

Comments Section

Roadway/Parking

Parking lot is in good maintained condition with the following additional observations: spider cracks occurring at some locations and some ponding occurring. Note: Recent rain occurred up to the time of survey. Visitor parking areas were in good well striped condition. Signage at this facility was satisfactory with one sign post identified as missing the sign and handicap signage on posts is recommended on the visitor parking lot. P:7181-86, 7236-38. Main parking areas are well stripped, clean with evidence of maintenance performed. Some minimal spider cracking occurring P:7236-38, 7483. Several yellow parking bumpers observed on school grounds that need to be put in appropriate locations P:7368 for protection of utilities.

Site Utilities

Main gas line in high risk area has effective bollards in place for protection P:7225. Electrical utility boxes (208v) were unlocked on the side of cafeteria building. Recommend locking to prevent tampering and safety P:7451, 7594 (Major). Some exterior manhole covers need cleaning as they are covered with debris P:7223, 7224. A few small gas lines noted with weeds around that need clean up P:7316. Noted manhole cover protruding and needing identification for safety/trip hazard P:7368, 7600.

Playgrounds/Athletic Fields

Basketball court surface was clean, well stripped and in good condition P:7409, 7413. Recommend nets for the basketball hoops. 1 basketball pole was used as a fence post P:7421. Recommend removal. Playground areas have good impact (sand) material present with some weeds needing attention P:7434, 7448. 3-4 impact material barriers are broken and stakes need to be pressed back into place P:7424, 7427, 7429. 1 combination assembly slide is broken in several places (Major). Noted a wire being used as a brace in 1 location P:7436-40. 1 crossbar device is bent in 2 places P:7444. Other areas and equipment are in good condition.

Site Drainage

Observed drainage issues needing attention as follows: Deterioration and erosion of the landscape noted along side buildings P:7217. Several downspouts need improvements taking water away from the building as there is evidence of ponding occurring P:7220. Some ponding is occurring at the bottom of downspouts as no swale is present P:7281. Recommend repair and addition of splash blocks were applicable. 2 drainage grates are full of debris, clogged at the tail end and need clean up P:7221, 7230, 7395. 1 area (administration) noted with wall damage and ponding sitting up against the building and large puddle draining slow P:7361. Recommend review for improved drainage and swale to drive water away from the building P:7402.

Sidewalks

Most areas observed were in good well maintained condition P:7189, 7192. 1 section of sidewalk by the visitor entrance has cracks evident with no trip hazards associated P:7200. Some weeds are present in a few areas that need cleaning up P:7226. Some areas just outside exterior classroom door exits have uneven surfaces over 1/2 inch that may cause trip hazards P:7450, 7273-75. Recommend labeling. 1 handicap ramp observed missing the hand rails P:7288. Severe spalling and cracks is noted on some sidewalks P:7313, 7314, 7321, 7360

Grounds

Grounds areas for the most part were in satisfactory condition and clean with the following additional observations needing attention for improved facility conditions and ratings: Some weeds noted throughout the site in xeriscaped areas and cracks and a few trees need trimming P 7205, 7234, 7401. Some areas of the xeriscape rock need clean up as they have migrated to the sidewalks and 1 tree noted sitting against the building, P 7268, needs trimming. Planters at the entry were in good condition but need plants. Weeds noted up against the panel building and growing out of 1 panel P 7319. Recommend clean up. 1 set of 4 lockers was thrown on the ground near the cafeteria delivery entrance P 7365.

Windows/Caulking

Exterior windows are in good clean condition at the site. No broken windows found P:7241. A few are missing the screens. 1 window located in classroom 2 was reported broken and would not open or lock effectively. Recommend review and/or work order for further review. Some interior window sills are dirty and need improved cleaning protocols. 2 exterior double door/window frame units are rusting and need attention to prevent further damage P:7245-46, 7248, 7252.

Walls/Finishes

Recommend a review of buildings and sealing up wall holes and utility gaps where pests may take harborage or wires are evident P:7216-17, 7317. Recommend clean up of the old communication cable on the north side of building underneath the overhang P:7329, 7331, 7354. Stucco damage in several locations identified, possibly due to poor site drainage and/or water infiltration P:7193, 7196, 7211. Recommend review. See also Site Drainage recommendations. Soffits have some water damage throughout the facility survey that need attention to prevent further damage P:7270, 7266.

Entry/Exterior Doors

Observed most doors intact and in good condition P:7195, 7201, 7231, 7261. Clean and well maintained. 1 exterior fire exit door needs adjustment as it rubs on the other door P:7374-75. 1 classroom exit metal threshold is not attached P:7598.

Roof/Flashing/Gutters

Observed leaking and damaged gutters and downspouts needing repair for proper operation P:7308, 7310. Debris found on roof in many locations needing clean up from growing weeds and leaves to trash and contractor parts P:7454-7538 (Major). Parapet metal tears noted needing repair. The concrete tile roof panels are damaged and missing in many locations (Major). Recommend repair. Observed rain gutters full of rocks in many locations and utility blocks in disrepair needing attention. 1 electrical box missing a cover plate. Sky lights have effective protection. Recommend verification of roof and drain PM through FIMS, repair of damaged roof areas and cleaning of roof debris.

Walls/Floors/Ceilings/Stairs

Floors are intact with the following additional observations: Some carpet in classrooms noted beginning to wear and stains in copy room location hallway. 1 small section of cove base by doorway is undone P:7690. Floors and hallways are clean and clear P:7622. 10-15 stained ceiling tiles observed P:7626, 7636, 7641, 7723. Some high storage noted in classrooms P:7627. Recommend maintaining clearance for fire safety. Several backpack hooks observed broken and need replaced P:7620.

Interior Doors

Most areas are in good working condition. Components working well. Some doors need minor adjustments as they rub on the door frame P:7633, 7637, 7654. Classroom 4 needs adjustment as it rubs on the frame P:7655-56. Some rubber door seals have come undone or are missing P:7657-58. Recommend repair and developing an annual PM Protocol for doors in FIMS.

Restrooms

Girls and boys bathrooms reviewed: Lighting, stalls, locks were intact and working well. Some sink faucet handles are in need of improved cleaning. Hot water, soap and paper towel products are effectively available. 2 boys bathroom stalls missing privacy doors. Recommend replacing. P:7607-09, 7671-7679.

Housekeeping

Window sills and swamp cooler control an exhaust panel need improved cleaning P:7695-97, 7719. Overall the facility is clean and maintained with just a few recommendations of detail cleaning. 1 storage area just off of the corridor by the teachers lounge had an excessive amount of boxes and we were unable to open the door. Recommend clean up P:7721, 7722. Recommend clean up of some mechanical rooms.

Electrical Distribution

Several exterior electrical outlets have covers missing or damaged P:7377, 7398. Recommend repair. 2 exterior 208 high voltage electrical panels located on the kitchen building are unlocked. Recommended securing (Major) P: 7451, 7594. 1-2 conduit connections located on the roof have come undone and need to be reattached P:7530. 1 flex conduit from an exhaust fan is exposed and deteriorated P:7528-29. 1 electrical flex line located in the mechanical room needs to be cleaned up P:7380. Exterior electrical panel (Panel B-B #84) has an open fuse panel. Recommended installing a blank plate P:7347-48. Recommend a complete review of the conduit, connectors and junction boxes to ensure they are intact. Electrical panels in the facilities have effective labeling schedules attached. Recommend locking the electrical panels in the public locations to include hallways to prevent unauthorized access Some exterior wall wiring identified needs to be cleaned up P:7329-31, 7354. 1 exterior wall mounted speaker junction box is unattached. Recommend installing in conduit P:7404, 7406. 1 Rooftop swamp cooler has an internal junction box cover plate missing exposing wires P:7465. Noted up to 5 surge suppression devices piggybacked off of 1 circuit located in the computer lab. Recommend review for improved and safe operations to prevent piggybacking and

overloading of circuits P:7704-06. 1 interior electrical room needs cleaning and organization and door adjustment P:7680-7689. 1 electrical wire in teachers lounge is uncapped and open P:7720.

Lighting

Lighting at the site was observed to be effective P:7661, 7709, 7672, A few exterior lights were noted on in the day time P:7364. Some exterior light fixtures need cleaning P: 7194, 7240, 7218, as lenses are dirty and bird feces are evident. 1 exterior light was noted broken P:7233. Maintenance had the light cover repaired before team left the facility. Some light fixtures in classrooms were noted different colors. P:7539, Recommend review for consistency and improved lighting conditions. Hallway lighting is excellent P:7630.

Fire Protection Systems

Fire Alarm Control Panel was in normal operating mode. No alarms noted P:7650. Fire extinguishers have evidence of current annual inspection PM and inconsistency in the monthly fire extinguishers checks P:7544, 7545, 7550. Recommend verifying accurate inventory and PM in FIMS. 1 exterior fire alarm notification box is damaged on the library building and needs repair (Minor) P:7300. Exit signs are intact and in good condition with 3-5 exit signs lights burned out and need repair P:7701, 7712. Recommend review and verification of the hallway fire doors as they do not have latching mechanisms installed and the other set did not work P:7691-92.

Equipment Rooms

1 mechanical room noted with unorganized, overcrowded and unsafe storage. Flammables stored in the vicinity of water heater 7340, 7342-44. Recommend clean up and a new Asbestos Hazard sign P:7332 as it is damaged. Some drains severely clogged and need cleaning for improved operation P:7383. Some shut-off valves noted with severe rusting and may not operate when needed P:7385-86. Recommended review and clean up for reliable operation. Also recommend cleaning all mechanical rooms P:7384 and repairing exposed wires and wall damage P:7389. 1 exterior room with no storage signage has severe storage blocking safe access to the electrical panel. Recommend 3 ft. clear and unobstructed access to panel P:7392. Some janitor sinks have water damage on surrounding walls that need repair P:7558. Custodial closets are clean and organized P:7560 with available MSDS sheets.

Heating/Cooling/Ventilation

Building was environmentally comfortable at the time of survey. Diffusers were clean and in good condition P:7606. Diffusers panels in the swamp coolers need cleaning in the classrooms. New RTU #1 is not in the FIMS system P:7534. 1 exhaust fan has exposed and rusting flex line P:7528. 1 swamp cooler opened and found lights not working in either bay area and 1 open junction box with exposed wires. Belt safety covers intact. Severe hard water deposits accumulated on media/fill P:7459-7466. Gas fired heating unit reviewed with filters clean and intact. 2 swamp cooler lines leaking water. Recommend repair.

Air Filters

Swamp cooler media/fill reviewed and has hard water deposits accumulated P:7461. Filters recommended for swamp cooler panels in classrooms as they are dirty P:7696-97. Exterior wall mounted swamp cooler mounts showing some rusting P:7265, and 1-2 water lines observed with a leak. Recommend review and repair P:7253. Observed 1 small window mounted refrigerated air unit with severely damaged fins P:7258. Recommend repair and cover. Library areas does not currently have cooling. A new unit is being ordered P:7518-19.

Kitchen Equipment/Refrig

Cafeteria was clean and well maintained with effective lighting P:7540-43. Older floor but clean and well kept. Drain lines are very clean P:7561. Aluminum wall panels for the sanitizing bay need to be attached as the screws are missing or backing out. P:7562-63. MSDS available P:7564. Hood Suppression system has current PM 4/13 and is unobstructed P:7566. Hood suppression cover is missing a screw and needs replacing to ensure proper working reliability P:7571. Fire blanket available P:7570. Fire extinguishers are current with PM and in good condition P:7568, 7573. Soap dispenser need to be attached to the wall P:7569. Hood baffles are clean with some lights needing replacing. Walk-in refrigerator and freezers are in good clean condition with 1 light needing a cover. Coils are clean.

Plumbing/Water Heaters

Device located in the cafeteria building has chemicals items stored on top and around P:7556-57, 7559. Recommend 3 ft. clearance, clean area and posting signage for all water heater areas. Water fountains throughout the site are working effectively. Recommend placing the mat directly under the fountains P:7644,

Facility Maintenance Assessment Report

2012 GRANTS

088152 SAN RAFAEL ELEMENTARY

Combined Id 1:
Schools Id 2:

FMAR_Date: 2/9/2012 Weather: Clear and cold

PSFA Reps: Martinez, Les

District Reps: Mark Clark

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

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

Area	Performance Items	Performance Level					Deficiency Factors			Performance Deficiencies			
		Outstanding	Good	Satisfactory	Marginal	Poor	Minor x 1.5	Major x 3.5	None	Weight	Performance	Deficiency	Calculated Score
Site	Roadway/Parking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-1.89	0	-5.67
	Site Utilities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-1.89	0	-9.45
	Playgrounds/Athletic Fields	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	5	-1.89	1.5	-14.18
	Site Drainage	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	8	-1.89	0	-15.12
	Sidewalks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-1.89	0	-3.78
	Grounds	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	2	-1.89	1.5	-5.67
Building Exterior	Windows/Calking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	3	-1.89	1.5	-8.51
	Walls/Finishes	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-1.89	0	-9.45
	Entry/Exterior Doors	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	7	-1.89	0	-13.23
	Roof/Flashing/Gutters	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10	-1.89	1.5	-28.35
Building Interior	Walls/Floors/Ceilings/Stairs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	3	-1.89	1.5	-8.51
	Interior Doors	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-1.89	0	-5.67
	Restrooms	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-1.89	0	-5.67
	Housekeeping	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4	-1.89	0	-7.56
Building Equipment and Systems	Electrical Distribution	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	3	-1.89	1.5	-8.50
	Lighting	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-1.89	0	-9.45
	Fire Protection Systems	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10	-1.89	1.5	-28.35
	Equipment Rooms	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-1.89	0	-3.78
	Heating/Cooling/Ventilation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	10	-1.89	0	-18.90
	Air Filters	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-1.89	0	-9.45
	Kitchen Equipment/Refrig	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-0.95	0	-1.90
	Plumbing/Water Heaters	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	6	-1.89	0	-11.34
FIMS Qtr: 1 Maintenance Management	PM Plan	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				10	-0.95		-9.50
	FIMS and Equipment Data	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>				7	-1.89		-13.23
	Staff Development	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>				5	-1.89		-9.45
	Maintenance Safety	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				5	-0.95		-4.75
	Maint. Contractor Oversight	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				5	0		0.00
	Facilities Master Plan (Renewal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				3	-3.77		-11.31
Total Performance Deficiencies:		-280.72		Total Score:		719.28		Overall Rating:		71.93%			

Comments Section

Roadway/Parking

Parking lot clearly marked and signage in place.

Site Utilities

Well protected and secure.

Playgrounds/Athletic Fields

Impact surface under swings may need enhancement.

Site Drainage

Recommend site drainage PMs be implemented

Sidewalks

No tripping hazards identified, som minor deterioration noted in some areas.

Grounds

Well kept with minimal trash and debris noted. Recommend the stairway going down to basement be fenced off as there is a risk of falls down these stairs.

Windows/Caulking

Windows in good operable state, recommend repainting of window frames as paint has worn away on west side of building.

Walls/Finishes

Exterior wall finishes in satisfactory operational state.

Entry/Exterior Doors

All doors in satisfactory operational state, recommend egress door PM schedules be implaemented.

Roof/Flashing/Gutters

Recommend roof PM and clearing of splashblocks of weeds and debris from roof systems

Walls/Floors/Ceilings/Stairs

Some stained tiles and water damage noted on ceilings / tiles.

Interior Doors

Found to be in Satisfactory operational state.

Restrooms

Some high dusting recommended

Housekeeping

Overall housekeeping effective, with cleaning up of some of the storage areas the exception.

Electrical Distribution

Electrical panels should be kept clear and accessible (36")

Lighting

Lights in satisfactory functional state.

Fire Protection Systems

Many exit signs were not lit, Fire extinguishers not being checked consistently.

Equipment Rooms

Recommend cleaning of all excessive storage in equipment room.

Heating/Cooling/Ventilation

Units observed to be in satisfactory operational state.

Air Filters

No filters observed.

Kitchen Equipment/Refrig

New kitcghed observed to be in Good operational state.

Plumbing/Water Heaters

Observed in satisfactory operational state.

Facility Maintenance Assessment Report

2014 GRANTS

088152 SAN RAFAEL ELEMENTARY

Combined Id 1:
Schools Id 2:

FMAR_Date: 4/9/2014 Weather: sunny warm light wind

PSFA Reps: Jim Hill Tillotson, Larry

District Reps :

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

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

Area	Performance Items	Performance Level					Deficiency Factors			Performance Deficiencies			
		Outstanding	Good	Satisfactory	Marginal	Poor	Minor x 1.5	Major x 3.5	None	Weight	Performance	Deficiency	Calculated Score
Site	Roadway/Parking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	3	-1.89	1.5	-8.51
	Site Utilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	5	-2.83	3.5	-49.53
	Playgrounds/Athletic Fields	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	5	-1.89	1.5	-14.18
	Site Drainage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	8	-2.83	3.5	-79.24
	Sidewalks	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-0.95	0	-1.90
	Grounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-2.83	0	-5.66
Building Exterior	Windows/Calking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3	-3.77	3.5	-39.59
	Walls/Finishes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	5	-3.77	3.5	-65.98
	Entry/Exterior Doors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	7	-2.83	3.5	-69.34
	Roof/Flashing/Gutters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	10	-3.77	3.5	-131.95
Building Interior	Walls/Floors/Ceilings/Stairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-2.83	0	-8.49
	Interior Doors	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-1.89	0	-5.67
	Restrooms	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-1.89	0	-5.67
	Housekeeping	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4	-1.89	0	-7.56
Building Equipment and Systems	Electrical Distribution	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-1.89	0	-5.67
	Lighting	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-1.89	0	-9.45
	Fire Protection Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	10	-2.83	3.5	-99.05
	Equipment Rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-2.83	0	-5.66
	Heating/Cooling/Ventilation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	10	-1.89	0	-18.90
	Air Filters	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-1.89	0	-9.45
	Kitchen Equipment/Refrig	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-1.89	0	-3.78
	Plumbing/Water Heaters	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	6	-1.89	0	-11.34
FIMS Qtr: 2 Maintenance Management	PM Plan	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				10	0		0.00
	FIMS and Equipment Data	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>				7	-1.89		-13.23
	Staff Development	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>				5	-1.89		-9.45
	Maintenance Safety	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				5	-0.95		-4.75
	Maint. Contractor Oversight	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				5	0		0.00
	Facilities Master Plan (Renewal)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>				3	-1.89		-5.67
Total Performance Deficiencies:		-689.64		Total Score:		310.36		Overall Rating:		31.04%			

Comments Section

Roadway/Parking

Parking lot and roadways are well designed with good traffic flow.

Asphalt/concrete and parking areas are in good shape - very little surface cracking consistent with normal wear and life cycle. Signage is clearly visible. The Parking striping and handicap designators need some attention.

No tripping hazards were noted. Fire lanes are accessible and visible.

Results: Satisfactory performance level. Minor deficiency factor due to striping / designation for handicap parking.

Recommendation: establish maintenance and cleaning. Set up Quarterly Work preventive work order to inspect parking and roadway. Take corrective action (additional work order) to perform repairs as needed. Plan on re-striping in next couple of years.

Site Utilities

Site Utilities are secure locked and physically protected the areas are very poorly kept, Utilities areas are overgrown with small elm trees which are obviously several growing seasons old, weeds and other debris.

Results are marginal Performance level with major Deficiency factor due to trees growing in and around the utilities locations limiting access to the equipment. Recommendation is to clean up the area around utilities. Remove trees and other debris. Set up Work orders to track your efforts, establish regularly scheduled preventative work order to keep these areas clean and free of debris.

Playgrounds/Athletic Fields

Playgrounds: impact surface material is ok consisting of wood chips inside of border. The wood chips are being kicked out of the retaining border and specific impact areas are dug out. This should be evenly spread and kept in place. One of the borders is split and holding stakes are backing out.

Field playing is rock and dirt, rock and dirt, which is acceptable for environment.

However, there are a lot of large rocks, which would be best removed to provide a better playing surface as these are trip and injury hazards. Fencing in good condition.

Weed Control is needed, there are some weeds starting. the level is normal for late winter early spring.

Results: Satisfactory performance level, with minor for the quantity of large rocks in playing field and damaged border.

Recommendations: remove rocks, repair play area borders, rake impact material into proper position to be effective. Use work management system - School dude – to document your efforts via work orders. Set up regularly scheduled Preventative work order to inspect, clean, and adjust as needed.

Site Drainage

Site drainage is designed to drain water from the site to a drainage ditch located behind the facility at the base of a mountain between the mountain and the facility. Playing fields are sloped to drain to the same ditch. This ditch also protects the facility from drainage of the mountain.

The drainage system seems functional; its banks appear to be intact. Due to drought conditions was unable to clearly determine if functional, no active erosion was noted. The drainage system design looks like it might be effective.

Weeds and trees have overgrown the drains located between the building and ditch at the rear of the facility, causing doubt that the system will actually work due to lack of maintenance.

Failure to properly drain will cause water to stand near rear of building,

Results: Marginal performance level with major deficiency factor due to the obvious lack of maintenance.

Recommendations - See Site utilities and site grounds, clean up area and clear drains. Check drainage from playing field to ditch to assure it is clear of debris.

Use work management system - School dude – to document your efforts via work orders. Set up regularly scheduled Preventative work order to inspect, clean, and adjust as needed.

Sidewalks

Sidewalks are in acceptable condition, No major cracks, heaving or settling. No trip hazards noted. Spalling and chipping are very minor.

Results Good Performance level

Grounds

Grounds are well maintained in areas viewable from road or parking areas. Most other areas are not well

maintained or acceptable. Trash weeds debris are the norm for these areas.

A positive is No Graffiti was noted anywhere on the facility.

RESULTS: Marginal performance level. Public viewable areas are acceptable, however, the rest of the areas are in poor shape and need improvement.

Recommendations: Continue with efforts for the areas viewable from public areas expand efforts to all other areas. The court yard could be nice if cleaned up. Suggest one good dedicated effort to get to acceptable levels then regular maintenance to keep the grounds at that level

Use work management system - School dude – to document your efforts via work orders. Set up regularly scheduled Preventive work order to inspect, clean, and adjust as needed

Windows/Caulking

Exterior windows in original construction are newer frames installed into the original wooden frames.

The seal of the original wood frames to wall is cracked in many places. The paint on the wood is in very poor condition in many places resulting in damage to original wooden frames - no indication of any maintenance activities for an extended period on the wooden frames.

The rest to the windows and frames are in normal condition for high desert environment.

At least one window was broken and another had what appear to be two bullet holes.

The holes have been noticed and had decorative Band-Aids applied, while the broken window had no indication of any response to the issue.

Results: Poor performance level with Major deficiency factor.

The condition of the paint on the original wooden frames warrant the poor performance level while the windows with holes and broken indicate a major deficiency factor due to no observable repair or replace response.

Recommendations: Replace widows with holes and that are broken. Evaluate original wood frames to determine needed corrective action suggest minimum scrape sand seal and repaint.

Use work management system - School dude – to document your efforts via work orders.

Set up quarterly preventive work order work order, to inspect window and frames. Follow up with corrective work orders as needed to correct issues or perform any additional necessary maintenance.

Walls/Finishes

Serious wall cracking is evident on original construction West wall and South wall of older 1981 additions.

Other walls are in good condition looks to have been refinished recently possibly as part of 2008 project. The observed cracking is at a level that could be structural in cause walls in 1981 addition seem to have shifted.

In some areas, heavy cracking is visible in both interior and exterior of the walls. See 1930 building Computer lab storage room and Class room #9 . Many cracks are very large almost able to see completely through the cracks. Cracking and damage on original 1930 construction, recent chipping and flaking of the rock foundation walls was observed and noted.

The cracks and damage appear be relatively recent - not long term, local persons indicate cracks appeared during and right after recent 2008 addition construction.

Results POOR performance level due to the heavy damage, The Obvious recent Damage to original structure is particularly concerning. Major deficiency factor as no observable effort to clean up or repair damage.

Recommendations: ON A PRIORITY BASIS, have structural engineer examine and evaluate the cracked walls to determine proper response to these cracks.

Entry/Exterior Doors

Exterior doors operate properly; they open, close, and latch as required. Hardware, handles and locks are in functional condition. The handicap entry device on north of building did not work.

Original door do not have seals, older additions have seals in poor shape. Newest addition has door seals in acceptable condition. Door frames sealing to walls are in acceptable condition. The door to the gym is torn up along the bottom. Most frames need clean-up and painting.

Results marginal performance level with major deficiency factor due to non-functional handicap entry equipment, and over all condition of seals and frames.

Recommendation; review doors replace or install door sealing as needed , clean and paint, adjust doors and closers as needed for proper operation. Evaluate and repair handicap entry devices.

Use work management system - School dude – to document your efforts via work orders. Set up regularly scheduled Preventive work order to inspect, clean, and adjust as needed.

Roof/Flashing/Gutters

Original building has rock ballast over rolled asphalt roof. In many places this roof is bubbling up completely through the rock ballast, in at least two places the rock has been scraped back for what is assumed repair of the roof, the repair has not been completed as the rock had not been put back into place. There are many areas in the interior of this building with roof leaking indicators.

The roof over the 2008 addition is TPO type in acceptable condition. However the drains are clogged with weeds and debris. Roof over 1981 addition is rolled asphalt has some sort of hard coating applied.

There are some cracks noted and interior areas have roof leaking indicators.

Over all the roof areas have debris, unmanaged wiring and unsupported conduits. The only observable maintenance activities are the changing of the AC units filters.

Results POOR performance level with major deficiency. The overall unacceptable condition of the roof areas, repairs not completed, mismanaged wiring, plugged drains indicate poor performance levels, while the fact that personnel have been on the roof to change filters indicate the conditions were observed, however no action was taken for an extended period of time. Results in the major deficiency factor.

Recommend: Immediate general cleanup of roof, gutters, and repair of conduit systems and management of loose wiring. Evaluation of all roof areas by roof expert to determine additional needs.

Walls/Floors/Ceilings/Stairs

Interior surfaces are better than expected given the condition of roof and cracking walls.

Ceiling tiles in areas other than newest addition are in less than acceptable condition with many having stains from leaking.

Wall finishes are acceptable where the walls are not cracked; these surfaces have indications of being cleaned occasionally. Most carpets are in poor condition with tears and wrinkles, some presenting trip hazards. The main entry is very nice; however the wood tiles are wearing badly, VCT tiles are ok in most places however there are several that are cracked and damaged.

The exception is the newest addition where conditions are generally acceptable.

Results: Marginal performance level due to overall condition of interior walls, floors, and ceilings.

Interior Doors

Interior doors were all functional, operating as intended. Door finishes are in acceptable condition

Results Satisfactory performance level,

Recommend preventive work order quarterly to check doors for issues.

Restrooms

Rest rooms were found to be well kept, clean and fully functional. All fixtures worked as designed. No issues noted.

Results Satisfactory performance level.

Housekeeping

Over all the facility is well kept, restrooms, kitchens, offices, meeting rooms and break rooms are clean.

Electrical and mechanical rooms are being used for storage and generally a mess.

The custodial room is orderly and clean.

Results: Satisfactory performance level.

Performance Level would have been good but due to mechanical and electrical rooms and equipment storage. The custodial effort in maintaining the custodial closet and facility interior cleanliness is commendable.

Electrical Distribution

Electrical panels were secure, or in areas out of reach of general public or students.

No missing breaker covers were noted, Panels did not have schedules however breakers were identified. No issues noted. Results Satisfactory performance level

Lighting

Lighting in the facility is adequate.

Ambient lighting in most areas performed well with few areas not well illuminated.

Interior emergency lighting units tested and operated as intended.

Night lighting is appropriate or similar level of the community.

Results Satisfactory performance level.

Fire Protection Systems

Building fire alarm system was in normal condition, seems to have had annual inspection. Fire extinguishers

were up to date on annual certification however not receiving monthly inspection.

Kitchen portable extinguisher was up to date on annual service.

The hood system was not tagged as current on required semiannual inspection.

Results: satisfactory performance level as all fire systems were in functional condition.

With minor deficiency factor Due to Monthly inspections not being conducted or documented

Equipment Rooms

Electrical and mechanical rooms are being used for storage and generally a mess. Recommend improving cleanliness and organization to include developing a routine cleaning and organizing schedule for these areas.

Heating/Cooling/Ventilation

Heating and cooling units are in normal condition, Environmental spaces seemed comfortable, no issues noted.

Air Filters

Air filters were dated mid October 2013 assumption units are being used for cooling only as the observed filters were not excessively dirty.

Results in Satisfactory performance level

Kitchen Equipment/Refrig

Kitchen overall was clean well kept. Equipment appeared fully functional, freezer vanes were clear

Results Satisfactory performance level. No issues noted.

Plumbing/Water Heaters

Plumbing equipment and fixtures were functional.

Results satisfactory performance level.

Facility Maintenance Assessment Report

2013 GRANTS

088155 SEBOYETA ELEMENTARY

Combined Id 1:
Schools Id 2:

FMAR_Date: 9/9/2013 Weather: Partly cloudy mid 70s recent heavy rain

PSFA Reps: Hill, Jim

District Reps : N/A

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

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

Area	Performance Items	Performance Level					Deficiency Factors			Performance Deficiencies			
		Outstanding	Good	Satisfactory	Marginal	Poor	Minor x 1.5	Major x 3.5	None	Weight	Performance	Deficiency	Calculated Score
Site	Roadway/Parking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-1.89	0	-5.67
	Site Utilities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-0.95	0	-4.75
	Playgrounds/Athletic Fields	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-1.89	0	-9.45
	Site Drainage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	8	-2.83	1.5	-33.96
	Sidewalks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	2	-2.83	1.5	-8.49
	Grounds	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-1.89	0	-3.78
Building Exterior	Windows/Calking	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-0.95	0	-2.85
	Walls/Finishes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	5	-2.83	3.5	-49.53
	Entry/Exterior Doors	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	7	-1.89	1.5	-19.85
	Roof/Flashing/Gutters	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10	-1.89	1.5	-28.35
Building Interior	Walls/Floors/Ceilings/Stairs	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-0.95	0	-2.85
	Interior Doors	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-0.95	0	-2.85
	Restrooms	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-0.95	0	-2.85
	Housekeeping	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4	-0.95	0	-3.80
Building Equipment and Systems	Electrical Distribution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	3	-2.83	1.5	-12.73
	Lighting	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-1.89	0	-9.45
	Fire Protection Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	10	-3.77	3.5	-131.95
	Equipment Rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-2.83	0	-5.66
	Heating/Cooling/Ventilation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	10	-0.95	0	-9.50
	Air Filters	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-0.95	0	-4.75
	Kitchen Equipment/Refrig	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-0.95	0	-1.90
	Plumbing/Water Heaters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	6	-2.83	1.5	-25.47
FIMS Qtr: 3 Maintenance Management	PM Plan	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				10	-0.95		-9.50
	FIMS and Equipment Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>				7	-2.83		-19.81
	Staff Development	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>				5	-1.89		-9.45
	Maintenance Safety	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				5	-0.95		-4.75
	Maint. Contractor Oversight	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				5	0		0.00
	Facilities Master Plan (Renewal)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				3	-0.95		-2.85
Total Performance Deficiencies:		-426.79		Total Score:		573.21		Overall Rating:		57.32%			

Comments Section

Roadway/Parking

Parking lot striping has faded, some cracks but overall ok photos 1249-51

Site Utilities

<Comment Required>

Playgrounds/Athletic Fields

Playground / Athletics field is UN even, weeds present due to recent rain, playground equipment in new to good shape Note: well maintained Photos 1254 thru 1262

Site Drainage

One area near portables is washing out under building, animals might be living under building part of fencing used to cover burrow entrance Photo 1305

Sidewalks

Some cracks and Spalding noticed, suggest inspection of placement of splash blocks may need adjusted or could be added, In most many areas drainage is very good . Refer to photos, 1286, 1288, 1291, 1295, 1296, and 1297.

Grounds

<Comment Required>

Windows/Caulking

Metal siding has dents but is OK

Walls/Finishes

Fire Alarm Horn strobe is not attached to wall and is loose on conduit, with exposed wiring see photo 1279 TV antenna on north side of building attached to wall is coming loose supporting brackets have failed This is a possible safety hazard as pole might fall any time see photo 1304

Entry/Exterior Doors

Check door seals see photo 1269

Roof/Flashing/Gutters

Roof is in good shape, no obvious leaks inside of building. Some flashing needs repair and repaint. Maintenance is being performed as several swallow nests have been recently removed Reference photos 1274 thru 77 and 1289, 1290

Walls/Floors/Ceilings/Stairs

<Comment Required>

Interior Doors

<Comment Required>

Restrooms

Rest rooms and kitchen facilities are very well kept as are hallways and all floor surfaces

Housekeeping

See note above

Electrical Distribution

Electrical panels in side of building accessible by students or general public have locks but are not locked. Suggest lock panels and indicate location of key if access needed See Photos 1339 and 1332

Lighting

<Comment Required>

Fire Protection Systems

The fire alarm system is impaired probably not functioning , 39 trouble conditions indicating devices are not functional, Strongly recommend having certified Fire alarm company look at this system Photos 1344 and 43

Equipment Rooms

Equipment rooms being used as general storage Example photo 1300

Heating/Cooling/Ventilation

<Comment Required>

Air Filters

Filters have been recently changed

Kitchen Equipment/Refrig

<Comment Required>

Plumbing/Water Heaters

Water flow Gyms boys' restroom was limited, urinal flush cycle took much too long to complete. Water pressure seemed to be a problem recommends having plumber address this problem

1. Preventative Maintenance Plan
2. Strategic Plan

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Maintenance Organizational Structure
and
Staffing Responsibilities

Policy #
3.0

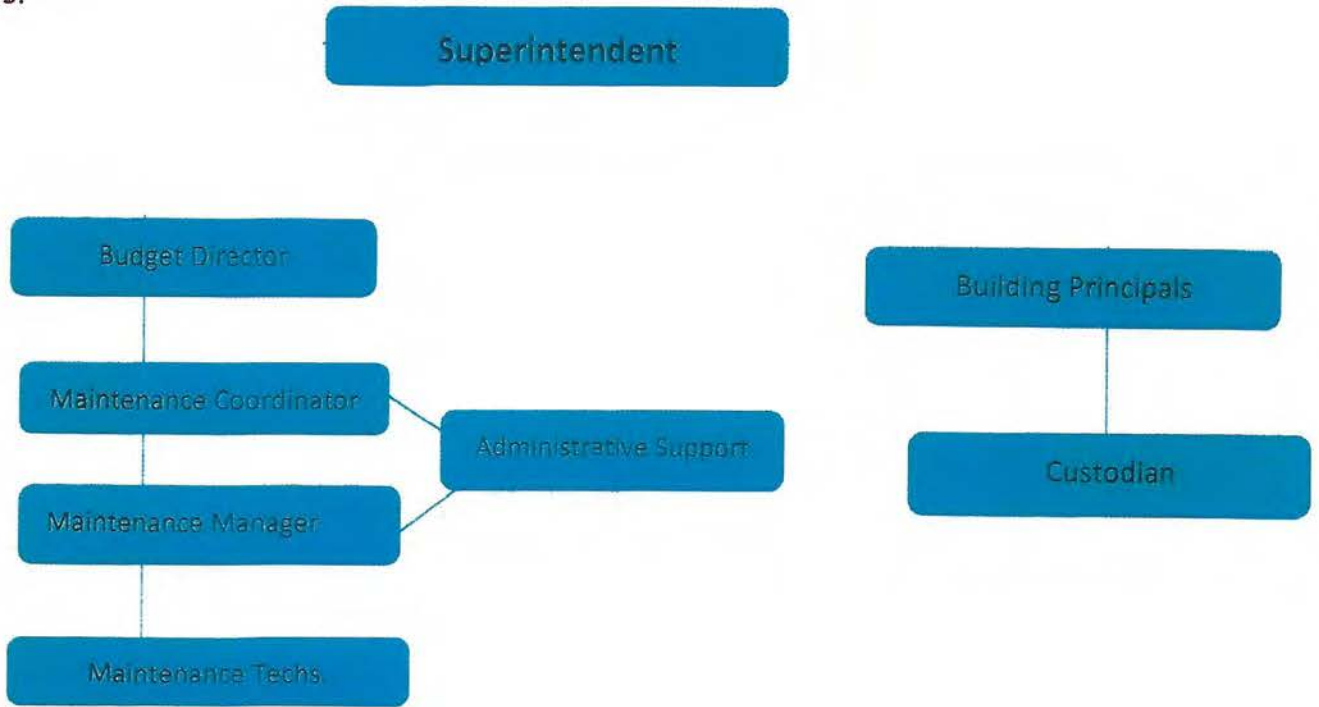
POLICY

It is the policy of the Grants/Cibola County Schools to establish a routine maintenance staffing and organizational structure and staffing responsibilities to define effective lines of communication and approval processes.

PROCEDURE

The Grants/Cibola County Schools has developed the attached maintenance organizational chart structure.

16.



References:

PSFA:
NM State Statute

Original Date	MM/YY
Review/Revision Date	MM/YY
Supersedes all Previous	
Approved: _____	Date: ____/____/____

All of the following positions are responsible to the districts safety policies and procedures.

The Superintendent: is the direct supervisor of the Building Principal, Budget Director, and Maintenance Coordinator, providing direction on maintenance issues.

The Budget Director: He/she assists them with needed resources, providing the most appropriate funds for supplies, equipment, and service contracts. He/she also develops the maintenance department budget based upon analysis of past expenditures and projected requirements.

Maintenance Coordinator: Responsible for the district's facilities operations functions and maintenance activities and accountable for the leadership and supervision of district maintenance personnel.

- Provides coordination of furniture, supplies, materials and equipment, throughout all district sites, and school buildings. Oversee district maintenance department. Assigning work and projects as appropriate. Inspecting facilities for safety and maintenance issues. Seek funding to repair or replace defective out of date building systems.
- Performing other duties as assigned by immediate supervisor.

Maintenance Manager: Assists Coordinator in daily operations over sees work orders, checks work orders to assure work is completed as stated. Assists techs in field, attends meetings when coordinator is not able to attend, and oversees day to day operations.

Administrative Assistant: Assists with all technical/secretarial aspects of the work of the maintenance department. Performs duties as per assigned by immediate supervisor.

Building Principal: The principal is the direct supervisor of the custodians and is responsible and accountable for coordinating and supervising custodial services at school buildings.

Custodian: Responsible and accountable for primarily custodial services at their building sites and will be called upon periodically to help all district sites, school buildings and campuses.

- Cleans all types of building interior and exterior finishes and maintains cleaning and floor finishing equipment is in an operational condition.
- Moves furniture, supplies, materials, and equipment within their Site, and school building.
- Performs grounds services needed at site.
- Monthly preventive maintenance done on all emergency lighting, playground equipment, and fire extinguishers.

References:

PSFA:
NM State Statute

Original Date: MM/YY
Review/Revision Date: MM/YY
Superseded all Previous

Approved: _____ Date: __/__/__

District Grounds: Responsible and accountable for performing the functional operations of grounds services.

- Providing preventive, intervention and renovation/construction on all types of grounds through the use of appropriate equipment and safety procedures
- Caring of athletic fields such as seeding, mowing, fertilizing and cutting of grass.
- Responsible for marking fields and athletic activities.
- Repair/Placement of fencing in all schools where needed

Maintenance Helper: Responsible to assist the technicians in the maintenance department in providing excellent customer service and maintaining and repairing district facilities systems and equipment.

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References:

PSFA

NM State Statute

Original Date: MM/YY

Review/Revision Date: MM/YY

Superseded all Previous

Approved: _____ Date: / /



POLICY

Routine Maintenance Work Orders

The Grants/Cibola County Schools currently processes maintenance work orders through the state funded *Schooldude* Maintenance Direct work order system. Department leads provide work requests via the internet which the Maintenance Supervisor reviews, approves and assigns work to the technicians. On some occasions requests are sent via email to Maintenance Supervisor who then creates work orders as appropriate and assigns to the technicians. If a technician identifies a problem, they correct the issue and create a work order. All Closed (routine and PM) work orders must have the following required fields populated in order to maintain a level of high quality and integrity:

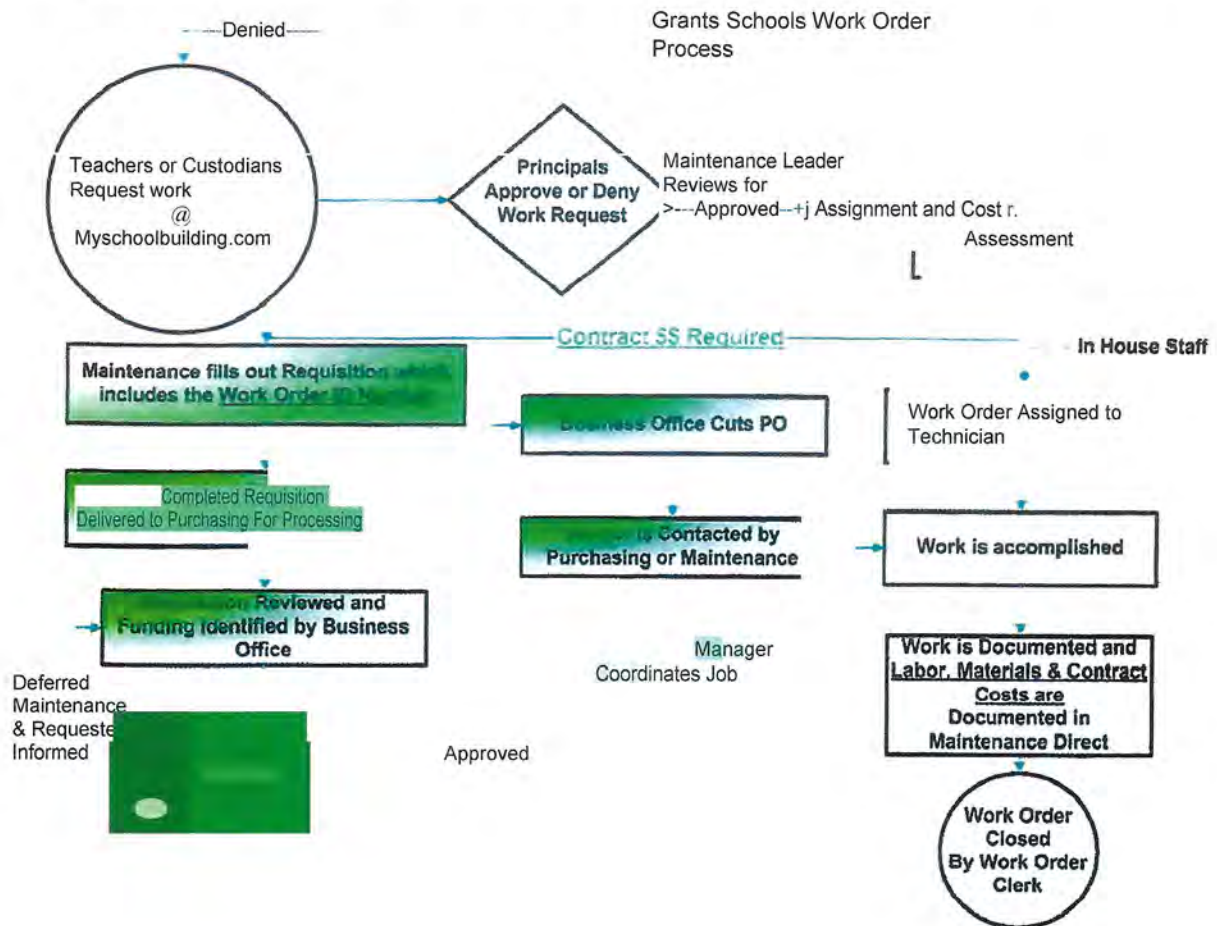
New requests should always include:	Closed work orders to be fully documented with:
Requestor	Labor Hours
Work Description	Material and / or Contract costs
Location of Work	Responsible Party (Who completed the work)
Craft (Type of Work)	Action take to resolve problem (What was done)
Purpose (Reason for Work)	

Reports from the Maintenance Direct work order system are used at staff meetings for continuous improvements of operations.



Preventive Maintenance Work Orders

The Grants/Cibola County Schools preventive maintenance work orders are scheduled in the PMD module of *Schooldude*. The work orders are automatically generated and the Maintenance Supervisor then assigns the work orders to the appropriate technician, or service contractor for completion and documentation. The following chart is an example of the work order process.



References:
 PSFA:
 NM State Statute

Original Date:	MM/YY
Review/Revision Date:	MM/YY
Superseded all Previous	
Approved: _____	Date: / /



DEFINED PRIORITIES

The Grants/Cibola County Schools has established the following work priority definitions for the maintenance department for effective response to requested work requests through the *Facility Information Management System (FIMS)* program.

EMERGENCY is reserved for those projects, which truly stop the use of the facility. The response time should be made within 15 minutes of notification of the problem. Work on emergency priority requests commences immediately and continues until the facility is restored to sufficient use. Emergencies would include fire, flood, busted pipes causing water damage, or gas leaks.

HIGH is assigned to those projects, which, while not completely prohibiting use of the facility, represent a threat to full facility use. The response time is normally started on the day it is reported.

MEDIUM is assigned to the majority of the work requests received. The response time is generally one to two days and may be remedied within three to five working days.

LOW is assigned to work that has no direct impact on the educational process.

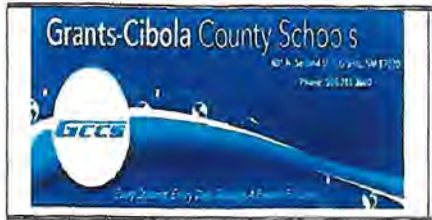
PREVENTIVE MAINTENANCE is scheduling preventive maintenance actions of equipment and systems that require periodic inspections and maintenance to maximize equipment operational readiness.

DEFERRED is used for those projects, which are not necessarily required but are desirable. As a general rule, work should commence within thirty days of receipt unless seasonal or other considerations allow or dictate a greater delay is stating.

References:
PSFA:
NM State Statute

Original Date: MM/YY
Review/Revision Date: MM/YY
Superseded all Previous

Approved: _____ Date: / /



POLICY

The accomplishment of scheduled inspection and preventive maintenance tasks is critical to the successful operation of the Grants/Cibola County Schools.

PROCEDURE

FIMS Maintenance Direct Program: Maintenance direct work orders are initiated by assigned requestors at their perspective facilities and submitted to their Principal for approval and prioritizing. Once approved by the Principal, the work order is systemically routed to the Maintenance Office to be accomplished based on priority.

- Grants/Cibola County Schools currently processes maintenance work orders through the following network based system:
 - Site staff enter requests onto the provided document or work order system.
 - Requests are reviewed for accuracy and appropriateness by the School Principal.
 - The School Principal approves work orders and signs off on each
 - The Maintenance Coordinator then reviews and assigns work to his staff
 - The Maintenance Coordinator also oversees the district's Facilities Maintenance Program assigning work orders to the maintenance technician or a district contractor.

FIMS Preventive Maintenance Program: Preventive maintenance tasks are scheduled to be accomplished by the Maintenance Coordinator /Maintenance Personnel/ Grounds Keeper.

Attachment Below:

4. Preventive Maintenance Tasks

To implement the first phase of Preventive Maintenance Program the following tasks and guidelines have been selected based upon the district's facilities equipment and systems and will be adhered to in the accomplishment of scheduled preventive maintenance activities:

- Doors, Main Entrance (Frequency: Semiannual)
- Drains, Areaway, Driveway, Storm (Frequency: Annual)
- Emergency & Exit Lights (Frequency: Quarterly)
- Fire Control Valves (Frequency: Monthly)
- Fire Doors - Stairwells and Exit ways, Swinging (Frequency: Quarterly)
- Fire Extinguishers - Inspection (Frequency: Monthly)
- Fire Extinguishing Systems (Frequency: Annual)
- Grease Traps (Frequency: Monthly)
- Hot Air Furnace (Frequency: Annual)
- Hot Water Heater - Gas (Frequency: Annual)
- Lighting, Outside; Incandescent (Frequency: Semiannual)
- Play Ground Equipment & Structures (Frequency: Monthly)
- Power Distribution Units (PDU) (Frequency: Semiannual)
- Roof, Drains, Downspout, and Gutter (Frequency: Annual)

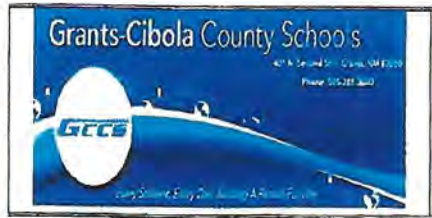
5. Preventive Maintenance Schedule

PM Tasks & Schedules	Sch	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Cafeteria Exhaust Hoods	SA			X								X	
Water Treatment	M	X	X	X	X	X	X	X	X	X	X	X	X
Emergency & Exit Lights	A						X						
Emergency & Exit Lights	M	X	X	X	X	X	X	X	X	X	X	X	X
Fire Control Valves	SA			X							X		
Fire Doors	SA			X							X		
Fire Extinguishers	M	X	X	X	X	X	X	X	X	X	X	X	X
Fire Extinguishing Systems	SA			X								X	
Grease Traps	SA			X						X			
Playground Equipment & Structures	M	X	X	X	X	X	X	X	X	X	X	X	X
Playground Equipment & Structures	A						X						
Roof Inspections	SA	X					X						

References:

- PSFA:
- NM State Statute

Original Date:	MM/YY
Review/Revision Date:	MM/YY
Superseded all Previous	
Approved: _____	Date: / /



Scheduled Preventive Maintenance Tasks

Policy 6.0

POLICY

It is the policy of the Grants/Cibola County Schools to utilize the School Dude Facility Information Management System in development of PM tasks for equipment associated with the district sites. In addition, the District shall use the New Mexico GCT's to develop preventive maintenance equipment frequencies and tasks.

PM Schedule Template Details

ID/Title 193

Simi-annual roof inspection

Group Shell
Classification Roofing

Manufacturer
Location

Type Roof Coverings
Frequency Monthly

This event recurs every 1 day of every 6 months.

Safety Points

Use care when working in high places, use safety belt if necessary.

Ladder constructed in accordance with OSHA/ANSI STANDARDS. Check ladder for defects. Do not use defective ladders.

Safety line (if necessary).

Job Startup Procedures

- Recommend OSHA Safety Standards in 29 CFR 1910 be utilized when performing Preventive Maintenance.
- Review manufacturers or installer's instructions.
- Use care when working in high places, use safety belt if necessary.

Job Tools

Standard Tools - Basic
Ladder
Safety line (if necessary)

Tasks and Procedures

1 - Check ceilings and the underside of the deck for:

Task Procedures

signs of water entry such as stained ceiling tiles, dry rot in a wooden deck, or rust in a steel deck. Note all deteriorated areas on your roof plan for comparison later on the roof.

2 - Walk around the perimeter of the building.

Task Procedures

Check for cracks and signs of water entry into the walls, examine exterior drainage accessories such as downspout, scupper heads and gutters for signs of leakage. Mark the deficiencies on the roof plan and proceed to the roof.

3 - Check for ponding and plant growth (roof should drain within 12 hours of a rain fail.)

Task Procedures

Any accumulation of water (ponding) should be noted on the roof plan. Pay particular attention to areas near building air intakes.

4 - Check for physical damage such as punctures, note location of patches, repairs and accumulation of debris especially near drains.

Task Procedures

5 - Check for wrinkles, buckles, bubbles and sponginess. Note exposure of bituminous coating due to loose or missing gravel.

Task Procedures

6 - Check all flashing for wind damage caulking and curling, and exposed edges.

Task Procedures

Check flashing fasteners for looseness and deterioration. Check any fibrous material that might be asbestos for deterioration.

7 - Check the condition of *any* joints, roof to wall joint in particular.

Task Procedures

Check the termination of roofing expansion joints at parapet walls. Be sure that water drains off the top of the coping and that it is well attached.

8 - Check capping for deterioration:

Task Procedures

especially rusting, punctures and open seams in metal coping, and spalling or cracking in masonry coping.

9 - Check whether walkways are in good condition with no blistering below them.

Task Procedures

10 - Check that any installed equipment:

PM Schedule Template Details

Task Procedures

such as antennas, HVAC equipment and flagpoles are properly installed according to building codes, including necessary I-beam supports for heavy AC equipment, and are flashed and secured to the building.

11 • Refill pitch pockets.

Task Procedures

13• Remove all trash, debris or unsecured material from roof and dispose of properly.

Task Procedures

14• Refer to attached document for conducting repairs and maintenance on roofs.

Task Procedures

15• Check gutters, drains, and downspout to insure that they are properly attached to the building, connections sealed, and free of debris.

Task Procedures

16• Check drain strainers/screens for condition and proper installation.

Task Procedures

18• Where downspout discharges onto lower roofs, check if there has been any scouring of the surfacing.

Task Procedures

19 - Check for missing or damaged splash blocks.

Task Procedures

Parts and Supplies List

Description	Pool	Inventory Type	Supplier	Type	Qty	Cost	Total Cost
-------------	------	----------------	----------	------	-----	------	------------

Journal Notes

Date

Created By	Gloria Jaramillo	Last Update By	
Created On	2/9/2012 1:21:33 PM	Update On	2/9/2012 1:21:33 PM

3/8/2012 2:33:45 PM

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PM Schedule Template Details

ID/Title 111

Emergency Lighting Annual Inspection

Group Services

Classification Electrical Equip. & Systems

Manufacturer

Type Special Electrical Systems

Location

Frequency Monthly

This event recurs on the first Monday of every 3 month(s).

Safety Points

Recommend OSHA Safety Standards in 29 CFR 1910 be utilized when performing Preventive Maintenance.
Review manufacturer's instructions.
American National Standards Institute/National Fire Protection Association (ANSI/NFPA) publication 70B, "Electrical Equipment Maintenance" and the Inter-National Electrical Testing Association publication, "Maintenance Testing Specifications", as applicable.

Job Startup Procedures

These PM Tasks apply to Wet Cell, Closed Systems and Exit Lighting.

Job Tools

- Standard Tools - Basic
 - Insulated pliers and screwdrivers
 - Wire strippers
 - Wire crimpers
 - Voltmeter - Ohmmeter - Millimeter
 - Clamp on meter (volt - ohm - amp meter)
 - Soldering kit
 - 1/8' 25' fish tape
 - Burnishing tool
 - Distilled water.
 - Cleaning equipment and materials. Consult the Material Safety Data Sheet MSDS for hazardous ingredients and proper Personal Protective Equipment PPE.
 - Hydrometer.
 - Silicone grease.
 - Acid resistant apron, gloves, and plastic face shield.
 - Emergency eyewash that provides at least 0.4 gallons/minute for at least 15 minutes.
- If unit has to be discarded, review the (MSDS) for proper disposal of battery and electrolyte.

Tasks and Procedures

1 - WET CELL AND CLOSED SYSTEMS LIGHTING CHECKPOINTS

Task Procedures

2 - Inspect for structural defects and deposits; remove corrosion deposits and apply silicone grease to terminals.

Task Procedures

3 - Inspect water level and take specific gravity readings. If reading is less than specified by battery manufacturer, the battery should be replaced.

Task Procedures

4 - Record battery cell voltage. Replace cells below manufacturer's recommended low level.

Task Procedures

5 - Add distilled water to raise electrolyte to proper level.

Task Procedures

6 - Push test buttons and observe light operation.

Task Procedures

7 - Check vent holes.

Task Procedures

8 - Check vent holes.

Task Procedures

PM Schedule Template Details

9 - EXIT LIGHTING CHECKPOINTS

Task Procedures

10 - Clean fixture thoroughly

Task Procedures

11 - Check all sockets, replace as needed.

Task Procedures

12 -Inspect anchors or anchoring device, tighten as needed.

Task Procedures

13 - Check glass fixture, side panels, and diffusers for cracks and breaks; replace as necessary.

Task Procedures

14 - Check operation.

Task Procedures

Parts and Supplies List

Description	Pool	Inventory Type	Supplier	Type	Qty	Cost	Total Cost
-------------	------	----------------	----------	------	-----	------	------------

Journal Notes

Date

Created By	Paul Carattini	Last Update By	
Created On	3/19/2009 9:53:53 AM	Update On	3/19/2009 9:53:53 AM

3/8/2012 12:19:46 PM

Page 2 of 2

PM Schedule Template Details

ID/Title 123

Playground Monthly Inspection

Group Building Site work

Manufacturer

Classification Site Improvements

Location

Type Playground Structures & Equipment

Frequency Monthly

This event recurs on the third Monday of every 1 month(s).

Safety Points

- Review latest edition of Handbook for Public Playground Safety for updates.
- Unsafe conditions found during this maintenance shall be immediately brought to the attention of the building manager.
- Secure the equipment or area from further use immediately.
- Be particularly alert to potential entrapment hazards in playground equipment.

Job Startup Procedures

This maintenance PMT applies to public school playground structures and equipment.

Job Tools

1. Standard Tools - Basic.
2. Anti-entrapment kit.

Tasks and Procedures

1 - Surfacing

Task Procedures

- The equipment has adequate protective surfacing under and around it and the surfacing materials have not deteriorated.
- Loose-fill surfacing materials have no foreign objects or debris.
- Loose-fill surfacing materials are not compacted and do not have reduced depth in heavy use areas such as under swings or at slide exits.
- Make sure surfaces around playground equipment have at least 12 inches of wood chips, mulch, sand, or pea gravel, or are mats made of safety-tested rubber or rubber-like materials.
- Check that protective surfacing extends at least 6 feet in all directions from play equipment. For swings, be sure surfacing extends, in back and front, twice the height of the suspending bar.

2 - Structures

Task Procedures

- Make sure play structures more than 30 inches high are spaced at least 9 feet apart.

3 - General Hazards

Task Procedures

- There are no sharp points, corners or edges on the equipment.
- There are no missing or damaged protective caps or plugs.
- There are no hazardous protrusions and projections.
- There are no potential clothing entanglement hazards, such as open S-hooks or protruding bolts.
- There are no pinch, crush, and shearing points or exposed moving parts.
- There are no trip hazards, such as exposed footings on anchoring devices and rocks, roots, or any other environmental obstacles in the play area.
- Make sure spaces that could trap children, such as openings in guardrails or between ladder rungs, measure less than 3.5 inches or more than 9 inches.

4 - Deterioration of the Equipment

Task Procedures

- The has no rust, rot, cracks or splinters, especially where it comes in contact with the ground.
- There are no broken or missing components on the equipment (e.g., handrails, guardrails, protective barriers, steps or rungs on ladders) and there are no damaged fences, benches, or signs on the playground.
- All equipment is securely anchored.

5 - Security of Hardware

Task Procedures

- There are no loose fastening devices or worn connections, such as S-hooks.
- Moving components, such as swing hangers or merry-go-round bearings, are not worn.

6 - Drainage

Task Procedures

- The entire play area has satisfactory drainage, especially in heavy use areas such as under swings and at slide exits.

7 - Leaded Paint

PM Schedule Template Details

Task Procedures

- The leaded paint used on the playground equipment has not deteriorated as noted by peeling, cracking, chipping or chalking.
- There are no areas of visible leaded paint chips or accumulation of lead dust.

8 - General Upkeep of Playgrounds

Task Procedures

- The entire playground is free from miscellaneous debris or litter such as tree branches, soda cans, bottles, glass, etc.
- There are no missing trash receptacles.
- Trash receptacles are not full.
- There are no tripping hazards, like exposed concrete footings, tree stumps, and rocks.

Parts and Supplies List

Description	Pool	Inventory Type	Supplier	Type	Qty	Cost	Total Cost
-------------	------	----------------	----------	------	-----	------	------------

Journal Notes

Date

Created By	Paul Carattini	Last Update By	Gloria Jaramillo
Created On	3/19/2009 11:10:44AM	Update On	8/18/2009 1:26:16 PM

PM Schedule Template Details

ID/Title 170

Grease Trap Cleaning Semi-Annual

Group Equipment & Furnishings
Classification Equipment
Type Commercial Equipment
Frequency Monthly

Manufacturer
Location

This event recurs every 1 day of every 6 months.

Safety Points

Use appropriate protective clothing, especially safety glasses.

Job Startup Procedures

American Waste Removal, Inc.

Use appropriate protective clothing, especially safety glasses.

Job Tools

- Standard Tools - Basic
- Gloves
- Goggles

Tasks and Procedures

1 - Inspect for clogging, scale, and Improper positioned or missing baffles.

Task Procedures

2 - Clean out trap and sterilize.

Task Procedures

3 - Tighten loose parts as necessary.

Task Procedures

4 - Cleanup work area and remove all trash.

Task Procedures

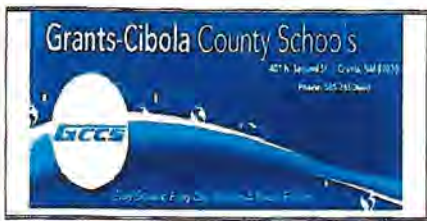
Parts and Supplies List

Description	Pool	Inventory Type	Supplier	Type	Qty	Cost	Total Cost
-------------	------	----------------	----------	------	-----	------	------------

Journal Notes

Date

Created by	Les ZZ_Martinez	Last Update By	
Created On	5/5/2009 8:48:46 AM	Update On	5/5/2009 8:54:38 AM



POLICY

It is the policy of the Grants/Cibola County Schools to establish custodial duties and responsibilities, aligned with the job description, in an effort to assist in the timely coordination and completion of the routine preventive maintenance necessary for a clean, sanitary and well-kept facility. The following duties and responsibilities for the district have been developed as a guideline to assist in the effective management of custodial staff.

Note: This is an outline to assist in the timely coordination and completion of the routine preventive maintenance necessary for a clean, sanitary and well-kept work area. Due to special needs and requests of staff, special projects, etc. terminal cleaning assignments.

PROCEDURES - GENERAL MAINTENANCE -

Maintenance/ Grounds Keeper Responsibilities

DAILY

1. Remove snow and ice accumulations from sidewalks and entry areas as needed.
2. Review Work Orders.
3. Replace electrical lamps, breakers, fuses and ballasts as needed.
4. Check boiler, mechanical, electrical and telephone rooms; listen for unusual noises; check for excessive heat and equipment vibrations.

WEEKLY

1. Re-lamp exterior building, parking lot and site lighting as needed.
2. Remove rubbish from property.
3. Trim lawn edges and mow professionally to 2" during growing season.
 - Remove lawn trimmings
 - Remove visible weeds
 - Sweep walks & gutters
 - Rake and clean gravel and mulch areas
 - Test and adjust irrigation system as needed

MONTHLY IQUARTERLY ISEMI-ANNUALLY / ANNUALLY

1. Verify proper cycling of sewage pumps. (Jan, Apr, Jul & Oct)
2. Restore cracks and blemishes on building exterior. (Apr & Oct)
3. Verify that there is adequate supply of filters, lamps, etc. (Jan, Apr, Jul & Oct)
4. Activate lawn sprinkler irrigation system. Test, inspect and repair as needed. (Mar)
5. Apply pre-emergent weed control. (Mar)
6. Apply broad leaf weed control in lawns. (Mar)
7. Aerate lawns. (Mar)
8. Fertilize lawns. (Apr, Jul & Oct)
9. Fertilize trees and shrubs. (Apr & Oct)
10. Prune trees and shrubs. (Mar)
11. Winterize lawn irrigation sprinkler system. (No v)
12. Sweep Parking lots. (Feb, May, Aug, Nov)
13. Replace burned out and flickering lamps (light bulbs) (Monthly)
14. Check for tripped circuit breakers. (Monthly)
15. Supervise annual backflow protection valve test. (As Scheduled)

16. Rotate fire line valves off and on. (Mar, Jun, Sep & Dec)
17. Rotate all plumbing fixture shut off valves. (Mar, Jun, Sep & Dec)
18. Rotate all water valves serving floor drains. (Mar, Jun, Sep & Dec)
19. Test emergency generator. (Monthly)

7. Custodian Responsibilities

DAILY:

- Raise flag by 8:00 am- lower at sunset
- Empty trash receptacles and clean ashtrays.
- Sweep entrances, lobbies and corridors.
- Spot sweep floors and spot vacuum carpets.
- Clean drinking fountains.
- Sweep and damp mop or scrub toilet rooms.
- Clean all toilet fixtures and replenish toilet supplies.
- Deposit of all trash and garbage generated in or about the building.
- Wash inside and out or steam clean cans used for collection of food remnants from snack bars and vending machines.
- Dust horizontal surfaces that are readily available and visibly require dusting.
- Spray buff resilient floors in main corridors, entrances and lobbies.
- Remove carpet stains.
- Police sidewalks, parking areas and driveways.

WEEKLY:

- Damp mop and spray buff all resilient floors in toilets and health units.
- Sweep sidewalks, parking areas and driveways (weather permitting).
- Spray buff resilient floors in secondary corridors, entrances and lobbies.
- Dust mop and spray buff hard and resilient floors in office space.
- Thoroughly dust furniture.
- Completely sweep and / or vacuum carpets.
- Spot clean all wall surfaces within 70" of the floor.

EVERY TWO WEEKS:

- Damp wipe toilet waste paper receptacles.
- Damp wipe stall partitions.
- Damp wipe doors.
- Damp wipe windowsills & frames.

FOUR TIMES A YEAR:

- Dust wall surfaces within 70" of the floor.
- Dust vertical surfaces & under surfaces.
- Clean metal & marble surfaces in lobbies.
- Wet mop or scrub garages.

References:

PSFA:
NM State Statute

Original Date:	MM/YY
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Superseded all Previous	

Approved: _____ Date: / /

TWO TIMES A YEAR:

- Wash all interior and exterior windows and other glass surfaces.
- Strip and apply four coats of finish to resilient floors in toilets.
- Strip and refinish main corridors and other heavy traffic areas.
- Shampoo carpets in corridors and lobbies.

AT LEAST ONCE A YEAR OR AS NEEDED:

- Wash all Venetian blinds and dust six months from washing.
- Vacuum or dust all surfaces in the building above 70" from the floor including light fixtures.
- Strip and refinish floors in offices and secondary lobbies and corridors.
- Clean ledges, courts, areaways and flat roofs.
- Shampoo carpets throughout the building.

ONCE EVERY TWO-THREE YEARS:

- Repaint classrooms and corridors.

References:

PSFA:
NM State Statute

Original Date: MM/YY
Review/Revision Date: MM/YY
Superseded all Previous

Approved: _____ Date: / /



District Facilities and Equipment

Policy
8.0

POLICY

The Grants/Cibola County Schools shall maintain a current & accurate listing of all schools within the district.

PROCEDURE

The district shall maintain a current and accurate listing of all schools within the district and includes the following:

1. School Name and classification (elementary, junior, high etc.)
2. Site Location and address
3. Square footage and/or acreage of sites
4. Student Census Information (MEM Count)
5. Other

Attachment:

The Grants/Cibola County School District has 10 school campus plus additional support sites.

1. Grants High School - 500 Mountain Road, Grants NM 87020
2. Laguna-Acoma Middle-High School - Exit 108 L22-2Miles South, Casa Blanca, NM 87007
3. Los Alamos Middle School - 1100 Mt. Taylor Ave, Grants NM 87020
4. Bluewater Elementary School- 15 W. Chess St., Bluewater, NM 87005
5. Cubero Elementary School- 28 Baca St., Cubero, NM 87014
6. Mesa View Elementary School- 400 E. Washington, Grants NM 87020
7. Milan Elementary School- 404 Sand St. Grants, NM 87020
8. Mount Taylor Elementary School-1607 Del Norte Ave, Grants, NM 87020
9. San Rafael Elementary School - 27 Mesa View St. San Rafael NM 87051
10. Seboyeta Elementary School-State Rd 279, Seboyeta, NM 87014
11. Seboyeta Housing - 1361 NM Highway 279
12. Laguna Housing - NM Highway 124 North on Bay Tree

District offices:

Central office - 401 N. Second St. Grants, NM 87020

Warehouses, Maintenance shops, Food Services - 600 N. Second St Grants, NM

Maintenance/Transportation/Athletics - 320 E. High St., Grants NM 87020

SPED, Art - 402 N. Second St. Grants NM 87020

SCHOOLS	PERMANENT	
	GSF	SITE ACREAGE
BLUEWATER	21,671	15
CUBERO	37,492	39.18
GRANTS HIGH	248,443	27.5
LAGUNA ACOMA	120,648	98
LOS ALAMITOS MID	73,801	16.7
MESA VIEW ES	65,576	14.97
MILAN ES	77,403	10.4
MITTAYLOR ES	56,187	19
SAN RAFAEL ES	28,480	7.2
SEBOYETA ES	11,753	4.4
ADMINSTRATION	10,676	1.5
B/ROOM/CAFETERIA	5,700	1
MAINTENANCE	8,000	3.2
SPED COMPLEX	6,895	0
N/S WAREHOUSES	19,685	2
LAGUNA HOUSING	24,100	0
TOTALS	816,510	260.0 5
PORTABLES (In use)	17	
PORTABLES (not used)	15	
Student Count	3,668	
Irrigated Fields	8	

References:

PSFA:
NM State
Statute

Original Date: MM/YY
Review/Revision Date: MM/YY
Superseded all Previous

Approved: _____ Date: / /

Maintenance Staff
2016-2017

Mark Clark - Maintenance Coordinator

Gregory Gallegos - Maintenance Manager

Gloria J. Chavez - Admin. Support

1. Archuleta, Wilfred - Helper
2. Blea, Wilfred - Helper
3. Branum, James - Plumber
4. Garcia, Don - HVAC
5. Gonzales, Ed-- Helper
6. Hurst, Bob - Helper
7. Jake, Roger - Electrician
8. Jaramillo, Matthew - Helper
9. Mariano, Alex - Carpenter
10. Marquez, Victor - Electrician
11. Martinez, Leroy - Helper
12. Melonas, Anthony - Carpenter
13. Ortega, Alfonso - Helper
14. Rael, Johnny - Locksmith
15. Sandoval, Leo - Plumber
16. Vallejos, Paul- Warehouse
17. McDowell, Daniel- Food Service

3 Plumbers

2 Electricians

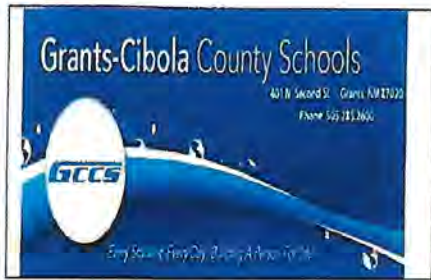
1 Locksmith

7 Helpers

2 Carpenters

1 HVAC

1 Warehouseman



POLICY

It is the policy of the Grants-Cibola County Schools to develop criteria, based upon the results of inventories and evaluation of their severity through the work order data collection and evaluation system and routine safety inspections, to implement a plan to develop and meet the needs of the districts planned maintenance and repair projects through the *Facility Information Management System (FIMS)*.

PROCEDURE

Through the maintenance departments data collection processes within the facility information management system, a list of major capital repair projects (structural or equipment) will be collected on an ongoing basis. The list will be reported to the district leadership for review no less than quarterly for the purposes of the development of a plan of correction to the identified variances.

As necessary, this list shall be integrated with the 5 Year *Facility Master Plan*

The Grants-Cibola County School District Facility Master Plan has identified projects for accomplishment:

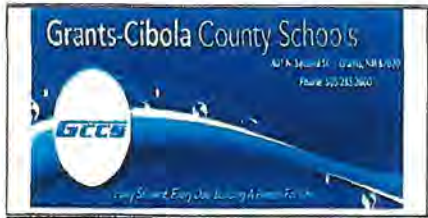
- Various Paving Projects

The Grants-Cibola County School District, using SB9 monies, has identified the following minor projects for accomplishment during the 2015-2016 school years:

- Up Grade Play Grounds as needed

References:
PSFA:
NM State
Statute

Original Date: MM/YY
Review/Revision Date: MM/YY
Superseded all Previous
Approved: _____ Date: / /



POLICY

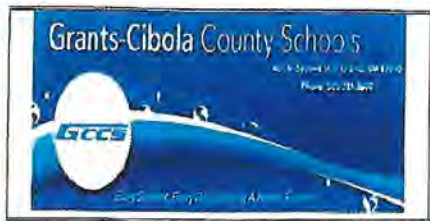
It is the policy of the Grants/Cibola County Schools to encourage the development of continued education and staff development for maintenance and custodial staff.

Building maintenance has become a sophisticated process with new equipment, advancement in technologies, automated controls, computer maintenance management software, improvements in products and materials and many others. As a result, maintenance and custodial personnel are required to have advanced technical skills to maintain the electrical, mechanical and special systems in operation. To accomplish tasks associated with these building components a formal staff development path and training methods must be presented and selected individuals must attend courses for required continued education on the latest and evolving technical skills and trades.

PROCEDURE

Maintenance Staff Development

1. Maintenance and custodial staff will be required to attend courses and trainings that can enhance their skill sets.
2. Employees who are sent to training are expected to complete course work and integrate the information into their work routines and provide training to others.
3. At a minimum, all required safety training shall be kept up to date beginning with annual training and annually thereafter (i.e. PPE, Asbestos, MSDS, Blood borne pathogens ...).
4. The Maintenance Coordinator will be responsible for creating an annual calendar of events for general training and: continued education and create a plan to meet the needs of the required training for skilled staff.
5. Records of training will be kept in an employee file.



POLICY

The District develops and maintains a written management plan describing the processes it implements to effectively manage the environment for the safety of students, staff, contractors and guests other people coming to the district's facilities. This section includes Maintenance Safety, Maintenance Safety Goals and Maintenance Policies and Procedures.

PROCEDURE

1. The District identifies a person(s), as designated by leadership, to coordinate the development, implementation, and monitoring of the district's maintenance safety activities.
2. The entire school district's maintenance, grounds and custodial staff are oriented, trained and responsible to the safety management plan.
3. At new employee orientation an overview of the safety management plan is provided to each maintenance employee and includes:
 - General Safety
 - Personal Protective Equipment
 - Right to Know / MSDS practices
 - General OSHA guidelines
 - Fire Safety Procedures and equipment
 - Lock Out / Tag Out
 - Emergency School Procedures
 - Security Procedures'
 - Ladder Safety
 - Grounds keeping and General Tool Equipment Safety
 - Blood Borne Pathogens
 - CPR
 - Job specific safety risks
 - Other (as determined by district plans)
4. A department-specific safety management plan orientation is provided to employees by their individual department manager.
5. Annually, all employees are provided re-education about the safety management plan.
6. All training classes that employees attend are documented in the employee's personnel file located in human resources.

Maintenance Safety

1. The maintenance department staff will adhere to all district safety rules as outlined in the District Safety Plan.
2. PPE (personal protective equipment) will be provided and utilized as appropriate for the tasks at hand. Some examples include: safety glasses/goggles, gloves, ear plugs, respirators etc.

3. All equipment operated by maintenance staff will be maintained such that all protective guards and shields are in place.
4. Maintenance staff are required to report any unsafe conditions to include employee injuries to their immediate supervisor and a district employee injury report completed and forwarded to the appropriate chain of command system.
 - Injured parties should seek immediate medical attention following the districts employee injury guidelines established.
 - All injuries will be reported to the principle and superintendent within 24 hours.
5. The maintenance department shall provide routine safety training to all maintenance and custodial related staff. Records to include sign in sheets shall be maintained on all training activities.
6. Records should be kept in the individual personnel file for any safety training accomplished.
7. Periodic safety inspections should occur and be documented so issues can be corrected.

Maintenance Safety Goals

1. Create and implement OSHA and equipment training at least once a month.
2. Replace or repair unsafe equipment in a timely manner.

Maintenance Policies and Procedures

The district establishes safety policies and procedures that are distributed, practiced, enforced and reviewed as frequently as necessary, but at least every year.

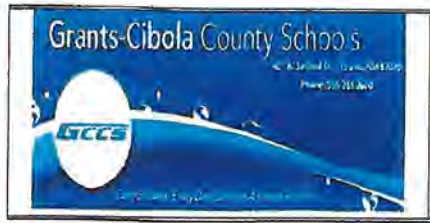
- a. All safety related policies are reviewed and approved by the district leadership. They then forward to the school superintendent and board for final approval. All policies developed and adopted based on new regulatory standards will be identified to the district leadership.
- b. All product safety recalls are directed to the safety officer or designee for review and follow up as appropriate. Reports concerning recalls and actions taken are provided to the District board for review.
- c. Through a comprehensive inspection and maintenance program the grounds and all equipment are maintained in a manner intended to provide the highest level of safety for all staff and other people coming to the district facilities authorized to use devices.

References:

PSFA:
NM State
Statute

Original Date:	MM/YY
Review/Revision Date:	MM/YY
Superseded all Previous	

Approved: _____ Date: __/__/__



POLICY

The Grants/Cibola County Schools may need to utilize an outside service vendor(s) to accomplish and/or supplement maintenance tasks or projects outside the scope of the maintenance & custodial staff's qualifications. These include but are not limited to HV AC, Life Safety, Project Management (project, construction and architectural vendors).

CONTRACT / VENDOR EXPECTATIONS AND RESPONSIBILITIES

- Every maintenance contractor vendor performing work for the Grants Cibola County Schools is expected to perform work in a professional manner and at the highest quality possible following the districts code of conduct policy.
- All contractors and vendors are informed as to the districts proper procedures, safety guidelines and Code of Conduct while on school property.
- Grants Cibola County Schools and the maintenance contractor are partners working towards the common goal of repairing and or maintaining systems that support the business and educational process of the district.
- Maintenance contractors & vendors and their employees will act in a professional manner when working on any school site(s) and will avoid any direct contact or interaction with students.
- The maintenance contractor, their employees and subcontractors shall adhere to the districts tobacco free policies.
- The contractor / vendor will not commence work until an approved purchase order has been obtained per district guidelines. Guidelines includes proper quotes and proposals associated with invoice & warranty information and proper district approved purchase orders prior to rendering payment for services.

CONTRACT! VENDOR SERVICE EXPECTATIONS

- Maintenance contractors and vendors are expected to review and understand the scope of work in order to appropriately quote the job.
- It is the responsibility of the contractors and vendors to request any additional information needed to clarify the scope of work.
- Maintenance contractors and vendors shall provide accurate and detailed cost proposals, in a timely manner including details of specific work not included in the proposal.
 - Proposals shall include an estimated timeframe (hours, number of technicians, overtime etc.) for completing work.
 - Cost for materials to include delivery as applicable.
 - Appropriate New Mexico Gross Receipts Tax.
- Maintenance contractors and vendors shall be licensed contractors in the State of New Mexico relevant to the work being performed.
- All contractors and vendors shall include their contractor licensure number on all proposals and provide current proof of liability insurance.
- Maintenance contractors and vendors shall follow all applicable building codes related to the work being performed.
- All contractors and vendors are expected to obtain appropriate building permits to complete work as required by NM State Law.
- Maintenance contractors and vendors shall perform clean up related to contract services in order to complete the work performed.
- Maintenance or repairs shall be accomplished in a manner and time schedule that minimizes discomfort to the buildings occupants or potential damage to the building or systems

- The service contractor is responsible for ensuring utilities are restored to equipment shut down for maintenance, service or repair upon completion of services and that equipment is in normal operating condition.
- A final report including invoice & warranty information associated to a district approved purchase order will be provided to facility District prior to payment for services rendered.

DISTRICT STAFF RESPONSIBILITIES

- The Grants/Cibola County Schools will provide clear, concise "Scope of Work" for any work requested.
- The Grants/Cibola County Schools will provide oversight of work performed including final inspection.
- The Grants/Cibola County Schools will coordinate work as needed with the school site.
- The *Grants/Cibola* County Schools will provide final approval of work completed.

ACCESS CONTROL AT SCHOOL WORK SITE

- Maintenance contractors and vendors shall sign-in at the appropriate school site. The sign in log will be maintained at the front desk of every Grants/Cibola site.
- All district loaned equipment to include keys, access cards, and badges shall be returned at the end of the Scope of Work.

SAFETY POLICIES

- Maintenance contractors are fully responsible for the safety of all workers performing Scope of Work services for the company and will be fully responsible for following all applicable safety regulations outlined by the Occupational Safety and Health Administration (OSHA) and state building codes to include *Lock Out Tag Out* procedures.
- Maintenance contractors and vendors shall utilize appropriate personal protective (PPE) equipment related to work being performed and shall require anyone entering the work zone(s) to also wear appropriate PPE.
- Maintenance contractors and vendors shall provide appropriate signage necessary to warn others of work being performed that may cause injuries to others.
- Maintenance contractors and vendors are responsible for the safety of students and school district employees when working at any school site.
- Maintenance contractors and vendors shall provide any necessary temporary safety devices to separate the work being performed from the students and school district employees.

FREQUENCY AND METHODS OF COMMUNICATIONS WITH DISTRICT PERSONNEL

- The Grants/Cibola facilities department or designee shall designate a person who will act as the job manager for each contracted maintenance job.
- All communication with the contractor shall take place through the assigned job manager or designee.
- Communication will occur as frequently as necessary and no less than weekly for long term projects and daily on all short term projects and work lasting less than one day.

DOCUMENTATION OF WORK UPON COMPLETION

References:
 PSFA:
 NM State
 Statute

Original Date:	MM/YY
Review/Revision Date:	MM/YY
Superseded all Previous	
Approved: _____	Date: ___/___/___

- Contractor/vendor will be responsible to train district staff on operation and care of equipment as applicable.
- Contractors and vendors will provide operational manuals for installed equipment
- Superintendent, Maintenance Supervisor or Designee will have final signature approval on any work completed by contractor prior to contractor/vendor leaving the site. This includes a visual review of the completed scope of work to ensure equipment is placed back in its proper operation condition.
- Contractors and vendors will provide training on newly installed equipment operation to appropriate maintenance staff as necessary.

WARRANTY

- Contractors / vendors shall provide all warranty information to appropriate staff to include principals and superintendents on all work performed.
- If replacement parts carry a longer warranty, the contractor shall provide a copy of the warranty information to district representatives.

FIMS DOCUMENTATION

- All contract vendor work completed at district sites shall be documented in the FIMS / School Dude work order system for appropriate tracking to include labor, materials and contract information with appropriate reference to district approvals and purchase orders.

References:

PSFA:
NM State Statute

Original Date:	MM/YY
Review/Revision Date:	MM/YY
Superseded all Previous	
Approved: _____	Date: / /



PURPOSE

New Mexico state law requires all school districts to have a current five-year facilities master plan as a prerequisite for eligibility to receive state capital outlay assistance (Section 22-24-5 NMSA 1978). The Facility Master Plan provides the district with a road map on how to address their facilities need in order to best utilize their resources and the necessary funding and timetables for completing necessary projects. The FMP identifies the necessary projects needed to provide their students with a healthy learning environment. In addition, districts need to secure the approval of the director of the Public School Facilities Authority (PSFA) prior to the construction or letting of contracts for construction of any school facility or related school structure requiring a building permit (Senate Bill 450, 2006).

POLICY

The Grants-Cibola County Schools preventive maintenance plan shall be incorporated into the districts Facility Master Plan (FMP). The district's capital funding strategy includes major planned maintenance and repair projects. Districts shall develop both a comprehensive Facility Master Plan and a Preventive Maintenance Plan in order to be eligible for a capital outlay award.

PROCEDURE

1. The maintenance supervisor will maintain a detailed and prioritized list of capital replacement items and system components related to the facilities.
2. On a monthly / quarterly basis; the maintenance supervisor will submit a report of repair items exceeding the routine expenditure cap for repair and determine a capital cost for replacement.
3. This capital list will be reviewed, assigned a priority, approved, and integrated into the Facility Master Plan.

Methods of determining capital projects:

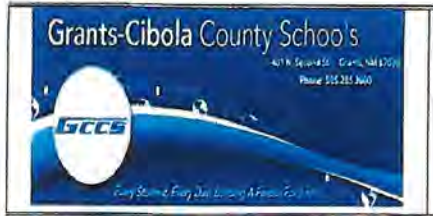
There are 2 recommended methods of determining projects as follows:

1. FIMS method
2. Physical Building Audits and data collection - Sample attached

Currently working with GCCS Board to identify capital projects and update FMP.

Grants/Cibola County Schools Capital Plan - 2011

1915	Project Name		Priority 1	Priority 2	Priority 3	Future	SF	SMA	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate		
	Project Number	Project Name														
1 915 1	1	05	803	1	Access/Paving Improvements	\$27,624	\$7,251	\$18,373	\$19,700	\$17,155	\$57,250	\$0	\$0	\$57,250	\$2,171,281	
2 915 1	2	06	803	1	Access/Paving Improvements	\$48,025	\$48,025	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$48,025	\$3,127
3 915 1	3	06	803	1	Access/Paving Improvements	\$35,730	\$35,730	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$35,730	\$16,342
4 915 1	4	06	803	1	Access/Paving Improvements	\$11,994	\$11,994	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$11,994	\$3,202
5 915 3	1	05	804	1	Removal/Drainage Problem Areas	\$18,620	\$18,620	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$18,620	\$2,712
6 915 4	1	05	804	1	Removal/Drainage Problem Areas	\$16,485	\$16,485	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$16,485	\$2,434
7 915 4	2	06	806	1	Playground Improvements	\$2,213	\$2,213	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,213	\$46,956
8 915 4	2	06	806	1	Playground Improvements	\$1,068	\$1,068	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,068	\$1,024
9 915 4	2	06	806	1	Playground Improvements	\$6,375	\$6,375	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,375	\$45
10 915 4	2	06	806	1	Playground Improvements	\$52,179	\$52,179	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$52,179	\$1,026
11 915 4	2	06	806	1	Playground Improvements	\$1,708	\$1,708	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,708	\$1,338
12 915 5	1	05	807	1	Landscaping Upgrades / Courtyard Development	\$1,257	\$1,257	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,257	\$1,389
13 915 5	2	06	807	1	Landscaping Upgrades / Courtyard Development	\$4,238	\$4,238	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,238	\$50
14 915 5	2	06	807	1	Landscaping Upgrades / Courtyard Development	\$27,586	\$27,586	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$27,586	\$24
15 915 5	2	06	807	1	Landscaping Upgrades / Courtyard Development	\$21,148	\$21,148	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$21,148	\$50
16 915 5	2	06	807	1	Landscaping Upgrades / Courtyard Development	\$10,022	\$10,022	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$10,022	\$25
17 915 5	2	06	807	1	Landscaping Upgrades / Courtyard Development	\$3,915	\$3,915	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,915	\$45
18 915 5	3	1	05	808	1	Bleachers/Maintenance Wall Rehabilitation	\$20,528	\$20,528	\$0	\$0	\$0	\$0	\$0	\$0	\$20,528	\$17,126
19 915 5	3	1	05	808	1	Bleachers/Maintenance Wall Rehabilitation	\$62,310	\$62,310	\$0	\$0	\$0	\$0	\$0	\$0	\$62,310	\$3,262
20 915 5	3	1	05	808	1	Bleachers/Maintenance Wall Rehabilitation	\$7,078	\$7,078	\$0	\$0	\$0	\$0	\$0	\$0	\$7,078	\$1,419
21 915 7	1	05	804	1	Initial Gutters/Downspout System & Repair Roof Leaks	\$48,175	\$48,175	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$48,175	\$16,528
22 915 11	1	05	807	3	Exterior Repainting	\$30,014	\$30,014	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$30,014	\$18,417
23 915 12	1	05	807	1	Replace Gymnasium Floor	\$13,400	\$13,400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$13,400	\$9,287
24 915 12	1	05	807	1	Replace Gymnasium Floor	\$67,250	\$67,250	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$67,250	\$5,853
25 915 13	1	05	807	1	Kitchen Upgrades	\$91,873	\$91,873	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$91,873	\$30,021
26 915 14	1	05	807	1	Kitchen Upgrades	\$625,770	\$625,770	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$625,770	\$18,527
27 915 15	1	05	807	1	Nurses Office Addition	\$19,130	\$19,130	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$19,130	\$12,829
28 915 15	1	05	807	1	Nurses Office Addition	\$16,320	\$16,320	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$16,320	\$7,539
29 915 16	1	05	807	2	Initial Finish Upgrades	\$16,830	\$16,830	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$16,830	\$14,588
30 915 16	2	05	807	2	Initial Finish Upgrades	\$1,462	\$1,462	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,462	\$1,199
31 915 17	1	04	A02	1	Remove CMU Wall in Library	\$81,162	\$81,162	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$81,162	\$13,229
32 915 18	1	05	808	1	Remove CMU Wall in Library	\$41,896	\$41,896	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$41,896	\$24,871
33 915 18	2	05	808	1	Remove CMU Wall in Library	\$51,168	\$51,168	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$51,168	\$30,652
34 915 19	1	05	A08	1	Remove Doors & Hardware	\$2,481	\$2,481	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,481	\$1,331
35 915 19	2	05	A08	1	Remove Doors & Hardware	\$305,820	\$305,820	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$305,820	\$1,561
36 915 20	1	05	B02	1	Remove Existing Computer Workstations	\$5,163	\$5,163	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,163	\$1,864
37 915 20	2	05	B02	1	Remove Existing Computer Workstations	\$2,463	\$2,463	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,463	\$1,864
38 915 21	1	05	A03	1	Upgrade Internet Station	\$35,100	\$35,100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$35,100	\$1,864
39 915 21	2	05	A03	1	Upgrade Internet Station	\$4,606	\$4,606	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,606	\$1,864
40 915 21	3	05	A05	1	Security Camera System	\$20,081	\$20,081	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$20,081	\$1,864
41 915 22	1	05	A07	1	Special System Upgrades	\$397,286	\$397,286	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$397,286	\$3,034
42 915 23	1	05	A07	1	Special System Upgrades	\$48,178	\$48,178	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$48,178	\$1,864
43 915 23	2	05	A07	1	Special System Upgrades	\$48,178	\$48,178	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$48,178	\$1,864
44 915 25	1	05	A05	1	Fire System Upgrade	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$29,958
45 915 25	2	05	A05	1	Fire System Upgrade	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$29,958



POLICY

The Grants/Cibola County Schools shall develop a program to conduct environmental safety tours/rounds at all school locations to proactively identify environmental deficiencies, safety hazards, and unsafe practices.

PROCEDURE

1. A monthly environmental safety calendar will be developed of department locations to be surveyed. A schedule will be created to assure that all areas where students are served are surveyed at least one time per year.
2. A data collection form to assist in identifying environmental deficiencies, hazards and unsafe practices will be utilized during environmental safety rounds.
3. Deficiencies will be documented and work orders added to the Facility Information Management Systems (School Dude) for processing, using the defined priorities definitions.
4. Safety work orders will be prioritized to prevent further risks to students, staff or guests.

Attachment: TO BE DETERMINED

- An equipment number is assigned in FIMS using the following format:
 - o Description-Location-integer
 - o PSSS-BES-007 translates to:
 - PSSS = Play Structure Swing Set
 - BES = Bluewater Elementary School
 - 007= Unit number 7

If an equipment item is replaced with the same type, the same number can be re-used but the letter "R" which stands for Replacement should be added to the end of the Equipment Record number (PSSS-EPES-007-R) in the FIMS system.

For added equipment, the same description and location code should be used, but the number should be changed with no two numbers alike for the same type and location of equipment. Each equipment number must be unique.

- Enter as much information in FIMS about the installed item as possible; i.e., location, model and serial number, installation date, warranty information, life expectancy, etc. When available and as applicable, replacement part details can be added, such as filter and belt sizes, etc.
- Written manufacturer's information about the equipment should be filed
- Existing PM schedules can continue to be used for replaced equipment of the same type, but new PM schedules should be developed for new types of equipment.
- PM Schedules should be developed and activated for the new equipment
- Replaced equipment should be removed from service in the FIMS Equipment Record, and any PM Schedules deactivated. In the equipment records of MD or PMD follow this outline to deactivate equipment:
 - o Click On Equipment under Information and Analysis
 - o Find Equipment record to be deactivated
 - o In the Add/Update Page for that equipment record type a date in the Date removed box.
- Failed equipment should be disposed of properly in accordance to school policy.

References:
 PSFA:
 NM State Statute

Original Date:	MM/YY
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Superseded all Previous	
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PURPOSE

Equipment records are a vital component in the development of and the continued operation of the districts preventive maintenance program. Developing and maintaining accurate records informs maintenance personnel of the equipment within their facilities, what areas they serve and the required preventive maintenance tasks necessary to maintain them in a reliable and quality manner. In addition, it informs them of the importance of the attached individual components that may need maintenance and developing strategies for replacement parts and preventive maintenance tasks.

It can also provide data that may lead to the detection of significant trends; for example, if a number of items in the same building suffer similar electrical problems, there may be an associated problem with the building electrical distribution system.

Accurate Equipment records are necessary to begin any preventive maintenance program.

Accurate equipment records simplify making cost benefit analysis of maintenance activities. Through effective record keeping on equipment preventive maintenance tasks the districts can determine costs on preventive maintenance, equipment parts and the useful life replacement time periods and effectively budget for replacement through the capital process as needed.

POLICY

It is the policy of the Grants/Cibola County Schools that all facility equipment (HV AC, Playground equipment, life safety systems, etc.) that is to be maintained by the districts personnel or their designees will be re-inventoried and documented in the Facility Information Management System on an annual basis or as equipment is replaced or added to the facilities resulting from projects and/or emergency replacements. This process should include documenting equipment specifications to include but not limited to the following items: make, model, serial numbers, warranties, service contracts, recommended preventive maintenance tasks, spare parts needed to maintain the equipment, initial and replacement cost projections. The FIMS administrator and the facilities director/manager are responsible for executing this policy.

PROCEDURE:

The following is a procedure for updating records and replacement of equipment utilizing the FIMS / School dude data base.

Procedures for updating records and replacement of equipment:

When an equipment item is installed or replaced it should be documented in the district's FIMS account. This can occur in either the Maintenance Direct (MD) or Preventative Maintenance Direct (PMD) modules of the *SchoolDude* software. The specifics of the new piece of equipment should be entered and the records of any removed items should be documented as "*removed from service*". A basic outline of record keeping policy is as follows:

- The equipment manufacturer's O&M Manuals should be obtained and filed by the district rep and provided to the FIMS Administrator for data entry

All of the following positions are responsible to the districts safety policies and procedures.

The Superintendent: is the direct supervisor of the Building Principal, Budget Director} and Maintenance Coordinator, providing direction on maintenance issues.

The Budget Director: He/she assists them with needed resources} providing the most appropriate funds for supplies} equipment, and service contracts. He/she also develops the maintenance department budget based upon analysis of past expenditures and projected requirements.

Maintenance Coordinator: Responsible for the district's facilities operations functions and maintenance activities and accountable for the leadership and supervision of district maintenance personnel.

- Provides coordination of furniture, supplies, materials and equipment, throughout all district sites, and school buildings. Oversee district maintenance department. Assigning work and projects as appropriate. Inspecting facilities for safety and maintenance issues. Seek funding to repair or replace defective out of date building systems.
- Performing other duties as assigned by immediate supervisor.

Maintenance Manager: Assists Coordinator in daily operations over sees work orders, checks work orders to assure work is completed as stated. Assists techs in field} attends meetings when coordinator is not able to attend} and oversees day to day operations.

Administrative Assistant: Assists with all technical/secretarial aspects of the work of the maintenance department. Performs duties as per assigned by immediate supervisor.

Building Principal: The principal is the direct supervisor of the custodians and is responsible and accountable for coordinating and supervising custodial services at school buildings.

Custodian: Responsible and accountable for primarily custodial services at their building sites and will be called upon periodically to help all district sites, school buildings and campuses.

- Cleans all types of building interior and exterior finishes and maintains cleaning and floor finishing equipment is in an operational condition.
- Moves furniture} supplies, materials, and equipment within their site, and school building.
- Performs grounds services needed at site.
- Monthly preventive maintenance done on all emergency lighting, playground equipment, and fire extinguishers.

References:

PSFA
NM State Statute

Original Date: MM/YY
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Superseded all Previous

Approved: _____ Date: __/__/__

District Grounds: Responsible and accountable for performing the functional operations of grounds services.

- Providing preventive, intervention and renovation/construction on all types of grounds through the use of appropriate equipment and safety procedures
- Caring of athletic fields such as seeding, mowing, fertilizing and cutting of grass.
- Responsible for marking fields and athletic activities.
- Repair/Placement of fencing in all schools where needed

Maintenance Helper: Responsible to assist the technicians in the maintenance department in providing excellent customer service and maintaining and repairing district facilities systems and equipment.

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References:

PSFA:
NM State Statute

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New Mexico PSFA

Quarterly Reporting

Policy 16.0

PURPOSE

Quarterly reports are an integral part of business communication. Quarterly reports from the maintenance and operations department are to be developed at the end of each quarter and submitted to the Superintendent and Board no more than 10 days into the following quarter.

