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# Acronyms and Definitions

<b>ACS</b> – American Community Survey	<b>FAD</b> – Facility Assessment Database
<b>ADMIN</b> – Administration	<b>FCI</b> – Facility Condition Index (the ratio of need repairs to current replacement value)
<b>ANC</b> – Ancillary	<b>FF&amp;E</b> – Furniture, Fixtures and Equipment
<b>ART</b> – Art	<b>FIN</b> – Finance Office
<b>ATD</b> – Attendance Office	<b>FMAR</b> - Facilities Maintenance Assessment Report
<b>AUD</b> – Auditorium	<b>FMP</b> - Facilities Master Plan
<b>AUX</b> – Auxiliary	<b>FO</b> – Front Office
<b>AV</b> – Audio/Video (room, closet)	<b>FP</b> – Free Play (area)
<b>B</b> – Boy’s Toilet	<b>FS</b> – Food Service
<b>BBER</b> – Bureau of Business and Economic Research	<b>FZ</b> – Freezer
<b>BDCP</b> – Broadband Deficiencies Corrections Program	<b>G</b> – Girl’s Toilet
<b>BKRM</b> – Book Room	<b>GMS</b> – Grady Municipal Schools
<b>BLDG</b> – Building	<b>GES</b> - Grady Elementary School
<b>BR</b> – Boiler Room	<b>GMS</b> - Grady Middle School
<b>BRK</b> – Break Room	<b>GHS</b> - Grady High School
<b>Building Efficiency</b> – Ratio - NASF/ GSF	<b>GOB</b> – General Obligation Bond
<b>BUS</b> - Business	<b>GSF</b> – Gross Square Feet, or the sum of the net assignable square feet plus all other building area that is not assignable.
<b>BYOD</b> - Bring Your Own Device	<b>GYM</b> – Gymnasium
<b>CA</b> – Career Academy	<b>HB-33</b> – House Bill 33
<b>CAF</b> – Cafeteria	<b>ITV</b> – Interactive Television
<b>CCSS</b> – Common Core State Standards	<b>J</b> – Janitor’s / Custodial Closet
<b>CLRM</b> – Classroom	<b>HL</b> – Hall
<b>CMU</b> – Concrete Masonry Unit	<b>K</b> – Kindergarten
<b>CNC</b> – Concessions	<b>KIT</b> – Kitchen
<b>CNG</b> – Changing Room	<b>LA</b> – Language Arts
<b>COMP</b> – Computer Lab	<b>LEA</b> – Local Education Agency
<b>CON</b> – Conference	<b>LHSS</b> – Life-Health-Safety-Security-ADA-Code
<b>CONF</b> – Conference Room	<b>LIB</b> – Library
<b>COR</b> – Corridor	<b>LKRM</b> – Lockers (room, area)
<b>COUN</b> – Counseling	<b>LNG</b> – Lounge
<b>CSCI</b> – Computer Science (lab, room)	<b>LOB</b> – Lobby
<b>DD Program</b> – Developmentally Delayed Program	<b>M</b> – Men’s Toilet
<b>DW</b> – Dish Wash (room, area)	<b>MACC</b> – Maximum Allowable Construction Cost
<b>E</b> – Electrical	<b>MAT</b> – Material Storage
<b>ENG</b> – English	<b>MBPS</b> – Megabits per second
<b>EPSS</b> – Educational Plan for Student Success	<b>MC</b> – Media Center
<b>EQ</b> – Equipment	<b>MECH</b> – Mechanical
<b>ESL</b> – English as Second Language	
<b>F</b> – File Room	

# Acronyms and Definitions

**MNT** – Maintenance (room, area)

**MP** – Multi-Purpose Room

**MSTO** – Media Storage

**MT** – Math

**N** – Nurse

**NASF** – Net Assignable Square Feet, or building area that can be assigned to specific task, not including building circulation, wall thickness, mechanical equipment and toilet facilities

**NMAS** - New Mexico Adequacy Standards

**O** – Office

**OT/PT** – Occupational Therapy/Physical Therapy

**PE** –Physical Education

**PED** – Public Education Department

**PER** – Personnel Office

**PERM** – Permanent building

**PLC**- Professional Learning Communities

**PORT** – Portable Building

**PSCOC** – Public School Capital Outlay Council

**PSFA** – Public School Facilities Authority

**PTR** – Pupil to Teacher Ratio

**REF** – Refrigerator

**S/R** – Secretary / Receptionist

**SB** – Sport’s Booth

**SB-9** – Senate Bill 9

**SCI** – Science (room, lab)

**SEAT** – Seating (area)

**SF** – Square Feet

**SHWR** – Shower (area)

**SLP** – Speech/Language Pathology

**SPED** – Special Education

**SQFT** – Square Feet

**SRVC** – Service (area)

**SRVG** – Cafeteria Serving (room, area)

**SS** – Social Studies

**State FCI** – State Facilities Condition Index

**State ID** – State Building Identification Number

**STG** – Stage

**STO** - Storage

**SUP** – Supply (room, closet)

**T** – Toilet (unisex)

**TARE** – The area allowing circulation, space for electrical, mechanical, bldg and tech systems, toilets and wall thickness

