC		AC + natural ventilation desired. Kitchen well vented.
Aesthetic		Sanitary
FURNISHINGS/INSTRUCTIONAL AIDS:		
Marker Boards/Tackable Surfaces		
Movable Furniture		Light weight plastic tables (Type 1)
Projection Surfaces		Projection screen for large groups. Ceiling mount.
Storage		Refrigeration, dry food storage, separate cleaning



	supplies.
Cabinetry	Cash register at egress of serving area.
Equipment	Standard Clock, Intercom, Kitchen Equipment
INTERIOR FINISHES:	
Flooring	Surface easily cleanable (vinyl tile cafeteria, sealed kitchen)

Walls	9'-0" min; painted finish	
Ceiling	Acoustical Tile - Cafeteria Painted - Kitchen	
WINDOWS:	Operable?	Shades?
Exterior	Yes	Yes
Interior		

TECHNOLOGY:	
Voice	Telephone; handset w/intercom
Data	LAN access; wireless
Audio/Visual	
Clock/Intercom	Standard Clock, Intercom - loud enough to be heard - two
Security	Lockable Door with View Panel
Fire Alarm	Smoke detector as required by Code

SPECIAL NOTES:

Required for Federal School Lunch Program, Food Prep and storage regulated by State and Federal.

Storage for tables, floor drains kitchen, grease traps, fire suppression. Kitchen manager's office.

Relation for residence food service yet to be determined. Investigating alternative means.

ACTIVITIES AND FUNCTION:	
Educational	Phys Ed (may be provided through alt. means Dance)
Operational	
Community	

FUNCTIONAL ADJACENCY REQUIREMENTS:	
Direct Access	Storage, Bathrooms, Water fountain
Indirect/Near	Parking
Not Adjacent/Separate	Classrooms, Administrative Offices

ENVIRONMENT:



Temperature	68-72
Acoustic	
Lighting	Protected lighting desired; High windows.
HVAC	AC + natural ventilation desired
Aesthetic	Light, airy
FURNISHINGS/INSTRUCTIONAL AIDS:	
Marker Boards/Tackable Surfaces	Tackable Surfaces, Marker Board
Movable Furniture	Athletic equip.- Volleyball, basketball
Projection Surfaces	
Storage	Lockable - closet preferred
Cabinetry	
Equipment	
INTERIOR FINISHES:	
Flooring	Wood surface
Walls	

Ceiling	Acoustical Tile		
WINDOWS:		Operable?	Shades?
Exterior	High Windows	Yes	Yes
Interior		in door	No
TECHNOLOGY:			
Voice	Telephone; handset w/intercom		
Data	LAN access; wireless		
Audio/Visual	TV Video Input (jack)		
Clock/Intercom	Standard Clock, Intercom		
Security	Lockable Door with View Panel		
Fire Alarm	Smoke detector as required by Code		
SPECIAL NOTES:			
Full	opening	double	doors

Two locker rooms with showers and two offices. Lockers - more female than male.

NAME OF SPACE:	Business Office
Program:	Administration



Number of Occupants:	2 plus visitors area	
ACTIVITIES AND FUNCTION:		
Educational	Support	
Operational Community	Accounting, Purchasing, Payroll, Personnel, Benefits,	
FUNCTIONAL ADJACENCY REQUIREMENTS:		
Direct Access		
Indirect/Near		
Not Adjacent/Separate		
ENVIRONMENT:		
Temperature	70-78	
Acoustic	Acoustic separation from common/assembly space	
Lighting	Natural lighting desired; non-glared, 50-70fc across space	
HVAC	AC + natural ventilation desired	
Aesthetic	Office, Efficient Record Storage	
FURNISHINGS/INSTRUCTIONAL AIDS:		
Marker Boards/Tackable Surfaces	Marker Board and Tackable Surface	
Movable Furniture	3 work spaces, space for visitor to fill out paperwork	
Projection Surfaces		
Storage	Lockable, Fireproof File Storage. Meet record keeping req.	
Cabinetry		
Equipment		
INTERIOR FINISHES:		
Flooring	Carpet	
Walls	9'-0" min; painted finish	
Ceiling	Acoustical Tile	
WINDOWS:	Operable	Shades
Exterior	Yes	Yes
Interior	N	No
TECHNOLOGY:		
Voice	Telephone; handset w/intercom	
Data	LAN access; wireless	
Audio/Visual		
Clock/Intercom		