POLICY

It is the policy of the Grants/Cibola County Schools.

PROCEDURE: TO BE DECIDED

1. Preventive Maintenance Plan Introduction, Purpose Mission, and Policy Statement
2. Maintenance Goals
3. Maintenance Organizational Structure and Staffing Responsibility
4. Maintenance Priorities and Procedures
5. Inspection & Maintenance Schedules
6. Scheduled Preventive Maintenance Tasks
7. Custodial Duties and Responsibilities
8. District Facilities and Equipment
9. Planned Maintenance and Repair Projects
10. Maintenance Staff Development
11. Maintenance Safety Plan
10. Service Contract & Vendor Oversight
11. Facilities Master Plan
12. Facility Safety Assessments
13. Maintaining Equipment
14. Quarterly Reporting



Preventive Maintenance Plan Introduction, Purpose, Mission and Policy Statement

Policy #
1.0

INTRODUCTION

The superintendent of schools is responsible for maintaining safe, clean and attractive school facilities and grounds. The superintendent shall keep the board of education advised of short range and long range needs and shall advise the board as to the appropriate sources and balances of funding from operational funds, bond issues, capital improvements, and any other applicable state or federal procurement methods.

A program to provide effective security for all school property, including vandalism and protection is to be developed and periodically reviewed.

It shall be the responsibility of the superintendent to ensure that the safety of students and employees is a primary consideration in the development and maintenance of school facilities, school grounds, and other facilities of the district, and in the planning and implementation of all school programs and activities. All employees, students, and patrons are encouraged to be safety conscious and to make recommendations to the administration for the improvement of safety elements.

PURPOSE / MISSION

The purpose of the Grants/Cibola County Schools Preventive Maintenance Program is to ensure that the physical condition, educational suitability and physical infrastructure of all public school facilities in New Mexico meet an adequate level statewide and the design, construction and maintenance of school sites and facilities encourage, promote and maximize safe, functional and durable learning environments in order for the state to meet its educational responsibilities and for New Mexico's students to have the opportunity to achieve success.

In addition, the preventive maintenance program will develop systematic and comprehensive methods for the development and effective implementation of an equipment management program for the districts to provide a process for meeting or extending the service life of facility equipment, systems and components, conducive to the needs of the students and teachers learning environments.

This program contains all of the detailed procedures associated to the facilities preventive maintenance program. If effectively implemented, will meet state statute maintenance guidelines and effectively manage the costs associated with maintenance and operations. Any changes to procedures or preventive maintenance guidelines shall be reviewed and approved by the maintenance supervisor or designee.



Preventive Maintenance Plan Introduction, Purpose, Mission and Policy Statement

Policy #
1.0

DESCRIPTION

The preventive maintenance program is the core for effectively managing maintenance programs for facilities. The program provides the maintenance organization with means to plan, acquire, organize, direct, control and evaluate manpower and materials resources expended or planned for expenditure in support of the district's maintenance and mission statement. The District leadership, maintenance supervisor and maintenance personnel must recognize the importance of the program and understand their role in assisting management to maintain the reliability of critical systems and building components at designed levels of reliability.

POLICY

The Grants/Cibola County Schools has created a preventive maintenance plan to ensure the district properly maintains its facilities, mechanical systems and equipment so they are efficiently operational providing a comfortable and safe environment for its students, staff, visitors and guests by performing frequency scheduled routine maintenance. This Preventive Maintenance Plan is an overview of the Districts program.

It is the policy of the Grants/Cibola County Schools to utilize the School Dude / FIMS maintenance software package (maintenance direct, preventive maintenance direct and utility direct), to implement an effective and quality preventive maintenance plan inclusive of specific and unique equipment inventory and preventive maintenance schedules.

OBJECTIVES

The primary objective of the preventive maintenance program is to manage maintenance processes in a manner, which will ensure maximum equipment operational reliability. The intermediate objectives of the districts preventive maintenance program are as follows:

- a. Achievement and participation of a uniform maintenance standard and criteria.
- b. Effective use of available manpower and material resources.
- c. Documenting information relating to maintenance and maintenance support activities.
- d. Improvement of maintenance and reliability of utility systems and equipment by provision of documented maintenance information and analysis.
- e. Providing a means for reporting building configuration changes



Preventive Maintenance Plan Introduction, Purpose, Mission and Policy Statement

Policy #
1.0

- f. Effective and responsible use of resources and materials.
- g. Reduction of the costs through development of effective PM programs to prevent accidental material damage to systems and equipment.
- h. Provide the means to schedule, plan, manage and track maintenance activities.
- i. Provision of data on which to base improvements in equipment design and spare parts.
- J. Create effective policies and programs in support of a quality and safe maintenance culture.

SCOPE

This preventive maintenance program is fully applicable to all Grants/Cibola County Schools in assisting directors, maintenance supervisors and maintenance staff with the development of equipment inventories and effective processes to maintain the equipment, and associated system in the facility at designed levels of efficiency and reliability.

It is the policy of Grants/Cibola County Schools to utilize the Schooldude / Facility Information Management System (FIMS) modules to implement an effective and quality preventive maintenance program inclusive of the development of a unique inventory, preventive maintenance schedules and strategies, maintenance work order processes and utility billing tracking and monitoring activities.

PREVENTIVE MAINTENANCE PROGRAM

The preventive maintenance program provides a simple and standard means for planning, scheduling, controlling and performing planned maintenance on all equipment, and represents and effective means for using available maintenance resources.

Preventive maintenance actions are the minimum requirement to maintain equipment in a fully operable condition and within specifications. If performed according to schedule, these maintenance actions will provide improved equipment efficiency and reliability. Preventive maintenance guidelines and the schedules at which they are to be accomplished are developed based on specific equipment operating and maintenance manual, manufacturer recommendations and the NM Groups Classification Types (NMGCT). These guidelines provide the detailed procedures for performing the preventive maintenance tasks and identify who, what, when, how and with what resources a preventive maintenance task is to be accomplished.

Preventive maintenance guidelines also provide spare parts specifications and consumable item listings for improved planning and preparation and cost effectiveness.



Preventive Maintenance Plan Introduction, Purpose, Mission and Policy Statement

Policy #
1.0

The maintenance supervisor is responsible for the implementation and management of the preventive maintenance program for the district.

Equipment identification records are developed as a part of the programs integrated logistics support effort for all new procurements, re-procurements, alterations and modifications of equipment and associated systems.

PREVENTIVE MAINTENANCE PLAN REVIEW AND REVISION

1. At least annually the Preventive Maintenance Plan is evaluated for objectives, scope, performance, and effectiveness of the plan.
2. Annually the maintenance management plan is reviewed and revised as appropriate with final approvals from the district administration / board.
3. The maintenance supervisor or designee is responsible for preparing the evaluation.
4. School leadership and staff are provided copies of the evaluation for their review and approval.
5. Changes to the plans policy will be communicated to the district leadership annually unless the changes are due a local, state or federal regulatory guidelines requiring immediate implementation. In this case, a memorandum explaining the change will be communicated to all leadership and staff affected by the change.



Maintenance Goals

Policy # 2.0

Policy

It is the policy of the Grants/Cibola County Schools to create a list of reasonable goals for the maintenance program in an effort to identify opportunities for improvements in critical or weak areas of the department. The following goals for the 2016-2017 school year have been created and include a plan of action and timelines for completion.

MAINTENANCE PERFORMANCE GOALS 2016-2017

1. Commit 10 of Maintenance staff to Preventive Maintenance
2. Schedule Preventive Maintenance on Boilers
3. Accomplish the Roof Inspections
4. Utilize Schooldude Staff to better input PM Schedules
5. Follow Reports and Utilize data

PREVIOUSLY ACCOMPLISHED MAINTENANCE GOALS

1. Scheduled Preventive Maintenance
 - a. Emergency Lights (Monthly)
 - b. Fire Extinguishers (Monthly)
 - c. Fire Extinguishers (Annual)
 - d. Playground Structures & Equipment (Monthly)
 - e. Emergency Lights (Annual)
 - f. Filter Changes (4-6 Months)
 - g. Monitoring of Backlog

References:

PSFA:
NM State Statute

Original Date:	MM/YY
Review/Revision Date:	MM/YY
<input type="checkbox"/>	Superseded all Previous
Approved: _____	Date: / /



Reaching For and Celebrating Success!

Grants/Cibola County Schools
2015-2018 Strategic Plan

Adopted April 19th, 2016

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Reaching For and Celebrating Success!

Grants/Cibola County Schools 2015-2018 Strategic Plan

Dear GCCS Community,

I am proud to present the District's Strategic Plan for your review. This plan combines the efforts of our Board of Education, our District Leadership Team and Principals. We invited and received input from faculty and staff, parents and students, as well as business and community leaders. This is not a state initiative or a federal mandate, but rather a desire from our own local school board of education to develop goals that would assure success for our students and community in the 21st century.

Through the efforts of Michele Lis, our facilitator for the Strategic Plan, several meetings were held throughout the district's boundaries. We held meetings with civic groups as well as business leaders and conducted meetings at the Baca Chapter House, Acoma Community Center and with Laguna Tribal Council.

All responses were evaluated and what we looked for were patterns in the comments provided. The community sessions served as an opportunity to present the Board's four goals that were established during a board retreat in June of 2015. These four goals will provide the district with a general sense of direction and focus. It has been the District Leadership Team's focus to develop measureable outcomes for each of the four goals.

I have been a Superintendent in three other school systems in two other states. In all three systems, a strategic plan was created with goals established by the board. What is unique about the GCCS Strategic Plan is the desire of the Board of Education to receive input from the community, parents and students. While this has taken a measure of time, I believe that hearing from these additional voices has been invaluable. So that every individual who wanted to within our system could impart their perspective on what direction the Grants/Cibola County Schools should be headed in. Here in writing is the sum of that wisdom.

Sincerely,

Dr. Marc Space, Superintendent



Thank you!

Numerous people attended meetings, community input discussions and filled out surveys. The list below names most of the participants, although we may have undoubtedly missed someone. We apologize in advance for any omissions or errors. We greatly appreciate and want to thank everyone who took time to share their concerns, ideas and hopes for the school.

Thank you to all GCCS students and parents who completed surveys! A total of 270 students and 1,107 parents and community members filled out anonymous online surveys.

Strategic Planning Leadership Team Members: Alton Autrey, Director of Instruction | Asha Ashby, Director of State and Federal Programs | German Martinez, Director of Budget & Finance | Dr. Marc Space, Superintendent | Dwayne Toivanen, Director of Personnel | Raquel Whitebird, Director of Technology

Strategic Planning Consultants/Facilitators: ML Consulting, Michele Lis & Andrea Slatopolsky

Mila Allen, *Community Member*
Robert Analla III, *Council Rep.*
Filbert Antonio, *Councilman Encinal Village*
Anita Apodaca, *Teacher*
Marvis Aragon Jr., *Acoma Board of Education*
Kari Ballew, *GCCS Staff*
Francis Jr. Bautista, *Councilman*
Angel Blackhair, *Parent*
Nozhoni Blackhair, *Parent*
Bruce Boynton, *Community Member*
Monica Burress, *Teacher*
Rosemary Calvert, *Bluewater & San Rafael Principal*
Nelson Capitan, *Parent*
Francisco Carr, *1st Fiscal POL*
Frank Jr. Cerno, *Tribal Secretary*
Marilyn Cheromiah, *Laguna Acoma Principal*
Nicholas Cheromiah, *Council Rep for Laguna Village*
Evony Chino, *Parent*
Mark Clark, *GCCS Staff*
Stacey Corley, *Community Member*
Laura Council, *Community Member*




Keith Day, *Parent*
Clara DeArmond, *Milan Principal*
David Dentsawe, *Council Sub. Encinal Village*
Kathy Desoto-Strickland, *Teacher*
Bernitta DeWahe, *IPAC Member*
Benny Gallegos, *Mt. Taylor Principal*
Zachary Garcia, *Council Rep. Laguna Village*
Victoria Gastoguy, *CDEC*
Joan Gilmore, *Los Alamitos Principal*
Jeri Gnodle, *GCCS Staff*
Nestor Griego, *Community Member*
Jordan Griffin, *Community Member*
Arlynn Hanson, *Community Member*
Robert Hanson, *EPA*
Crystal Harwood, *Community Member*
Brandy Hayes, *Teacher*
Beth Head, *GCCS Staff*
Mark Head, *GCCS Staff*
Edwina Hennemann, *GCCS Staff*
Sonya Hernandez, *GCCS Staff*
Phillip Holmes, *School Resource Officer*
Jamie Holton, *Community Member*

Judy Horacek, *Community Member*
Tom Jackson, *Community Member*
T. Walter Jaramillo, *County Commissioner*
Tessa Jimenez, *Grants Chamber of Commerce*
Martin Johnson, *Community Member*
D'Leese Jones, *GCCS Staff*
Sherri Kachirisky, *Future Foundations Family Center*
Susan Kaster, *Teacher*
Hoskie Largo, *Baca Chapter President*
Lara Lehman, *Teacher*
Larry Lente, *Acting Staff Officer, Paguante*
Kimberly Lewis, *Community Member*
Matt Lindsey, *Grants High School Principal*
Anthony Lizardi, *GCCS Staff*
Desiraye Lopez, *Teacher*
Tony Mace, *Sheriff*
Mike Maes, *Parent*
Annamarie Malie, *Parent*
Loren Maria Jr., *Councilman*
Bernice Mariano, *GCCS Staff*
Bobby Mariano, *Parent*
Kori Marmon, *Parent*
Marietta Marmon, *Teacher*
Vanessa Marquez, *Teacher*
Alvin Martin, *Council Rep. for Mesita Village*
Joseph Martin, *Acoma Board of Ed*
Dana Martinez, *Beacon Reporter*
David Martinez, *1st Lt. Gov. POL*
JoAnne Martinez, *Community Member*
Tom McGaghie, *NMSU Grants*
Tammy Mirabal, *Teacher*
Bianca Mitchell, *Grants Main Street Project*
Maxine Monte-Spidle, *LAMS Resource Officer*
Kelli Montoya, *Teacher*
Rick Morgan, *Community Member*
Michael Munk, *Undersheriff Cibola County*
Deirdra Natseway, *GCCS Staff*
Robert Natseway, *Parent*
Geoff Nims, *Commissioner, District Court Co-Chair*
Liz Noble, *Cubero & Seboyeta Principal*
Mike O'Connell, *Mesa View Principal*
Roseanne Pasqual, *GCCS Staff*
Alvin Poncho, *Sub-Council Rep - Mesita*

George Pradt, *Acting Staff Officer*
Sharon Puderbaugh, *Parent*
Lisa Prendergast, *Teacher*
Nadine Reeves, *Teacher*
Aaron Riley, *GCCS Staff*
Aaron Riley, *GCCS Staff*
Deborah Riley, *GCCS Staff*
Dion Riley, *POL Tribal Interpreter*
Kurt Riley, *Pueblo of Acoma*
Lucianne Riley, *POL Tribal Treasurer*
Robert Rodriguez, *Paguante Councilman*
Vince Rodriguez, *Sub Council – Paguante*
Theresa Salvador, *Community Member*
Daniel Sanchez III, *Parent*
Leonora Sanchez, *Parent*
Rebecca Sandoval, *CYFD-PS SWS Supervisor*
Leolla Sice, *Student*
Freida Sims, *Community Member*
Jonathan Sims, *Tribal Secretary*
Frank Jr. Siow, *Council Sub.*
Virgil Siow, *Governor Pueblo of Laguna*
Tasia Slockish, *Parent*
Bob Tenequer, *GCCS Staff*
Gwen Torivio, *Acoma Board of Education*
Valerie Tsosie, *Co-Chair Member*
Josephine Vaisa, *DWI Coordinator*
Dolores Vallejos, *Cibola County Treasurer*
Darwin Vallo, *Pueblo of Acoma*
Katherine VanVlaenderen, *GCCS Staff*
Mario Vasquez, *GCCS Staff*
Dale Vicenti
Lori Vigil, *Community Member*
Mary Webb, *GCCS Staff*
Geneva Werite, *Grandparent*
Ron Williams, *Community Member*
Debbie Woodward, *Teacher*
Wauley Woodward, *Teacher*

Grants Cibola County Schools Board of Education

The Grants Cibola County Schools Board of Education thanks all those who participated in the development of the strategic plan, *Reaching for and Achieving Success*.

	<p><i>Joel Stewart - President</i></p> <p>District 3</p>
	<p><i>Emily Hunt-Daily – Vice President</i></p> <p>District 1</p>
	<p><i>Richard Jones – Secretary</i></p> <p>District 4</p>
	<p><i>Dr. Guy Archambeau – Board Member</i></p> <p>District 5</p>
	<p><i>Dion Sandoval – Board Member</i></p> <p>District 2</p>

Strategic Plan Development Process

The Grants/Cibola County Schools Superintendent and leadership team, with assistance from an external strategic planning consultant, conducted an extensive school community needs assessment to gather stakeholders' input and vision for the future of Grants/Cibola County Schools. Parents, community members, business leaders, teachers, staff and students were asked to share their thoughts about student needs and the district's strengths, challenges and the draft goals developed by the GCCS Board of Education. Input was gathered through in-person listening sessions and online surveys. Ten meetings were held and three online surveys were conducted during August through October 2015.

1,107 total respondents completed the online surveys and **138** individuals attended the listening sessions. Parents from every school in the district participated as well as **270** students from both middle schools and high schools. Overall, there was a high degree of agreement with the draft goals developed by the board as well as input about key needs and challenges the district faces.

Development of a Three-Year Strategic Plan Focused on Outcomes

Based on board and stakeholder input, district leaders developed a plan with goals, targeted outcomes and strategic priorities. The Strategic Planning Work Team and Principals identified nine critical outcomes related to the district's goals. They are identified in the "Plan at a Glance" on page 10. Teams assessed past performance on the nine outcomes and identified targets for 2018.

The GCCS Plan, "Reaching for and Celebrating Success," provides a roadmap and direction for the district to accomplish its mission. An important component of our implementation efforts is the involvement of teachers, principals, department staff, support staff, as well as families and our community in engaging in creative problem solving throughout implementation. This collaboration is key to our success. We will implement the plan through team efforts focused on continuous improvement of teaching and learning.

Reaching for and Celebrating Success is a living document. The goals and outcomes outlined in the plan set the course for action. The overall approach and strategic priorities outlined in the plan will evolve as we learn from actions taken over time. The success of the implementation of the strategic plan depends on a continuous focus on outcomes in order to make step-by-step improvements over time.

GCCS Strategic Plan 2015-2018 Overview

Mission Every Student, Every Day, Building a Person for Life

Core Values

- ◆ Respect diversity
- ◆ Equity
- ◆ Personal responsibility
- ◆ High expectations
- ◆ Local control and teacher professionalism
- ◆ Teamwork
- ◆ Integrity
- ◆ Measurable success
- ◆ Continuously celebrate meaningful success and accomplishments

Overarching Goals

1. Foster student excellence and academic achievement with a curriculum that recognizes our cultural diversity.
2. Instill excellence in teaching and leadership.
3. Create a school climate and environment that is safe, supportive, inclusive and respectful.
4. Engage our diverse families and communities in student success.

Guiding Principles for Central Office

We believe

- Everything we do in central office is oriented towards supporting teaching and learning.
- We exist to support and serve all GCCS schools, and to help principals lead and teachers succeed at helping every student learn and grow.
- We are one. We are partners. We engage parents, families and our community members in helping all students succeed.

Our commitments

1. Develop partnerships with school principals to strengthen collaboration on shared goals.
2. Create a culture of trust and two-way communication where central office staff, principals and teachers can raise questions and share ideas with the ultimate goal of continually improving student learning.
3. Provide assistance to central office/principal partnerships to support principals' instructional coaching practice.
4. Use evidence and develop practices throughout central office to support continual improvements of relationships with schools to promote effective teaching and student learning.
5. Provide a guaranteed, viable curriculum with measures for success, and the support, tools, and trainings needed to implement.
6. Ensure that all students' cultural background, languages, and history will have a meaningful place in the curriculum and in support of academic achievement.
7. Help schools provide and incorporate the technology needed to prepare students for the future.
8. Ensure stewardship of the District's Strategic Plan and
9. Continually reach for and celebrate success!

Essential Components/Building Blocks of Action Plan

- Board of Education, Central Office, School and Community partnership
- School visits/support
- Support for targeted professional development based on our students' and teachers' needs.
- Collaborative problem solving
- Focus on continuous improvement based on the alignment of the District Strategic Plan, District and School EPSS.
- Accountability to outcomes
- Use of meaningful disaggregated data and evidence of expected growth
- Effective implementation and use of technology
- Budget that provides resources and supports goals

Plan At A Glance

Goal One: Foster student excellence and academic achievement with a curriculum that recognizes our cultural diversity.

Outcome 1.1 Increased number of children prepared for Kindergarten and school success.

Outcome 1.2 Increased number of students demonstrating a minimum of one year's growth for each school year enrolled.

Outcome 1.3 Improved attendance rate for habitually truant students and continued improvement of overall attendance.

Outcome 1.4 Increased number of students graduating high school having improved their college and career readiness.

Goal Two: Instill excellence in teaching and leadership.

Outcome 2.1 Decreased vacancies in hard-to-fill positions.

Outcome 2.2 Increased number of teachers with Level Three Licensure.

Outcome 2.3 Increased number of teachers and leaders who are rated effective and highly qualified.

Goal Three: Create a school climate and environment that is safe, supportive, inclusive and respectful.

Outcome 3.1 Improved student and staff satisfaction/perceptions around the school climate and environment.

Goal Four: Engage our diverse families and communities in student success.

Outcome 4.1 Increased parent satisfaction with school and district efforts to help parents understand their student's progress and how to support their student's learning and success.

Outcome 4.2 Increased community involvement to support student success.

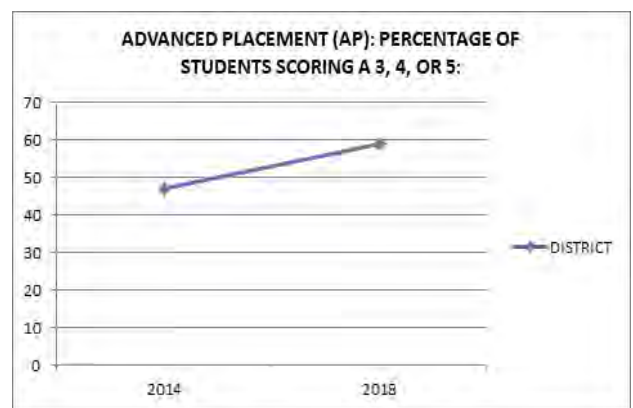
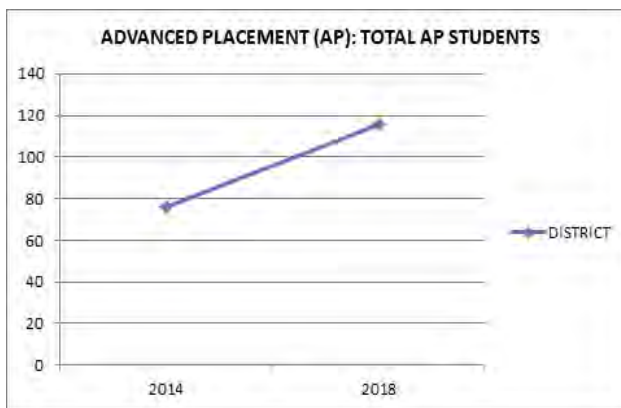
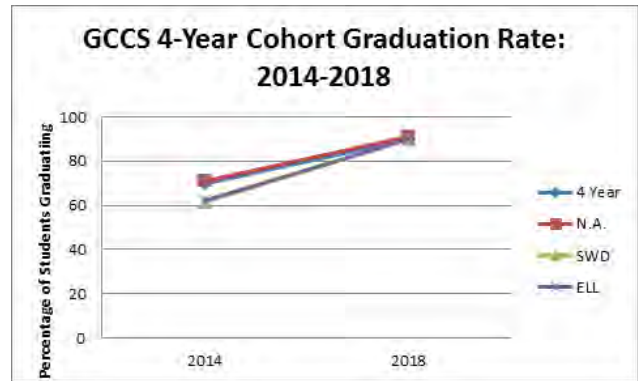
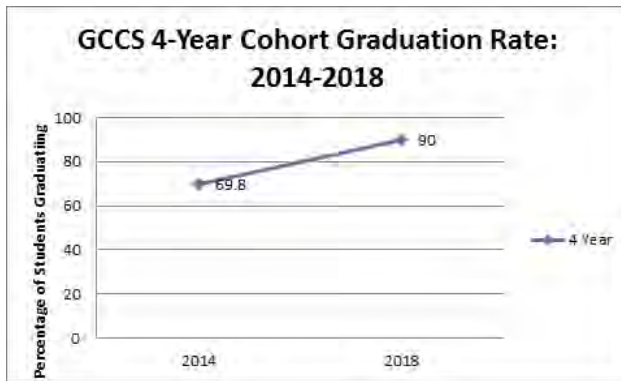
Critical Targets

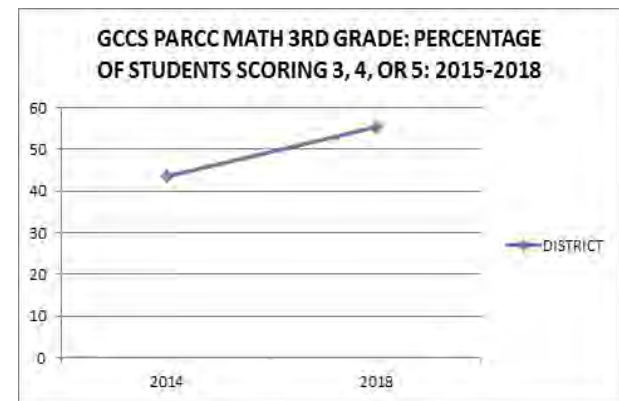
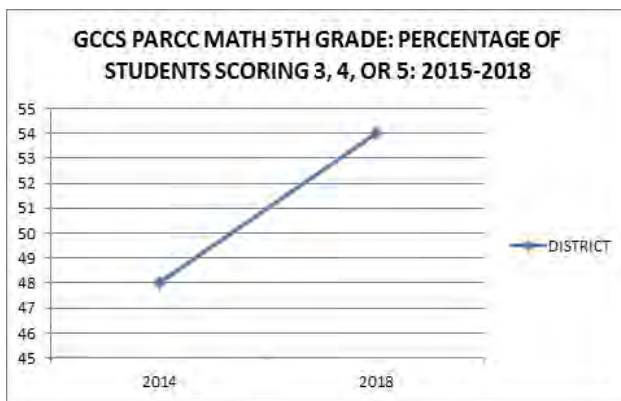
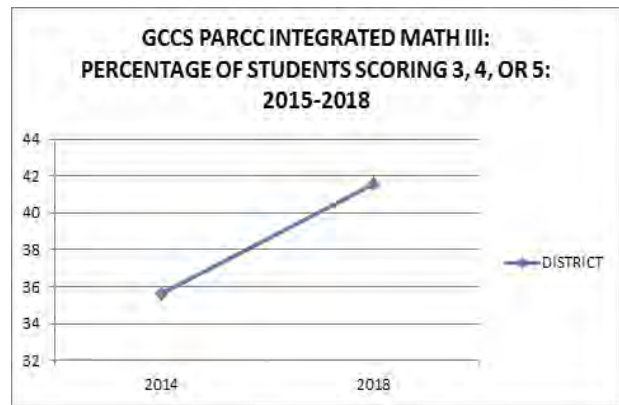
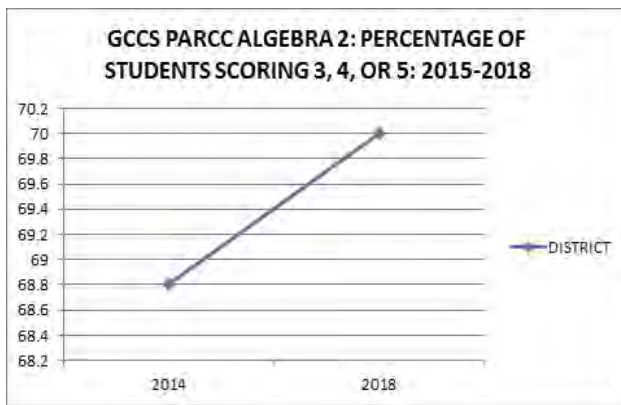
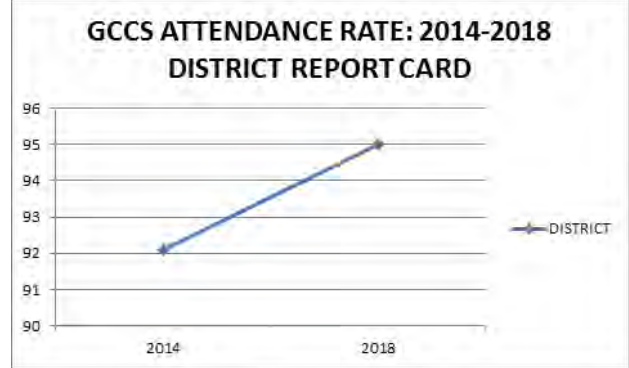
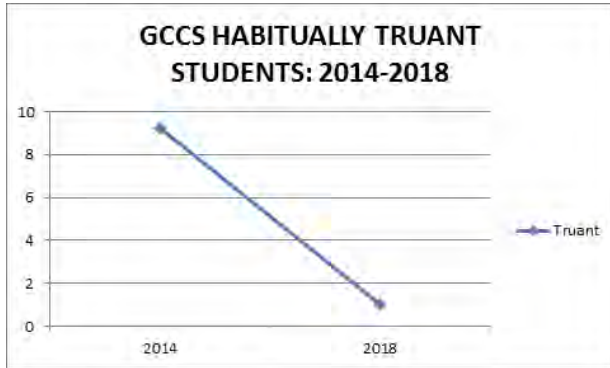
What Are Our Targets?

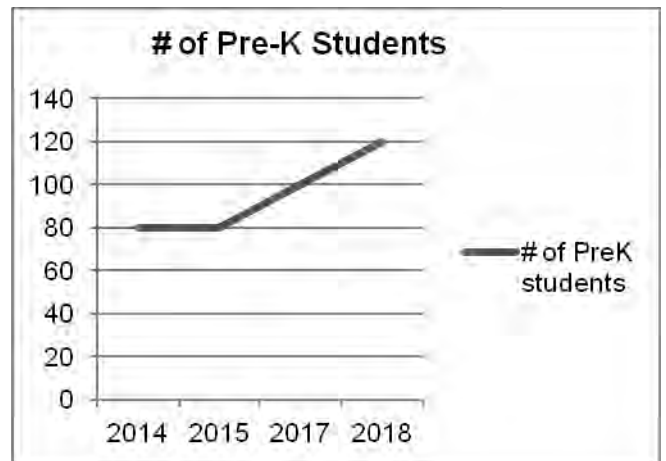
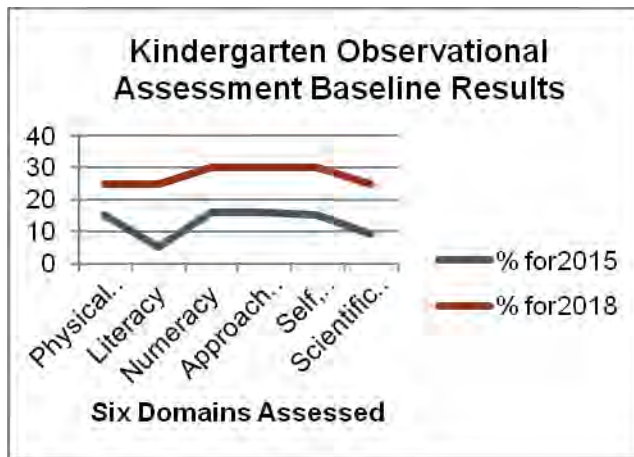
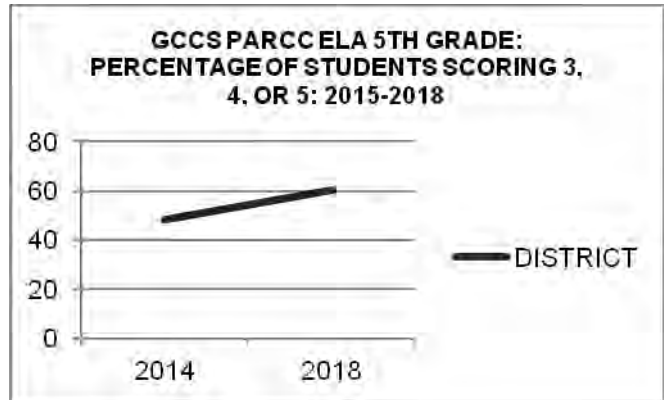
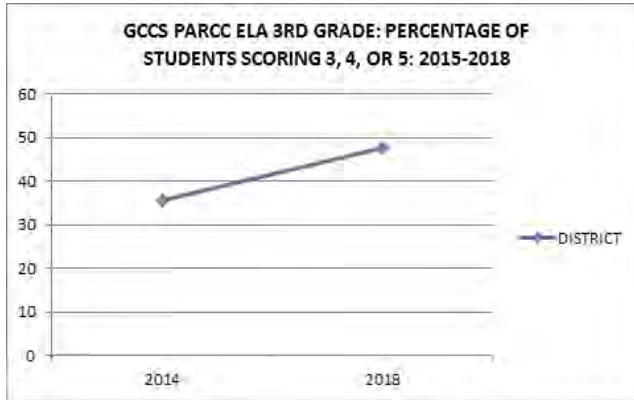
Targets for achievement help us know where we want our district to be in three years. We will use many different ways to measure academic progress for students. These measures will let us know if we are meeting the Board's commitment to excellence through measurable results. They will also offer feedback on the success of the strategic plan.

DISAGGREGATION:

We will disaggregate the targets for critical subgroups that may influence the expected growth over three years: (a) District Level (b) Ethnicity (c) English Learners (d) Students With Disabilities (e) tribe as appropriate.







Goal One: Foster student excellence and academic achievement with a curriculum that recognizes our cultural diversity.

Outcome 1.1 Increase the number of children who are prepared for Kindergarten and school success as measured by the Kindergarten Observation Tool (KOT) school readiness assessment (Baseline data will be available for the first time in 2015-2016).

Overall Approach/Strategy: We will focus our efforts in Pre-K so that students will be ready for kindergarten when they begin and will have a smoother transition from Pre-K to kindergarten.

Strategic Priorities	Timeframe	Responsibility	Measure of Progress
1.1.1 Expand the number of Pre-K slots by 50% (from 80 to 120 slots) by School Year 2017-2018; Identify additional space and resources for increased staffing.	SY 16-18	Principals and Pre-K Director	Number of children in Pre-K programs; number of children with improved school readiness as measured by KOT
1.1.2 Build our capacity to expand Pre-K opportunities in the future by working with NMSU Grants branch early childhood center to increase the number of students who will be receiving their early childhood BA or AA.	SY 17-18	Director of Instruction-NMSU Grants, Pre-K Director for GCCS, and Teachers	Number of staff for Pre-K expansion
1.1.3 Collaborate with the Head Start program to support children's transition from Pre-K to Kindergarten (including outreach visits to Pre-K children, families and teachers from Kindergarten teachers and family/child visitation to Kindergarten classrooms).	SY 16-18	Pre-K, Kindergarten Teachers, Pre-K Director, and Head Start staff	Number of Head Start staff, families, and children participating in outreach and visiting activities
1.1.4 Assess trends in kindergarten readiness and adapt strategies in	SY 15-16	Pre-K, Kindergarten	Number of children with improved school

instructional planning through implementation of professional learning communities with Pre-K and kinder teachers at each site.		Teachers	readiness as measured by KOT.
1.1.5 Develop uniform registration policies for equitable inclusion in the program.	SY 15-16	Teachers, Registrars, and Administrators	Updated registration policy and packet
1.1.6 Engage/support families with young children to help them prepare children for school by sharing expectations during Open House and home visits for 3-year olds.	Ongoing	Pre-K teachers, Pre-K Coordinator, Principals, and Families	Signed expectation policies; increased understanding of expectations
1.1.7 Host Pre-K and Kindergarten parent meetings that focus specifically on child development and ways families can support children/enrich learning and development. Physicians, psychologists, etc. will be invited to speak at these meetings.	Ongoing	Pre-K and Kindergarten teachers, Pre-K Coordinator, Principals, and Community Leaders	Number of parents attending meetings and number who evaluate the experience as useful

Outcome 1.2 Annually increase the number of students who demonstrate a minimum of one year’s worth of academic growth for each school year enrolled (See Critical Targets Chart on pages 11-13 for a list of academic performance targets).

Overall Approach/Strategy:

Annually increase the number of students who demonstrate a minimum of one year’s growth for each school year enrolled, including an additional incremental increase in achievement gains for Native Americans (NA), Students with Disabilities (SWD) and Economically Disadvantaged (ED) of at least 2 Scale Score Points above district base-line measured by School Growth Targets (SGT’s) in District Report Card and State Assessment Measure and Interim Assessments.

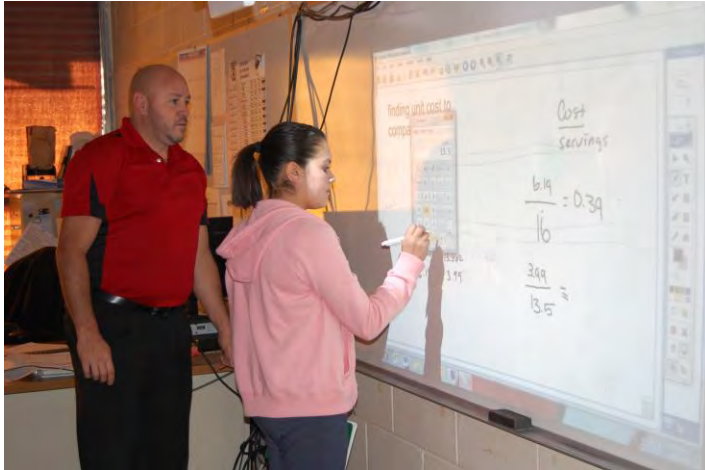
Our goal is to close the gap in learning performance of students who are not meeting grade level expectations by: a. Clearly identifying the standards to be mastered, b. Identifying and utilizing formative assessments that assure growth and mastery by a targeted deadline, c. Clearly identifying and utilizing interventions to assure the student reaches the standard, d. Connecting standards to a grading and feedback system that students are familiar with—Credits needed to Graduate.

At each grade level GCCS will identify Performance Level Standards that a student will master. If a student masters these standards, then they will receive a “credit”, like in high school, for that subject and grade level. When a student earns that credit, then parents will know the student is “on-track” to graduate on time. If a student is “missing a credit”, then the student, parent, and GCCS staff will know that the student is not on track to graduate in that subject area. Students will still have grades and follow the GCCS grading system, but the credit system developed will allow everyone to know if a student is on-track to on-time graduation. GCCS staff will also be able to identify specific areas for intervention based on the credits the student has not earned. Specific assessments and interventions at each grade level will be identified to assure on-time graduation. Students entering the district will complete these assessments and “earn” the credit if mastered. Grade promotion and retention policies will not be tied to the Credit System.

Strategic Priorities	Timeframe	Responsibility	Measure of Progress
1.2.1 Develop and implement a credit-based system that ensures students are on track and progressing at every grade level. Identify grade level readiness standards and utilize formative assessments that assure growth and mastery of reading, writing, and math and link standards to grading and credit system.	SY 15-16: Preparation Phase SY 16-17: Implement Yr-1 SY 17-18: Full Adoption and Implementation	Teachers, Principals, Central Office Directors, Superintendent and Board of Education	Number of children who show at least one year’s progress with appropriate disaggregation and comparison to District and School EPSS goals and objectives.
1.2.2 Develop and use Academic Credit Target Matrix to track student achievement by grade level on a credits based system from K-12 th grade.	SY 15-16	Team 1.2 Strategic Planning members, District Staff and Community Members	<ul style="list-style-type: none"> • K-12 Academic Credit Target Matrix • Number of Students in each Grade Level Band “On-Track” to graduate
1.2.3 Implement a rigorous, culturally relevant K-12 curriculum focused on literacy, numeracy and inquiry, based on the Common Core Standards and follows the District’s curriculum review	Ongoing	Director of Instruction, Principals, Teachers, and Community	<ul style="list-style-type: none"> • Guaranteed and Viable Curriculum implemented; increased

process assuring that the District curriculum content utilizes the cultures, linguistics, and histories of our diverse students as a means to enhance educational achievement.		Members	<p>growth of 2 Scale Score Points for all students- PARCC</p> <ul style="list-style-type: none"> Curriculum Review Process Approved by School Board & implemented
1.2.4 Provide targeted interventions to students who are not proficient/meeting grade level credits (including small pull out sessions, added time within the school day).	Ongoing	Director of Instruction, Interventionists and Coaches	<ul style="list-style-type: none"> List of Targeted Interventions; Duration; and Intervention Results by Grade Level Band Clear RtI model outlined Aligned with District and School EPSS
1.2.5 Develop and continue rigorous summer intervention programs for students transitioning who have not met credit requirements at grades 3 rd to 4 th ; 6 th to 7 th ; and 8 th to 9 th .	Ongoing	Federal Programs Director, Principals, and Teachers	Increased Performance of 7 th grade students on the PARCC ELA and MATH assessment scoring a 3, 4, or 5
1.2.6 Continue and expand Sheltered Instruction Observation Protocol (SIOP) Cohort Professional Development K-12 and work towards a train-the-trainer model of continuous implementation.	Ongoing	Federal Programs Director, Principals, and Teachers	Cohort Attendance; Teacher Evaluation Performance compared to Teachers not in a SIOP Cohort
1.2.7 Evaluate and embed International Society for Technology in Education (ISTE) standards into the K-12 Curriculum Plan.	SY 16-17	Director of Instruction	K-12 Curriculum document with ISTE Standards approved by Board

<p>1.2.8 Increase Advanced Placement (AP) percentage of students scoring a 3 or higher from 35% to 48% and maintain above the state average while moving toward the national average and increasing the opportunity and availability of pre-AP and AP classes at both high schools and both middle schools while increasing the number of students attempting AP exams.</p>	<p>SY 15-16</p>	<p>Teachers, Principals, and District Directors</p>	<p>District AP Five-Year School/District Score Summary reports July of each year</p>
<p>1.2.9 Increase ACT performance to exceed the state performance levels for meeting college readiness standards for all students and identified demographic groups while increasing the number of students who attempt the ACT in high school.</p>	<p>Ongoing</p>	<p>Principals, Counselors, Director of Instruction, and Gear-up Coordinator</p>	<p>District ACT Five-Year School/District Score Summary reports August of each year</p>
<p>1.2.10 Set College and Career Readiness baselines for Career Technical Education (CTE) and Dual Credit attainment and increase by 3% each year.</p>	<p>Ongoing</p>	<p>Principals, Counselors, Director of Instruction, and Gear-up Coordinator</p>	<ul style="list-style-type: none"> • District Report Card on College and Career Readiness • Dual Credits Earned • Degrees and Certifications Earned



Outcome 1.3 Decrease the percentage of habitually truant students from 9.25% (2013-2014) to less than one (<1%) percent by 2018, while maintaining and improving the overall attendance rate of 92% across the district for all students and subgroups.

Overall Approach/Strategy: Habitually truant students in the early elementary grades are the same students who become our At-Risk, habitually truant, Disconnected Youth that we later see in Middle School, High School, and in our dropout population. Our overall approach is to focus primarily on early intervention and family support at the primary level.

We will also assure that our current policies and procedures are followed and effective at all levels. This includes following through on the state process for students who are habitually truant at the earliest grade levels. We want to work with our Juvenile Justice Advisory Committee (JJAC) to promote support for our families who struggle with attendance or habitually truant students.

Children living in poverty historically have higher rates of chronic absenteeism than children living in higher socio-economic income levels. Support of these families will be a key component in avoiding the consequences of chronic absenteeism. Early behaviors of habitually truant students may lead to a seven percent lower probability of high school graduation (Seeley, 2008).

Increasing the awareness of truancy laws and enforcement of current statutes and policies will also be key factors in improving truancy. Review policies and protocols, if necessary. Work with community partners to help support habitually truant students at the earliest level so that support can change the behaviors and decrease them at the later grade levels.

Strategic Priorities	Timeframe	Responsibility	Measure of Progress
1.3.1 Identify students in grades K-2 that are, or have been, habitually truant	SY 15-16	District and Site Personnel	List by school of students at-risk or

in 2015-2016 for baseline data.			habitually truant
1.3.2 Initiate a Student Assistance Team (SAT) for each student identified as habitually truant and develop specific interventions to decrease the truant behavior.	SY 16-17	Site SAT Teams	Number of SAT's completed on students identified and a reduction in the number of students listed as habitually truant over the next 2 years
1.3.3 Current students identified as habitually truant will be recommended to a mandatory make-up intervention class beyond the school day or school year.	SY 15-16	District and Site Personnel	Number of students identified as habitually truant who complete additional intervention to address learning gaps
<p>1.3.4 Community support systems will be connected to 4-risk factors of truancy as illustrated in the National Center for Mental Health Promotion and Youth Violence Prevention documents:</p> <p>Family Factors (lack of supervision, including gaming addiction; poverty; alcohol or drug abuse; lack of awareness of attendance laws; attitude toward education)</p> <p>School Factors (school size; attitudes of students, staff, and teachers; inflexibility toward meeting different learning styles; inconsistent procedures for dealing with chronic truancy)</p> <p>Economic Factors (employed students; single parent homes; high mobility; parents with multiple jobs; lack of transportation)</p>	SY 16-17	Site, District and Community Partners including JJAC, Site Attendance Liaisons, and District School Resource Officers (SRO)	<p>Meeting Minutes with Community Partners: JJAC, IPAC, IPP</p> <p>SAT Review: Data on the number of SATs that are targeted on truancy prevention and longitudinal data on the students identified 2015-2016 as at-risk of habitually truant in kindergarten by the end of 2nd Grade</p>

<p>Student Factors (drug and alcohol abuse; lack of understanding of attendance laws; lack of social competence; mental and physical health problems) (Baker, Sigmon & Nugent, 2001).</p>			
<p>1.3.5 Truancy Prevention will focus on 3 overarching categories:</p> <p>A. Universal Prevention: For ALL students (Attendance Policy Handbooks Reviewed and updated; Promoting a Pro-Attendance Culture)</p> <p>B. Selective Prevention: Targeted Supports for students who are at risk of becoming habitual truants (1.3.1, 1.3.2, 1.3.3) (Early Intervention Programs; Alternatives to adjudication for truancy including working with Juvenile Justice Advisory Committee (JJAC))</p> <p>C. Indicated Prevention: For a few students: Court-based truancy reduction programs; Alternative education programs-Career Academy</p>	<p>SY16-17</p>	<p>District Support Staff and Site Principals</p>	<p>Completed Handbooks; Decreased students identified as habitually truant</p>

Outcome 1.4 90% of all students will graduate as measured by 4-year Cohort Graduation Rate while having improved their college and career readiness.

Overall Approach/Strategy: The Common Core State Standards (CCSS) Initiative has increased the College and Career Readiness (CCR) expectations for students completing K-12 public education.

At the same time, Grants/Cibola County Schools (GCCS) has maintained a graduation rate that routinely meets or is above the state average. The New Mexico Department of Health (DOH) Indicator Report for High School Graduation illustrates how GCCS has the highest graduation rate out of our neighboring counties. http://ped.state.nm.us/ped/Graduation_data.html

Some students enter school several years behind their peers. Cibola County has the 2nd highest percentage (45%) of children living in poverty by county in New Mexico (2014 Kids Count Data Book). A majority of our families work, but still live below the poverty line. Almost twenty to thirty percent of students do not graduate on time after four (4) years of high school. A few of these students do complete Job Corps, GED, Home School, or return and complete their high school graduation requirements later.

GCCS believes that an increase in graduation rate, while also increasing the standards for promotion and graduation, can only be accomplished by focusing intentionally and critically on student learning deficiencies, addressing those learning gaps with strategic interventions, and by monitoring students’ progress towards on-time graduation. Past programs that appear to have helped increase graduation rates are the Gear-Up Grant (GHS 2012 Cohort) and the School Improvement Grant (SIG) (L-AJSHS 2013/14 Data). Early intervention and dynamic educational offerings are key to serving at-risk and students living in poverty.

In the short-term, GCCS will identify and attempt to find a pathway of completion for current non-graduates or students identified as Disconnected Youth in GCCS and Cibola County. Pathways of completion include: Adult Education/GED, Return to School/Career Academy, and Job Corps.

Strategic Priorities	Timeframe	Responsibility	Measure of Progress
1.4.1 Identify student “drop-outs” reported to the state and have Site Attendance Liaisons and Counselors attempt to locate and return students to a pathway of completion.	SY 15-16	Site Attendance Liaisons and District Data reporting staff	Number of students located and number/percentage of students who successfully complete a pathway
1.4.2 Develop Graduation Readiness Credit System for on-time graduation and implement in 2016, 2017, and 2018. (See Outcome 1.2 for details)	SY 15-16	District Staff, Teachers, Parents, and Students	Clear plan developed and disseminated
1.4.3 Develop a Standards-Based Report Card for 2016-2017 implementation in grade K to begin a transition to standards-based reporting and connected to our Graduation Readiness Credit System.	SY 15-16	K-2 Teachers	Implemented Standards-Based Report Card for 2016-2017

1.4.4 Identify budget for explicit interventions to ensure students are on-track to graduate (E.G., including programs such as Summer School, Extended Day, and Credit Recovery).	SY 15-16	District Staff and Budget Office	Budget Line Items identified and prepared for 2016-2017 SY
1.4.5 Develop and support a District/County level committee to re-engage our Disconnected Youth.	SY 16-17	GCCS Staff and Community Partners	Identification and documentation of students contacted and outcome

Goal Two: Instill excellence in teaching and leadership.

Outcome 2.1 Decrease vacancies in hard-to-fill positions and locations from an average of eight to four over the next three years, while promoting and supporting recruitment of a diverse staff.

Strategic Priorities	Timeframe	Responsibility	Measure of Progress
2.1.1 Identify high-need areas and proactively recruit and hire quality candidates for those positions (including math, science, special education, and bilingual and TESOL-endorsed teachers). Strategies include recruitment at job fairs at in state and out of state universities.	SY 16-17	Personnel Department and Principals	Increased number of teachers recruited in hard-to-fill positions, less vacancies once school year starts
2.1.2 Recruit and develop potential teacher candidates from Educational Assistant positions and collaborate with university to develop certification programs that include work experience as credit.	SY 16-17	Personnel Department	Increased number of Educational Assistants and staff who become teachers; number of Native American teachers hired from pool of candidates
2.1.3 Expand incentive package for hard-to-fill positions to be competitive with other districts including a menu of choices - signing bonuses, housing or financial support for continuing education for hard-to-fill vacancies.	SY 16-17	Personnel Department and Superintendent	Reduced number of vacancies open at start of school year
2.1.4 Partner with post-secondary partners to increase the diversity of teaching staff (e.g. more Native American teachers) through alternative licensure programs.	SY 16-17	Personnel Department and University Partners	Increased diversity of staff

2.1.5 Encourage current students to become teachers through dual enrollment and Educators Rising Program to create future educators.	SY 15-16	Personnel Department and University Partners	Increased number of applicants for positions; decreased vacancies
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Outcome 2.2 Increase the number of teachers with Level Three Licensure by 10% over three years.

Overall Approach/Strategy: Increase licensure levels of teachers by providing opportunities for growth and learning opportunities.

Strategic Priorities	Timeframe	Responsibility	Measure of Progress
2.2.1 Provide pathways and opportunities for teachers to pursue higher education leading to a Master’s Degree or an Education Specialist certificate.	SY 16-17	Personnel Department, Universities, and Superintendent	Increased number of teachers with Level Three Licensure
2.2.2 Identify ways to assist staff with costs of tuition assistance.	SY 16-17	Personnel Department, Universities	Number of teachers participating in classes, incentives offered
2.2.3 Increase participation in educational coursework by offering courses on-site to make it easier for staff to participate in degree programs.	SY 16-17	Personnel Department, Universities	Number of teachers participating in on-site classes

Outcome 2.3 Increase the number of teachers and principals rated effective or higher by 5% annually.

Overall Approach/Strategy: Annually increase number of teachers and principals rated effective or higher to ensure best practices and instruction for students.

Strategic Priorities	Timeframe	Responsibility	Measure of Progress
2.3.1 Create and implement a district wide professional development plan for teachers, principals and staff aligned with the priorities in the district strategic plan and focused on	SY 16-17	Principals, Personnel Department, Director of Instruction, and Director of State and	Number of teachers and staff participating in training who evaluate the experience as useful

continuous improvement and excellence in teaching practice (e.g. training on best practices, SIOP or Structured Observation teacher training).		Federal Programs	
2.3.2 Provide support and resources such as Teachscape/mentoring to help teachers and principals improve effective teaching practice.	SY 16-17	Principals and Personnel Department	Number of teachers rated effective or highly effective
2.3.3 Provide individualized improvement interventions/resources for teachers and principals rated ineffective.	SY 16-17	Principals, Personnel Department, and Mentors	Decreased number of teachers rated ineffective
2.3.4 Connect new teachers with mentors; provide new staff orientation and professional development for new teachers at secondary level and grade-level mentors for elementary.	SY 16-17	Principals, Personnel Department, and Mentors	New teachers trained in essential skills, improved retention rate
2.3.5 Create and implement teacher to principal pathways to develop future leaders by partnering with universities	SY 16-17	Principals, Personnel Department, and Mentors	Number of teachers who transition to principal role
2.3.6 Provide support and resources to help principals improve effective leadership practices (e.g. Summer Administrative training, webinars and online professional development program).	SY 16-17	Principals, Personnel Department and Mentors	Number of leaders rated as effective or highly effective

Goal Three: Create a school climate and environment that is safe, supportive, inclusive and respectful.

Outcome 3.1 Improve student and staff satisfaction and perceptions around the school climate and environment (baseline TBD).

Strategic Priorities	Timeframe	Responsibility	Measure of Progress
3.1.1 Develop and approve a Facility Master Plan that is aligned to the GCCS strategic plan.	SY 15-16	Maintenance department, Business Department, Superintendent, and Board of Education	Facilities Master Plan completed
3.1.2 Identify student participation in extracurricular activities and sports disaggregated by ethnicity; Identify student interest in participation in extracurricular activities and sports.	SY 16-17	Site leadership team	Baseline data on numbers of students participating
3.1.3 Improve resources and facilities to ensure increased number of students have access to and participate in sports and after-school activities; Identify alternative means of accessibility for extracurricular activities where needed.	Ongoing	Site leadership team and central administrative leadership team	Increased number of students participating in sports and extracurricular activities
3.1.4 Each school will have a state-approved Safety Plan.	Ongoing	Site Leadership Team and Facilities Coordinator	100% of school Safety Plans approved by state

<p>3.1.5 Implement Safe Schools training for all employees (including topics such as Child Abuse Reporting, Sexual Harassment, and other safety issues).</p>	<p>SY 15-16</p>	<p>Director of Personnel</p>	<p>100% of staff will complete training and earn a certificate of achievement in required courses</p>
<p>3.1.6 Develop a program of instructional sensitivity that supports inclusiveness, a respect for diversity within our students, and valuing our responsibility to family, community, tribe, and country.</p>	<p>Ongoing</p>	<p>Site Leadership Team and Central Administrative Leadership Team, Community and Tribal resources</p>	<p>100% of our staff will participate in a multi-year orientation to inclusivity, the diverse cultural and linguistic backgrounds, and methods to affect classroom instruction and climate.</p>



Goal Four: Engage our diverse families and communities in student success.

Outcome 4.1 Increase parent satisfaction with school and district efforts to help parents understand their student’s progress and how to support their student’s learning and success as measured by parent survey (baseline to be determined).

Overall Approach/Strategy: We will increase communication with parents through our district website, face-to-face communication, and PowerTeacher Gradebook about student progress following short cycle assessments to show where students are and where they need to be, what we are doing to help make that happen, and what parents can do to help. This will be our benchmark year.

Strategic Priorities	Timeframe	Responsibility	Measure of Progress
4.1.1 Ensure timely communication with parents about student performance with 100% of school sites consistently updating PowerTeacher Gradebook.	SY 15-16	Principals, Directors, Teachers, Parents, and Technology Department	% of parents calling or emailing about no grades decreases, % of teachers calling to fix Gradebook at report card time goes to 0%
4.1.2 Increase parent utilization of Gradebook and other communication tools so they can better support student learning. Identify alternative communication methods for parents who do not have computer access (e.g. create designated space for parent use of computers at schools or cell phone communication tools).	SY 16-17	Principals, Directors, Teachers, Parents, and Technology Department	Number of parent logins to Gradebook; number of grade checks
4.1.3 Pilot new approach to Parent/Teacher conference sessions to include increased communication on student data and individual student results.	SY 2015-2016	Parents, Teachers, Principals, and Students	Number of parents and students participating in parent teacher conferences

4.1.4 Provide opportunities for parent and community engagement and continuous communication/feedback through advisory councils such as the Indian Parent Advisory Council.	SY 16-17	Directors, Coordinators and Principals	Increased parent and community attendance
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Outcome 4.2 Increase community involvement to support student success as measured by community survey (baseline TBD).

Strategic Priorities	Timeframe	Responsibility	Measure of Progress
4.2.1 Improve the district website to improve communication with parents and community.	SY 15-17	District Communication Advisory Committee, and Technology Dept	Updated website; Number of parents and community members who report satisfaction with website communication
4.2.2 100% of schools and departments will populate their sites on the district websites and will update sites each semester with data including information on school attendance, behavior and course performance. Create and launch websites for each school to better communicate calendar activities/information.	SY 16-17	Principals, Directors, Teachers, Coordinators, Technology Students, and Technology Department	Website hits counter for pages, and parent survey of satisfaction
4.2.3 Expand opportunities for students to maintain and enhance website as part of their career development coursework/dual enrollment credit.	SY 16-17	Director of Instruction and Grants NMSU Branch staff	Number of students participating in dual enrollment class and assisting with website
4.2.4 Engage business and community leaders in mentoring and internship programs.	SY 16-17	Director of Instruction and Grants NMSU Branch staff	Increased number of business partners offering internship programs for our high school students

<p>4.2.5 Engage tribal officials from the three neighboring tribal entities in collaborating with GCCS in the development, endorsement and implementation of the IPP and other related District advisory groups.</p>	<p>SY 15-17</p>	<p>Tribal officials from Acoma, Laguna, Navajo; Superintendent, Coordinator of Indian Education; and parents;</p>	<p>All three Native American Tribal entities will sign the IPP, and commit to the IPP workgroup Participation in District advisory committees</p>
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1. GCCS Technology Plan

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Comprehensive Three Year Technology Plan

Cover Page and Required Forms

School Districts or Charter Schools who apply for technology funding through any federal grant program or E-rate are required to have a comprehensive three year plan outlining how educational technology will be utilized and intergrated. This plan must be approved by the Public Education Department (PED) of the State of New Mexico.

Plan Start Date	7/1/2014
Plan End Date	6/30/2017
District	GRANTS-CIBOLA COUNTY SCHOOLS
District Code	088
Tech Coordinator/Contact	Raquel Whitebird
Address	401 N. 2nd Street, Grants, NM 87020
Phone	505-285-2745
Email	rwhitebird@gccs.cc

The Technology Committee should represent all stakeholders. Development of the technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee.

Technology Committee

Member Name	Title	Constituency Represented
Gloria Chavez	Assistant Superintendent-Instruction	Administration/Curriculum
Gerald Horacek	Director-Instructional Support	Curriculum
Autumn Gonzales	STARS/Testing Coordinator	Administration
Liz Elkins	Principal	Principals
Gabriel Gallegos	Teacher	Elementary Staff
Jennifer Griego	Teacher	Elementary Staff
Regina Estevan	Parent	Parents
Brandon Butler	Student	Students
Gabriel Sarracino	Student	Students
Raquel Whitebird	Technology Director	Technology Department
William Dixon	Technician	Technology Department
Earl Marquez	Technician	Technology Department

Technology Readiness	Link to Survey Results	Survey Complete Date
Project 24 Self-Assessment	http://www.metirisurveys.com/Reports/P24R	09/23/2013
	http://plan4progress.org/tool/self-assessment/	
NM School Speed Test		
	http://partners.schoolspeedtest.org/newmexico.html	
PARCC Technology Readiness Tool		
	https://www.techreadiness.net/	

Comprehensive Three Year Technology Plan Assurances and Signature Page

CIPA Compliance:

<http://www.fcc.gov/cgb/consumerfacts/cipa.html>

<http://www.universalservice.org/sl/applicants/step06/cipa.aspx>

Keep in mind that your district is not eligible for ERATE funding if it is not CIPA Compliant

GRANTS-CIBOLA COUNTY SCHOOLS is compliant with the provisions of the Children's Internet Protection Act (CIPA).

will be CIPA compliant by:

A portion of the federal *Enhancing Education Through Technology Act of 2001* has a goal:

To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.

Technology Literacy Standards <http://www.iste.org/standards/nets-for-students.aspx>

General Educational Tehnology Information <http://www.ncte.ie>

Our district is meeting the NCLB E2T2 Act "every student is technologically literate by the time the student finishes 8th grade" as measured by the following assessments:

Type here:

GRANTS-CIBOLA COUNTY SCHOOLS is or will be NCLB E2T2 compliant by:

The LEA/Charter's comprehensive technology plan must be approved by the local school board prior to submission to the New Mexico Public Education Department.

***Please attach Local Board meeting minutes when submitting District Tech Plan.**

DR. MARC SPACE, SUPERINTENDENT

Printed Name and Title:

Approved by:



Signature of Superintendent or Authorized School Official

Local School Board Approval Date:

How your district complies to meet CIPA requirements?

Please Describe Below:

Internet filter: iBoss Network Security Web Filter, iBoss Enterprise SWG
Web/Application/Bandwidth Management 7550

The iBoss Educational/K12 web filter complies with the Children's Internet Protection Act (CIPA) to meet the requirements for E-rate funding. The iBoss web filter is configured to block access to visual depictions deemed obscene, child pornography, or harmful to minors. Filtering is enabled for all Internet-enabled computers whether used by minors or

Internet safety training:
Acceptable Use Policy:

The Grants/Cibola County School district has adopted and enforces a Technology Acceptable Use Policy for school employees and students. The policy provides guidelines for acceptable use, unacceptable use, school's rights/responsibilities, and violation consequences. The policy addresses monitoring of online activities, safety and security of data, unauthorized online access, and privacy of individuals or entities.

Please upload a copy to the Web EPPSS and Monitoring file cabinet.

Does your district plan on applying for priority one ERATE funding?

Yes

<http://www.usac.org/si/applicants/beforeyoubegin/eligible-services/default.aspx>

Voice, Data, Video and Other Priority One Capabilities
Telecommunications Service: Wide Area Network, Internet Access, Voice and
Data, Email, Cellular services, and Web Hosting.

Utilities Line Item	Purchase / Budget / Potential Funding Source(s)

What is the primary measure for determining ERATE discounts? NSLP or Surveys?

NSLP <http://www.universalservice.org/sl/applicants/step05/alternative-discount-mechanisms.aspx>

Please describe an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

Please Describe Below:
An annual Technology Plan evaluation will be conducted and reported to the Superintendent, Assistant Superintendent, Principals, and Administration. Evaluation of the Technology Plan will be an ongoing process that will assist in measuring the effectiveness that technology has on student success and teaching. The Technology Director will be responsible for updating the Technology Plan in response to new developments and opportunities as they arise.

Does your district plan on applying for priority two ERATE funding?

yes <http://www.usac.org/sl/applicants/beforeyoubegin/eligible-services/default.aspx>

Hardware/Software/Support

How are ERATE components tracked for a yearly inventory of equipment? Salvaged equipment?

Please Describe Below:
E-rate components will be tracked by the Technology department and the information will be provided to the Business Office for inventory purposes. Salvaged equipment is used for spare parts or replacement units depending on the condition. Unusable salvaged equipment is safely recycled.

How will ERATE equipment be maintained in your district?

E-rate networking equipment and servers will be maintained and managed daily by an onsite System Tech and the Technology Director. The Avaya telephone system is managed by the System Administrator and the Technology Director. Advanced and hardware support is maintained by Avaya through an annual maintenance contract. Hardware repairs will be resolved using warranty coverage.

Utilities Line Item
Purchase / Budget / Potential Funding Source(s)

GRANTS/CIBOLA COUNTY SCHOOL BOARD
REGULAR Board Meeting
Earl Chavez Board Room
June 17th, 2014
5:30 P.M.

MINUTES

Present:

William Estevan, President
Dion Sandoval, Vice President
Emily Dailey, Secretary
Joel Stewart, Member

Absent:

Richard Jones, Member

Dr. Marc Space, Superintendent
Bride' Webb, Administrative Assistant

Others Present: Gloria R. Chavez, Mary Lou Lujan, German Martinez, Dwayne Toivanen, Rosemary Calvert, Mark Clark, Steve Moore, Judy Montoya, Joyce Jaramillo, Denise Sanchez, Autumn Gonzales, Raquel Whitebird, Lloyd Dailey, Dana Martinez

I. CALL TO ORDER/PLEDGE OF ALLEGIANCE

President, William Estevan called the meeting to order at 5:30P.M.

II. APPROVAL OF AGENDA

There was one change to the agenda. Superintendent Dr. Space asked to move Item IX Organic Technology Contract to Presentation Item IV, A.

Superintendent Dr. Space recommended approval of the agenda as amended. A motion was made by Emily Hunt-Dailey, seconded by Joel Stewart to approve the agenda as amended. Motion carried.

III. APPROVAL OF MINUTES – June 3rd, 2014

There were no changes to the June 3rd, 2014 Board Minutes. President William Estevan asked for a motion to approve the minutes as presented. A motion was made by Dion Sandoval, seconded by Emily Hunt-Dailey to approve the minutes of June 3rd, 2014 as presented. Motion carried.

VI. PRESENTATIONS

Action A. Organic Technologies Maintenance Contract – Mark Clark

Facilities Coordinator Mark Clark introduced Organic Technologies' Steve Moore.

Mark Clark said the contract will cover mowing, sprinklers, fertilization, manpower and equipment at a lower cost and more expertise than the district can provide. There will be someone assigned from the district maintenance department to monitor the fields daily in case more immediate measures must be taken outside of the regular maintenance schedule of Organic Technologies who will mow and irrigate on Wednesdays.

Dr. Space, Mark Clark, Steve Moore, Tom Trujillo, Alton Autrey and Coach Williams met earlier this day and it was decided that there would be increased monitoring and the principals will be held accountable for field use at both sites.

Ms. Emily Dailey suggested creating a routine schedule of monitoring.

Mark Clark asked if Ms. Dailey could get a name and phone number in writing of a/the go to person if there is a problem, like the pumps going down or such, that the district can call and get authorization from to fill tanks from the hydrant to save the fields in an emergency.

Dion Sandoval said the Laguna tribe agreed to provide water as needed in the steering committee meeting as a condition of the school being built in its current location.

Mr. Estevan asked where that agreement might be but also thought that we were not supposed to be paying for the water. Mark Clark said we do not pay for the reclaimed water but we do pay for the domestic water.

The water there is on a loop, there is a meter at the concession stand and the hydrant is on this loop, but it cannot be used without permission.

Joel Stewart asked Mr. Moore about his company's experience. Mr. Moore responded that his company is contracted to the Los Lunas Schools and others, but this contract is a bit more comprehensive.

Mr. Estevan asked Mary Lou Lujan if there are funds to pay for this and she answered yes.

It was also asked if there would be a fence used to keep people off. Mr. Clark said they would erect some sort of barrier so that no one will be on it until it is released.

Maintenance Coordinator Mark Clark presented the Organic Technologies Maintenance Contract to the board for approval.

Superintendent Dr. Space recommended that the board approve the Organic Technologies Maintenance Contract as presented. President William Estevan asked for a motion. A motion was made by Joel Stewart and seconded by Dion Sandoval to approve the Organic Technologies Maintenance Contract as presented. Motion carried.

Action B. Technology Plan – Raquel Whitebird

Technology Director Raquel Whitebird presented the Technology Plan to the board.

Mr. Estevan asked how the professional development for this plan will be implemented. Since the staff is resistant to change, are they a bit hesitant? There will need to be software training available and he would like to see one or two students on the committee as well.

Superintendent Dr. Space recommended the approval of the Technology Plan as presented.

President William Estevan asked for a motion to approve the Technology Plan. A motion was made by Dion Sandoval, seconded by Emily Hunt-Dailey to approve the Technology Plan as presented. Motion carried.

V. INSTRUCTION-Gloria Chavez

Action A. ESEA Consolidated Applications: Title I & Title II – Rosemary Calvert

Rosemary Calvert noted that the NMPED notified her that the budget is all they require at the moment and that the narrative will be due sometime in July. There was a question about whether St. Joseph's was in compliance. Ms. Calvert reported that it may appear that St. Teresa is not in compliance, but they are employing retired Laguna Education Dept. employees, the school has not been taken over by Laguna. Funding for the Title I is based on Census numbers.

For Title II, It appears that Mt. Taylor and Bluewater are the only 100% Highly Qualified schools but actually all the schools are highly qualified, but some of the more experienced teachers' test dates pre-date the current definitions and therefore don't meet the current PED definition.

Ms. Calvert also reported that we have not received the carryover yet as well.

Rosemary Calvert presented the Title I and Title II ESEA Preliminary Applications to the board for approval.

Superintendent Dr. Space recommended that the board approve the Title I & Title II ESEA Applications as presented. President William Estevan asked for a motion. A motion was made by Dion Sandoval, seconded by Joel Stewart to approve the Title I & Title II ESEA Applications as presented. Motion carried.

Action B. Rural Low Income Schools Application – Rosemary Calvert

Rosemary Calvert presented the Rural Low Income Schools Application for 2014-2015 to the board for approval.

Superintendent Dr. Space recommended that the board approve the Rural Low Income Schools Application for 2014-2015 as presented. President William Estevan asked for a motion. A motion was made by Joel Stewart, seconded by Emily Hunt-Dailey to approve the Rural Low Income Schools Application for 2014-2015 as presented. Motion carried.

C. SPED Policies & Procedures – Denise Sanchez

Special Education Director Denise Sanchez presented the SPED Policies and Procedures to the board for review. Ms. Sanchez asked if the board could review the Policies and Procedures and put this on the agenda for July 1st for approval action. She will also need a copy of the minutes where it is approved by the board.

VI. PERSONNEL – Dwayne Toivanen

A. Hires / Resignations / Retirements

Personnel Director Dwayne Toivanen presented the list of Hires/Resignations and Retirements to the board.

Mr. Toivanen also presented the current Vacancies list to the board.

Action B. Grand Canyon University MOA - Joyce Jaramillo

Dwayne Toivanen introduced Joyce Jaramillo from the Albuquerque Grand Canyon University Satellite Campus. The MOA would allow for most of the students to take classes online, would give a 10% tuition reduction. The cost is \$175 per credit hour. This is less than most, but depends on the program. It would be \$210 without the Teach Grant. There is also a 5% discount for spouses. Ms. Jaramillo informed us that they could do professional development for new staff and they are non-exclusive of other institutions. Transfers are reviewed and are not limited to seven years. They also have programs for students/dual enrollment as well. Dwayne Toivanen presented the Grand Canyon University MOA to the board for approval. Superintendent Dr. Space recommended that the board approve the Grand Canyon University MOA as presented. President William Estevan asked for a motion. A motion was made by Joel Stewart, seconded by Emily Hunt-Dailey to approve the Grand Canyon University MOA as presented. Motion carried.

VII. CITIZENS TO ADDRESS THE BOARD

There were no citizens to address the board.

VIII. BUDGET & FINANCE – Mary Lou Lujan

Action A. Approval of May Expenditures

Mary Lou Lujan presented the May and Expenditures to the board for approval to be paid. Superintendent Dr. Space recommended that the board approve the May Bills and Expenditures to be paid as presented. President William Estevan asked for a motion. A motion was made by Emily Hunt-Dailey and seconded by Joel Stewart to pay the May Bills and Expenditures as presented. Motion carried.

Action B. Approval of 2014-2015 Budget

Mary Lou Lujan presented the 2014-2015 Budget to the board for approval. Mr. Estevan commented that the Budget Committee met on Monday June 16th and everything looked in line. Superintendent Dr. Space recommended that the board approve the 2014-2015 Budget as presented. President William Estevan asked for a motion. A motion was made by Emily Hunt-Dailey, seconded by Dion Sandoval to approve the 2014-2015 Budget presented. Motion carried.

IX. SUPERINTENDENT – Dr. Marc Space

Status Report

Superintendent, Dr. Space invited the board members to a retirement luncheon at the Central office on Wednesday June 18th, 2014.

Dr. Space noted that he and Asha Ashby went to Santa Fe on Monday June 9th for a WEBPES Budget review and it was actually a Budget Review. Everything went well.

Dr. Space introduced German Martinez, the new Budget and Finance Director.

Action A. 2014-2015 Board Meeting Schedule

Superintendent Dr. Marc Space presented the draft 2014-2015 Board Meeting Schedule to the board for approval.

Superintendent Dr. Space recommended that the board approve the 2014-2015 Board Meeting Schedule as amended. President William Estevan asked for a motion. A motion was made by Joel Stewart and seconded by Dion Sandoval to approve the 2014-2015 Board Meeting Schedule as amended. Motion carried.

X. BOARD COMMENTS

Joel Stewart said that he's glad to see the district is trying something different with the fields and thinks that contracting the out is a good idea.

Field maintenance

Emily Dailey thanked Joyce Jaramillo from Grand Canyon University for the information on the MOA program. Ms. Dailey thanked Denise Sanchez for the homework, welcomed Mr. Martinez and welcomed Gloria Chavez back. Ms. Dailey also hopes that everyone is on the same page as far as the field maintenance goes.

+
Dion Sandoval thanked everyone for the information, welcomed Mr. Martinez and wished Mary Lou Lujan Good Luck.

William Estevan said GCCS was represented well and that he was glad more of the staff was able to go. Mr. Estevan noted that the paper listed the district's Honor Students. He also mentioned that the next school year is almost upon us.

XI. ANNOUNCEMENTS

Thursday-Friday July 3rd – 4th, - 4th of July Holiday – District Closed

Friday-Saturday July 11th – 12th – NMSBA 2014 Leadership Retreat, TAOS, NM

Mr. Estevan said he will be attending; Dr. Space will not be able to attend.

Wednesday July 23rd-25th, - NMCEL Summer Conference – Albuquerque, NM

Tuesday August 12 – Students return to school

XII. FUTURE AGENDA ITEMS

Transportation Redistricting on the July 1st Work Session.

NIEA Conference in Alaska.

XIII. ADJOURNMENT

President, William Estevan asked for a motion to adjourn. A motion was made by Joel Stewart, seconded by Dion Sandoval to adjourn the meeting. Motion carried. The meeting was adjourned at 6:52 P.M.

Grants/Cibola County School Board

Attested this day of June 17th, 2013.

William Estevan, President

Emily E. Hunt-Dailey, Secretary

PROJECT 24



PLANNING FOR PROGRESS

DIGITAL LEARNING READINESS REPORT

Date of Report: 9/23/13

Grants Cibola County Schools

Digital Learning Readiness Score: **6**

The Alliance for Excellent Education appreciates your district's participation in Project 24. Project 24's overall goal is to ensure all students graduate from high school ready to succeed in college and a career. In the context of today's

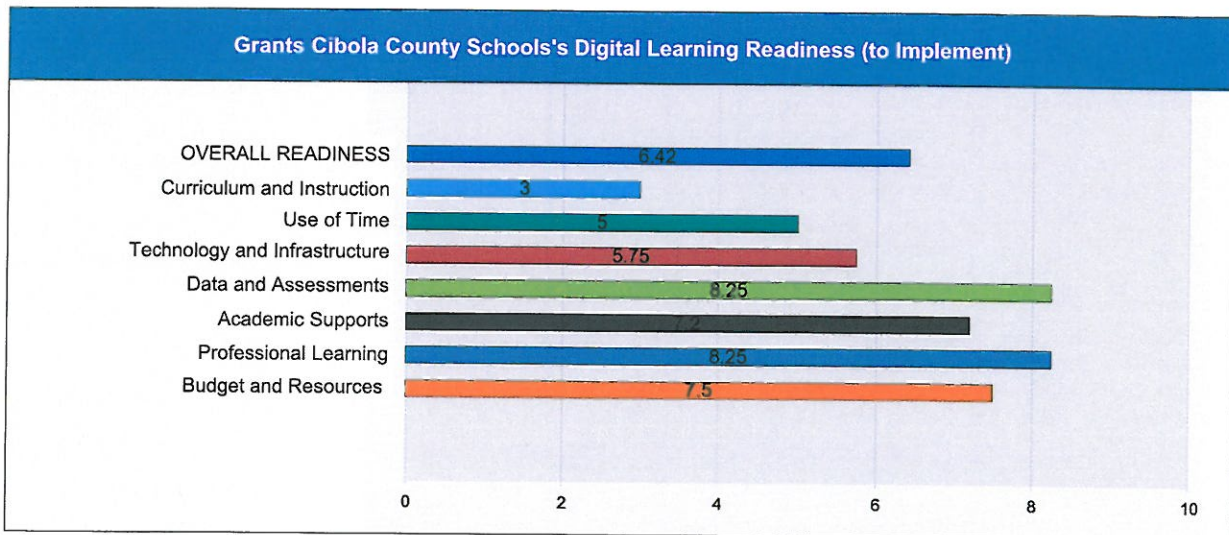


networked, global society, the Alliance believes digital learning is an essential component in a district's efforts to achieve higher standards by creating a more flexible, robust, and student-centered, digital learning environment. As depicted in the figure to the left, The Alliance recommends that districts track their readiness for digital learning through Project 24's framework, which includes these seven (7) key categories or gears:

1. Curriculum and Instruction
2. Use of Time
3. Technology and Infrastructure
4. Data and Assessment
5. Academic Supports
6. Professional Learning
7. Budget and Resources

Once a district is strategically staged in each gear, district leaders can be confident that they are ready for a highly successful implementation phase that leads to innovation through digital learning.

This confidential report indicates your district's readiness to implement digital learning. The chart below provides a snapshot of your district's progress to date across the seven gears in the Project 24 Framework.



Digital Learning

Digital learning is defined as the strengthening, broadening, and/or deepening of students' learning through the effective use of technology. It individualizes and personalizes learning to ensure all students reach their full potential to succeed in college and a career.

Digital learning is the strengthening, broadening, and/or deepening of students' learning through the effective use of technology.

Digital learning can be enabled through a range of instructional practices. Much more than "online learning," digital learning encompasses a wide spectrum of tools and practices. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, and opportunities for learning anytime and anywhere.

Staging your district to implement digital learning successfully is a complex process. It will include: 1) investigating and researching new designs for learning, 2) envisioning a range of possibilities and formally adopting a new vision, 3) collaboratively developing plans to enable that vision, and 4) staging the implementation for success by enacting policies and capacity building measures. The following provides important information about the foundation your district is establishing in support of digital learning.

Your District's Vision for Digital Learning

District Vision	Vision for Students	Included in Your District's Vision:	
		Yes	No
For students to be able to access and utilize technology in daily instruction as well as 21 Century accessments.	• Personalization of learning	√	
	• Student-centered learning	√	
	• 21st Century skills/deeper learning	√	
	• College and career readiness	√	
	• Digital citizenship	√	
	• Technology skills	√	
	• Anywhere, anytime learning	√	

Your District's Current Uses of Technology

This table reports the status of your district's uses of educational technology:	Available in Your District	In Your District's Plans	Not Yet a Priority
• Online coursework	√		
• Blended learning	√		
• Digital tools for problem solving (i.e..visualization, simulation, modeling, charting, etc.)	√		
• eCommunication for student discussions			√
• eCommunication for teacher discussions	√		
• Real-world connections for student products		√	
• Tools for students to develop products that demonstrate their learning		√	
• Electronic student portfolios		√	
• Online research	√		
• Intelligent adaptive learning	√		
• Digital content in a variety of formats and modes (i.e., visual, auditory, text)	√		
• Assessment data (formative and summative)	√		

Your District's Digital Learning Environment

The following table presents the status of various elements of your district's digital learning environment:

Elements in a Digital Learning Environment	Available in Your District	In Your District's Plans	Not Yet a Priority
• Presentation tools	√		
• Productivity tools	√		
• Document management	√		
• Learning management system	√		
• Web 2.0 communication tools (Asynchronous)	√		
• Web 2.0 communication tools (Synchronous)	√		
• Library of curated digital content		√	
• Collaborative workspaces	√		
• Visualization tools	√		
• Multimedia production tools			√

Please keep the district's vision, uses of technology, and digital learning environment in mind when considering the reports on the following pages. Each of these is a prerequisite to your district's readiness across the seven gears.

Strategic Use of This Report

The Alliance's purpose for this self-assessment is to provide your district's "readiness to implement" scores in the context of the seven gears in the Project 24 framework, as well as provide your district with a "way forward" in closing gaps. To do so, the Alliance, in partnership with the Metiri Group, is providing rubrics for each element of the gears. To find your district's way forward, simply note your district's stage of readiness as reported on the following pages, and map that back to the associated rubric. Target next steps by looking at the table cell that represents the next level to the right. A score at the "staging" level indicates that your district is ready for implementation.

The rubrics have been developed based on the following levels of readiness:

Investigating	Envisioning	Planning	Staging
District leaders are becoming more deeply informed about emerging research, trends, best practices, and value-add related to digital learning. They are supported in their investigation through conference attendance, webinars, and in-depth discussions at district leadership meetings to ensure deep understanding that informs their vision of digital learning.	District leaders have identified viable new directions for the school district. They have reviewed the possibilities, built scenarios for how those possibilities would look in their district, and, working in tandem with key stakeholders, established a common vision of the future.	District leaders have established indicators of success based on the vision, set a baseline, and conducted a gap analysis. They have forged a plan for closing identified gaps and identifying key strategies for making progress toward those targets. They have projected benchmarks and milestones and created timelines, associated work plans, management plans, and budgets.	District leaders have enacted policies, established new structures, identified budgets, and assigned roles and responsibilities that collectively stage the district well for achieving the outcomes described in the vision. Where appropriate, they have undertaken pilots to document the efficacy of the elements of the plan. Once the district reaches the staging level, it is ready to begin full implementation.

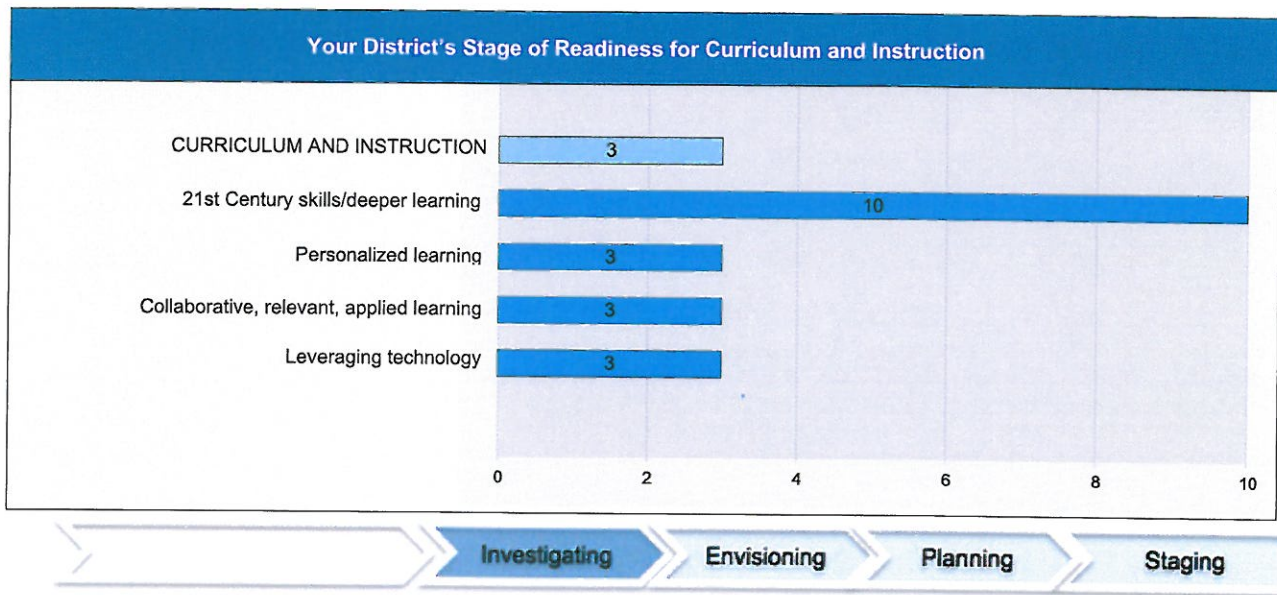
Once your district's readiness scores are mapped to the rubrics and targets are set for improvements, take advantage of the many Project 24 events, activities, and resources (see <http://www.digitallearningday.org/news-and-events/project-24/>). The Alliance offers a schedule that includes events and resources based on each gear, as well as the course offered through the Friday Institute.

GEAR 1: Curriculum and Instruction

Through a more flexible, consistent, and concentrated approach to academic content design and accessibility, teachers will have robust and adaptive tools to customize the instruction for groups of students or on a student-to-student basis to ensure relevance and deep understanding of complex issues and topics. Providing multiple sources of high-quality academic content offers students much greater opportunities to reflect on their own work, think critically, and investigate complex topics.

Your District's Vision for Curriculum and Instruction:

Our five year plan is to prepare every classroom with the technology and resources to implement digital learning as part of daily instruction.



Depth of Your District's Knowledge Base: Curriculum and Instruction

Confidence of Your Leadership Team in Discussing Topics Related to Curriculum and Instruction for Digital Learning	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Creating strategies for building college and career readiness through digital learning.			√
Leveraging diverse resources accessible through technology to personalize learning for all students.			√
Providing students with the opportunity and specific skills to collaborate within and outside of the school in the context of rich, authentic learning.			√
Instituting research-based practice for the use of technology in support of learning.			√

Strategic Interpretation of Your District's Data

Displayed below are the elements for this gear, your district's progress toward them, and associated rubrics. To use this data strategically, begin by locating your district's readiness level on the rubric based on your district's reported scores. A look to the immediate right will be your district's potential targets. If at the "staging" level, your district is ready for implementation.

Rubrics for Curriculum and Instruction (Gear 1)

21st Century Skills/Deeper Learning: Readiness Score of 10

Curriculum and instruction are based on clear expectations that all students will leave the system well staged for college acceptance or for alternative paths to workplace readiness. These expectations mandate solid grounding in standards-based content; elements of 21st Century skills/deeper learning such as critical thinking, creativity and innovation, and self-direction. All staff members are familiar with recent cognitive science related to these skills/outcomes and use the strategies recommended by that science as a design feature of all curricula and instruction.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
21st Century Skills/Deeper Learning	District leaders familiarize themselves and staff with new state learning standards and with principles and strategies for 21st Century skills/deeper learning.	21st Century skills/deeper learning outcomes are explicitly referenced in the district's vision of the college and career ready student.	Instructional leaders formally integrate 21st Century skills/deeper learning into all curriculum documents. District leaders develop explicit plans for building the capacity of the system to develop 21st Century skills/deeper learning skills in students. In addition, they develop plans for assessing these skills/outcomes on an equal footing with content skills.	District leaders communicate new expectations for college and career readiness that incorporate 21st Century skills/deeper learning. They begin awareness trainings to orient educators to new curricular scope and sequences, guides to 21st Century skills/deeper learning, and upcoming series of associated professional development. They also design and pilot programs that incorporate the new vision for learning.

Personalized Learning: Readiness Score of 3

Educators leverage technology and diverse learning resources to personalize the learning experience for each student. Personalization involves tailoring content, pacing, and feedback to the needs of each student and empowering students to regulate and take ownership of some aspects of their learning.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Personalized Learning	District leaders research personalized learning and document the characteristics of personalized learning environments and the requirements for building these characteristics.	A vision for personalized learning is written and communicated, and includes rich scenarios of practice in multiple grade levels and content areas.	Instructional leaders develop plans for supporting and training staff members to promote personalization of learning. Organizational tools, primarily technology based, are designed to assist students and teachers.	Instructional leaders prepare a plan for implementing personalized learning at all levels. This plan includes organizational tools, professional development, and examples of practice aimed at multiple levels and content areas.

Collaborative, Relevant, and Applied Learning: Readiness Score of 3

In digital learning environments, students do work similar to that of professionals in the larger society. They collaborate with educators, fellow students, and others outside of the school environment on projects that often involve the creation of knowledge products, foster 21st Century skills/deeper learning, and have value beyond the classroom walls.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Collaborative, Relevant and Applied Learning	Leaders review the research related to rich, authentic learning, including variants such as project- and problem-based learning. Teams have also gathered research and best practices on collaboration.	The concept of student work as collaborative and authentic is central to the district vision. Teams gather examples of teaching and learning meeting these criteria through research and piloting.	Instructional leaders review all curricula for opportunities for rich, authentic, and collaborative learning and document these opportunities.	Instructional leaders prepare a plan for implementing rich, authentic work, which includes unit designs and templates, professional development, and support for teachers as they scale up new instructional practices.

Leveraging Technology: Readiness Score of 3

Educators in digital learning environments integrate technology seamlessly into the teaching and learning process. These educators have the skills to adopt and adapt to new technologies and filters, which assure that the use of technology adds value to the learning process.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Leveraging Technology	District technology and curriculum staff members collaborate in an investigation of the latest research and best practices related to the use of technology in learning.	District leaders establish a vision for the digital learning classroom that illustrates the role technology plays in supporting these new learning environments.	Curriculum and learning leaders review all curricula for opportunities to apply current technologies to improve teaching and learning in ways that align with research and best practices. They then integrate these technologies into all curriculum documents.	Instructional leaders prepare a plan for proactively integrating technology throughout the teaching and learning practice in the district, which includes professional development and just-in-time training resources, as well as a scope and sequence illustrating expected uses within curriculum documents and rich examples of practice documented through pilots.

Summary

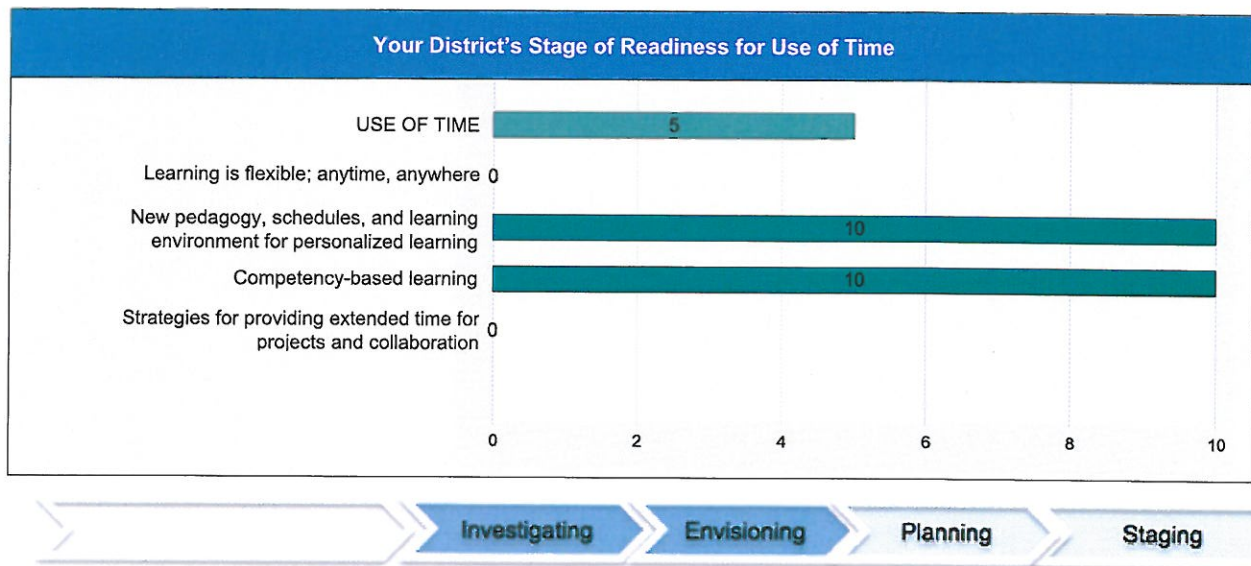
These rubrics should give your district strong guidance in determining its next targets for closing gaps in Gear 1: Curriculum and Instruction. Your district is encouraged to follow Project 24 events and activities on Curriculum and Instruction at <http://digitalllearningday.org/news-and-events/project-24/gears/curriculum-and-instruction> including available resources and information on how to participate in a course offered by the Friday Institute.

GEAR 2: Use of Time

Student-centric learning requires changes in the way instructional time is used. Many schools are shifting away from Carnegie units to competency-based learning. This type of system adapts learning to meet the needs, pace, interests, and preferences of the learner. This transition is made possible through innovative uses of technology for diagnostic, formative and summative assessments, for managing learning, for engaging students in learning, and for providing anywhere, anytime learning. Such transitions required districts to rethink and more effectively leverage the use of instructional time.

Your District's Vision for Use of Time:

As we progress through our five year plan the reallocation of diminishing resources will be identified to support digital options for anytime anywhere learning.



Depth of Your District's Knowledge Base: Use of Time

Confidence of Your Leadership Team in Discussing Topics Related to Use of Time for Digital Learning	Not Yet Prepared to Discuss	Could Discuss After Some Additional Research	Could Discuss with Confidence Now
Identifying options for providing students with online and digital learning options for anywhere, anytime learning.			√
Rethinking the use of instructional time and school schedules to provide students with extended time for projects and collaboration, and to provide the flexibility required for personalized, student-centric learning.		√	
Identifying merits of allowing students flexibility in the time it takes them to complete a course or attain a standard (competency-based learning).		√	

Strategic Interpretation of Your District's Data

Displayed below are the elements for this gear, your district's progress toward them, and associated rubrics. To use this data strategically, begin by locating your district's readiness level on the rubric based on your district's reported scores. A look to the immediate right will be your district's potential targets. If at the "staging" level, your district is ready for implementation.

Rubrics for Use of Time (Gear 2)

Learning is Flexible; Anytime, Anywhere: Readiness Score of 0

By leveraging technology and media resources, online learning options are available for students at any time of day, from home, at school, and in the community.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Learning is Flexible; Anytime, Anywhere	District leaders investigate options for providing devices and high-speed, robust access to students in school and beyond. District personnel attend conference sessions, visit other school districts, and talk with colleagues about various solutions for provisioning students with devices and access. They investigate models of online and blended learning that enable anytime, anywhere learning.	District leaders envision how various strategies for access would work in their schools, (e.g., one-to-one programs bring your own device (BYOD), community-wide internet access, and partnerships with community groups/ programs). They have both a technological approach in mind and a vision for leveraging the technology into anytime, anywhere learning that most stakeholders support.	District leaders embark on a community-based planning process to map the way toward the vision of anytime, anywhere learning through technology. The plan includes deploying technological solutions to enable anytime, anywhere learning and offering blended and online learning solutions for students.	District leaders develop a current responsible use policy; design a system for rolling out devices on a large scale; establish a digital learning environment for access in and outside of school; and prepare teachers to use the system.

New Pedagogy, Schedules, and Learning Environment for Personalized Learning: Readiness Score of 10

To facilitate more personalized learning, educators work together to identify and validate new designs for personalized learning wherein the use of time is adaptable and flexible. Associated resources are made available to students both synchronously and asynchronously to promote flexibility.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
New pedagogy, schedules, and learning environment for personalized learning	District leaders investigate personalizing learning, the flexible and adaptable use of time, and the shift in pedagogy necessary to increase the students' role in and responsibility for their own learning.	Stakeholders in the district create a common vision that includes personalized learning. The district maps out scenarios for personalizing learning at all levels and structuring instructional time in ways that optimize flexibility and adaptability.	District leaders build a plan for increasing the emphasis on personalized learning through the use of flexible time.	District leaders update their vision, curriculum, time schedules, instructional strategies, learning environment, staff development offerings, student readiness, and assessment to support flexible, adaptable uses of instructional time that enable personalization of learning.