**V** – Vault

**VCT** – Vinyl Composite Tile

**VE** – Vestibule

**VOC** – Vocational (room, lab)

**W** – Women’s Toilet

**WAIT** – Waiting (area, room)

**WR** – Work Room

**WRST** – Wrestling (room, area)

**WTS** – Weight Room

# Master Plan Team

## GRADY MUNICIPAL SCHOOLS REPRESENTATIVES

### Grady Municipal Schools Board Members

Phillip Borden – President  
Colton Grau – Vice President  
Jimmy Schell – Secretary  
Gerald Garland – Member  
Kathy Edwards – Member

### Superintendent

Elnabeth Grau

### FMP Core Committee

Elnabeth Grau, Superintendent  
Melissa Garland, Business Manager

## PUBLIC SCHOOLS FACILITY AUTHORITY REPRESENTATIVES

John Valdez - Facilities Master Planner  
Jim Hill - Regional Manager

## PLANNING PROFESSIONAL

### Greer Stafford / SJCF Architecture

Marilyn Strube, Planning Director  
Gabriela Ochoa, Planner  
Mollie Matthews, Intern Architect



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## District Facility Goals

### Long Range Facility Goals

The long range facilities vision of GMS is to provide quality education to all of its students in comfortable and stimulating learning environments that are housed in safe, efficient and effective facilities that support its educational programming. The identified goals for this Facilities Master Plan are:

- Develop a capital improvement plan (CIP) that will continue to provide a safe and comfortable environment for GMS students
- Local community involvement in the CIP
- Align the CIP with the state's Facilities Assessment Database for future partnership opportunities



### Grady Municipal Schools District Mission and Vision Statements

#### Mission

*Grady Municipal Schools believe that all students are unique individuals with special needs and abilities. The Board further believes that it is the responsibility of the Grady Schools community to ensure that every student is provided full opportunity to develop and utilize their unique talents and abilities to enable them to become responsible productive and contributing members of society.*

#### Vision

*Grady Schools are committed to teaching the basics in education, promoting self-discipline to ensure success, and reinforcing the morals and values that result in independent, productive citizens.*

### Relationship with GMS Community

Grady Municipal Schools realizes community partnership is an essential part of the success of the district and its capital improvement projects. The district makes every effort to involve the local community in school functions, programmatic and capital improvement decisions, as well as opening the school facilities for community use. The local community has shown its support of GMS by passing general obligation bond and Senate Bill 9 elections when asked to do so by the GMS School Board. The district is committed to future community involvement in all aspects of GMS.

### District Facilities Alignment to New Mexico Adequacy Standards

Grady Municipal Schools is functioning above New Mexico Adequacy Standards (NMAS) recommended square footage per student. The district has reviewed the utilization and capacity at its combo school and understands that there are areas of under utilized square footage throughout the combo school. Recommendations for aligning the GMS combo school with NMAS are addressed in the district's needs and priorities.

## District Facility Goals

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## Issues and Findings

### ISSUES, CONCERNS AND NEEDS OF THE DISTRICT

The issues that Grady Municipal Schools discussed and addressed during the facilities master plan process included:

- Security:** The issue of school security has gained more importance lately throughout the state's districts. A facility goal of Grady Municipal Schools (GMS) is to provide a comfortable and secure environment for staff and students. The district considers security the issue with the highest priority and in 2018 and 2019 GMS partnered with its local community and PSCOC/PSFA to undertake two security projects. During the process of this FMP, the district reviewed different aspects related to security and determined that it had addressed all security issues for the district in the 2018 and 2019 security projects. No security related facility needs were included in this FMP.
- Facility Funding:** Grady Municipal Schools has developed a good relationship with its community. The community supported the most recent General Obligation Bond in 2019 for \$400,000 and the last SB-9 election. The PSCOC/PSFA has awarded GMS approximately \$3,238,707 since 2005. The availability of funding is a concern for GMS since the district has more facility needs than the existing or anticipated funding can accommodate.
- Facility Condition:** The majority of the facilities at GMS have been well maintained and are in good condition. The original building was constructed in 1934 with additions in 1947, 1972, 1975, 1986, 1994, 1997, 2000 and 2008. In 2007 GMS partnered with its local community and PSCOC/PSFA to renovate the GMS combo school. Maintenance of the older sections is costly; however the district keeps its facilities well maintained, constantly working to improve the condition of its facilities with the limited funds available. This is reflected in the district's current FAD score of 441 and FMAR score of 92.507 percent.
- Community Relationship:** The district is committed to maintaining a positive relationship with the community. Grady Municipal Schools seeks community involvement in its operational and capital issues.
- Integration of Technology into Educational Program:** The district is constantly working to improve technology throughout all its facilities. However, the fast paced evolution of educational technology is challenging to keep up with. The district is concerned about integrating newer technologies into classrooms and having the technology resources to support its educational programs.