Security	Lockable Door with View Panel
Fire Alarm	Smoke detector as required by Code
SPECIAL NOTES:	

Operational Community	Maintenance Office, Custodial Supplies
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FUNCTIONAL ADJACENCY REQUIREMENTS:

Direct Access	Major circulation - Janitorial
Indirect/Near	Support areas
Not Adjacent/Separate	Reception, entry

ENVIRONMENT:

Temperature	70-78
Acoustic	Acoustic separation from common/assembly space
Lighting	Natural lighting desired; non-glared, 50-70fc across space
HVAC	Ventilated
Aesthetic	Organized storage area

FURNISHINGS/INSTRUCTIONAL AIDS:

Marker Boards/Tackable Surfaces	One tackable surface, white board in maintenance
Movable Furniture	Open storage, metal shelving
Projection Surfaces	
Storage	Open shelving,
Cabinetry	Wall mounted storage shelving, racks for mops, broom, vacuum
Equipment janitorial	Chemical dispenser for cleaning supplies in

INTERIOR FINISHES:

Flooring	Hard surface
Walls	9'-0" min; painted finish
Ceiling	Acoustical Tile

WINDOWS:	Operable	Shades
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Exterior		No	No
Interior		No	No

TECHNOLOGY:

Voice	Voice Maintenance Desk
Data	LAN access Maintenance Desk
Audio/Visual	
Clock/Intercom	
Security	Lockable Door
Fire Alarm	Smoke detector as required by Code

SPECIAL NOTES:

Maintenance desk inside shop area for repairs.
 Separate janitorial closets on each floor. Room on outside for snow shovels, lawnmower.

NAME OF SPACE:	Health Office
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Program:	Health
Number of Occupants:	1 Staff Desk, student waiting, exam

ACTIVITIES AND FUNCTION:

Educational	Professional Office, Administrative
Operational	Health Screening, sick student care, medication disbursement
Community	Interacts with community - parents

FUNCTIONAL ADJACENCY REQUIREMENTS:

Direct Access	Single Bathroom
Indirect/Near	
Not Adjacent/Separate	Cafeteria

ENVIRONMENT:

Temperature	70-78
Acoustic	Acoustic privacy
Lighting	Natural lighting desired; non-glared, 50-70fc across Space
HVAC	AC + natural ventilation desired
Aesthetic	Comforting, friendly, warm and cool colors

FURNISHINGS/INSTRUCTIONAL AIDS:
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Marker Boards/Tackable Surfaces	Tackable Surface
Movable Furniture	Executive desk, staff chair, 3 guest chairs
Additional Furniture	2 Student cots, ceiling mounted privacy curtain
Storage	File Storage, Lockable medicine cabinet
Cabinetry	Lockable countertop over base cabinets, overhead Cabinets
Equipment	Computer, Printer, Refrigerator

INTERIOR FINISHES:			
Flooring	Hard surface		
Walls	9'-0" min; painted finish		
Ceiling	Acoustical Tile		
WINDOWS:		Operable?	Shades?
Exterior			
Interior			
TECHNOLOGY:			
Voice	Telephone; handset w/intercom		
Data	LAN access; wireless		
Audio/Visual			
Clock/Intercom	Standard Clock, Intercom		
Security	Lockable Door		
Fire Alarm	Smoke detector as required by Code		
SPECIAL NOTES:			

Ambulance access.

5.9 Capital Improvement Plan (CIP), if available.

Summary table of capital improvement revenue over the last 6 years and projected capital resources for Building purchase (See Appendix E)

Appendix A - Classrooms Needed

Shows varying impact of enrollment on academic classroom needs.

	Grade 9	Grade 10	Grade 11	Grade 12	Total
SY1011	54	46	35	NA	135
SY1112	45	60	48	30	183
SY1213	45	53	55	38	191
SY1314	53	54	47	47	201
SY1415	51	51	53	41	196
SY1516	60	56	49	45	210
SY1617	60	60	54	47	221
SY1718	58	55	58	51	222
SY1819	55	56	50	50	211

* SY 19-20 anticipate enrollment at 254



Appendix B: Utilization

NMSA uses 100% of the general classrooms, large rehearsal hall, [cafeteria in Phase 2] warming kitchen, Paseo and common areas for both the academic and arts blocks. Students arrive for the academic day at 9:15 each day for a 9:20 start unless they arrive earlier due to extra remediation or skills enhancement needs or other extracurricular activities. Students move into the arts block beginning at 2:10 pm and finish at 4:45pm.