Competency-Based Learning: Readiness Score of 10

Along with flexible schedules, and as one facet of personalized learning, the pace of learning is flexible based on the needs of individual students and the challenges of complex, project-based work. Students move on to a new standard or course upon mastery.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Competency-Based Learning	District leaders define and investigate the use of competency-based education.	District leaders select a model for competency-based education that enables it to personalize learning for students, enabling them to control their pace and pathway through standards-aligned content and, as appropriate, to determine when and where they learn.	District leaders make plans for transitioning to competency-based learning. A learning management system enables students (as appropriate) to accumulate grades and credits based on performance. Plans for the redesign of curriculum, instruction, and assessment are established accordingly.	District leaders enact new policies that establish competency-based learning. Based on the district's plan, curriculum, instruction, assessment, professional development, and communications are all staged for the transition.

Strategies for Providing Extended Time for Projects and Collaboration: Readiness Score of 0

Rather than rigid schedules and short class periods, time allocations are flexible, allowing for extended work time for complex projects. Digital learning enables students to productively use time during and beyond the school day, often repurposing what was previously homework time.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Strategies for Providing Extended Time for Projects and Collaboration	District leaders investigate various structures and strategies for providing extended periods of time for students' authentic learning and personalized learning. Successful models are investigated for each level (elementary, middle, and high).	District stakeholders create a common vision for the role of authentic student projects conducted across the curriculum. Teams at all levels (elementary, middle, and high) develop a clear understanding of how learning structures and schedules will shift due to the transition to authentic projects. They select models for each level.	District leaders develop a plan for transitioning to a curriculum that provides flexible time for student engagement in authentic personalized, and/or project-based learning.	The district's vision includes mention of authentic and personalized learning. The structures are determined to provide flexible and adaptable scheduling of time to accommodate learner needs and they are ready to be implemented. The capacity building needed to stage this work is underway, including communications to parents and the community, professional development, piloting, etc.

Summary

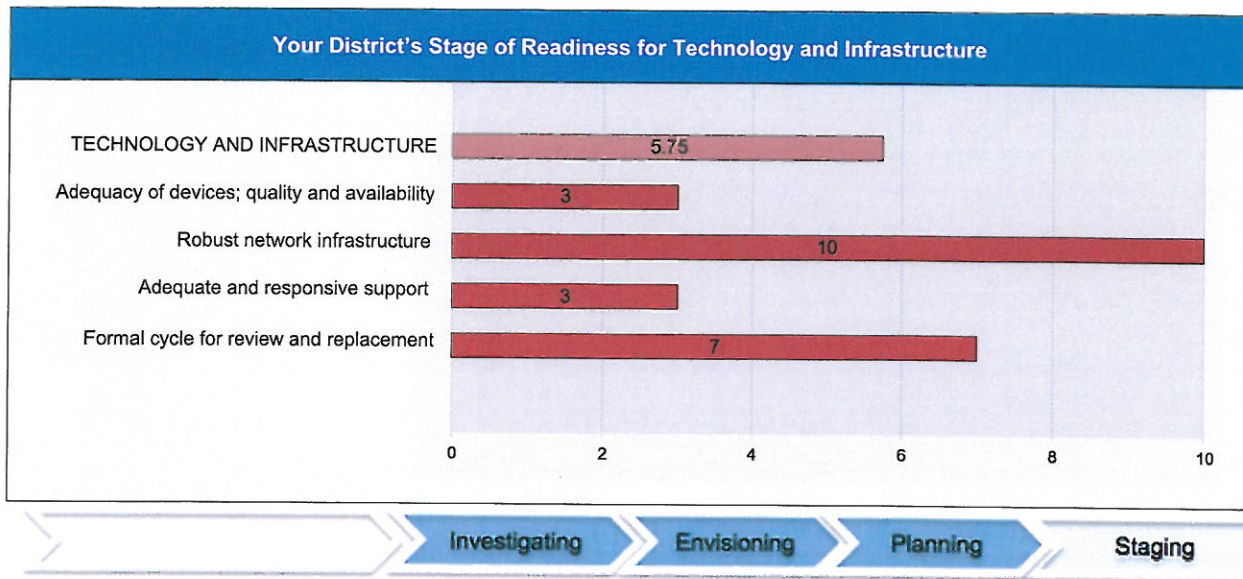
These rubrics should give your district strong guidance in determining its next targets for closing gaps in Gear 2: Use of Time. Your district is encouraged to follow Project 24 events and activities on Use of Time at <http://digitalllearningday.org/news-and-events/project-24/gears/use-of-time/> including available resources and information on how to participate in a course offered by the Friday Institute.

GEAR 3: Technology and Infrastructure

When employed as part of a comprehensive educational strategy, the effective use of technology provides tools, resources, data, and supportive systems that increase teaching opportunities and promote efficiency. Such environments enable anytime, anywhere learning based on competency and mastery with empowered caring adults who are guiding the way for each student to succeed. High quality, high speed technology and infrastructure systems within a school district are essential to the advancing of digital learning.

Your District's Vision for Technology and Infrastructure:

Our five year plan includes continuous and systemic infrastructure upgrades to include additional staff to support our network design, security and stability to support digital learning.



Depth of Your District's Knowledge Base on Technology and Infrastructure

Confidence of Your Leadership Team in Discussing Topics Related to Technology and Infrastructure for Digital Learning	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Identifying options available to districts to ensure that appropriate internet-ready technology devices are available to support teaching and learning.			√
Identifying elements and implementation of a robust, responsive, and safe network infrastructure.			√
Identifying elements of a positive, effective, service-oriented technology support system.			√
Creating a comprehensive, environmentally sound cycle for review and replacement of technology software, hardware, and infrastructure.			√

Strategic Interpretation of Your District's Data

Displayed below are the elements for this gear, your district's progress toward them, and associated rubrics. To use this data strategically, begin by locating your district's readiness level on the rubric based on your district's reported scores. A look to the immediate right will be your district's potential targets. If at the "staging" level, your district is ready for implementation.

Rubrics for Technology and Infrastructure (Gear 3)

Adequacy of Devices; Quality and Availability: Readiness Score of 3

The school has considered diverse and creative options to ensure that appropriate internet-ready technology devices are available to students to support learning at any time.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Adequacy of Devices; Quality and Availability	District leaders conduct a needs assessment for learning technologies. They investigate multiple strategies for providing technology devices to meet identified needs or improve efficiency.	District leaders develop a vision that clearly defines a role for technology in service of learning.	District leaders develop a plan for procuring and placing devices to provide equitable access in support of learning.	The district is well staged to deploy identified technologies, including plans for budgeting and purchasing, placement/distribution, and training and support.

Robust Network Infrastructure: Readiness Score of 10

Adequate bandwidth and a supportive infrastructure are in place to ensure ready and consistent access to online resources for teaching and learning. Teams monitor usage and identify possible bottlenecks prior to them affecting teaching and learning. The school community collaboratively designs responsible use policies, and confirm that the network design is supportive of these policies.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Robust Network Infrastructure	Technology leaders assess current network capabilities and future network needs, both at school and in the communities that they serve. They collaborate with parents, students, and staff members to research elements of a responsible use policy.	Technology leaders ensure their vision includes an element of robust and equitable network access at school and in the home. They integrate a plan for responsible use into that vision.	Technology leaders develop plans for a network infrastructure that is robust and extensible. Plans include district facilities and a comprehensive set of options for home access as well. The entire school community collaboratively develops a formal responsible use policy.	Technology leaders are staged to roll out a robust network infrastructure that anticipates learning needs and facilitates access anytime, anywhere. A responsible use policy is completed and accepted by the entire school community.

Adequate and Responsive Support: Readiness Score of 3

Sufficient support, characterized by a positive service orientation, is available in every school. This support is proactive, providing resources, coaching, and just-in-time instruction to prepare teachers and students to use new technologies, thereby reducing the need for interventions during the learning process.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Adequate and Responsive Support	District leaders examine desirable levels and methods for providing technology support, including needs assessment activities.	District leaders establish a vision and criteria for comprehensive, service-oriented support services that prioritize support for research-based teaching and learning practices.	District leaders develop a comprehensive plan for support that is driven by the teaching and learning goals of the district.	District leaders are staged for a program of comprehensive, learning-centered, and proactive support.

Formal Cycle for Review and Replacement: Readiness Score of 7

Teams continuously monitor technologies—software, hardware, and infrastructure—to ensure upgrades, additions, and, when called for, sunsetting/eliminations in a timely and proactive fashion.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Formal Cycle for Review and Replacement	Technology leaders investigate model review and replacement policies. They conduct a comprehensive internal inventory and review disposal policies.	Technology leaders commit to a review and replacement policy that is both economically efficient and environmentally responsible. This policy is formally documented and integrated with district teaching and learning priorities.	Technology leaders build a plan for reviewing and replacing all technology devices and infrastructure. They build this into annual maintenance and operations budgets.	Technology leaders prepare a comprehensive plan that documents and updates current inventories; defines upgrade and replacement schedules and policies; identifies annual budgets; and specifically outlines an environmentally responsible disposal policy.

Summary

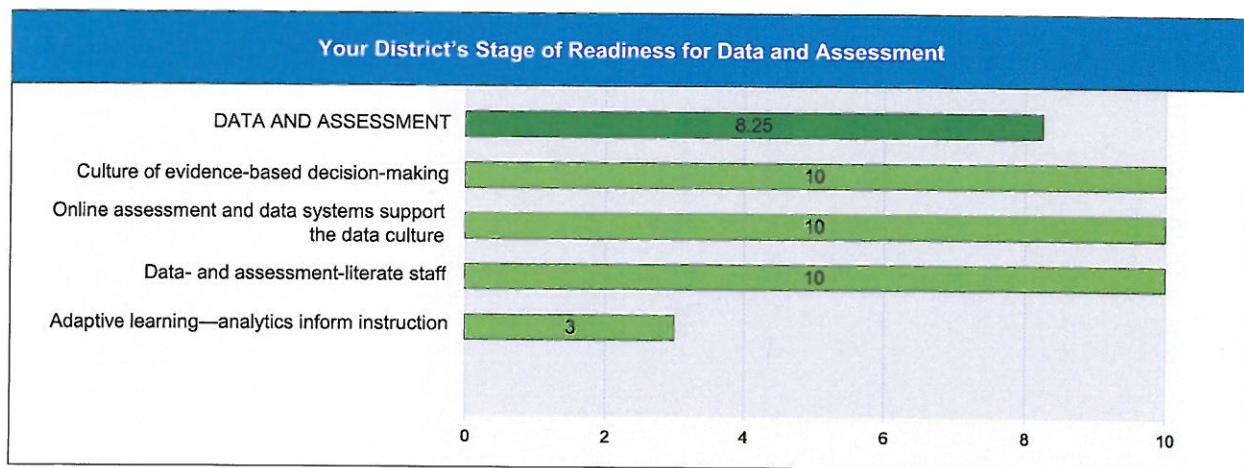
These rubrics should give your district strong guidance in determining its next targets for closing gaps in Gear 3: Technology and Infrastructure. Your district is encouraged to follow Project 24 events and activities on Technology and Infrastructure at <http://digitalllearningday.org/news-and-events/project-24/gears/technology-and-infrastructure/> including available resources and information on how to participate in a course offered by the Friday Institute.

GEAR 4: Data and Assessment

Assessment, data, and data analytics are critical aspects of digital learning. A personalized, learner-centered environment uses technology to collect, analyze, and organize data to improve the effectiveness and efficiency of learning. Data is the building block of diagnostic, formative, and summative assessments—all of which are key elements in a system where learning is personalized, individualized, and differentiated to ensure learner success.

Your District's Vision for Data and Assessment:

As we prepare for digital learning in the 21st Century, staff administration and students are involved in professional development and monitoring to implement data effectively and efficiently in every classroom.



Depth of Your District's Knowledge Base on Data and Assessment

Confidence of Your Leadership Team in Discussing Topics Related to Data and Assessment for Digital Learning	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Identifying challenges and opportunities of transitioning to a culture of evidence-based reasoning (a data culture).			√
Identifying challenges and opportunities of transitioning to a system of online assessment (formative and summative).			√
Identifying challenges and opportunities of using adaptive models of learning to increase the rate and depth of student learning.			√

Strategic Interpretation of Your District's Data

Displayed below are the elements for this gear, your district's progress toward them, and associated rubrics. To use this data strategically, begin by locating your district's readiness level on the rubric based on your district's reported scores. A look to the immediate right will be your district's potential targets. If at the "staging" level, your district is ready for implementation.

Rubrics for Data and Assessment (Gear 4)

Culture of Evidence-Based Decision-making: Readiness Score of 10

The use of formative and summative assessment data is part of the school culture, with administrators, teachers and, perhaps most importantly, students actively using these data to improve learning. Assessment is not viewed as punitive, but rather as part of the teaching and learning process. There is an expectation in the school that data will inform all teaching and learning practices and decisions. This is modeled at all levels of the school system, from administration to the students themselves.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Culture of Evidence-Based Decision-making	District leaders investigate what it means to be evidence-based. In doing so, they document various models of evidence-based reasoning and data-driven decision-making as well as learning management systems. District leaders listen to other district leaders report on their work in building and transitioning to data cultures. They also identify models where students are engaged in a culture of evidence-based reasoning.	District leaders conduct visioning sessions with stakeholders that elicit their perspectives on how the district will look as a strong data culture. Scenarios incorporate all aspects of the process, including typical days in the lives of students, staff members, and parents operating in such a culture.	District leaders embark on a community-based planning process that to transition the district into a culture of evidence-based reasoning and decision-making. The plan documents the structures necessary to enable the vision (e.g., technical infrastructure, data systems, student information systems, longitudinal data systems, learning management systems, support structures, etc.). The plan includes a timeline, budget, and glide path toward the vision.	District leaders set formal expectations for data-driven decision-making and evidence-based reasoning at the district and school levels. They integrate these concepts into school improvement plans, staff development offerings, decision-making processes, and investment set-asides. At the student level, curricular materials are purchased; teaching training sessions are offered, and evidence-based reasoning is integrated into student learning standards.

Online Assessment and Data Systems Support the Data Culture: Readiness Score of 10

To facilitate data-driven decision-making, appropriate data (i.e., data dashboards and data analytics) are readily available, easily comprehensible, and useful for supporting the decision-making processes. This data is available at any time, on any desktop, and from any location.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Online Assessment and Data Systems Support the Data Culture	District leaders investigate new models for storing and accessing data, including systems for learning management, online assessment, student information, and longitudinal data.	District leaders envision how online assessments and data systems will operate in the context of other district reforms. They envision how to ensure data is readily available, easily comprehensible, and useful for supporting the decision-making process.	District leaders write technical specifications for the various data systems required to enable the district's vision for learning, teaching, and management. They develop a plan for acquiring, deploying, operating, maintaining, supporting, and upgrading such a system over time.	District leaders establish data systems and online assessments (e.g., release of RFP, hiring of contractors, etc.). They hire and/or train the information technology staff members required to deploy and maintain such a system. They also establish cross-divisional structures for governing and operating the system to ensure collaborative decision-making and operations across divisions.

Data- and Assessment-Literate Staff: Readiness Score of 10

Educators in the system are data- and assessment-literate, understanding the use and potential misuse of data in the teaching and learning process.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Data- and Assessment-Literate Staff	District leaders investigate evidence-based reasoning and data-driven decision-making, including the types of training and professional development staff members will need to use such systems effectively.	District leaders create data-driven decision-making scenarios that include informed, well-trained, knowledgeable staff members and students.	District leaders' strategic planning includes explicit details to provide ongoing professional development and training support to staff members and students. Included in those plans are leadership decisions that establish data-driven decision-making and evidence-based reasoning as goals.	District leaders set clear expectations for the use of evidence-based reasoning and data-driven decision-making in learning, teaching, and administration by a targeted date. They provide training and professional development courses/in-services, including a course on evidence-based reasoning and self-assessment by students.

Adaptive Learning; Analytics Inform Instruction: Readiness Score of 3

The district and its schools have mechanisms (i.e., processes and digital environments) for using data to improve, enrich, and guide the learning process. Educators actively use data to guide choices related to curriculum, content, and instructional strategies.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Adaptive Learning; Analytics Inform Instruction	District leaders investigate models that use data and data analytics to adapt learning to meet diverse student needs. Such models include adaptive decision-making by teachers, students, learning management systems, and intelligent, adaptive learning systems.	District leaders integrate adaptive learning into the written scenarios projecting optimized learning systems.	District leaders' strategic technology plan includes the use of data systems and data analytics to adapt learning in ways that increase student performance. Such systems include use and decision-making by teachers, students, and machines/computers.	District leaders set clear expectations for the appropriate use of adaptive learning by teachers and students, and within digital learning systems. The instructional materials selection policy includes review of and possible investment in adaptive systems.

Summary

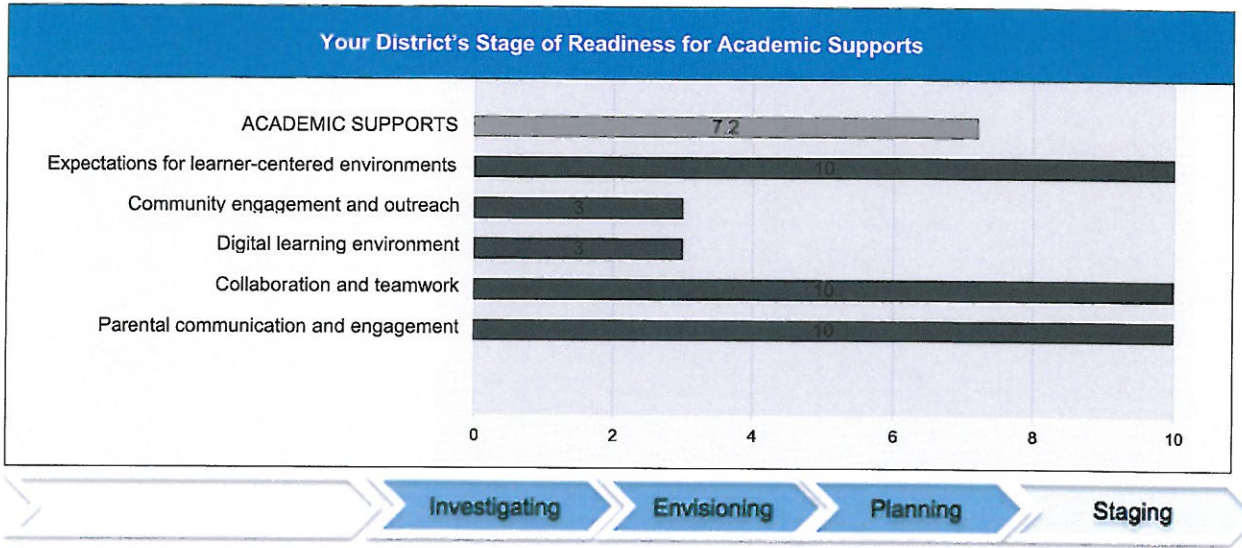
These rubrics should give your district strong guidance in determining its next targets for closing gaps in Gear 4: Data and Assessment. Your district is encouraged to follow Project 24 events and activities on Data and Assessment at <http://digitallearningday.org/news-and-events/project-24/gears/data-systems-and-online-assessment/> including available resources and information on how to participate in a course offered by the Friday Institute.

GEAR 5: Academic Supports

Academic supports include the context, culture, and learning environments that are provided with the intent of increasing student learning. These supports include both the formal structures within the school day, and the informal structures that may extend learning beyond the typical school day on school grounds or beyond into the home and community. Digital communications, online communities, and digital learning environments often serve as connectors across these structures.

Your District's Vision for Academic Supports:

Our five year plan has identified our infrastructure as our priority in order to increase academic support and resources outside the classroom.



Depth of Your Team's District's Knowledge Base on Academic Supports

Confidence of Your Leadership Team in Discussing Topics Related to Academic Supports for Digital Learning	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Characteristics of learner-centered practices and associated effectiveness research.		√	
The critical elements of an online learning environment and the relative merits of such a system in enabling student-centered learning.		√	
How technology and eCommunications can facilitate collaboration between and among students, staff members, the home, and the community.		√	
The merits of collaborative learning for students and staff members.		√	

Strategic Interpretation of Your District's Data

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Rubrics for Academic Support (Gear 5)

Expectations for Learner-Centered Environments: Readiness Score of 10

Educators, leaders, and other personnel throughout the system have an understanding of the characteristics of learner-centered educational environments and are well versed in the teaching and learning strategies that support those environments. District leaders have established expectations that teaching and learning will embody this principle.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Expectations for Learner-Centered Environments	District leaders conduct a review of the research on learner-centered environments. Representatives attend conference sessions, talk with district leaders who are implementing such programs, and identify key characteristics of effective learner-centered practices.	District leaders conduct public and internal sessions on learner-centered environments. Educators across the district envision such environments at all levels. District leaders include a learner-centered focus in their district and school visions.	District leaders establish a formal planning process to develop an implementation plan that supports/establishes learner-centered environments at all levels. That plan includes a glide path, budget, and pathway for schools to make this transition.	District leaders establish and communicate clear expectations that schools/classrooms will transition to learner-centered environments. All capacity-building elements are in place or carefully readied for implementation (e.g., associated series of professional development and training, models, curricular materials, and instructional coaches).

Community Engagement and Outreach: Readiness Score of 3

The school serves as a hub of the community. As such, it actively involves the community in achieving its learning goals, reaching out to the community to (1) extend learning into community centers, libraries, museums, and other public spaces; (2) bring relevance to curricula through partnerships that take the shape of apprenticeships, community service, and the use of community-based experts and resources; (3) implement community-based exhibitions, reviews, critiques, and celebrations of student work; and (4) coordinate afterschool programs, including collaboration with the school and students' teachers.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Community Engagement and Outreach	District leaders survey the community each year to determine opportunities for partnerships and cooperative relationships. They provide communication outreach and public forums that give community members a voice in school decisions and activities.	District leaders engage in activities through which community partnerships are considered. They enable this in all aspects and make commitments to the most viable ideas (e.g., extending learning into community centers, libraries, museums, community-based exhibitions, coordinated afterschool programs).	District leaders establish a formal plan or plans to engage the community in viable partnerships and coordinated activities.	District leaders establish school-community partnerships as a strategic goal, with clear parameters for such partnerships, including processes for considering, vetting, and engaging in such partnerships.

Digital Learning Environment: Readiness Score of 3

The school district has established a digital learning environment that offers access, eCommunication, resource libraries, file exchanges, and Web 2.0 tools that facilitate interactions among peers and between teachers, parents, and students in school and beyond. This environment includes a learning management system that provides educators and students with real-time access to a system that integrates and aligns digital and print-based content, student data (formative and summative), and learning standards. The digital content includes primary and supplementary resources across the curricula that offer students variety, choice, and multimodality. District leaders track the availability of internet access at home in the community and actively seeks to ensure that all students are connected.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Digital Learning Environment	District leaders review information on the critical elements of an online learning environment (e.g., access, eCommunication, resource libraries, file exchanges, and Web 2.0 tools) that facilitate interactions among peers and between teachers, parents, and students in school and beyond. This environment includes a learning management system that provides educators and students with real-time access to a system that integrates and aligns digital and print-based content, student data (formative and summative), and learning standards.	District leaders map the elements of a digital learning environment to its vision (e.g., personalization of learning, student-centered learning, authentic learning). In doing so, they envision student work, interactions, exchanges, and contributions at all levels. They also commit to a specific type of digital learning environment based on its research and its vision. Pilots of various aspects of the environment have been authorized and are underway.	With stakeholder input and collaboration, district leaders build a plan that outlines the steps and milestones to establishing a digital learning environment. They align the elements of that environment to its vision. The school reviews the results from various authorized pilots that test the elements of the environment to inform final decisions.	District leaders finalize the technical specifications for a digital learning environment. They build and deploy the environment or authorize and fund a group to do so. They offer training and professional development to ensure effective use. Support structures are in place.

Collaboration and Teamwork: Readiness Score of 10

Teamwork and collaboration are essential features of all interactions across the system. District leaders ensure that vehicles for collaboration, both organizational and technical, are readily available for all district initiatives.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Collaboration and Teamwork	District leaders research the similarities and differences between collaboration and teamwork. They document the justification, rationale, and research on contributions to learning.	District leaders formally commit to a focus on collaboration and teamwork in learning, teaching, and leadership/administration. They carefully define each and offer scenarios as exemplars at each level.	District leaders develop a plan that ensures collaboration and teamwork will be critical features of learning, teaching, and leadership/administration. That plan includes milestones, timelines, capacity building, necessary policy changes, expected outcomes, and measurement metrics for each area.	District leaders establish expectations for the inclusion of collaboration and teamwork as strategies throughout the school/district culture. The capacity-building mechanisms identified in the plan are in place or ready to deploy.

Parental Communication and Engagement: Readiness Score of 10

School leaders engage parents and students in home-to-school communications through a variety of venues. While this may include internet-based solutions, it also includes options that do not depend on connectivity in the home.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Parental Communication and Engagement	District leaders research options for parental communications and engagement. They survey connectivity needs among parents before designing communication systems.	District leaders include specific language and requirements for parental communications and engagement in all district plans, instructional and technological. They envision a communication system with parents that is flexible and adaptable to meet the families' needs.	District leaders develop a comprehensive plan for parental communication and engagement that includes both connected and traditional communications media.	District leaders develop a plan that includes specifications for a robust communication system that is responsive to the needs of individual families. The system includes specific strategies for drawing parents into frequent dialogue with staff members regarding the needs and accomplishments of their children.

Summary

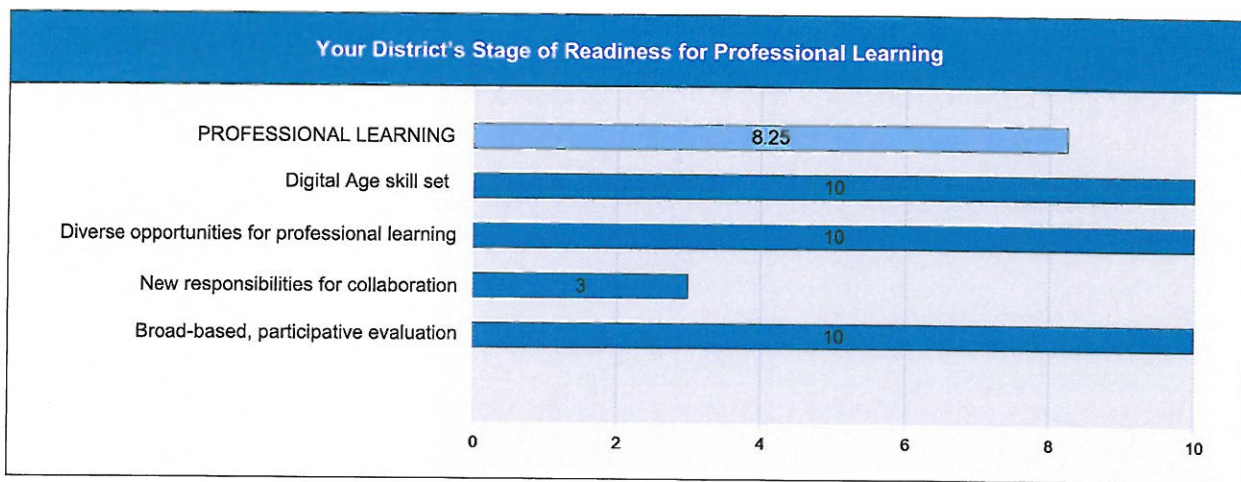
These rubrics should give your district strong guidance in determining its next targets for closing gaps in Gear 5: Academic Supports. Your district is encouraged to follow Project 24 events and activities on Academic Supports at <http://digitallearningday.org/news-and-events/project-24/gears/academic-supports/> including available resources and information on how to participate in a course offered by the Friday Institute.

GEAR 6: Professional Learning

Technology and digital learning can increase professional learning opportunities by expanding access to high-quality, ongoing, job-embedded resources to improve student success and to create a broader understanding of the skills that comprise success in a digital age. Professional learning communities, peer-to-peer lesson sharing, and better use of data and formative assessment, combined with less emphasis on "sit and get" professional development sessions eliminate the confines of geography and time. These ever-increasing resources offer teachers vast new opportunities to collaborate, learn, share, and produce best practices with colleagues in school buildings across the country. In addition, educators must be engaged in more collaborative, goal-oriented approaches to the evaluation of their own teaching to serve as a personal model for the experiences that they might bring to students.

Your District's Vision for Professional Learning:

Our five year plan for professional development will include the "Golden Gate Strategy" in order to provide all staff with not only job embedded professional development but the monitoring that is critical to effective implementation of digital learning.



Depth of Your District's Knowledge Base on Professional Learning

Confidence of Your Leadership Team in Discussing Topics Related to Professional Learning for Digital Learning	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Innovative new collaborative models of professional development including many supported by technology.	√		
Professional development required to ready staff members for digital learning.	√		
Models and merits of staff evaluation models that are goal-oriented and participatory.			√

Strategic Interpretation of Your District's Data

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Rubrics for Professional Learning (Gear 6)

Digital Age Skill Set: Readiness Score of 10

Educators expand their skill sets to move beyond content knowledge. Professional learning includes immersion into cognitive and learning sciences, providing support both for new instructional practices and for purposefully promoting 21st Century skills/deeper learning outcomes in all students. Educators master a variety of new, research-based instructional strategies to better engage students and prepare them for college and beyond.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Digital Age Skill Set	The investigative focus is on cognitive and learning sciences research related to 21st century learning and technology-enabled learning.	District leaders build on key research studies to inform scenario-building and visioning.	District leaders formulate a plan to periodically update their investigations into cognitive and learning sciences research.	District leaders assign roles and responsibilities and create a timeline.

Diverse Opportunities for Professional Development in Digital-Age Learning: Readiness Score of 10

Beyond initial workshops, educators have access to, and the technology savvy necessary to leverage professional development opportunities that are diverse, customizable and often supported by the latest technologies. Professional learning is available anytime in a variety of modes.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Diverse Opportunities for Professional Development in Digital-Age Learning	District leaders are in the early stages of investigating new models of professional development and the research supporting those models.	District leaders identify key constructs of digital learning and have selected those elements that resonate with stakeholders in the district for programmatic action. These selections are consistent with the evolving vision.	District leaders make plans for professional development offerings in areas related to digital learning. These offerings represent a diverse set of delivery models, both synchronous and asynchronous, using a variety of media and delivery systems. Professional learning resources are being marshaled to support these offerings.	District leaders in curriculum and professional development align programs and resources in support of digital learning. Plans to leverage a wide variety of media and delivery systems and regularly collect data on the effectiveness of these offerings are in place.

New Responsibility for Collaboration: Readiness Score of 3

Educators have access to collaborative tools and environments that break down classroom, school, and district walls. Professional development encourages, facilitates, and often requires creating and maintaining professional networks both within and outside of the district, frequently leveraging the latest in social media.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
New Responsibility for Collaboration	District leaders collect research on the impact of collaboration that looks at student, teacher, and administrative collaboration opportunities and impacts.	District leaders integrate key features of collaboration into professional learning goals and requirements. Collaborative digital environments to support professional learning, along with teacher preparation for promoting collaboration across the curriculum, are defined as central to both student and professional learning.	District leaders design all professional development to support digital learning, including optional opportunities for professional collaboration around the training topic. They plan and resource opportunities for teachers to meet, share resources, ask and answer questions, and co-develop units and materials in digital environments.	District leaders in curriculum and professional learning prepare to implement professional development that features multiple opportunities for online collaboration before, during, and after the training. Teachers understand that they will regularly share ideas, materials, and units and co-develop with others within and outside of the school and district. There is a strong expectation for participation.

Broad-Based, Participative Evaluation: Readiness Score of 10

In order to promote goal-oriented, self-regulated professional behaviors, evaluation is participative (i.e., the educator who is the subject of evaluation is actively involved in goal-setting, collecting indicators of progress, and self-evaluative behaviors). Professional evaluation uses a broad set of indicators that includes student achievement, evidence of improved instructional practice, student engagement, and 21st Century skill/deeper learning outcomes.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Broad-Based, Participative Evaluation	District leaders explore and document new models for participative evaluation, but they do not yet define specific new directions.	District leaders describe and select new research-based models of evaluation that are supportive of digital learning goals. In these models, teachers play more active roles in the evaluative process and data sources enable teachers to establish goals and independently track their progress toward goals. District leaders use data sources beyond standardized assessments.	District and school leaders plan the transition to a system where evaluation is a collaborative process. Multiple data sources are identified that will allow educators to discover areas of need and collaboratively plan to meet those needs. Digital tools are identified that allow educators to access data, communicate, and collaborate in the service of professional development for digital learning.	District and school leaders make initial changes that will lead to a more collaborative evaluation process. Multiple and diverse sources of data related to student learning and 21st Century skill/deeper learning developments are made priorities in plans and budgets.

Summary

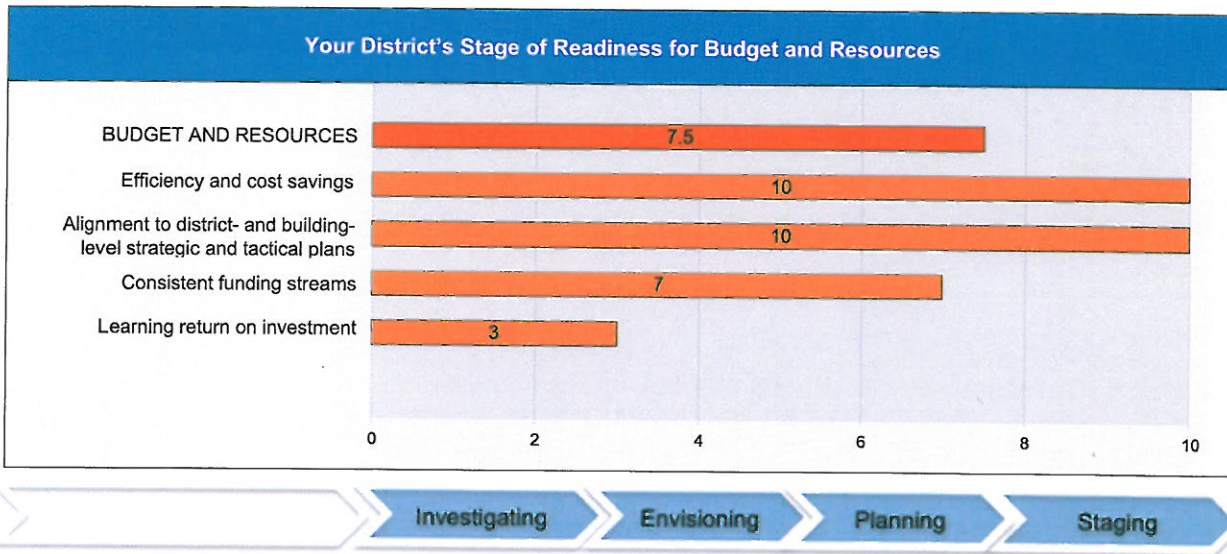
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GEAR 7: Budget and Resources

The transition to digital learning will require strategic short-term and long-term budgeting and leveraging of resources. All budgets at the district and the school should be aligned to the new vision, with consistent funding streams for both recurring and non-recurring costs. During the transition, district leaders should strive for cost-savings and efficiencies through effective uses of technology. The financial model should include the metrics and processes to ensure accountability for learning returns on investments.

Your District's Vision for Budget and Resources:

Our five year plan includes a feasibility and research study to align budgets and resources to support digital learning in and outside the classroom.



Depth of Your District's Knowledge Base on Budget and Resources

Confidence of Your Leadership Team in Discussing Topics Related to Budget and Resources for Digital Learning	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Ways to support students with tools and resources for digital learning that offer efficiencies and cost savings (e.g., BYOD, Web 2.0 tools, free apps, etc.).		√	
Strategies to support systemic digital learning that offer efficiencies and cost savings (e.g., online courses or blended learning, cloud-computing solutions, digital resources to replace textbooks, "going green", etc.).		√	
Use of non-recurring funding for short-term digital learning initiatives (e.g., for innovative pilot programs) by leveraging business partnering, community donations and special grants.			√

Strategic Interpretation of Your District's Data

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Rubrics for Budget and Resources (Gear 7)

Efficiency and Cost Savings: Readiness Score of 10

Funding for digital learning leverages technologies that increase efficiency and cost savings. District leaders have strategies for calculating the total cost of ownership (TCO) for all technology resources.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Efficiency and Cost Savings	<p>A cross-functional budget team participates in conferences and discusses strategies with other districts and experts on ways to fund digital learning.</p> <p>The team investigates options to support students with tools and resources for digital learning that offer cost savings, such as bring your own device (BYOD), use of Web 2.0 tools, free apps, etc.</p> <p>They investigate strategies to support systemic digital learning that offer efficiencies and cost savings (e.g., use of online courses or blended learning, cloud computing solutions, replacing textbooks with digital resources, centralizing IT, "going green," moving communication online).</p>	<p>In collaboration with stakeholders, district leaders envision possibilities and build scenarios for using digital tools and technology to reduce costs and increase efficiencies for digital learning, such as blended learning, bring your own device (BYOD), cloud-computing solutions, use of Web 2.0 tools, "going green" and "paperless," replacing third-party applications with free applications, managing vendor costs by reexamining agreements, and seeking lower cost alternatives.</p>	<p>District leaders demonstrate how to develop budgets for digital learning that reduce current costs by leveraging digital tools and technology. They align these cost-savings strategies with district- and building-level strategic and tactical plans.</p>	<p>District leaders develop policies, procedures, and timelines for transitioning to cost-saving strategies for digital learning.</p>

Alignment to District- and Building-Level Strategic and Tactical Plans: Readiness Score of 10

Priorities for budget and resources are clearly linked to district- and building-level strategic and tactical plans and to school improvement goals. All expenditures must be justified as supportive of these plans. Innovative programs are funded conditionally upon their alignment to the vision and mission.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Alignment to District- and Building-Level Strategic and Tactical Plans	<p>District leaders ensure budget development activities occur after the annual academic planning processes. A cross-functional budget team investigates district- and building-level strategic and tactical plans and ways to link the budget for digital learning to these plans.</p>	<p>District leaders identify and prioritize expenditures for digital learning that align with district- and building-level strategic and tactical plans. They share this alignment with stakeholders, justify expenditures, and garner their support. They also envision pilots and scenarios to test options for digital learning.</p>	<p>District leaders match digital learning expenditures that support district- and building-level strategic and tactical plans for digital learning with appropriate funding streams and clarify when they will need which funds. They ensure the plan balances expenditures.</p>	<p>District leaders prepare to allocate and justify budgets that align with strategic and tactical plans for digital learning and with cost-saving strategies that leverage technology.</p>

Consistent Funding Streams: Readiness Score of 7

Budgets for digital learning programs and initiatives are part of the annual maintenance and operation budget for the district. Reliance on grant funding or temporary sources is minimal, and funding for digital learning is integrated into all budget areas where appropriate.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Consistent Funding Streams	District leaders investigate ways to fund digital learning programs and initiatives as part of annual maintenance and operation budgets. They work to integrate funding into all budget areas where appropriate. Though their focus is on annual budget and maintenance budgets, district leaders also investigate alternative ways to fund technology, such as business partnering, community donations, and special grants, particularly for innovative programs.	District leaders identify its current IT budget relevant to digital learning, including budget for infrastructure, hardware, instructional content, and professional development. A cross-functional budget team proposes re-allocation of that budget to align with district- and building-level strategic plans and to incorporate cost-savings options. Stakeholders support their strategies for (1) incorporating digital learning expenditures in annual maintenance and operating costs; and (2) integrating them into all budget areas as appropriate.	Based on their vision and priorities for digital learning, district leaders develop a plan that identifies (1) which technology and support are mission-critical and must be done immediately, (2) what can be done within three years, and (3) what is long term. The plan balances expenditures and has a realistic amortization model for infrastructure, maintenance, and support services, including teacher professional development and support.	District leaders are staged to make expenditures for digital learning over time with identified annual funding streams. They identify nonrecurring funding for short-term initiatives they provide streamlined and clear purchasing procedures related to technologies, associated software and services, and professional development.

Learning Return on Investment: Readiness Score of 3

All metrics for review of budget priorities are based on their demonstrated relationship to student learning goals.

Levels	Investigating (1-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Learning Return on Investment	District leaders investigate return-on-investment models and metrics that can be used to relate budget priorities for digital learning to student learning goals.	District leaders propose metrics and a methodology that demonstrate budget priorities for digital learning that relate to student learning goals.	District leaders have a plan and tools for monitoring the relationship between budget for digital learning and student learning goals.	District leaders build the financial model with metrics and a methodology for monitoring budget priorities for digital learning, based on student learning goals.

Summary

These rubrics should give your district strong guidance in determining its next targets for closing gaps in Gear 7: Budget and Resources. Your district is encouraged to follow Project 24 events and activities on Budget and Resources at <http://digitalllearningday.org/news-and-events/project-24/gears/budget-and-resources/> including available resources and information on how to participate in a course offered by the Friday Institute.

Grants Cibola County Schools's Vision for Digital Learning

A summary of your district's vision statements from your district's survey:

Vision for students:

For students to be able to access and utilize technology in daily instruction as well as 21 Century assessments.

Curriculum and Instruction (Gear 1):

Our five year plan is to prepare every classroom with the technology and resources to implement digital learning as part of daily instruction.

Use of Time (Gear 2):

As we progress through our five year plan the reallocation of diminishing resources will be identified to support digital options for anytime anywhere learning.

Technology and Infrastructure (Gear 3):

Our five year plan includes continuous and systemic infrastructure upgrades to include additional staff to support our network design, security and stability to support digital learning.

Data and Assessment (Gear 4):

As we prepare for digital learning in the 21st Century, staff administration and students are involved in professional development and monitoring to implement data effectively and efficiently in every classroom.

Academic Supports (Gear 5):

Our five year plan has identified our infrastructure as our priority in order to increase academic support and resources outside the classroom.

Professional Learning (Gear 6):

Our five year plan for professional development will include the "Golden Gate Strategy" in order to provide all staff with not only job embedded professional development but the monitoring that is critical to effective implementation of digital learning.

Budget and Resources (Gear 7):

Our five year plan includes a feasibility and research study to align budgets and resources to support digital learning in and outside the classroom.

The Alliance for Excellent Education anticipates that this data will help your district move toward digital learning. Please use this assessment as a stepping stone and take advantage of the framework, team of experts, community of practice, and online course on <http://digitallearningday.org/news-and-events/project-24/> to (1) address your district's areas for improvement, and (2) share its strengths.

For further information, contact:

Sara Hall
Alliance for Excellent Education
Director, Digital Learning Policy
shall@all4ed.org

Glossary

Adaptive learning. An approach that uses technology to engage students in interactive learning activities, which are customized to meet each individual's learning needs, based on continuous feedback and data analytics.

Asynchronous Tools. Tools that support communication that may not be immediate such as blogs, email, or twitter.

Authentic learning. A general model for designing learning activities that are rigorous, in-depth and have value beyond the classroom. The work assigned in authentic learning environments often mirrors the type of work done in the real world.

Blended learning. Blended learning describes models of learning where a student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace; often synonymous with hybrid learning. (Horn and Staker, 2011)

21st Century Skills. 21st Century Skills are essential skills that children need to succeed as citizens and workers in the 21st century. They include core subjects, 21st century content, learning and thinking skills, ICT literacy, and life skills.

Collaborative Workspaces. Any tool that allows for collaboration or access to shared documents such as Google Docs or TeamBox.

Competency-based. A type of learning where the student advances in mastery of a set of competencies at a pace, and often in an order, determined by the student.

Data culture. An educational environment characterized by the effective use of data and evidence-based reasoning.

Deeper learning. Deeper learning prepares students to know and master core academic content, think critically and solve complex problems, work collaboratively, communicate effectively, and be self-directed and able to incorporate feedback. It enables graduating high school students to be college and career ready and to make maximum use of their knowledge in life and work.

Digital Citizenship. Understanding the safety concerns, rights and responsibilities necessary to access and participate in online communications or communities.

Document Management. Tools for storing, sharing and organizing documents such as drop boxes, file storage and organization tools, shared public spaces, etc.

Performance-based. Learning activities that require complex performances as demonstrations of knowledge.

Personalized learning. An approach to learning that is student-centric, where students have a significant degree of control and choice in what, when, and how they learn.

Project-based learning. Inquiry-based learning where learning takes place in response to a complex question or challenge.

Synchronous Tools. Communication tools that support real-time communication such as webinars, Skype or chat rooms.

Visualization Tools. Tools that support the visual representation of thinking and ideas such as charting, graphing, or concept mapping tools.

1. April 21, 2016 Core Committee / Strategic Planning Meeting
2. May 3, 2016 - School Board Meeting
3. July 27, 2016 - Steering Committee Meeting
4. August 17, 2016 - Steering Committee Meeting
5. September 21, 2016 - Community Meeting
6. October 4, 2016 - Steering Committee Meeting
7. November 1, 2016 - School Board Meeting
8. December 13, 2016 - School Board Meeting

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GRANTS CIBOLA COUNTY SCHOOL DISTRICT

FACILITIES MASTER PLAN

FMP Strategic Planning MEETING

LOCATION: GRANTS CIBOLA COUNTY SCHOOLS ADMINISTRATION

GRANTS CIBOLA COUNTY SCHOOLS CONFERENCE ROOM

APRIL 21, 2016

1:30PM

AGENDA:

1. Introductions
2. Review PSFA FMP Requirements
 - a. Facilities Master Plan Checklist
 - b. District FAD / FMAR Report
 - c. Review PSFA Issues & Concerns:
 - i. FAD
 - ii. FMAR
 - iii. Preventive Maintenance
 - iv. Enrollment
 - v. Utilization
 - vi. Technology
3. Review and Modify the FMP Process
 - a. Data / Input
 - i. Assessments
 1. Facilities
 2. Demographics
 3. Enrollment
 4. Utilization
 5. Funding
 - ii. Interviews
 1. Principals
 2. District Staff
 - iii. Surveys

1. Advisory Committee
 2. Students
 3. Community Members
 - iv. Review of Data
 1. FMP Core Committee
 - b. Discussion / Recommendations
 - i. FMP Core Committee
 - ii. Committee(s):
 1. Advisory Committee
 2. Other
 - iii. Community
 - iv. Students
 - c. Decisions
 - i. FMP Core Committee
 - ii. School Board
4. Review and Modify Roles and Responsibilities
 - a. School Board
 - b. PSCOC / PSFA
 - c. Community
 - d. Committees:
 - i. Advisory Committee
 - ii. FMP Committee
5. Review and Modify FMP Schedule
 - a. Meetings
 - i. FMP Core Committee
 - ii. Advisory Committee
 - iii. Community
 - iv. Students
 - v. School Board
6. Review District Background Information
7. Identify District Issues, Concerns & Needs
8. Identify District FMP Goals and Objectives

GRANTS CIBOLA COUNTY SCHOOL DISTRICT

FACILITIES MASTER PLAN

FMP Strategic Planning MEETING MINUTES

LOCATION: GRANTS CIBOLA COUNTY SCHOOLS ADMINISTRATION

GRANTS CIBOLA COUNTY SCHOOLS CONFERENCE ROOM

APRIL 21, 2016

1:30PM

ATTENDEES:

Dr. Space, Superintendent

German Martinez, Director of Finance

Alton Autrey, Director of Instruction

Bill Sprick, PSFA

Charlene Johnson, Greer Stafford

Marilyn Strube, Greer Stafford

AGENDA:

1. Introductions
2. Review PSFA FMP Requirements: Bill Sprick went over the PSFA requirements:
 - a. The final document will be organized per the PSFA Facilities Master Plan Checklist. GCCS will supply information to address checklist items.
 - b. GCCS has 3 schools, Bluewater ES, Mt. Taylor ES and Seboyeta ES, approaching the top 100 in the PSFA FAD ranking. The remainder of GCCS schools has FAD rankings that will not qualify for PSCOC funds in the next 5 years.
 - c. PSFA has generated GIS maps on its web site that contain useful information for district use.
 - d. PSFA Issues & Concerns include:
 - i. FAD: the FAD will be reviewed for accuracy and submitted to PSFA

- ii. FMAR: will be reviewed to help GCCS identify areas for improvement
- iii. Preventive Maintenance: is more cost effective than reactive maintenance
- iv. Enrollment: GCCS enrollment has remained fairly stable and is showing some growth. District is not certain why the growth.
- v. Utilization: All GCCS schools will be reviewed for utilization. GCCS wants efficient facilities.
- vi. Technology: up-to-date technology is important for student success.

3. Review and Modify the FMP Process

- a. Greer Stafford will gather Data / Input for:
 - i. Assessments
 - 1. Facilities
 - 2. Demographics
 - 3. Enrollment
 - 4. Utilization
 - 5. Funding: George K Baum
 - ii. Interviews
 - 1. Principals: Marilyn will meet with each Principal.
 - 2. District Staff: Charlene will interview identified district staff.
 - iii. Surveys
 - 1. District Strategic Plan
 - 2. Advisory Committee
 - 3. Students
 - 4. Community Members
 - iv. Review of Data
 - 1. FMP Core Committee:
- b. Discussion / Recommendations
 - i. Committee(s):
 - 1. Steering Committee: School Board and district to identify members
 - 2. FMP Core Committee: Strategic Planning Meeting attendees plus Mark Clark.

- ii. Community: Include Laguna, Acoma, Navajo and Grants Milan members
 - iii. Students: Include HS students in the Steering committee?
 - c. Decisions
 - i. Steering committee will provide input to the FMP Core committee
 - ii. FMP Core Committee: will generate recommendations based on Steering committee input
 - iii. School Board: Make final decisions
- 4. Review and Modify Roles and Responsibilities
 - a. School Board: provide input, guidance, and final decision makers
 - b. PSCOC / PSFA: Provide input and guidance
 - c. Community: provide input
 - d. Committees:
 - i. Steering Committee: review and discuss data, and provide input to FMP Committee
 - ii. FMP Committee: generate recommendations to School Board based on community and Steering committee input.
- 5. Review and Modify FMP Schedule
 - a. FMP is scheduled to be complete by December 31, 2016.
 - b. Meetings
 - i. FMP Core Committee: meet just prior to each Steering committee meeting and as needed
 - ii. Steering Committee: four meetings
 - iii. Community: one meeting in four locations for Laguna, Acoma, Navajo Chapter and Grants-Milan.
 - iv. Students: No student meetings
 - v. School Board: 3 meetings: initial meeting to review process, Recommendations review, and adoption of FMP
- 6. Review of District Background Information: School locations; median ages; age ranges; school grades; historic and projected enrollment; actual enrollment; school capacities; maintenance

costs; FAD ranking; FMAR ranking; building system life spans; 2011 GCCS FMP priorities; GOB information.

7. Identify District Issues, Concerns & Needs:

- a. Need a bus repair shop
- b. Portables are not conducive to educational program and security.
- c. District would like to demolish some support buildings.
- d. Is the warehouse across from Nutrition needed?
- e. GCCS leases a county building for Culinary Arts program. District could renovate a HS building to house program.
- f. Laguna Acoma Jr. HS has drainage issues.
- g. GCCS wants to restructure technology. Develop district wide standards.
- h. GCCS has two old schools: Mt. Taylor and Mesa View ES. Both schools need to be replaced.
- i. There is an imbalance in physical plant between Laguna Acoma Jr. HS and Grants HS. Laguna Acoma Jr. HS does not have an auxiliary gymnasium.
- j. Equity is important to district.
- k. Renovate San Rafael ES.
- l. GCCS is installing cameras in select locations.
- m. Laguna Acoma Jr. HS has roof issues that should be covered by warranty.
- n. Replace Portables at Seboyta ES.
- o. GCCS is phasing out teacher housing except at Seboyta ES.
- p. Mt. Taylor ES has security and drainage issues.

8. Identify District FMP Goals and Objectives

9. Other:

- a. There are no charter schools in GCCS.
- b. Parents and teachers pick district school principals.
- c. Schools should be right sized.
- d. Miners Park is a district property. It is an old playground that can be demolished.
- e. Include Laguna, Acoma and Navajo Chapter in the FMP process.
- f. Over 100 Grants HS students are from Acoma.
- g. District is creating a new teacher housing at Seboyta ES.

- h. Each school site to have a FMP Task Force.
- i. May 27th is the last day of school.
- j. Blue Water / San Rafael ES share a principal
- k. Seboyta / Cubero ES share a principal
- l. Laguna Jr. / HS has one principal.
- m. Cubero ES has grown.
- n. Head Start program is looking to expand.
- o. Look at number of maintenance staff and training for up-keep of facilities
- p. There has been two occurrences of vandalism at the Transportation Building. Breaking in and taking district vehicles.
- q. GCCS has an alternative high school at the Old School Board Building. Look at relocating this program to Grants HS.



GS
PLANNING

Grants Cibola County Schools
FACILITIES MASTER PLAN
2016-2021
April 21, 2016

1


AGENDA

- FMP Purpose
- FMP Objective
- FMP Partnership
- FMP Process
- FMP Schedule
- Background Information
- FMP Goals and Objectives
- Issues, Needs & Concerns

**Grants Cibola
County
Schools
2016-21 FMP**

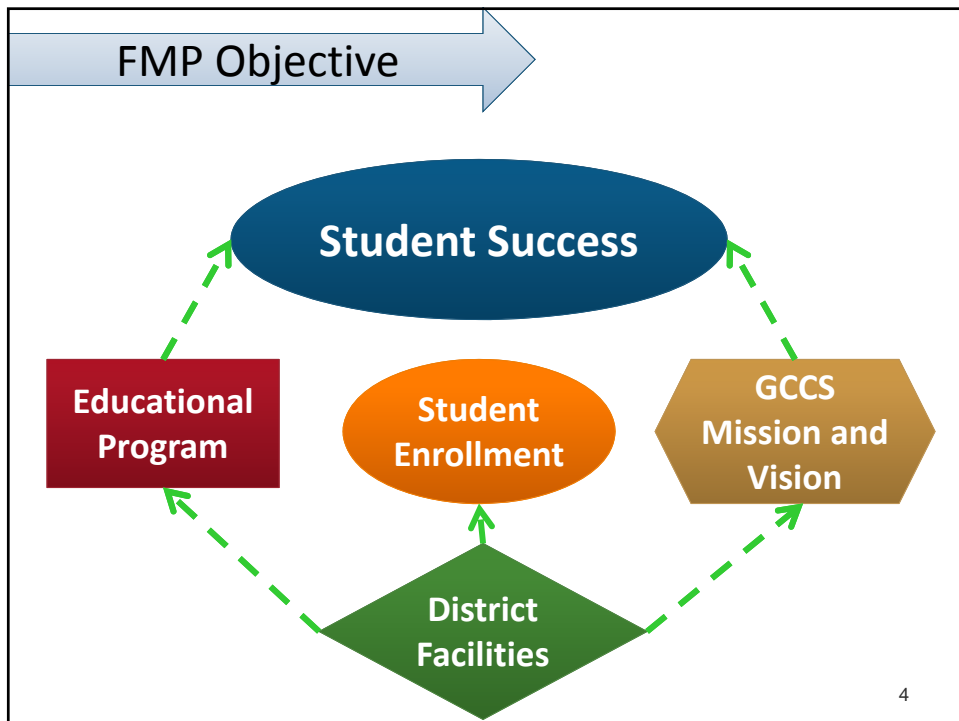
2

FMP Purpose →



Develop a
Plan / Road Map
for school facilities
which will support the
School's Mission
and Educational
Program For
Student Success

3

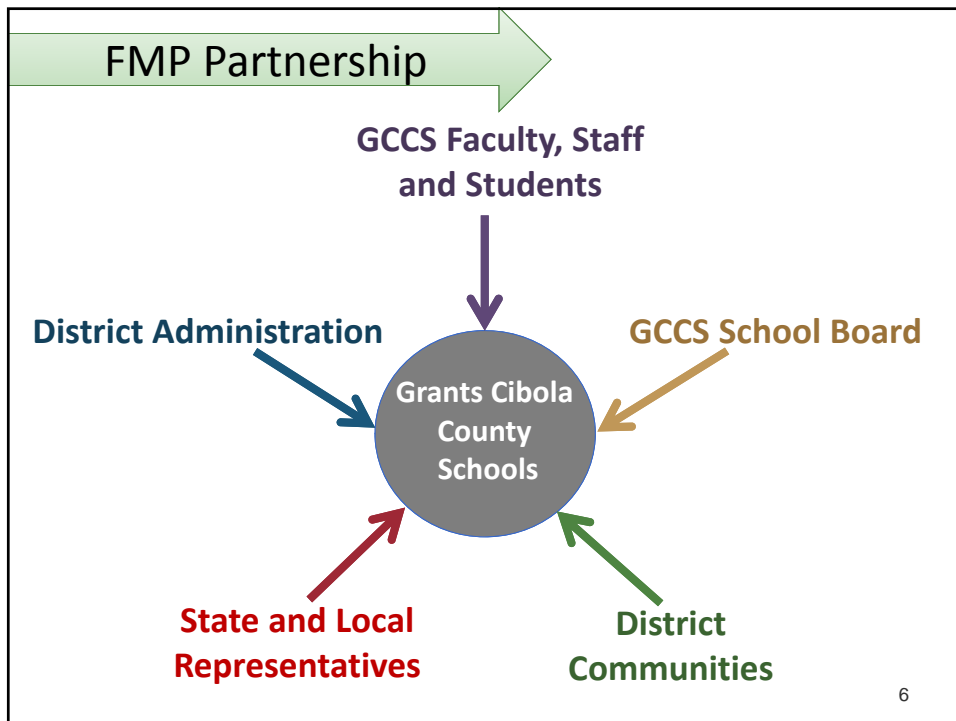


GRANTS CIBOLA COUNTY SCHOOLS 2016

MISSION

Every Day,
Every Student,
Building A Person for Life

5



FMP Process

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

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 'Home', 'Gallery', 'Map', 'Scene', and 'Groups'. A search bar and a 'Sign In' button are also visible. The main header features the authority's logo and name. Below this, a section titled 'PSFA GIS Content' displays three map thumbnails: 'New Mexico Public School Facilities Authority GIS Map', 'PSCOC Awards History', and 'Systems Set To Expire 2016-2021'. At the bottom of the page, there are links for 'Esri.com', 'Help', 'Terms of Use', 'Privacy', 'Contact Esri', 'Contact Us', and 'Report Abuse'.

9

Background

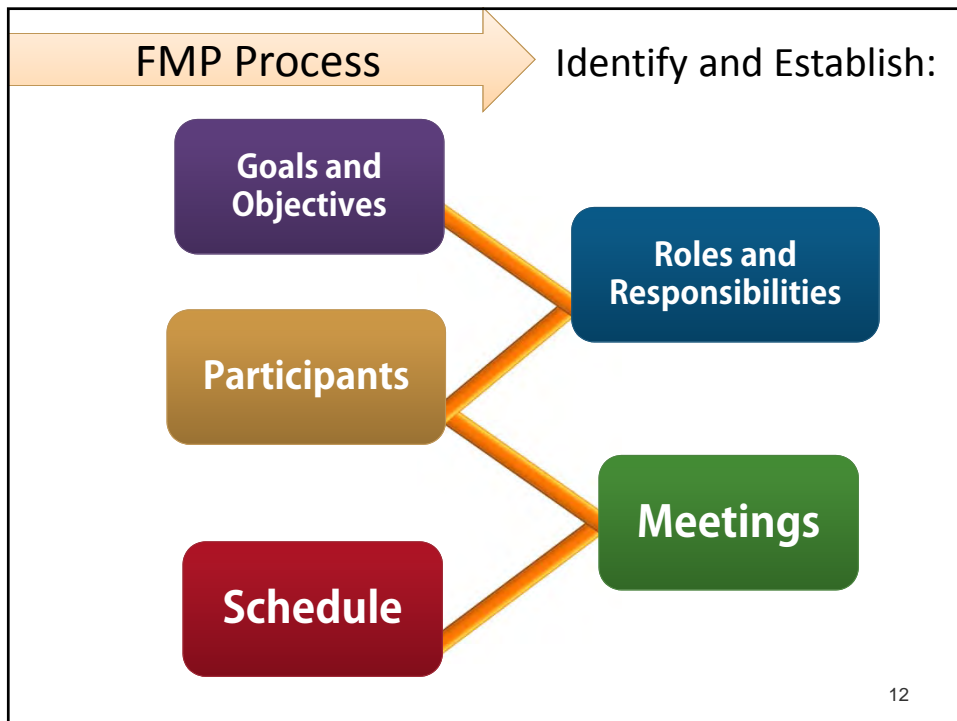
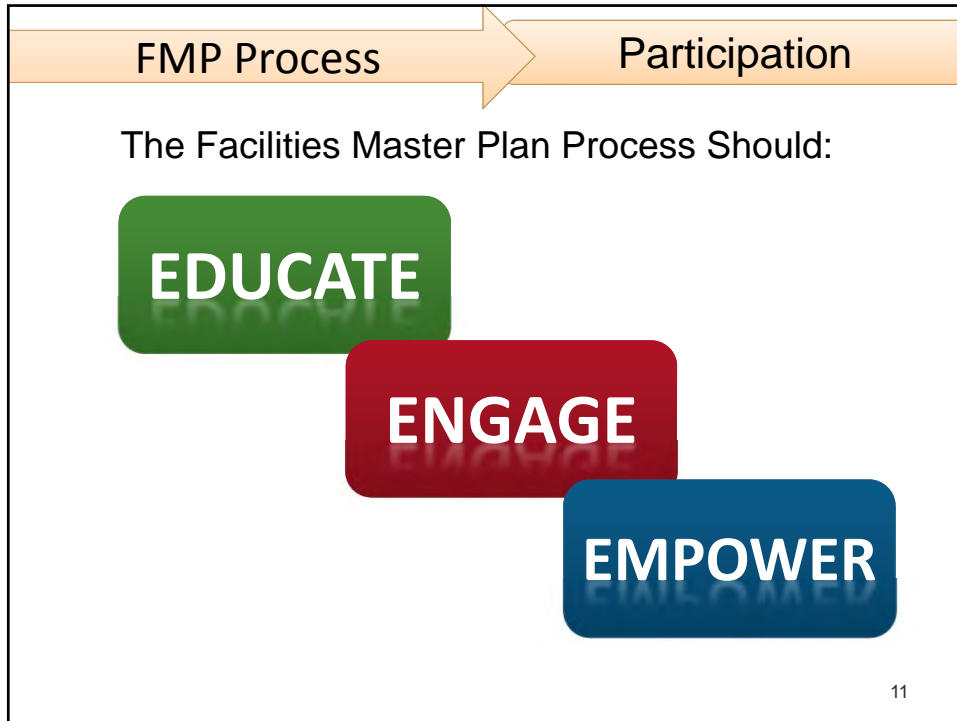
District Information

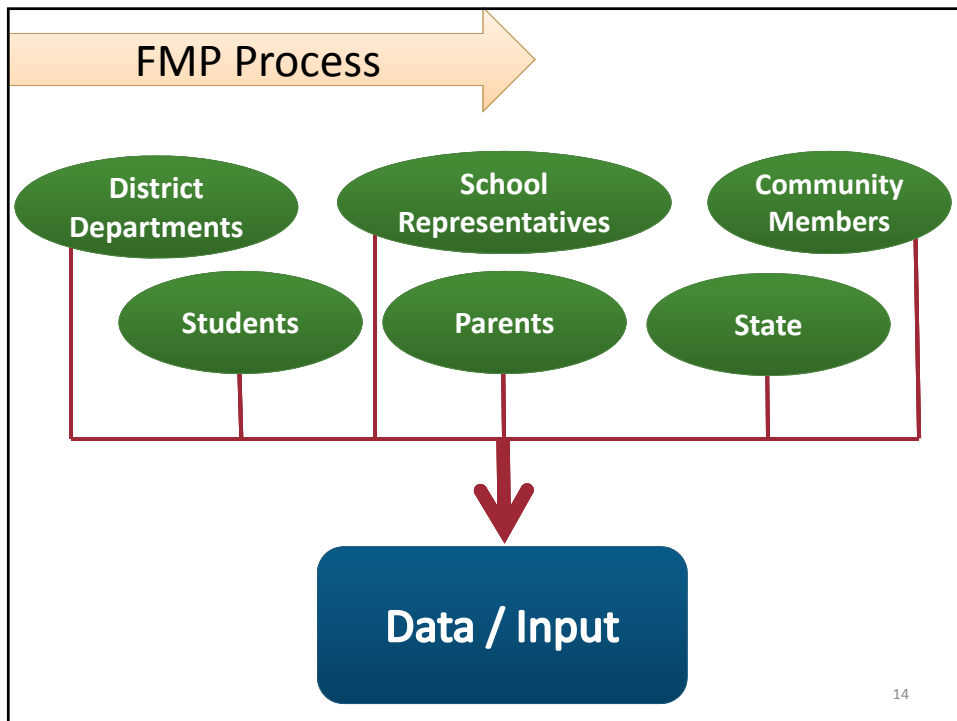
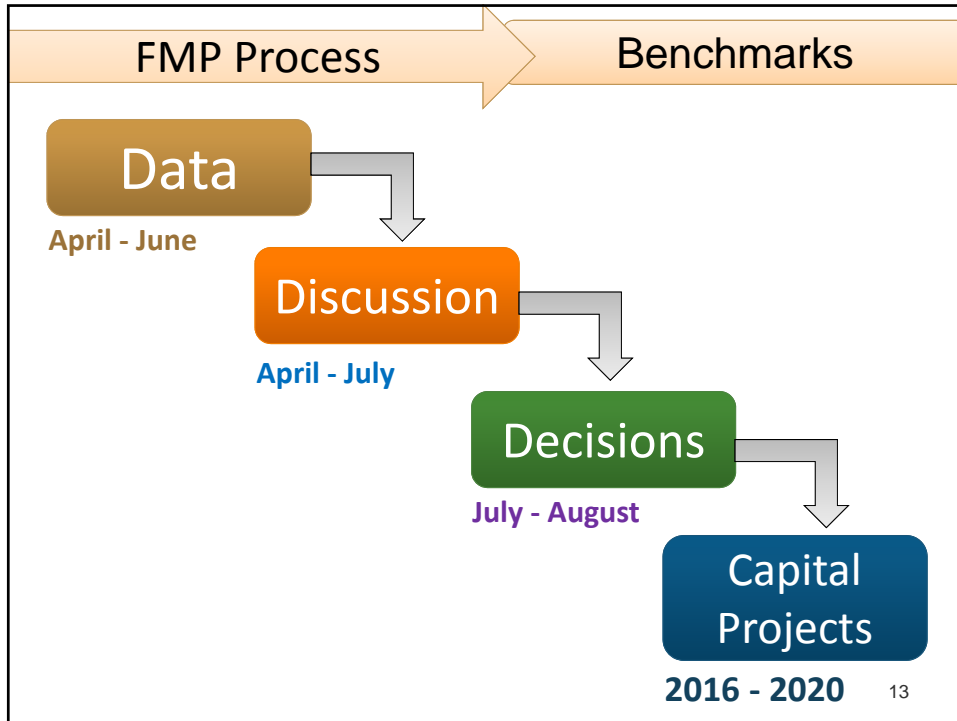
The map displays various school districts in New Mexico, color-coded by region. A popup window titled 'School Districts' is open over the Grants-Cibola district, providing the following information:

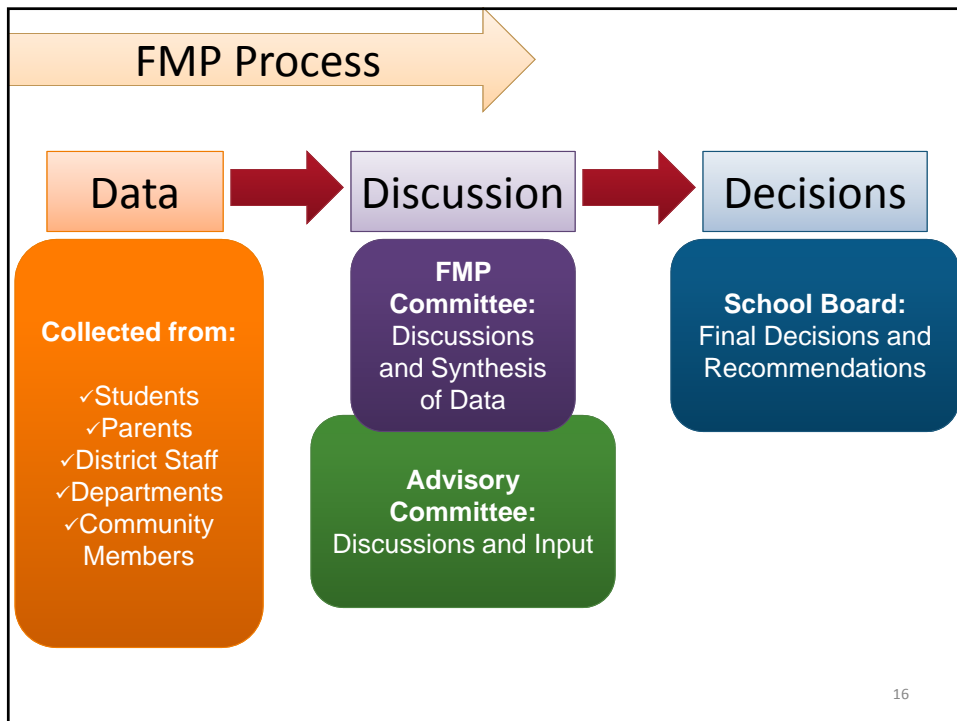
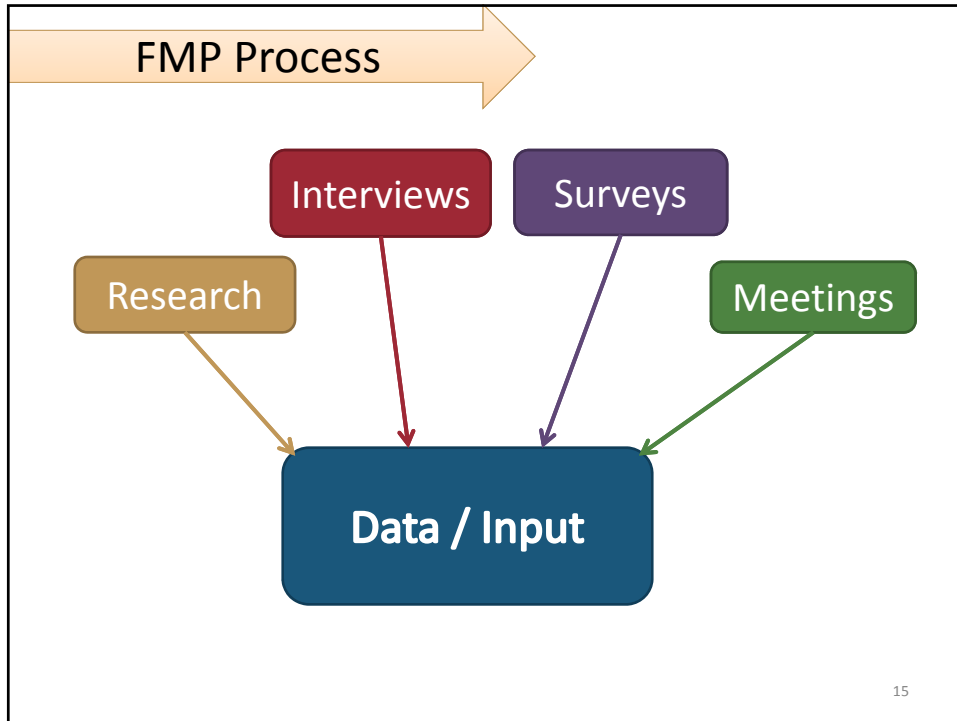
School Districts	
District	Grants-Cibola
County	Cibola
Total PSCOC Funding (\$) 2005 to July 2015	33,141,996.00
Total PSCOC Award (\$) Per Student 2005 to July 2015	9,183.00
Total Number of Schools	11
Number of Elementary Schools	7
Number of Middle Schools	2
Number of High Schools	2
	Zoom to

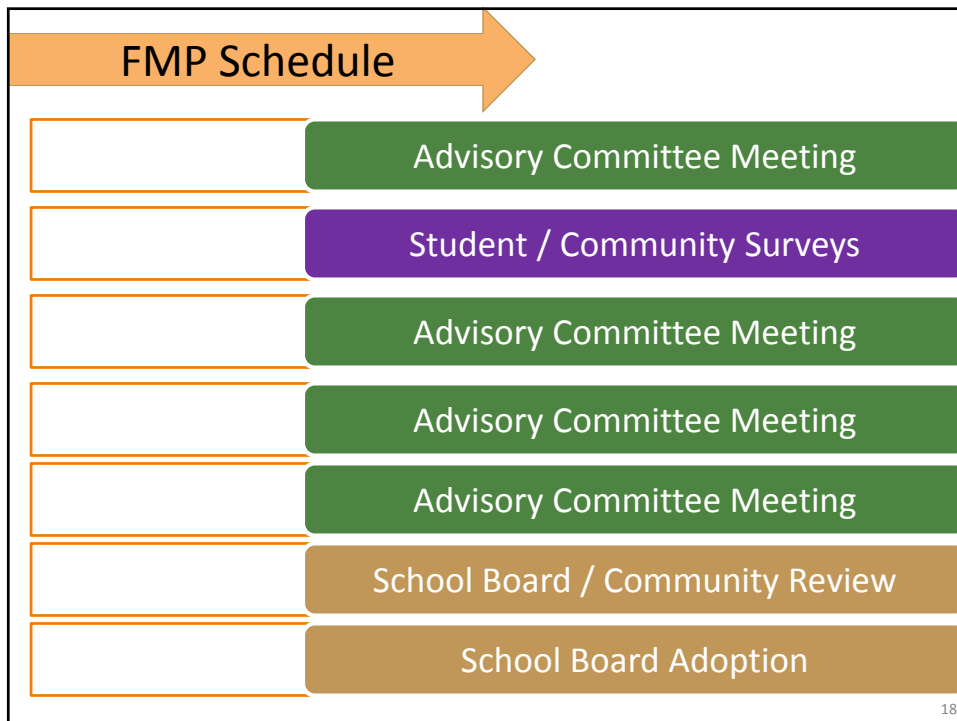
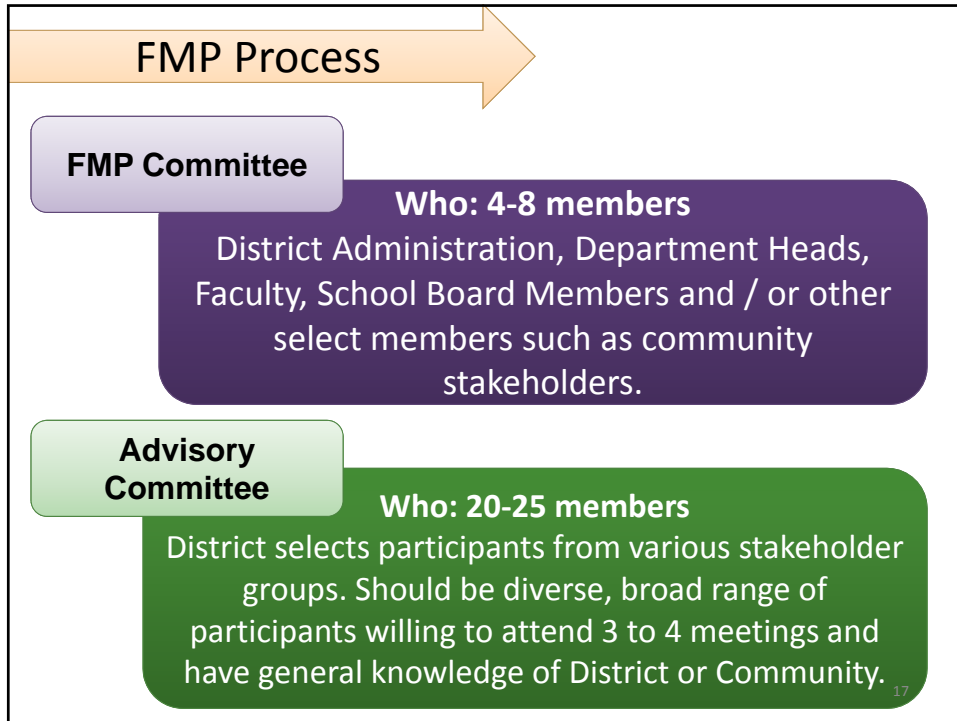
Source: NM PSFA GIS


10







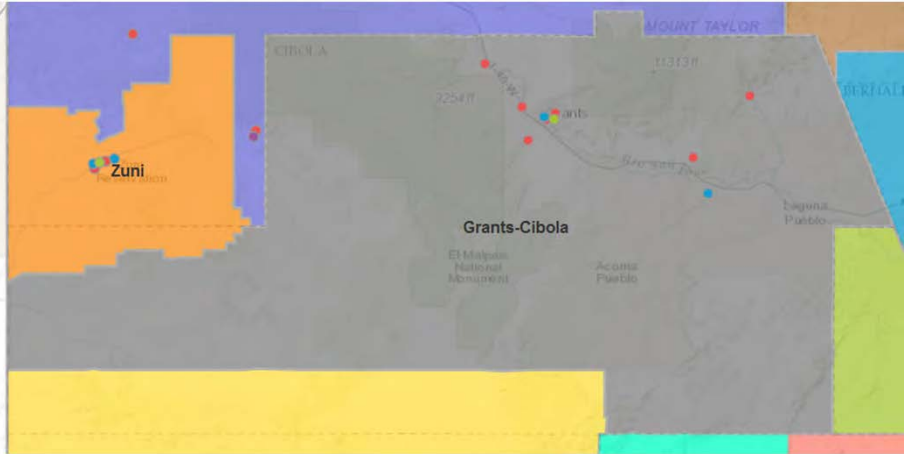




**2015-16
BACKGROUND
INFORMATION**

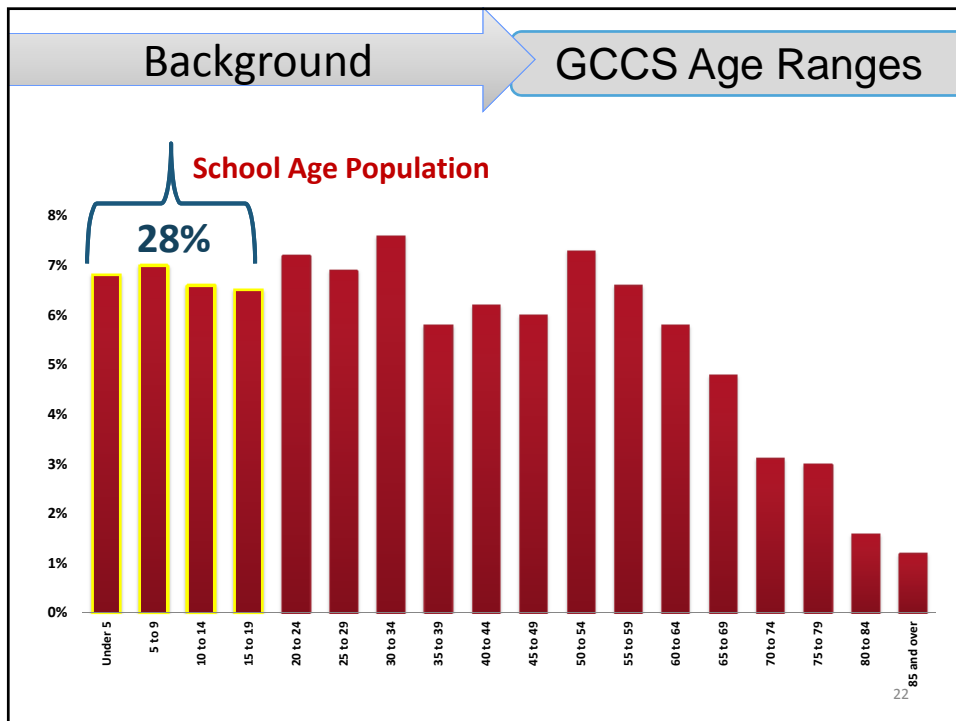
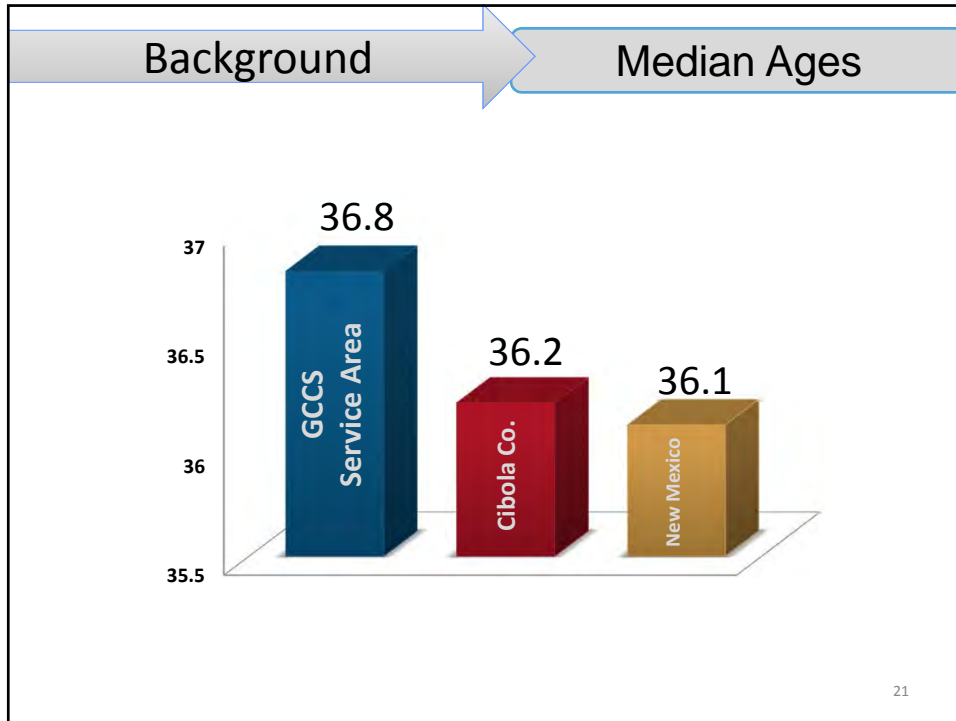
19

Background → District Map



Source: NM PSFA GIS

20



Background

2014-15 School Grades

District Name	School Name	School Grade
GRANTS-CIBOLA COUNTY SCHOOLS	BLUEWATER ELEMENTARY	B
GRANTS-CIBOLA COUNTY SCHOOLS	CUBERO ELEMENTARY	C
GRANTS-CIBOLA COUNTY SCHOOLS	GRANTS HIGH	C
GRANTS-CIBOLA COUNTY SCHOOLS	LAGUNA-ACOMA HIGH	C
GRANTS-CIBOLA COUNTY SCHOOLS	LAGUNA-ACOMA MIDDLE	F
GRANTS-CIBOLA COUNTY SCHOOLS	LOS ALAMITOS MIDDLE	F
GRANTS-CIBOLA COUNTY SCHOOLS	MESA VIEW ELEMENTARY	B
GRANTS-CIBOLA COUNTY SCHOOLS	MILAN ELEMENTARY	C
GRANTS-CIBOLA COUNTY SCHOOLS	MOUNT TAYLOR ELEMENTARY	D
GRANTS-CIBOLA COUNTY SCHOOLS	SAN RAFAEL ELEMENTARY	D
GRANTS-CIBOLA COUNTY SCHOOLS	SEBOYETA ELEMENTARY	C

1

Source: NM PED 23

Background

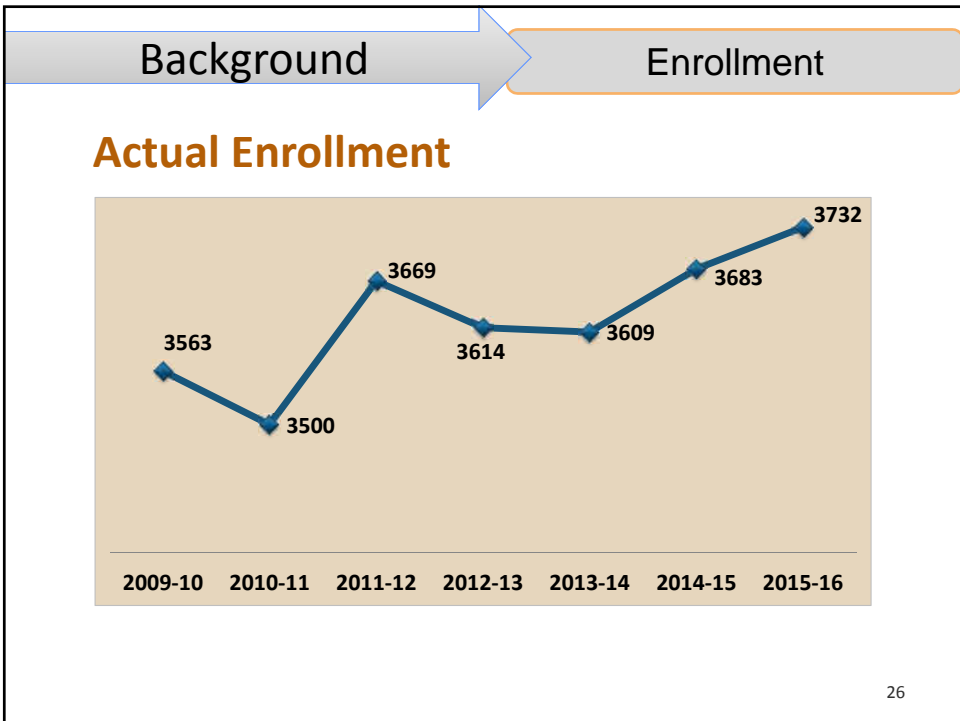
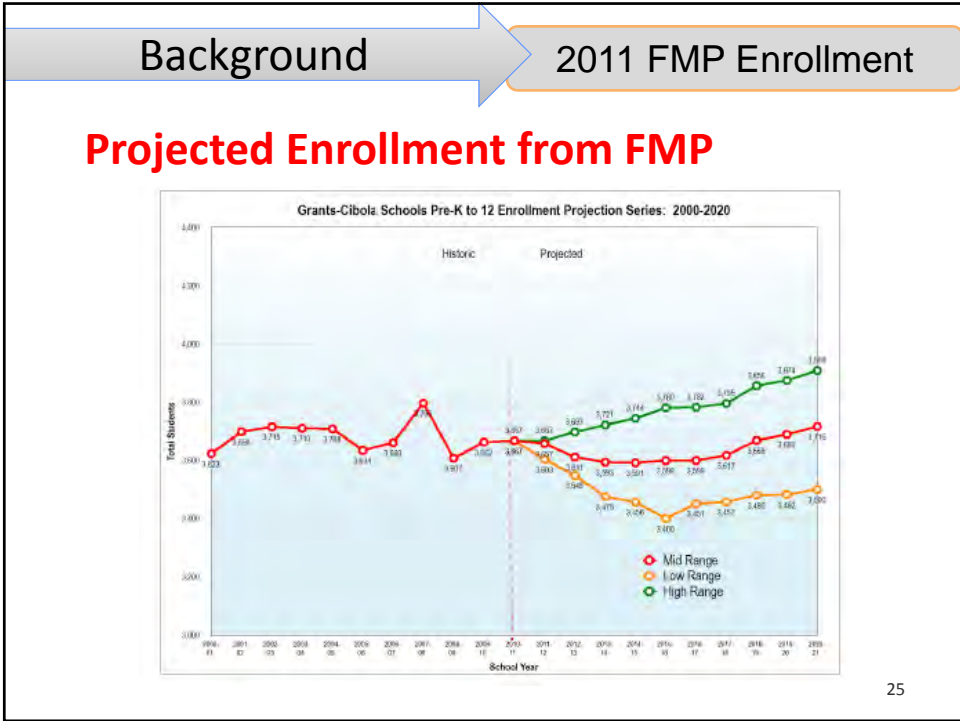
2011 FMP Enrollment

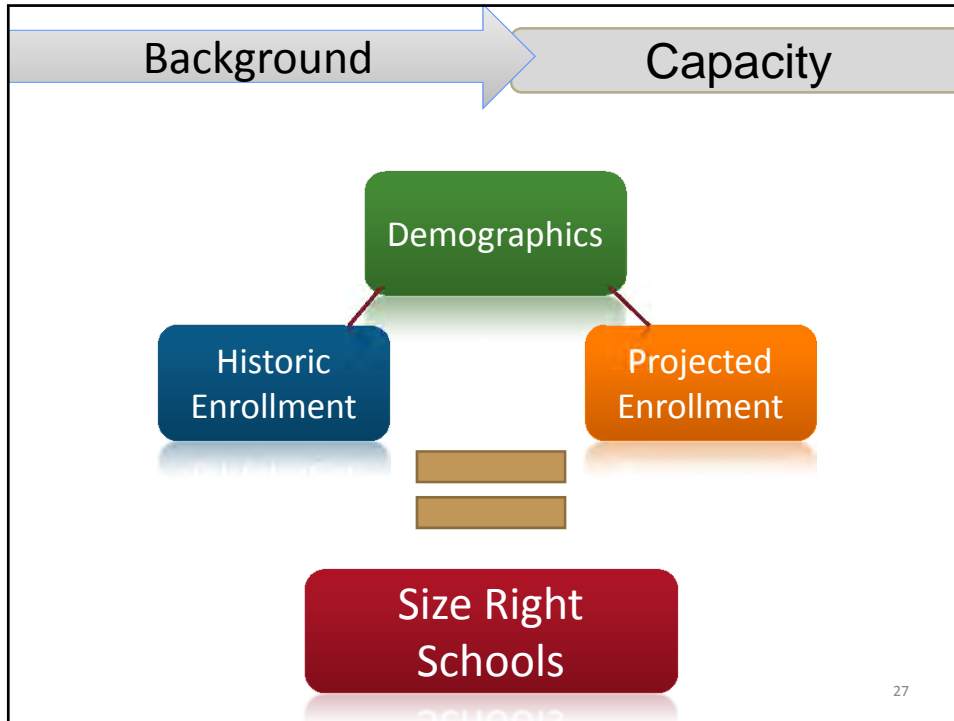
Historic Enrollment

Year	Enrollment
1992-93	5,021
1993-94	5,367
1994-95	5,300
1995-96	5,540
1996-97	5,389
1997-98	4,524
1998-99	4,784
1999-00	5,200
2000-01	4,323
2001-02	4,960
2002-03	4,714
2003-04	4,710
2004-05	4,280
2005-06	4,184
2006-07	3,909
2007-08	4,718
2008-09	4,007
2009-10	3,958
2010-11	3,870

Sources: NM Public Education Department (PED) total district enrollment 1992-93 to 1999-00, PED detailed school/grade breakdown and totals, 2000-01 to 2009-10, and Grants Cibola County Schools 2010-11

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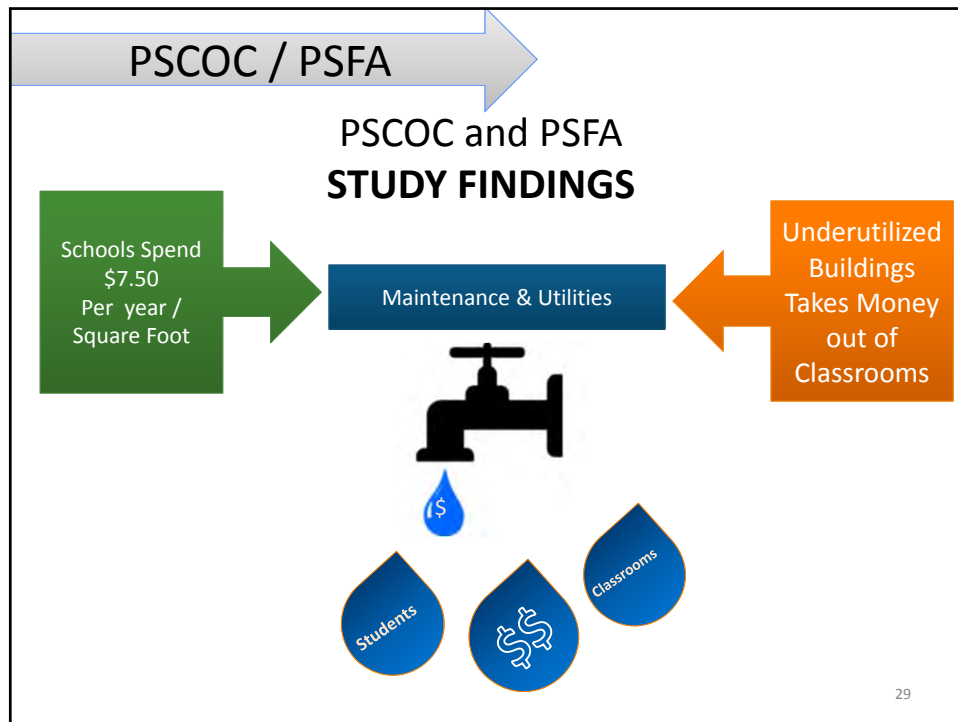
27

Background → 2015-16 Capacities

School	Current Enrollment	PSFA CURRENT Recommended SF/Student	PSFA Recommended Facility SF	Facility SF (Permanent)	Facility SF (including portables)	Ratio of Existing SF to Recommended SF (Permanent Facilities Only)	PSFA Capacity based on Existing SF/Student
Bluewater ES	116	146	16,936	21,578	22,474	127%	156
Cubero ES	324	136	44,064	36,340	36,340	82%	262
Mesa View ES	459	131	60,129	54,677	55,573	91%	422
Milan ES	504	127	64,008	51,901	51,901	81%	391
Mt. Taylor ES	525	126	66,150	64,753	74,577	98%	606
San Rafael ES	68	148	10,064	30,132	30,132	299%	214
Seboyeta ES	78	148	11,544	12,840	17,384	111%	119
Elementary Subtotal:	2,074	962	272,895	272,221	288,381	127%	2,170
Los Alamitos MS	401	148	59,348	67,877	67,877	114%	471
Middle School Subtotal:	401	148	59,348	67,877	67,877	114%	471
Grants HS	884	140	123,760	202,401	214,945	164%	1,000
Laguna Acoma MS/HS	373	186	69,378	120,648	120,648	174%	830
High School Subtotal:	1,257	326	193,138	323,049	335,593	169%	1,830
DISTRICT TOTALS:	3,732	1,436	525,381	663,147	691,851	137%	4,471

166,470 sf UNDER-utilized facilities

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PSCOC / PSFA

$$691,851\text{sf} \times \$7.50\text{sf/year} = \mathbf{\$5,188,882} \text{ /year maintenance}$$

$$166,470\text{sf under-utilized sf} \times \$7.50\text{/sf/year} = \mathbf{\$1,248,525} \text{ / year SAVINGS}$$

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Background

2016 FAD Rankings

Facilities Assessment Database (FAD)

School	2016-17 Rank	Weighted NMCI
Bluewater ES	144	29.50%
Cubero ES	555	7.24%
Mesa View ES	392	15.03%
Milan ES	643	3.78%
Mt. Taylor ES	154	28.62%
San Rafael ES	421	13.85%
Seboyeta ES	134	30.06%
Los Alamitos MS	770	0.00%
Grants HS	594	5.49%
Laguna Acoma MS/HS	552	7.32%

2016 **State Share** of an approved project:

77%

District Share of an approved project:

23%

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Background

FMAR Rankings

FACILITY MAINTENANCE ASSESSMENT REPORT (FMAR)

School	YEAR	Participation %
GCCS	2016	46.18%

District Avg FMAR Score April 2015 to Present

32

Background → PSCOC/PSFA 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

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Background → PSCOC/PSFA 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

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Background
PSCOC/PSFA 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

35

Background
2011 GCCS Priorities

GCCS Capital Priorities

The District's highest priorities, for the next funding cycle, include the following:

1. **Complete the rebuilding of Cubero Elementary School**
(\$9,000,000 allocated)
2. **Grants High School Performing Arts Center** - \$6,000,000
3. **Los Alamitos Middle School Remodel/Renovation** - \$9,000,000

The district's highest priorities (unfunded) total **\$15,000,000**.

Source: 2011-16 GCCS FMP

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Background

2011 GCCS Priorities

Facility	District Priority	Capital Improvement Projects	GOBond 2014	Mil SB9	PSCOC Funding (79%)	State Grant (80%)	Projected Schedule
Bluewater ES	9	\$329,476	\$0	\$329,476	\$0	\$0	
Upgrade playground & equipment	1	\$111,592		\$111,592			2012-2013
Breakroom window wall replacement	2	\$217,884		\$217,884			2012-2013
Cubero ES	1	\$0	\$0	\$0	\$0	\$0	
New building completion (\$9,000,000)							2012-2013
Mesa View ES	5	\$329,476	\$0	\$329,476	\$0	\$0	
HVAC upgrade	1	\$111,592		\$111,592			2013-2014
Playground & equipment upgrade	2	\$217,884		\$217,884			2012-2013
Mount Taylor ES	6	\$195,437	\$0	\$195,437	\$0	\$0	
HVAC upgrade	1	\$39,259		\$39,259			2013-2014
Playground & equipment upgrade	2	\$156,229		\$156,229			2012-2013
San Rafael ES	7	\$195,017	\$0	\$195,017	\$0	\$0	
Upgrade water supply lines to old wing	1	\$90,000		\$90,000			2013-2014
Playground & equipment upgrade	2	\$105,017		\$105,017			2012-2013
Seboyeta ES	8	\$120,831	\$0	\$96,589	\$0	\$24,243	
Playground & equipment upgrade	1	\$90,527		\$90,527			2012-2013
Resurface parking lot	2	\$30,304		\$6,061		\$24,243	2013-2014
Los Alamitos MS	4	\$14,118,356	\$2,946,000	\$11,856,356	\$11,060,000	\$0	
New complex	1	\$14,000,000	\$2,946,000		\$11,060,000		2013-2014
Bus drop-off improvement	2	\$118,356		\$118,356			2013-2014
Laguna-Acoma Jr-Sr HS	11	\$4,507,775	\$937,125	\$45,275	\$3,525,375	\$0	
HVAC upgrade	1	\$4,482,500	\$937,125		\$3,525,375		2014-2015
Water treatment upgrade	2	\$45,275		\$45,275			2013-2014

Source: 2011-16 GCCS FMP
37

Background

2011 GCCS Priorities

Grants High School	2	\$6,173,469	\$5,858,274	\$63,039	\$0	\$252,156	
Performing Arts Center	1	\$5,858,274	\$5,858,274				2012-2013
Pavement improvement	2	\$315,195		\$63,039		\$252,156	2013-2014
Administration Office	10	\$4,001,186	\$3,545,494	\$455,672	\$0	\$0	
Renovation	1	\$3,545,494	\$3,545,494				2014-2015
HVAC upgrade	2	\$455,672		\$455,672			2014-2015
Board Room and Cafeteria Offices	12	\$651,866	\$651,866	\$0	\$0	\$0	
Renovate Building Interior	1	\$376,463	\$376,463				2014-2015
HVAC upgrade	2	\$273,403	\$273,403				2015-2016
Maintenance / Bus Barn	3	\$282,806	\$0	\$198,804	\$0	\$83,002	
Parking Area	1	\$103,753		\$20,751		\$83,002	2012-2013
Covered equipment storage	2	\$179,053		\$179,053			2012-2013
Special Education Complex	14	\$82,008	\$0	\$82,008	\$0	\$0	
Lighting upgrade	1	\$82,008		\$82,008			2015-2016
Warehouses (North & South)	13	\$293,507	\$0	\$293,507	\$0	\$0	
Park/Asphalt yard	1	\$37,716		\$37,716			2016-2016
Renovate shop and equipment storage area	2	\$255,791		\$255,791			2015-2016
		Total CIP Priorities	GO Bond	Mil SB9	PSCOC	State Grant	
		\$31,281,190	\$13,932,759	\$2,403,654	\$14,585,375	\$359,402	
		PSCOC Projects	\$19,786,064	\$3,877,125	\$1,303,584		
		Potential PSCOC Funding at 79%	\$15,615,191	\$3,062,929	\$1,029,816		
		Grant-CCS share at 21%	\$4,150,873	\$814,196	\$273,748		

Source: 2011-16 GCCS FMP
38

Background
GOB Information

GRANTS-CIBOLA SCHOOL DISTRICT NO. 1

2015 Assessed Valuation (Initial)	\$304,035,642
Bonding Capacity (6% of AV)	18,242,139
Less: Outstanding GO Bonds (March 1, 2016)	15,110,000
Less: Outstanding Ed Tech Notes (March 1, 2016)	725,000
Plus: Bonds to be paid in 2016	2,580,000
2016 Bonding Capacity	4,987,139
Authorized but Unissued Bonds	
Election (February 5, 2013)*	9,000,000
Bonds Sold (June 2014)	2,000,000
Bonds Sold (June 2015)	2,000,000
Authorized but Unissued Bonds	5,000,000
Potential Sales	
2016 - \$3,000,000	
2017 - \$2,000,000	

*The School District has four years from the date of the election (Feb. 5, 2013) to sell authorized bonds.

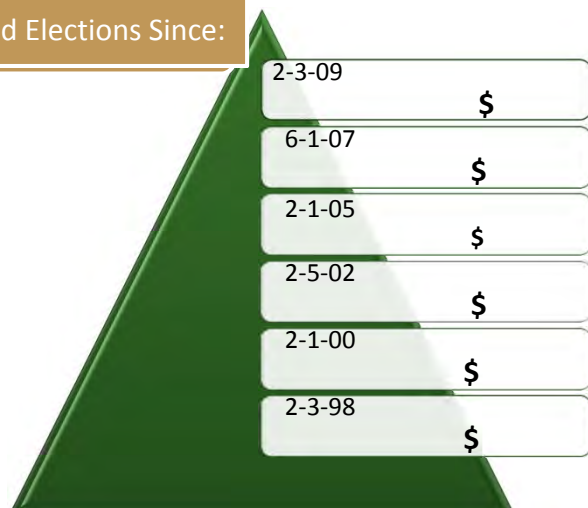
PSCOC / PSFA Awards: \$33,141,996

\$9,183 / student

39

Background
Capital Project Funding History

GOB Bond Elections Since:




2-3-09	\$
6-1-07	\$
2-1-05	\$
2-5-02	\$
2-1-00	\$
2-3-98	\$

40






Academic Skills




2016
Focus of
Education
is on the
'TOTAL STUDENT'

Social Skills




Wellness Skills



45

FMP Goals and Objectives

**WHAT ARE POSITIVE
FEATURES OF DISTRICT
FACILITIES?**



FMP Goals and Objectives

WHAT ARE THE EDUCATIONAL CHALLENGES FACED BY GCCS SCHOOLS?



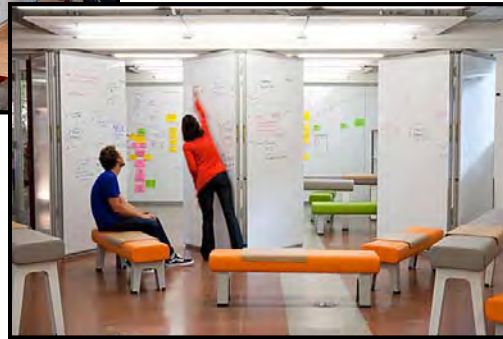
FMP Goals and Objectives

WHAT WILL EDUCATION IN GCCS LOOK LIKE IN 5, 10, 15, 50 YEARS?



43

FMP Goals and Objectives



FMP Goals and Objectives

**WHAT IS THE LONG RANGE
VISION OF THE DISTRICT FOR
EDUCATIONAL PROGRAM
DELIVERY TRENDS?**

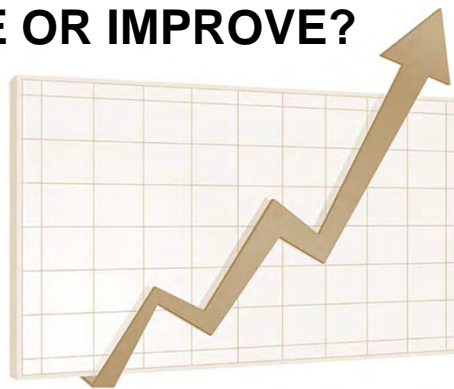


FMP Goals and Objectives



FMP Goals and Objectives

**IN THE NEXT FIVE PLUS YEARS,
WHAT ARE SOME FEATURES OF
DISTRICT FACILITIES THAT NEED
TO CHANGE OR IMPROVE?**



FMP Goals and Objectives

HOW DO EXTRACURRICULAR ACTIVITIES FIT INTO THE FMP?



53



GCCS SCHOOL FACILITIES

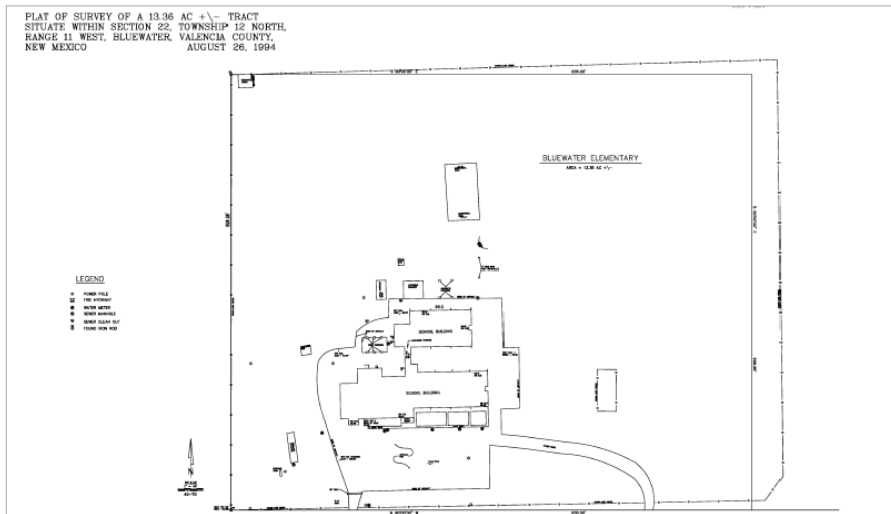
54

Bluewater ES Aerial



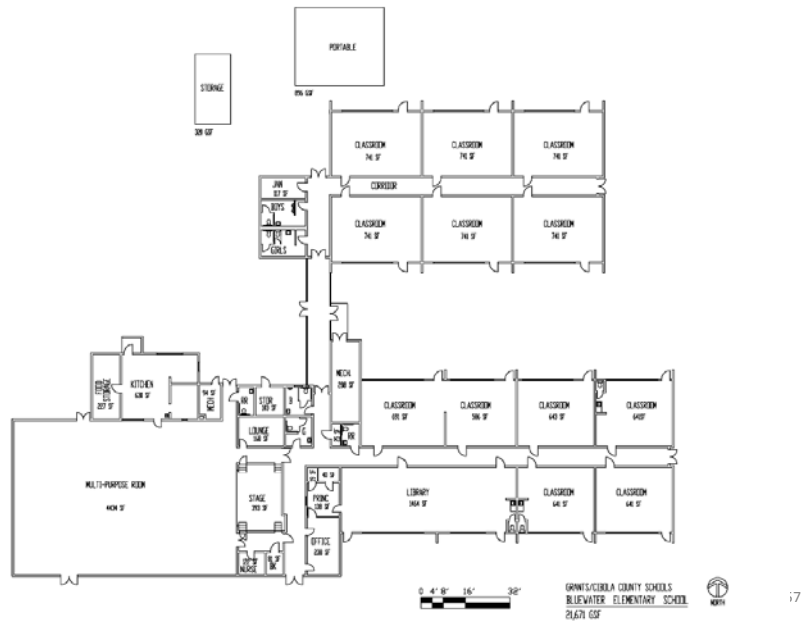
55

Bluewater ES Site Plan



56

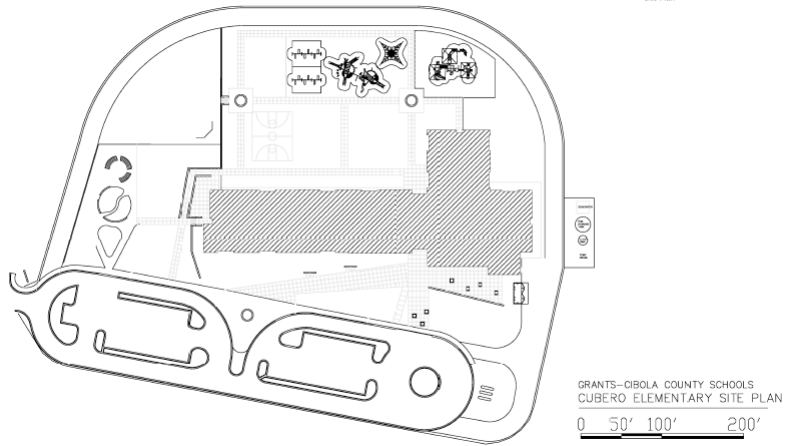
Bluewater ES Floor Plan



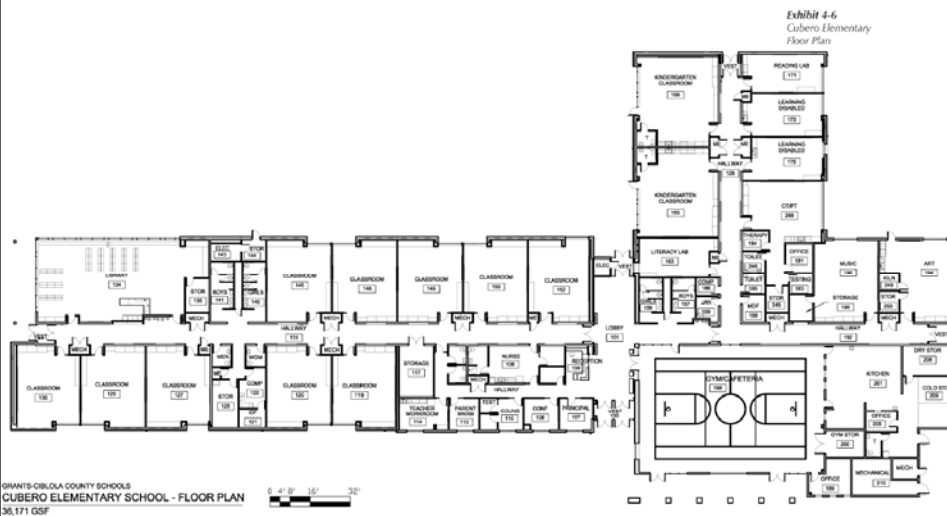
Cubero ES Aerial



Cubero ES Site Plan



Cubero ES Floor Plan

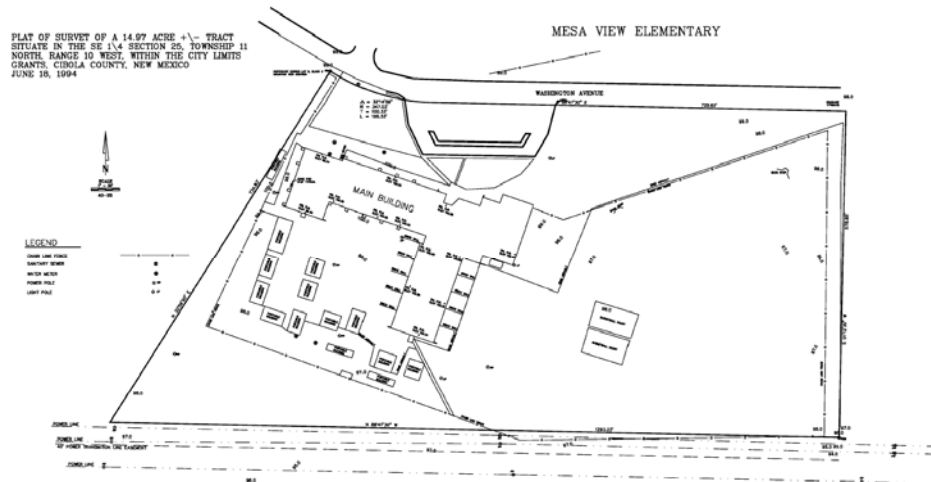


Mesa View ES Aerial



61

Mesa View ES Site Plan



62

Mesa View ES Floor Plan



GRANTS/CIBOLA COUNTY SCHOOLS
MESA VIEW ELEMENTARY SCHOOL
65,576 + 896 = 66,472 GSF

3

Milan ES Aerial

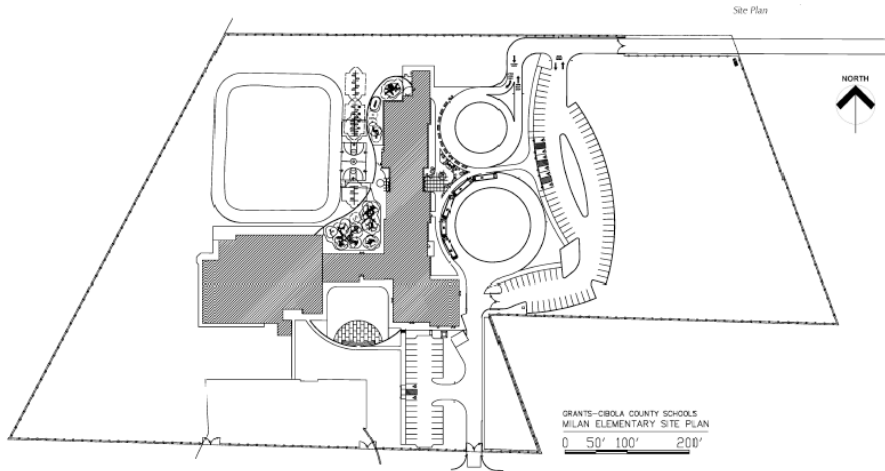


MILAN ELEMENTARY SCHOOL
GRANTS CIBOLA COUNTY SCHOOLS

Note:
Image is prior
to building
replacement
and addition.

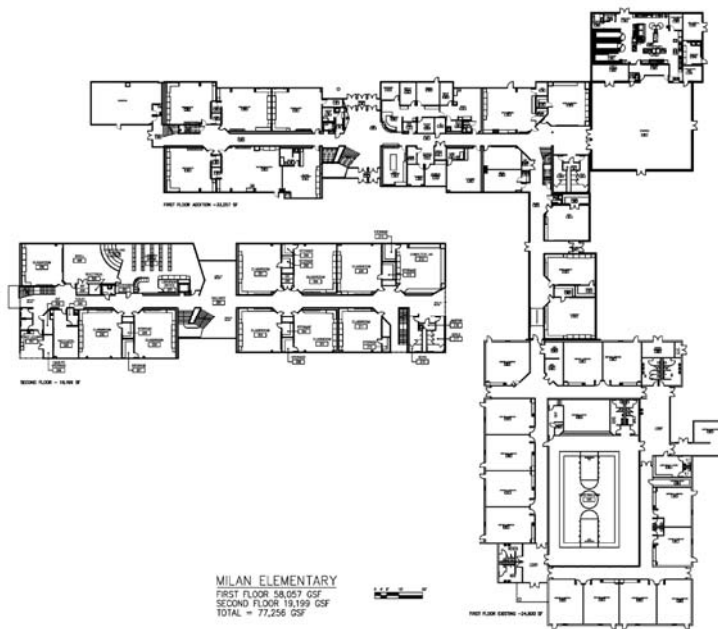
64

Milan ES Site Plan



65

Milan ES Floor Plan



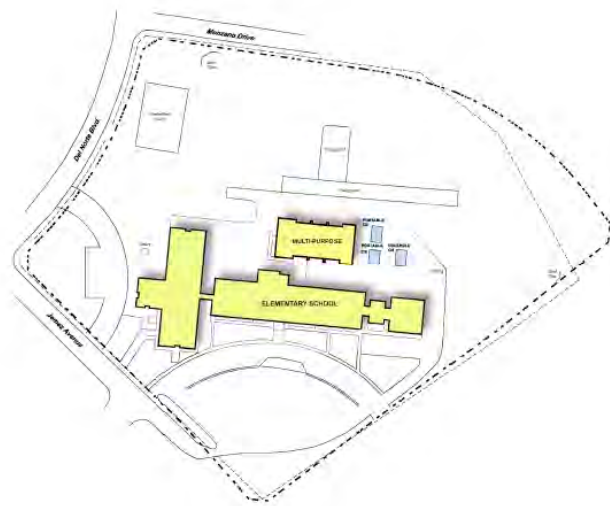
66

Mount Taylor ES Aerial



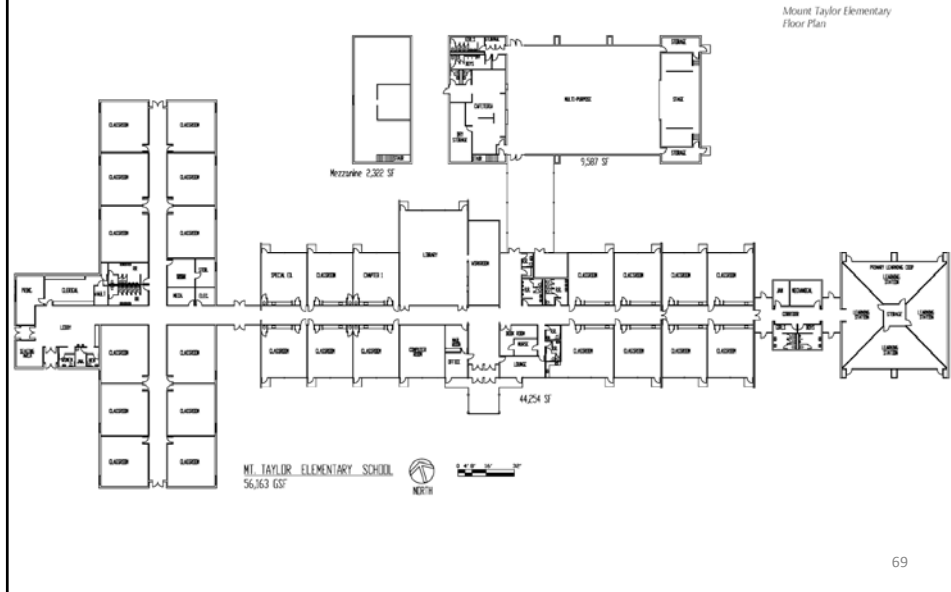
67

Mount Taylor ES Site Plan



68

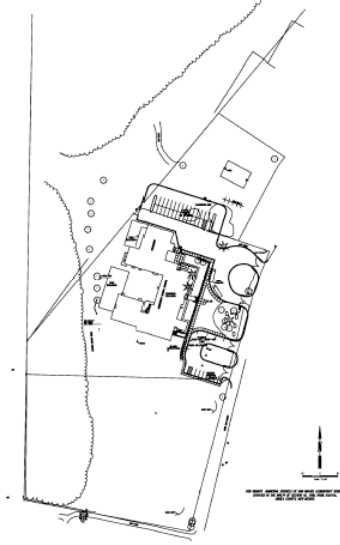
Mount Taylor ES Floor Plan



San Rafael ES Aerial

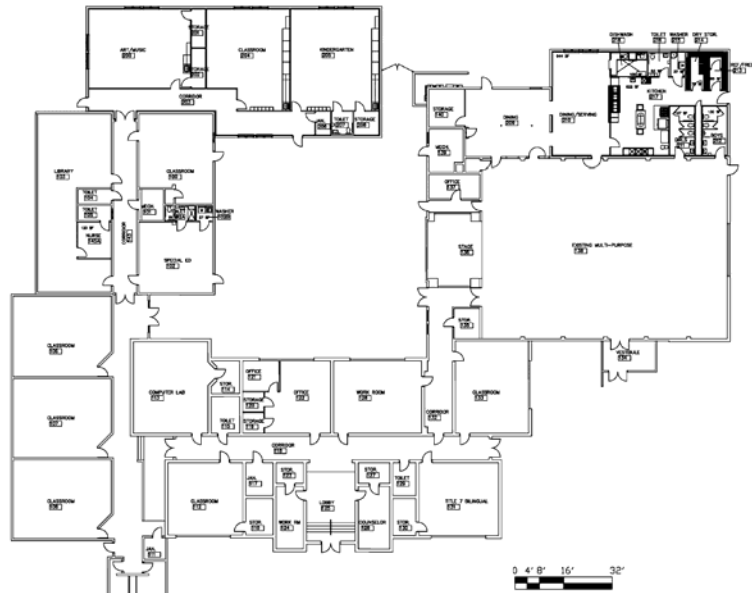


San Rafael ES Site Plan



71

San Rafael ES Floor Plan



SAN RAFAEL ELEMENTARY
28,480 CSF

72

Seboyeta ES Aerial



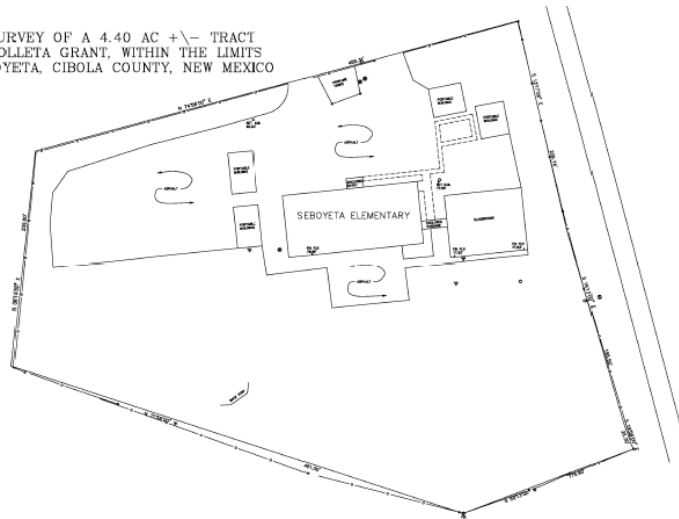
73

Seboyeta ES Site Plan

PLAT OF TOPOGRAPHIC SURVEY OF A 4.40 AC +/- TRACT SITUATE WITHIN THE CEBOLLETA GRANT, WITHIN THE LIMITS OF THE VILLAGE OF SEBOYETA, CIBOLA COUNTY, NEW MEXICO NOVEMBER 15, 1994

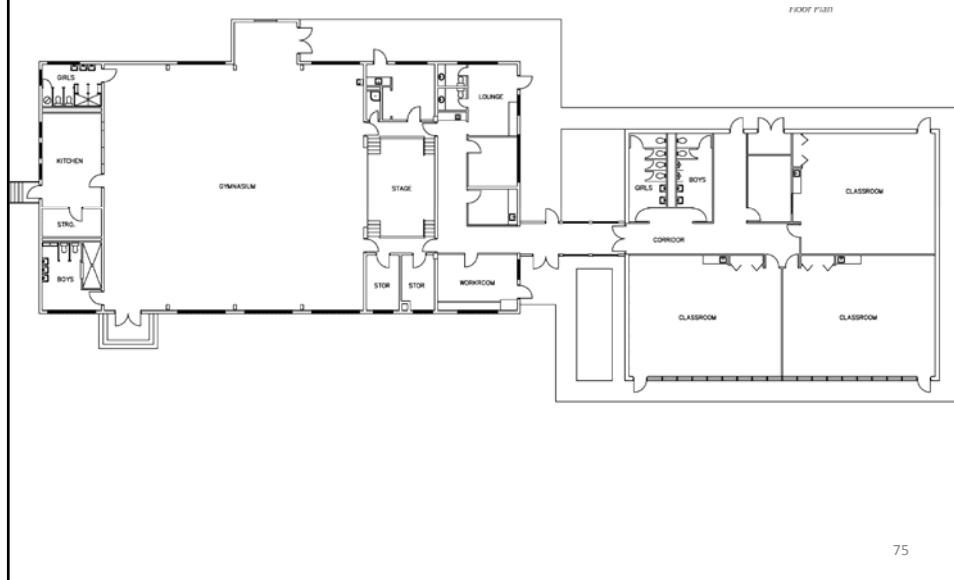
LEGEND

- FENCED PILE
- FENCE
- WATER METER
- FENCED MANHOLE
- ▽ SEWER SIGNAL BOX
- FENCED SIGN POST
- GUY WIRE POWER LINE
- GUY WIRE PHONE



74

Seboyeta ES Floor Plan



Los Alamitos MS Aerial

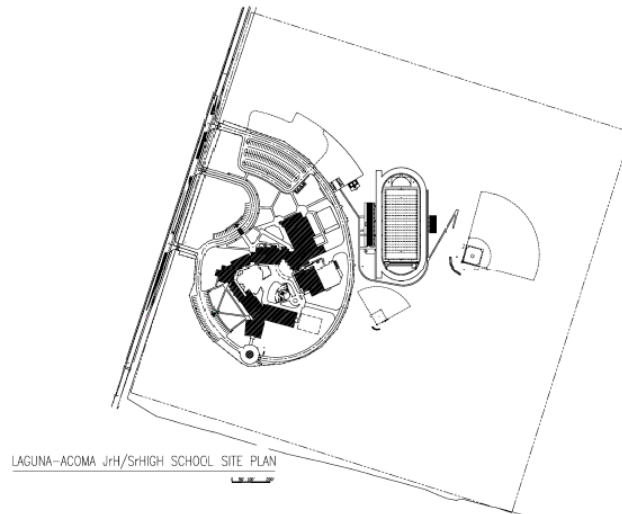


Laguna / Acoma Jr. / Sr. High School Aerial



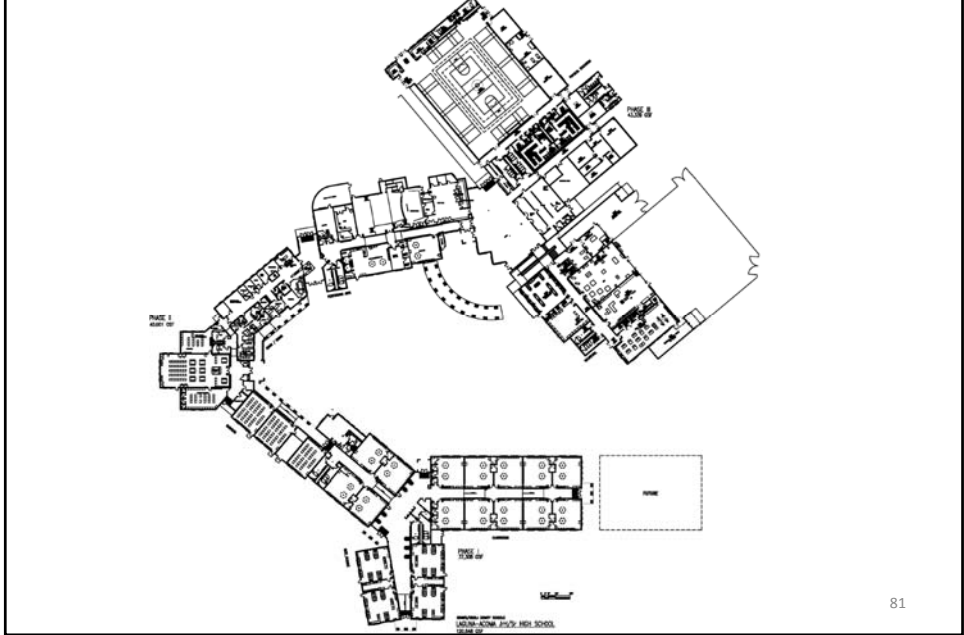
79

Laguna / Acoma Jr. / Sr. High School Site Plan



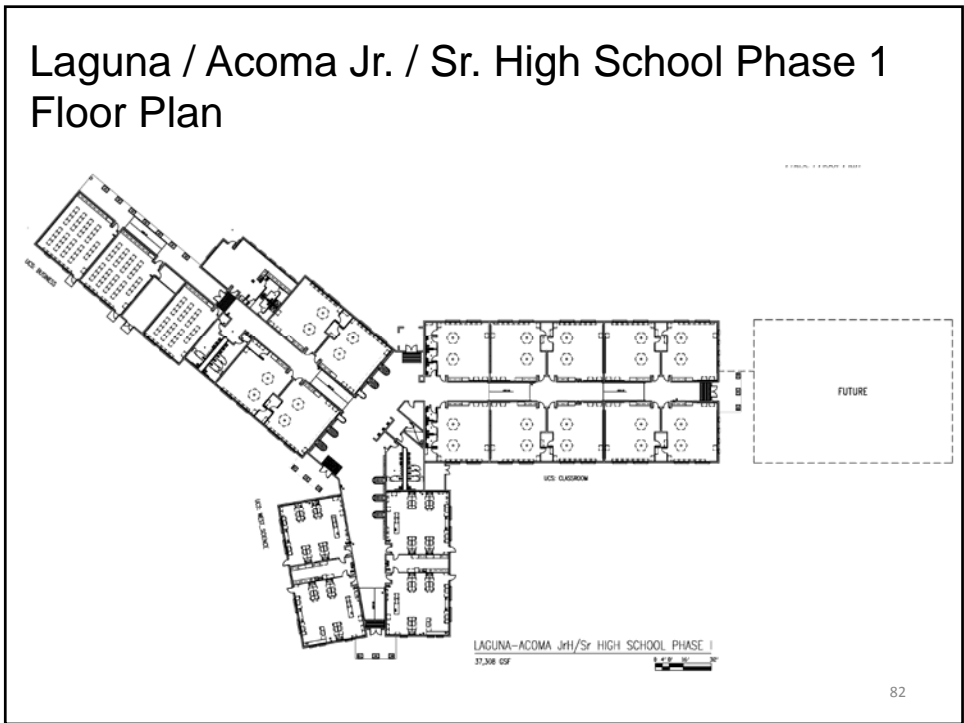
80

Laguna / Acoma Jr. / Sr. High School Floor Plan



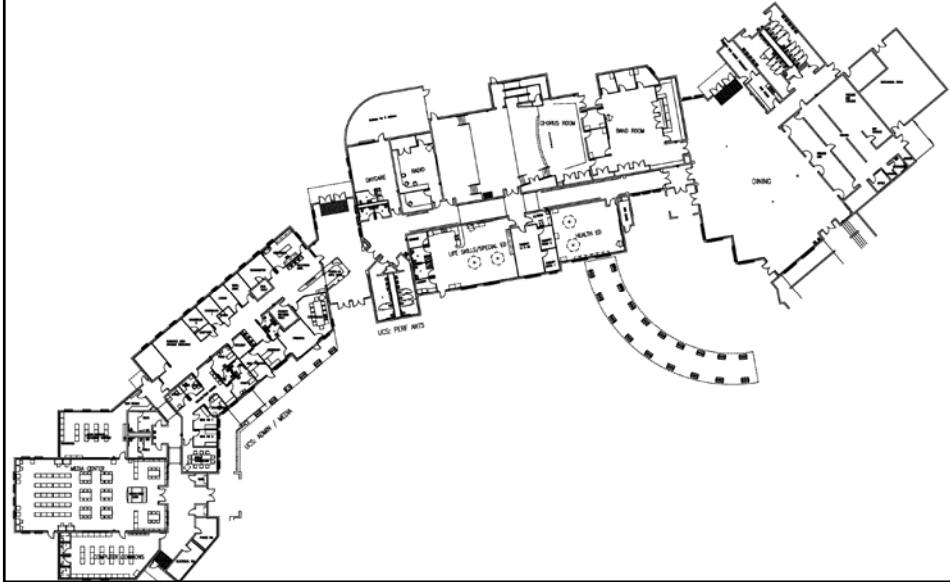
81

Laguna / Acoma Jr. / Sr. High School Phase 1 Floor Plan

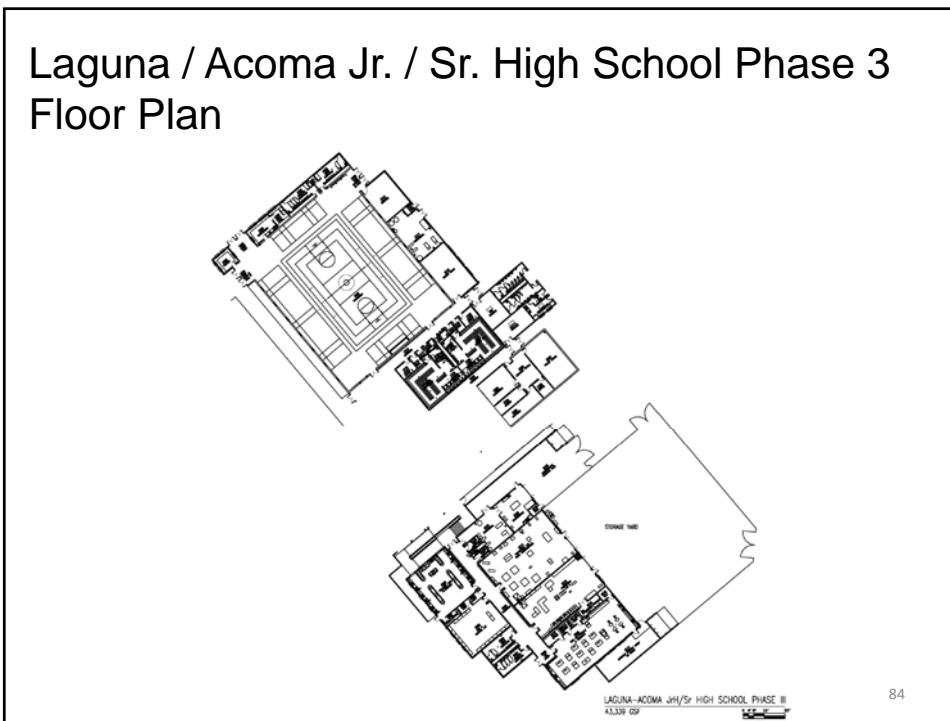


82

Laguna / Acoma Jr. / Sr. High School Phase 2 Floor Plan



Laguna / Acoma Jr. / Sr. High School Phase 3 Floor Plan

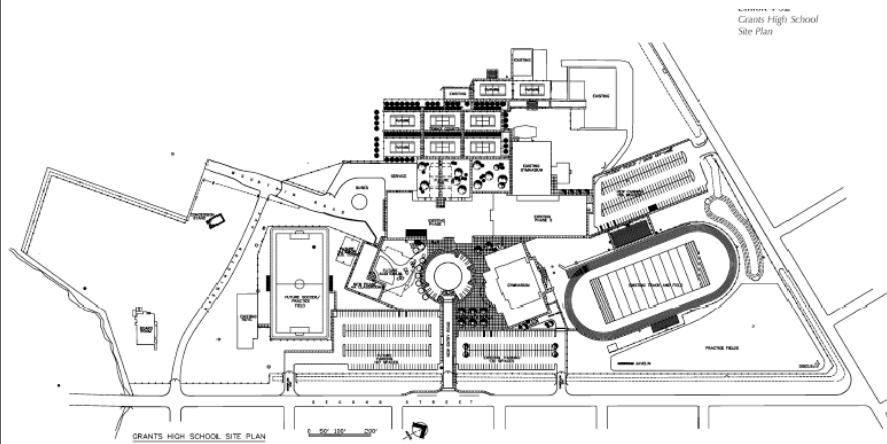


Grants HS Aerial



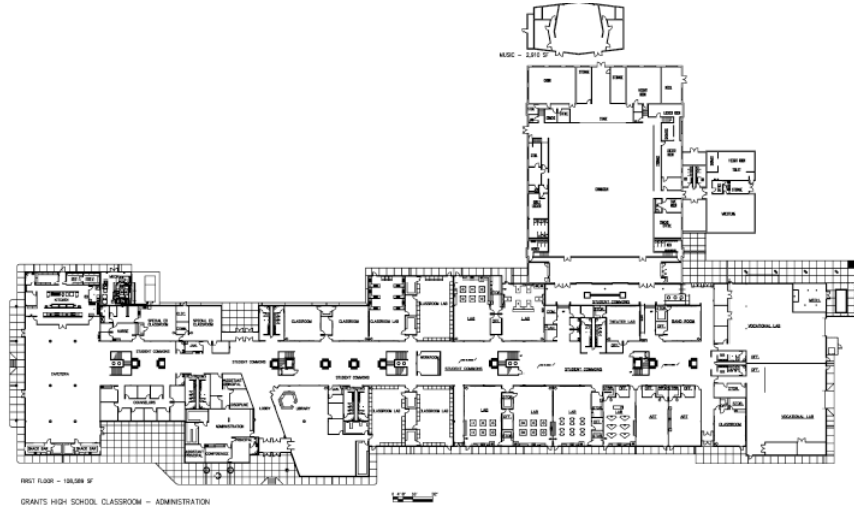
85

Grants HS Site Plan



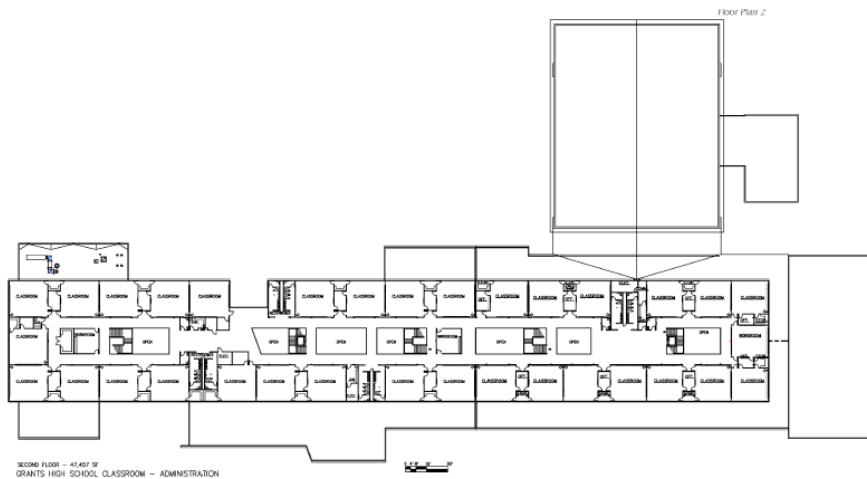
86

Grants HS Floor Plan - 1



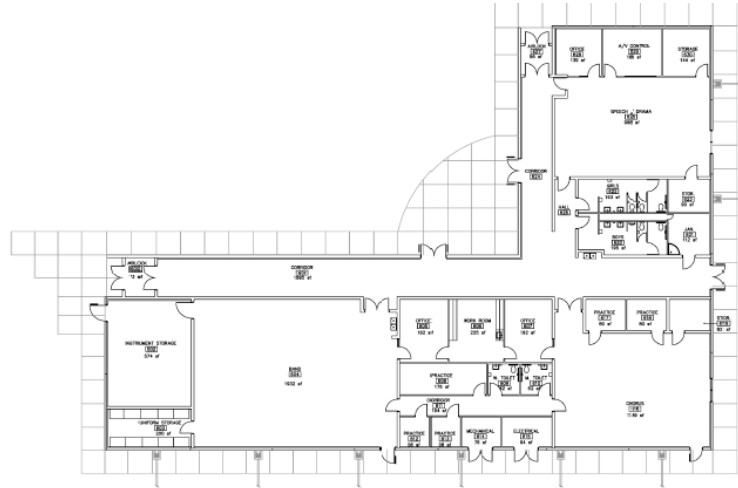
87

Grants HS Floor Plan - 2



88

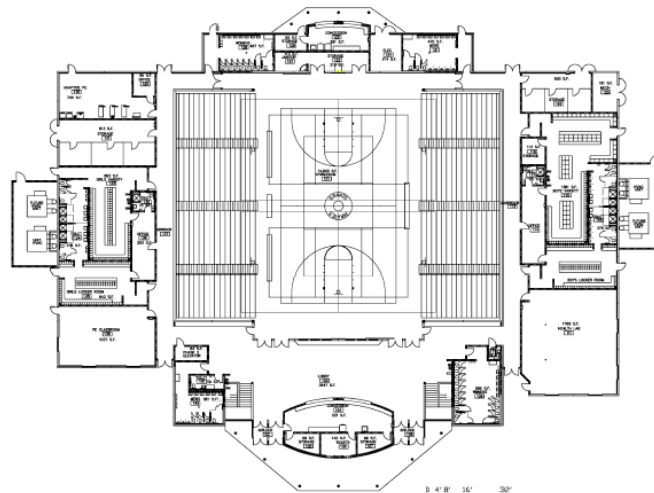
Grants HS Floor Plan - 3



GRANTS HIGH SCHOOL MUSIC-DRAMA BUILDING
10,543 GSF

89

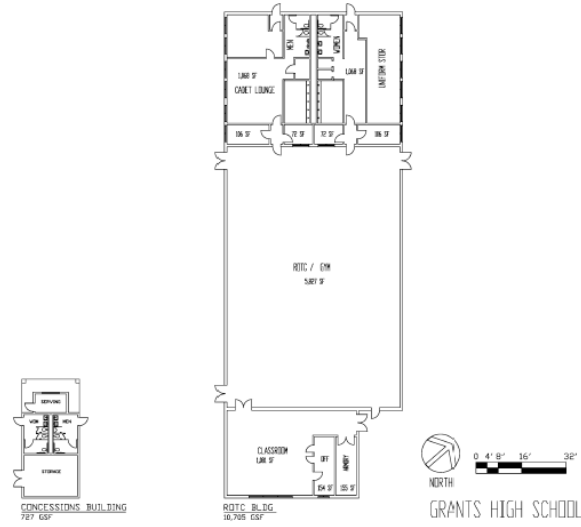
Grants HS Floor Plan - 4



GRANTS HIGH SCHOOL GYMNASIUM (New)
39,082 GSF

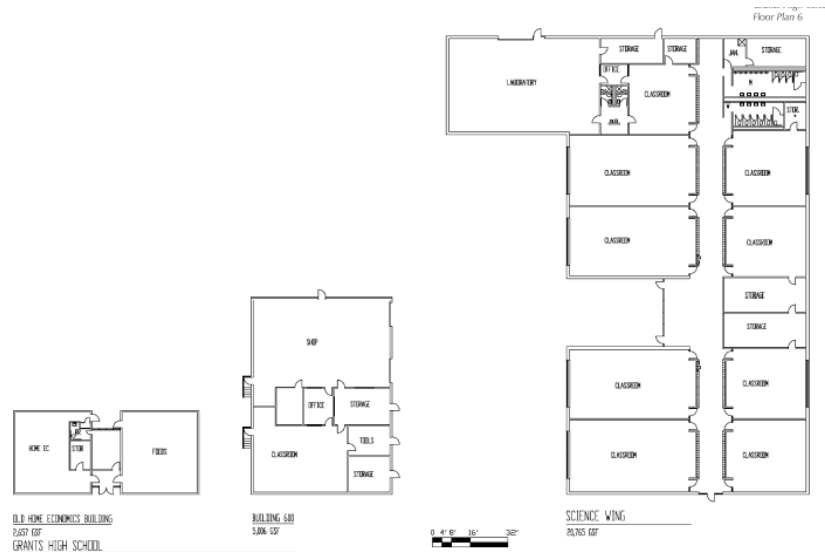
90

Grants HS Floor Plan - 5



91

Grants HS Floor Plan - 6



92

GCCS Administration Offices



93

GCCS Maintenance and Operations



94

GCCS Special Education Complex



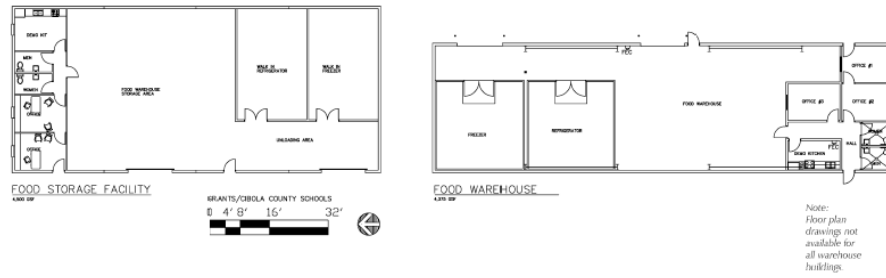
95

GCCS Warehouses / Admin. Buildings



96

GCCS Warehouses Floor Plans



GCCS Teacherages



Note:
Site and floor
plan drawings not
available.

GCCS Issues, Needs & Concerns

- Life / Health / Safety / Security:
- Condition of Facilities:
- Efficient / Effective Facilities:
- Availability of Funding:
- Technology:
- Preventive Maintenance:

99

GCCS Issues, Needs & Concerns

MAINTENANCE: REGULAR & PREVENTIVE

BUILDING SYSTEMS:

- Fire Alarm
- Intercom
- Roofs
- HVAC
- Electrical
- Plumbing
- Lighting:
- Windows / Doors
- Exterior / Interior Finishes
 - Ceilings
 - Floors
 - Walls

100

GCCS Issues, Needs & Concerns

SITE:
Parking lots:
Fencing
Landscaping:
Lighting
Sidewalks:
Playgrounds

OTHER:

101

Thank You
FOR
YOUR TIME
AND
INPUT


102



Grants Cibola County Schools
FACILITIES MASTER PLAN
2016-2021
May 3, 2016

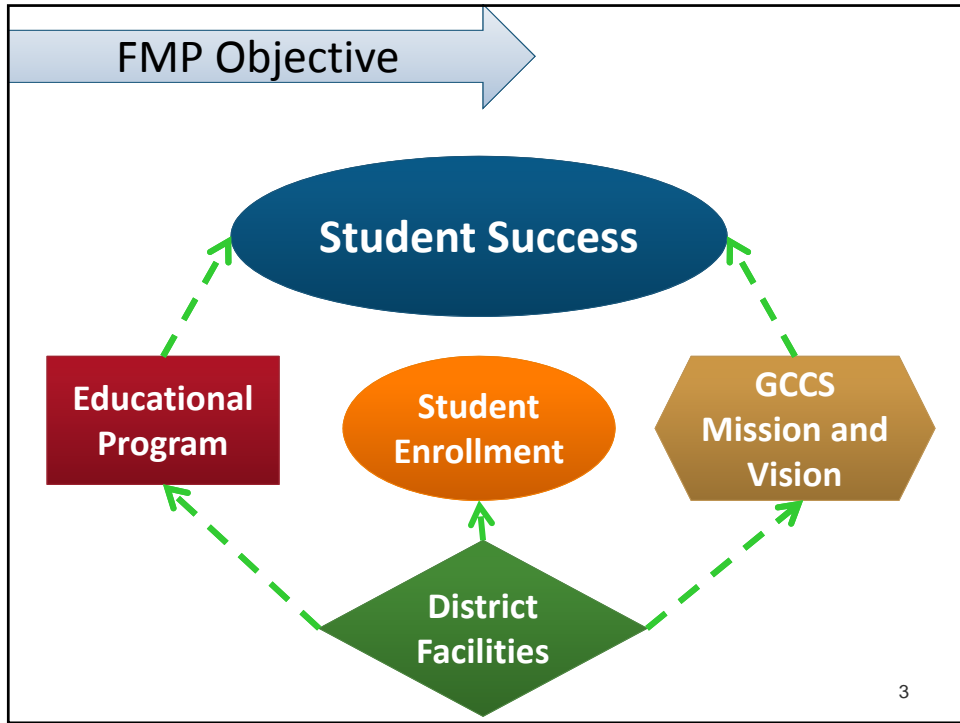
1

FMP Purpose



Develop a
Plan / Road Map
for school facilities
which will support the
School's Mission
and Educational
Program For
Student Success

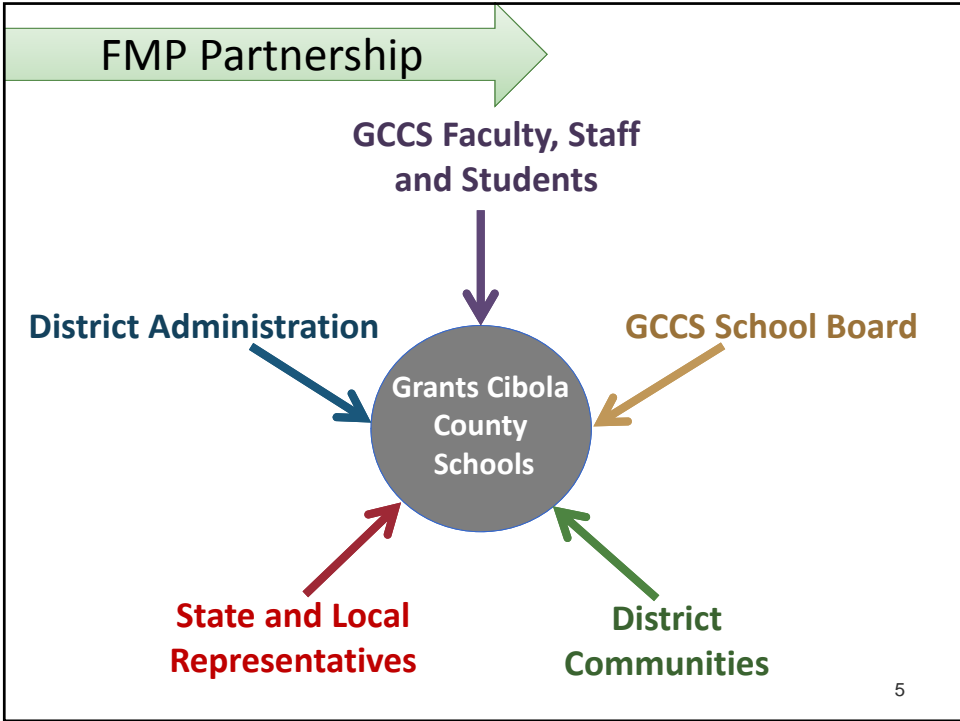
2



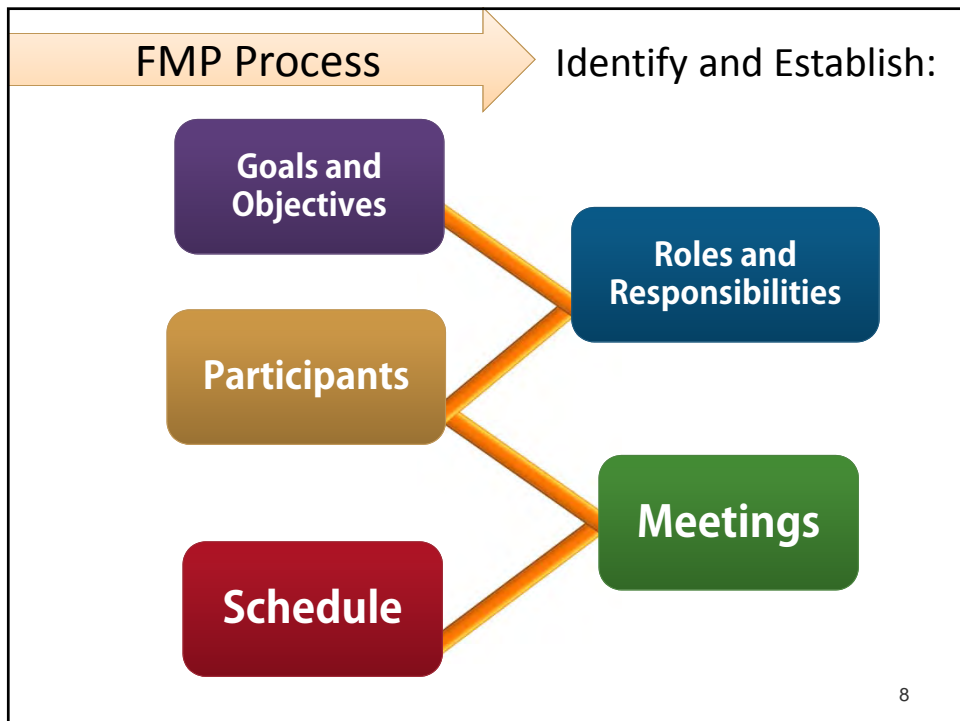
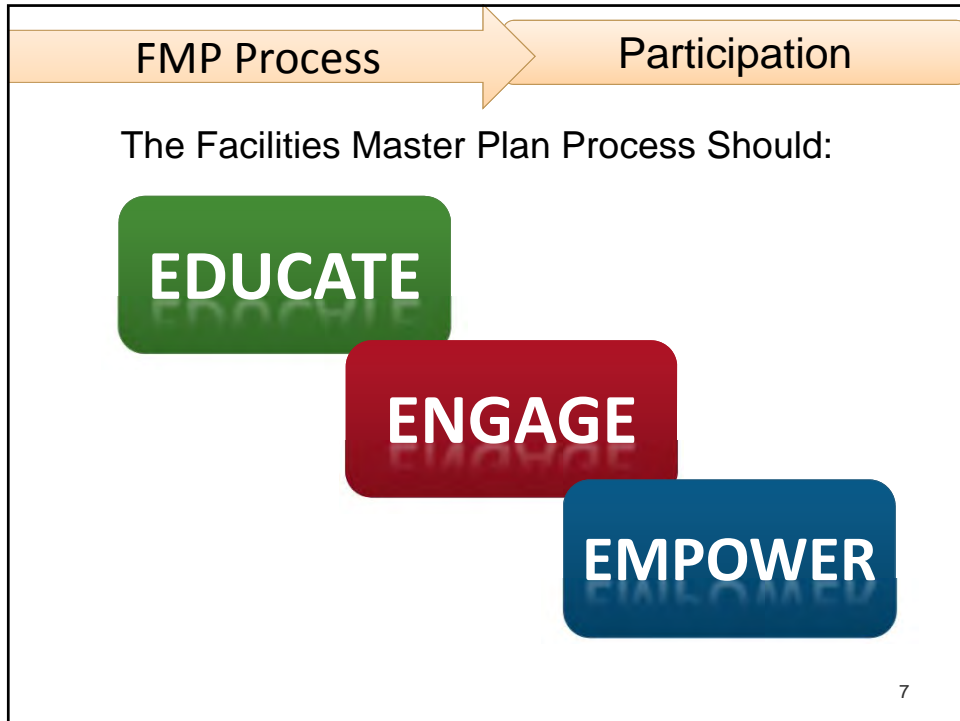
GRANTS CIBOLA COUNTY SCHOOLS 2016

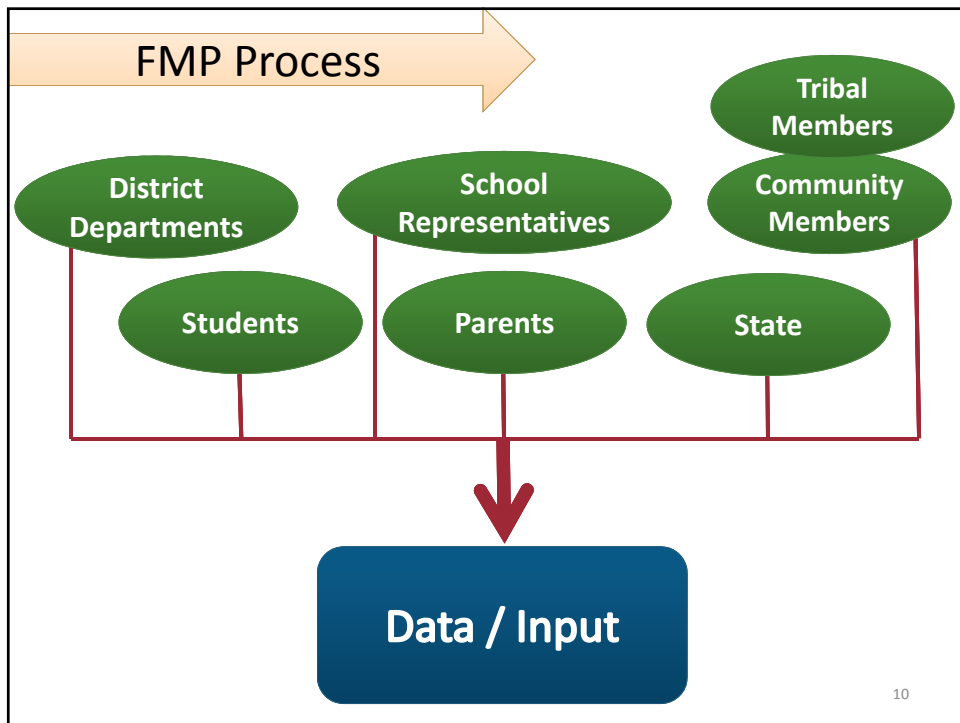
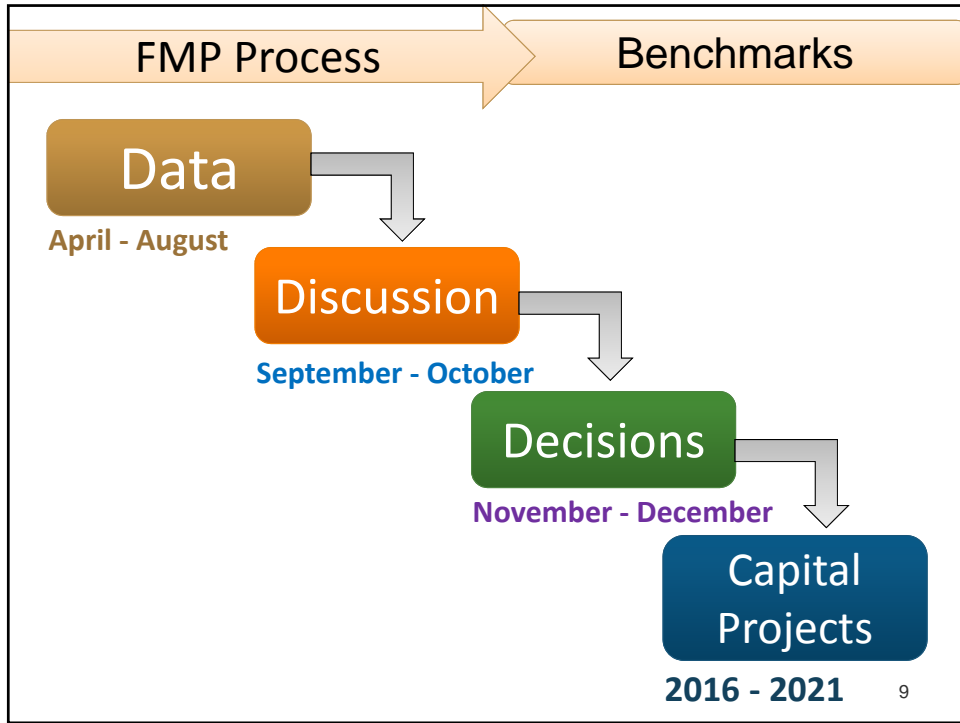
MISSION

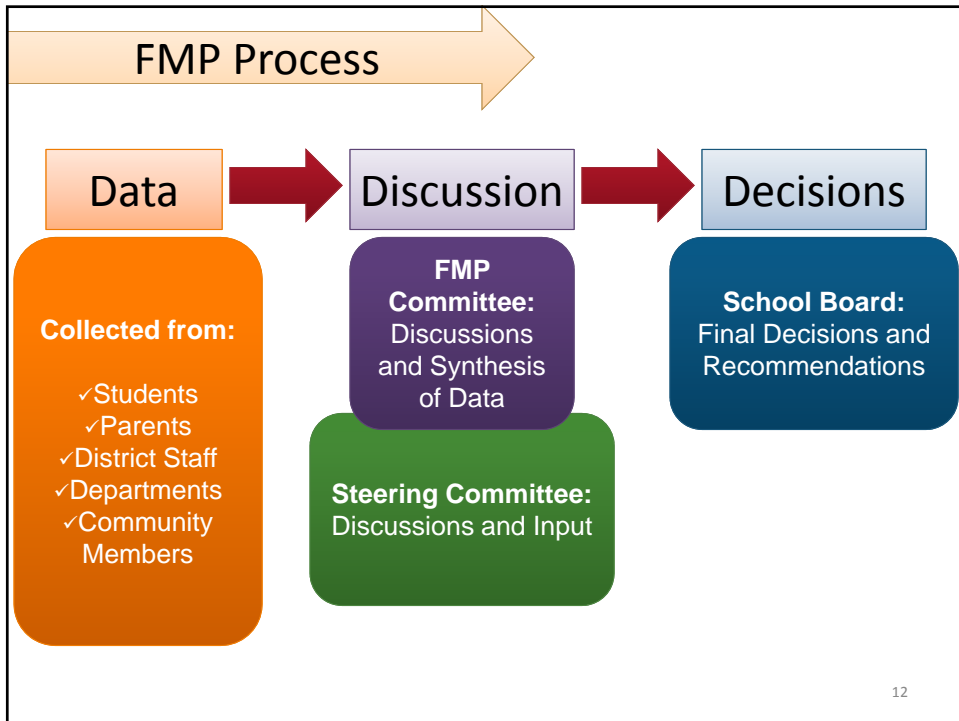
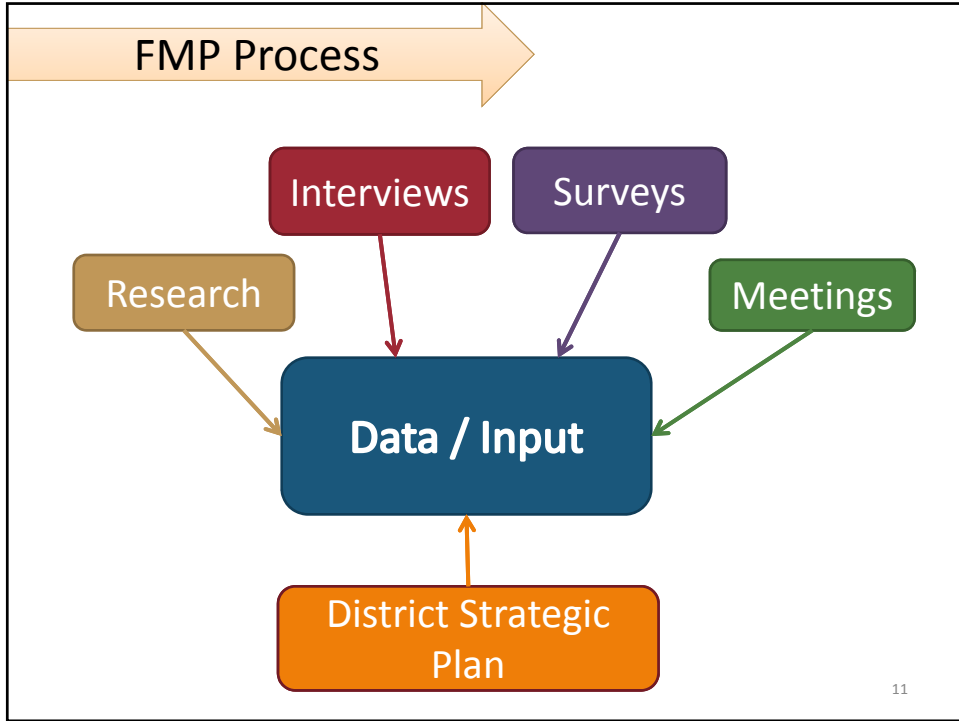
Every Student,
Every Day,
Building A Person for Life

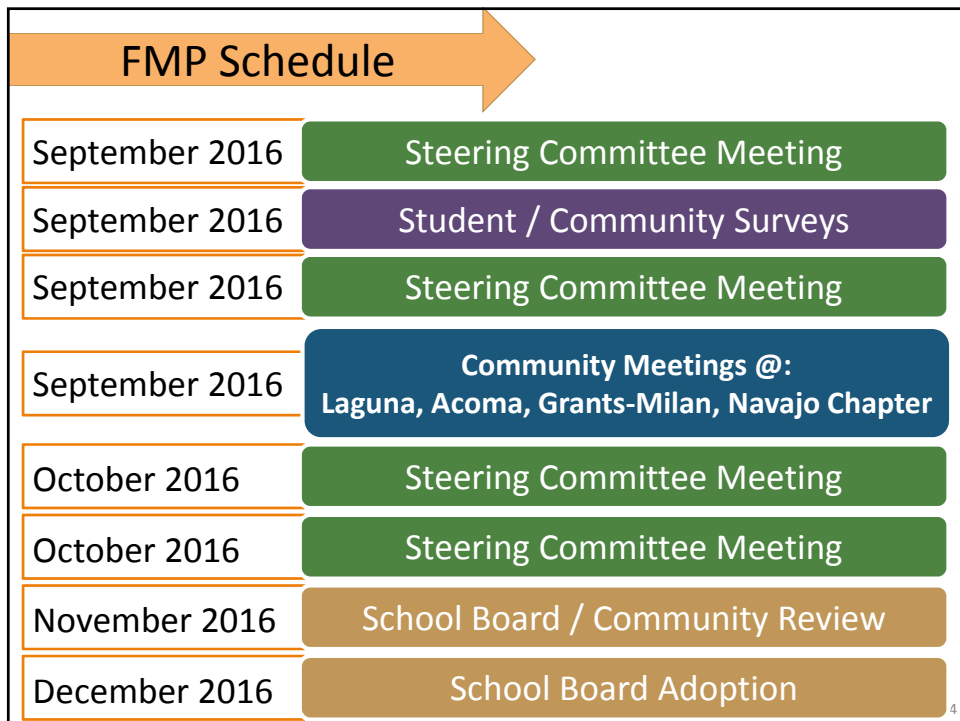
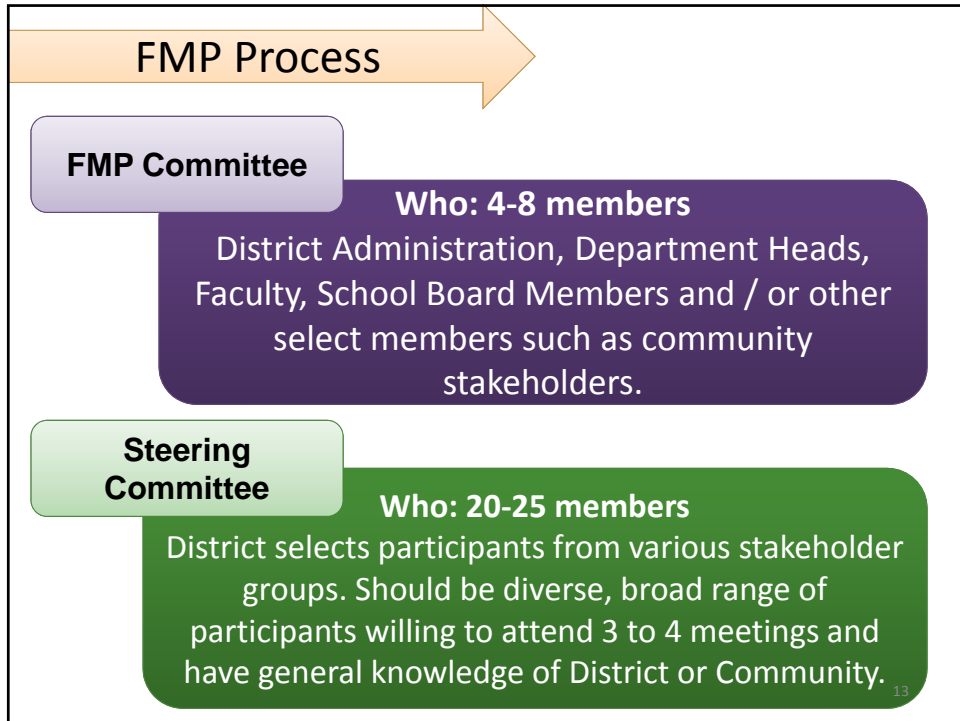




-
- FMP Process**
- PSFA FMP REQUIREMENTS, ISSUES, CONCERNS, NEEDS:**
- Facilities Master Plan Checklist
 - Enrollment
 - Facility Utilization
- District Issues, Concerns & Needs:**
- Life Health Safety
 - Technology
 - Preventive Maintenance
 - Efficient / Effective Use of Square Footage
- 6









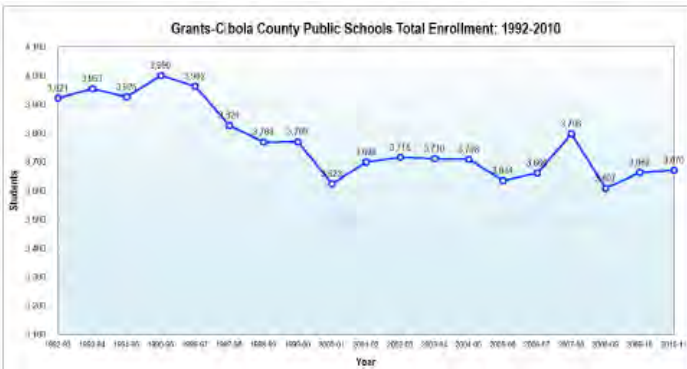
2015-16 BACKGROUND INFORMATION

15

Background

2011 FMP Enrollment

Historic Enrollment



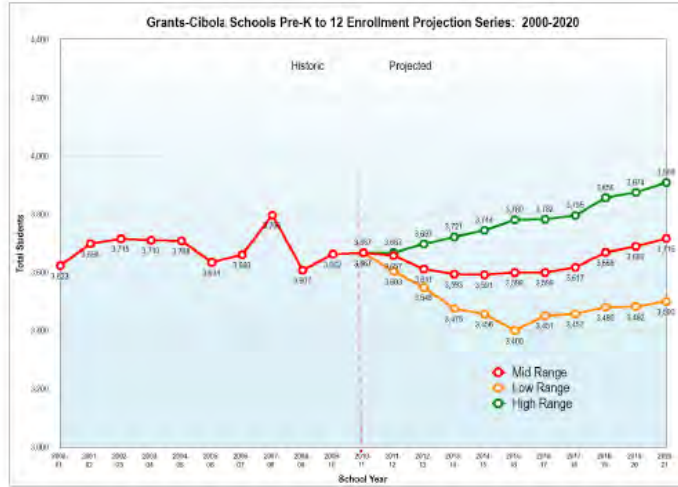
Sources: NM Public Education Department (PED) total district enrollment 1992-93 to 1999-00, PED detailed school/grade breakdown and totals, 2000-01 to 2009-10, and Grants Cibola County Schools 2010-11

16

Background

2011 FMP Enrollment

Projected Enrollment from FMP

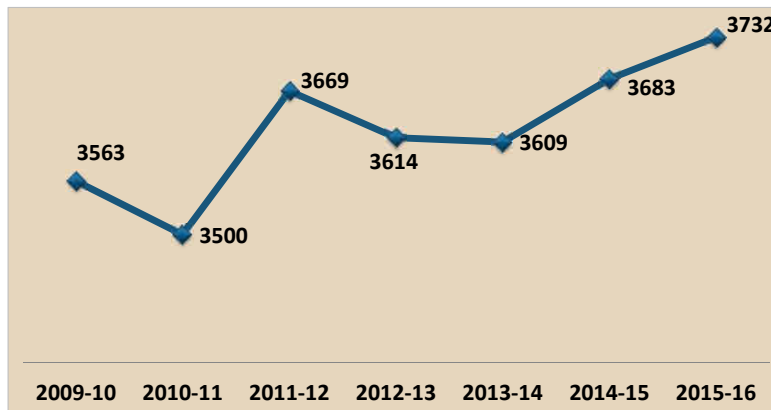


17

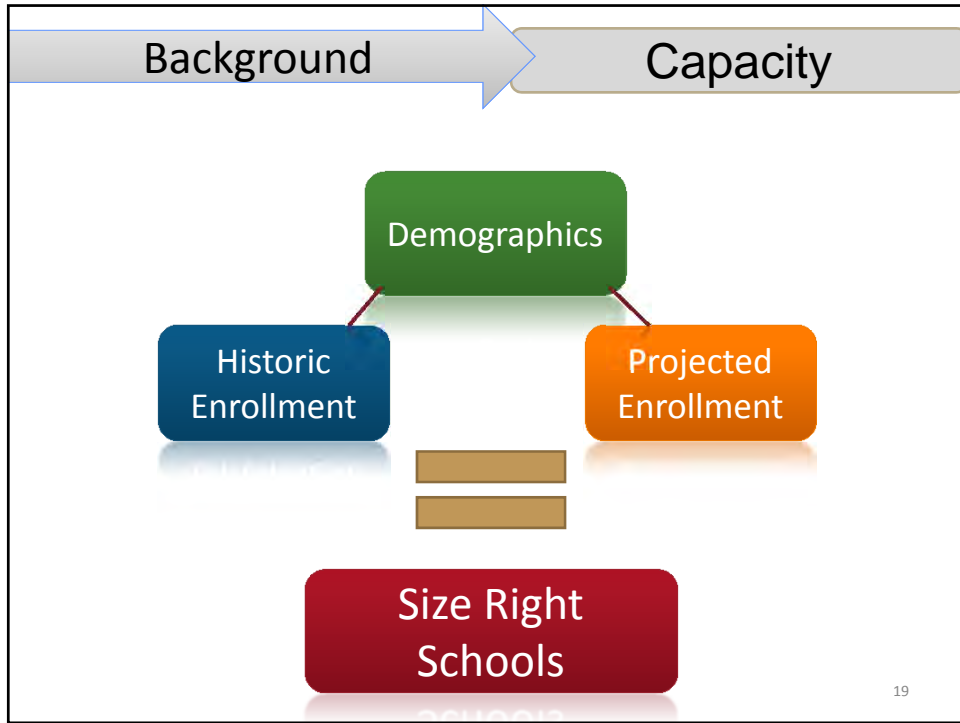
Background

Enrollment

Actual Enrollment



18



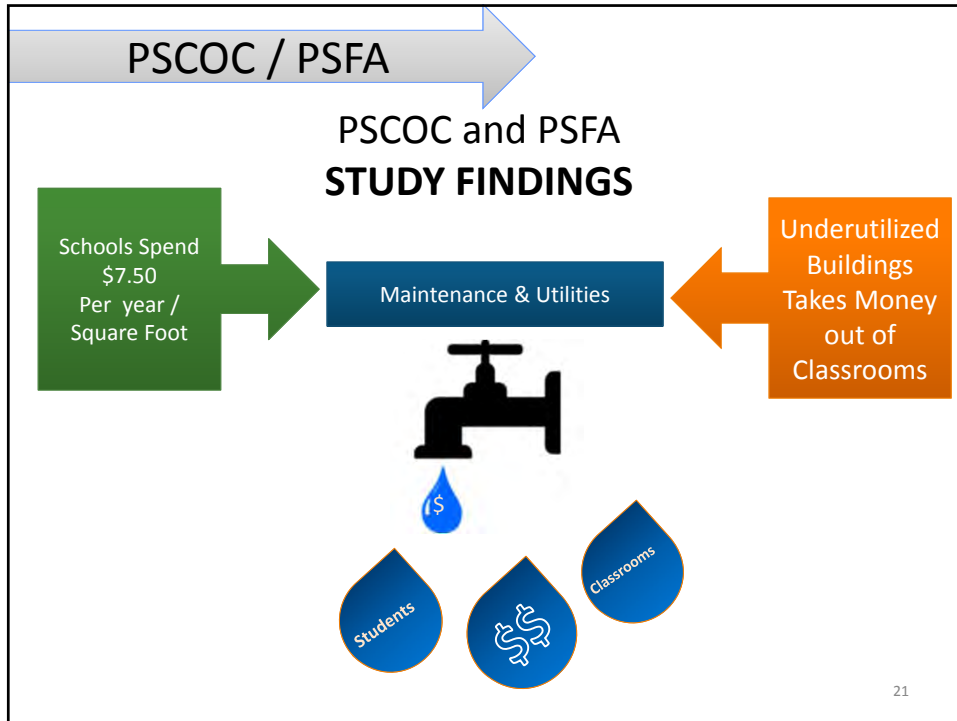
19

Background → 2015-16 Capacities

School	Current Enrollment	PSFA CURRENT Recommended SF/Student	PSFA Recommended Facility SF	Facility SF (Permanent)	Facility SF (including portables)	Ratio of Existing SF to Recommended SF (Permanent Facilities Only)	PSFA Capacity based on Existing SF/Student
Bluewater ES	116	146	16,936	21,578	22,474	127%	156
Cubero ES	324	136	44,064	36,340	36,340	82%	262
Mesa View ES	459	131	60,129	54,677	55,573	91%	422
Milan ES	504	127	64,008	51,901	51,901	81%	391
Mt. Taylor ES	525	126	66,150	64,753	74,577	98%	606
San Rafael ES	68	148	10,064	30,132	30,132	299%	214
Seboyeta ES	78	148	11,544	12,840	17,384	111%	119
Elementary Subtotal:	2,074	962	272,895	272,221	288,381	127%	2,170
Los Alamitos MS	401	148	59,348	67,877	67,877	114%	471
Middle School Subtotal:	401	148	59,348	67,877	67,877	114%	471
Grants HS	884	140	123,760	202,401	214,945	164%	1,000
Laguna Acoma MS/HS	373	186	69,378	120,648	120,648	174%	830
High School Subtotal:	1,257	326	193,138	323,049	335,593	169%	1,830
DISTRICT TOTALS:	3,732	1,436	525,381	663,147	691,851	137%	4,471

166,470 sf UNDER-utilized facilities

20



PSCOC / PSFA

$$691,851\text{sf} \times \$7.50\text{sf/year} = \mathbf{\$5,188,882} \text{ /year maintenance}$$

$$166,470\text{sf under-utilized sf} \times \$7.50\text{/sf/year} = \mathbf{\$1,248,525} \text{ / year SAVINGS}$$

22

Background
2016 FAD Rankings

Facilities Assessment Database (FAD)

School	2016-17 Rank	Weighted NMCI
Bluewater ES	144	29.50%
Cubero ES	555	7.24%
Mesa View ES	392	15.03%
Milan ES	643	3.78%
Mt. Taylor ES	154	28.62%
San Rafael ES	421	13.85%
Seboyeta ES	134	30.06%
Los Alamitos MS	770	0.00%
Grants HS	594	5.49%
Laguna Acoma MS/HS	552	7.32%

2016 **State Share** of an approved project: 77%

District Share of an approved project: 23% 23

Background
2011 GCCS Priorities

GCCS Capital Priorities

The District's highest priorities, for the next funding cycle, include the following:

1. **Complete the rebuilding of Cubero Elementary School**
(\$9,000,000 allocated) Completed
2. **Grants High School Performing Arts Center** - \$6,000,000
Completed
3. **Los Alamitos Middle School Remodel/Renovation** -
\$9,000,000 In Progress

The district's highest priorities (unfunded) total **\$15,000,000**.

Source: 2011-16 GCCS FMP

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Background

2011 GCCS Priorities

Grants/Cibola County Schools Capital Implementation Plan 2011							
Facility	District Priority	Capital Improvement Projects	GO Bond 2014	MI SB9	PSCOC Funding (79%)	State Grant (90%)	Projected Schedule
Bluewater ES	9	\$329,476	\$0	\$329,476	\$0	\$0	
Upgrade playground & equipment	1	\$111,592		\$111,592			2012-2013
Freeway window, wall replacement	2	\$217,884		\$217,884			2012-2013
Cubero ES	1	\$0	\$0	\$0	\$0	\$0	
New building completion (\$9,000,000)							2012-2013
Mesa View ES	5	\$329,476	\$0	\$329,476	\$0	\$0	
HVAC upgrade	1	\$111,592		\$111,592			2013-2014
Playground & equipment upgrade	2	\$217,884		\$217,884			2012-2013
Mount Taylor ES	6	\$195,437	\$0	\$195,437	\$0	\$0	
HVAC upgrade	1	\$39,209		\$39,209			2013-2014
Playground & equipment upgrade	2	\$156,229		\$156,229			2012-2013
San Rafael ES	7	\$195,017	\$0	\$195,017	\$0	\$0	
Upgrade water supply lines to old wing	1	\$90,000		\$90,000			2013-2014
Playground & equipment upgrade	2	\$105,017		\$105,017			2012-2013
Seboyeta ES	8	\$120,931	\$0	\$86,528	\$0	\$24,243	
Playground & equipment upgrade	1	\$90,527		\$90,527			2012-2013
Resurface parking lot	2	\$30,304		\$0,001		\$24,243	2013-2014
Los Alamitos MS	4	\$14,118,366	\$2,940,000	\$118,366	\$11,060,000	\$0	
New complex	1	\$14,000,000	\$2,940,000		\$11,060,000		2013-2014
Bus drop-off improvement	2	\$118,366		\$118,366			2013-2014
Laguna-Acoma Jr-Sr HS	11	\$4,507,775	\$937,125	\$45,275	\$3,525,375	\$0	
HVAC upgrade	1	\$4,462,500	\$937,125		\$3,525,375		2014-2015
Water treatment upgrade	2	\$45,275		\$45,275			2013-2014

Source: 2011-16 GCCS FMP 25

Background

2011 GCCS Priorities

Grants High School	2	\$6,173,469	\$5,858,274	\$63,039	\$0	\$252,156	
Performing Arts Center	1	\$5,858,274	\$5,858,274				2012-2013
Pavement improvement	2	\$315,195		\$63,039		\$252,156	2013-2014
Administration Office	10	\$4,001,166	\$3,545,494	\$455,672	\$0	\$0	
Renovation	1	\$3,545,494	\$3,545,494				2014-2015
HVAC upgrade	2	\$455,672		\$455,672			2014-2015
Board Room and Cafeteria Offices	12	\$651,866	\$651,866	\$0	\$0	\$0	
Renovate Building Interior	1	\$378,463	\$378,463				2014-2015
HVAC upgrade	2	\$273,403	\$273,403				2015-2016
Maintenance / Bus Barn	3	\$282,806	\$0	\$198,804	\$0	\$83,002	
Parking Area	1	\$103,753		\$20,751		\$83,002	2012-2013
Covered equipment storage	2	\$179,053		\$179,053			2012-2013
Special Education Complex	14	\$82,008	\$0	\$82,008	\$0	\$0	
Lighting Upgrade	1	\$82,008		\$82,008			2015-2016
Warehouses (North & South)	13	\$293,507	\$0	\$293,507	\$0	\$0	
Park/Asphalt yard	1	\$37,746		\$37,746			2016-2016
Renovate shop and equipment storage area	2	\$255,761		\$255,761			2015-2016
		Total CIP Priorities	\$13,932,759	\$2,403,654	\$14,585,375	\$359,402	
		PSCOC Projects	\$19,766,064	\$3,877,125	\$1,303,564		
		Potential PSCOC Funding at 79%	\$15,615,191	\$3,062,929	\$1,028,816		
		Grant-CCS share at 21%	\$4,150,873	\$614,196	\$273,748		

Source: 2011-16 GCCS FMP

Background	GOB Information
GRANTS-CIBOLA SCHOOL DISTRICT NO. 1	
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Bonding Capacity (6% of AV)	18,242,139
Less: Outstanding GO Bonds (March 1, 2016)	15,110,000
Less: Outstanding Ed Tech Notes (March 1, 2016)	725,000
Plus: Bonds to be paid in 2016	<u>2,580,000</u>
2016 Bonding Capacity	4,987,139
Authorized but Unissued Bonds	
Election (February 5, 2013)*	9,000,000
Bonds Sold (June 2014)	2,000,000
Bonds Sold (June 2015)	<u>2,000,000</u>
Authorized but Unissued Bonds	5,000,000
Potential Sales	
2016 - \$3,000,000	
2017 - \$2,000,000	
<i>*The School District has four years from the date of the election (Feb. 5, 2013) to sell authorized bonds.</i>	
PSCOC / PSFA Awards: \$33,141,996	
\$9,183 / student	




2015-16 Facilities Master Plan

FMP Goals and Objectives

WHAT ARE POSITIVE FEATURES OF DISTRICT FACILITIES?



FMP Goals and Objectives

WHAT ARE THE EDUCATIONAL CHALLENGES FACED BY GCCS SCHOOLS?



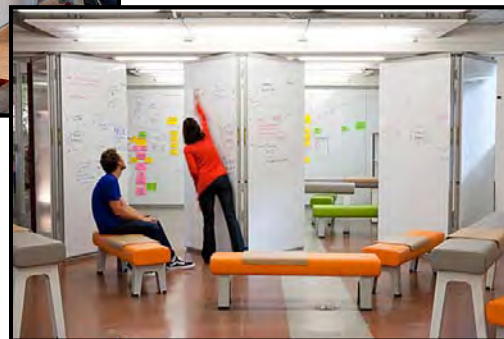
FMP Goals and Objectives

WHAT WILL EDUCATION IN GCCS LOOK LIKE IN 5, 10, 15, 50 YEARS?