Appendix C. Space Needs for Educational Programs

300 Students	
	Square Footage
General Classrooms	17,166
General Classroom Storage	895
Science Classrooms and science prep	3043
Specialized Classrooms: music, 2746; Visual, 5015; theater 1688; Dance 2744	12,211
Special Education and IEP and 504 ancillary and specialized support spaces	670
Physical Education + dressing rooms	2378
IT Office/Storage	398
Faculty Workspaces and offices,	1777
Book depository/music library	761
Administrative Space Includes: <ul style="list-style-type: none"> • Head of School's Office • Assistant Principal's Office • Conference Room • Reception/Support 	2355



<ul style="list-style-type: none"> • Registrar/operations offices • Business Office • Nurses Office 	
<ul style="list-style-type: none"> • Administrative Staff and Records Office • Staff break room 	
General closets/Art Storage	2382 (including 1,966 sf Art Storage)
Warming kitchen (phase 1) Phase 2 will include a cafeteria-square footage TBD	811
Paseo/commons area used for breakout spaces for classes *	3643*
Ancillary dance space	221
Servery/multi-sue classrooms	790
Subtotal	45,901
Tare	17,731*
Total	67,232 Net Square Feet

Appendix D. Facility Inventory—to be provided upon completion of Phase 1 of the facility



Appendix E. Capital Outlay Revenue

New Mexico School for the Arts

Projected Capital Resources for Building Purchase

June 2018						
Fund	Initial Amount	Actual Expenditures	Remaining Amount	Date Expires	Allowed Use	Note
Educational Technology - 31900						
2015	\$29,581	\$1,272	\$28,309			
2016		\$9,103	\$19,206			
2017	\$152,935	\$24,975	\$147,166			
2018	\$161,158	\$18,513	\$289,811			
SB-9 - 31700 - State (included local to FY2016)						
2010						
2011						
2012	\$2,871	\$2,871	\$-			
2013	\$160,739	\$66,228	\$94,511			
2014	\$167,655	\$100,071	\$162,095			
2015	\$158,529	\$74,039	\$244,486			
2016	\$150,331	\$41,977	\$9,520			
2016	\$-	\$-	\$352,839			Cash balance re-classified to fund 31701
2017	\$5,274	\$9,520	\$5,274			



2018	\$5,427	\$-	\$10,701			
SB-9 - 31701 - Local						
2016	\$-		\$-			
2017	\$158,494	\$39,480	\$471,853			Initial Amount is projected revenue. Remaining Amount is current cash balance plus projected revenue.
2018	\$167,915	\$47,823	\$591,945			
HB-33 - 31600						
2010		\$-				
2011		\$-				
2012		\$-				
2013		\$-				
2014		\$-				
2015		\$-				
2016	\$106,554	\$1,066	\$105,489			
2017	\$117,765	\$1,178	\$222,076			
2018	\$125,904	\$2,621	\$345,359			Initial Amount is projected revenue. Remaining Amount is current cash



						balance plus projected revenue.
Cap Outlay						
Special Leg 14	\$210,000	\$-	\$148,289	6/30/18		
Special Leg 15	\$100,000	\$-	\$100,000	6/30/18		Renewed during the 2019 legis session
GO Bond Library						
2010						
2011						
2012	\$5,118	\$5,118	\$-			Fund 27105 & 27106
2013	\$-	\$-	\$-			Fund 27105 & 27106
2014	\$3,216	\$-	\$3,216			
2015	\$3,216	\$-	\$3,216			
2016	\$6,744	\$3,216	\$3,528	6/30/17		
2017	\$3,528	\$-	\$3,528	6/30/17		
2018	\$-	\$-	\$3,528			Initial amount is prior year balance. There is no current year allocation yet.



TO BE UPDATED IN THE NEXT REVISION OF THE FMP AS IT IS TIED TO THE NEW SITE

Residential Program	2018-19	2019-20	2020-21	2021-22	2022-23
Obtain Site	By May 31				
Planning	Begin June-July, 2019				
Demolition/Sitework	Yet TBD				
Construction:	Yet TBD				
Private Funding					
	2018-19	2019-20	2020-21	2021-22	2022-23
Foundations					
Capital Gifts					
Public Funding					
Direct Legislative Appropriations	4.257M				
Public School Capital Outlay Act through PSCOC					
Total					

Submitted by: New Mexico School for the Arts—Eric Crites, Head of School
 Paula Tackett, Secretary, Governing Council
 04.16.2019