31

FMP Goals and Objectives



FMP Goals and Objectives

**WHAT IS THE LONG RANGE
VISION OF THE DISTRICT FOR
EDUCATIONAL PROGRAM
DELIVERY TRENDS?**

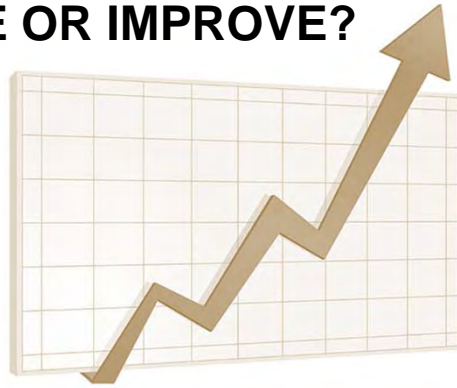


FMP Goals and Objectives



FMP Goals and Objectives

**IN THE NEXT FIVE PLUS YEARS,
WHAT ARE SOME FEATURES OF
DISTRICT FACILITIES THAT NEED
TO CHANGE OR IMPROVE?**



FMP Goals and Objectives

**HOW DO
EXTRACURRICULAR ACTIVITIES
FIT INTO THE FMP?**



Grants Cibola County Schools
FMP Principal's Meeting
 Wednesday, May 18, 2016

1:00pm


<i>Last Name</i>	<i>First Name</i>	<i>District Position</i>	<i>Email Address</i>	<i>Phone Number</i>	<i>5-18-16</i>
Tenequer	Bob		btenequer@gccs.cc		
Gnodle	Jeri		jgnodle@gccs.cc		
Hernandez	Sonya		shernandez@gccs.cc		
Jones	D'leese		djones@gccs.cc		
Hennemann	Edwina		ehennemann@gccs.cc		
Calvert	Rosemary		rcalvert@gccs.cc		
Head	M		mhead@gccs.cc		
Lindsey	Matt		matt.lindsey@gccs.cc		
Cheromiah	Marilyn		mcheromiah@gccs.cc		
Gilmore	Joan		jgilmore@gccs.cc		
O'Connell	Michael		moconnell@gccs.cc		
DeArmond	Clara		clara.dearmond@gccs.cc		
Gallegos	Benny		bgallegos@gccs.cc		
Space	Marc		mSPACE@gccs.cc		
Toivanen	Dwayne		dtoivanen@gccs.cc		
Autrey	Alton		aautrey@gccs.cc		
Whitebird	Raquel		rwhitebird@gccs.cc		
Ashby	Asha		aashby@gccs.cc		
Clark	Mark		mclark@gccs.cc		
Johnson	Charlene		cjohnson@greer-stafford.com		
Strube	Marilyn		mstrube@greer-stafford.com		
Sprick	Bill		bsprick@nmpsfa.org		
Dicks	Richard		rdicks@nmpsfa.org		



Grants Cibola County Schools
FACILITIES MASTER PLAN
2016-2021
May 18th, 2016

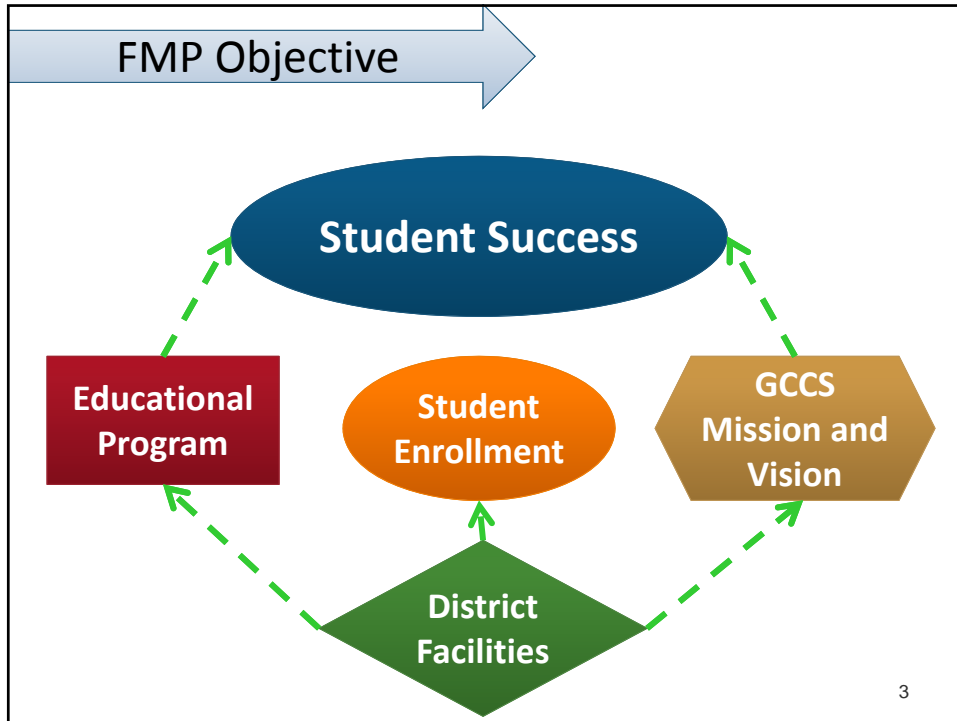
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FMP Purpose



Develop a
Plan / Road Map
for school facilities
which will support the
School's Mission
and Educational
Program For
Student Success

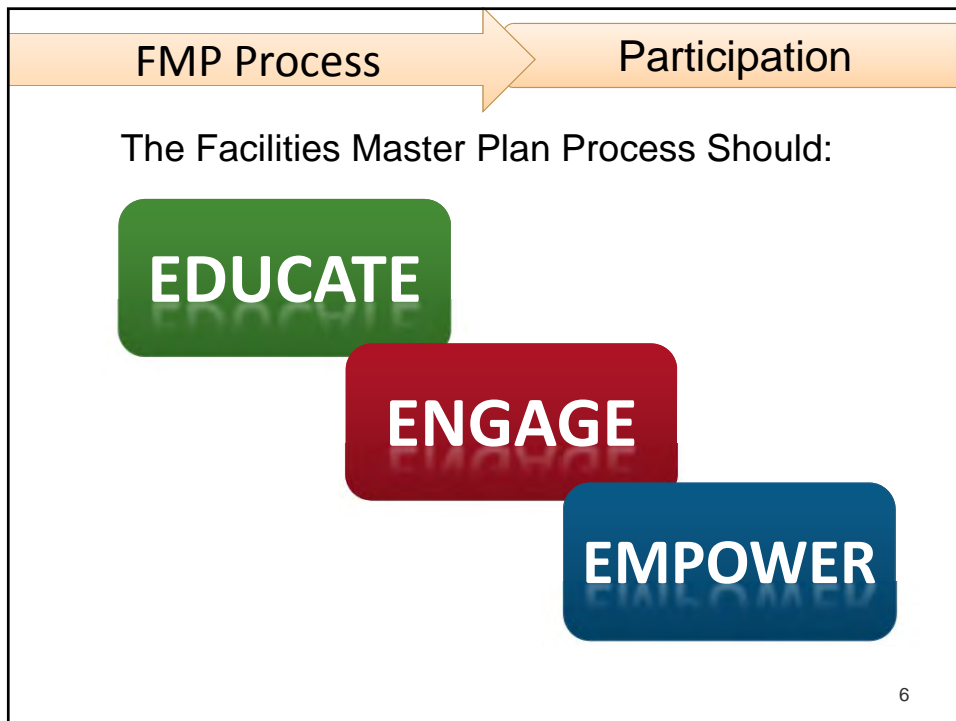
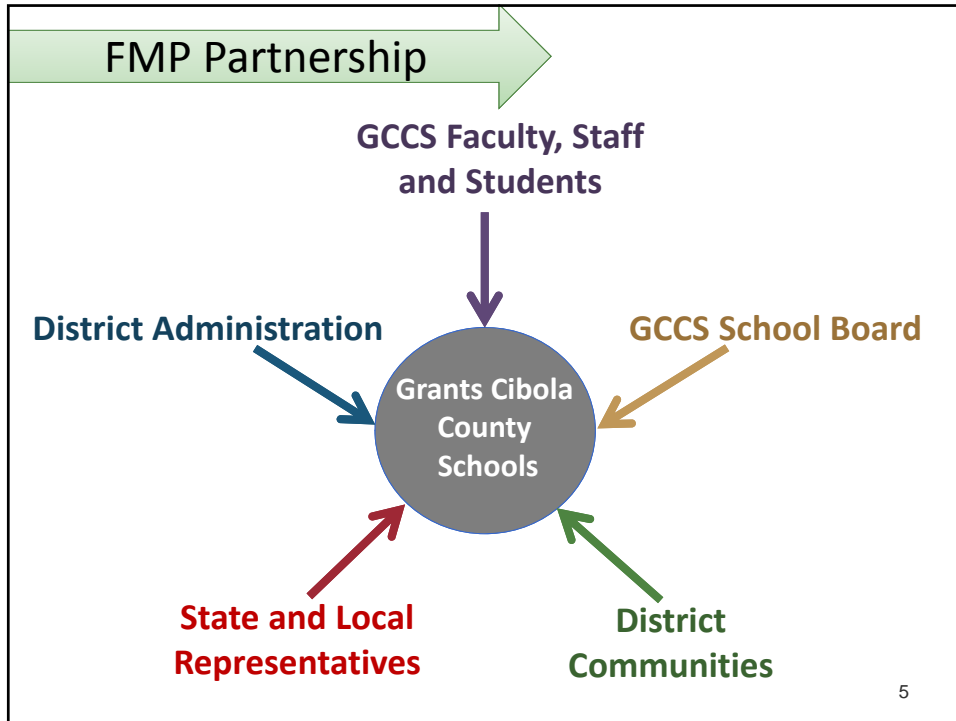
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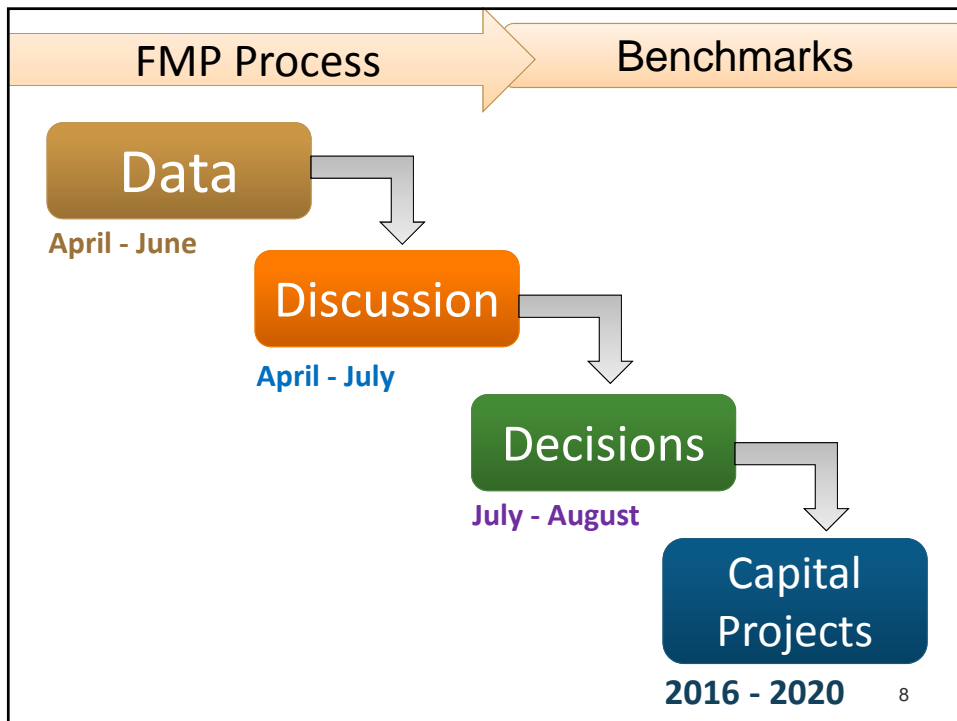
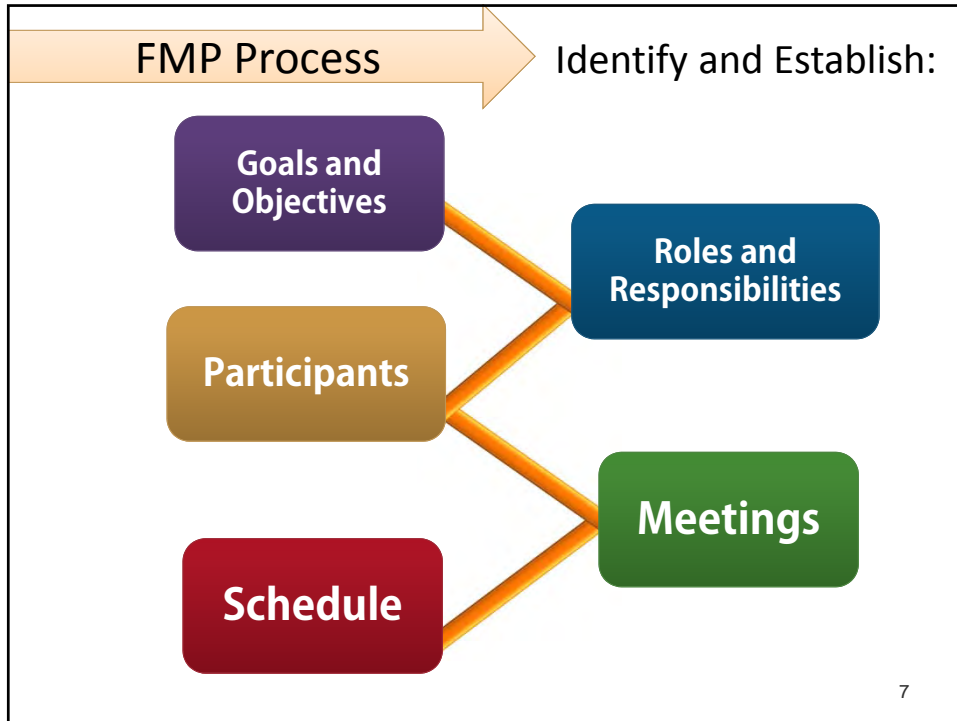


GRANTS CIBOLA COUNTY SCHOOLS 2016


MISSION

Every Student,
Every Day,
Building A Person for Life



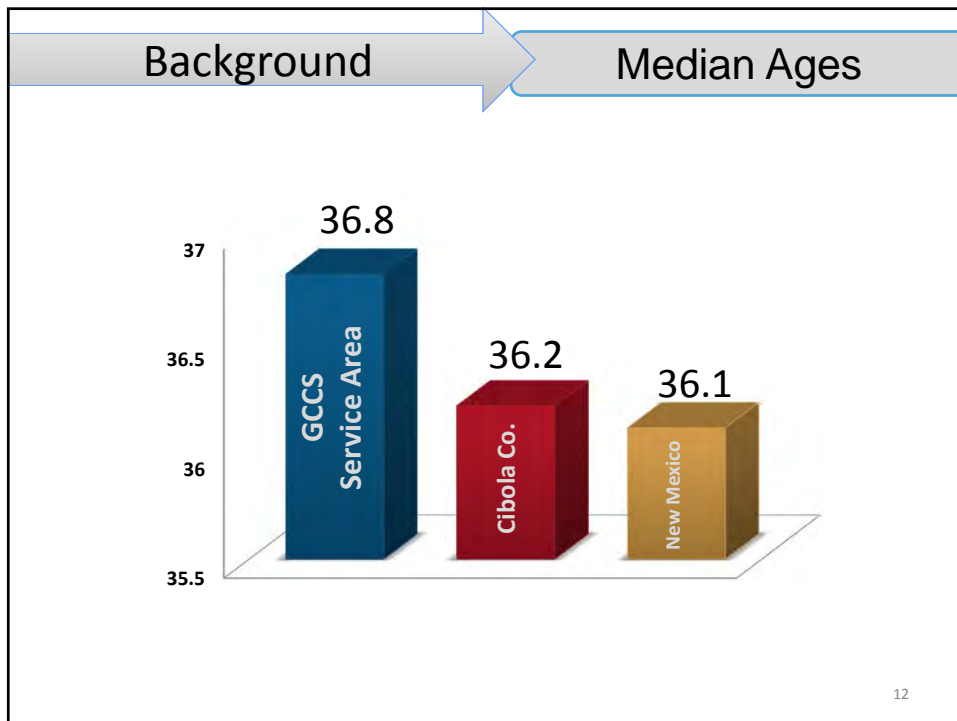
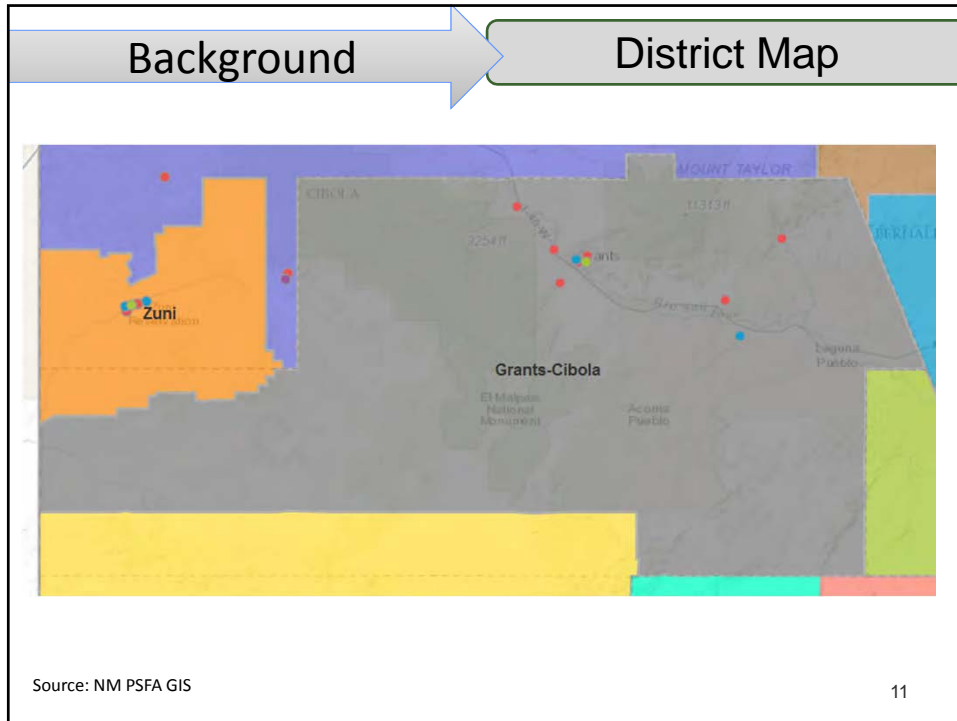


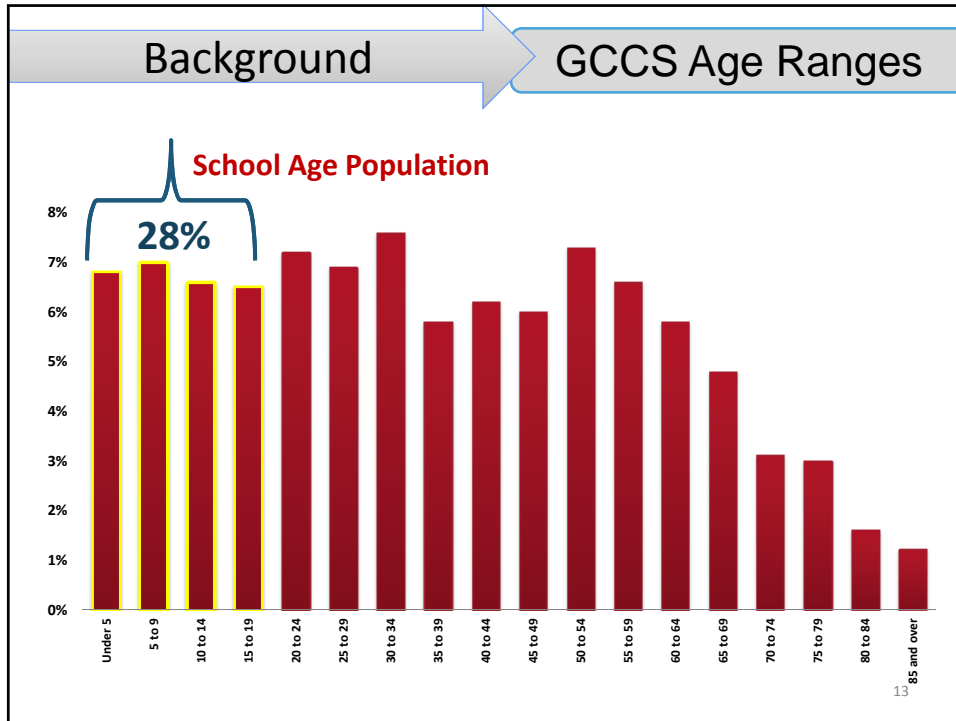
FMP Schedule	
July 2016	Steering Committee Meeting
August 2016	Student / Community Surveys??
August 2016	Steering Committee Meeting
September 2016	Community Meetings @: Laguna, Acoma, Grants-Milan, Navajo Chapter
September 2016	Steering Committee Meeting
October 2016	Steering Committee Meeting
November 2016	School Board / Community Review
December 2016	School Board Adoption



**2015-16
BACKGROUND
INFORMATION**

10





Background → 2014-15 School Grades

District Name	School Name	School Grade
GRANTS-CIBOLA COUNTY SCHOOLS	BLUEWATER ELEMENTARY	B
GRANTS-CIBOLA COUNTY SCHOOLS	CUBERO ELEMENTARY	C
GRANTS-CIBOLA COUNTY SCHOOLS	GRANTS HIGH	C
GRANTS-CIBOLA COUNTY SCHOOLS	LAGUNA-ACOMA HIGH	C
GRANTS-CIBOLA COUNTY SCHOOLS	LAGUNA-ACOMA MIDDLE	F
GRANTS-CIBOLA COUNTY SCHOOLS	LOS ALAMITOS MIDDLE	F
GRANTS-CIBOLA COUNTY SCHOOLS	MESA VIEW ELEMENTARY	B
GRANTS-CIBOLA COUNTY SCHOOLS	MILAN ELEMENTARY	C
GRANTS-CIBOLA COUNTY SCHOOLS	MOUNT TAYLOR ELEMENTARY	D
GRANTS-CIBOLA COUNTY SCHOOLS	SAN RAFAEL ELEMENTARY	D
GRANTS-CIBOLA COUNTY SCHOOLS	SEBOYETA ELEMENTARY	C

1

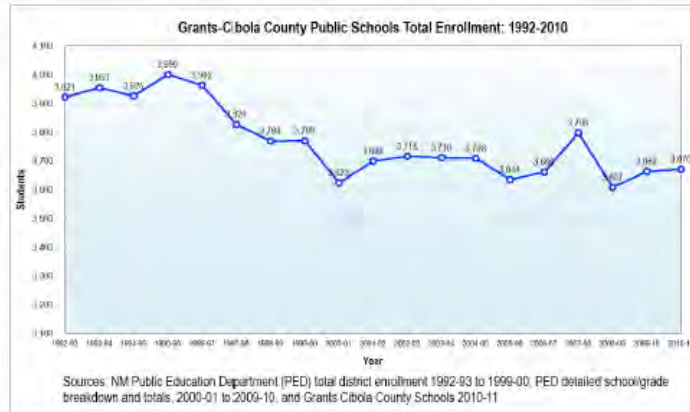
Source: NM PED

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Background

2011 FMP Enrollment

Historic Enrollment

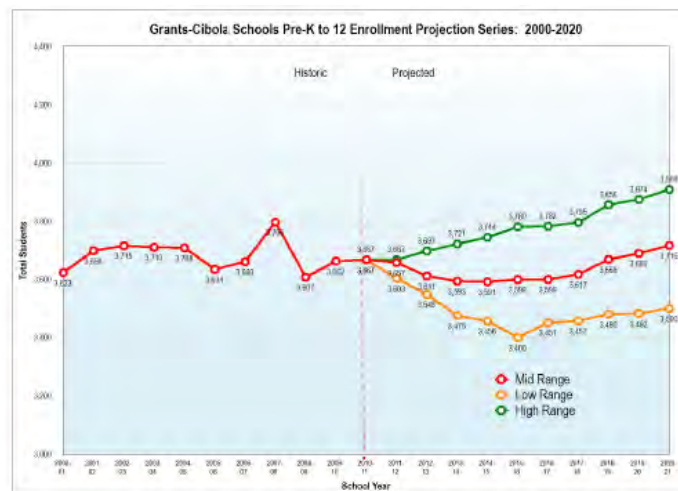


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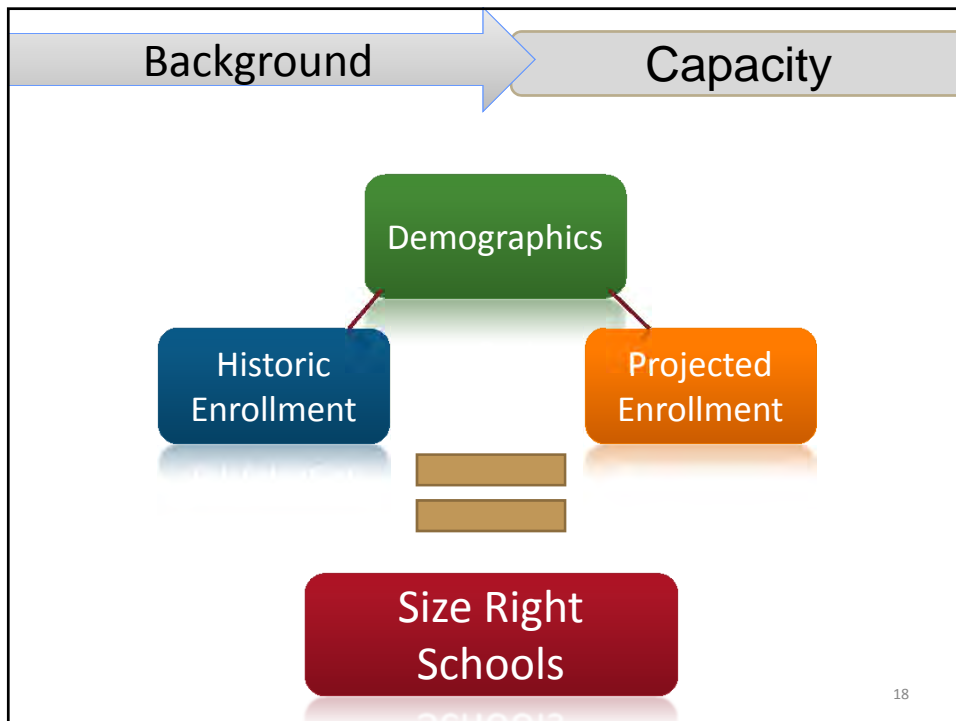
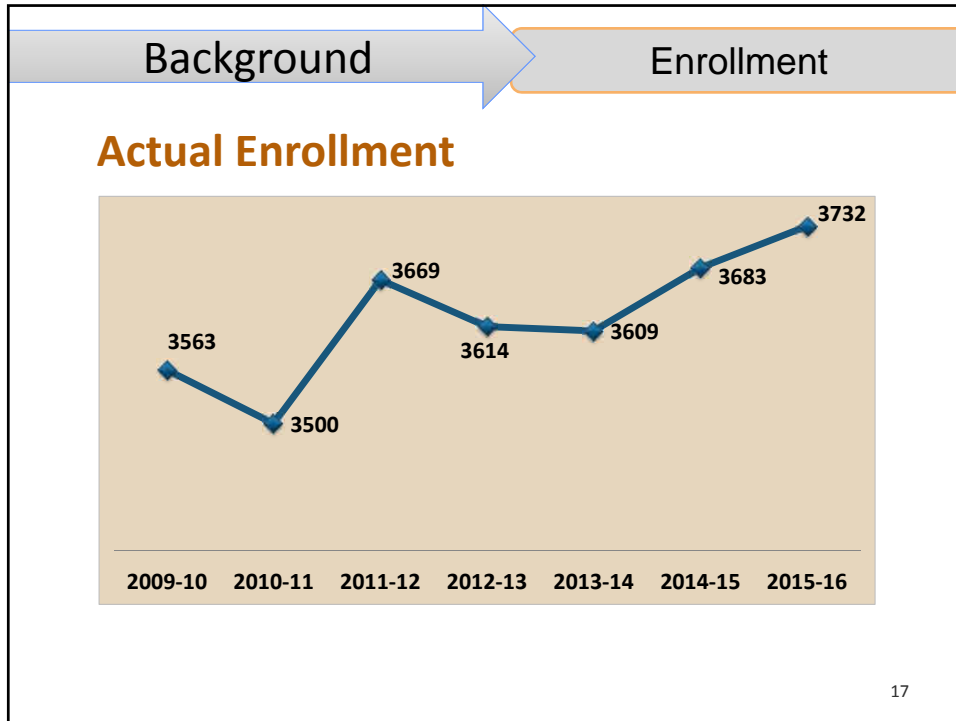
Background

2011 FMP Enrollment

Projected Enrollment from FMP

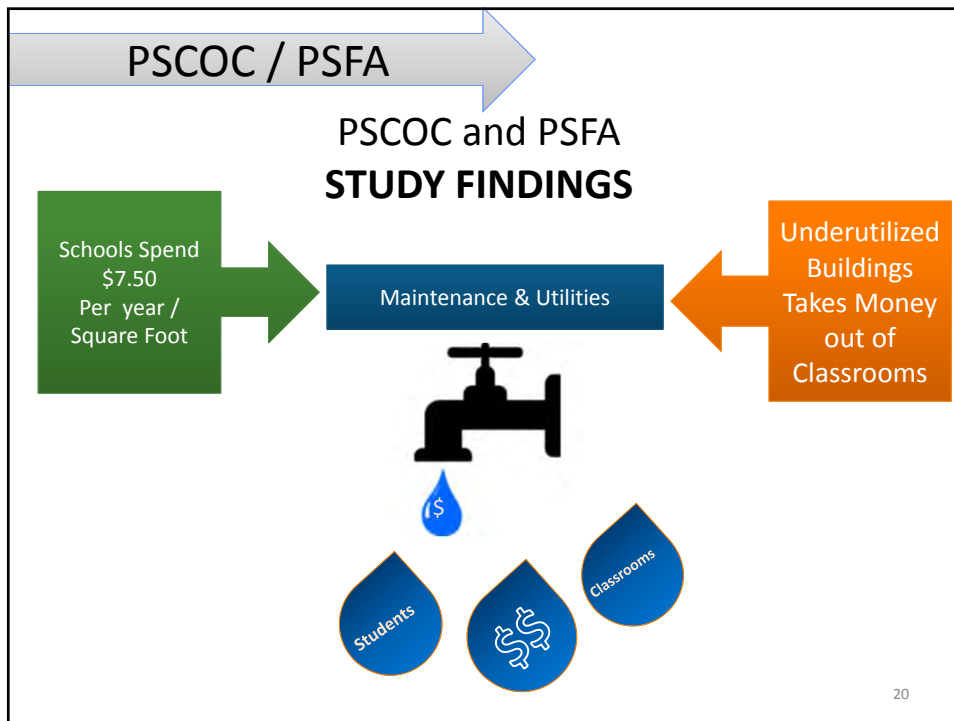


16



Background		2015-16 Capacities					
School	Current Enrollment	PSFA CURRENT Recommended SF/Student	PSFA Recommended Facility SF	Facility SF (Permanent)	Facility SF (including portables)	Ratio of Existing SF to Recommended SF (Permanent Facilities Only)	PSFA Capacity based on Existing SF/Student
Bluewater ES	116	146	16,936	21,578	22,474	127%	156
Cubero ES	324	136	44,064	36,340	36,340	82%	262
Mesa View ES	459	131	60,129	54,677	55,573	91%	422
Milan ES	504	127	64,008	51,901	51,901	81%	391
Mt. Taylor ES	525	126	66,150	64,753	74,577	98%	606
San Rafael ES	68	148	10,064	30,132	30,132	299%	214
Seboyeta ES	78	148	11,544	12,840	17,384	111%	119
Elementary Subtotal:	2,074	962	272,895	272,221	288,381	127%	2,170
Los Alamitos MS	401	148	59,348	67,877	67,877	114%	471
Middle School Subtotal:	401	148	59,348	67,877	67,877	114%	471
Grants HS	884	140	123,760	202,401	214,945	164%	2,388
Laguna Acoma MS/HS	373	186	69,378	120,648	120,648	174%	830
High School Subtotal:	1,257	326	193,138	323,049	335,593	169%	3,218
DISTRICT TOTALS:	3,732	1,436	525,381	663,147	691,851	137%	5,859

166,470 sf UNDER-utilized facilities



PSCOC / PSFA

$$691,851\text{sf} \times \$7.50\text{sf/year} = \mathbf{\$5,188,882 /year\ maintenance}$$

$$166,470\text{sf under-utilized sf} \times \$7.50\text{/sf/year} = \mathbf{\$1,248,525 / year SAVINGS}$$

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Background → 2016 FAD Rankings

Facilities Assessment Database (FAD)

School	2016-17 Rank	Weighted NMCI
Bluewater ES	144	29.50%
Cubero ES	555	7.24%
Mesa View ES	392	15.03%
Milan ES	643	3.78%
Mt. Taylor ES	154	28.62%
San Rafael ES	421	13.85%
Seboyeta ES	134	30.06%
Los Alamitos MS	770	0.00%
Grants HS	594	5.49%
Laguna Acoma MS/HS	552	7.32%

2016 **State Share** of an approved project: 77%
District Share of an approved project: 23%

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FMP Process

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

23

Background

2011 GCCS Priorities

GCCS Capital Priorities

The District's highest priorities, for the next funding cycle, include the following:

1. **Complete the rebuilding of Cubero Elementary School**
(\$9,000,000 allocated) **Completed**
2. **Grants High School Performing Arts Center** - \$6,000,000
Completed
3. **Los Alamitos Middle School Remodel/Renovation** -
\$9,000,000 **In Progress**

The district's highest priorities (unfunded) total **\$15,000,000**.

Source: 2011-16 GCCS FMP

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Background

2011 GCCS Priorities

Facility	District Priority	Capital Improvement Projects	GOBond 2014	MII SB9	PSCOC Funding (79%)	State Grant (80%)	Projected Schedule
Bluewater ES	9	\$329,476	\$0	\$329,476	\$0	\$0	
Upgrade playground & equipment	1	\$111,592		\$111,592			2012-2013
Breakroom window wall replacement	2	\$217,884		\$217,884			2012-2013
Cubero ES	1	\$0	\$0	\$0	\$0	\$0	
New building completion (\$9,000,000)							2012-2013
Mesa View ES	5	\$329,476	\$0	\$329,476	\$0	\$0	
HVAC upgrade	1	\$111,592		\$111,592			2013-2014
Playground & equipment upgrade	2	\$217,884		\$217,884			2012-2013
Mount Taylor ES	6	\$195,437	\$0	\$195,437	\$0	\$0	
HVAC upgrade	1	\$39,258		\$39,258			2013-2014
Playground & equipment upgrade	2	\$156,229		\$156,229			2012-2013
San Rafael ES	7	\$195,017	\$0	\$195,017	\$0	\$0	
Upgrade water supply lines to old wing	1	\$90,000		\$90,000			2013-2014
Playground & equipment upgrade	2	\$105,017		\$105,017			2012-2013
Seboyeta ES	8	\$120,831	\$0	\$96,589	\$0	\$24,243	
Playground & equipment upgrade	1	\$90,527		\$90,527			2012-2013
Resurface parking lot	2	\$30,304		\$6,061		\$24,243	2013-2014
Los Alamitos MS	4	\$14,118,356	\$2,946,000	\$11,856,356	\$11,060,000	\$0	
New complex	1	\$14,000,000	\$2,946,000	\$11,054,000	\$11,060,000		2013-2014
Bus drop-off improvement	2	\$118,356		\$118,356			2013-2014
Laguna-Acoma Jr-Sr HS	11	\$4,507,775	\$937,125	\$45,275	\$3,525,375	\$0	
HVAC upgrade	1	\$4,482,500	\$937,125	\$45,275	\$3,525,375		2014-2015
Water treatment upgrade	2	\$45,275		\$45,275			2013-2014

Source: 2011-16 GCCS FMP 25

Background

2011 GCCS Priorities

Grants High School	2	\$6,173,469	\$5,858,274	\$63,039	\$0	\$252,156	
Performing Arts Center	1	\$5,858,274	\$5,858,274				2012-2013
Pavement improvement	2	\$315,195		\$63,039		\$252,156	2013-2014
Administration Office	10	\$4,001,186	\$3,545,494	\$455,672	\$0	\$0	
Renovation	1	\$3,545,494	\$3,545,494				2014-2015
HVAC upgrade	2	\$455,672		\$455,672			2014-2015
Board Room and Cafeteria Offices	12	\$651,866	\$651,866	\$0	\$0	\$0	
Renovate Building Interior	1	\$376,463	\$376,463				2014-2015
HVAC upgrade	2	\$273,403	\$273,403				2015-2016
Maintenance / Bus Barn	3	\$282,806	\$0	\$198,804	\$0	\$83,002	
Parking Area	1	\$103,753		\$20,751		\$83,002	2012-2013
Covered equipment storage	2	\$179,053		\$179,053			2012-2013
Special Education Complex	14	\$82,008	\$0	\$82,008	\$0	\$0	
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Source: 2011-16 GCCS FMP 26

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PSCOC / PSFA Awards: \$33,141,996	
\$9,183 / student	

27




28






Academic Skills



2016
Focus of
Education
is on the
'TOTAL STUDENT'

Social Skills



Wellness Skills



32

FMP Goals and Objectives

WHAT ARE POSITIVE FEATURES OF DISTRICT FACILITIES?



FMP Goals and Objectives

WHAT ARE THE EDUCATIONAL CHALLENGES FACED BY GCCS SCHOOLS?



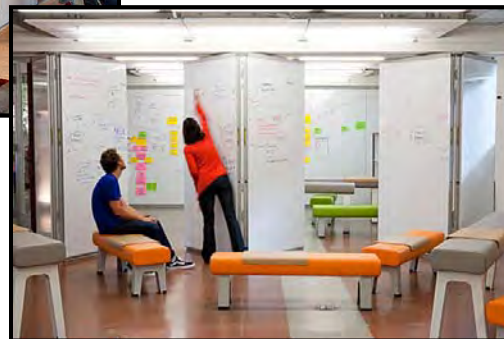
FMP Goals and Objectives

WHAT WILL EDUCATION IN GCCS LOOK LIKE IN 5, 10, 15, 50 YEARS?



35

FMP Goals and Objectives



FMP Goals and Objectives

**WHAT IS THE LONG RANGE
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DELIVERY TRENDS?**

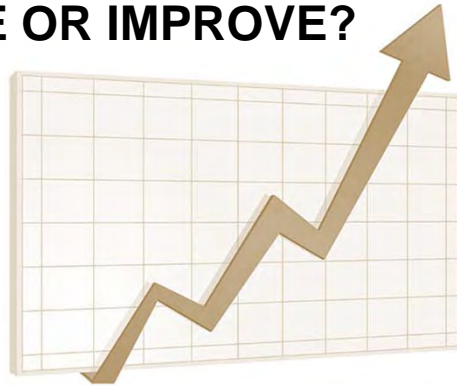


FMP Goals and Objectives



FMP Goals and Objectives

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WHAT ARE SOME FEATURES OF
DISTRICT FACILITIES THAT NEED
TO CHANGE OR IMPROVE?**



FMP Goals and Objectives

**HOW DO
EXTRACURRICULAR ACTIVITIES
FIT INTO THE FMP?**





Pirates

LA HAWKS

GCCS SCHOOL FACILITIES

41

Bluewater ES Aerial

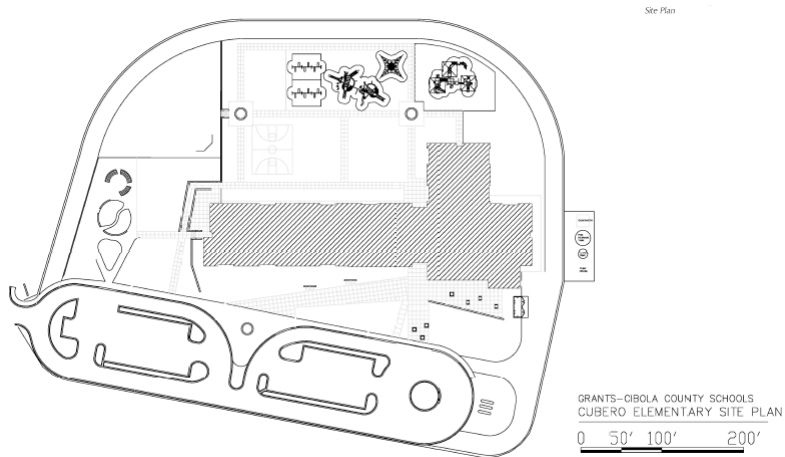


Cubero ES Aerial



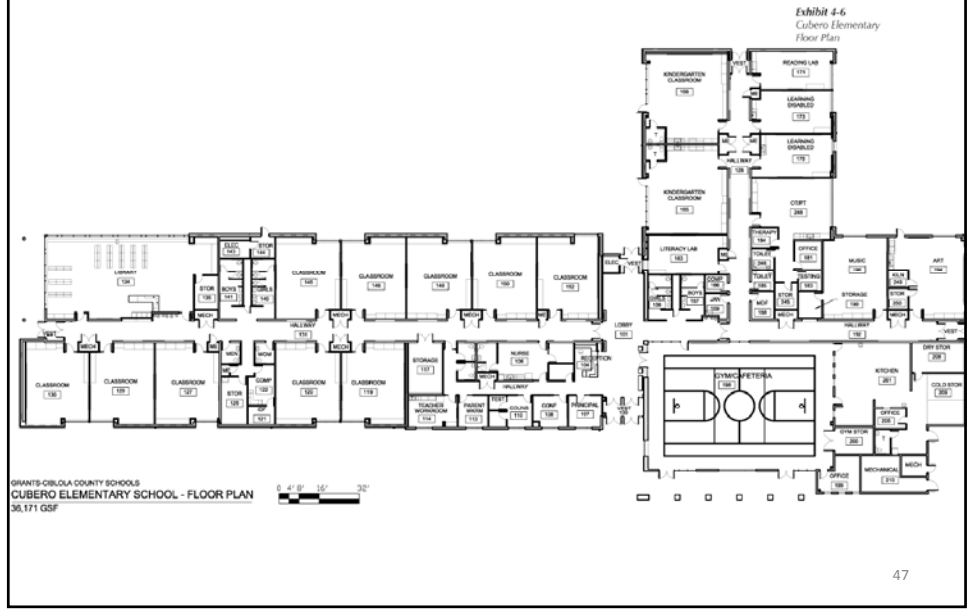
45

Cubero ES Site Plan



46

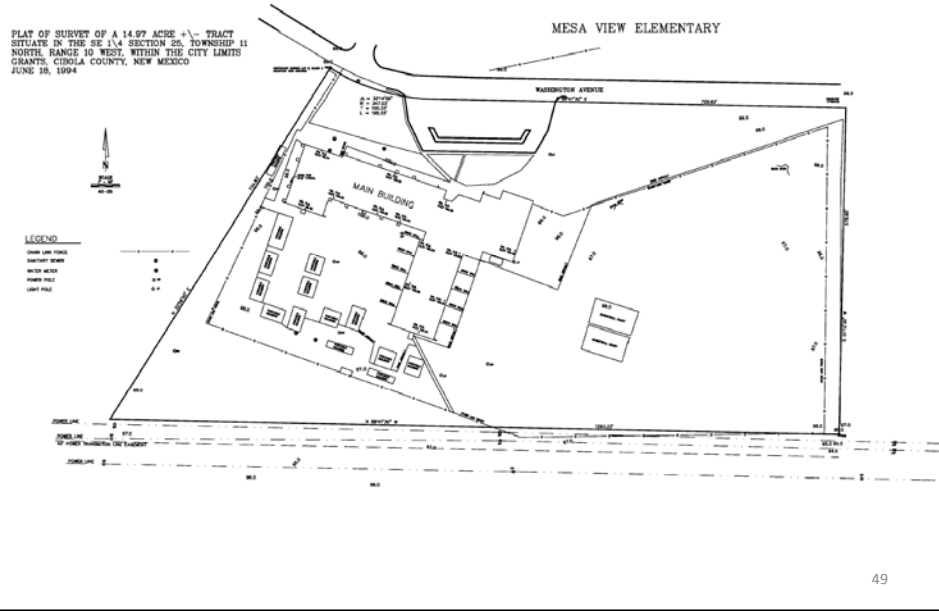
Cubero ES Floor Plan



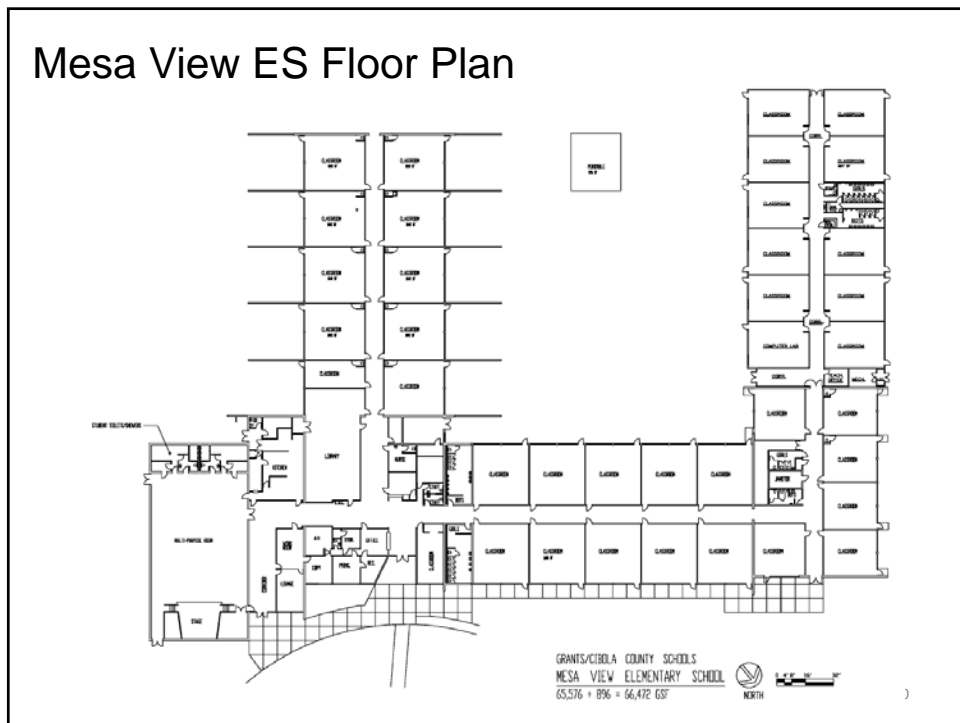
Mesa View ES Aerial



Mesa View ES Site Plan



Mesa View ES Floor Plan

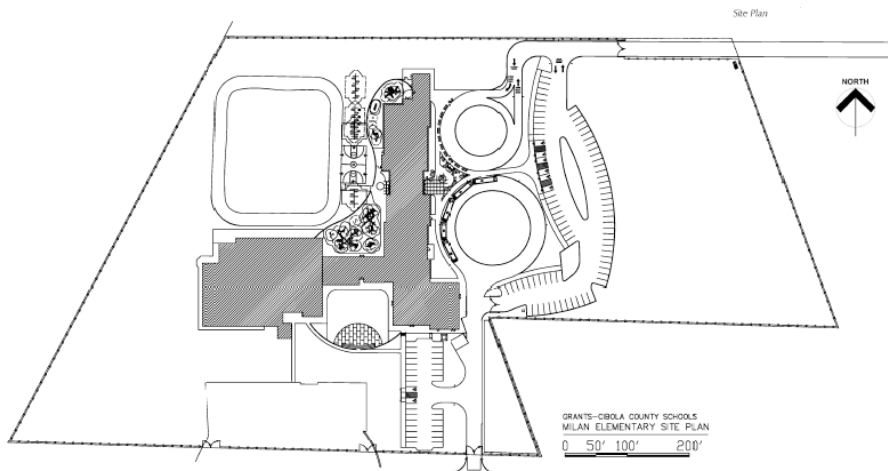


Milan ES Aerial



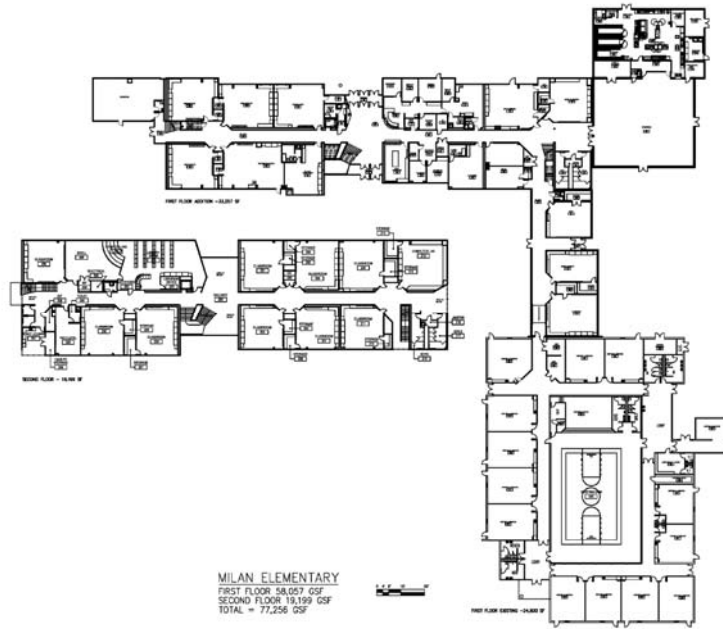
51

Milan ES Site Plan



52

Milan ES Floor Plan



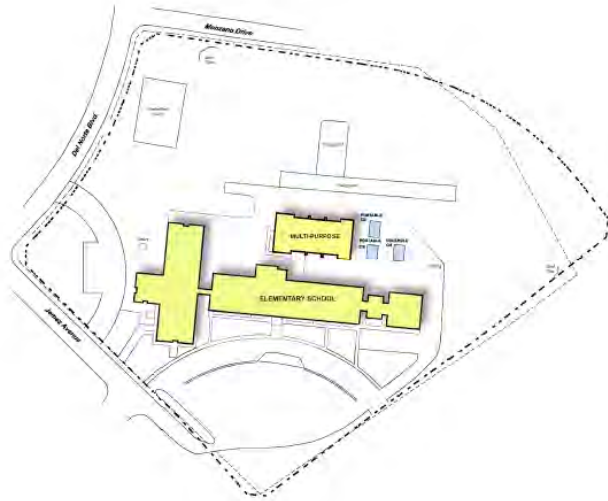
53

Mount Taylor ES Aerial



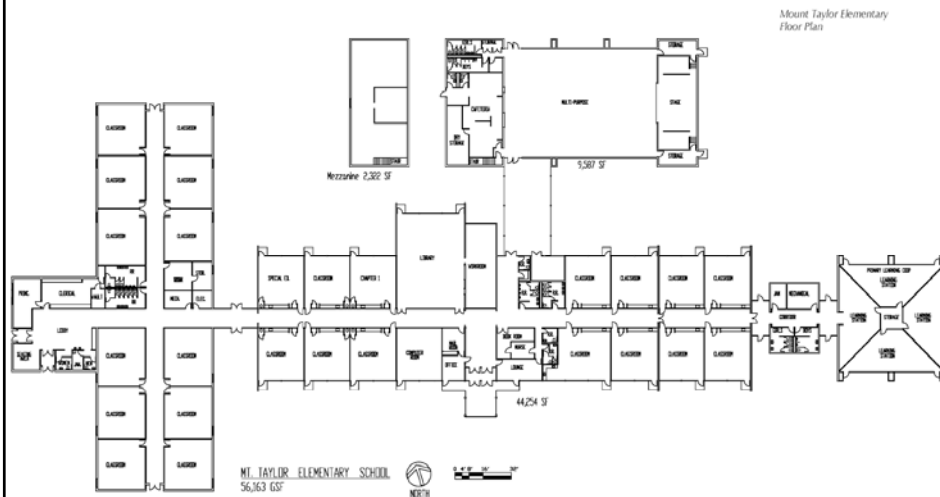
54

Mount Taylor ES Site Plan



55

Mount Taylor ES Floor Plan



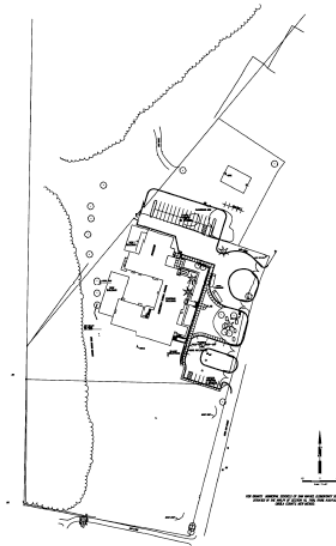
56

San Rafael ES Aerial



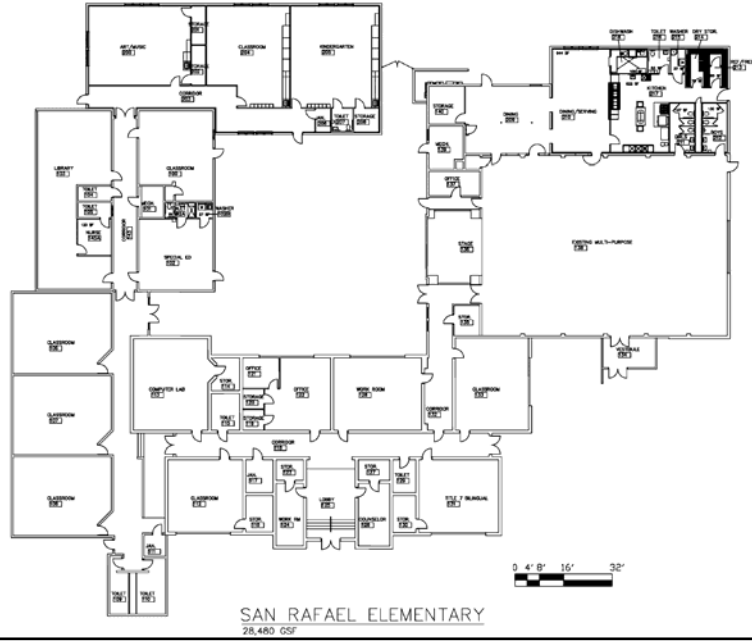
57

San Rafael ES Site Plan



58

San Rafael ES Floor Plan



Seboyeta ES Aerial

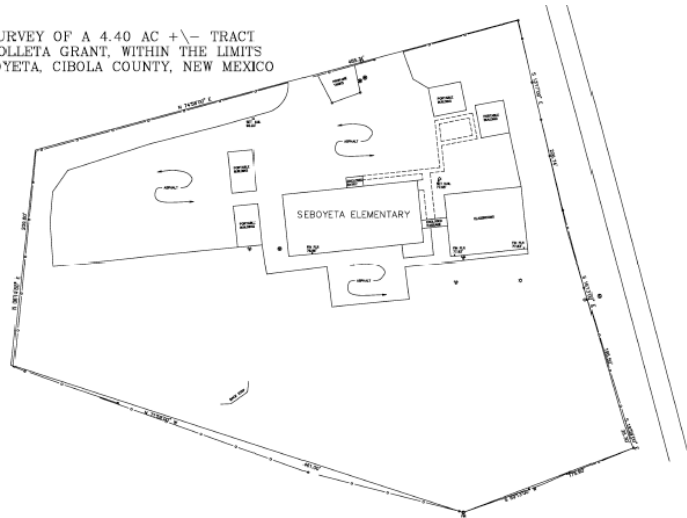


Seboyeta ES Site Plan

PLAT OF TOPOGRAPHIC SURVEY OF A 4.40 AC +/- TRACT SITUATE WITHIN THE CEBOLLETA GRANT, WITHIN THE LIMITS OF THE VILLAGE OF SEBOYETA, CIBOLA COUNTY, NEW MEXICO NOVEMBER 15, 1994

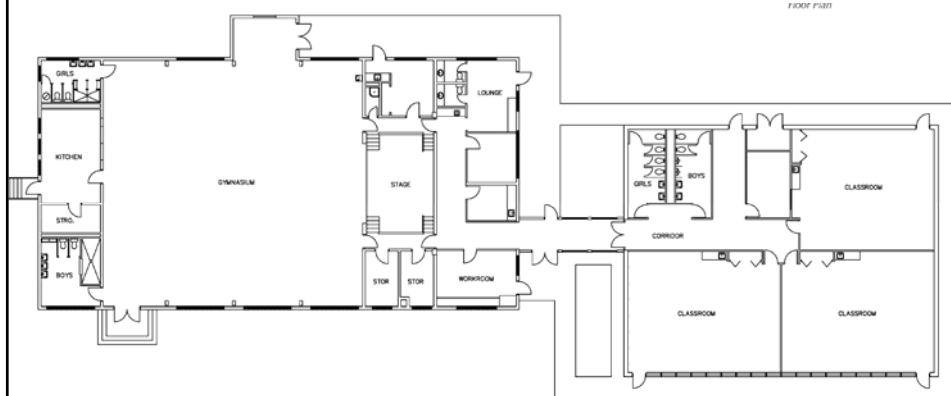
LEGEND

- FENCE POLE
- FIRE HYDRANT
- WATER METER
- SINKER WELLS
- ▽ SEWER SIGNAL BOX
- ⊕ POWER SIGN BOX
- GUY WIRE POWER LINE
- DRAINAGE POLE



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Seboyeta ES Floor Plan



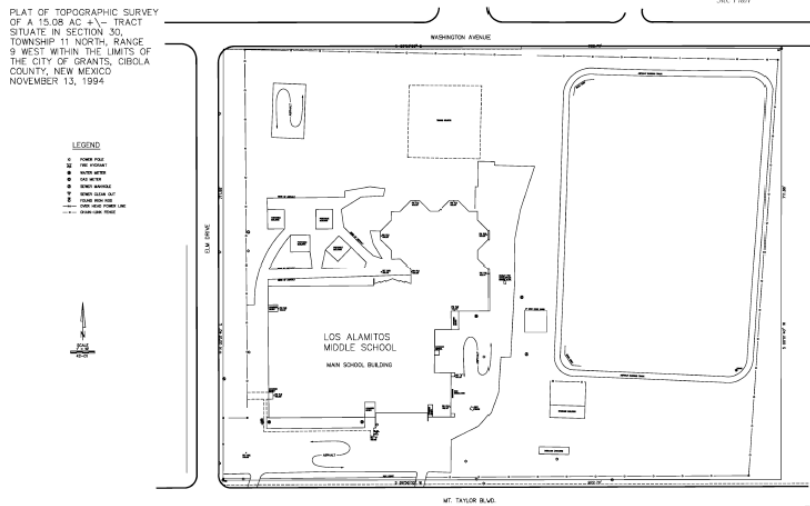
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Los Alamitos MS Aerial



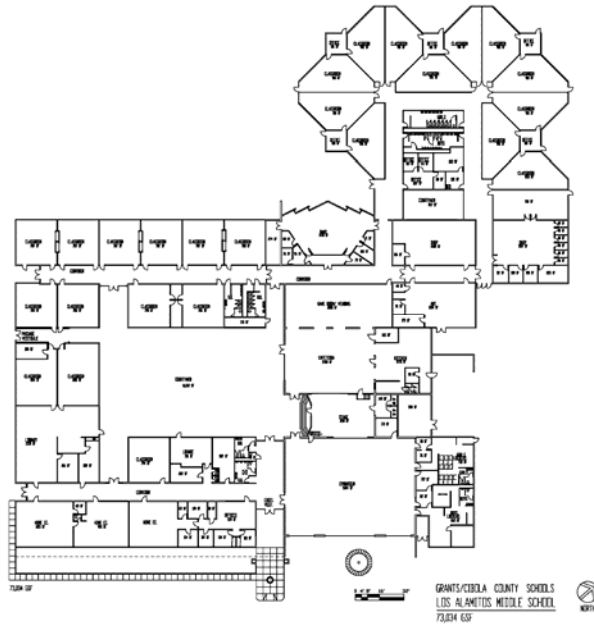
63

Los Alamitos MS Site Plan



64

Los Alamitos MS Floor Plan



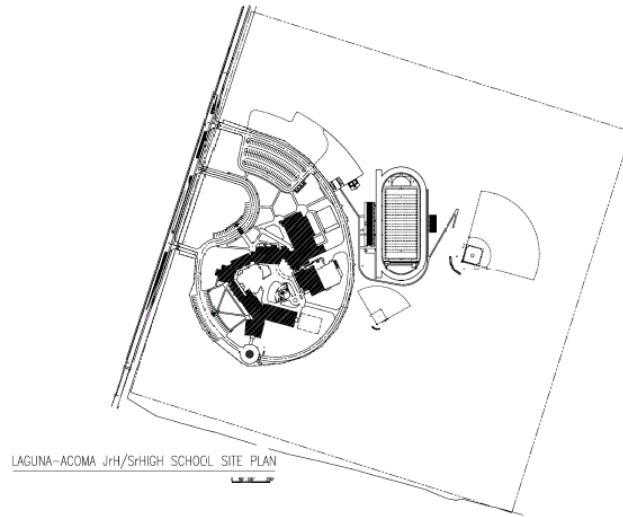
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Laguna / Acoma Jr. / Sr. High School Aerial



66

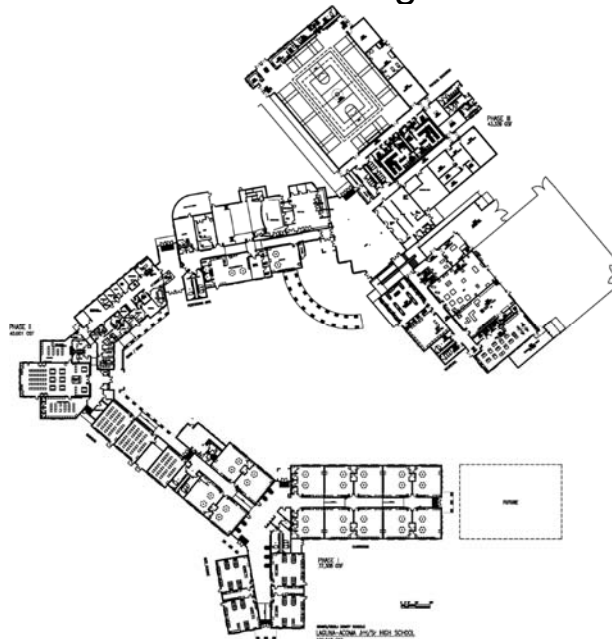
Laguna / Acoma Jr. / Sr. High School Site Plan



LAGUNA-ACOMA JH/SR HIGH SCHOOL SITE PLAN

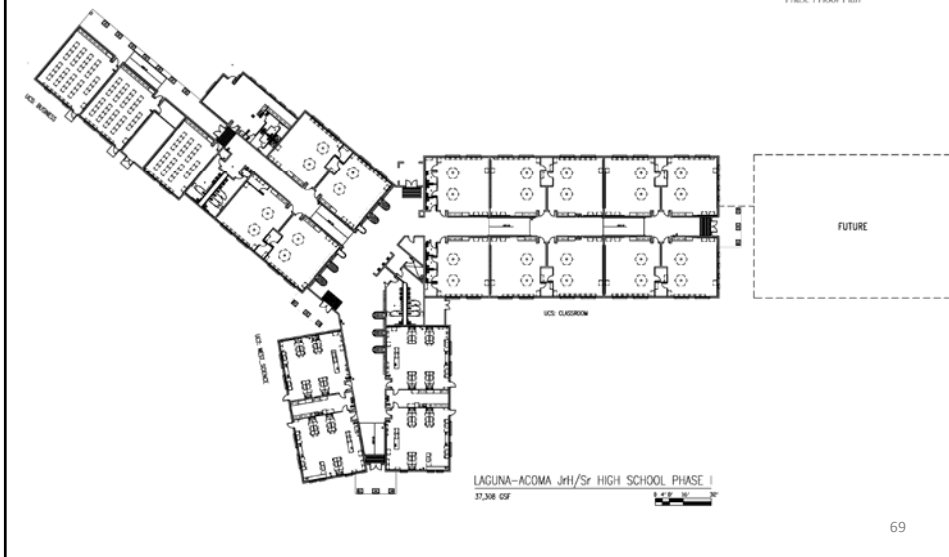
67

Laguna / Acoma Jr. / Sr. High School Floor Plan

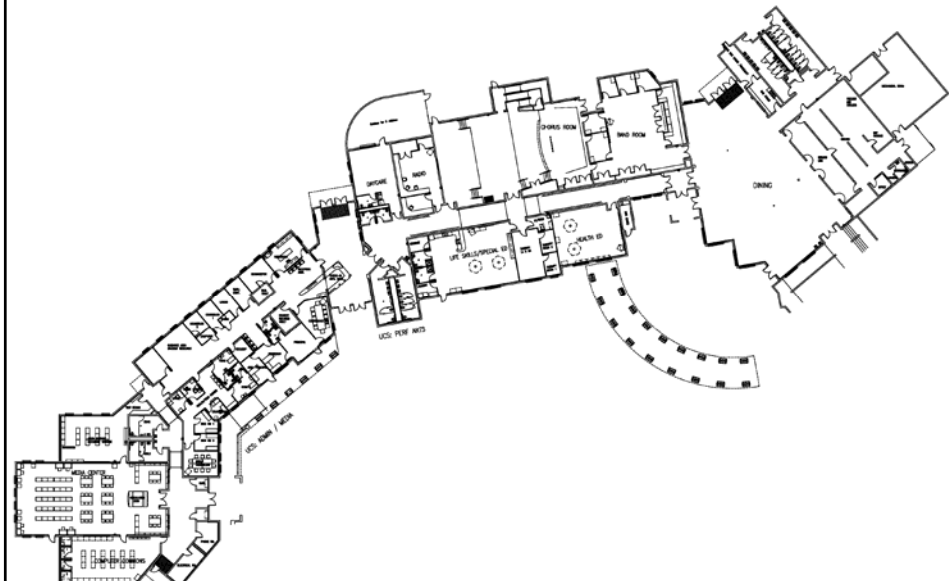


68

Laguna / Acoma Jr. / Sr. High School Phase 1 Floor Plan



Laguna / Acoma Jr. / Sr. High School Phase 2 Floor Plan



Laguna / Acoma Jr. / Sr. High School Phase 3 Floor Plan



LAGUNA-Acoma Jr./Sr. HIGH SCHOOL PHASE III
43.33' GP

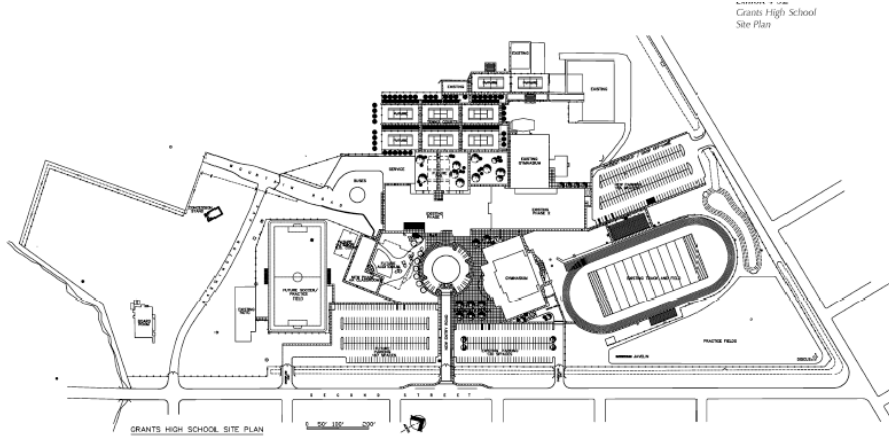
71

Grants HS Aerial



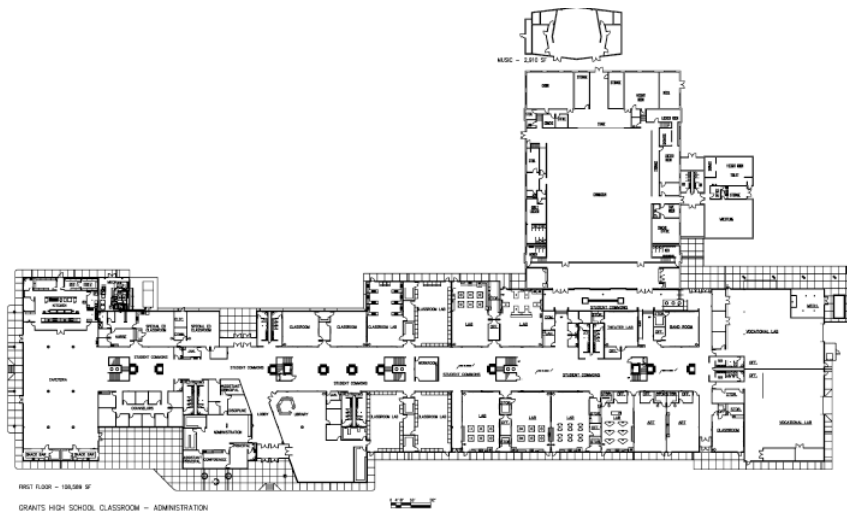
72

Grants HS Site Plan



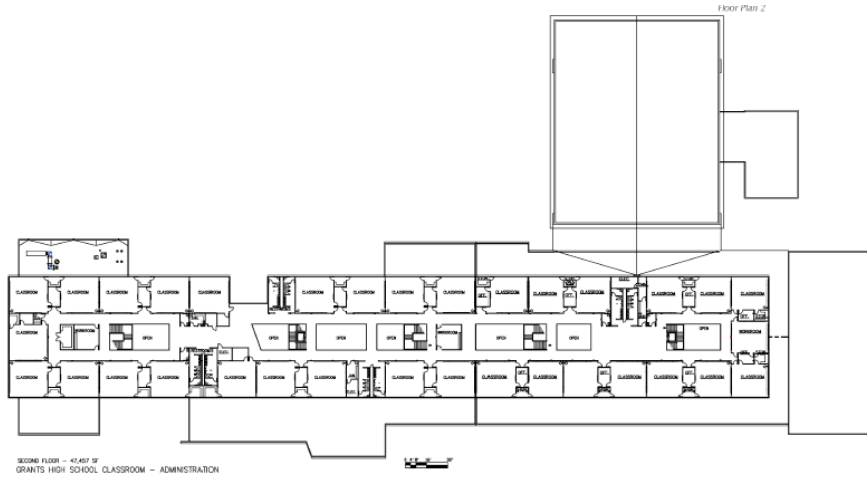
73

Grants HS Floor Plan - 1



74

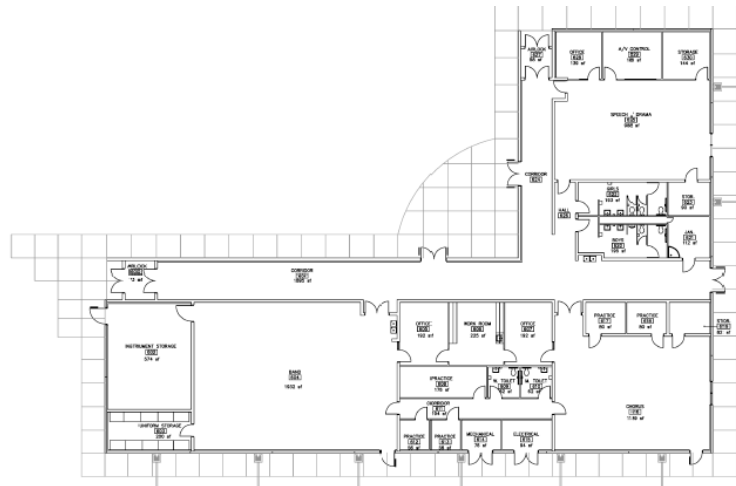
Grants HS Floor Plan - 2



SECOND FLOOR - 41,837 SF
GRANTS HIGH SCHOOL CLASSROOM - ADMINISTRATION

75

Grants HS Floor Plan - 3

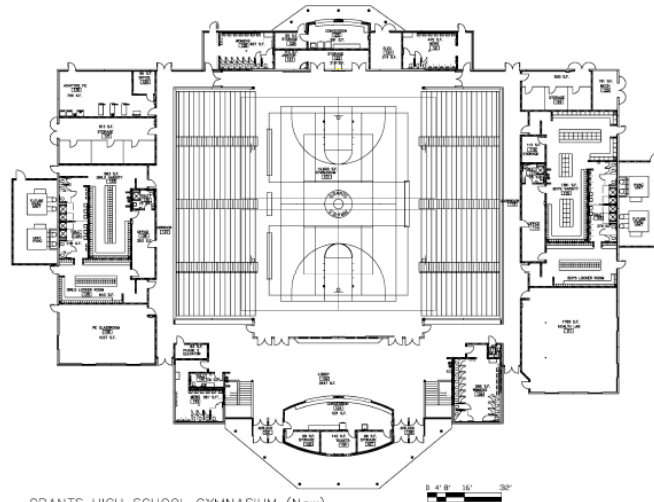


GRANTS HIGH SCHOOL MUSIC-DRAMA BUILDING
10,543 GSF



76

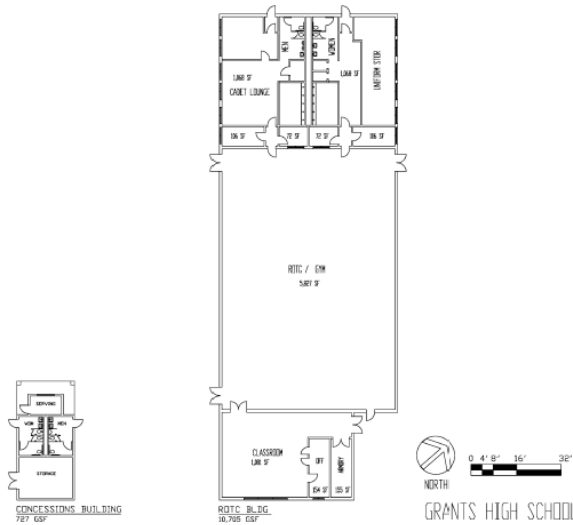
Grants HS Floor Plan - 4



GRANTS HIGH SCHOOL GYMNASIUM (New)
39,082 GSF

77

Grants HS Floor Plan - 5



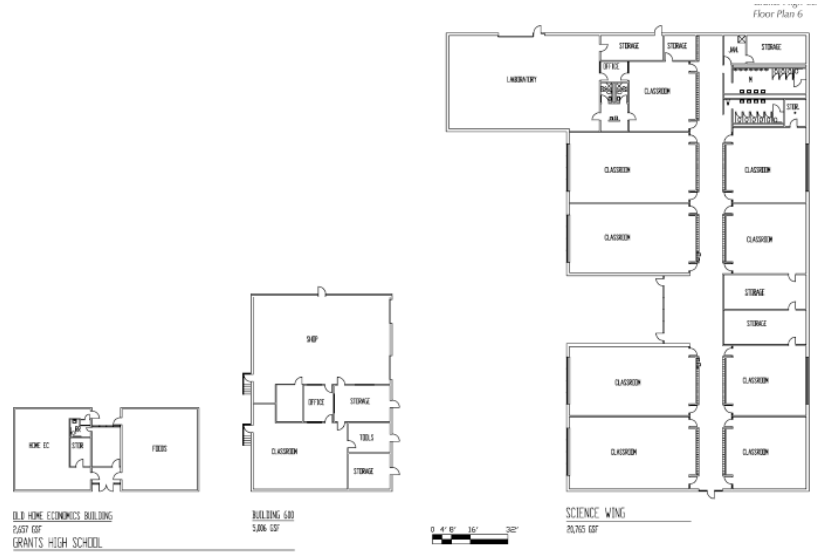
CONCESSIONS BUILDING
727 GSF

ROTC BLDG.
3,861 GSF

GRANTS HIGH SCHOOL

78

Grants HS Floor Plan - 6



GCCS Administration Offices



GCCS Maintenance and Operations



Aerial View

Note:
Site and floor
plan drawings not
available.

81

GCCS Special Education Complex



Aerial View

SPECIAL EDUCATION COMPLEX
GRANTS CIBOLA COUNTY SCHOOLS

Note:
Site and floor
plan drawings not
available.

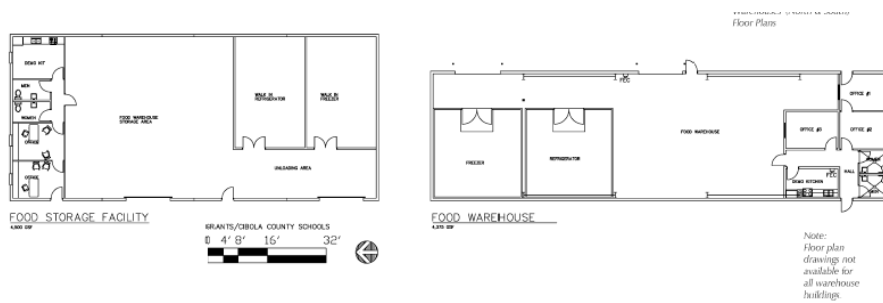
82

GCCS Warehouses / Admin. Buildings



83

GCCS Warehouses Floor Plans



84

GCCS Teacherages



85

GCCS Issues, Needs & Concerns

Life / Health / Safety / Security:

Condition of Facilities:

Efficient / Effective Facilities:

Availability of Funding:

Technology:

Preventive Maintenance:

86

GCCS Issues, Needs & Concerns

MAINTENANCE: REGULAR & PREVENTIVE
BUILDING SYSTEMS:

- Fire Alarm
- Intercom
- Roofs
- HVAC
- Electrical
- Plumbing
- Lighting:
- Windows / Doors
- Exterior / Interior Finishes
 - Ceilings
 - Floors
 - Walls

87

GCCS Issues, Needs & Concerns

SITE:



- Parking lots:
- Fencing
- Landscaping:
- Lighting
- Sidewalks:
- Playgrounds

OTHER:

88

Thank You
FOR
YOUR TIME
AND
INPUT

89



Grants Cibola County Schools
FMP Steering Committee
2016-2021
July 27, 2016


1



**2015-16 FMP
Process**

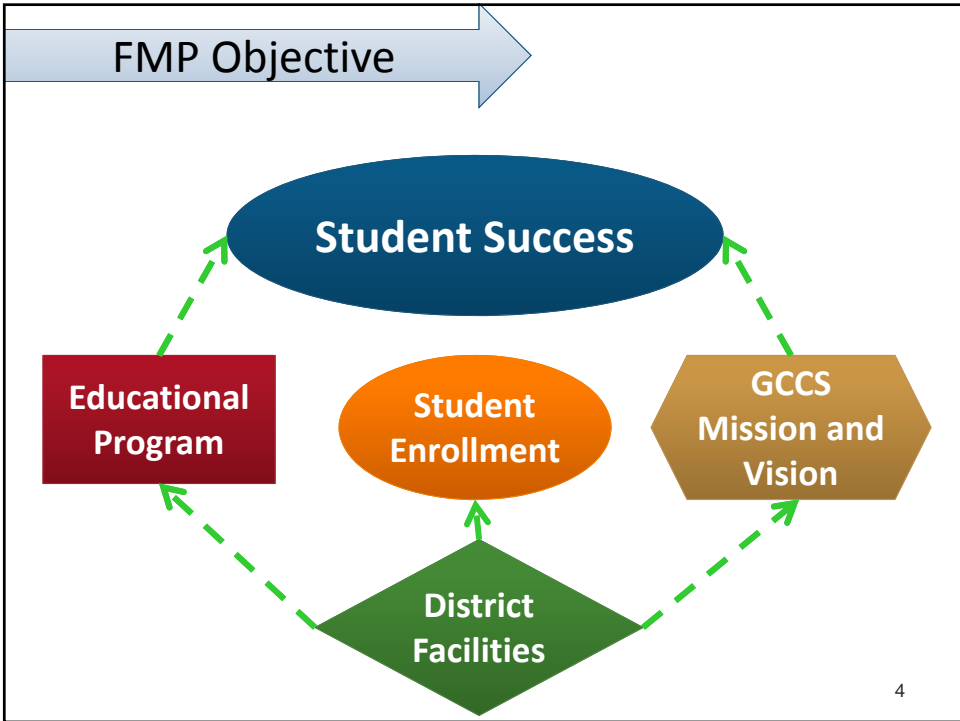
2

FMP Purpose →



Develop a
Plan / Road Map
for school facilities
which will support the
School's Mission
and Educational
Program For
Student Success

3

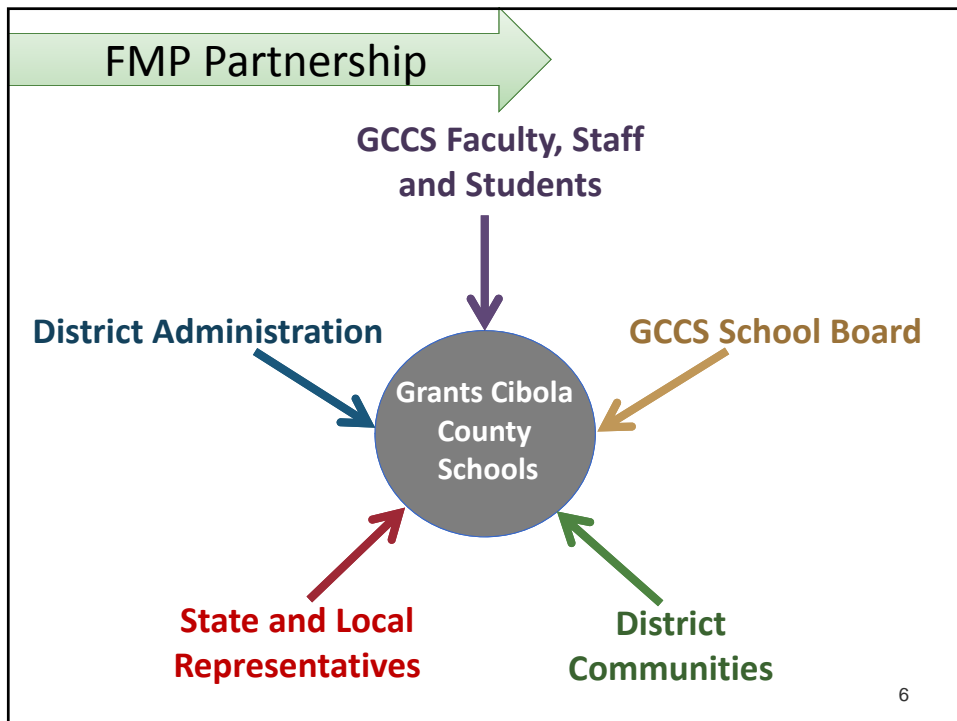


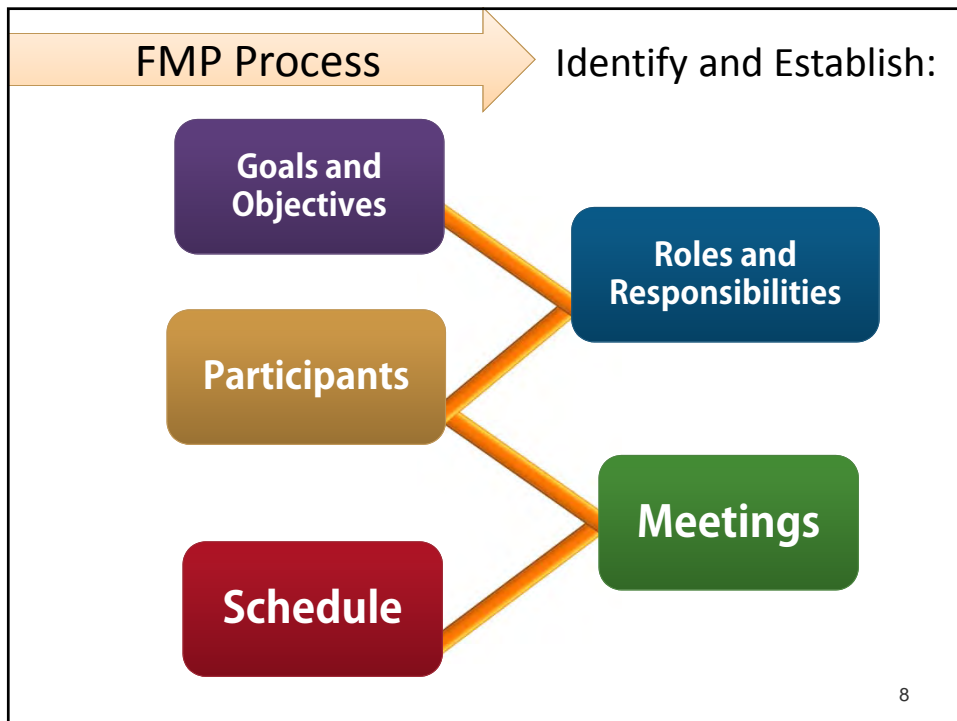
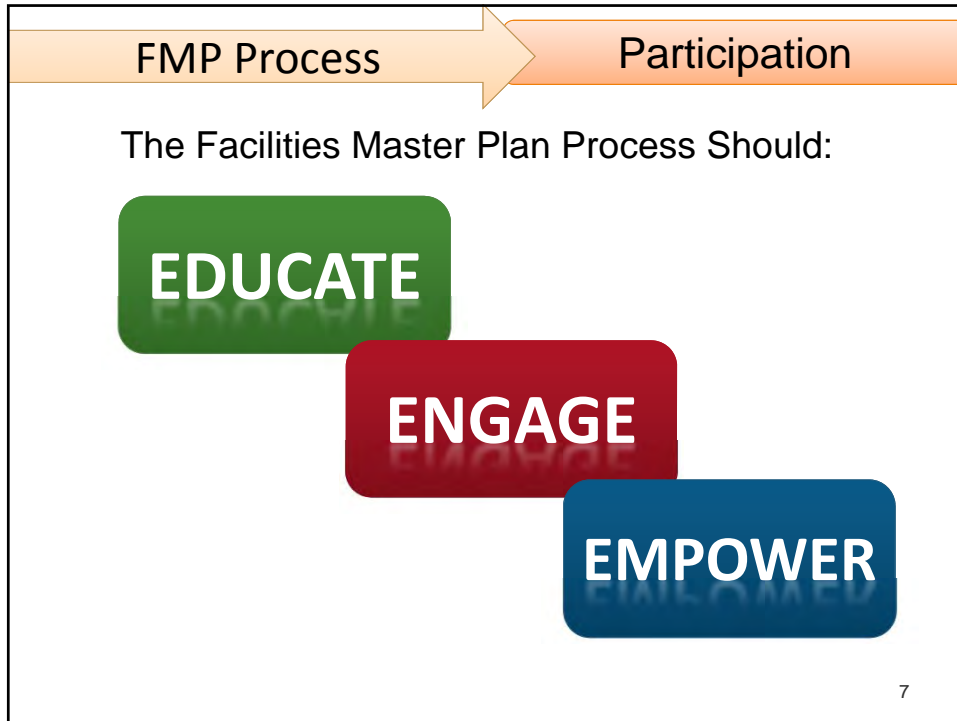
GRANTS CIBOLA COUNTY SCHOOLS 2016

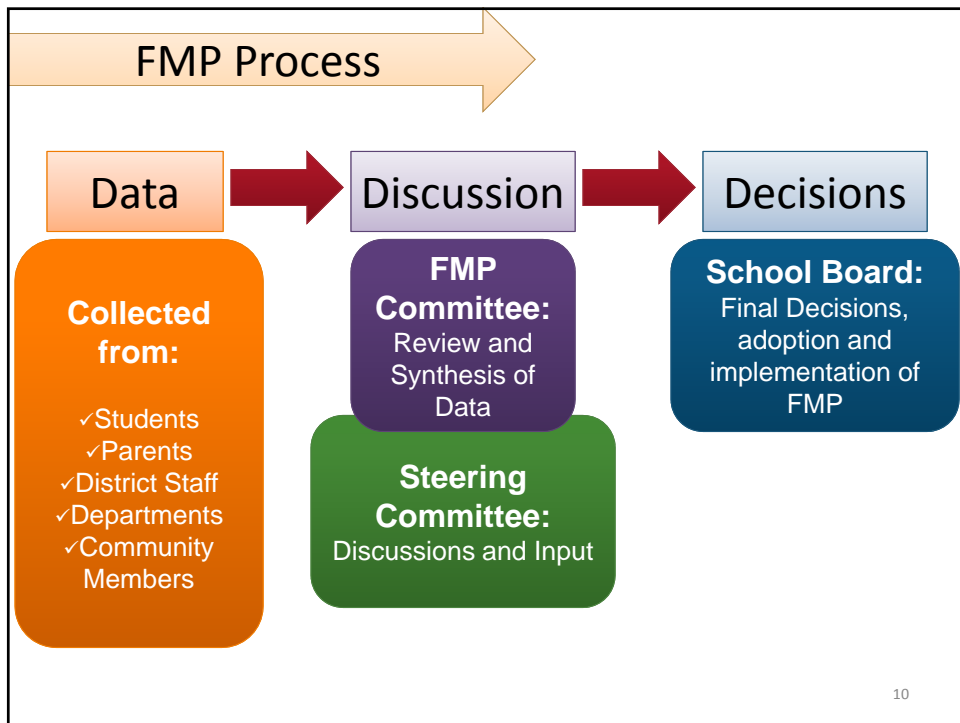
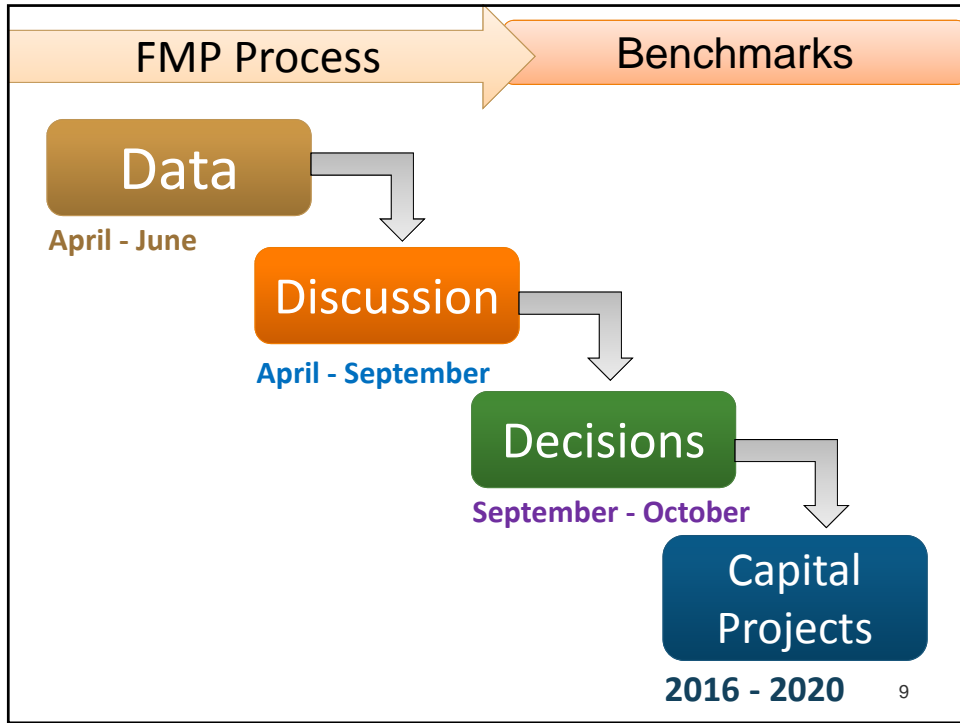
MISSION

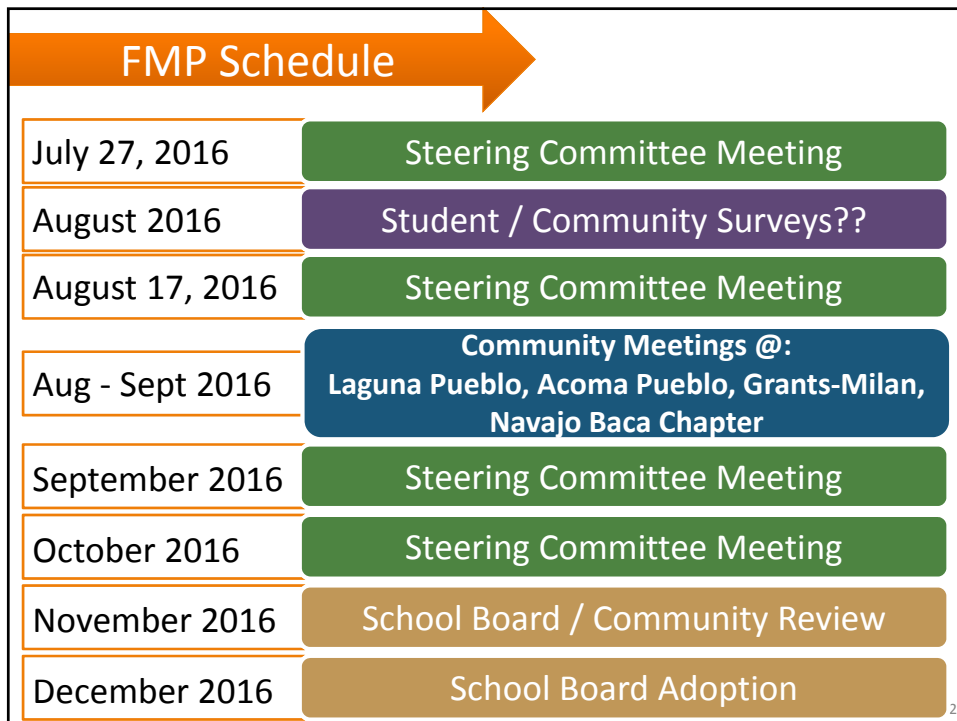
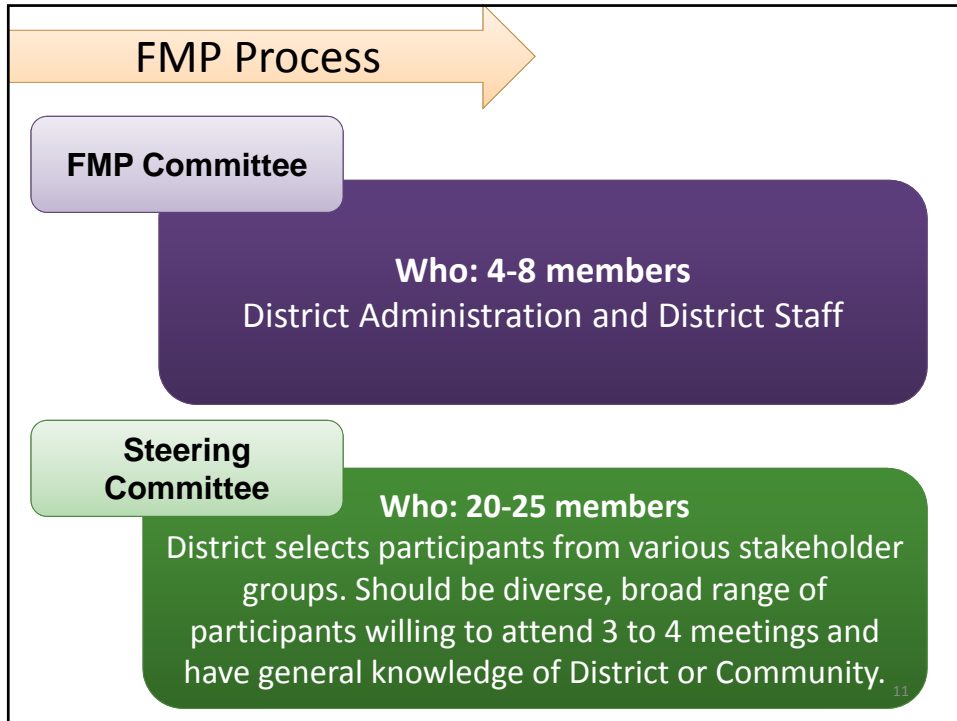
*Every Student,
Every Day,
Building A Person for Life*


5







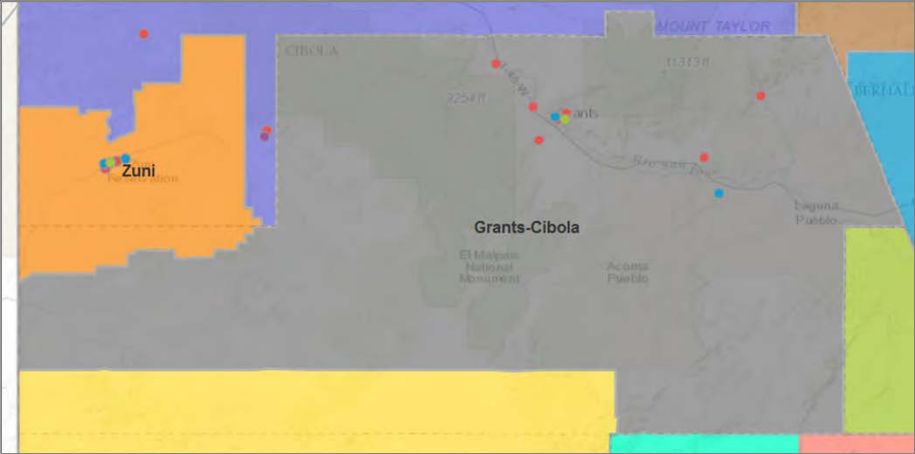




**2015-16
BACKGROUND
INFORMATION**

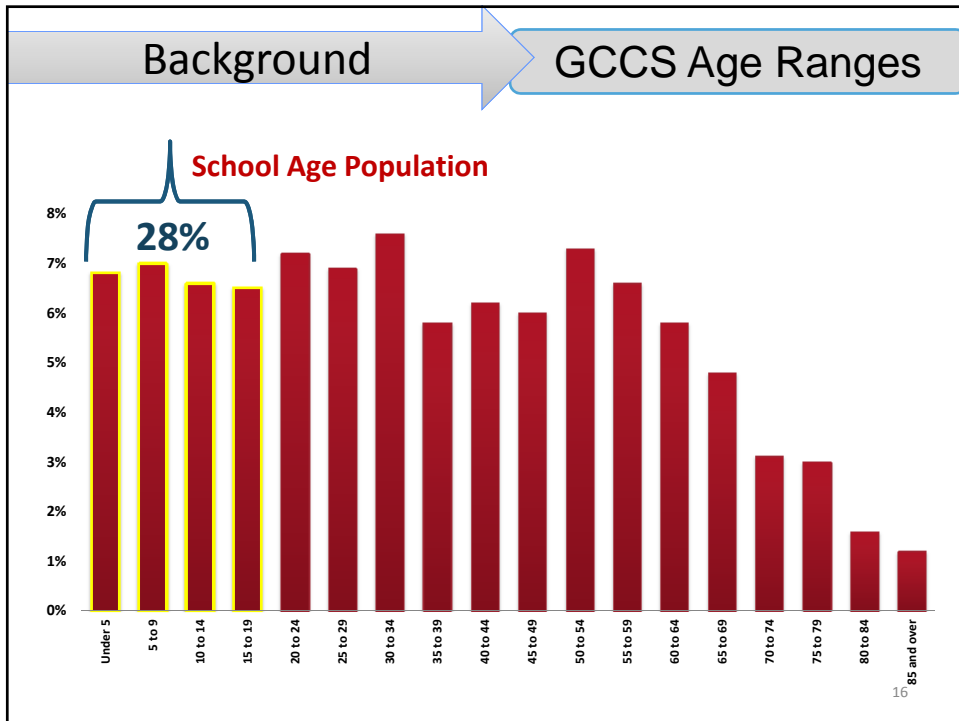
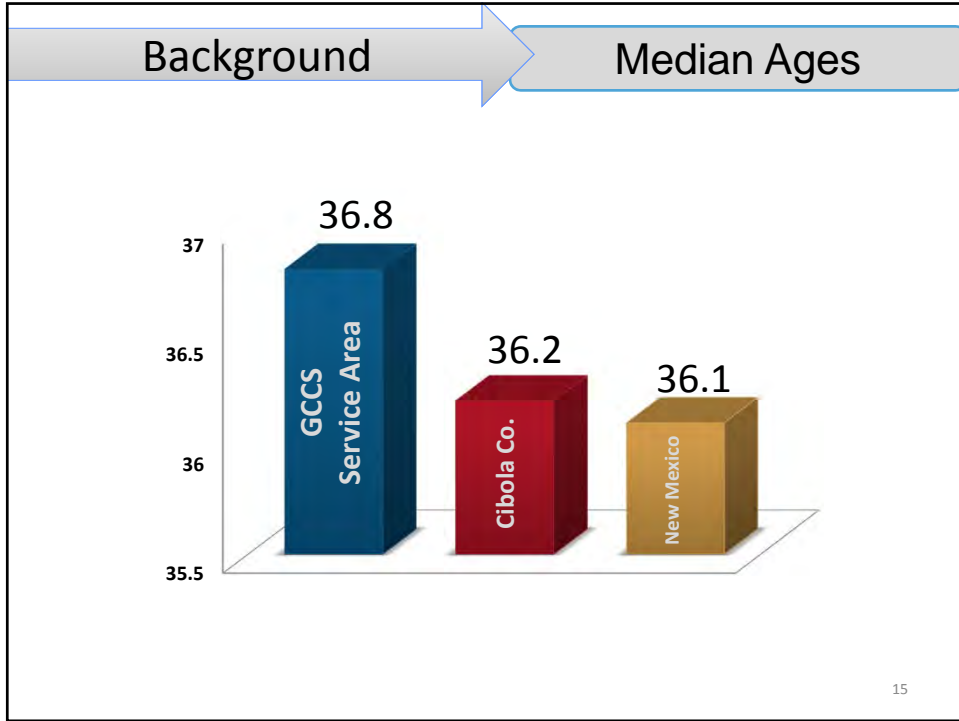
13

Background → District Map



Source: NM PSFA GIS

14



Background

2014-15 School Grades

District Name	School Name	School Grade
GRANTS-CIBOLA COUNTY SCHOOLS	BLUEWATER ELEMENTARY	B
GRANTS-CIBOLA COUNTY SCHOOLS	CUBERO ELEMENTARY	C
GRANTS-CIBOLA COUNTY SCHOOLS	GRANTS HIGH	C
GRANTS-CIBOLA COUNTY SCHOOLS	LAGUNA-ACOMA HIGH	C
GRANTS-CIBOLA COUNTY SCHOOLS	LAGUNA-ACOMA MIDDLE	F
GRANTS-CIBOLA COUNTY SCHOOLS	LOS ALAMITOS MIDDLE	F
GRANTS-CIBOLA COUNTY SCHOOLS	MESA VIEW ELEMENTARY	B
GRANTS-CIBOLA COUNTY SCHOOLS	MILAN ELEMENTARY	C
GRANTS-CIBOLA COUNTY SCHOOLS	MOUNT TAYLOR ELEMENTARY	D
GRANTS-CIBOLA COUNTY SCHOOLS	SAN RAFAEL ELEMENTARY	D
GRANTS-CIBOLA COUNTY SCHOOLS	SEBOYETA ELEMENTARY	C

1

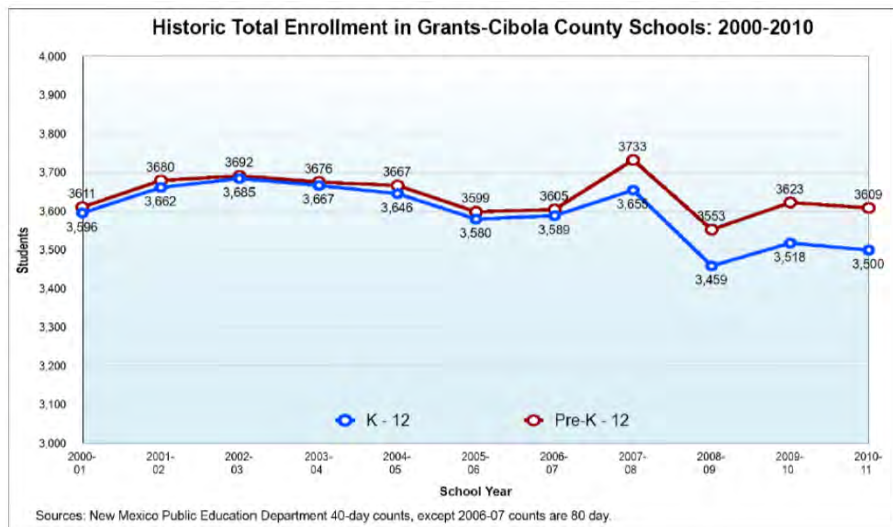
Source: NM PED

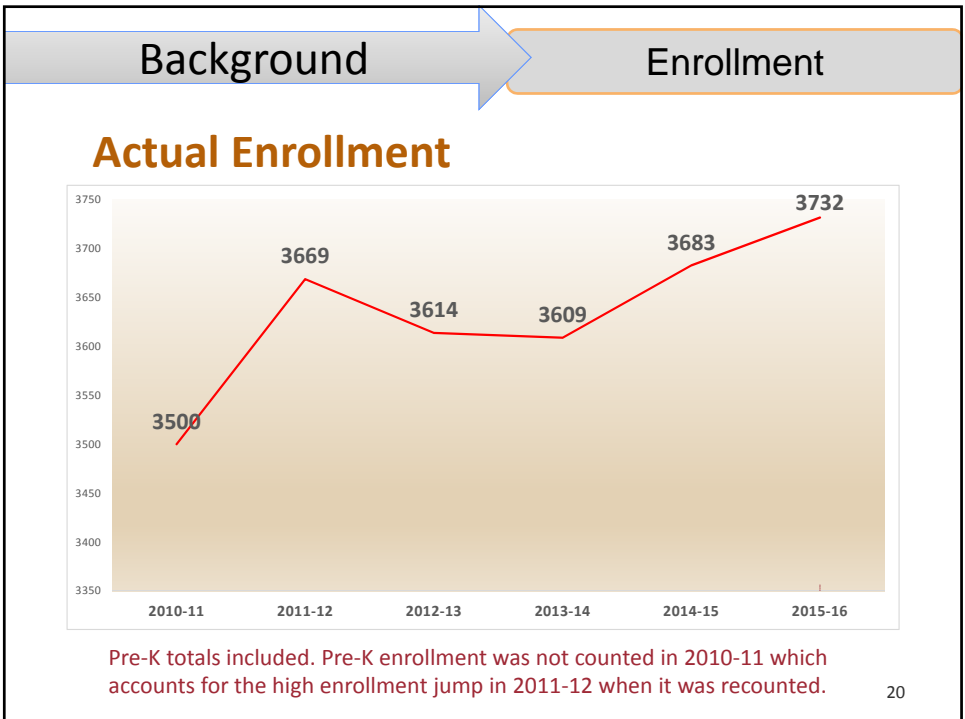
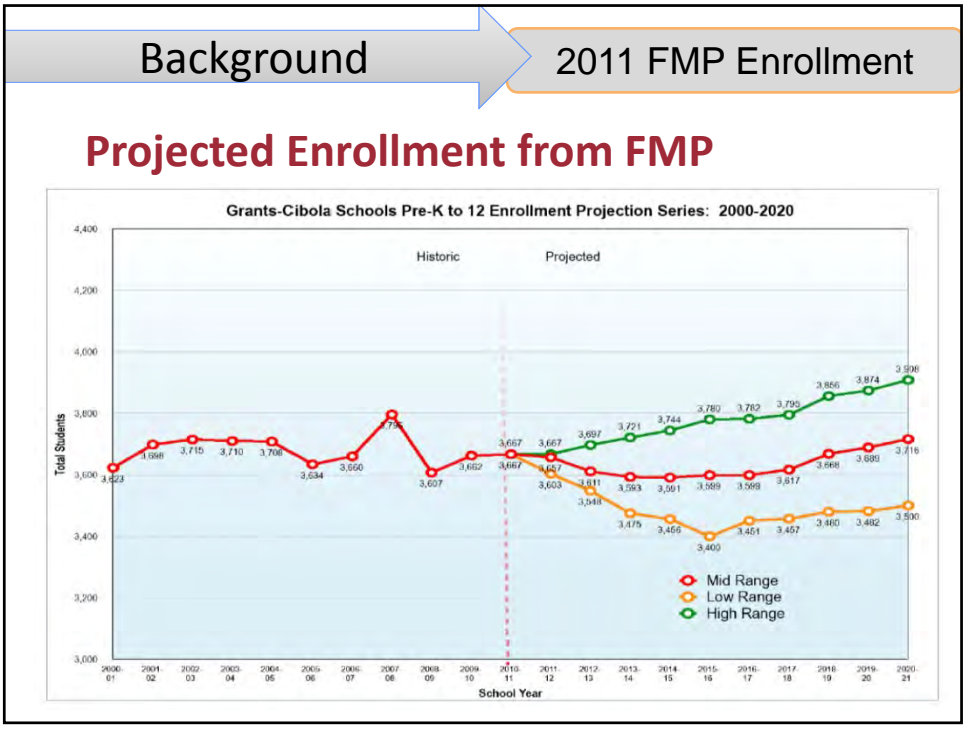
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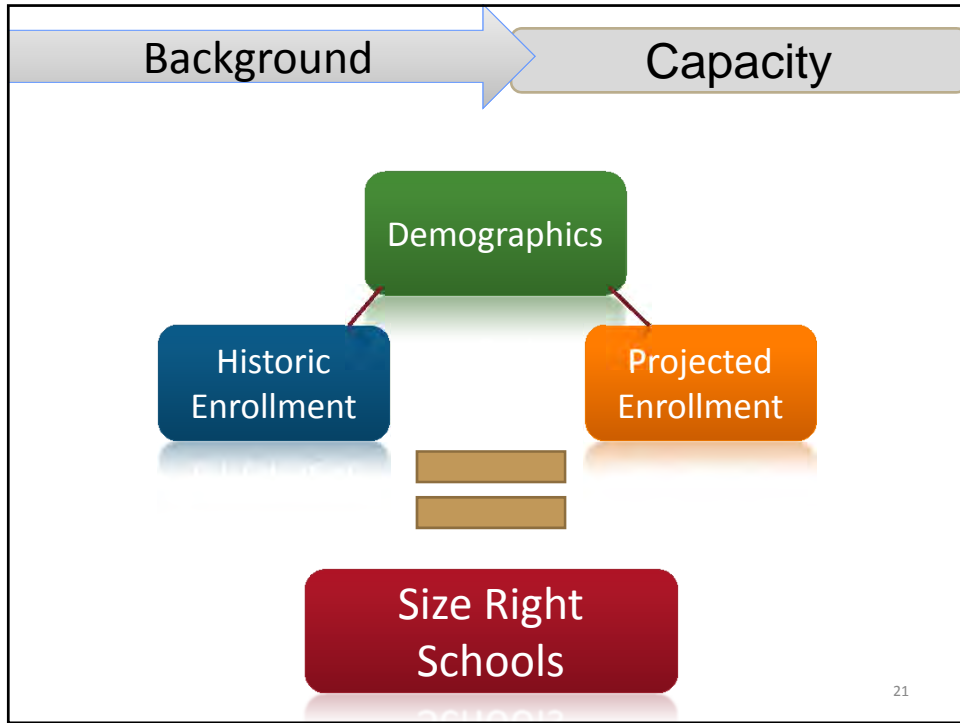
Background

2011 FMP Enrollment

Historic Enrollment







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Background → 2015-16 Capacities

PSFA Recommended Square Footage:

School	Current Enrollment	PSFA CURRENT Recommended SF/Student	PSFA Recommended Facility SF	Facility SF (Permanent)	Facility SF (including portables)	Ratio of Existing SF to Recommended SF (Permanent Facilities Only)	PSFA Capacity based on Existing SF/Student
Bluewater ES	116	146	16,936	21,851	22,747	129%	158
Cubero ES	324	136	44,064	36,340	36,340	82%	261
Mesa View ES	459	130	59,670	54,677	55,573	92%	423
Milan ES	504	127	64,008	51,901	60,901	81%	390
Mt. Taylor ES	525	126	66,150	64,753	74,577	98%	608
San Rafael ES	68	148	10,064	30,132	30,132	299%	213
Seboyeta ES	78	148	11,544	12,840	17,384	111%	119
Elementary Subtotal:	2,074	961	272,436	272,494	297,654	128%	2,172
Los Alamitos MS	401	148	59,348	67,877	67,877	114%	473
Middle School Subtotal:	401	148	59,348	67,877	67,877	114%	473
Grants HS	884	140	123,760	202,401	214,945	164%	2,388
Laguna Acoma MS/HS	373	186	69,378	120,648	120,648	174%	830
High School Subtotal:	1,257	326	193,138	323,049	335,593	169%	3,218
DISTRICT TOTALS:	3,732	1,435	524,922	663,420	701,124	137%	5,863

176,202 sf UNDER-utilized facilities

22

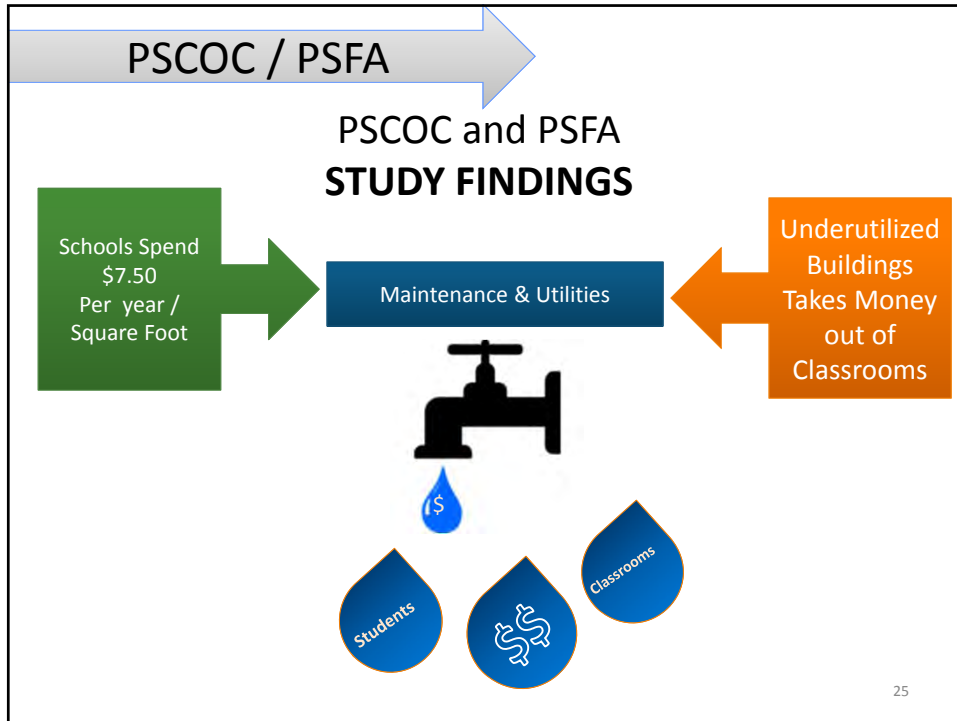
Background		2015-16 PTR					
GRADE:	2015-16 Enrollment	2020-21 Enrollment	2015-16 # of GCCS/HS Assigned Classrooms	2020-21 # of GCCS/HS Assigned Classrooms	PED PTR	2015-16 GCCS/HS PTR w/ Existing Classrooms	2020-21 GCCS/HS PTR w/ Existing Classrooms
Bluewater	116	0	6	0	22	19.33	0.00
Cubero	324	0	15	0	22	21.60	0.00
Mesa View	459	0	23	0	22	19.96	0.00
Milan	504	0	22	0	23	22.91	0.00
Mt. Taylor	525	0	25	0	22	21.00	0.00
San Rafael	68	0	5	0	22	13.60	0.00
Seboyeta	78	0	4	0	22	19.50	0.00
Los Alamitos	401	0	32	0	27	12.53	0.00
Grants High	884	0	61	0	30	14.49	0.00
Laguna Acoma	373	0	30	0	29	12.43	0.00
TOTAL:	3732	0	223	0	24	17.74	0.00

23

Background		2015-16 Utilization			
School	Grades	2015-16 Enrollment	Existing # of Classrooms w/o Portables	Classroom Utilization Rate	Facility Utilization Rate
Bluewater ES	K - 6	116	11.0	89%	50%
Cubero ES	K - 6	324	23.0	98%	68%
Mesa View ES	Pre-K - 6	459	39.0	83%	65%
Milan ES	Pre-K - 6	504	40.0	95%	65%
Mt. Taylor ES	Pre-K - 6	525	31.0	92%	60%
San Rafael ES	K - 6	68	14.0	75%	29%
Seboyeta ES	K - 6	78	4.0	89%	40%
Elementary Subtotal:		2074	162.0	89%	54%
Los Alamitos MS	7 - 8	401	36.0		
Middle School Subtotal:		401	36.0	0%	0%
Grants HS	9 - 12	884	72.0	38%	75%
Laguna Acoma MS/HS	9 - 12	373	37.0	28%	62%
High School Subtotal:		1257	109.0	33%	69%
DISTRICT TOTALS:		3,732	307.0	61%	61%

Average Utilizations do not include Middle School Subtotal

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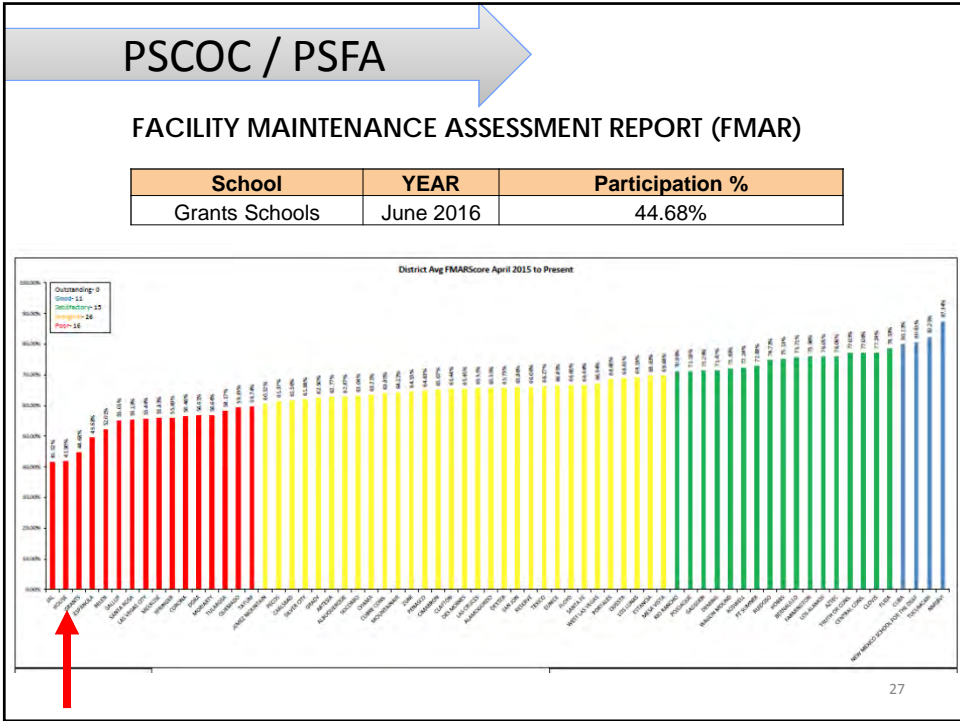


PSCOC / PSFA

$$701,124\text{sf} \times \$7.50\text{sf}/\text{year} = \mathbf{\$5,258,430} / \text{year maintenance}$$

$$176,202\text{sf under-utilized sf} \times \$7.50/\text{sf}/\text{year} = \mathbf{\$1,321,515} / \text{year SAVINGS}$$

26



Background → **2016 FAD Rankings**

Facilities Assessment Database (FAD)

School	2016-17 Rank	Weighted NMCI
Bluewater ES	87	30.55%
Cubero ES	558	7.56%
Mesa View ES	371	15.98%
Milan ES	622	5.06%
Mt. Taylor ES	109	29.31%
San Rafael ES	396	14.81%
Seboyeta ES	89	30.46%
Los Alamitos MS	743	0.00%
Grants HS	592	6.23%
Laguna Acoma MS/HS	551	7.93%

2016 **State Share** of an approved project: 77%
District Share of an approved project: 23%

28

Background → GCCS Capital Projects

GCCS Capital Projects Since 2000

- Grants HS
- Laguna – Acoma JH / HS
- Cubero ES
- Milan ES
- Kindergarten Classrooms: Mt. Taylor, Mesa View ES, Cubero ES
- Grants Performing Arts Center

29

Background → 2011 FMP Priorities

The District’s highest priorities, for the next funding cycle, include the following:

1. **Complete the rebuilding of Cubero Elementary School** (\$9,000,000 allocated) **Completed**
2. **Grants High School Performing Arts Center** - \$6,000,000 **Completed**
3. **Los Alamitos Middle School Remodel/Renovation** - \$9,000,000 **In Progress**

The district’s highest priorities (unfunded) total **\$15,000,000**.

Source: 2011-16 GCCS FMP

2016 State Share of an approved project:	77%
District Share of an approved project:	23%

30

Background

2011 FMP Priorities

GCCS Capital Priorities

Facility:	Priority	Year
Bluewater ES	9	
Upgrade Playground & equipment		2012-13 Completed
Breezeway window, wall replacement		2012-13 No
Cubero ES	1	
New building completion (\$9,000,000)		2012-13 Completed
Mesa View ES	5	
HVAC Upgrade	1	2013-14 No
Playground & equipment upgrade	2	2012-13 Partial
Mount Taylor ES	6	
HVAC Upgrade	1	2013-14 No
Playground & equipment upgrade	2	2012-13 Partial

Source: 2011-16 GCCS FMP 31

Background

2011 GCCS Priorities

GCCS Capital Priorities

Facility:	Priority	Year
San Rafael ES	7	
Upgrade water supply lines to old wing		2013-14 Complete
Playground & equipment upgrade		2012-13 Partial
Seboyeta ES	8	
Playground & equipment upgrade		2012-13 Partial
Resurfacing parking lot		2013-14 Complete
Los Alamitos MS	4	
New complex	1	2013-14 Complete
Bus drop-off improvement	2	2013-14 Complete
Laguna – Acoma JH/HS	11	
HVAC upgrade	1	2014-15 No
Water Treatment	2	2013-14 No

Source: 2011-16 GCCS FMP 32

Background

2011 GCCS Priorities

GCCS Capital Priorities

Facility:	Priority	Year
Grants HS	2	
Performing Arts Center	1	2012-13 Complete
Pavement Improvement	2	2013-14 Partial
Administration Office	10	
Renovation	1	2014-15 Complete
HVAC upgrade	2	2014-15 Partial
Board Room and Cafeteria Offices	12	
Renovate building interior	1	2014-15 No
HVAC upgrade	2	2015-16 No
Maintenance / Bus Barn	3	
Parking Area	1	2012-13 No
Covered equipment storage	2	2015-16 No

Source: 2011-16 GCCS FMP

33

Background

2011 GCCS Priorities

GCCS Capital Priorities

Facility:	Priority	Year
Special Education Office	14	
Lighting upgrade	1	2015-16 No
Warehouses (North & South)	13	
Park / Asphalt yard	1	2014-15 No
Renovate shop and equipment storage area	2	2015-16 No

Source: 2011-16 GCCS FMP

34

Background	GOB Information
2015 Assessed Valuation (Initial)	\$304,035,642
Bonding Capacity (6% of AV)	18,242,139
Less: Outstanding GO Bonds (March 1, 2016)	15,110,000
Less: Outstanding Ed Tech Notes (March 1, 2016)	725,000
Plus: Bonds to be paid in 2016	2,580,000
2016 Bonding Capacity	4,987,139
 Authorized but Unissued Bonds	
Election (February 5, 2013)*	9,000,000
Bonds Sold (June 2014)	2,000,000
<u>Bonds Sold (June 2015)</u>	<u>2,000,000</u>
Authorized but Unissued Bonds	5,000,000
 Potential Sales	
2016 - \$3,000,000	
2017 - \$2,000,000	
<small>*The School District has four years from the date of the election (Feb. 5, 2013) to sell authorized bonds.</small>	
PSCOC / PSFA Awards: \$33,141,996	
\$9,183 / student	





2015-16 FMP Considerations





Academic Skills



2016
Focus of
Education
is on the
'TOTAL STUDENT'

Social Skills



Wellness Skills



41

FMP Goals and Objectives

**WHAT ARE POSITIVE
FEATURES OF DISTRICT
FACILITIES?**



FMP Goals and Objectives

WHAT ARE THE EDUCATIONAL CHALLENGES FACED BY GCCS SCHOOLS?



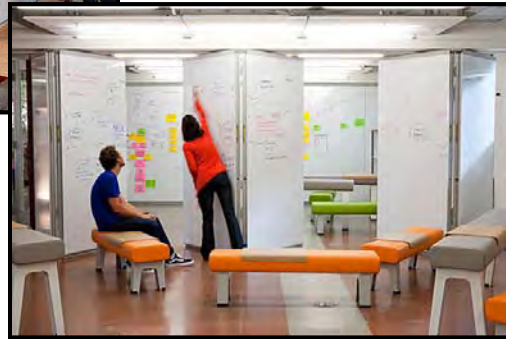
FMP Goals and Objectives

WHAT WILL EDUCATION IN GCCS LOOK LIKE IN 5, 10, 15, 50 YEARS?



44

FMP Goals and Objectives



FMP Goals and Objectives

**WHAT IS THE LONG RANGE
VISION OF THE DISTRICT FOR
EDUCATIONAL PROGRAM
DELIVERY TRENDS?**



FMP Goals and Objectives



FMP Goals and Objectives

**IN THE NEXT FIVE PLUS YEARS,
WHAT ARE SOME BUILDING
SYSTEMS OR FEATURES OF
DISTRICT FACILITIES THAT NEED
TO BE ADDRESSED?**



FMP Goals and Objectives

HOW DO EXTRACURRICULAR ACTIVITIES FIT INTO THE FMP?



49



GCCS SCHOOL FACILITIES

50

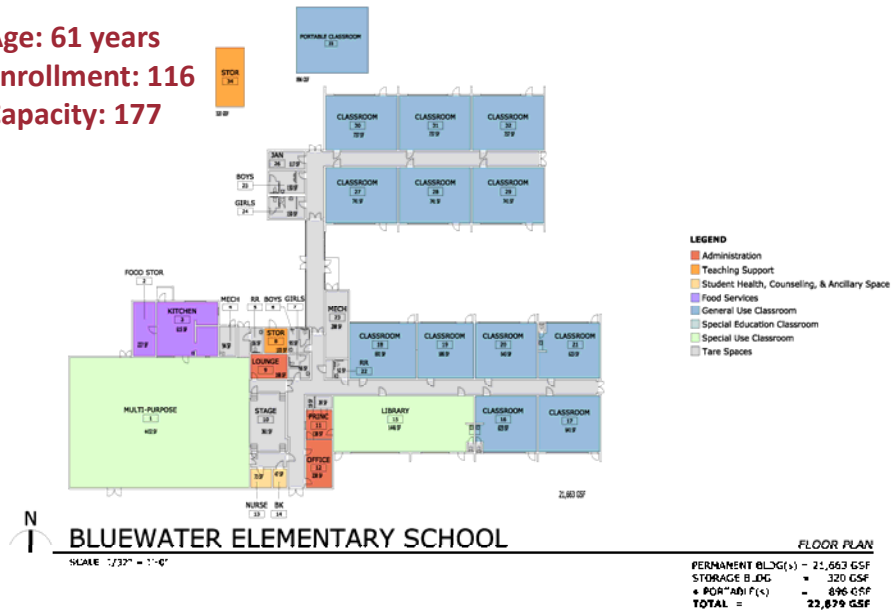
Bluewater ES Aerial



51

Bluewater ES Floor Plan

Age: 61 years
Enrollment: 116
Capacity: 177



NEEDS → **Bluewater ES**

Replace / Renovate School / Building System Upgrades:

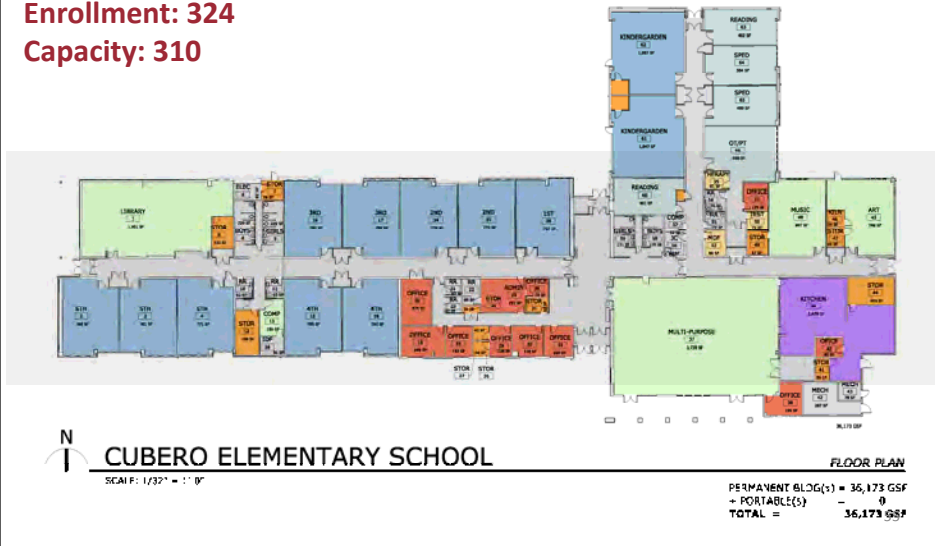
- Technology: Upgrade
- Security: Upgrade entry
- Site Lighting: Upgrade
- Walls / Windows: Replace breezeway system

53



Cubero ES Floor Plan

Age: 10 years
Enrollment: 324
Capacity: 310



NEEDS

➔

Cubero ES

Building System Upgrades:

- Sewer / Septic upgrade
- Cattle Guard at Entry Gate
- Technology: Upgrade

56

Mesa View ES Aerial



57

Mesa View ES Floor Plan



Age: 58 years
Enrollment: 459
Capacity: 575

MESA VIEW ELEMENTARY SCHOOL

SCALE: 1/64" = 1'-0"

OVERALL FLOOR PLAN

PERMANENT BLDG(S) - 65,376 GSF
+ PORTABLE(S) - 936 GSF
TOTAL = 66,472 GSF

NEEDS

Mesa View ES

Major Renovation / Building System Upgrades:

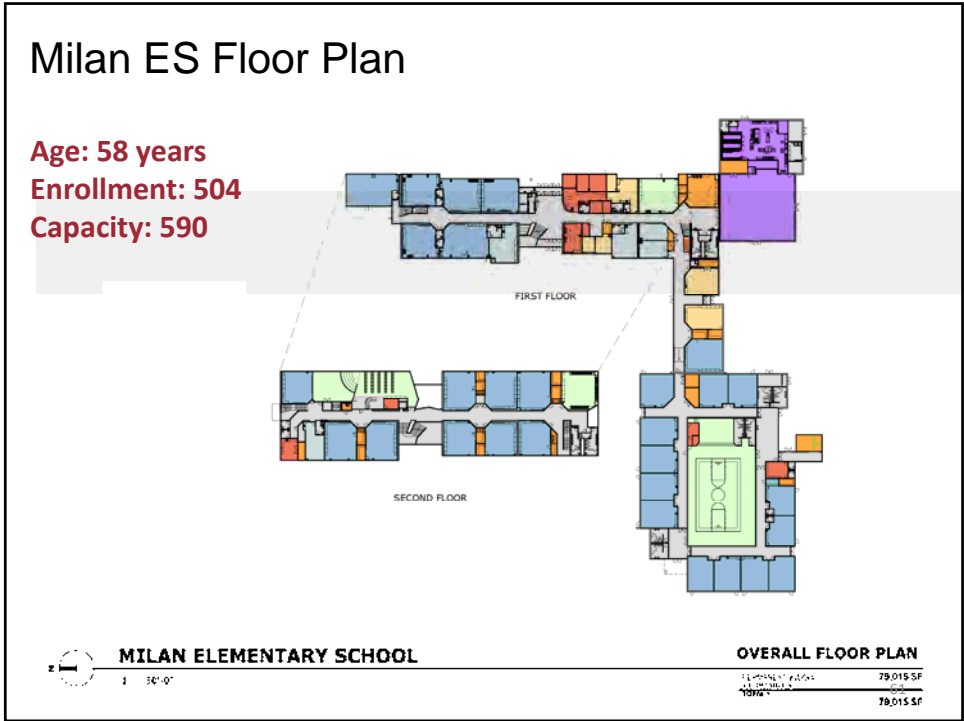
- Technology: Upgrade
- Landscape: Upgrade drainage at playground
- HVAC: Replace
- Parking Lot: Replace asphalt in courtyard, increase Pre-K parking
- Walkways: Replace / repair front of school
- Plumbing: Renovate restrooms by Administration and Multi-purpose
- Flooring: Replace carpet and tile under carpet

59

Milan ES Aerial



60



NEEDS

Milan ES

Building System Upgrades:

- HVAC: Upgrade Gym units
- Playground: Upgrade equipment and track surface
- Parking Lot: Repave Bus drop-off loop
- Security: Upgrade camera system, upgrade entry
- Landscape: Correct drainage by 1969 building
- Technology: Upgrade

62

Mount Taylor ES Aerial



63

Mount Taylor ES Floor Plan

Age: 57 years
Enrollment: 525
Capacity: 634



MT. TAYLOR ELEMENTARY SCHOOL
SCALE: 1/8" = 1'-0"

GENERAL USE NON-INSTRUCTIONAL CLASSROOM FLOOR PLAN
PERMANENT BLDG(S) = 56,187 CSF
+ PORTABLE(S) = 7,795 CSF
TOTAL = 63,982 CSF

NEEDS**Mt. Taylor ES**

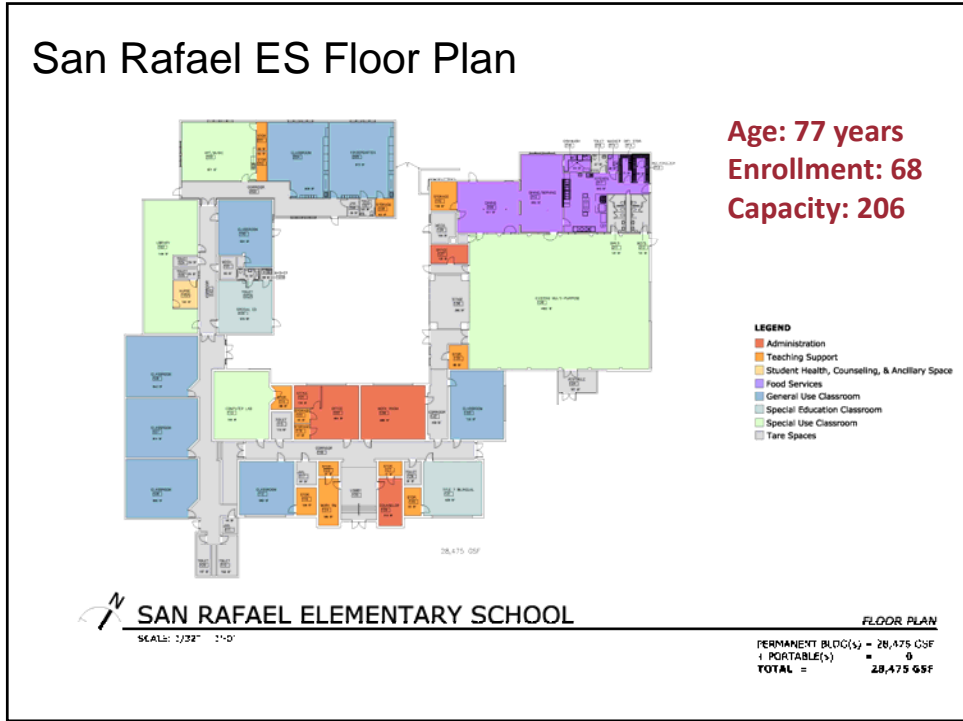
Major Renovation: Building System Upgrades:

- HVAC: Replace entire system
- Fire Alarm: Upgrade system
- Security: Upgrade entry
- Site Lighting: Upgrade
- Playground Equipment: Upgrade
- Parking Lot: Repair front bus loop, repair, seal & stripe parking lot
- Sidewalks: repair along front of school
- Technology: Upgrade
- Windows: Replace / repair
- Doors: Replace / repair

65

San Rafael ES Aerial

66



NEEDS

San Rafael ES

Building System Upgrades:

- Stucco Repair
- Playground Equipment: Upgrade, resurface basketball courts
- Technology: Upgrade
- Flooring: Replace Gym Floor
- Landscaping: Upgrade courtyard
- Site Lighting: Install additional parking lot lighting

68

Seboyeta ES Aerial



69

Seboyeta ES Floor Plan

Age: 61 years
Enrollment: 78
Capacity: 147



- LEGEND**
- Administration
 - Teaching Support
 - Student Health, Counseling, & Ancillary Space
 - Food Services
 - General Use Classroom
 - Special Education Classroom
 - Special Use Classroom
 - Tyre Spaces

SEBOYETA ELEMENTARY SCHOOL
 SCALE: 1/32" = 1'-0"

FLOOR PLAN

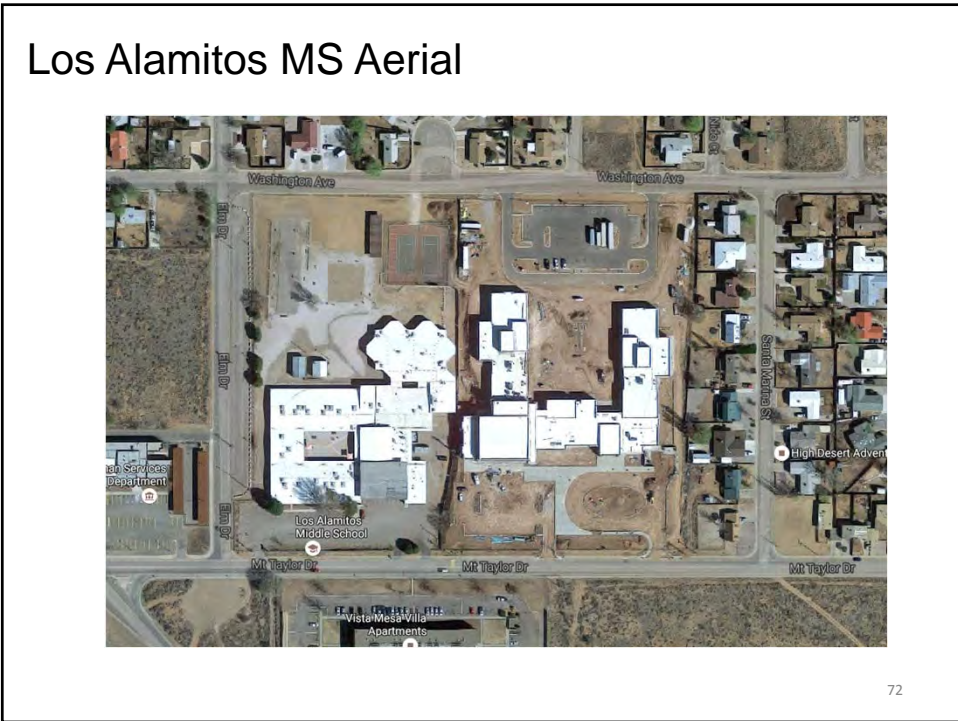
PERMANENT BLDG(S) = 11,753 CSF
 PORTABLE(S) = 0
TOTAL = 11,753 GSF

NEEDS → **Seboyeta ES**

Building System Upgrades:

- Replace cafeteria/gym flooring
- Technology: Upgrade
- Walls: Paint Exterior

71



Los Alamitos MS Floor Plan

Age: New
Enrollment: 401
Capacity: 687

73



NEEDS

Los Alamitos MS

New School

74

Laguna / Acoma Jr. / Sr. High School Aerial



75

Laguna / Acoma Jr. / Sr. High School Floor Plan



Age: 12 years
Enrollment: 373
Capacity: 744



LAGUNA ACOMA MIDDLE/HIGH SCHOOL

SCALE: 1/8" = 1'-0"

OVERALL FLOOR PLAN

PERMANENT BLDG(s) = 120,641 GSF
+ PORTABLE(s) = 78
TOTAL = 120,641 GSF


NEEDS → Laguna–Acoma Jr./Sr. HS

Building System Upgrades:

- Water Conditioner System: Renovation
- HVAC: Renovation
- Roof: Replacement / repair
- Site Drainage: Upgrade
- Walkways: Replacement / repair
- Fire Alarm: Replacement / repair
- Track Surface: Update
- Wind Barrier: Softball / Baseball
- Security Camera System: Upgrade
- Technology: Upgrade

77

Grants HS Aerial



78

Grants HS Floor Plan - 1

Grants-Cibola County Schools
Facilities Master Plan 2011-2016
ARC 21017 0000

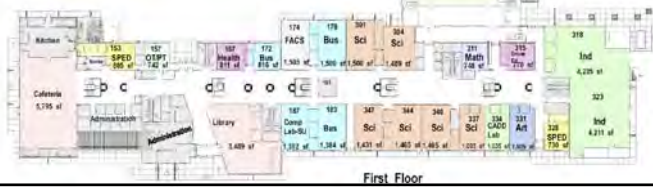


Second Floor

Age: 61
Enrollment: 884
Capacity: 1467

See Next Page

- MidJr. High/High School Key
- Other Admin
 - Special Programs/SS
 - SPED
 - PE
 - Science (Sci)
 - Math (Ma)
 - English/LA (Eng)
 - Art/Music/Drama
 - Special Studies (SS)/Health/Driver's Ed
 - Foreign Language (FL)
 - FACS
 - Computer & Tech Ed. (Comp)
 - Vacant
 - ROTC
 - IndBldg
 - Non-Instructional Student Use



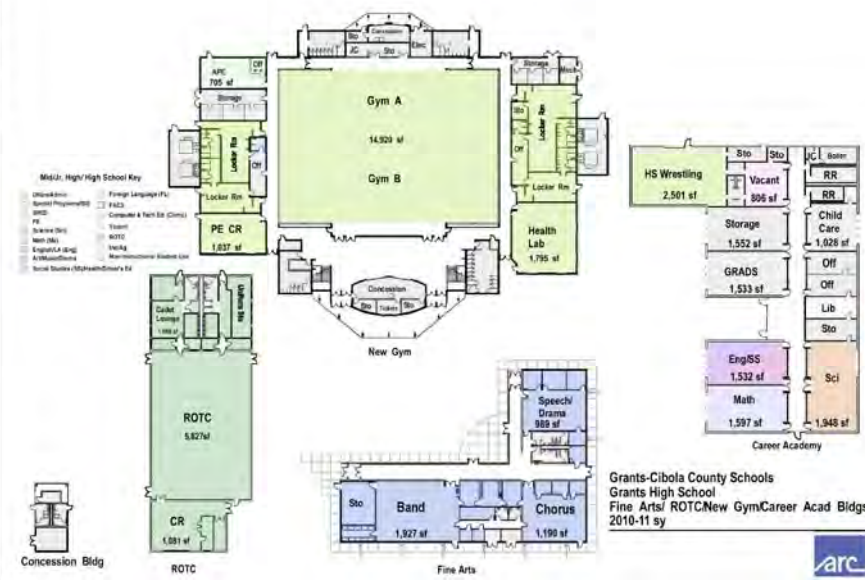
First Floor

Grants-Cibola County Schools
Grants High School
Classroom/Admin Bldg.
2010-11 sy

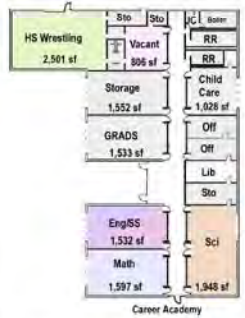


Grants HS Floor Plan - 2

Grants-Cibola County Schools
Facilities Master Plan 2011-2016
ARC 21017 0000



- MidJr. High/High School Key
- Other Admin
 - Special Programs/SS
 - SPED
 - PE
 - Science (Sci)
 - Math (Ma)
 - English/LA (Eng)
 - Art/Music/Drama
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Grants-Cibola County Schools
Grants High School
Fine Arts/ ROTC/New Gym/Career Acad Bldgs.
2010-11 sy



NEEDS

Grants HS

Building System Upgrades:

- Parking Lot: Repave entry loop circle
- HVAC: Upgrade controls system
- HVAC: Replace at Old gym, Art Building & ROTC
- HVAC: Upgrade cooling tower
- Site Drainage: Upgrade along back of school
- Plumbing: Renovate restrooms at ROTC
- Lighting: Upgrade at ROTC & Old Gym
- Flooring: Replace at ROTC, Art Room and rooms around Old Gym
- Equipment: Replace bleachers at Old Gym; renovate field bleachers
- Fire Alarm: Repair & Upgrade
- 1955 Building: Demolish
- Wrestling Building: Demolish
- Technology: Upgrade

81

GCCS Administration Offices



ADMINISTRATION OFFICES
GRANTS CIBOLA COUNTY SCHOOLS

Note:
Site and floor
plan drawings not
available.

82

GCCS Maintenance and Operations



Aerial View

Note:
Site and floor
plan drawings not
available.

83

GCCS Special Education Complex



Aerial View

SPECIAL EDUCATION COMPLEX
GRANTS CIBOLA COUNTY SCHOOLS

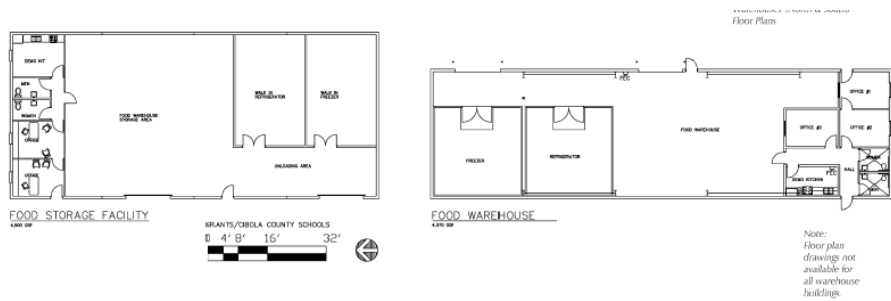
Note:
Site and floor
plan drawings not
available.

84

GCCS Warehouses / Admin. Buildings



GCCS Warehouses Floor Plans



GCCS Teacher Housing Units



87

NEEDS

GCCS Support Facilities

Administration:

- Pave around building
- Upgrade drainage
- Upgrade HVAC

Special Education:

- Repair interior water damage
- Replace VCT floor
- Renovate restrooms to ADA compliance
- Lighting Upgrade

Progressive Learning Ctr:

- Major Renovation / Demolish

Old Central Office:

- Demolish

88

NEEDS → GCCS Support Facilities

Technology:

- Upgrade power
- Replace entry ramp system
- Repair asphalt

Maintenance:

- Correct drainage at back door
- Replace roof
- Repair HVAC ducts (water infiltration)
- Covered equipment Storage

Warehouses:

- Install skylights in one warehouse
- Repair asphalt
- Renovate equipment and storage area

89

NEEDS → GCCS Support Facilities

Bus Barn:

- Expand to fit a bus inside,
- Pave site
- Replace lighting

90

CAPITAL PLAN → **Re-occurring Needs**

GCCS RE-OCCURRING FACILITY NEEDS: SB-9 Funds

1. Technology
2. Life-Health-Safety-Security
3. Maintenance:
 - Facility & Site Preventive Maintenance:
 - Equipment & Material Replacement :
 - Ceiling Tiles
 - Carpet
 - Window Blinds
 - Wall Paint
 - Wall Boards
 - Furniture

91

CAPITAL PLAN → **Building Systems**

GCCS BUILDING SYSTEMS: SB-9 & GOB Funds

REPAIR / REPLACEMENT

- Electrical
- Fire Alarm
- HVAC
- Intercom
- Lighting
- Plumbing
- Roofs
- Windows / Doors
- Exterior / Interior Finishes
 - Ceilings
 - Floors
 - Walls

92

CAPITAL PLAN → **Site Needs**

GCCS SITE NEEDS:

- Parking lots:
- Fencing
- Landscaping:
- Lighting
- Sidewalks:
- Playgrounds

93

CAPITAL PLAN → **Space Needs**

GCCS FACILITY / SPACE NEEDS:

- Bluewater ES: Replace / Renovation
- Mesa Vista ES: Major Renovation
- Mt. Taylor ES: Major Renovation
- Laguna – Acoma Jr/HS: Building System Replacement

94

GCCS Issues, Needs & Concerns

Life / Health / Safety / Security:
Condition of Facilities:
Efficient / Effective Facilities:
Availability of Funding:
Technology:
Preventive Maintenance:

95



GCCS Issues, Needs & Concerns

SITE:
OTHER:

96

Thank You
FOR
YOUR TIME
AND
INPUT

97



Grants Cibola County Schools
FMP Steering Committee
2016-2021
August 17, 2016

1



**2015-16 FMP
Development**

2

FMP Goals and Objectives

WHAT ARE POSITIVE FEATURES OF DISTRICT FACILITIES?

Partnership w/ Community, County, City
Cubero ES Playground
Performing Arts Building
HS Gym
HS Dual Education Program
School Facility Improvement Plan
High Student and Staff Performance
Community Based



FMP Goals and Objectives

WHAT ARE THE EDUCATIONAL CHALLENGES FACED BY GCCS SCHOOLS?

Rural Nature of Schools
50% of Students Below Poverty Line
Mobility
Transportation
Technology
Lack of Area Economic Development
Lack of Teacher Housing
Implementing New Educational Programs with Low Enrollment



FMP Goals and Objectives

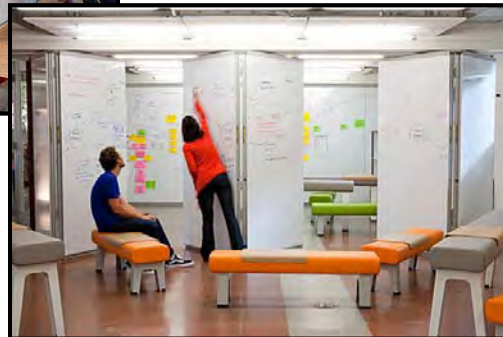
WHAT WILL EDUCATION IN GCCS LOOK LIKE IN 5, 10, 15, 50 YEARS?

Learning Can Occur Anywhere
Learning Outside the Classroom
Virtual Learning
Tailored to Meet Students' Needs



5

FMP Goals and Objectives



FMP Goals and Objectives

WHAT IS THE LONG RANGE VISION OF THE DISTRICT FOR EDUCATIONAL PROGRAM DELIVERY TRENDS?



FMP Goals and Objectives



FMP Goals and Objectives

HOW DO EXTRACURRICULAR ACTIVITIES FIT INTO THE FMP?



9

FMP Goals and Objectives

IN THE NEXT FIVE PLUS YEARS, WHAT ARE SOME BUILDING SYSTEMS OR FEATURES OF DISTRICT FACILITIES THAT NEED TO BE ADDRESSED?



GCCS Issues, Needs & Concerns

1. RE-OCCURRING NEEDS
2. FACILITY / SITE BUILDING SYSTEM RENEWAL: SB-9 & GOB
3. FACILITY / SITE MAJOR CAPITAL PROJECTS: GOB

11

GCCS Issues, Needs & Concerns Re-occurring Needs

GCCS RE-OCCURRING FACILITY NEEDS:

1. Technology:
 - Infrastructure
 - Hardware
2. Life-Health-Safety-Security:
 - Building Entries
 - Surveillance Cameras
3. Maintenance:
 - Facility & Site Preventive Maintenance:
 - Equipment & Material Replacement :

▪ Ceiling Tiles	Wall Paint
▪ Carpet	Wall Boards
▪ Window Blinds	Furniture

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GCCS Issues, Needs & Concerns → Building Systems

GCCS BUILDING SYSTEM NEEDS:

REPAIR / REPLACE

- Electrical
- Equipment
- Exterior & Interior Finishes
 - Ceilings
 - Floors
 - Walls
- Exterior & Interior Windows / Doors
- Fire Alarm
- HVAC**
- Intercom
- Lighting
- Plumbing
- Roofs**

13

GCCS Issues, Needs & Concerns → Site System Needs

GCCS SITE SYSTEM NEEDS:

- Athletic Fields:
- Fencing:
- Landscaping / Drainage:**
- Parking lots:
- Playgrounds:
- Site Lighting:
- Walkways:

14

GCCS Issues, Needs & Concerns → Capital Projects

GCCS CAPITAL PROJECTS:

- Major Renovation Projects
- Facility Replacement Projects
- New Construction

15



GCCS SCHOOL FACILITIES

16

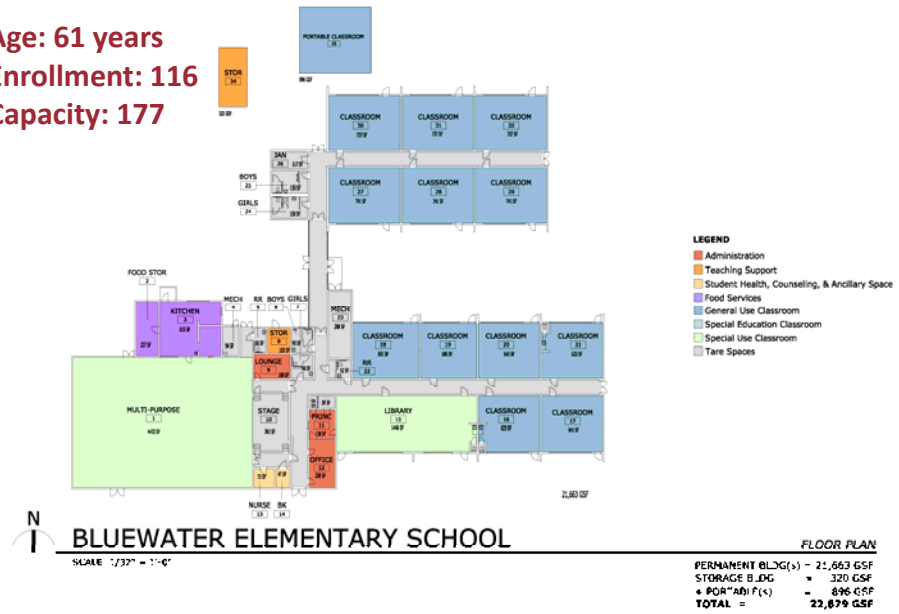
Bluewater ES Aerial



17

Bluewater ES Floor Plan

Age: 61 years
Enrollment: 116
Capacity: 177



NEEDS**Bluewater ES**

Replace OR Major Renovation with Capacity of 150
OR

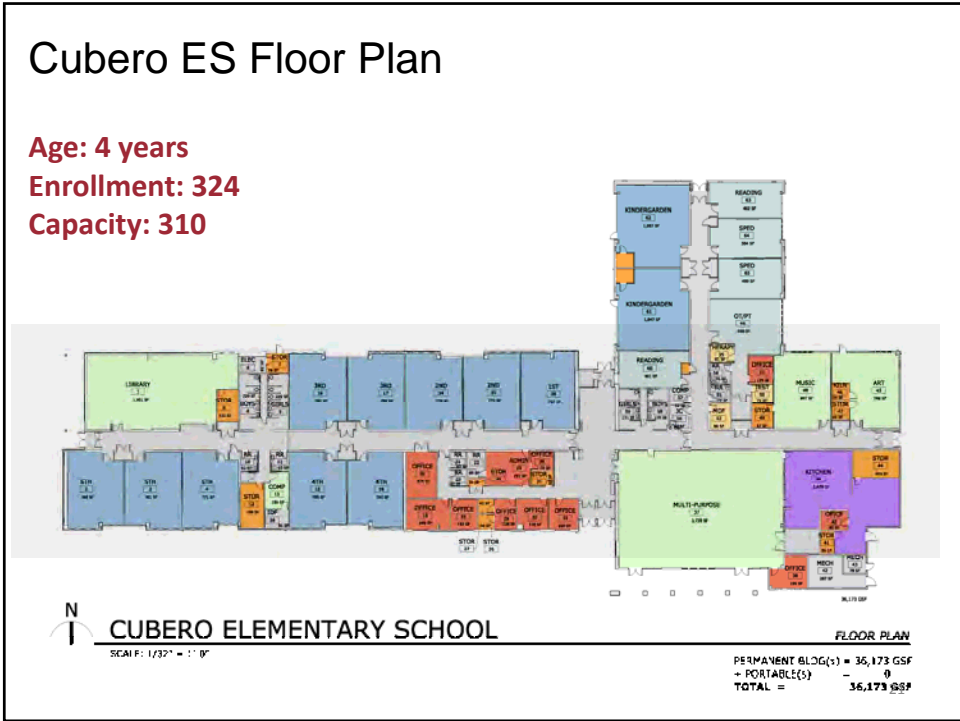
Building System Upgrades:

- Technology: Upgrade Infrastructure & Hardware
- Security: Upgrade entry
- Site Lighting: Upgrade
- Walls / Windows: Replace breezeway system
- Plumbing: Install restrooms
- Electrical
- Main Power
- Roof
- Exterior & Interior Doors
- Exterior & Interior Windows
- HVAC
- Playfield

19

Cubero ES Aerial

20



NEEDS

➔

Cubero ES

Building System Upgrades:

- Sewer / Septic upgrade – In Progress
- Cattle Guard at Entry Gate
- Technology: Upgrade Infrastructure & Hardware
- Entry Security

22

Mesa View ES Aerial



23

Mesa View ES Floor Plan



Age: 58 years
Enrollment: 459
Capacity: 575

MESA VIEW ELEMENTARY SCHOOL

SCALE: 1/64" = 1'-0"

OVERALL FLOOR PLAN

PERMANENT BLDG(S) - 65,376 GSF
+ PORTABLE(S) - 936 GSF
TOTAL = 66,472 GSF

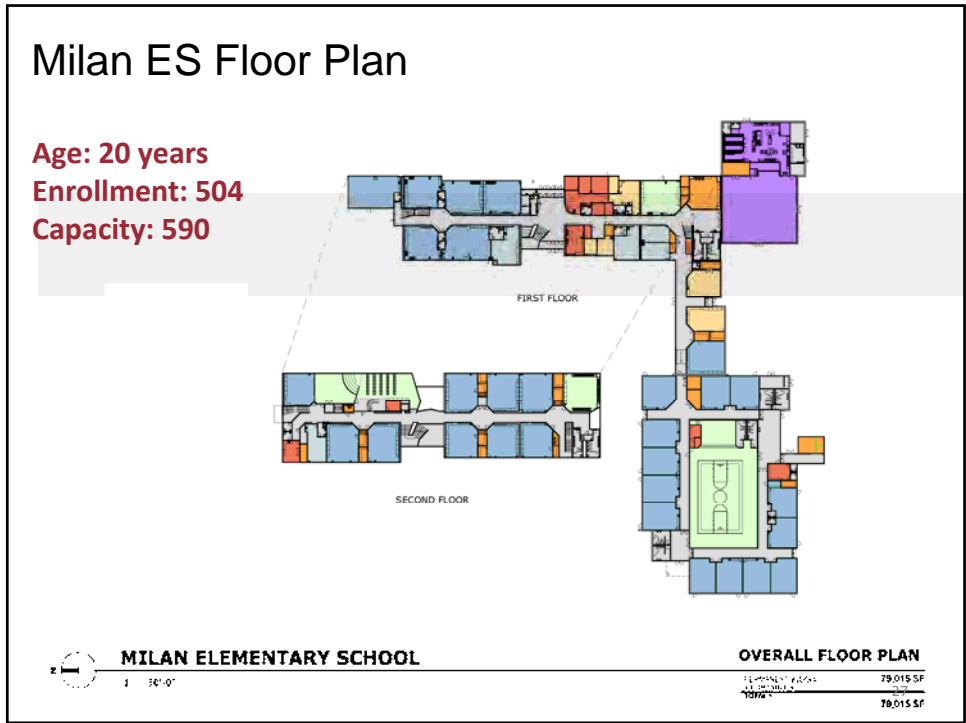
NEEDS**Mesa View ES****Major Renovation OR Building System Upgrades:**

- Technology: Upgrade
- Landscape: Upgrade drainage at playground
- HVAC: Replace
- Parking Lot: Replace asphalt in courtyard, increase Pre-K parking
- Walkways: Replace / repair front of school
- Plumbing: Renovate restrooms by Administration and Multi-purpose
- Flooring: Replace carpet and tile under carpet
- Located in Flood Zone

25

Milan ES Aerial

26



NEEDS

➔

Milan ES

Building System Upgrades:

- HVAC: Upgrade Gym units
- Playground: Upgrade equipment and track surface
- Security: Upgrade camera system, upgrade entry
- Landscape: Correct drainage by 1969 building
- Technology: Upgrade

28

Mount Taylor ES Aerial



29

Mount Taylor ES Floor Plan

Age: 57 years
Enrollment: 525
Capacity: 634



MT. TAYLOR ELEMENTARY SCHOOL
SCALE: 1/8" = 1'-0"

GENERAL USE NON-INSTRUCTIONAL CLASSROOM FLOOR PLAN
PERMANENT BLDG(S) = 56,187 CSF
+ PORTABLE(S) = 7,795 CSF
TOTAL = 63,982 CSF

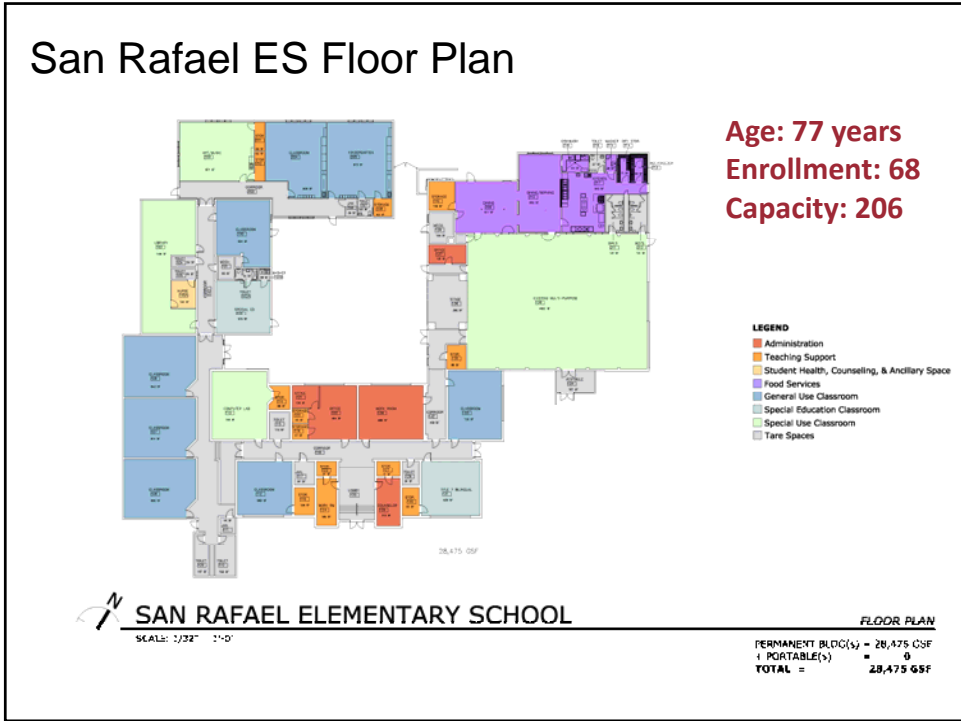
NEEDS**Mt. Taylor ES****Major Renovation OR Building System Upgrades:**

- HVAC: Replace entire system
- Fire Alarm: Upgrade system
- Security: Upgrade entry
- Technology: Upgrade
- Windows: Replace / repair
- Doors: Replace / repair
- Site Lighting: Upgrade
- Playground Equipment: Upgrade
- Parking Lot: Repair front bus loop, repair, seal & stripe parking lot
- Sidewalks: repair along front of school

31

San Rafael ES Aerial

32



NEEDS

➔

San Rafael ES

Building System Upgrades:

- Stucco Repair – In Progress
- Playground Equipment: Upgrade, resurface basketball courts
- Technology: Upgrade
- Flooring: Replace Gym Floor
- Landscaping: Upgrade courtyard
- Site Lighting: Install additional parking lot lighting

34

Seboyeta ES Aerial



35

Seboyeta ES Floor Plan

Age: 61 years
Enrollment: 78
Capacity: 147



- LEGEND**
- Administration
 - Teaching Support
 - Student Health, Counseling, & Ancillary Space
 - Food Services
 - General Use Classroom
 - Special Education Classroom
 - Special Use Classroom
 - Tyre Spaces

SEBOYETA ELEMENTARY SCHOOL
 SCALE: 1/32" = 1'-0"

FLOOR PLAN

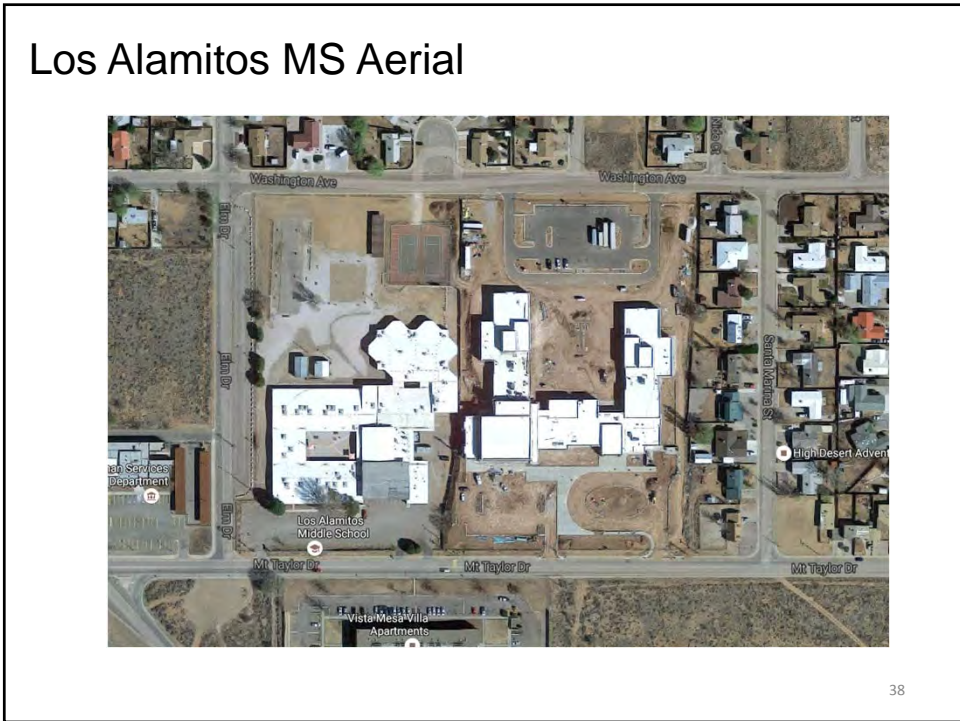
PERMANENT BLDG(S) = 11,753 CSF
 PORTABLE(S) = 0
TOTAL = 11,753 GSF

NEEDS → **Seboyeta ES**

Renovation OR Building System Upgrades:

- Replace cafeteria/gym flooring
- Technology: Upgrade
- Walls: Paint Exterior
- Reliable Water Supply

37



Los Alamitos MS Floor Plan

Age: New
Enrollment: 401
Capacity: 687

39



NEEDS

Los Alamitos MS

New School

40

Laguna / Acoma Jr. / Sr. High School Aerial



41

Laguna / Acoma Jr. / Sr. High School Floor Plan



Age: 12 years
Enrollment: 373
Capacity: 744

N
↑
LAGUNA ACOMA MIDDLE/HIGH SCHOOL
SCALE: 1/8" = 1'-0"

OVERALL FLOOR PLAN

PERMANENT BLDG(s) = 120,641 GSF
+ PORTABLE(s) = 240
TOTAL = 120,881 GSF

NEEDS


Laguna–Acoma Jr./Sr. HS

Building System Upgrades:

- Technology: Upgrade
- Security Camera System: Upgrade
- Fire Alarm: Replacement / repair
- Water Conditioner System: Renovation
- HVAC: Renovation
- Roof: Replacement / repair
- Site Drainage: Upgrade
- Walkways: Replacement / repair
- Track Surface: Update
- Wind Barrier: Softball / Baseball
- Auxiliary Gym

43

Grants HS Aerial



44

Grants HS Floor Plan - 1

Grants-Cibola County Schools
Facilities Master Plan 2011-2016
ARC 21017 0000

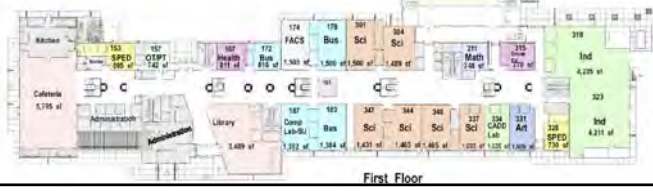


Second Floor

Age: 61
Enrollment: 884
Capacity: 1467

See Next Page

- MidJr. High/High School Key
- Other Admin
 - Special Programs/SS
 - SPED
 - PE
 - Science (Sci)
 - Math (Ma)
 - English/LA (Eng)
 - Art/Music/Drama
 - Special Studies (SS)/Health/Driver's Ed
 - Foreign Language (FL)
 - FACS
 - Computer & Tech Ed. (Comp)
 - Vacant
 - ROTC
 - IndBldg
 - Non-Instructional Student Use



First Floor

Grants-Cibola County Schools
Grants High School
Classroom/Admin Bldg.
2010-11 sy



Grants HS Floor Plan - 2

Grants-Cibola County Schools
Facilities Master Plan 2011-2016
ARC 21017 0000



- MidJr. High/High School Key
- Other Admin
 - Special Programs/SS
 - SPED
 - PE
 - Science (Sci)
 - Math (Ma)
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 - Art/Music/Drama
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 - Computer & Tech Ed. (Comp)
 - Vacant
 - ROTC
 - IndBldg
 - Non-Instructional Student Use

Grants-Cibola County Schools
Grants High School
Fine Arts/ ROTC/New Gym/Career Acad Bldgs.
2010-11 sy



NEEDS


Grants HS

Building System Upgrades:

- Technology: Upgrade
- Fire Alarm: Repair & Upgrade
- Culinary Arts Program
- Lighting: Upgrade at ROTC & Old Gym
- Plumbing: Renovate restrooms at ROTC
- Flooring: Replace at ROTC, Art Room and rooms around Old Gym
- Equipment: Replace bleachers at Old Gym; renovate field bleachers
- HVAC: Upgrade controls system
- HVAC: Replace at Old gym, Art Building & ROTC
- HVAC: Upgrade cooling tower
- Parking Lot: Repave entry loop circle
- Site Drainage: Upgrade along back of school
- Track & Field Upgrade
- Perimeter Fencing for Security
- 1955 Building: Demolish
- Wrestling Building: Demolish

47

GCCS Administration Aerial



48

GCCS Support Spaces



49

GCCS Maintenance and Operations



50

GCCS Special Education Complex

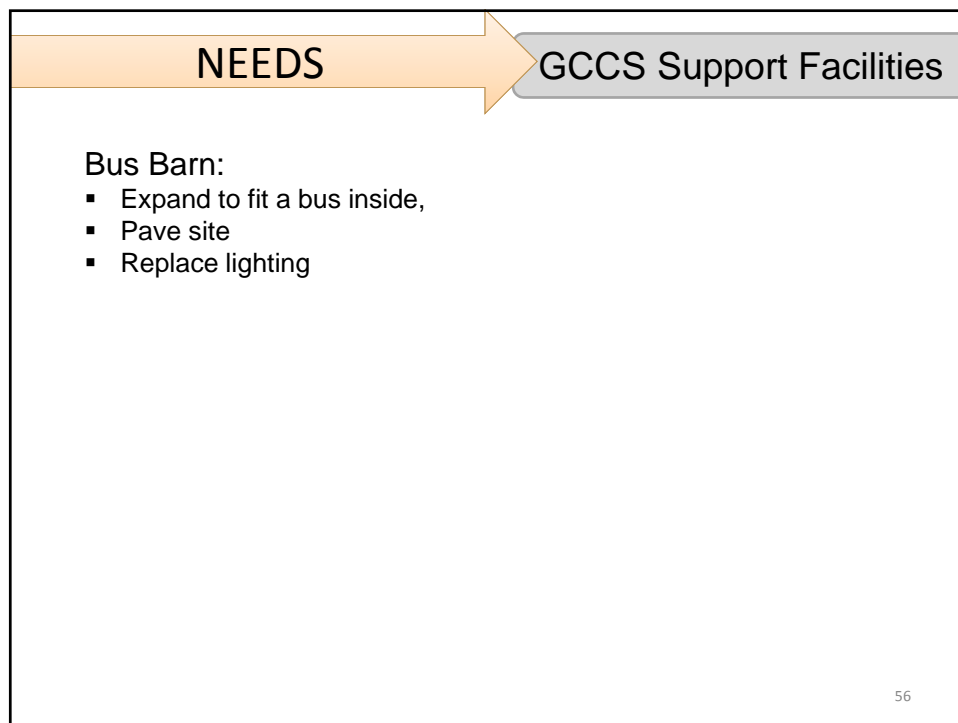
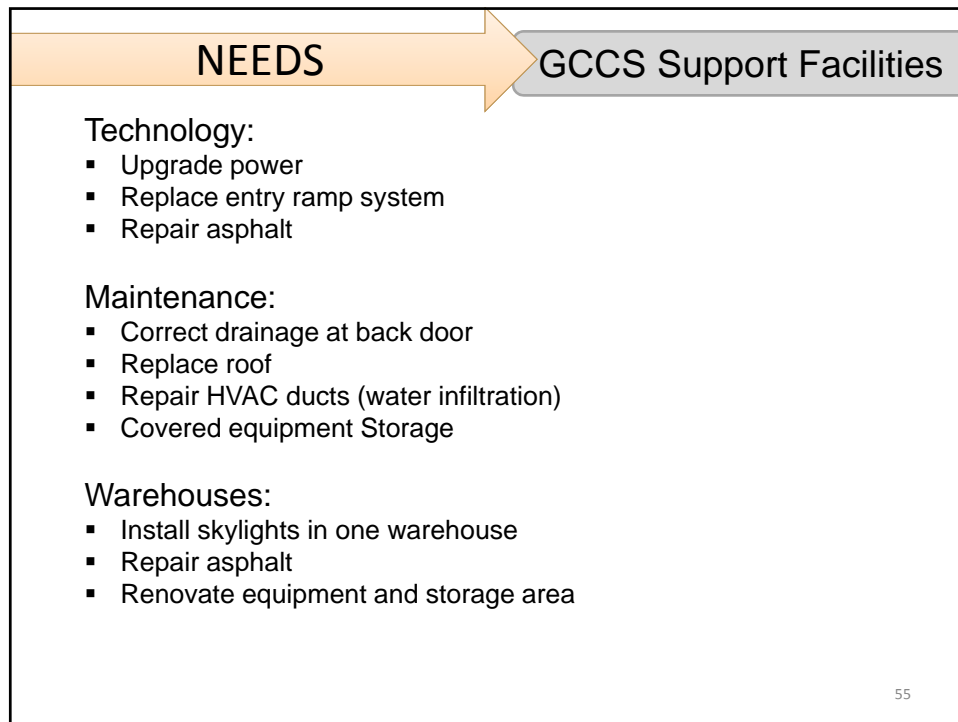


51

GCCS Warehouses / Admin. Buildings



52



GCCS Issues, Needs & Concerns → Space Needs

GCCS MAJOR FACILITY / SPACE NEEDS:

- Bluewater ES: Replace / Renovation
- Mesa Vista ES: Major Renovation / Building System Upgrade
- Mt. Taylor ES: Major Renovation / Building System Upgrade
- Laguna-Acoma Jr/HS: Building System Replacement

57

GCCS Issues, Needs & Concerns → Athletic Needs

GCCS ATHLETIC NEEDS:

Grants HS:

- Field & Track: Update turf and track
- Wrestling Space

Laguna-Acoma MS-HS:

- Track & Field: Update turf and track
- Softball & Baseball Fields: Wind Barrier
- Auxiliary Gym

58

GCCS Issues, Needs & Concerns

Life-Health-Safety-Security:
Technology:
Maintenance / Preventive Maintenance:
Facility Condition:
Efficient / Effective Facilities:
Availability of Funding:
Partnerships: Community and PSCOC/PSFA

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Thank You
FOR
YOUR TIME
AND
INPUT

60

Grants Cibola County Schools

FMP Steering Meeting

Wednesday, August 17th, 2016

3:00pm

<i>Last Name</i>	<i>First Name</i>	<i>District Position</i>	<i>Email Address</i>	<i>Phone Number</i>	<i>8-17-16</i>
Ashby	Asha		aashby@gccs.cc		
Autrey	Alton	Director of Instruction	aautrey@gccs.cc	505-285-2617	
Baca	David	Mesa View ES	david.baca@gccs.cc	505-285-2717	
Charlie	Tiko	Transportation	tiko.charlie@gccs.k12.nm.us	505-285-278	
Clark	Mark	Director of Maintenance	mclark@gccs.cc	505-240-0023	
Dicks	Richard	PSFA Regional Manager	rdicks@nmopsfa.org		
Griner	William	Director of Bands GHS	wgriner@gccs.cc	505-290-1626	
Head	Beta	Reading Coach	beth.head@gccs.k12.nm.us	505-290-7671	
Head	Mark	Principal	Milton.head@gccs.k12.nm.us	505-290-4522	
Johnson	Charlene	GS Planner	cjohnson@greer-stafford.com	505-821-0234	
Jones	D'Leese	Special Education Coordinator	d'leese.jones@gccs.k12.nm.us	505-285-2645	
Martinez	German	Director of Finance	german.martinez@gccs.k12.nm.us	505-285-2611	
Salazar	Candy	Counselor	candy.salazar@gccs.k12.nm.us	505-285-2741	
Space	Marc	Superintendent	mSPACE@gccs.cc		
Sprick	Bill	PSFA FMP Manager	bsprick@nmopsfa.org	505-843-6272	
Strube	Marilyn	GS Planner	mstrube@greer-stafford.com	505-250-4314	
Toivanen	Dwayne		dtoivanen@gccs.cc		
Whitebird	Raquel	Director of Technology	rwhitebird@gccs.cc	505-285-2745	

GRANTS CIBOLA COUNTY SCHOOL DISTRICT

FACILITIES MASTER PLAN

FMP Core Committee MEETING MINUTES

LOCATION: GRANTS CIBOLA COUNTY SCHOOLS ADMINISTRATION

GRANTS CIBOLA COUNTY SCHOOLS CONFERENCE ROOM

AUGUST 17TH, 2016

2:00PM

ATTENDEES:

Dr. Space, Superintendent
German Martinez, Director of Finance
Alton Autrey, Director of Instruction
Charlene Johnson, Greer Stafford
Marilyn Strube, Greer Stafford

AGENDA:

- a. Community Meetings
 - i. Laguna Pueblo at Laguna Acoma JRSrHS 9-21-16
 - ii. Milan & Navajo Community at Milan ES 9-21-16
 - iii. Acoma Pueblo at Acoma Community Ctr 9-22-16
 - iv. Grants Community at Grants HS 9-22-16
 - v. Time: 5:30pm
 - vi. Create Flyer
 1. Send flyers home with students
 2. Send flyers to Communities
 - vii. Create a community survey
 1. Survey to be completed at community meetings

2. Survey to be available on District website after community meetings
- b. Greer Stafford created cohort survival data for the transition from 6th to 7th grade in GCCS students.
 - i. Student cohort survival goes down in the Laguna Acoma JrSr HS area
 - ii. Student cohort survival goes up in the Grants HS area
 - c. GCCS anticipates the next GOB to be in 2019 for approximately \$9,000,000.
 - d. Discussion of and additions to FMP Goals & Objectives:
 - i. What are the educational challenges faced by GCCS Schools:
 1. Cubero ES is still growing in student population
 - ii. Los Alamos Band room is shared with the cafeteria space and there is a lack of space for intervention classrooms
 - iii. What is the long range vision of the district for educational program delivery trends?
 1. ES educational program will not change much in the next 5 years.
 2. Curriculum changes: Aligning student programs to college and career readiness
 3. Curriculum changes: Electives in MS and HS are directed toward a certification program
 4. Curriculum changes: some electives have been phased out to meet curriculum requirements to better prepare students for life after high school
 5. Career technical programs only reach a small portion of students
 6. Creation of Early College HS program

- iv. How do extracurricular activities fit into the FMP:
 - 1. Reinforces Fit-For-Life
 - 2. Keep Students in classroom
 - 3. Curriculum changes have resulted in loss of electives
- e. The district needs will be divided into three classifications:
 - i. Re-occurring Needs
 - ii. Facility / Site Building System Renewal
 - iii. Facility / Site Major Capital Projects
- f. Re-occurring Facility Needs include:
 - i. Technology
 - ii. Life-Health-Safety-Security
 - iii. Maintenance
- g. Facility / Site Building System Renewal includes:
 - i. Building and site system renewal / upgrade
- h. Capital projects include:
 - i. Major renovation projects
 - ii. Facility replacement projects
 - iii. New construction
- i. Discussion needs of each district facility
 - i. Bluewater ES
 - 1. Replace
 - ii. Cubero ES
 - 1. Classroom addition due to growth
 - 2. Maintenance
 - iii. Mesa View ES

1. Partial Replacement & Major Renovation
- iv. Milan ES
 1. Building System Upgrades
- v. Mount Taylor ES
 1. Partial Replacement & Major Renovation
- vi. San Rafael ES
 1. Replacement
 2. Ask local community what they prefer for their school
- vii. Seboyeta ES
 1. Partial Replacement & Major Renovation
- viii. Los Alamos MS
 1. Maintenance
- ix. Laguna / Acoma Jr. / Sr. HS
 1. Auxiliary Gym
 2. Softball / Baseball field Upgrades
 3. Track & Field Upgrades
 4. Renovate Performing Arts space
 5. Building system upgrades
- x. Grants HS
 1. Culinary Program Needs—Renovate 1955 Building
 2. Wrestling Program Needs-Relocate to ROTC or Track & Field Area – Demolish Building
 3. ROTC Program Needs-Renovate or relocate to Track & Field Area
 4. Track & Field Upgrades

5. Old Gymnasium Upgrades

xi. Career Academy

1. Relocate School- Demolish Building

xii. Central Administration & IT

1. Relocate district server to permanent building
2. Relocate IT department to Central Administration
3. Building system upgrades

xiii. Special Education

1. Building system upgrades

xiv. Old Central Administration – Demolish Building

xv. Maintenance

1. Create Covered Storage
2. Building systems upgrades

xvi. Warehouses

1. Renovate Equipment and Storage area

xvii. Bus Bar

1. Extend existing facility to house a bus

j. FMP Schedule:

- i. The next Steering committee meeting will be held October 4th at 3:30pm
- ii. There will be a School Board review and discussion at 5:30pm, October 4th

GRANTS CIBOLA COUNTY SCHOOL DISTRICT

FACILITIES MASTER PLAN

FMP Core Committee MEETING MINUTES

LOCATION: GRANTS CIBOLA COUNTY SCHOOLS ADMINISTRATION

GRANTS CIBOLA COUNTY SCHOOLS CONFERENCE ROOM

AUGUST 17TH, 2016

2:00PM

ATTENDEES:

Dr. Space, Superintendent
German Martinez, Director of Finance
Alton Autrey, Director of Instruction
Charlene Johnson, Greer Stafford
Marilyn Strube, Greer Stafford

AGENDA:

- a. Community Meetings
 - i. Laguna Pueblo at Laguna Acoma JRSrHS 9-21-16
 - ii. Milan & Navajo Community at Milan ES 9-21-16
 - iii. Acoma Pueblo at Acoma Community Ctr 9-22-16
 - iv. Grants Community at Grants HS 9-22-16
 - v. Time: 5:30pm
 - vi. Create Flyer
 1. Send flyers home with students
 2. Send flyers to Communities
 - vii. Create a community survey
 1. Survey to be completed at community meetings

2. Survey to be available on District website after community meetings
- b. Greer Stafford created cohort survival data for the transition from 6th to 7th grade in GCCS students.
 - i. Student cohort survival goes down in the Laguna Acoma JrSr HS area
 - ii. Student cohort survival goes up in the Grants HS area
 - c. GCCS anticipates the next GOB to be in 2019 for approximately \$9,000,000.
 - d. Discussion of and additions to FMP Goals & Objectives:
 - i. What are the educational challenges faced by GCCS Schools:
 1. Cubero ES is still growing in student population
 - ii. Los Alamos Band room is shared with the cafeteria space and there is a lack of space for intervention classrooms
 - iii. What is the long range vision of the district for educational program delivery trends?
 1. ES educational program will not change much in the next 5 years.
 2. Curriculum changes: Aligning student programs to college and career readiness
 3. Curriculum changes: Electives in MS and HS are directed toward a certification program
 4. Curriculum changes: some electives have been phased out to meet curriculum requirements to better prepare students for life after high school
 5. Career technical programs only reach a small portion of students
 6. Creation of Early College HS program

- iv. How do extracurricular activities fit into the FMP:
 - 1. Reinforces Fit-For-Life
 - 2. Keep Students in classroom
 - 3. Curriculum changes have resulted in loss of electives
- e. The district needs will be divided into three classifications:
 - i. Re-occurring Needs
 - ii. Facility / Site Building System Renewal
 - iii. Facility / Site Major Capital Projects
- f. Re-occurring Facility Needs include:
 - i. Technology
 - ii. Life-Health-Safety-Security
 - iii. Maintenance
- g. Facility / Site Building System Renewal includes:
 - i. Building and site system renewal / upgrade
- h. Capital projects include:
 - i. Major renovation projects
 - ii. Facility replacement projects
 - iii. New construction
- i. Discussion needs of each district facility
 - i. Bluewater ES
 - 1. Replace
 - ii. Cubero ES
 - 1. Classroom addition due to growth
 - 2. Maintenance
 - iii. Mesa View ES

1. Partial Replacement & Major Renovation
- iv. Milan ES
 1. Building System Upgrades
- v. Mount Taylor ES
 1. Partial Replacement & Major Renovation
- vi. San Rafael ES
 1. Replacement
 2. Ask local community what they prefer for their school
- vii. Seboyeta ES
 1. Partial Replacement & Major Renovation
- viii. Los Alamos MS
 1. Maintenance
- ix. Laguna / Acoma Jr. / Sr. HS
 1. Auxiliary Gym
 2. Softball / Baseball field Upgrades
 3. Track & Field Upgrades
 4. Renovate Performing Arts space
 5. Building system upgrades
- x. Grants HS
 1. Culinary Program Needs—Renovate 1955 Building
 2. Wrestling Program Needs-Relocate to ROTC or Track & Field Area – Demolish Building
 3. ROTC Program Needs-Renovate or relocate to Track & Field Area
 4. Track & Field Upgrades

5. Old Gymnasium Upgrades

xi. Career Academy

1. Relocate School- Demolish Building

xii. Central Administration & IT

1. Relocate district server to permanent building
2. Relocate IT department to Central Administration
3. Building system upgrades

xiii. Special Education

1. Building system upgrades

xiv. Old Central Administration – Demolish Building

xv. Maintenance

1. Create Covered Storage
2. Building systems upgrades

xvi. Warehouses


1. Renovate Equipment and Storage area

xvii. Bus Bar

1. Extend existing facility to house a bus

j. FMP Schedule:

- i. The next Steering committee meeting will be held October 4th at 3:30pm
- ii. There will be a School Board review and discussion at 5:30pm, October 4th



GS
ARCHITECTURE

**Grants Cibola County Schools
FMP Community Meeting
2016-2021 FMP**
September 21 & 22, 2016


1



**GCCS
2016-21 FMP
PROCESS**

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

FMP Purpose

GCCS 2015-18 Strategic Plan
"Reaching for and Celebrating Success"

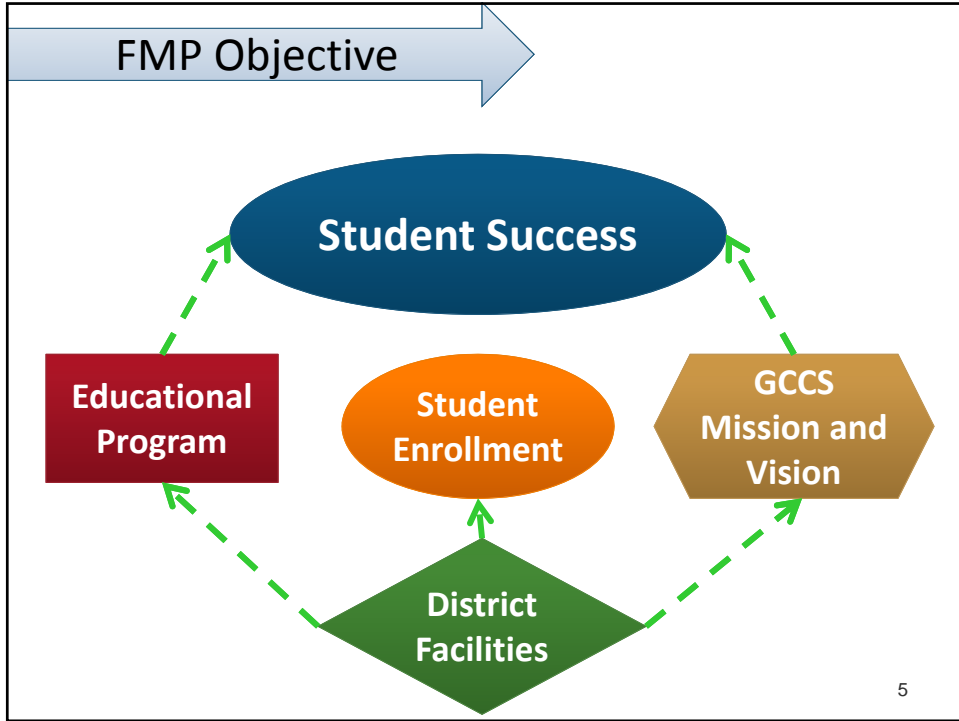
Goal One: Foster student excellence and academic achievement with a curriculum that recognizes our cultural diversity.

Goal Two: Instill excellence in teaching and leadership.

Goal Three: Create a school climate and environment that is safe, supportive, inclusive and respectful.

Goal Four: Engage our diverse families and communities in student success.

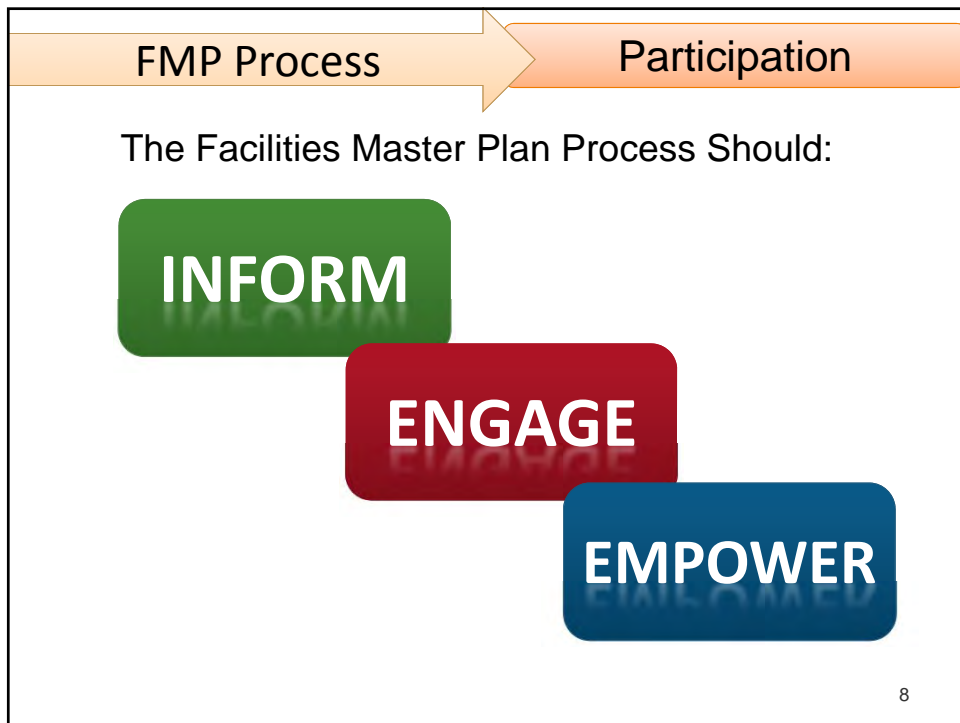
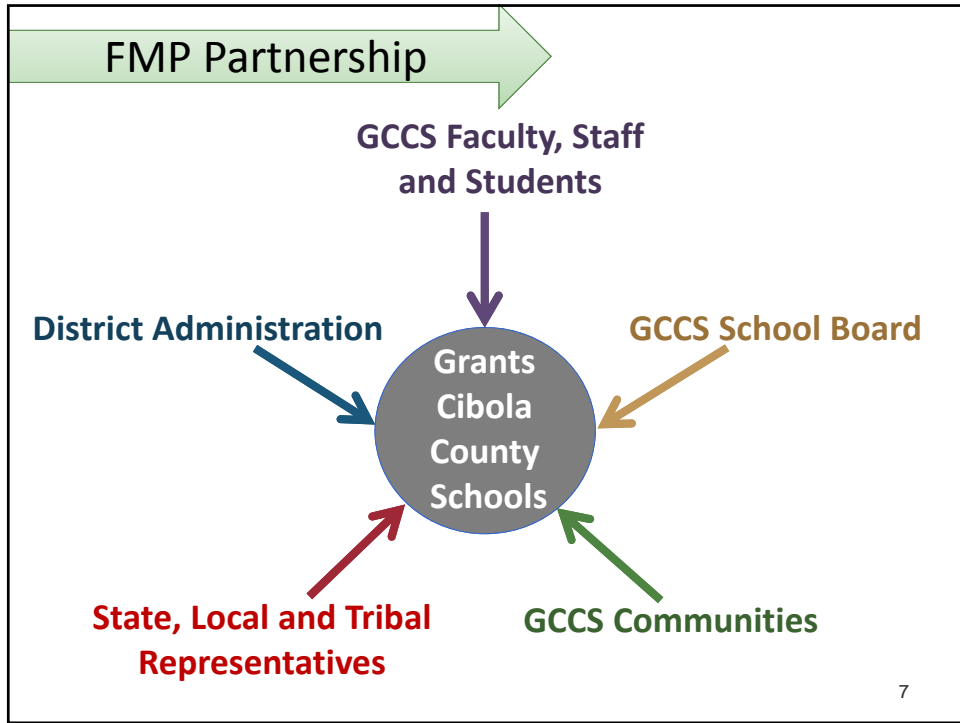
4

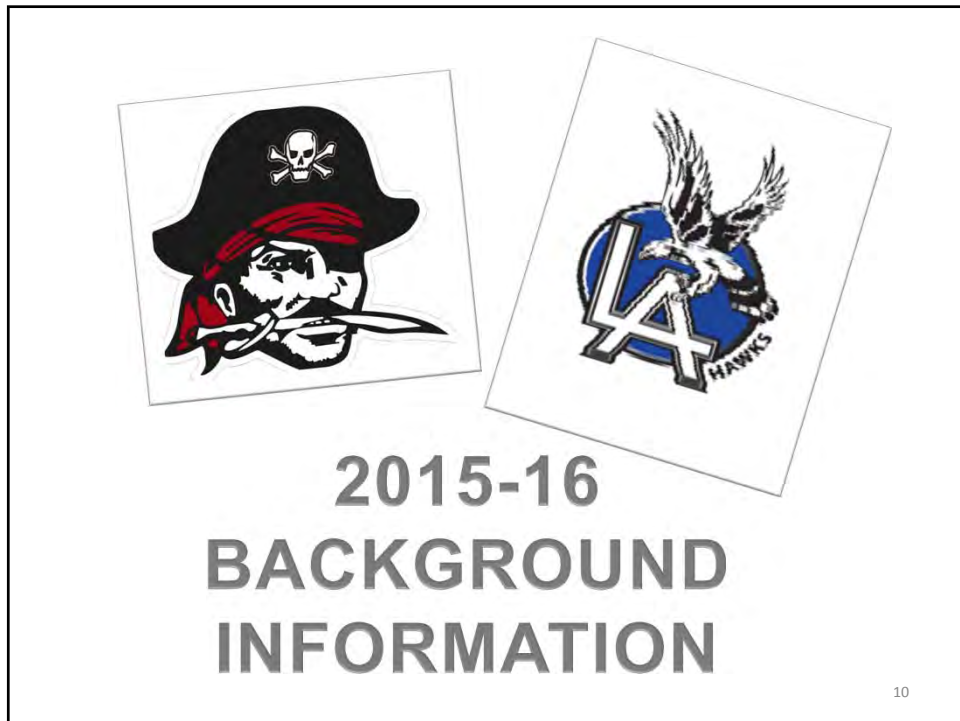
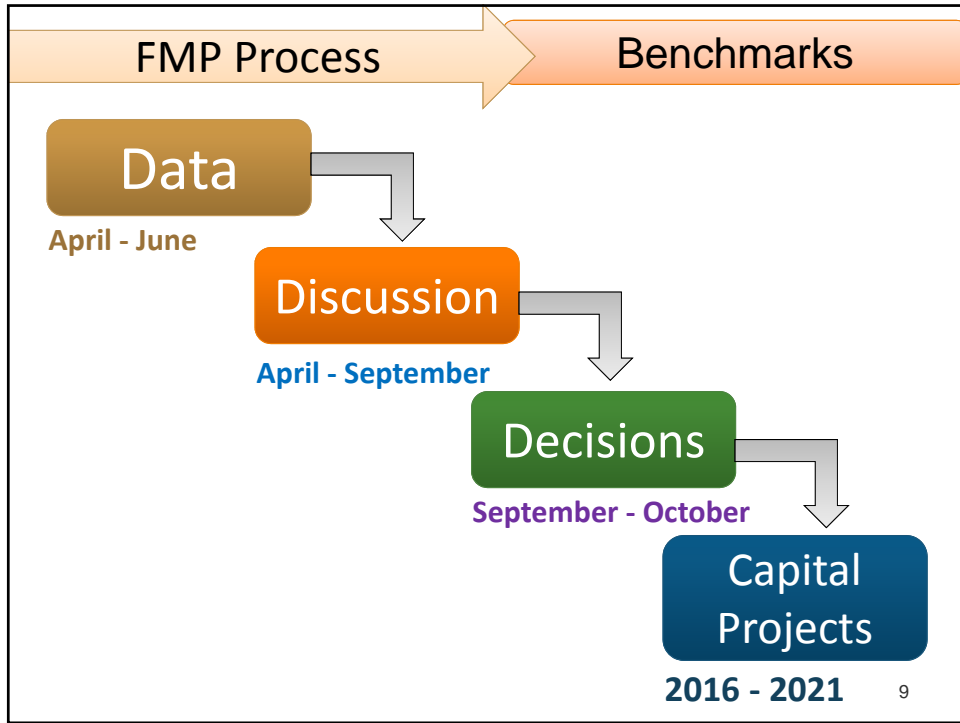


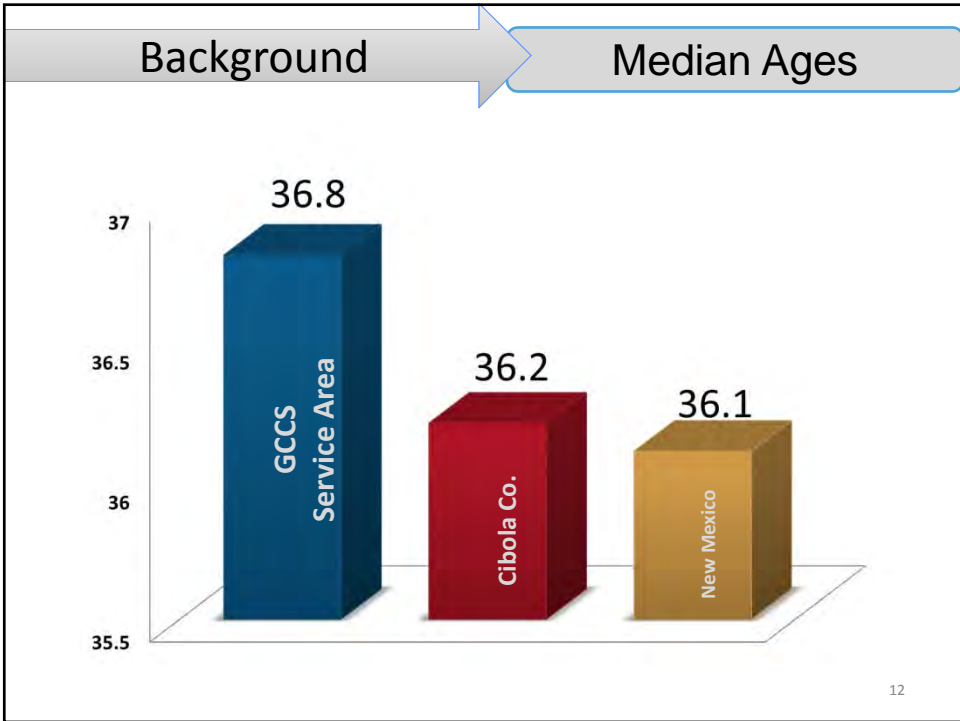
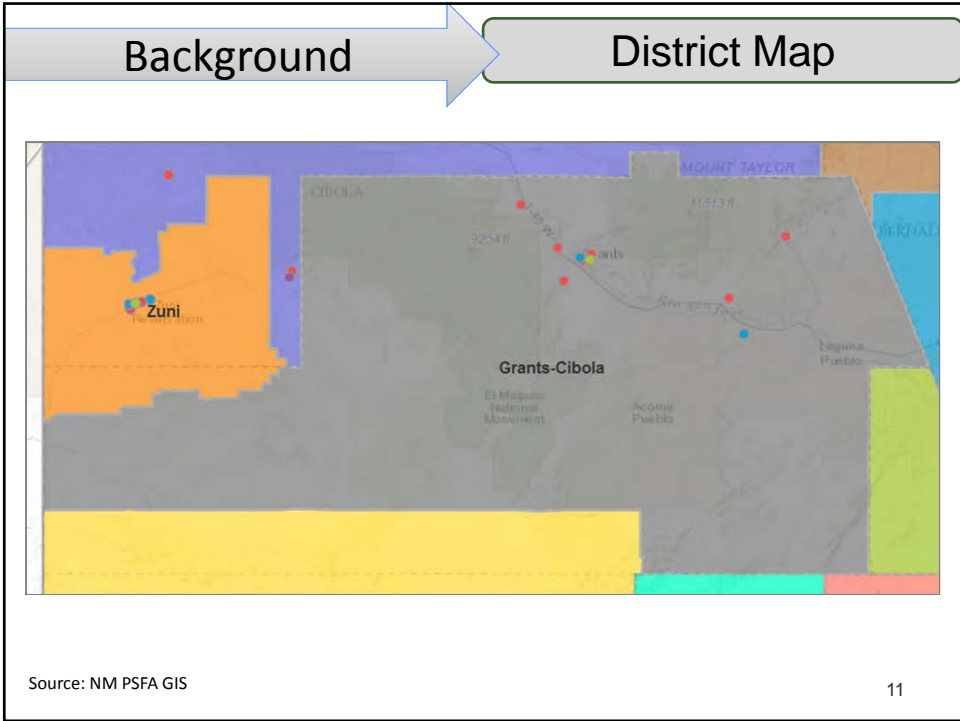
GRANTS CIBOLA COUNTY SCHOOLS 2016

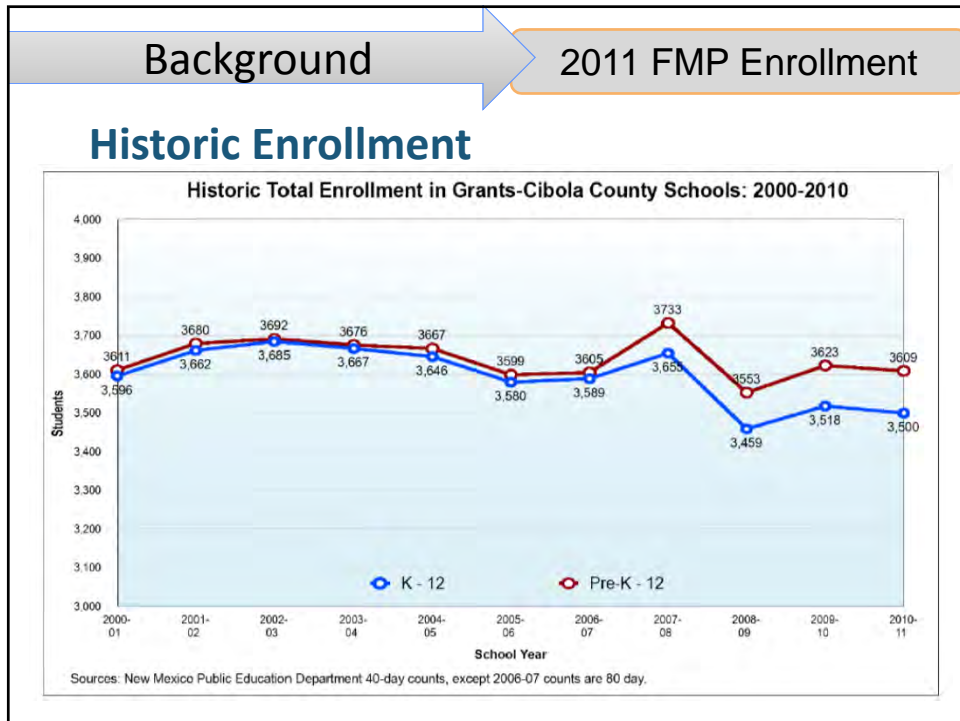
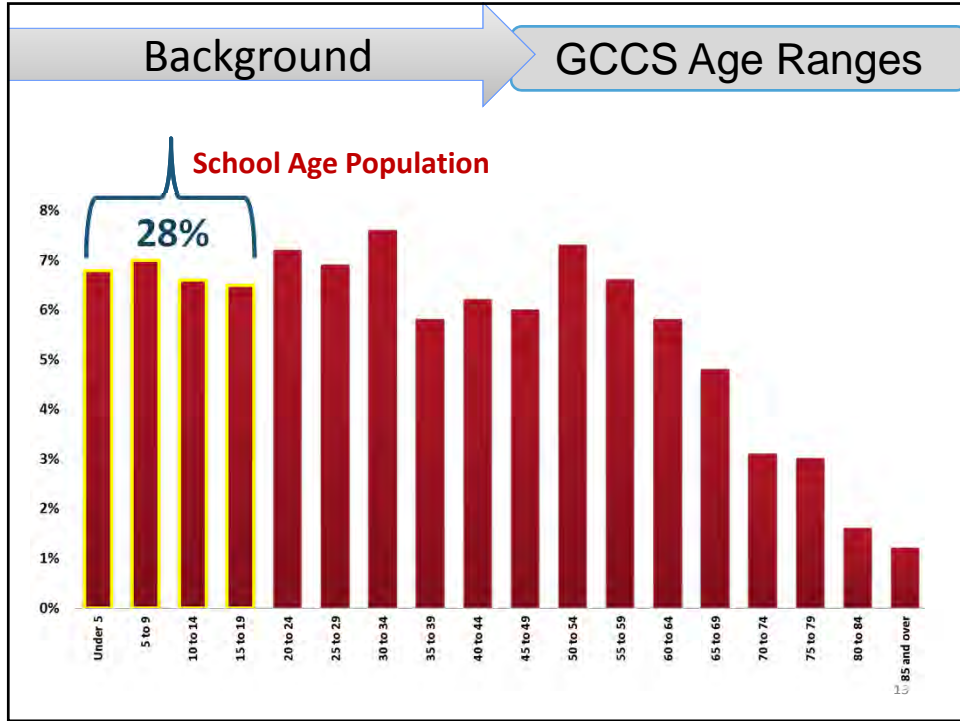
MISSION STATEMENT:

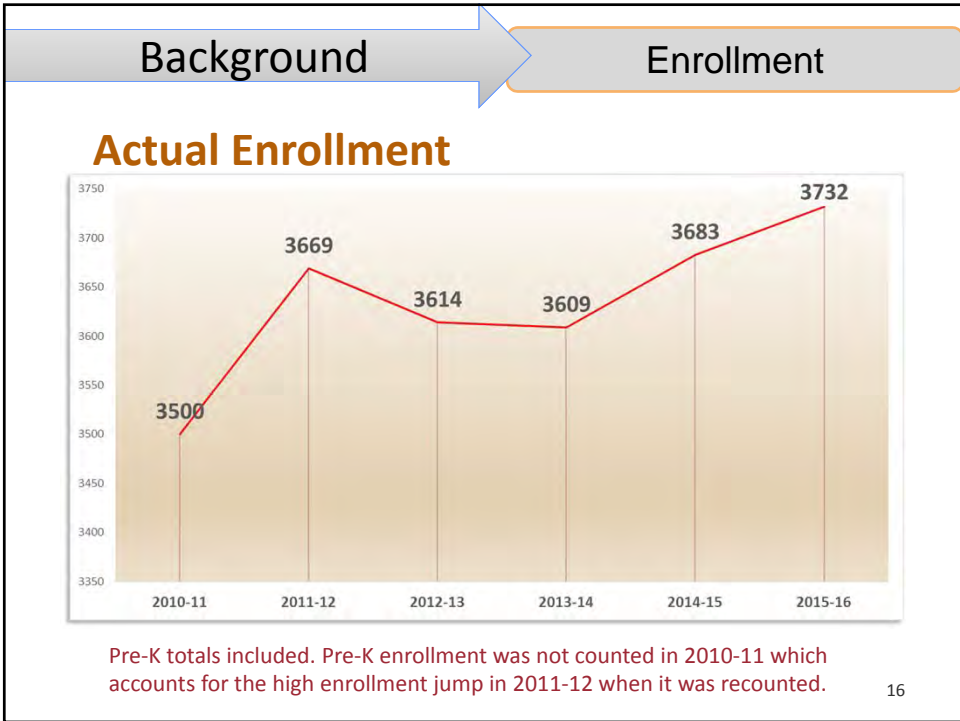
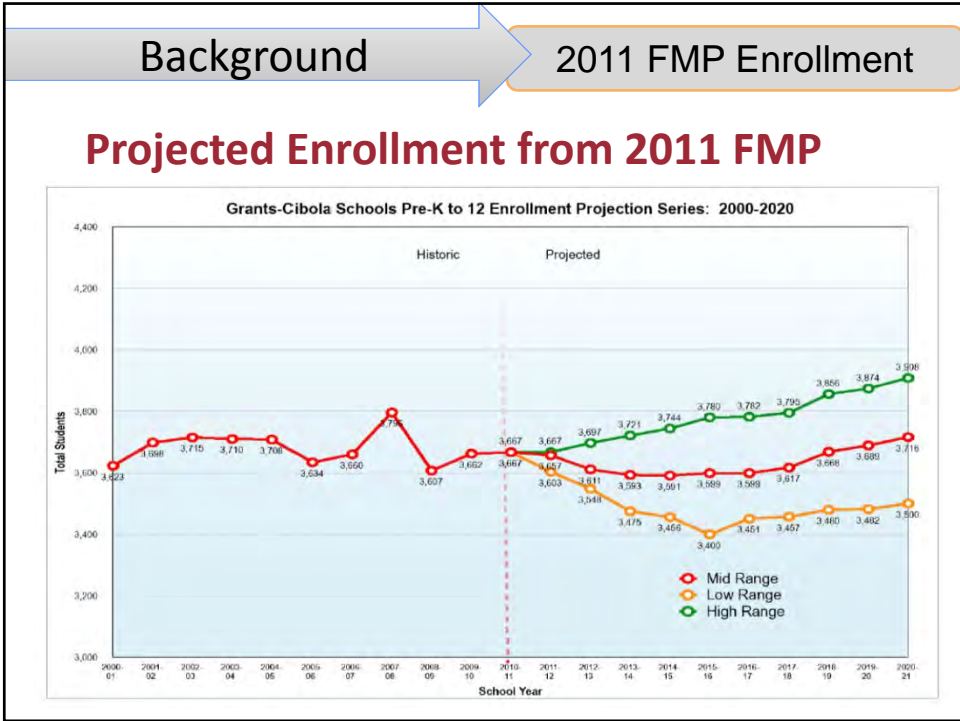
*Every Student,
Every Day,
Building A Person for Life*

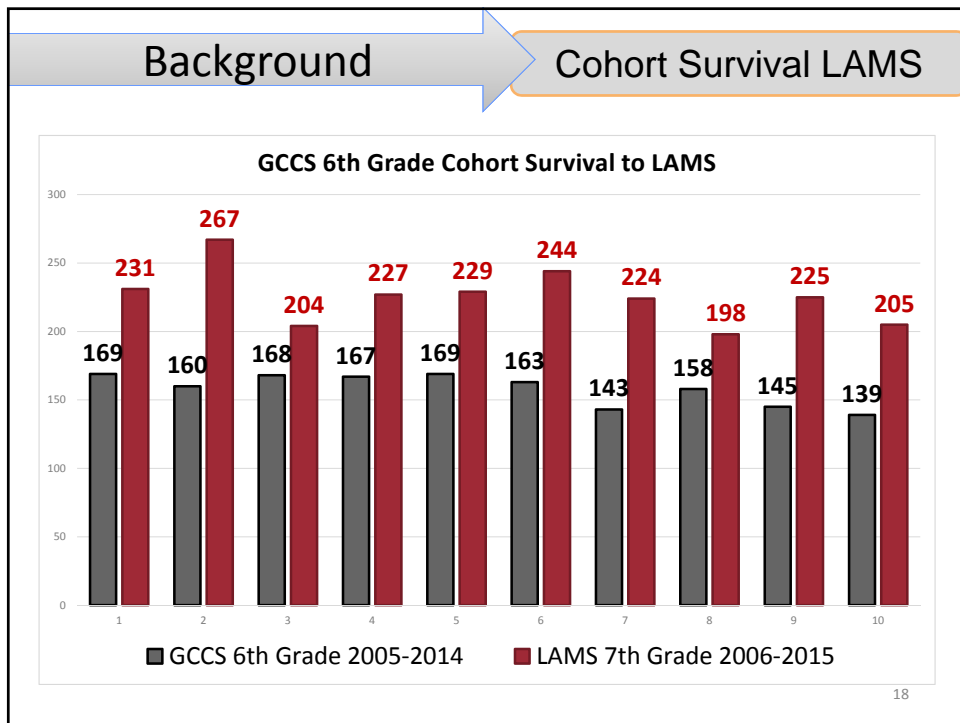
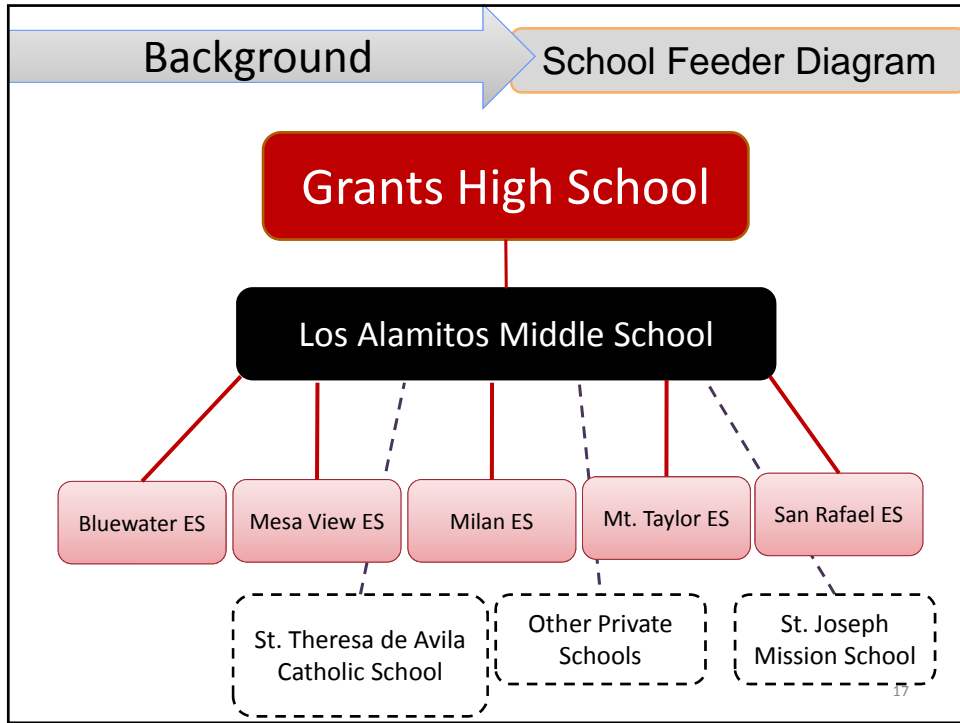


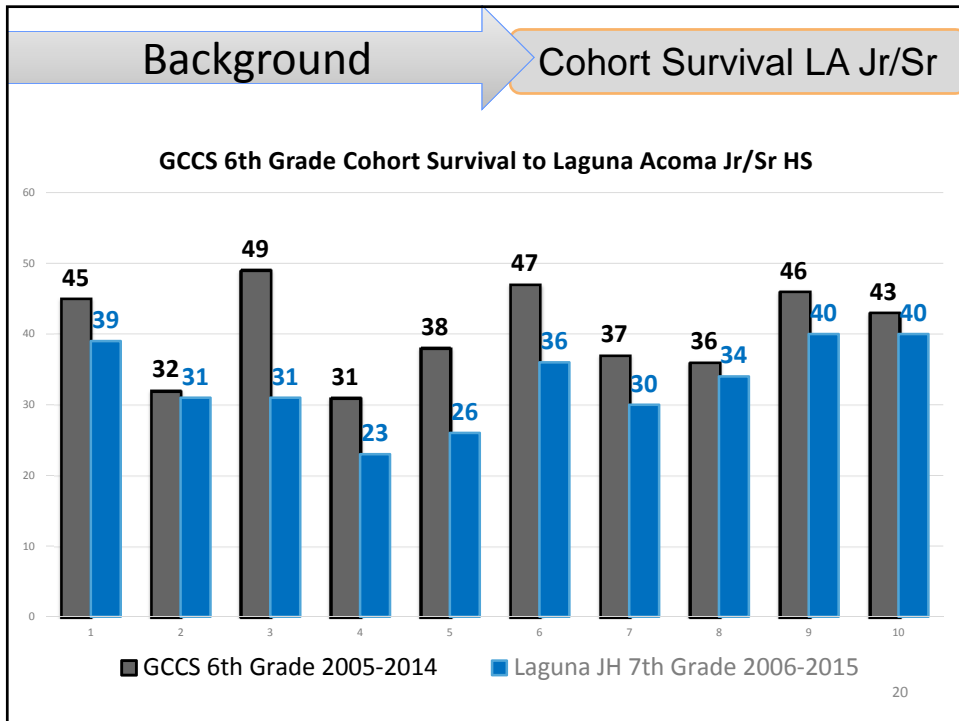
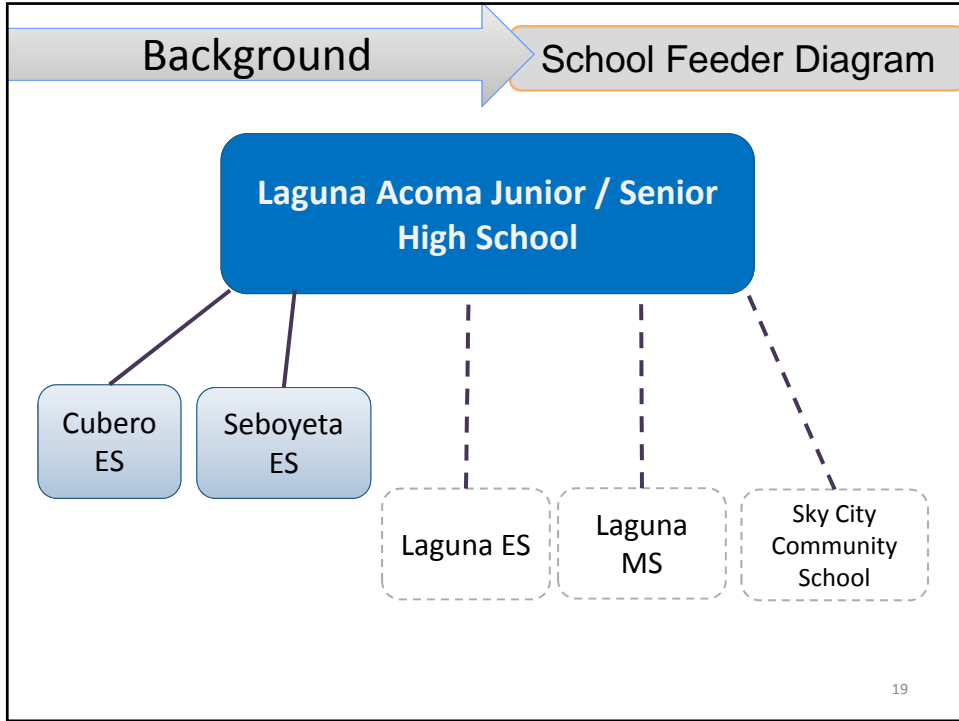


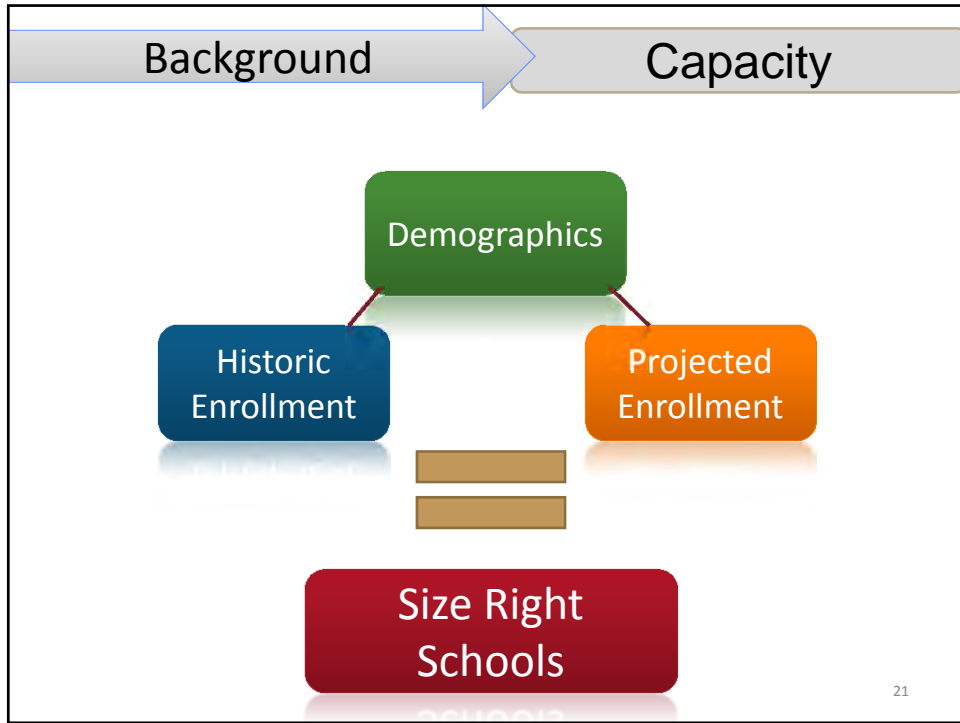












21

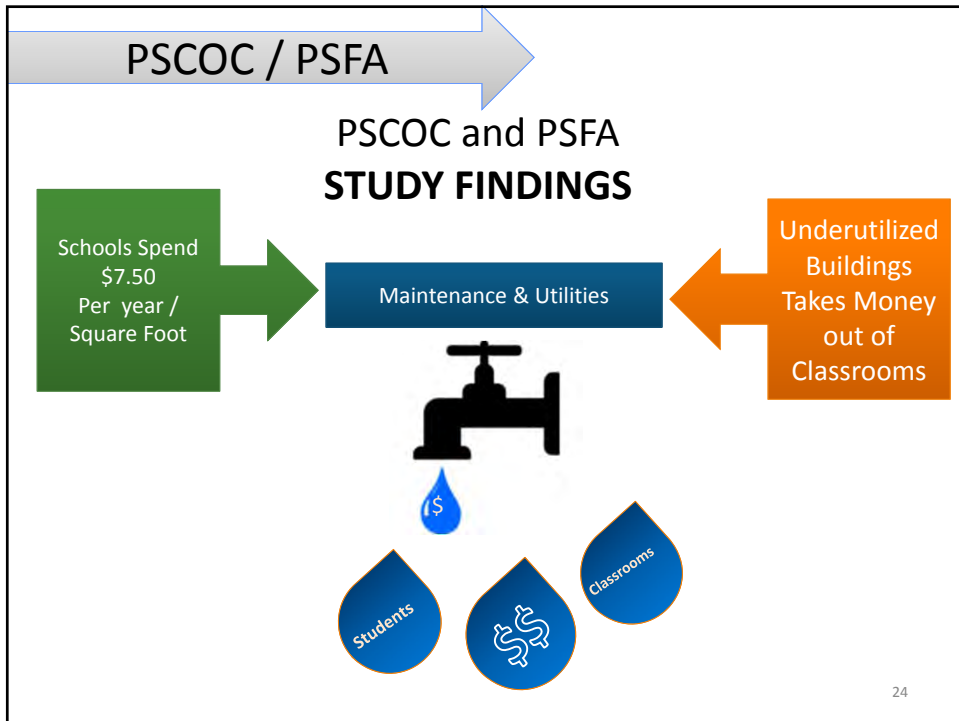
School	2015-16 Enrollment	SQ. FT. including Portables	PSFA SQ.FT	Difference
Elementary Subtotal:	2,074	297,654	272,436	25,218
Middle School Subtotal:	401	67,877	59,348	8,529
High School Subtotal:	1,257	335,593	193,138	142,455
DISTRICT TOTALS:	3,732	701,124	524,922	176,202

State Calculates **176,202 sf** UNDER-utilized space
Capacity based on Sq. Ft. of **5,863**

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Background		2015-16 Capacities	
School	2015-16 Enrollment	Existing # of Classrooms w/ Portables	Instructional Space Capacity w/ Portables @ 67%
Elementary Subtotal:	2,074	179	2,638
Middle School Subtotal:	401	36	651
High School Subtotal:	1,257	106	2,131
DISTRICT TOTALS:	3,732	321	5,420

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Background
2016 FAD Rankings

Facilities Assessment Database (FAD)

School	2016-17 Rank	Weighted NMCI
Bluewater ES	87	30.55%
Cubero ES	558	7.56%
Mesa View ES	371	15.98%
Milan ES	622	5.06%
Mt. Taylor ES	109	29.31%
San Rafael ES	396	14.81%
Seboyeta ES	89	30.46%
Los Alamitos MS	743	0.00%
Grants HS	592	6.23%
Laguna Acoma MS/HS	551	7.93%

2016 **State Share** of an approved project: 77%

District Share of an approved project: 23% 25

Background
GOB Information



PSCOC / PSFA Awards
to GCCS:
\$33,141,996
Since 2005



GCCS 2013 GOB:
\$9,000,000

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Background → GCCS Capital Projects

GCCS Capital Projects Since 2000

- Grants HS: 2004, 2005
- Laguna – Acoma JH / HS: 2004
- Cubero ES: 2013
- Milan ES: 2008
- Kindergarten Classrooms: Mt. Taylor 2011, Mesa View ES 2011, Cubero ES 2015
- Grants Performing Arts Center: No PSFA Funds: 2014
- Los Alamitos Middle School: 2016

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Background → GCCS Capital Projects

GCCS Capital Projects Since 2000

- Milan ES: Partial Roof Replacement
- Mesa View ES: Partial Roof Replacement
- San Rafael ES: Roof Replacement

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Background → **2011 FMP Priorities**

The District's highest priorities, for the next funding cycle, include the following:

1. **Complete the rebuilding of Cubero Elementary School** (\$9,000,000 allocated) **Completed 2013**
2. **Grants High School Performing Arts Center** - \$6,000,000 **Completed 2014 No PSFA Funds**
3. **Los Alamitos Middle School Remodel/Renovation** - \$9,000,000 **Completed 2016**



The district's highest priorities (unfunded) total **\$15,000,000**.

Source: 2011-16 GCCS FMP

2016 State Share of an approved project:	77%
District Share of an approved project:	23%

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Background → **GOB Information**



GCCS Anticipates Next GOB Election in February 2019

GCCS Anticipates Limited State Funding for Future Projects:

- Blue Water ES
- Seboyeta ES
- Mt. Taylor ES

30



**2016-21 FMP
Considerations**

31




we can't predict the future...

32




Academic Skills




2016
Focus of
Education
is on the
'TOTAL STUDENT'

Social Skills



Wellness Skills



34



FMP Goals and Objectives

Two photographs of a modern, collaborative learning environment. The top photo shows a group of people working at tables with whiteboards in a bright, open-plan space. The bottom photo shows two people sitting on orange stools, looking at a whiteboard with sticky notes.

FMP Goals and Objectives



FMP Goals and Objectives

WHAT ARE POSITIVE FEATURES OF DISTRICT FACILITIES?

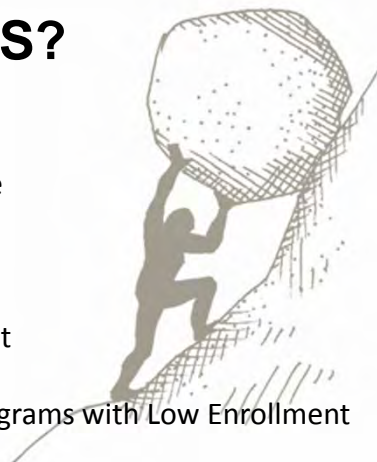
- Partnership w/ Community, County, City
- Cubero ES Playground
- Performing Arts Building
- HS Gym
- HS Dual Education Program
- School Facility Improvement Plan
- High Student and Staff Performance
- Community Based



FMP Goals and Objectives

WHAT ARE THE EDUCATIONAL CHALLENGES FACED BY GCCS SCHOOLS?

- Classroom space at Cubero
- Rural Nature of Schools
- 50% of Students Below Poverty Line
- Mobility
- Transportation
- Technology
- Lack of Area Economic Development
- Lack of Teacher Housing
- Implementing New Educational Programs with Low Enrollment



FMP Goals and Objectives

WHAT WILL EDUCATION IN GCCS LOOK LIKE IN 5, 10, 15, 50 YEARS?

- Learning Can Occur Anywhere
- Learning Outside the Classroom
- Virtual Learning
- Tailored to Meet Students' Needs



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FMP Goals and Objectives

WHAT IS THE LONG RANGE VISION OF THE DISTRICT FOR EDUCATIONAL PROGRAM DELIVERY TRENDS?

- Overall Educational Program is not anticipated to change much in next five years
- Curriculum changes to prepare students for life after school
- Career Technical Programs only reach a small portion of students
- Creation of Early College HS Program



FMP Goals and Objectives

HOW DO EXTRACURRICULAR ACTIVITIES FIT INTO THE FMP?

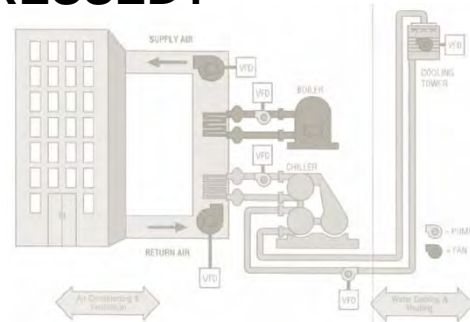


- Reinforces Fit-For-Life
- Keeps Students in classroom
 - Boys Sports 330
 - Girls Sports 322
 - Activities 355
- Required Curriculum changes have resulted in loss of Electives



FMP Goals and Objectives

**IN THE NEXT FIVE PLUS YEARS,
WHAT ARE SOME BUILDING
SYSTEMS OR FEATURES OF
DISTRICT FACILITIES THAT NEED TO
BE ADDRESSED?**



**GCCS SCHOOL
FACILITIES**

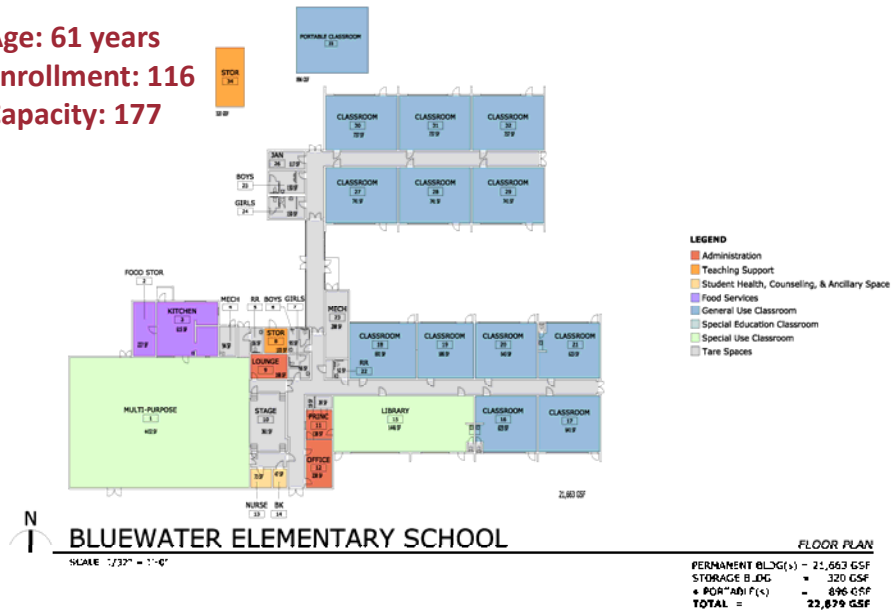
Bluewater ES Aerial



45

Bluewater ES Floor Plan

Age: 61 years
Enrollment: 116
Capacity: 177



NEEDS → **Bluewater ES**

Building Systems Upgrades:

- Technology: Upgrade Infrastructure & Hardware
- Security: Upgrade entry
- Site Lighting: Upgrade
- Walls / Windows: Replace breezeway system
- Plumbing: Install restrooms
- Electrical & Main Power
- Roof
- Exterior & Interior Doors & Windows
- HVAC
- Playfield

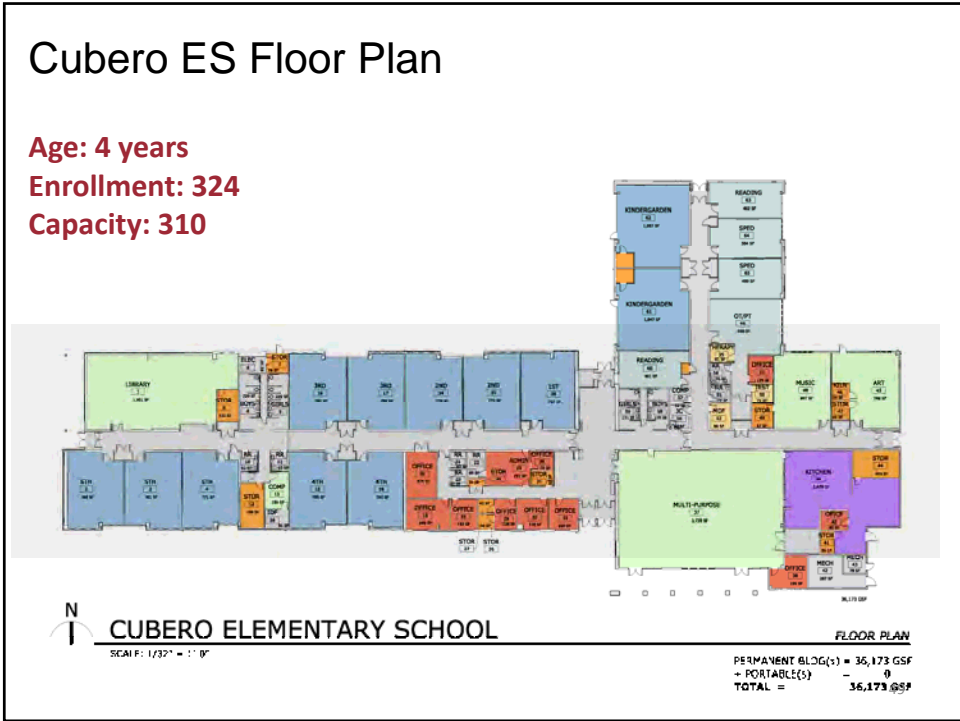
47

Cubero ES Aerial



An aerial photograph showing the Cubero Elementary School building, which is a large, light-colored structure with a flat roof. The school is surrounded by a parking lot and a playground area. The surrounding landscape is arid and hilly, with some residential buildings and roads visible in the background. The image is a screenshot from Google Earth, as indicated by the 'Google' logo and navigation controls in the bottom right corner.

48



NEEDS

Cubero ES

1. Growth: Additional Classrooms
2. Building Systems Upgrades:
 - Sewer / Septic upgrade – In Progress
 - Cattle Guard at Entry Gate
 - Technology: Upgrade Infrastructure & Hardware
 - Entry Security

50

Mesa View ES Aerial



51

Mesa View ES Floor Plan



Age: 58 years
Enrollment: 459
Capacity: 575

MESA VIEW ELEMENTARY SCHOOL

SCALE: 1/64" = 1'-0"

OVERALL FLOOR PLAN

PERMANENT BLDG(S) - 65,376 GSF
+ PORTABLE(S) - 936 GSF
TOTAL = 66,472 GSF

NEEDS

Mesa View ES

Building Systems Upgrades:

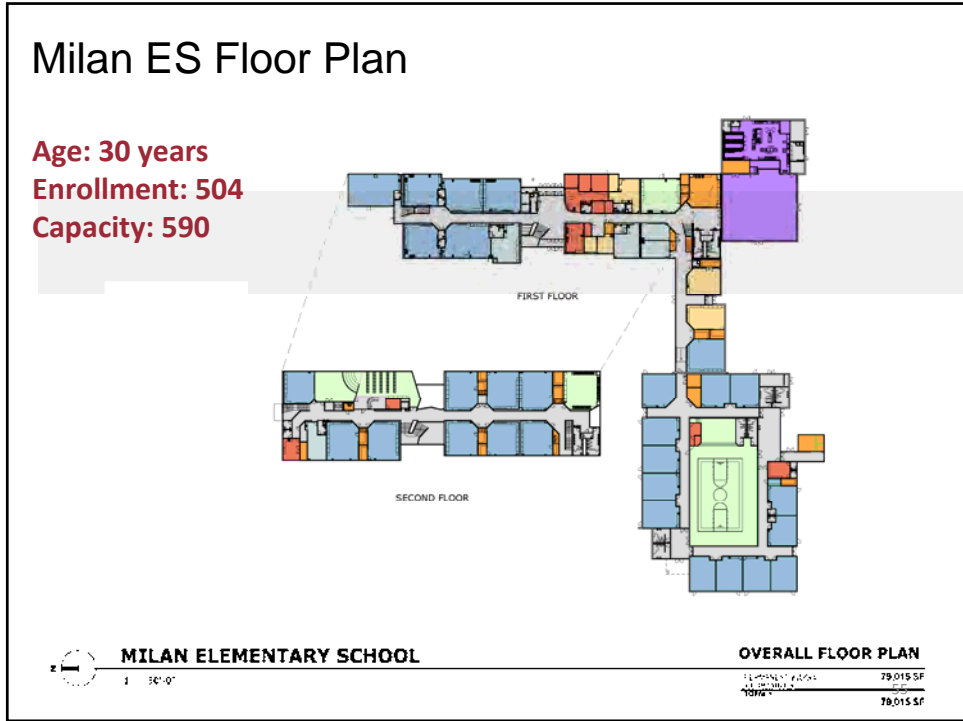
- Technology: Upgrade
- Landscape: Upgrade site drainage; Located in Flood Zone
- HVAC: Replace
- Parking Lot: Replace asphalt in courtyard, increase Pre-K parking
- Walkways: Replace / repair front of school
- Plumbing: Renovate restrooms by Administration and Multi-purpose
- Flooring: Replace carpet and tile under carpet
- Playground Equipment: Upgrade

53

Milan ES Aerial



54



NEEDS

Milan ES

1. Building Systems Upgrades:
 - HVAC: Upgrade Gym units
 - Playground: Upgrade equipment and track surface
 - Security: Upgrade camera system, upgrade entry
 - Landscape: Correct drainage by 1996 building
 - Technology: Upgrade

56

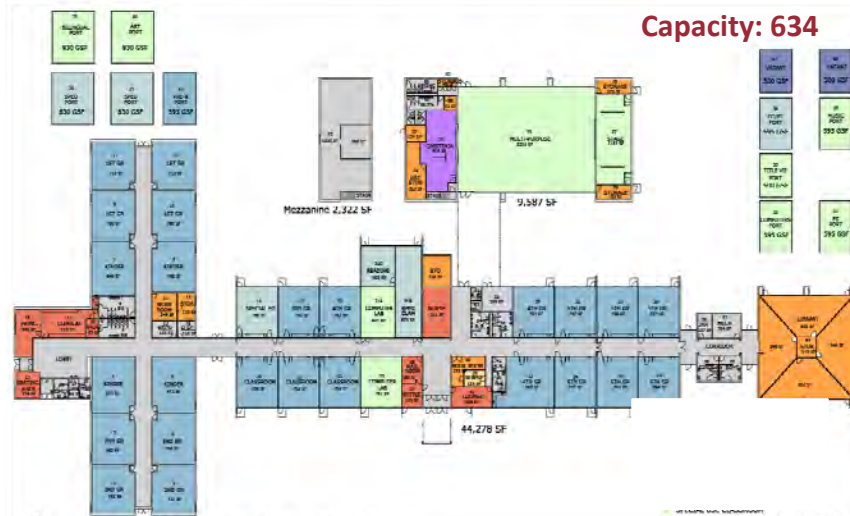
Mount Taylor ES Aerial



57

Mount Taylor ES Floor Plan

Age: 57 years
Enrollment: 525
Capacity: 634



MT. TAYLOR ELEMENTARY SCHOOL

SCALE: 1/8" = 1'-0"

GENERAL USE NON-INSTRUCTIONAL CLASSROOM FLOOR PLAN
PERMANENT BLDG(S) = 56,187 CSF
+ PORTABLE(S) = 7,795 CSF
TOTAL = 63,982 CSF

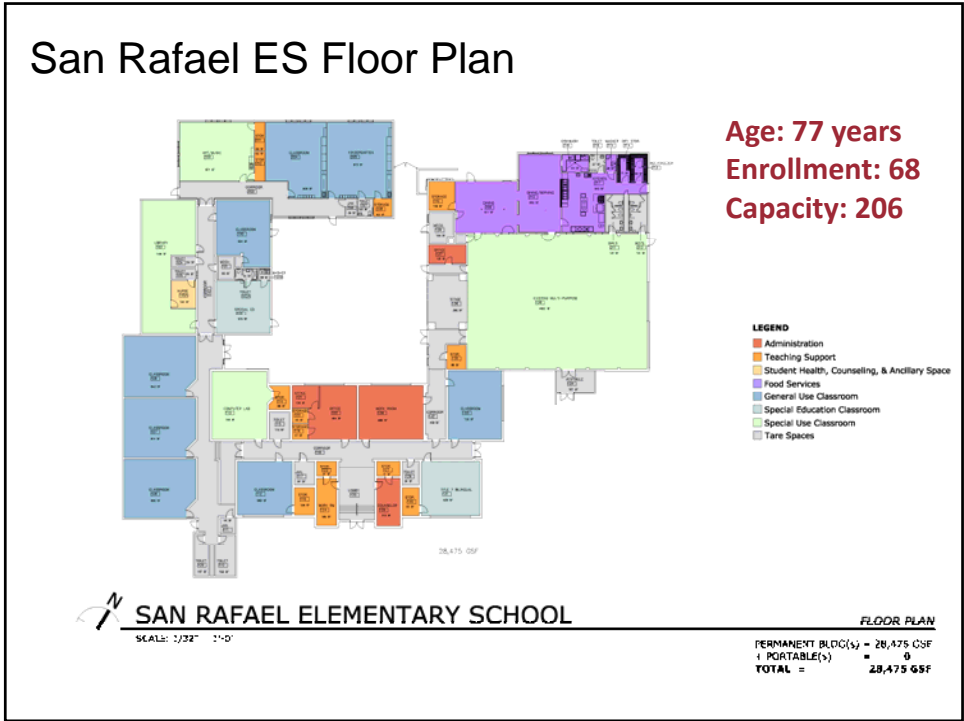
NEEDS**Mt. Taylor ES****Building Systems Upgrades:**

- HVAC: Replace entire system
- Fire Alarm: Upgrade system
- Security: Upgrade entry
- Technology: Upgrade
- Windows: Replace / repair
- Doors: Replace / repair
- Site Lighting: Upgrade
- Playground Equipment: Upgrade
- Parking Lot: Repair front bus loop, repair, seal & stripe parking lot
- Sidewalks: repair along front of school

59

San Rafael ES Aerial

60



NEEDS

➔

San Rafael ES

Building Systems Upgrades:

- Stucco Repair – In Progress
- Playground Equipment: Upgrade, resurface basketball courts
- Technology: Upgrade
- Flooring: Replace Gym Floor
- Landscaping: Upgrade courtyard
- Site Lighting: Install additional parking lot lighting
- Plumbing: Upgrade water supply lines

62

Seboyeta ES Aerial



63

Seboyeta ES Floor Plan

Age: 61 years
Enrollment: 78
Capacity: 147



- LEGEND**
- Administration
 - Teaching Support
 - Student Health, Counseling, & Ancillary Space
 - Food Services
 - General Use Classroom
 - Special Education Classroom
 - Special Use Classroom
 - Yard Spaces

SEBOYETA ELEMENTARY SCHOOL
 SCALE: 1/32" = 1'-0"

FLOOR PLAN

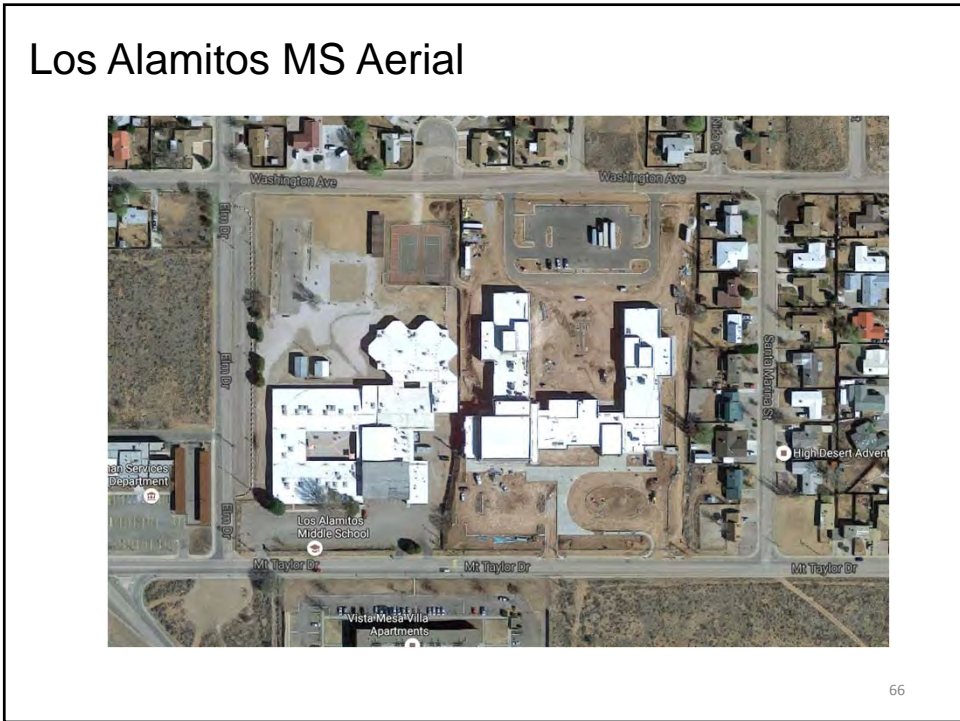
PERMANENT BLDG(S) = 11,753 CSF
 PORTABLE(S) = 0
TOTAL = 11,753 GSF

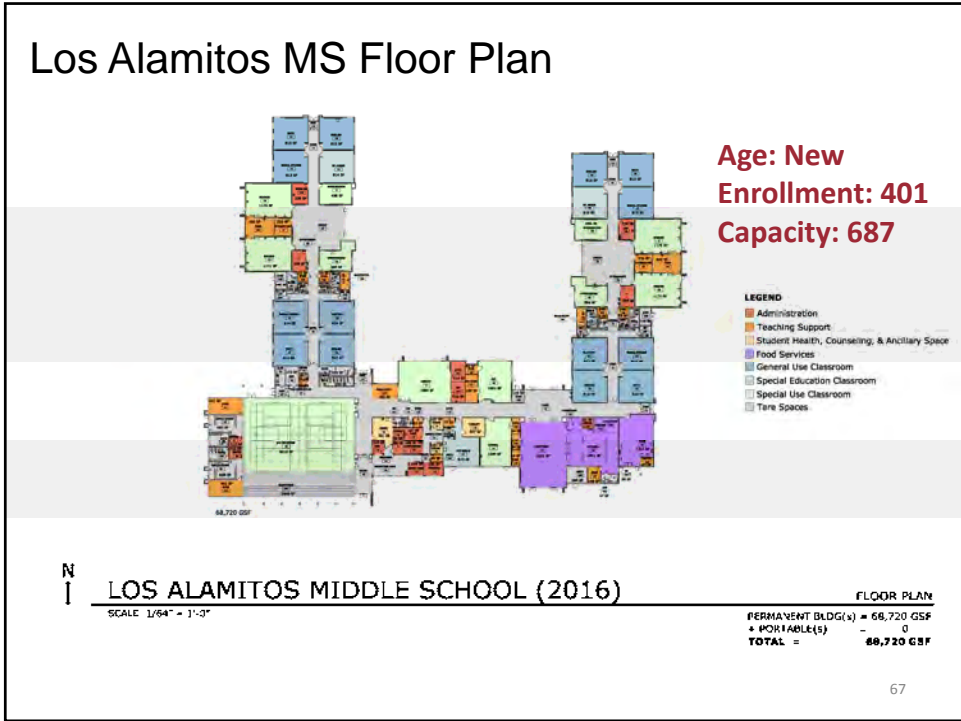
NEEDS → **Seboyeta ES**

Building Systems Upgrades:

- Replace cafeteria/gym flooring
- Technology: Upgrade
- Walls: Paint Exterior
- Reliable Water Supply
- HVAC
- Flooring

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NEEDS

Los Alamitos MS

1. Dedicated Music / Band Room
2. Intervention Space

68

Laguna / Acoma Jr. / Sr. High School Aerial



69

Laguna / Acoma Jr. / Sr. High School Floor Plan



Age: 12 years
Enrollment: 373
Capacity: 744



LAGUNA ACOMA MIDDLE/HIGH SCHOOL
SCALE: 1/8" = 1'-0"

OVERALL FLOOR PLAN

PERMANENT BLDG(s) = 120,641 GSF
+ PORTABLE(s) = 70
TOTAL = 120,641 GSF

NEEDS

Laguna–Acoma Jr./Sr. HS

1. Building Systems Upgrades:
 - Technology: Upgrade
 - Security Camera System: Upgrade
 - Fire Alarm: Replacement / repair
 - Water Conditioner System: Renovation
 - HVAC: Renovation
 - Roof: Replacement / repair
 - Site Drainage: Upgrade
 - Walkways: Replacement / repair
2. Auxiliary Gym
3. Renovate Performing Arts Spaces
4. Track & Field: Update & Drainage
5. Softball / Baseball Field Upgrades

71

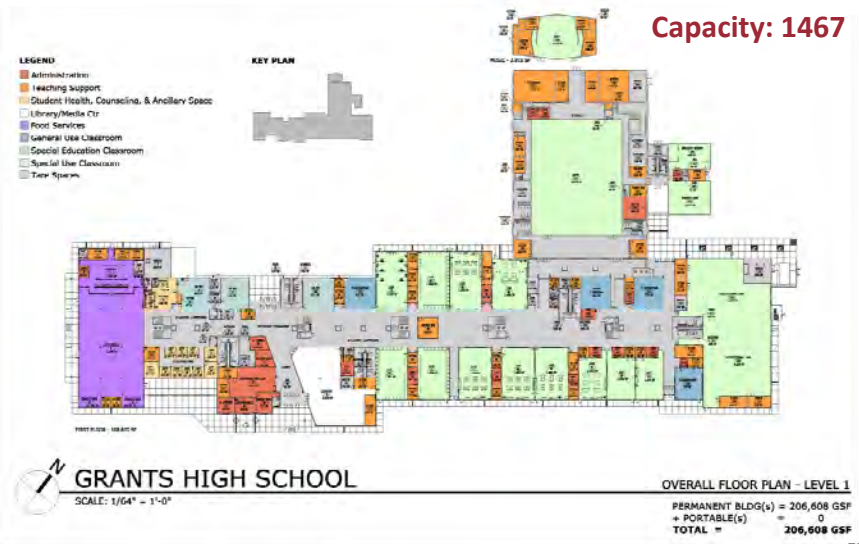
Grants HS Aerial



72

Grants HS Floor Plan - 1

Age: 61
Enrollment: 884
Capacity: 1467



73

Grants HS Floor Plan - 2



74

NEEDS	Grants HS
<ol style="list-style-type: none"> 1. Formation of facility for Culinary Arts Program 2. Relocate Wrestling Program 3. ROTC Program Needs 4. Track & Field Upgrade: <ul style="list-style-type: none"> ▪ Upgrade football field ▪ Upgrade track surface and drainage ▪ Replace bleachers 	
75	

NEEDS	Grants HS
<ol style="list-style-type: none"> 5. Building Systems Upgrades: <ul style="list-style-type: none"> ▪ Technology: Upgrade ▪ Fire Alarm: Repair & Upgrade ▪ Lighting: Upgrade at ROTC & Old Gym ▪ Plumbing: Renovate restrooms at ROTC ▪ Flooring: Replace at ROTC, Art and rooms around Old Gym ▪ Equipment: Replace bleachers at Old Gym; renovate field bleachers ▪ HVAC: Upgrade controls system ▪ HVAC: Replace at Old gym, Art Building & ROTC ▪ HVAC: Upgrade cooling tower ▪ Parking Lot: Repave entry loop circle ▪ Site Drainage: Upgrade along back of school ▪ Perimeter Fencing for Security 	
76	

Grants Career Academy Aerial



77

NEEDS

Career Academy

1. Adequate Facilities to support Career Academy Program Needs

78

GCCS Central Administration Aerial



79

GCCS Old Administration and IT



80

GCCS Maintenance and Operations



81

GCCS Special Education Complex



82

GCCS Warehouses / Admin. Buildings



83

NEEDS

GCCS Support Facilities

Central Administration:

1. Building Systems Upgrades:

- Pave around building & provide separate entry
- Upgrade drainage
- Upgrade HVAC
- Create new Building Entry

Special Education:

1. Building Systems Upgrades:

- Repair interior water damage
- Replace VCT floor
- Renovate restrooms to ADA compliance
- Lighting Upgrade

Old Central Office:

1. Demolish

84

NEEDS → **GCCS Support Facilities**

Technology:

1. Adequate Facilities District Server
2. Adequate Facilities for IT Department

Maintenance:

1. Covered equipment Storage
2. Building Systems Upgrades:
 - Correct drainage at back door
 - Replace roof
 - Repair HVAC ducts
 - Plumbing

85

NEEDS → **GCCS Support Facilities**

Bus Barn:

1. Expand Building to fit a bus inside
2. Building Systems Upgrades:
 - Pave site
 - Replace lighting

Warehouses:

1. Renovate equipment and storage area
2. Building Systems Upgrades:
 - Install skylights in one warehouse
 - Repair asphalt

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**2016-21 FMP
Committee Input**

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GCCS Issues, Needs & Concerns

- Life-Health-Safety-Security:
- Technology:
- Maintenance / Preventive Maintenance:
- Facility Condition:
- Efficient / Effective Facilities:
- Availability of Capital Funding:
- Partnerships: Community and PSCOC/PSFA

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GCCS Issues, Needs & Concerns

1. RE-OCCURRING NEEDS: SB-9 & GOB
2. FACILITY / SITE SYSTEM RENEWAL: SB-9 & GOB
3. FACILITY / SITE CAPITAL PROJECTS: GOB

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GCCS Issues, Needs & Concerns

Re-occurring Needs

GCCS RE-OCCURRING FACILITY NEEDS:

1. Technology:

- Infrastructure
- Hardware

2. Life-Health-Safety-Security:

- Building Entries
- Surveillance Cameras

3. Maintenance:

Facility & Site Preventive Maintenance:

Equipment & Material Replacement :

- | | |
|-----------------|-------------|
| • Ceiling Tiles | Wall Paint |
| • Carpet | Wall Boards |
| • Window Blinds | Furniture |

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GCCS Issues, Needs & Concerns → Potential Projects

GCCS POTENTIAL CAPITAL PROJECTS:
BUILDING SYSTEM RENEWAL: District Wide
MAJOR RENOVATION PROJECTS
FACILITY REPLACEMENT PROJECTS
NEW CONSTRUCTION

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GCCS Issues, Needs & Concerns → Potential Projects

GCCS POTENTIAL CAPITAL PROJECTS:
ELEMENTARY SCHOOLS:

- Bluewater ES: Possible State Funding Partnership
- Seboyeta ES: Possible State Funding Partnership
- Mt. Taylor ES: Possible State Funding Partnership
- Mesa View ES
- San Rafael ES
- Cubero ES

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GCCS Issues, Needs & Concerns → Potential Projects

GCCS POTENTIAL CAPITAL PROJECTS:

Jr. / Sr. High SCHOOLS:

- Los Alamitos MS
 - Dedicated Band / Music Room
- Laguna Jr. / Sr. High School
 - Building Systems Upgrades
 - Auxiliary Gymnasium
 - Performing Arts Renovation
 - Track & Field Upgrade
 - Softball / Baseball Fields Upgrades

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GCCS Issues, Needs & Concerns → Potential Projects

GCCS POTENTIAL CAPITAL PROJECTS:

- Grants High School
 - Building Systems Upgrades
 - Culinary Arts Program
 - Wrestling Program
 - ROTC Program
 - Track & Field Upgrade
- Adequate Facilities for Career Academy

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GCCS Issues, Needs & Concerns  Potential Projects

GCCS POTENTIAL CAPITAL PROJECTS:

Support Space:

- Old Central Office: Demolish
- Technology Department:
 - Adequate Facilities for District Server
 - Adequate Facilities for IT Department
- Maintenance
 - Covered Equipment Storage
- Bus Barn
 - Extend Bus Barn

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**Community
Survey**

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Thank You
FOR
YOUR TIME
AND
INPUT

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GS
ARCHITECTURE

**Grants Cibola County Schools
FMP Community Meeting
2016-2021 FMP**
October 4, 2016

1

FMP Purpose



**Develop a
Plan / Road Map
for school facilities
which will support the
School's Mission
and Educational
Program For**
Student Success

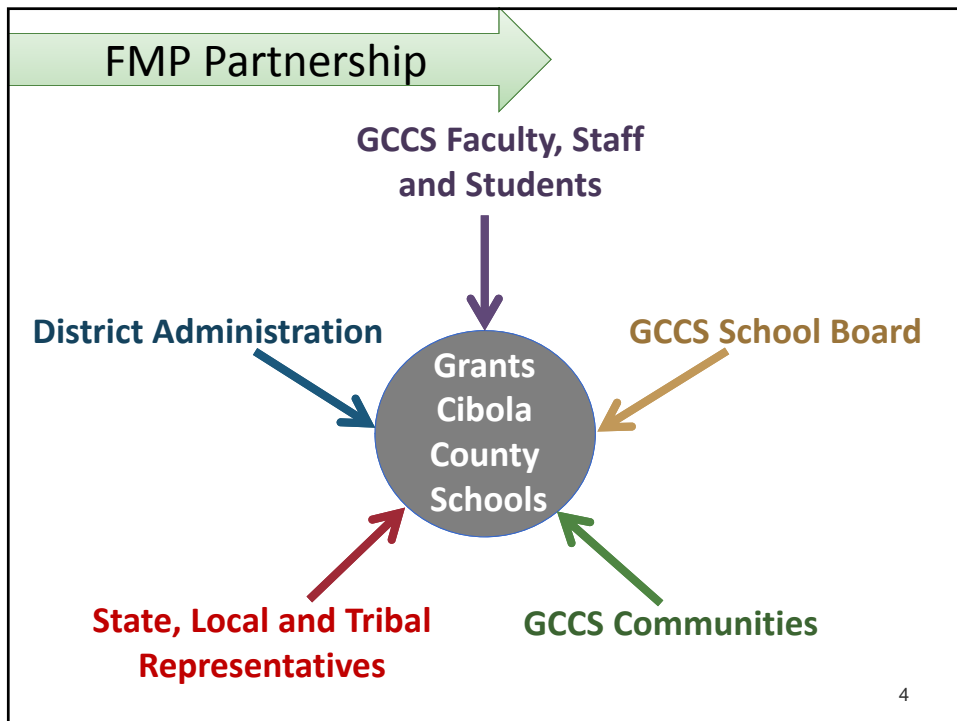
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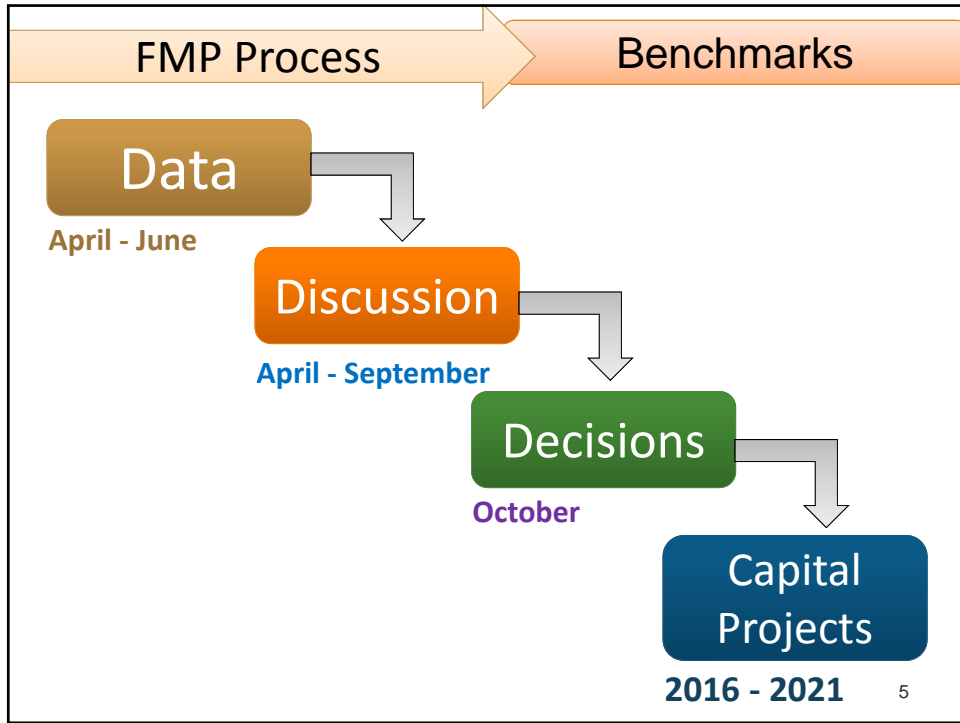
GRANTS CIBOLA COUNTY SCHOOLS 2016

MISSION STATEMENT:

*Every Student,
Every Day,
Building A Person for Life*

3





FMP Schedule	
July 27	Steering Committee Meeting
August 17	Steering Committee Meeting
Sept 21-22	Community Meetings @: Laguna Pueblo, Acoma Pueblo, Grants-Milan, Navajo Baca Chapter
Sept 23- Oct 3	Student / Community Surveys
October 4	Steering Committee Meeting
November 1	School Board / Community Review
December 13	School Board Adoption

5

Background
2016 FAD Rankings

Facilities Assessment Database (FAD)

School	2016-17 Rank	Weighted NMCI
Bluewater ES	87	30.55%
Cubero ES	558	7.56%
Mesa View ES	371	15.98%
Milan ES	622	5.06%
Mt. Taylor ES	109	29.31%
San Rafael ES	396	14.81%
Seboyeta ES	89	30.46%
Los Alamitos MS	743	0.00%
Grants HS	592	6.23%
Laguna Acoma MS/HS	551	7.93%

2016 **State Share** of an approved project: 77%

District Share of an approved project: 23%

Background
GOB Information



PSCOC / PSFA Awards
to GCCS:
\$33,141,996
Since 2005



GCCS 2013 GOB:
\$9,000,000

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Background → GCCS Capital Projects

GCCS Capital Projects Since 2000

- Grants HS: 2004, 2005
- Laguna – Acoma Jr. / Sr. HS: 2004
- Cubero ES: 2013
- Milan ES: 2008
- Kindergarten Classrooms: Mt. Taylor 2011, Mesa View ES 2011, Cubero ES 2015
- Grants Performing Arts Center: No PSFA Funds: 2014
- Los Alamitos Middle School: 2016

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Background → GCCS Capital Projects

GCCS Capital Projects Since 2000

- Milan ES: Partial Roof Replacement
- Mesa View ES: Partial Roof Replacement
- San Rafael ES: Roof Replacement

10

Background → GOB Information




GCCS Anticipates Next GOB Election in **February 2019**



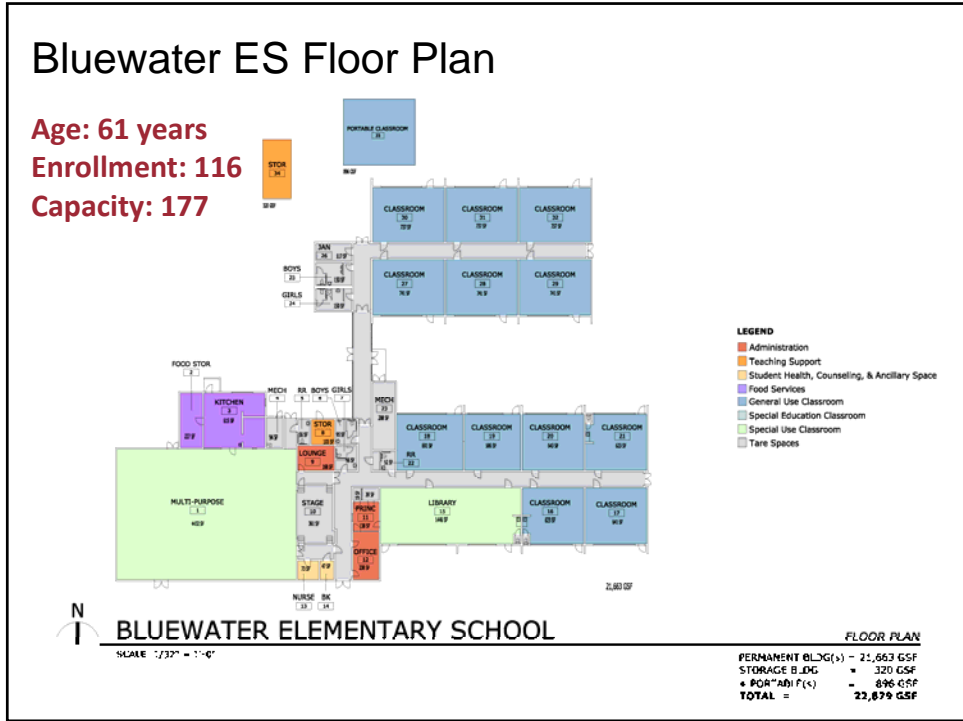
GCCS Anticipates **Limited State Funding** for Future Projects:
Blue Water ES
Seboyeta ES
Mt. Taylor ES

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Bluewater ES Aerial



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NEEDS

Bluewater ES

Building Systems Upgrades:

- Technology: Upgrade Infrastructure & Hardware
- Security: Upgrade entry
- Site Lighting: Upgrade
- Walls / Windows: Replace breezeway system
- Plumbing: Install restrooms
- Electrical & Main Power
- Roof
- Exterior & Interior Doors & Windows
- HVAC
- Playfield

14

Cubero ES Aerial



15

Cubero ES Floor Plan

Age: 4 years
Enrollment: 324
Capacity: 310



CUBERO ELEMENTARY SCHOOL
 SCALE: 1/32" = 1'-0"

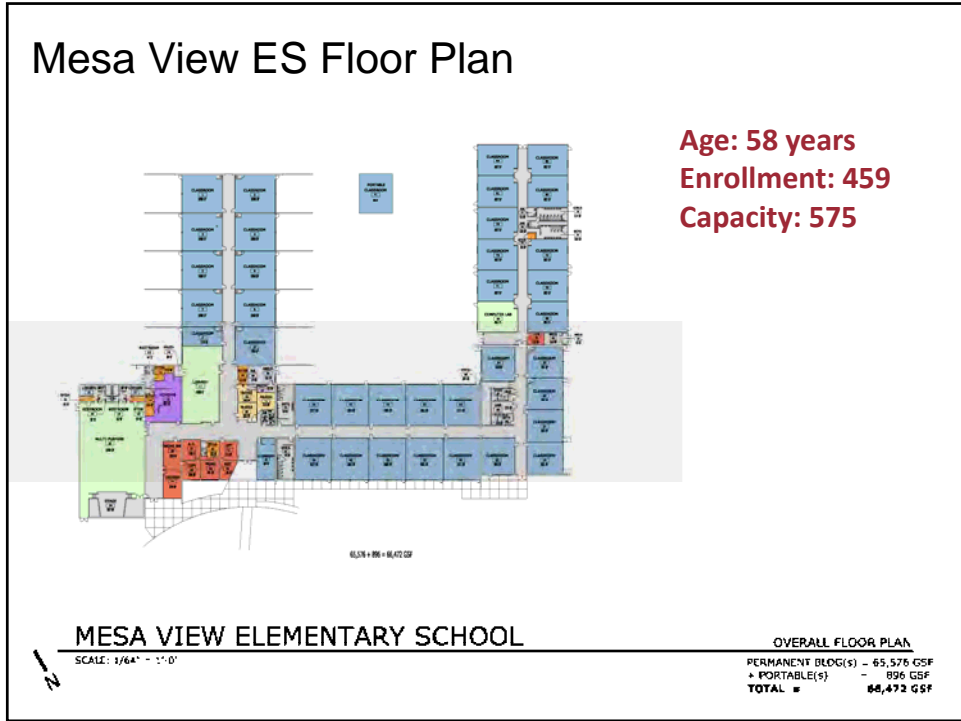
FLOOR PLAN
 PERMANENT BLOC(s) = 36,173 GSF
 + PORTABLE(s) = 0
 TOTAL = 36,173 GSF

NEEDS → **Cubero ES**

1. Growth: Additional Classrooms
2. Building Systems Upgrades:
 - Sewer / Septic upgrade – In Progress
 - Cattle Guard at Entry Gate
 - Technology: Upgrade Infrastructure & Hardware
 - Entry Security

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NEEDS

➔

Mesa View ES

Building Systems Upgrades:

- Technology: Upgrade
- Landscape: Upgrade site drainage; Located in Flood Zone
- HVAC: Replace
- Parking Lot: Replace asphalt in courtyard, increase Pre-K parking
- Walkways: Replace / repair front of school
- Plumbing: Renovate restrooms by Administration and Multi-purpose
- Flooring: Replace carpet and tile under carpet
- Playground Equipment: Upgrade

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Milan ES Aerial



21

Milan ES Floor Plan

Age: 30 years
Enrollment: 504
Capacity: 590



MILAN ELEMENTARY SCHOOL

1" = 30'-0"

OVERALL FLOOR PLAN

79,015 SF
79,015 SF

NEEDS

Milan ES

1. Building Systems Upgrades:

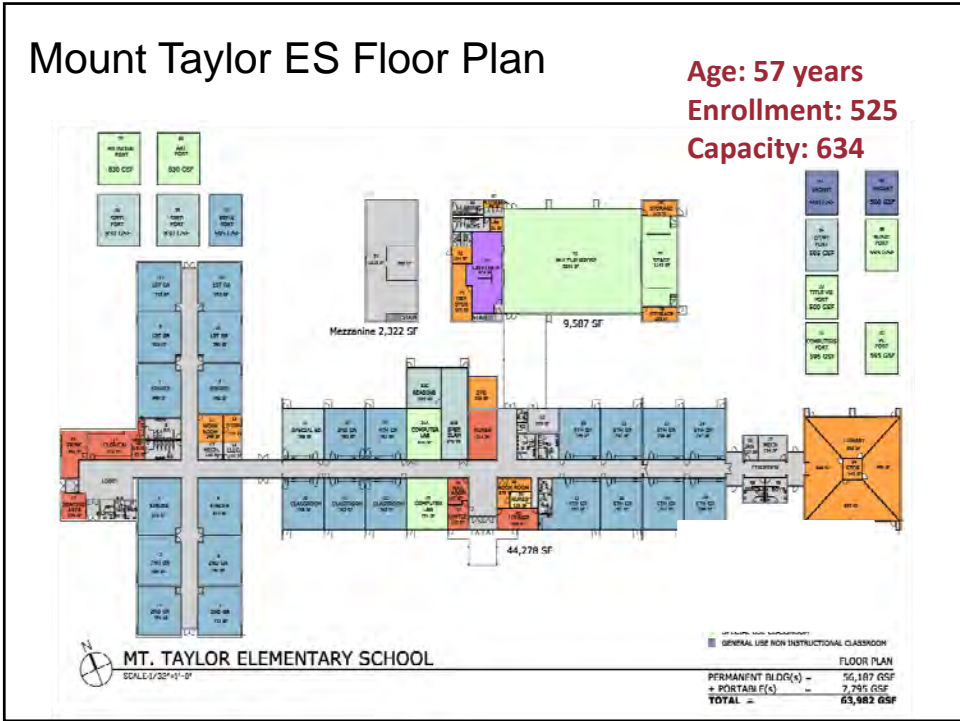
- HVAC: Upgrade Gym units
- Playground: Upgrade equipment and track surface
- Security: Upgrade camera system, upgrade entry
- Landscape: Correct drainage by 1996 building
- Technology: Upgrade

23

Mount Taylor ES Aerial



24



NEEDS

Mt. Taylor ES

- Building Systems Upgrades:
 - HVAC: Replace entire system
 - Fire Alarm: Upgrade system
 - Security: Upgrade entry
 - Technology: Upgrade
 - Windows: Replace / repair
 - Doors: Replace / repair
 - Site Lighting: Upgrade
 - Playground Equipment: Upgrade
 - Parking Lot: Repair front bus loop, repair, seal & stripe parking lot
 - Sidewalks: repair along front of school

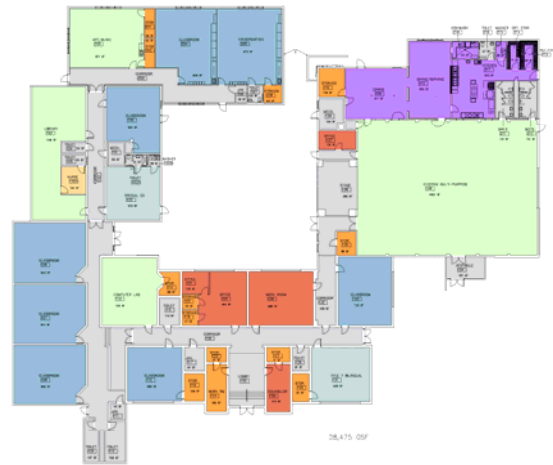
26

San Rafael ES Aerial




27

San Rafael ES Floor Plan



Age: 77 years
Enrollment: 68
Capacity: 206

- LEGEND**
- Administration
 - Teaching Support
 - Student Health, Counseling, & Ancillary Space
 - Food Services
 - General Use Classroom
 - Special Education Classroom
 - Special Use Classroom
 - Tare Spaces

 **SAN RAFAEL ELEMENTARY SCHOOL**
 SCALE: 1/32" = 1'-0"

FLOOR PLAN
 PERMANENT BLDG(S) = 28,475 CSF
 PORTABLE(S) = 0
TOTAL = 28,475 CSF

NEEDS

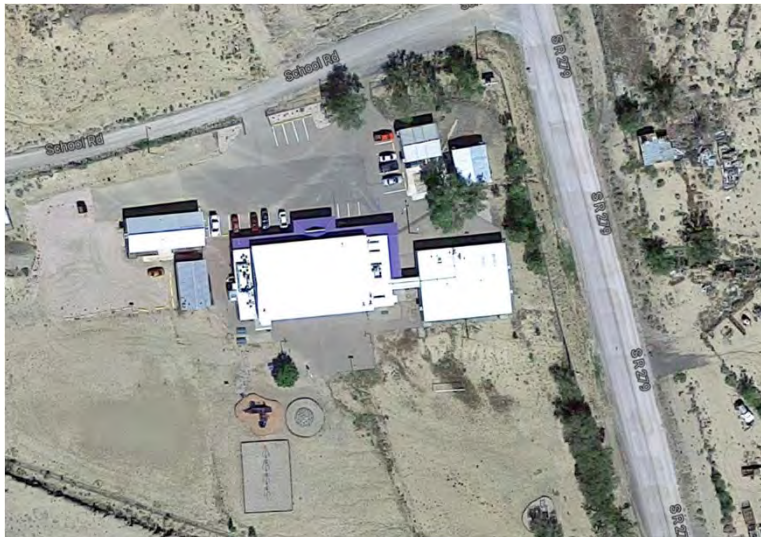
San Rafael ES

Building Systems Upgrades:

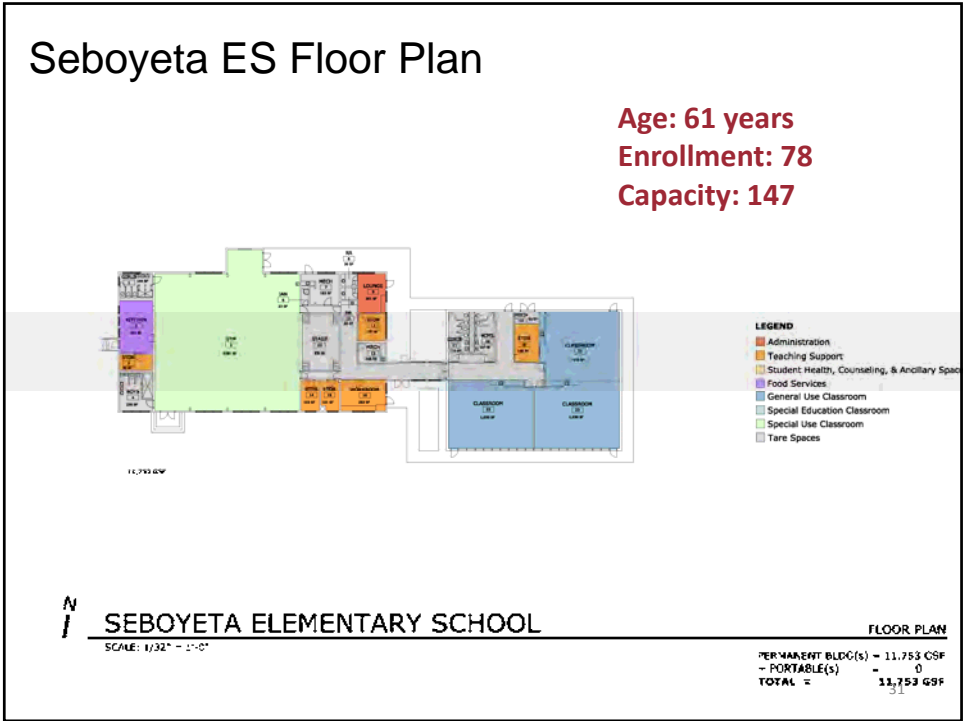
- Stucco Repair – In Progress
- Playground Equipment: Upgrade, resurface basketball courts
- Technology: Upgrade
- Flooring: Replace Gym Floor
- Landscaping: Upgrade courtyard
- Site Lighting: Install additional parking lot lighting
- Plumbing: Upgrade water supply lines

29

Seboyeta ES Aerial



30



NEEDS

Seboyeta ES

Building Systems Upgrades:

- Replace cafeteria/gym flooring
- Technology: Upgrade
- Walls: Paint Exterior
- Reliable Water Supply
- HVAC
- Flooring

32

Los Alamitos MS Aerial



33

Los Alamitos MS Floor Plan



Age: New
Enrollment: 401
Capacity: 687

- LEGEND**
- Administration
 - Teaching Support
 - Student Health, Counseling, & Ancillary Space
 - Food Services
 - General Use Classroom
 - Special Education Classroom
 - Special Use Classroom
 - Tire Spaces

LOS ALAMITOS MIDDLE SCHOOL (2016)
 SCALE 1/64" = 1'-0"

FLOOR PLAN	
PERMANENT BLDG(S)	= 68,720 GSF
+ PORTABLE(S)	= 0
TOTAL	= 68,720 GSF


34

NEEDS → **Los Alamitos MS**

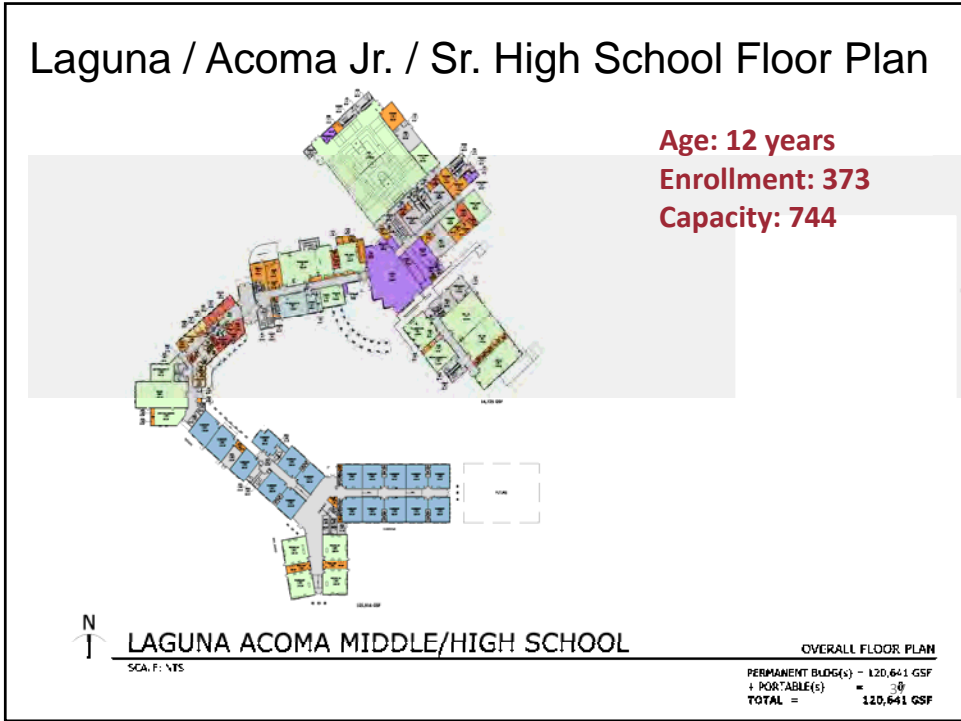
1. Dedicated Music / Band Room
2. Intervention Space

35

Laguna / Acoma Jr. / Sr. High School Aerial



36



NEEDS

➔

Laguna–Acoma Jr./Sr. HS

1. Building Systems Upgrades:
 - Technology: Upgrade
 - Security Camera System: Upgrade
 - Fire Alarm: Replacement / repair
 - Water Conditioner System: Renovation
 - HVAC: Renovation
 - Roof: Replacement / repair
 - Site Drainage: Upgrade
 - Walkways: Replacement / repair

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NEEDS → Laguna–Acoma Jr./Sr. HS

2. Auxiliary Gym
3. Renovate Performing Arts Spaces
4. Track & Field: Update & Drainage
5. Softball / Baseball Field Upgrades
6. Practice Field
7. Expand Wrestling Room

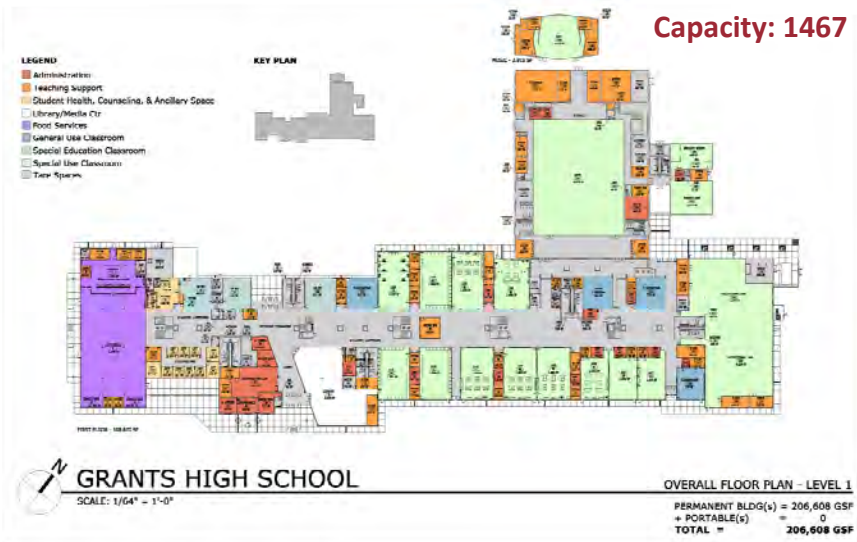
39

Grants HS Aerial



Grants HS Floor Plan - 1

Age: 61
Enrollment: 884
Capacity: 1467



41

Grants HS Floor Plan - 2



42

NEEDS	Grants HS
<ol style="list-style-type: none"> 1. Formation of facility for Culinary Arts Program 2. Relocate Wrestling Program 3. ROTC Program Needs 4. Track & Field Upgrade: <ul style="list-style-type: none"> ▪ Upgrade football field ▪ Upgrade track surface and drainage ▪ Replace bleachers 	
43	

NEEDS	Grants HS
<ol style="list-style-type: none"> 5. Building Systems Upgrades: <ul style="list-style-type: none"> ▪ Technology: Upgrade ▪ Fire Alarm: Repair & Upgrade ▪ Lighting: Upgrade at ROTC & Old Gym ▪ Plumbing: Renovate restrooms at ROTC ▪ Flooring: Replace at ROTC, Art and rooms around Old Gym ▪ Equipment: Replace bleachers at Old Gym; renovate field bleachers ▪ HVAC: Upgrade controls system ▪ HVAC: Replace at Old gym, Art Building & ROTC ▪ HVAC: Upgrade cooling tower ▪ Parking Lot: Repave entry loop circle ▪ Site Drainage: Upgrade along back of school ▪ Perimeter Fencing for Security 	
44	

Grants Career Academy Aerial



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NEEDS

Career Academy

1. Adequate Facilities to support Career Academy Program Needs

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GCCS Central Administration Aerial



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GCCS Old Administration and IT



48

GCCS Maintenance and Operations



49

GCCS Special Education Complex



50

GCCS Warehouses / Admin. Buildings



51

NEEDS

GCCS Support Facilities

Central Administration:

1. Building Systems Upgrades:

- Pave around building & provide separate entry
- Upgrade drainage
- Upgrade HVAC
- Create new Building Entry

Special Education:

1. Building Systems Upgrades:

- Repair interior water damage
- Replace VCT floor
- Renovate restrooms to ADA compliance
- Lighting Upgrade

Old Central Office:

1. Demolish

52

NEEDS → **GCCS Support Facilities**

Technology:

1. Adequate Facilities District Server
2. Adequate Facilities for IT Department

Maintenance:

1. Covered equipment Storage
2. Building Systems Upgrades:
 - Correct drainage at back door
 - Replace roof
 - Repair HVAC ducts
 - Plumbing

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NEEDS → **GCCS Support Facilities**

Bus Barn:

1. Expand Building to fit a bus inside
2. Building Systems Upgrades:
 - Pave site
 - Replace lighting

Warehouses:

1. Renovate equipment and storage area
2. Building Systems Upgrades:
 - Install skylights in one warehouse
 - Repair asphalt

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2016-21 FMP
Committee Input

55

Community Participation

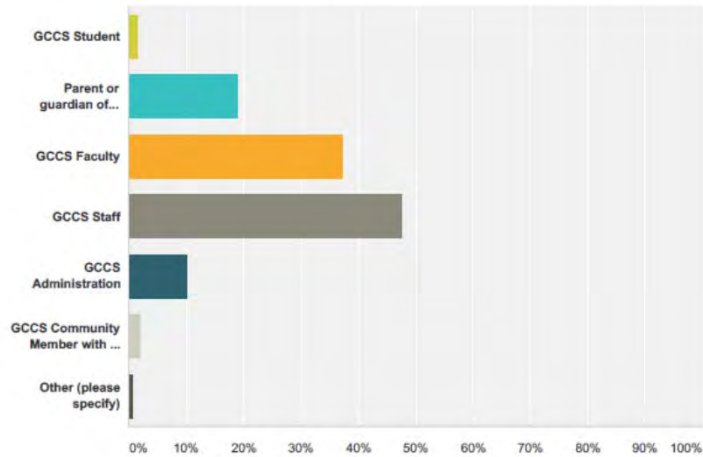
- **Laguna:** 16 in attendance
- **Milan:** 5 in attendance
- **Grants:** 4 in attendance
- **Acoma:** 5 in attendance



Community Survey = 147 Responses

Q1 Please tell us your primary connection to the Grants Cibola County Schools (GCCS) at this time. (Check all that apply)

Answered: 147 Skipped: 0

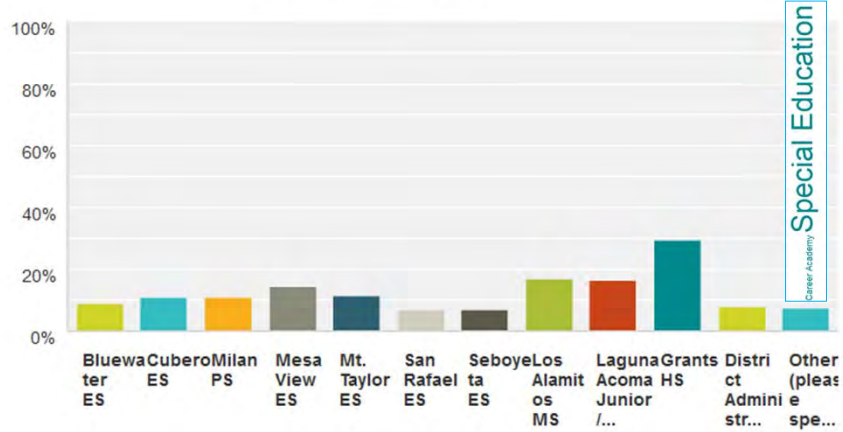


57

Community Survey

With which GCCS facilities are you primarily affiliated? (Check all that apply)

Answered: 146 Skipped: 1

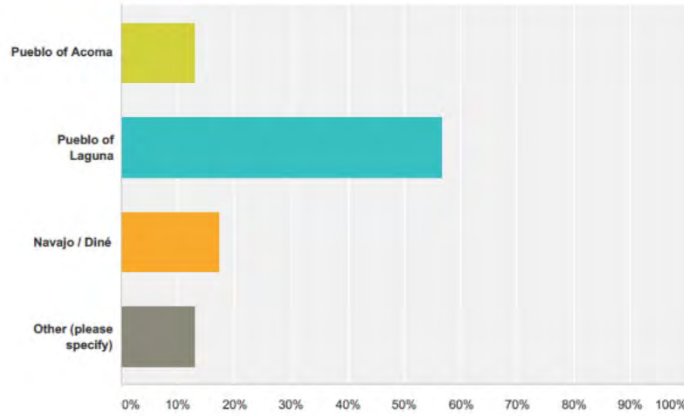


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Community Survey

Q3 If you are a tribal member, please indicate which tribe(s) from the choices below: (Check all that apply)

Answered: 23 Skipped: 124



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Community Survey

Bluewater ES:

Room Security Health Assistant School Gym
 Restroom
 HVAC
 Electrical and Main Power

Cubero ES:

School Teacher Students Space
 Classrooms Additional
 Water Fountains Students Computer Lab
 Music

Mesa View ES:

Playground Technology Needs Security
 Technology
 Needs Room New School Facility
 Technology

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Community Survey

Milan ES:
Water Safety
Safety Locks

Mt Taylor ES:
Bathroom Gym
 Technology Equipment Carpet
Students School
Bathrooms Water Fountains

San Rafael ES:
Technology Bus

61

Community Survey

Seboyeta ES:
 WATER
 Technology
Internet Reliable New School

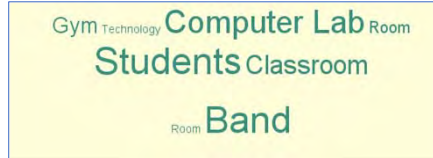
Laguna Acoma Junior/Senior HS:
Field Technology Students Security Band

Grants HS:
Alarm Technology Students School
 Not Enough Books
 Access to Technology Parking
 Security Cameras ROTC
Career Academy AIR Field Handicap
 Technology Access School Salad Bar

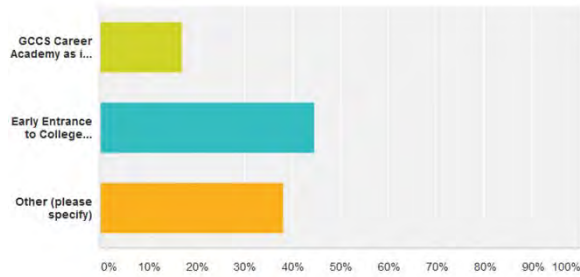
62

Community Survey

Los Alamitos MS:



GCCS Career Academy:



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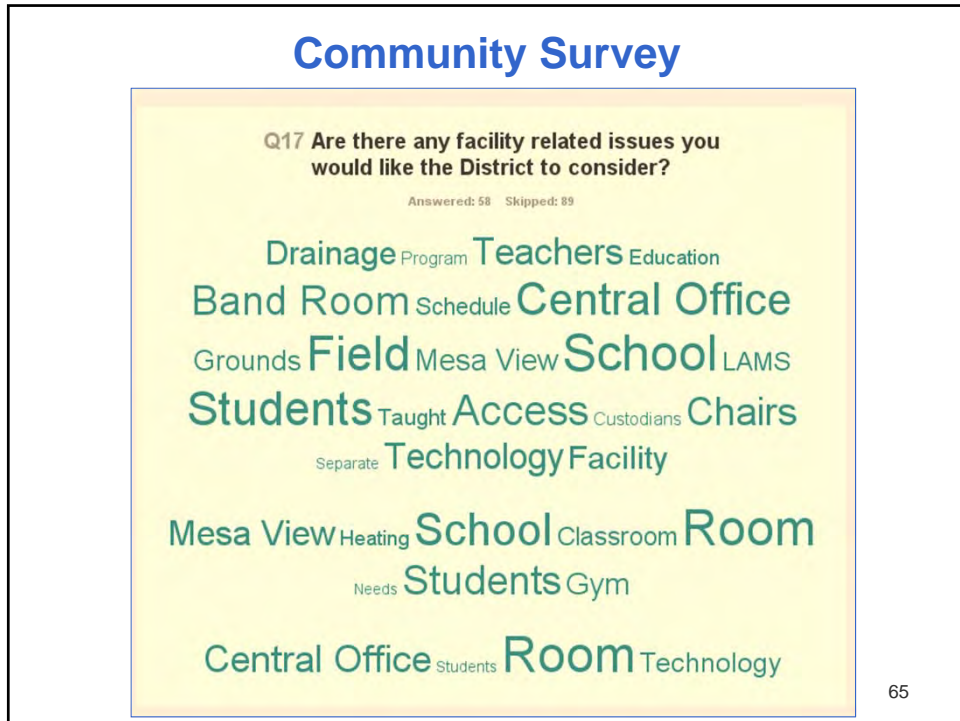
Community Survey

Q16 Which extracurricular programs do you think are most important to enhance GCCS students' learning experiences?

Answered: 99 Skipped: 48



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- ### GCCS Issues, Needs & Concerns
- Life-Health-Safety-Security:
 - Technology:
 - Maintenance / Preventive Maintenance:
 - Facility Condition:
 - Efficient / Effective Facilities:
 - Facility Equity:
 - Availability of Capital Funding:
 - Partnerships: Community and PSCOC/PSFA
- 66

GCCS Issues, Needs & Concerns

1. RE-OCCURRING NEEDS: SB-9 & GOB
2. FACILITY / SITE SYSTEM RENEWAL: SB-9 & GOB
3. FACILITY / SITE CAPITAL PROJECTS: GOB

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GCCS Issues, Needs & Concerns

Re-occurring Needs

1. Life-Health-Safety-Security:
 - Develop District Standards / Recommendations
2. Technology:
 - Develop District Standards / Recommendations
3. Maintenance:
 - Develop District Standards / Recommendations:
 - Facility & Site Preventive Maintenance
 - Equipment & Material Replacement

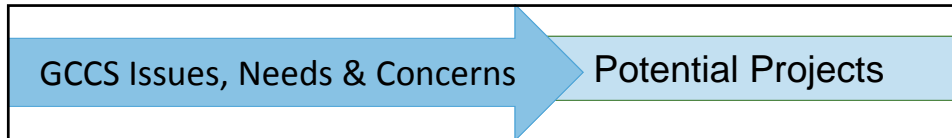
68

GCCS Issues, Needs & Concerns	Potential Projects
<p>Potential PSCOC/PSFA Capital Projects:</p> <ul style="list-style-type: none"> ▪ Bluewater ES: Possible State Funding Partnership ▪ Seboyeta ES: Possible State Funding Partnership ▪ Mt. Taylor ES: Possible State Funding Partnership <p>Potential PSCOC/PSFA Building System Capital Projects:</p> <ul style="list-style-type: none"> ▪ Mesa View ES ▪ San Rafael ES ▪ Laguna – Acoma Jr. / Sr. High School ▪ LA Jr./Sr. HS Track & Field Upgrade – In Progress ▪ Grants High School 	

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GCCS Issues, Needs & Concerns	Potential Projects
<p>GCCS Potential Capital Projects:</p> <p>Elementary Schools:</p> <ul style="list-style-type: none"> ▪ Cubero ES <p>Jr. / Sr. High Schools:</p> <ul style="list-style-type: none"> ▪ Los Alamitos MS <ul style="list-style-type: none"> • Dedicated Band / Music Room ▪ Laguna Jr. / Sr. High School <ul style="list-style-type: none"> • Auxiliary Gymnasium • Performing Arts Renovation • Softball / Baseball Fields Upgrades • Practice Field • Wrestling Room Expansion 	

70

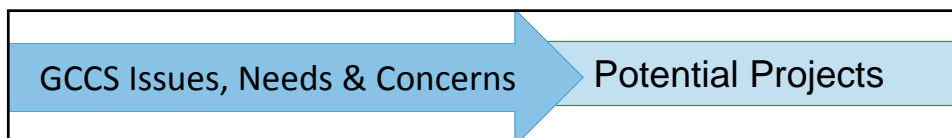


GCCS Issues, Needs & Concerns → **Potential Projects**

GCCS Potential Capital Projects:

- Grants High School
 - Culinary Arts Program
 - Wrestling Program
 - ROTC Program
 - Track & Field Upgrade
- Adequate Facilities for Career Academy

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GCCS Issues, Needs & Concerns → **Potential Projects**

GCCS Potential Capital Projects:

Support Space:

- Technology Department:
 - Adequate Facilities for District Server
 - Adequate Facilities for IT Department
- Maintenance
 - Covered Equipment Storage
- Bus Barn
 - Extend Bus Barn

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GCCS Issues, Needs & Concerns → Potential Projects

GCCS Potential Capital Projects:

Demolition of Facilities / Portables:

- Laguna – Acoma Teacher Housing: **In Progress**
- Old Central Office
- Old School Board Building
- 1955 HS Wrestling Building
- Portables:

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Thank You

FOR

YOUR TIME

AND

INPUT

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**Grants Cibola County Schools
FMP Community Meeting
2016-2021 FMP**
November 1, 2016 1


FMP Participants

A Special Thank You To:

German Martinez	Benny Gallegos	Virgil Siow
Alton Autrey	Dwayne Toivanen	Marilyn Joe
Mark Space	Raquel Whitebird	Arthur Joe, Sr.
Mark Clark	Asha Ashby	Alvin Martin
Bob Tenequer	David Baca	Roger Stone
Jeri Gnodle	Tiko Charlie	William Griner
Sonya Hernandez	William Griner	Heather Martinez
D'leese Jones	Beth Head	Concie Autrey
Edwina Hennemann	Candy Salazar	Nicholas Cheromiah
Rosemary Calvert	Gabriel Levantonio	Gloria Chavez
Mark Head	Lucianne Riley	Diana McDowell
Matt Lindsey	W. Capitan	Al Prewett
Marilyn Cheromiah	Gwen Capitan	Jane Williams
Joan Gilmore	Joni Moone	Guy Archambeau
Michael O'Connell	Jolynn Sandoval	Bill Sprick
Clara DeArmond	Aaron Riley	Richard Dicks

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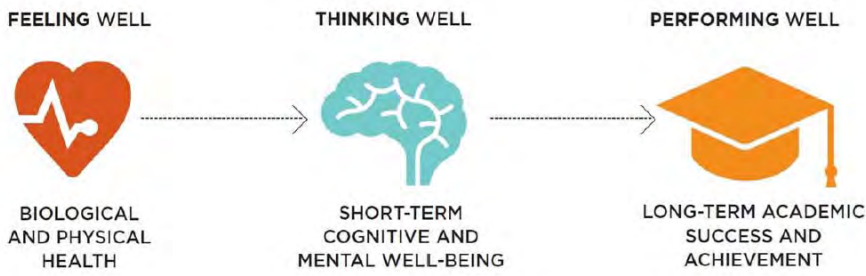
FMP Purpose 



Develop a
Plan / Road Map
for school facilities
which will support the
School's Mission
and Educational
Program For
Student Success

3

STUDENT SUCCESS



FEELING WELL
BIOLOGICAL AND PHYSICAL HEALTH

THINKING WELL
SHORT-TERM COGNITIVE AND MENTAL WELL-BEING

PERFORMING WELL
LONG-TERM ACADEMIC SUCCESS AND ACHIEVEMENT

Courtesy of U.S. Green Building Council

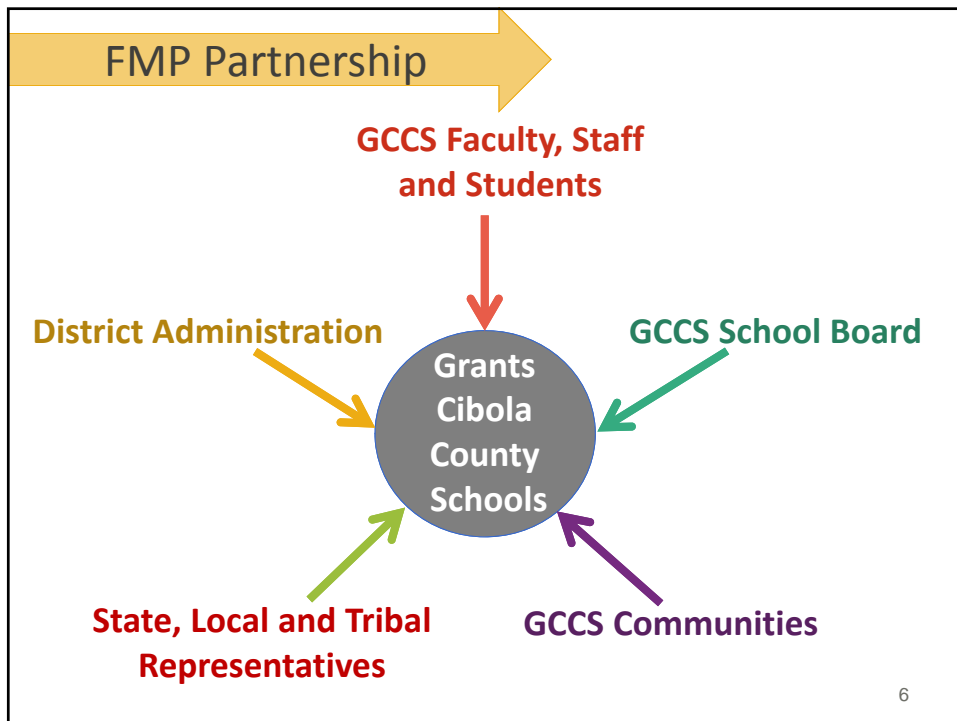
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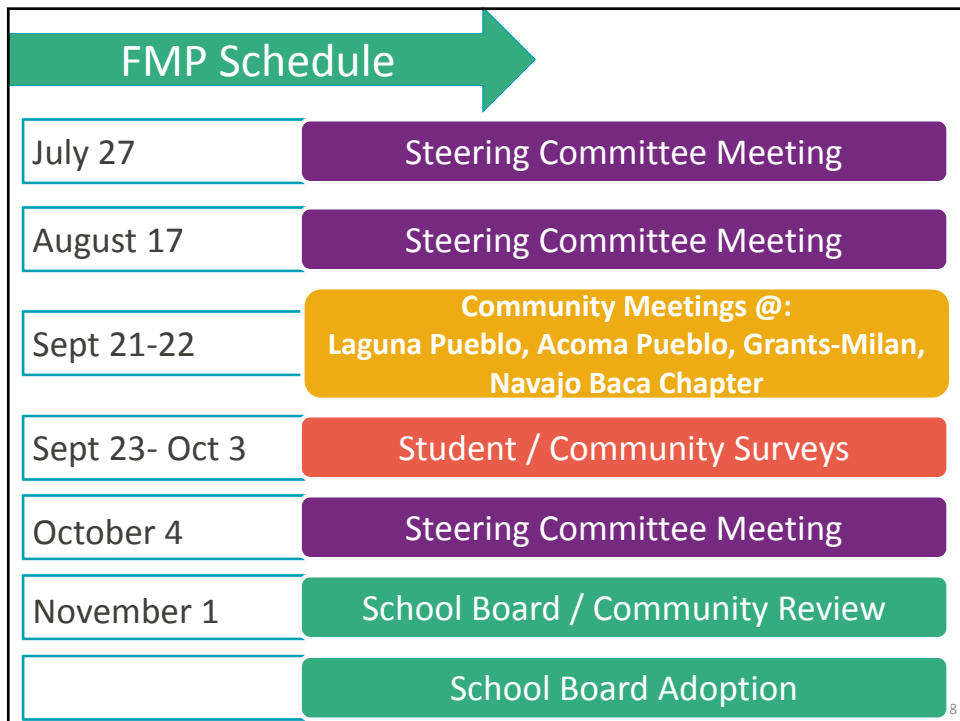
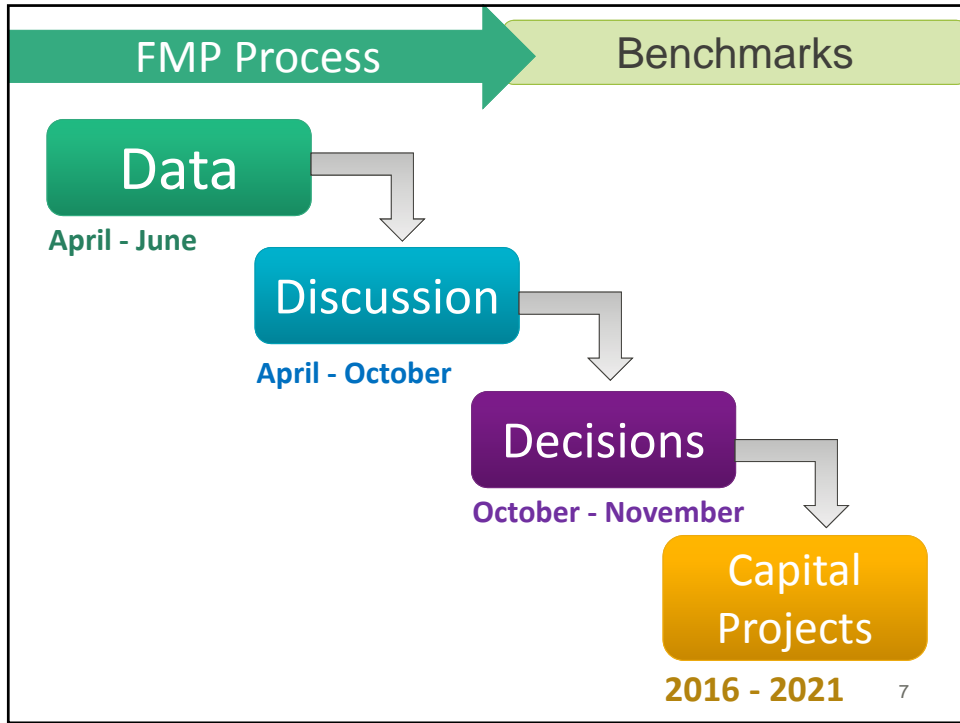
Grants Cibola County Schools 2016


Mission Statement:

***Every Student,
Every Day,
Building A Person for Life***

5

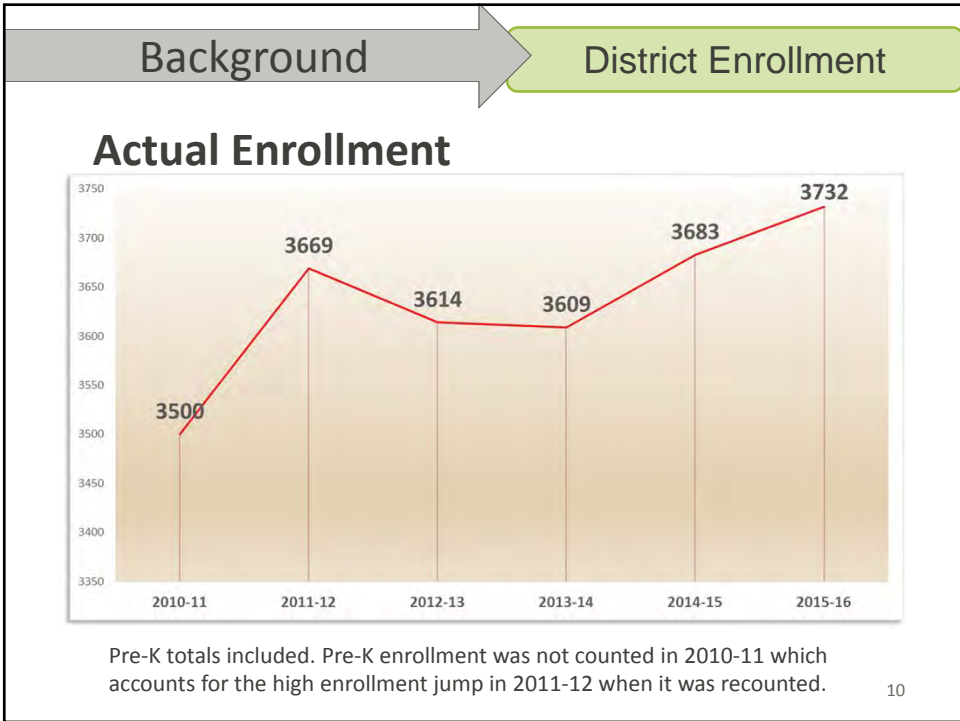


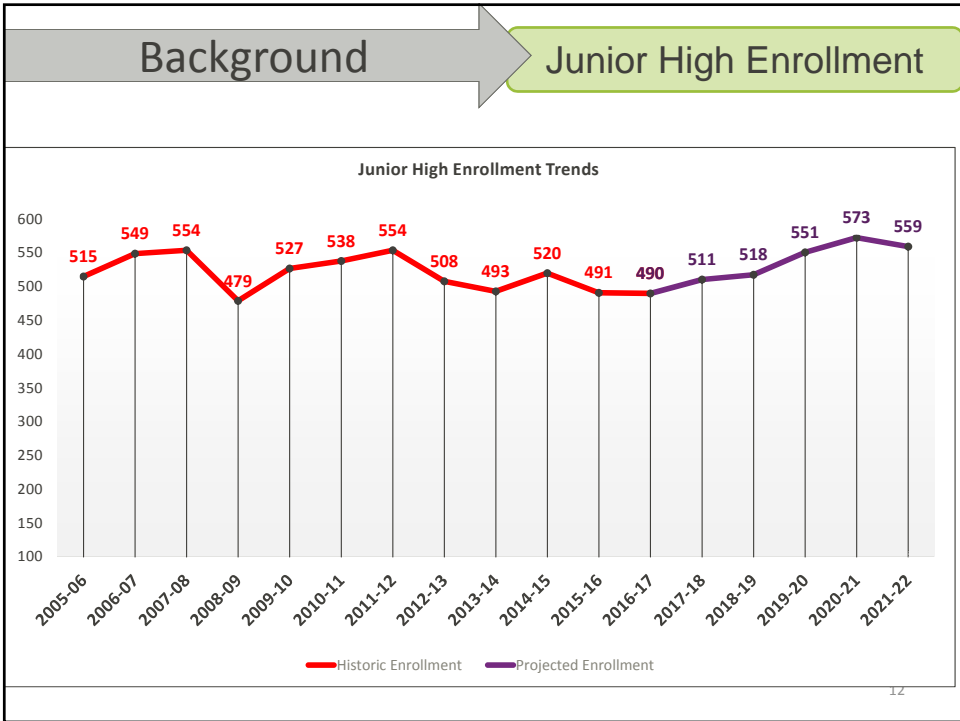
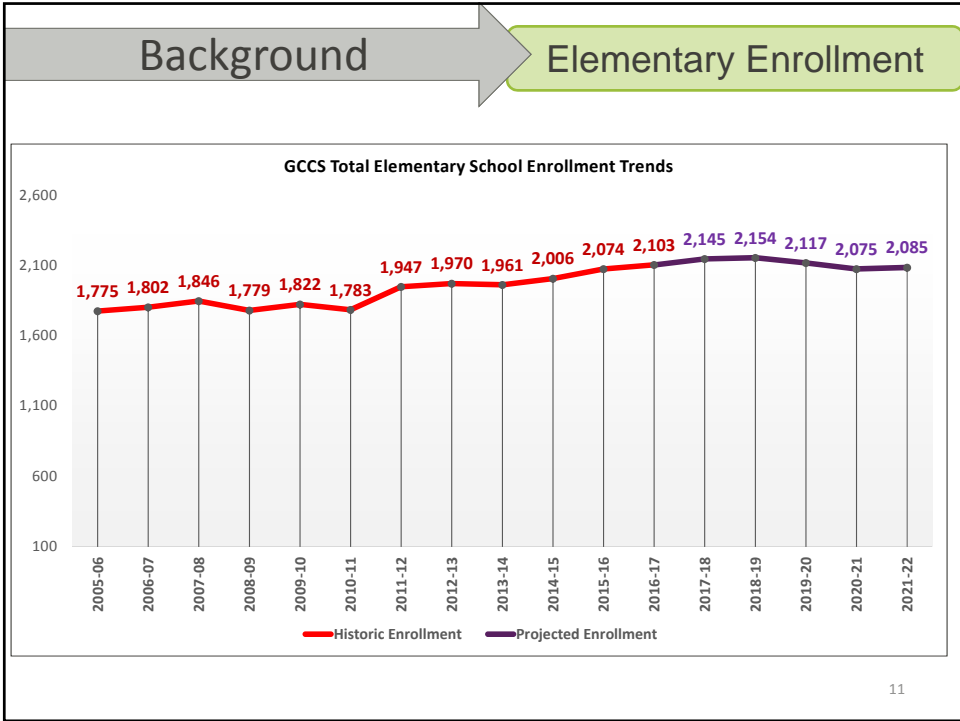


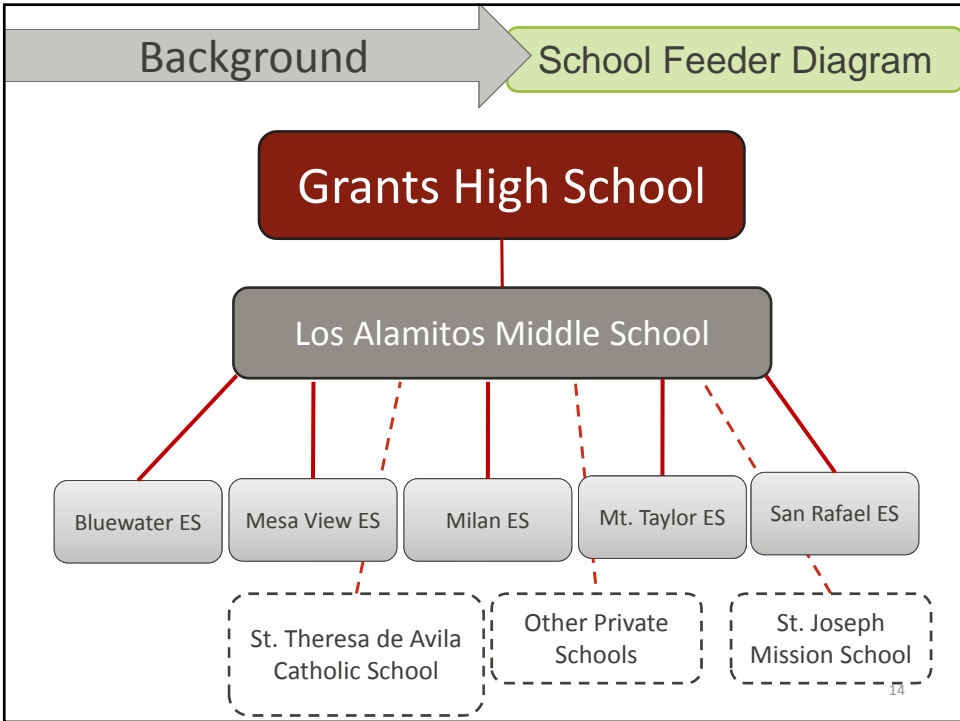
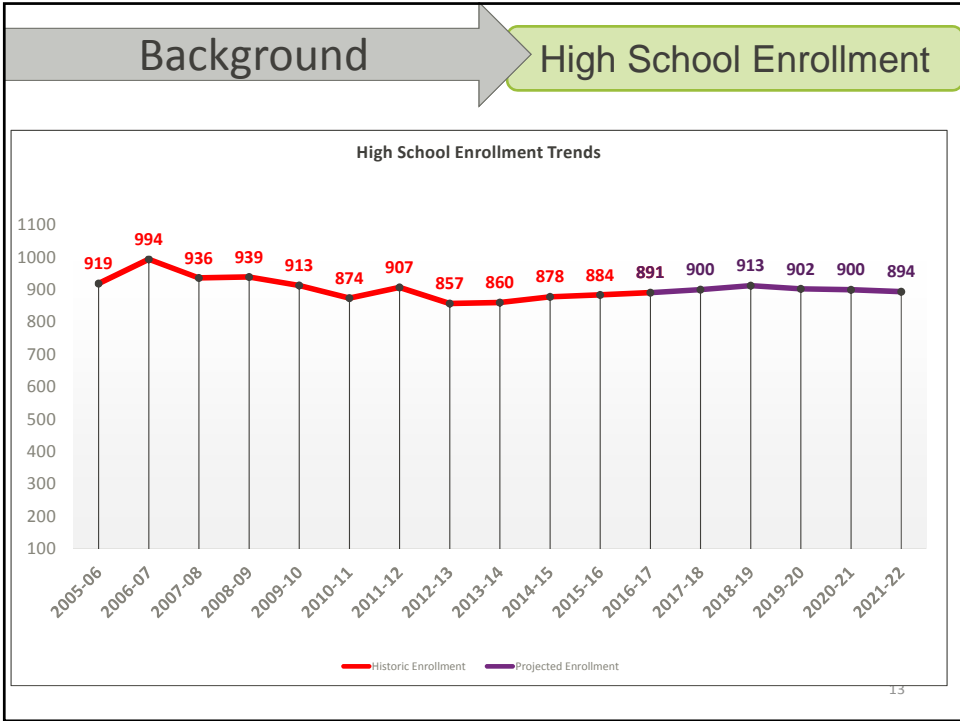


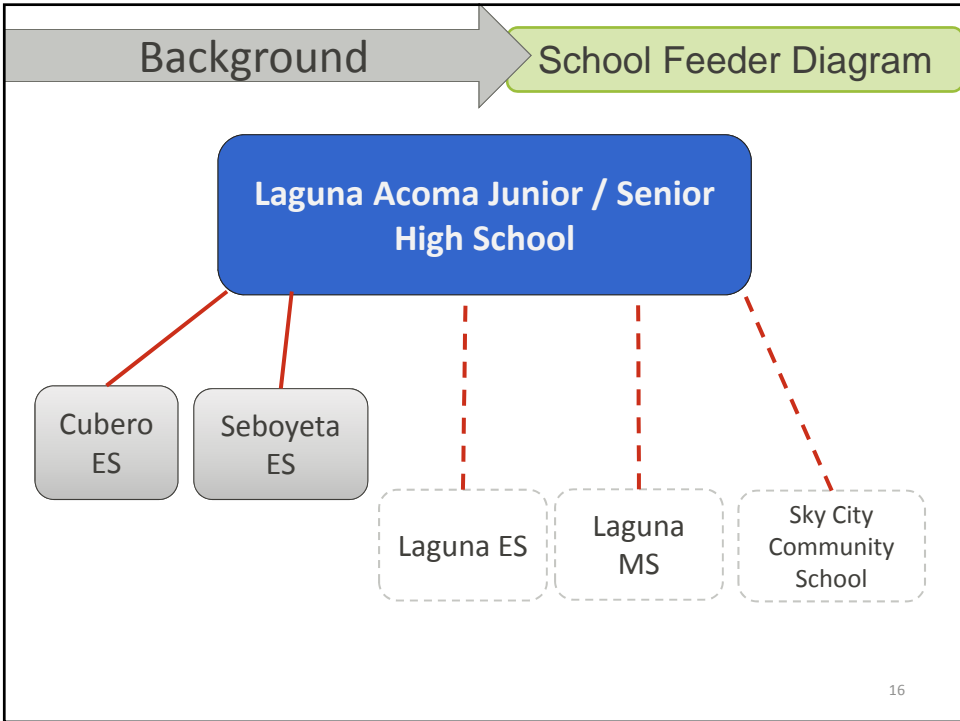
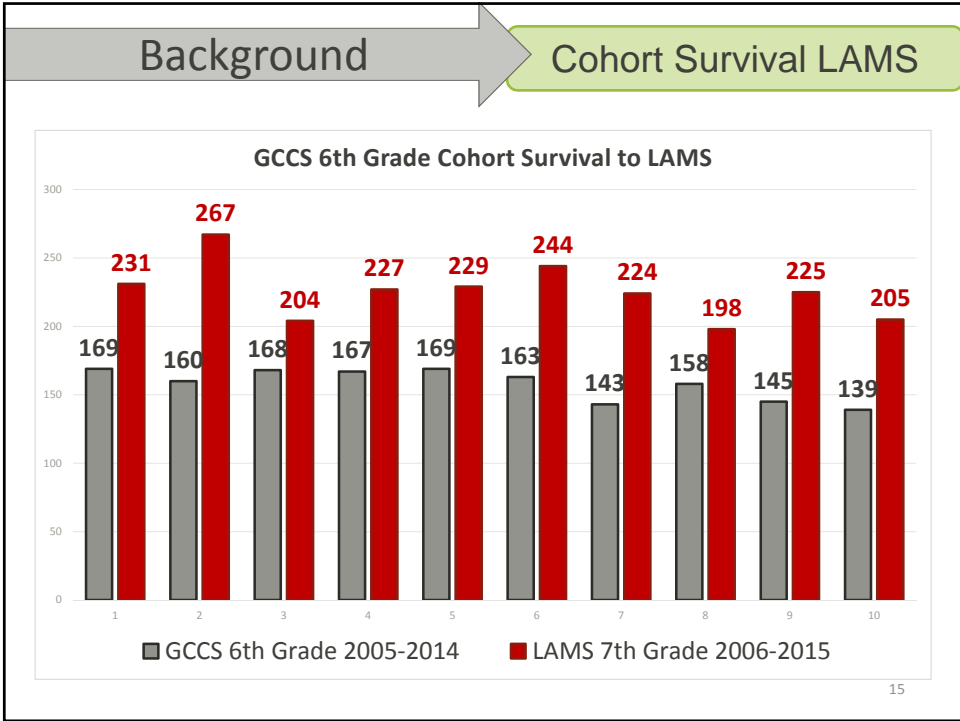
**2015-16
BACKGROUND
INFORMATION**

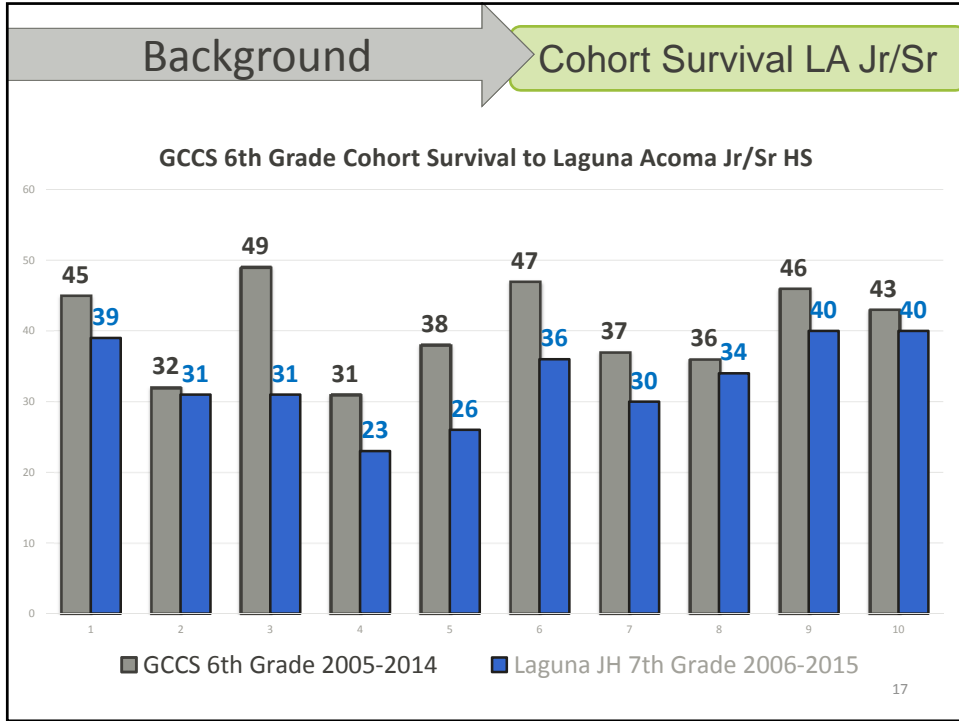
9











Background
2015-16 Capacities

PFSA Recommended Square Footage:

School	2015-16 Enrollment	SQ. FT. including Portables	PSFA SQ.FT	Difference
Elementary Subtotal:	2,074	297,654	272,436	25,218
Middle School Subtotal:	401	67,877	59,348	8,529
High School Subtotal:	1,257	335,593	193,138	142,455
DISTRICT TOTALS:	3,732	701,124	524,922	176,202

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

State Calculates **176,202 sf** UNDER-utilized space
 Capacity based on Sq. Ft. of **5,863**

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Background
2015-16 Capacities

District Capacity Based on Instruction Space:

School	2015-16 Enrollment	Existing # of Classrooms w/ Portables	Instructional Space Capacity w/ Portable @ 67%
Elementary Subtotal:	2,074	179	2,638
Middle School Subtotal:	401	38	687
High School Subtotal:	1,257	105	2,111
DISTRICT TOTALS:	3,732	322	5,436

State Calculates Capacity based on Sq. Ft. = **5,863**

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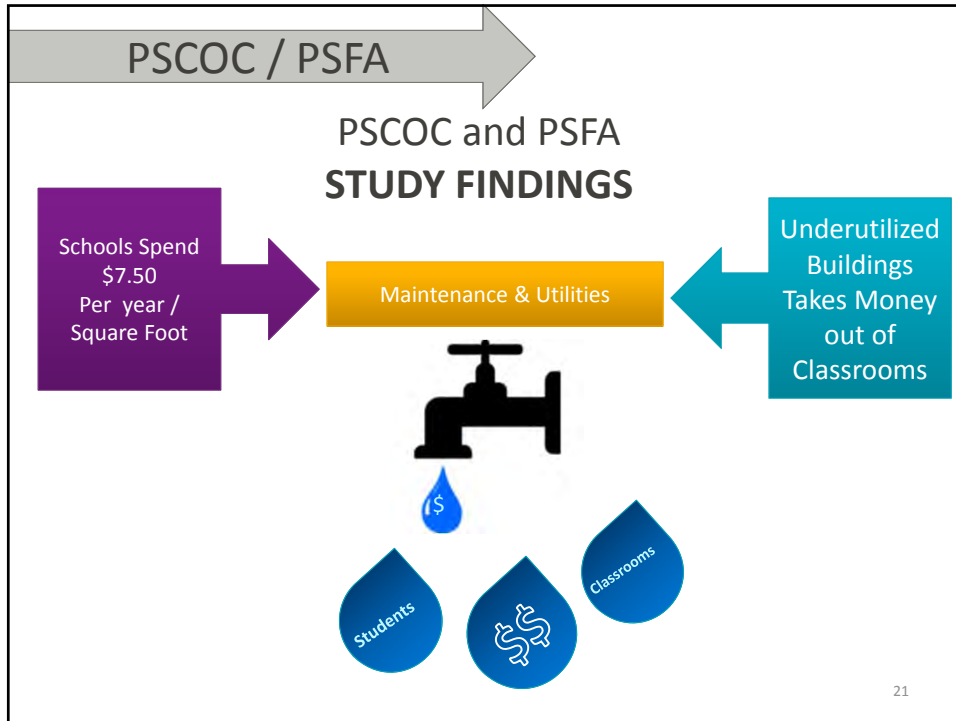
Background
2015-16 Utilization

District Utilization:

School	2015-16 Enrollment	Existing # of Classrooms w/o Portables	Classroom Utilization Rate	Facility Utilization Rate
Elementary Subtotal:	2074	179.0	89%	55%
Middle School Subtotal:	401	38.0	39%	76%
High School Subtotal:	1257	105.0	32%	71%
DISTRICT TOTALS:	3,732	322.0	53%	67%

State Anticipates a 85-95% Classroom Utilization Rate
 67% is the Anticipated Facility Utilization Rate

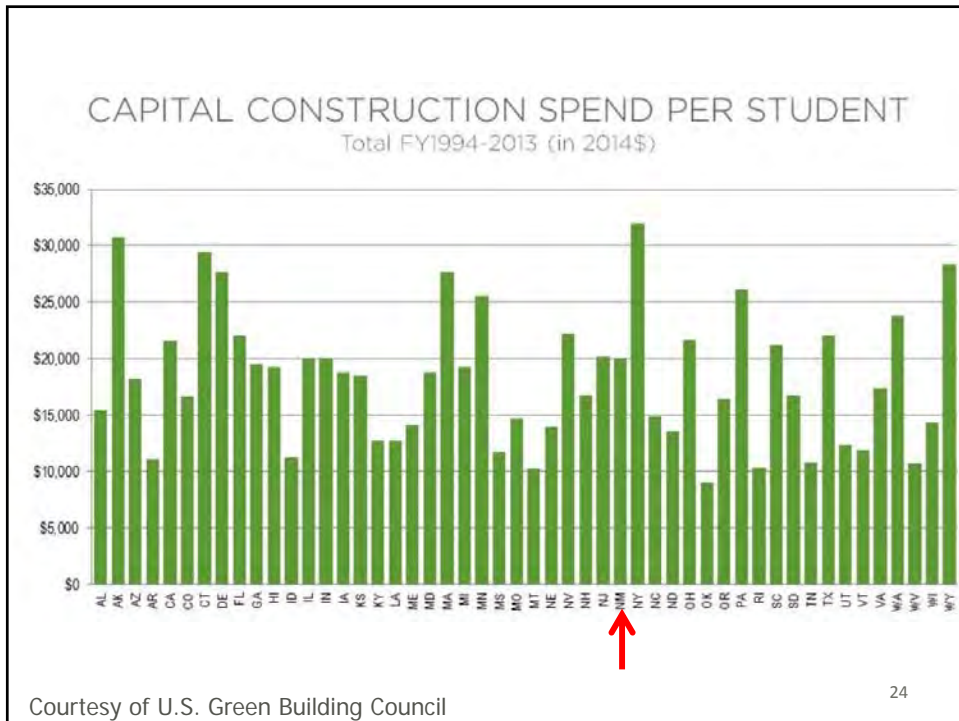
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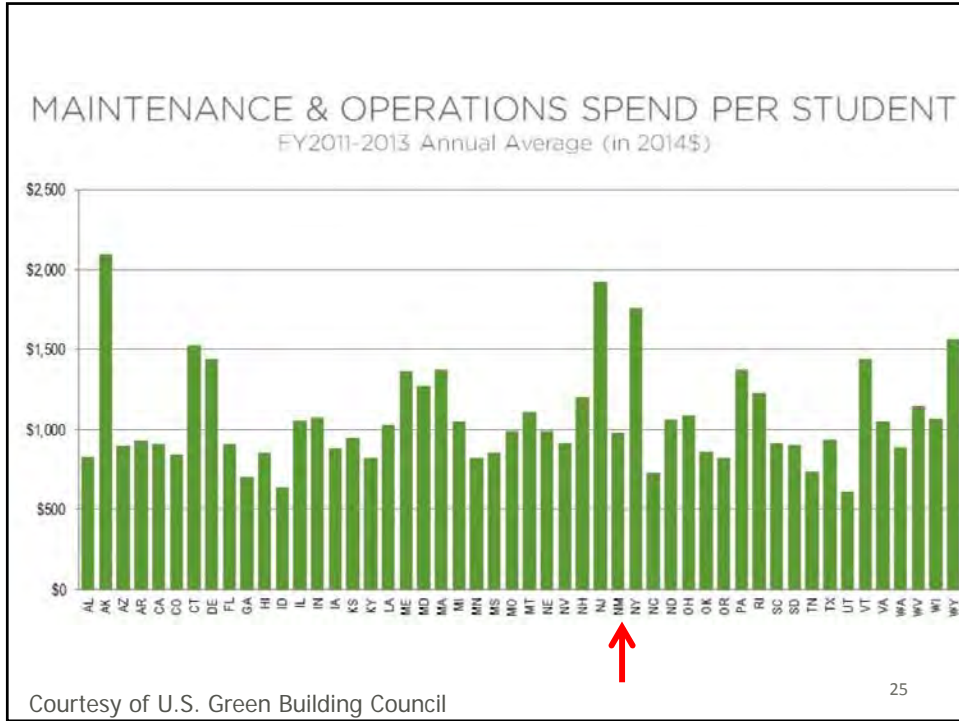


Grants Cibola County Schools 2016

THREE KEY QUESTIONS

1. Do states and districts have **adequate operating funds** for cleaning, maintenance, and repairs to ensure buildings and grounds are healthy and safe?
2. Are districts and states investing the **capital funds** necessary to ensure that their public schools are educationally appropriate, energy efficient, and environmentally responsible?
3. Are states and the federal government doing enough to **ensure equity** in education, so that all students have access to healthy and safe school facilities that support learning?





Background
2016 FAD Rankings

Facilities Assessment Database (FAD)


School	2016-17A Rank 1	2016-17 Rank 2	2016-17 Rank 3	Weighted NMCI
Bluewater ES	144	88	73	30.55%
Cubero ES	555	559	540	8.17%
Mesa View ES	392	372	345	16.09%
Milan ES	643	623	624	5.06%
Mt. Taylor ES	154	110	92	29.31%
San Rafael ES	421	397	375	14.81%
Seboyeta ES	134	90	74	30.46%
Los Alamitos MS	770	743	741	8.02%
Grants HS	594	593	587	6.23%
Laguna Acoma MS/HS	552	552	543	8.02%

2016 **State Share** of an approved project: 77%


District Share of an approved project: 23%

26

Background → **GOB Information**



PSCOC / PSFA Awards to GCCS:
\$33,141,996
Since 2005



GCCS 2013 GOB:
\$9,000,000

27

Background → **GCCS Capital Projects**

GCCS Capital Projects Since 2000

- Grants HS: 2004, 2005
- Laguna – Acoma Jr. / Sr. HS: 2004
- Cubero ES: 2013
- Milan ES: 2008
- Kindergarten Classrooms: Mt. Taylor 2011, Mesa View ES 2011, Cubero ES 2015
- Grants Performing Arts Center: No PSFA Funds: 2014
- Los Alamos Middle School: 2016

28


Background → GCCS Capital Projects

GCCS Capital Projects Since 2000


- Milan ES: Partial Roof Replacement
- Mesa View ES: Partial Roof Replacement
- San Rafael ES: Roof Replacement

29

Background → GOB Information



GCCS Anticipates Next GOB Election in February 2019



GCCS Anticipates Limited State Funding for Future Projects:

- Blue Water ES
- Seboyeta ES
- Mt. Taylor ES

30




2016-21 FMP
Community Input

31

Community Participation

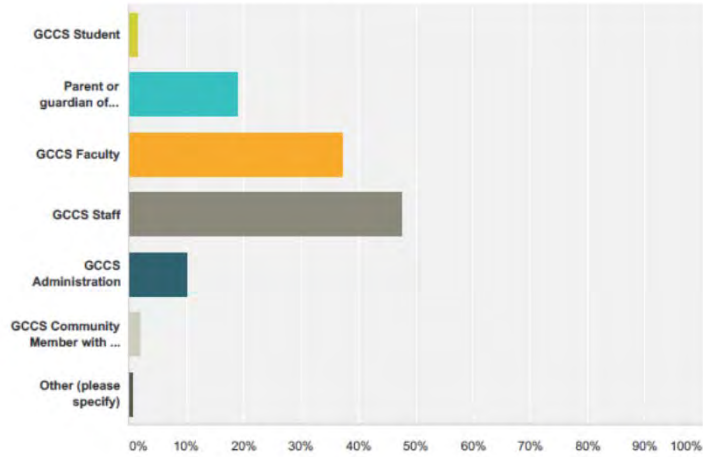
- **Laguna:** 16 in attendance
- **Milan:** 5 in attendance
- **Grants:** 4 in attendance
- **Acoma:** 5 in attendance



Community Survey = 147 Responses

Q1 Please tell us your primary connection to the Grants Cibola County Schools (GCCS) at this time. (Check all that apply)

Answered: 147 Skipped: 0

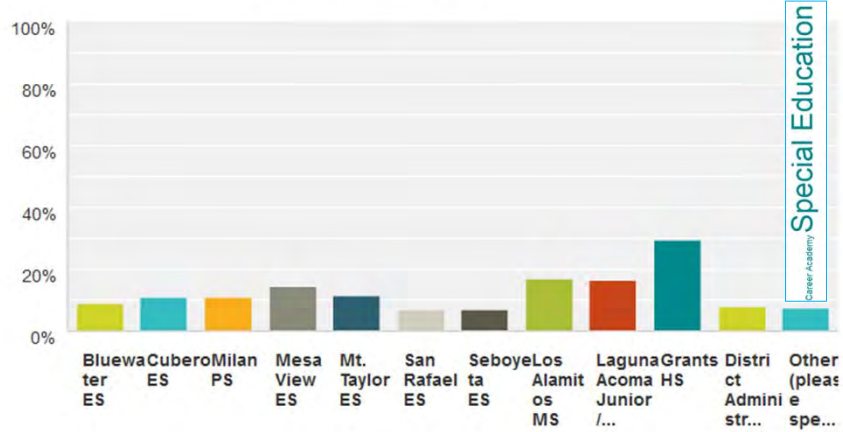


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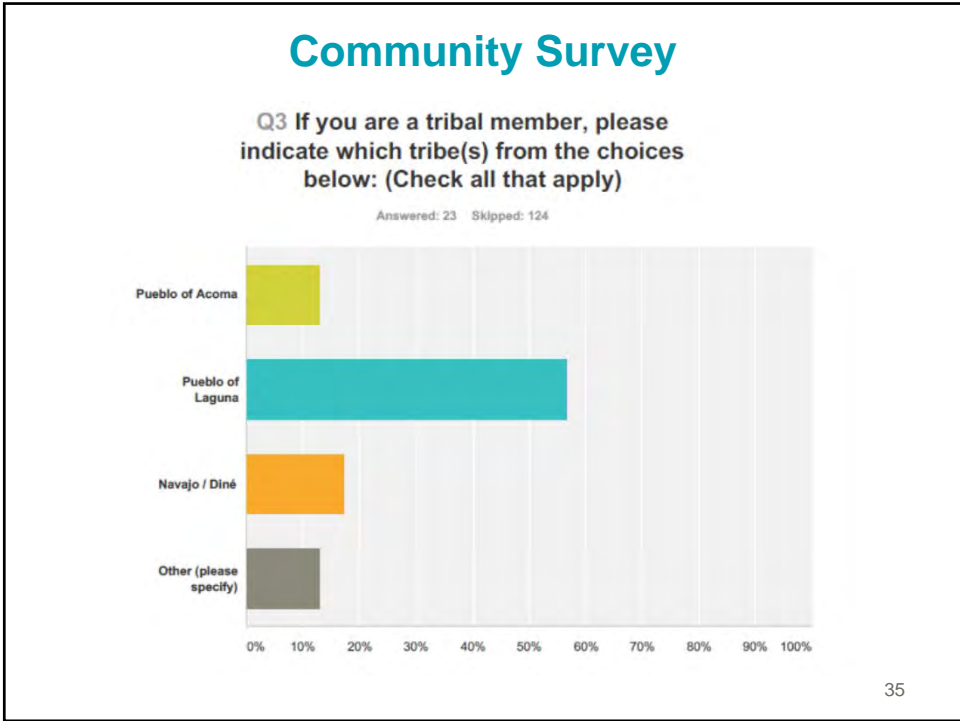
Community Survey

With which GCCS facilities are you primarily affiliated? (Check all that apply)

Answered: 146 Skipped: 1



34



Community Survey

Bluewater ES:	Room Security Health Assistant School Gym Restroom HVAC Electrical and Main Power
Cubero ES:	School Teacher Students Space Classrooms Additional Water Fountains Students Computer Lab Music
Mesa View ES:	Playground Technology Needs Security Technology Needs Room New School Facility Technology

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Community Survey

Milan ES:

Water **Safety**

Safety **Locks**

Mt Taylor ES:

Bathroom Gym

Technology Equipment Carpet

Students **School**

Bathrooms **Water Fountains**

San Rafael ES:

Technology **Bus**

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Community Survey

Seboyeta ES:

WATER

Technology

Internet Reliable **New School**

Laguna Acoma Junior/Senior HS:

Field Technology **Students** Security **Band**

Grants HS:

Alarm Technology **Students** School

Not Enough Books

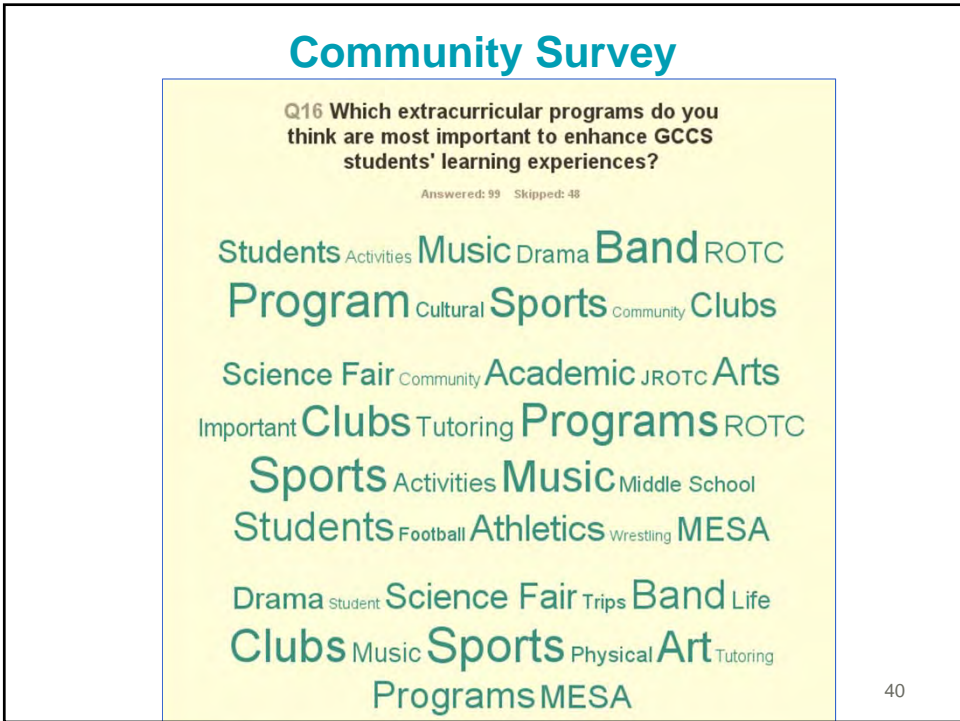
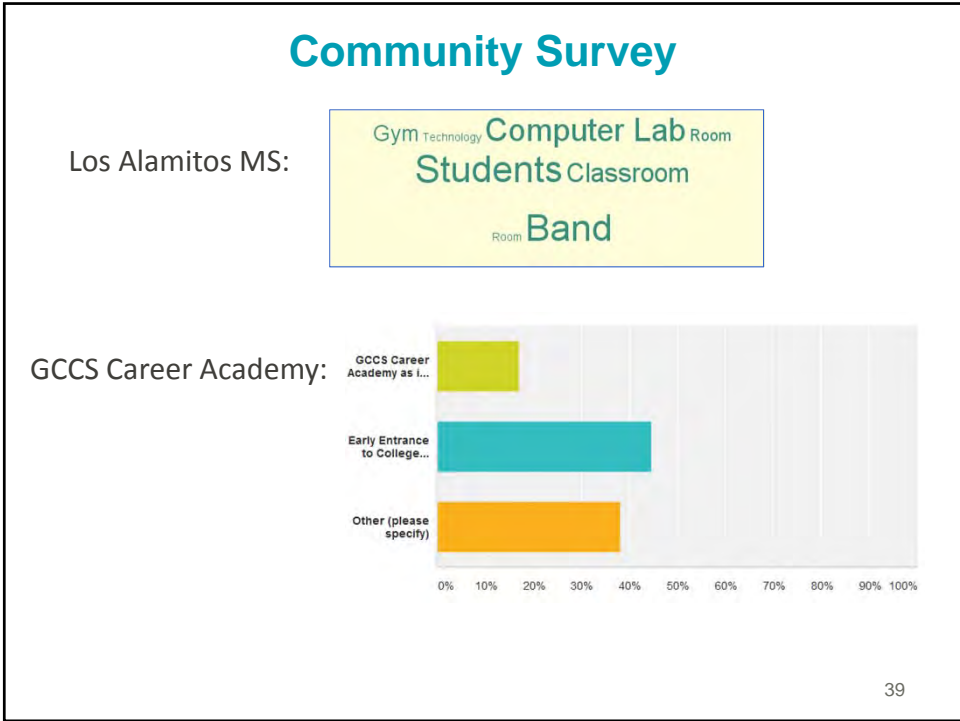
Access to Technology Parking

Security Cameras ROTC

Career Academy AIR **Field** Handicap

Technology Access **School** Salad Bar

38



Community Survey

Q17 Are there any facility related issues you would like the District to consider?

Answered: 58 Skipped: 89

Drainage Program Teachers Education
 Band Room Schedule Central Office
 Grounds Field Mesa View School LAMS
 Students Taught Access Custodians Chairs
 Separate Technology Facility
 Mesa View Heating School Classroom Room
 Needs Students Gym
 Central Office Students Room Technology

41



2016-21 FMP Steering Committee Input

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GCCS Issues, Needs & Concerns

Life-Health-Safety-Security
 Technology
 Maintenance / Preventive Maintenance
 Facility Condition
 Efficient / Effective Facilities
 Facility Equity
 Availability of Capital Funding
 Partnerships: Community and PSCOC/PSFA

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GCCS Capital Project Ranking


1. RE-OCCURRING NEEDS: SB-9 & GOB
2. FACILITY / SITE SYSTEM RENEWAL: SB-9 & GOB
3. FACILITY / SITE CAPITAL PROJECTS: GOB
4. FACILITY DEMOLITION / DISPOSAL

44

GCCS Capital Project Ranking  Re-occurring Needs

1. Life-Health-Safety-Security:
 - As Needed
2. Technology:
 - Infrastructure Upgrade: In Progress
 - Technology Buildings : Upgrade
3. Maintenance:
 - Developed & Implemented Preventive Maintenance Plan
 - Equipment & Material Replacement: As Needed


45

GCCS Capital Project Ranking  Potential Projects

Rank of Potential PSCOC/PSFA Capital Projects At:

1. Bluewater ES: Possible State Funding Partnership
2. Seboyeta ES: Possible State Funding Partnership
3. Mt. Taylor ES: Possible State Funding Partnership


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GCCS Capital Project Ranking  Potential Projects

Rank of Potential PSCOC/PSFA Building System Capital Projects At:

1. Laguna–Acoma Jr./Sr. High School
2. Mesa View ES
3. Grants High School
4. San Rafael ES
5. Milan ES
6. Laguna-Acoma Jr./Sr. HS Track & Field Upgrade: **In Progress**

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GCCS Capital Project Ranking  Potential Projects

Rank of Potential GCCS Capital Projects At:

Elementary Schools:

- Cubero ES: On Hold 2 years

Jr. / Sr. High Schools:

- Los Alamitos MS
 - Dedicated Band / Music Room: On Hold
- Laguna Jr. / Sr. High School
 1. Performing Arts Renovation
 2. Softball / Baseball Fields Upgrades
 3. Auxiliary Gymnasium
 4. Practice Field

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GCCS Capital Project Ranking
➔
Potential Projects

Rank of Potential GCCS Capital Projects At:

- Grants High School
 1. Track & Field Upgrade: Phase Project
 2. Wrestling Program: Use Existing Facilities on Campus
 3. ROTC Program: Minor Renovation
 4. Culinary Arts Program: Relocate to HS Campus

- Adequate Facilities for Career Academy

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GCCS Capital Project Ranking
➔
Potential Projects

Rank of Potential GCCS Capital Projects:

Support Space:

1. Technology Department:
 - Adequate Facilities for District Server: Improve Existing Building
 - Adequate Facilities for IT Department: Improve Existing Building
2. Bus Barn
 - Extend Bus Barn
3. Central Administration
4. Maintenance
 - Covered Equipment Storage: Long Term Goal

50

GCCS Capital Project Ranking  Potential Projects

Rank of Potential GCCS Capital Projects:

Demolition of Facilities / Portables:

1. Laguna – Acoma Teacher Housing: **In Progress**
2. Portables: 1 at Old Board Room; 6 at Bluewater ES
3. Old Central Office
4. Old School Board Building
5. 1955 HS Shop Building

51

GCCS Capital Project Ranking  FMP Priorities

GCCS FMP PRIORITIES:

1A. Life-Health-Safety-Security:

- As Needed

1B. Technology:

- Infrastructure Upgrade: In Progress
- Technology Buildings : Adequate Facilities

1C. Maintenance:

- Developed & Implemented Preventive Maintenance Plan
- Equipment & Material Replacement: As Needed

52


GCCS Capital Project Ranking  FMP Priorities

GCCS FMP PRIORITIES:

2. Facility Upgrades At:

- 2A. Bluewater ES: Potential Replacement
- 2B. Seboyeta ES: Potential Replacement
- 2C. Mount Taylor ES: Potential Replacement
- 2D. Laguna–Acoma Jr./Sr. High School, Including Performing Arts Space: Building Systems Upgrades
- 2E. Grants HS Track & Field Upgrade: Phased Project
- 2F. Mesa View ES: Building Systems Upgrades; Potential Renovation

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GCCS Capital Project Ranking  FMP Priorities

GCCS FMP PRIORITIES:

2. Facility Upgrades At:

- 2G. Grants High School, Including ROTC and Auxiliary Gym: Building Systems Upgrades; Potential Renovation
- 2H. San Rafael ES: Building Systems Upgrades
- 2i. Milan ES: Building Systems Upgrades
- 2J. Laguna-Acoma Jr./Sr. HS Track & Field Upgrade: **In Progress**
- 2K. Cubero Additional Classrooms

54

GCCS Capital Project Ranking
FMP Priorities

GCCS FMP PRIORITIES:

3. Bus Barn Expansion
4. Demolition of Facilities / Portables:
 - 4A. Portables: 1 at Old Board Room; 6 at Bluewater ES
 - 4B. Old Central Office
 - 4C. Old School Board Building
 - 4D. 1955 HS Shop Building

55

GCCS FMP 2017-22 PRIORITIES					
#	Priority Description	Funding Source	PSCOC/ PSFA Funding	Schedule	Total Project
1A	Life-Health-Safety-Security	SB-9		2017-22	
1B	Technology	SB-9	1	2017-22	
1C	Maintenance/Preventive Maintenance	SB-9		2017-22	
2	Facility Upgrades:				
2A	Bluewater ES: Replacement Project: 150 students	GOB	4	2020	\$7,025,200
2B	Seboyeta ES: Replacement Project: 100 students	GOB	5	2024	\$5,236,303
2C	Mount Taylor ES: Partial Replacement: 575 students	GOB	6	2024	\$16,230,988
2D	Laguna-Acoma Jr./Sr. HS: Building Systems	GOB	3	2020-22	\$7,150,000
2E	Grants HS Track & Field Upgrades	GOB		2017-22	\$2,600,000
2F	Mesa View ES: Building Systems; Potential Renovation	GOB		2024	\$8,438,840
2G	Grants HS: Building Systems; Potential Renovation	GOB		2024	\$5,850,000
2H	San Rafael ES: Building Systems	GOB		2024	\$2,242,672
2I	Milan ES: Building Systems	GOB		2024	\$1,950,000
2J	Laguna-Acoma Jr./Sr. HS: Track & Field Upgrade	GOB	2	2017	\$1,625,000
2K	Cubero ES: 2 Classroom Addition	GOB		2020	\$1,015,300
3	Bus Barn Expansion	GOB		2018	\$195,000
4	Demolition / Disposal of Facilities and Portables				
4A	Portables: 7	GOB		2017-22	\$0
4B	Old Central Office	GOB		2017-22	\$346,970
4C	Old School Board Building	GOB		2017-22	\$103,285
4D	1955 HS Shop Building	GOB		2017-22	\$162,695
FMP Priorities TOTAL:					\$60,172,251

Bluewater, Seboyeta and Mount Taylor ES projects are based on PSFA recommended square footages per student.

Thank You
FOR
YOUR TIME
AND
INPUT

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Grants Cibola County Schools
FMP Community Meeting
2016-2021 FMP
 December 13, 2016 ¹


FMP Participants

A Special Thank You To:

German Martinez	Benny Gallegos	Virgil Siow
Alton Autrey	Dwayne Toivanen	Marilyn Joe
Mark Space	Raquel Whitebird	Arthur Joe, Sr.
Mark Clark	Asha Ashby	Alvin Martin
Bob Tenequer	David Baca	Roger Stone
Jeri Gnodle	Tiko Charlie	William Griner
Sonya Hernandez	William Griner	Heather Martinez
D'leese Jones	Beth Head	Concie Autrey
Edwina Hennemann	Candy Salazar	Nicholas Cheromiah
Rosemary Calvert	Gabriel Levantonio	Gloria Chavez
Mark Head	Lucianne Riley	Diana McDowell
Matt Lindsey	W. Capitan	Al Prewett
Marilyn Cheromiah	Gwen Capitan	Jane Williams
Joan Gilmore	Joni Moone	Guy Archambeau
Michael O'Connell	Jolynn Sandoval	Bill Sprick
Clara DeArmond	Aaron Riley	Richard Dicks

²

FMP Purpose 



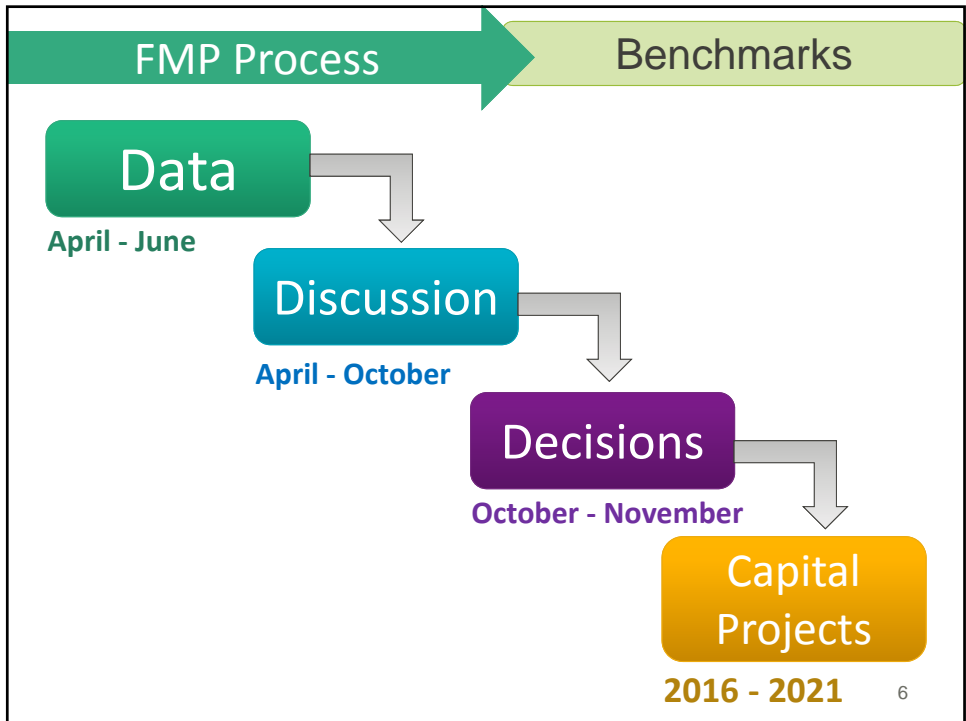
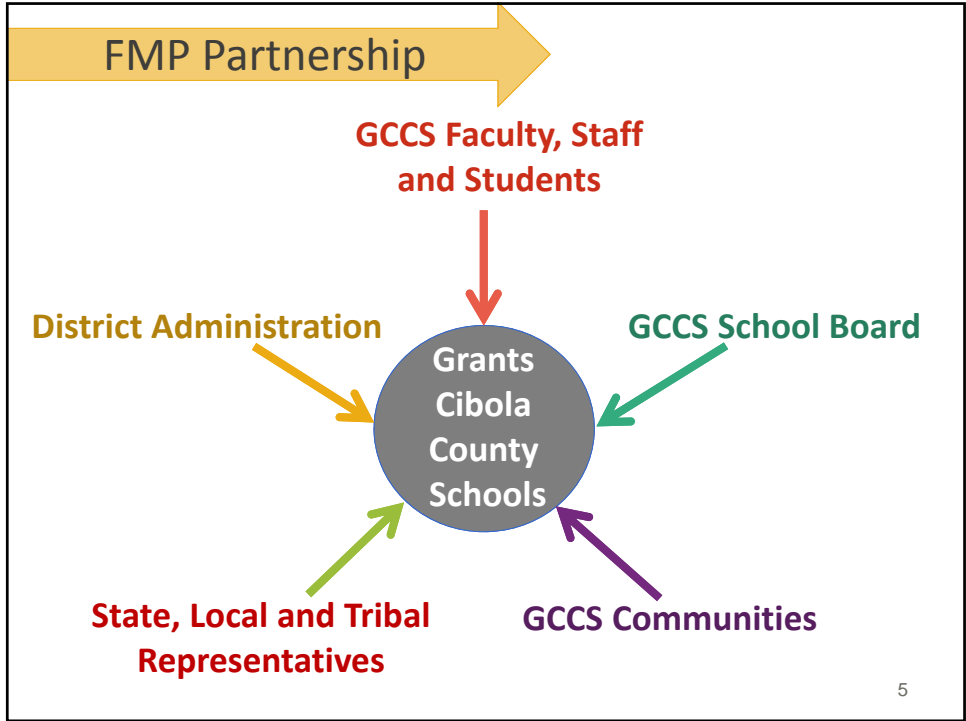
**Develop a
Plan / Road Map
for school facilities
which will support the
School's Mission
and Educational
Program For
*Student Success***

3


Grants Cibola County Schools 2016
Mission Statement:

***Every Student,
Every Day,
Building A Person for Life***

4



FMP Schedule	
July 27	Steering Committee Meeting
August 17	Steering Committee Meeting
Sept 21-22	Community Meetings @: Laguna Pueblo, Acoma Pueblo, Grants-Milan, Navajo Baca Chapter
Sept 23- Oct 3	Student / Community Surveys
October 4	Steering Committee Meeting
November 1	School Board / Community Review
December 13	School Board Review
January 17	School Board Adoption



2015-16
BACKGROUND
INFORMATION

Background
2015-16 Capacities

PFSA Recommended Square Footage:

School	2015-16 Enrollment	SQ. FT. including Portables	PSFA Rec. SQ.FT	Difference
Elementary Subtotal:	2,074	297,654	272,436	25,218
Middle School Subtotal:	401	67,877	59,348	8,529
High School Subtotal:	1,257	335,593	193,138	142,455
DISTRICT TOTALS:	3,732	701,124	524,922	176,202

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

State Calculates **176,202 sf** UNDER-utilized space
5,945 Capacity based on Sq. Ft.

9

Background
2015-16 Capacities

PFSA Recommended Square Footage Elementary:

School	Grades	2015-16 Enrollment	SQ. FT. including Portables	PSFA Rec. SQ.FT	Difference
Bluewater ES	K - 6	116	22,747	16,936	5,811
Cubero ES	K - 6	324	36,340	44,064	-7,724
Mesa View ES	Pre-K - 6	459	55,573	59,670	-4,097
Milan ES	Pre-K - 6	504	60,901	64,008	-3,107
Mt. Taylor ES	Pre-K - 6	525	74,577	66,150	8,427
San Rafael ES	K - 6	68	30,132	10,064	20,068
Seboyeta ES	K - 6	78	17,384	11,544	5,840
Elementary Subtotal:		2,074	297,654	272,436	25,218

State Calculates **25,218 sf** UNDER-utilized
 Elementary School space

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Background		2015-16 Capacities			
PFSA Recommended Square Footage Middle/High School:					
School	Grades	2015-16 Enrollment	SQ. FT. including Portables	PSFA Rec. SQ.FT	Difference
Los Alamitos MS	7 - 8	401	67,877	59,348	8,529
Middle School Subtotal:		401	67,877	59,348	8,529
Grants HS	9 - 12	884	214,945	123,760	91,185
Laguna Acoma MS/HS	9 - 12	373	120,648	69,378	51,270
High School Subtotal:		1,257	335,593	193,138	142,455
DISTRICT TOTALS:		3,732	701,124	524,922	176,202
These capacities are based upon square foot per student and include portables.					
State Calculates 150,984 sf UNDER-utilized space					
5,945 Capacity based on PSFA Recommended Sq. Ft.					
11					

Background		2015-16 Capacities			
District ES Capacity Based on Instruction Space:					
School	Grades	2015-16 Enrollment	Existing # of Classrooms w/ Portables	Instructional Space Capacity w/ Portable @ 67%	PSFA Capacity based on Existing Permanent SF/Student
Bluewater ES	K - 6	116	12	177	158
Cubero ES	K - 6	324	22	324	261
Mesa View ES	Pre-K - 6	459	40	590	423
Milan ES	Pre-K - 6	504	40	590	472
Mt. Taylor ES	Pre-K - 6	525	44	649	608
San Rafael ES	K - 6	68	13	192	213
Seboyeta ES	K - 6	78	8	118	119
Elementary Subtotal:		2,074	179	2,638	2,254
12					

Background

2015-16 Capacities

District MS – HS Capacity Based on Instruction Space:

School	Grades	2015-16 Enrollment	Existing # of Classrooms w/ Portables	Instructional Space Capacity w/ Portable @ 67%	Instructional Space Capacity w/ Portable @ 75%	PSFA Capacity based on Existing Permanent SF/Student
Los Alamitos MS	7 - 8	401	38	687	770	473
Middle School Subtotal:	0	401	38	687	770	473
Grants HS	9 - 12	884	68	1367	1530	2388
Laguna Acoma MS/HS	9 - 12	373	37	744	833	830
High School Subtotal:	0	1,257	105	2,111	2,363	3,218
DISTRICT TOTALS:		3,732	322	5,436	6,086	5,945

State Calculates 5,945 Capacity based on PSFA Recommended Sq. Ft./student

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Background

2015-16 Utilization

District Classroom & Facility Utilization:

School	2015-16 Enrollment	Existing # of Classrooms w/o Portables	Classroom Utilization Rate	Facility Utilization Rate
Elementary Subtotal:	2074	179.0	89%	55%
Middle School Subtotal:	401	38.0	39%	76%
High School Subtotal:	1257	105.0	32%	71%
DISTRICT TOTALS:	3,732	322.0	53%	67%

State Anticipates a 85-95% Classroom Utilization Rate
67% is the Anticipated Facility Utilization Rate

14

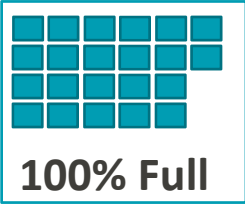
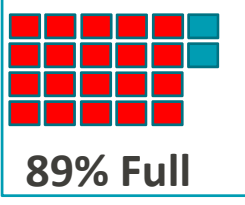
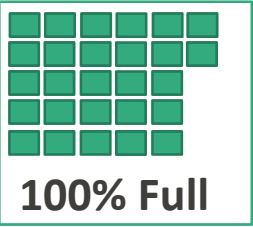
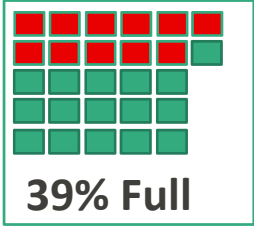
Background → 2015-16 Utilization

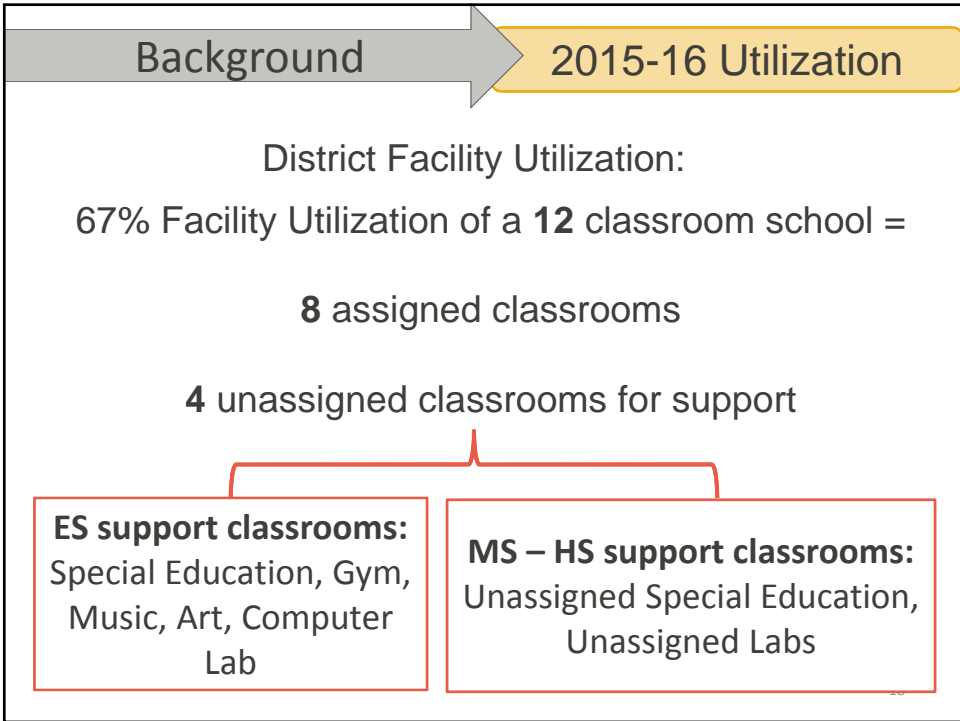
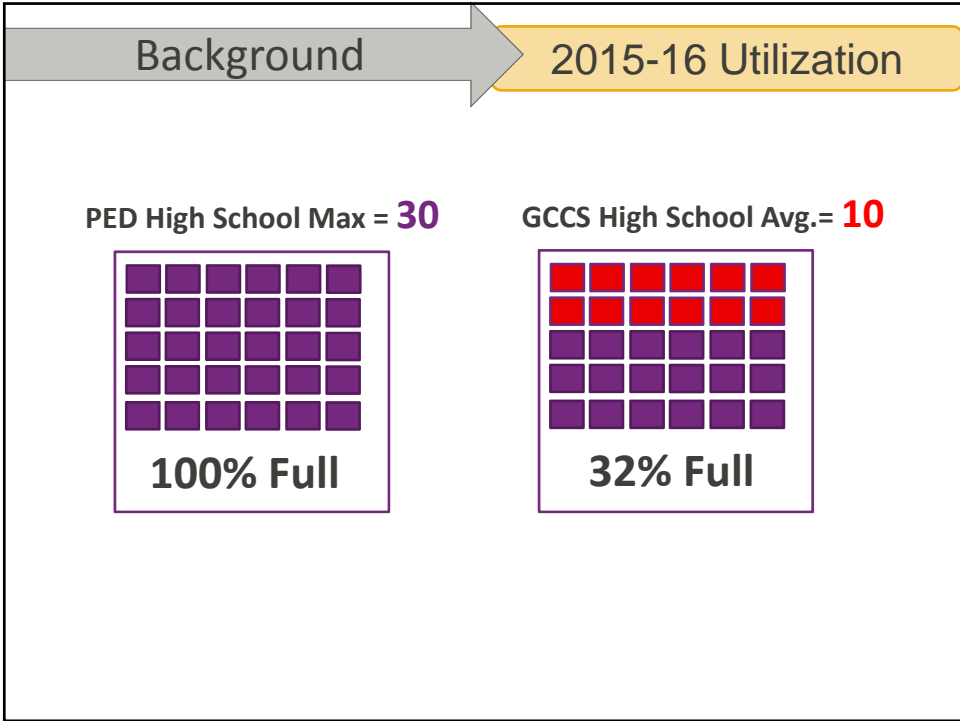
District Classroom Utilization:

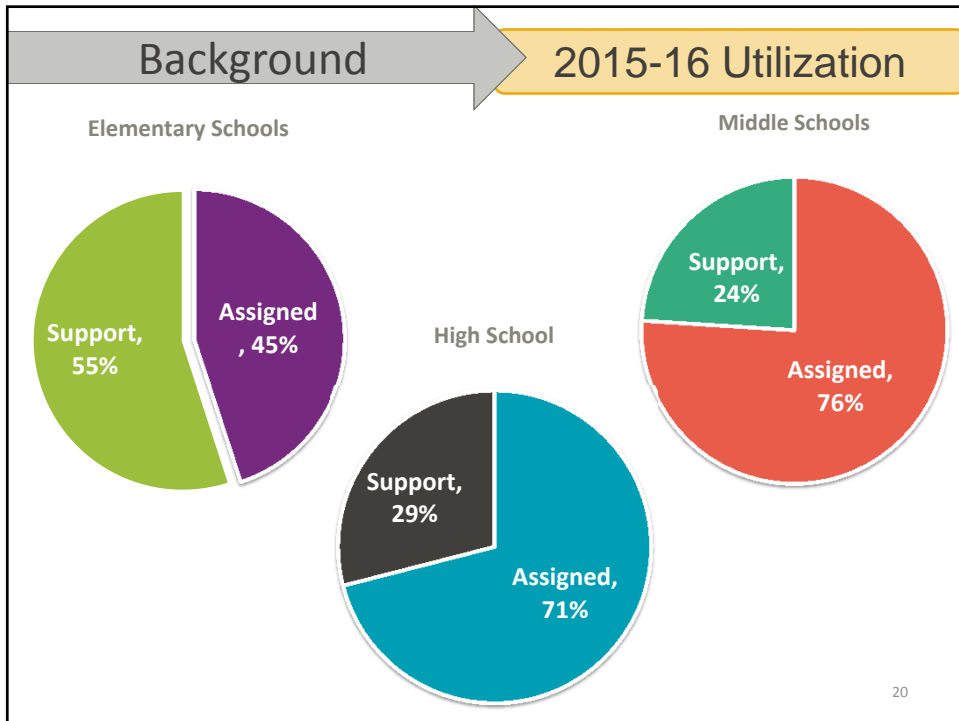
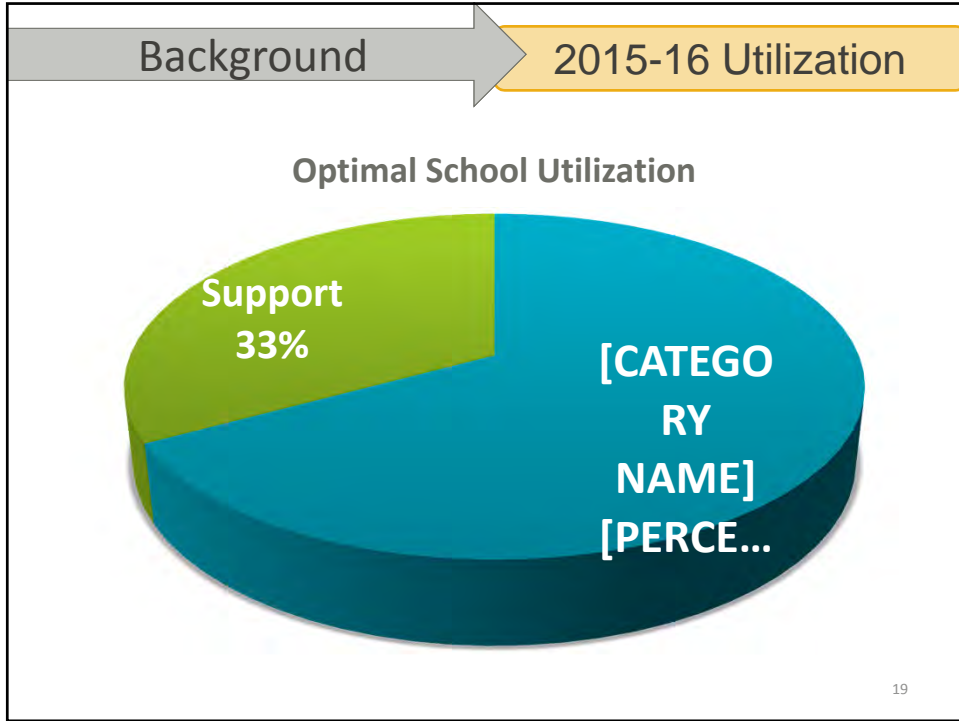
<u>PED Max. Students/Classroom</u>	<u>GCCS Average Assigned Students/Classroom</u>
ES: 22	89% = 20 ES students
MS: 27	39% = 11 MS students
HS: 30	32% = 10 HS students

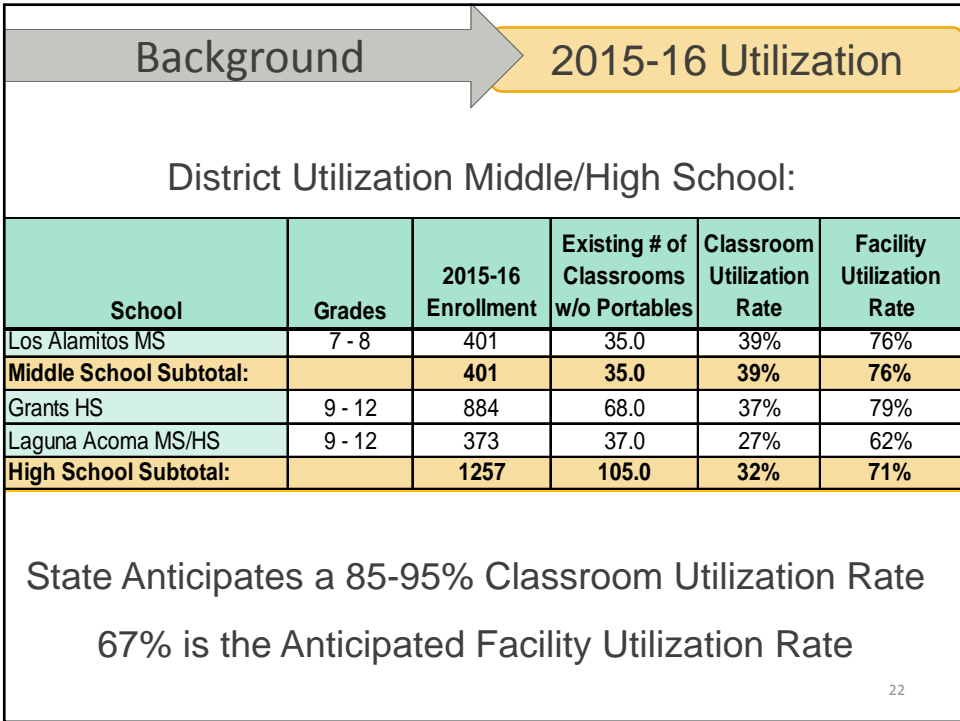
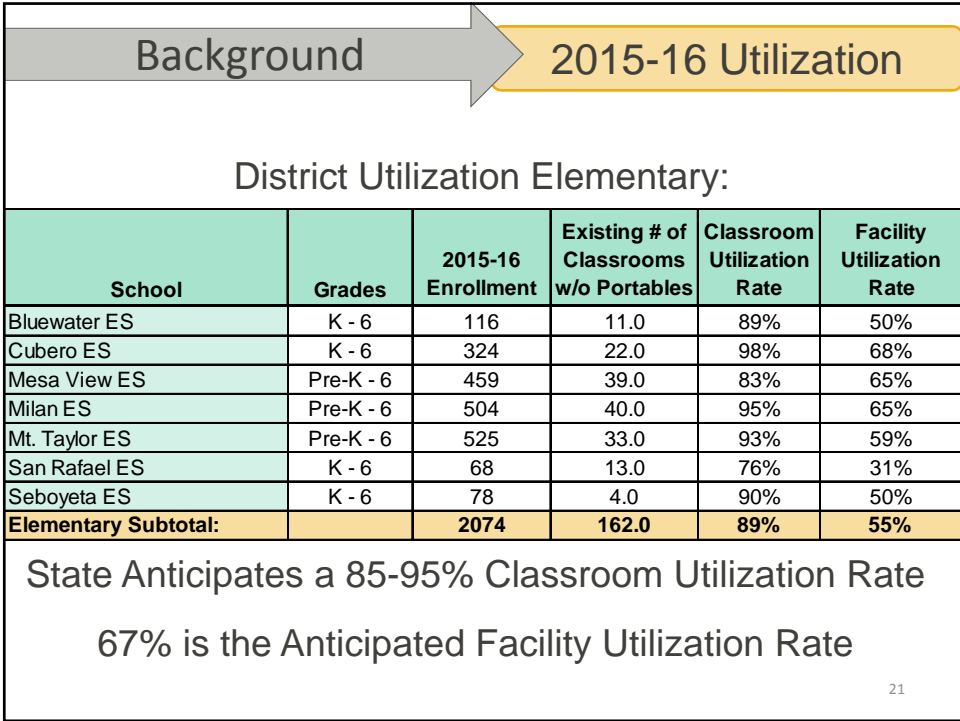
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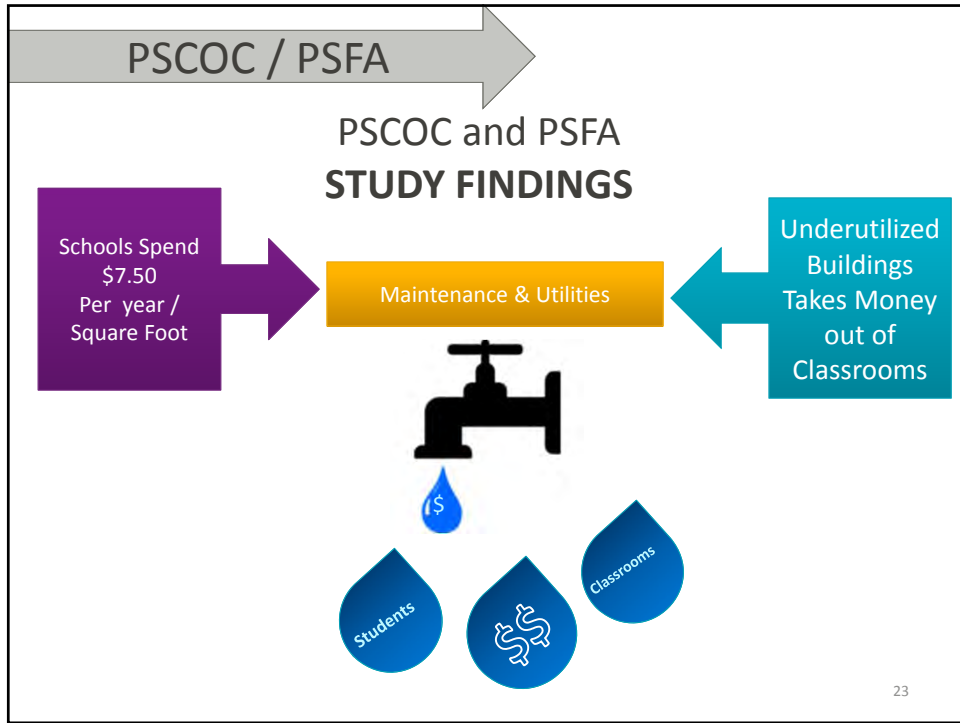
Background → 2015-16 Utilization

<p>PED Elementary Max = 22</p>  <p>100% Full</p>	<p>GCCS Elementary Avg. = 20</p>  <p>89% Full</p>
<p>PED Middle School Max = 27</p>  <p>100% Full</p>	<p>GCCS Middle School Avg. = 11</p>  <p>39% Full</p>









Background → **2016 FAD Rankings**


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24

Background → **GOB Information**



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to GCCS:
\$33,141,996
Since 2005



GCCS 2013 GOB:
\$9,000,000

25

Background → **GCCS Capital Projects**

GCCS Capital Projects Since 2000

- Grants HS: 2004, 2005
- Laguna – Acoma Jr. / Sr. HS: 2004
- Cubero ES: 2013
- Milan ES: 2008
- Kindergarten Classrooms: Mt. Taylor 2011, Mesa View ES 2011, Cubero ES 2015
- Grants Performing Arts Center: No PSFA Funds: 2014
- Los Alamos Middle School: 2016

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Background → GCCS Capital Projects

GCCS Capital Projects Since 2000


- Milan ES: Partial Roof Replacement
- Mesa View ES: Partial Roof Replacement
- San Rafael ES: Roof Replacement

27

Background → GOB Information



GCCS Anticipates Next GOB Election in February 2019



GCCS Anticipates Limited State Funding for Future Projects:

- Blue Water ES
- Seboyeta ES
- Mt. Taylor ES

28



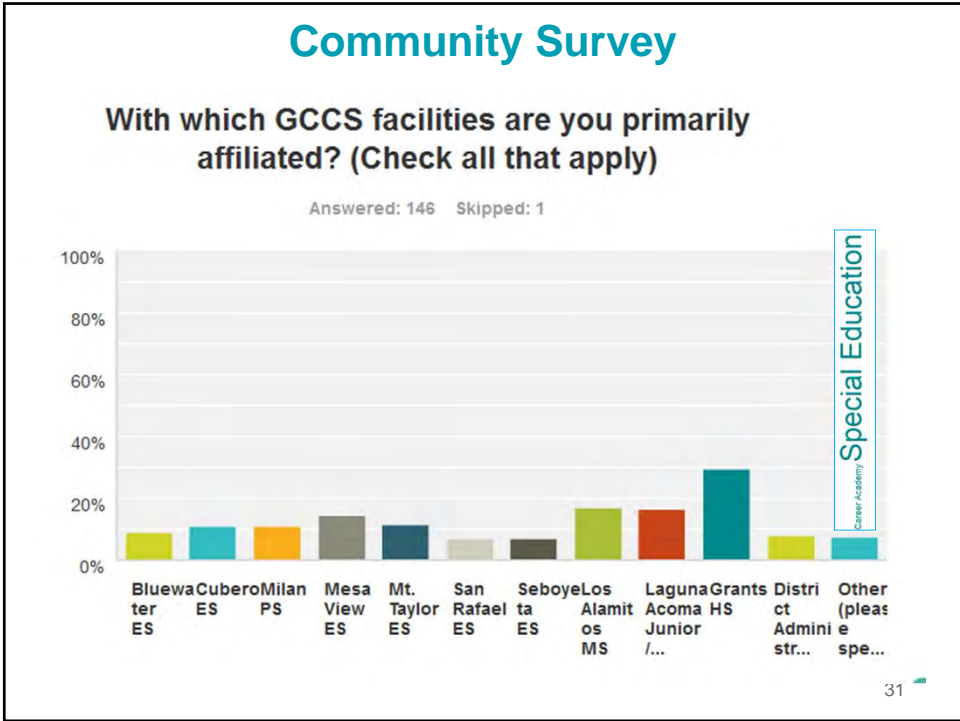
2016-21 FMP
Community Input

29

Community Participation

- **Laguna:** 16 in attendance
- **Milan:** 5 in attendance
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- **Acoma:** 5 in attendance





GCCS Issues, Needs & Concerns

Life-Health-Safety-Security
Technology
Maintenance / Preventive Maintenance
Facility Condition
Efficient / Effective Facilities
Facility Equity
Availability of Capital Funding
Partnerships: Community and PSCOC/PSFA

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GCCS Capital Project Ranking

1. RE-OCCURRING NEEDS: SB-9 & GOB
2. FACILITY / SITE SYSTEM RENEWAL: SB-9 & GOB
3. FACILITY / SITE CAPITAL PROJECTS: GOB
4. FACILITY DEMOLITION / DISPOSAL

34

GCCS Capital Project Ranking → Re-occurring Needs

1. Life-Health-Safety-Security:
 - As Needed
2. Technology:
 - Infrastructure Upgrade: In Progress
 - Technology Buildings : Upgrade
3. Maintenance:
 - Developed & Implemented Preventive Maintenance Plan
 - Equipment & Material Replacement: As Needed


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GCCS Capital Project Ranking → Potential Projects

Rank of Potential PSCOC/PSFA Capital Projects At:

1. Bluewater ES: Possible State Funding Partnership
2. Seboyeta ES: Possible State Funding Partnership
3. Mt. Taylor ES: Possible State Funding Partnership


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GCCS Capital Project Ranking  Potential Projects

Rank of Potential PSCOC/PSFA Building System Capital Projects At:

1. Laguna–Acoma Jr./Sr. High School
2. Mesa View ES
3. Grants High School
4. San Rafael ES
5. Milan ES
6. Laguna-Acoma Jr./Sr. HS Track & Field Upgrade: **In Progress**

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GCCS Capital Project Ranking  Potential Projects

Rank of Potential GCCS Capital Projects At:


Elementary Schools:

- Cubero ES: On Hold 2 years

Jr. / Sr. High Schools:

- Los Alamitos MS
 - Dedicated Band / Music Room: On Hold
- Laguna Jr. / Sr. High School
 1. Performing Arts Renovation
 2. Softball / Baseball Fields Upgrades
 3. Auxiliary Gymnasium (**School 1st Priority**)
 4. Practice Field

38

GCCS Capital Project Ranking  Potential Projects

Rank of Potential GCCS Capital Projects At:

- Grants High School
 1. Track & Field Upgrade: Phased Project
 2. Wrestling Program: Use Existing Facilities on Campus
 3. ROTC Program: Building Systems Upgrades; Minor Renovation
 4. Culinary Arts Program: Relocate to HS Campus
- Adequate Facilities for Career Academy

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GCCS Capital Project Ranking  Potential Projects

Rank of Potential GCCS Capital Projects:

Support Space:

1. Technology Department:
 - Adequate Facilities for District Server: Improve Existing Building
 - Adequate Facilities for IT Department: Improve Existing Building
2. Bus Barn
 - Extend Bus Barn
3. Central Administration
4. Maintenance
 - Covered Equipment Storage: Long Term Goal

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GCCS Capital Project Ranking  Potential Projects

Rank of Potential GCCS Capital Projects:

Demolition of Facilities / Portables:

1. Laguna – Acoma Teacher Housing: **In Progress**
2. Portables: 1 at Old Board Room; 6 at Bluewater ES
3. Old Central Office
4. Old School Board Building
5. 1955 HS Shop Building

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GCCS Capital Project Ranking  FMP Priorities

GCCS FMP PRIORITIES:

1A. Life-Health-Safety-Security:

- As Needed

1B. Technology:

- Infrastructure Upgrade: In Progress
- Technology Buildings : Adequate Facilities

1C. Maintenance:

- Developed & Implemented Preventive Maintenance Plan
- Equipment & Material Replacement: As Needed

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GCCS Capital Project Ranking	FMP Priorities
<p>GCCS FMP PRIORITIES:</p> <p>2. School Facility Upgrades At:</p> <p>2A. Bluewater ES: Potential Replacement 150 Students</p> <p>2B. Seboyeta ES: Potential Replacement 100 Students</p> <p>2C. Mount Taylor ES: Potential Replacement 575 Students</p> <p>2D. Cubero ES Sewer / Septic System</p> <p>2E. Laguna–Acoma Jr./Sr. High School: Building Systems Upgrades: HVAC; Roofs; Building Settlement; Intercom; Fire Alarm</p> <p>2F. Grants HS Track & Field Upgrade: Resurface Track and Artificial Turf Football Field</p>	
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GCCS Capital Project Ranking	FMP Priorities
<p>GCCS FMP PRIORITIES:</p> <p>2. School Facility Upgrades At:</p> <p>2G. Mesa View ES: Building Systems Upgrades: HVAC; Stage Curtain; Intercom; Roof</p> <p>2H. Grants High School: Building Systems Upgrades: HVAC; Address Hard Water; Fire Alarm</p> <p>2I. San Rafael ES: Building Systems Upgrades: Playground Equipment; Fire Alarm</p> <p>2J. Milan ES: Building Systems Upgrades: Intercom, Fire Alarm; Walking Track; Playground Equipment</p> <p>2J. Laguna-Acoma Jr./Sr. HS Track & Field Upgrade and Campus Drainage: In Progress</p> <p>2K. Cubero 2 Classroom Addition</p>	
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GCCS Capital Project Ranking
FMP Priorities

GCCS FMP PRIORITIES:

3. Demolition of Facilities / Portables:

3A. Portables: 1 at Old Board Room; 6 at Bluewater ES:	6,272sf
3B. Old Central Office:	10,676sf
3C. Old School Board Building:	3,178sf
3D. 1955 HS Shop Building :	5,006sf
<u>3E. IT Storage Building:</u>	<u>2,500sf</u>
TOTAL SF REDUCTION:	27,623sf

27,623sf x \$7.50/sf = **\$207,173** Savings/year in
Maintenance and Utilities

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GCCS Capital Project Ranking
FMP Priorities

GCCS FMP PRIORITIES:

4. Support Facility Upgrades:

- 4A. IT Department Buildings
- 4B. Bus Barn Expansion
- 4C. Central Administration: HVAC; Separate Entry and Fencing

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GCCS DRAFT FMP PRIORITIES

FINAL Priority #	DRAFT Priority #	Priority Description	Funding Source	PSCOC/PSFA Funding	Schedule	Total Project
	1A	Life-Health-Safety-Security			2017-22	
	1B	Technology		1	2017-22	
	1C	Maintenance/Preventive Maintenance			2017-22	
	2	School Facility Upgrades:				
	2A	Bluewater ES: Replacement Project: 150 students		4	2020	\$7,025,200
	2B	Seboyeta ES: Replacement Project: 100 students		5	2024	\$5,236,303
	2C	Mount Taylor ES: Partial Replacement: 575 students		6	2024	\$16,230,988
	2D	Cubero ES Sewer / Septic System		7	2020-22	\$1,040,000
	2E	Laguna-Acoma Jr./Sr. HS: Building Systems: HVAC; Roofs; Building Settlement; Intercom; Fire Alarm		3	2020-22	\$4,875,000
	2F	Grants HS Track & Field Upgrades; Resurface track and artificial turf football field			2017-22	\$1,040,000
	2G	Mesa View ES: Building Systems: HVAC; Stage Curtain; Intercom; Roof			2024	\$2,645,643
	2H	Grants HS: Building Systems: HVAC; Address Hard Water; Fire Alarm			2024	\$2,178,987
	2I	San Rafael ES: Building Systems: Playground Equipment; Fire Alarm			2024	\$370,175
	2J	Milan ES: Building Systems: Intercom, Fire Alarm, Walking Track; Playground Equipment			2024	\$237,514
	2K	Laguna-Acoma Jr./Sr. HS: Track & Field Upgrade and Address Campus Drainage		2	2017	\$2,405,000
	2L	Cubero ES: 2 Classroom Addition			2020	\$1,015,300

Bluewater ES, Seboyeta ES and Mount Taylor ES costs are based on PSFA recommended square footage. 47

GCCS DRAFT FMP PRIORITIES

FINAL Priority #	DRAFT Priority #	Priority Description	Funding Source	PSCOC/PSFA Funding	Schedule	Total Project
	3	Demolition / Disposal of Facilities and Portables				
	3A	Portables: 7; 1 at Old Board Room, 6 at Bluewater ES			2017-22	\$0
	3B	Old Central Office			2,018	\$346,970
	3C	Old School Board Building			2017-22	\$103,285
	3D	1955 HS Shop Building			2018	\$162,695
	3E	IT Department Storage			2,018	\$81,250
	4	Support Facility Upgrades:				
	4A	IT Department			2018	\$192,192
	4B	Bus Barn Expansion			2,017	\$195,000
	4C	Central Administration: HVAC, Separate Entry & Fencing			2,019	\$1,079,780
		FMP Priorities TOTAL:				\$46,461,281

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