Security

Utilization

Funding

Technology

Enrollment

Maintenance

## Issues and Findings

- **Enrollment and School Capacity:** The enrollment at GMS has been increasing since 2012-2013. For more than ten years, the district has consistently had a student enrollment that exceeds its total school age population within district boundaries. In 2019 the student enrollment was 164.2 percent of the total student population. A large portion of student enrollment comes from adjacent districts including Clovis, Melrose and Tucumcari School Districts. For the 2020-21 school year, 59 percent of its elementary school students, 63 percent of its middle school students and 71 percent of its high school students were from adjacent school districts. The out-of-district students are a benefit to GMS, providing an increased utilization of its facilities and an expanded educational program for all students. Grady Municipal Schools tracks enrollment trends to meet the needs of its students and facilities.
- **Utilization/Capacity:** Even with the increased enrollment, GMS facilities have under-utilized space. The district utilizes all of its instructional space for its educational program; however, the classroom occupation in each assigned space is low. This has enabled GMS to eliminate the need for portable classrooms and keep all of its students in permanent facilities; however, there are still under-utilized spaces that require maintenance.
- **Teacher Retention/Housing:** The increased student enrollment has an impact on funding which can impact teacher retention in a positive way. The district has three housing units which meet its current needs. Grady Municipal Schools does not have an issue with the retention of qualified teachers.
- **State Mandated Pre-K:** Grady Municipal Schools provides Pre-K education in its elementary school. The state of New Mexico is working toward making Pre-K education mandatory for all children. If Pre-K is mandated, GMS is prepared and capable of addressing mandatory Pre-K needs in its service area. This will not affect the capacity needs of Grady combo school.
- **Future of Existing Facilities:** Grady Municipal Schools has been addressing its facility needs as funding allows. The FMP process identified that the local community agrees that the district should upgrade building/site systems as needed. The district will continue to upgrade building/site systems as necessary and to position itself to partner with the local community and PSCOC/PSFA for future large scale capital projects.



# Planning Process

## DECISION MAKING AUTHORITY

The Grady Municipal Schools (GMS) Board of Education commissioned the development of this 5-Year Facilities Master Plan (FMP) to serve as a reference and guide for the district combo school. It is recommended that this plan be reviewed yearly and modified as necessary to reflect the direction and accomplishments of GMS. It is the responsibility of GMS to review and revise the content of this FMP at a minimum of every 5 years.

## C.1. FACILITIES MASTER PLAN PROCESS

Grady Municipal Schools recognizes that success of this FMP and subsequent capital projects depend on the district developing strong partnerships between GMS staff, the state of New Mexico and the local community. Each entity plays a vital role in the progress of the district. Without the support of all partners, the district will not be able to move forward with its capital improvement plan. During every presentation the schedule was presented and updated to reflect its progress.

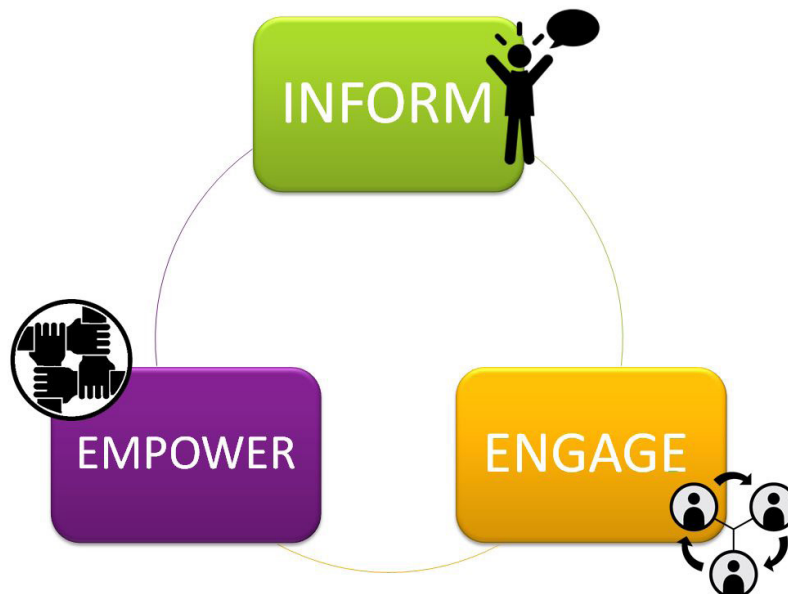
### *FMP Participatory Process*

The Grady Municipal Schools facilities master plan process started with a strategic planning meeting with district administration. This meeting began the discussion of FMP goals and objectives, participants, roles and responsibilities, meetings, schedules and data sources.



# Planning Process

The GS Architecture planning team objective for the GMS FMP process was to inform, engage and empower participants throughout the process to allow them to make knowledgeable decisions for the future of district facilities.



The methods used for gathering data for this FMP included research, interviews, surveys and meetings, both virtual and in person.



## Planning Process

The following table identifies the schedule of meetings and the survey conducted during the GMS FMP process. Refer to Section 5B- Appendix for the presentations of each FMP meeting.

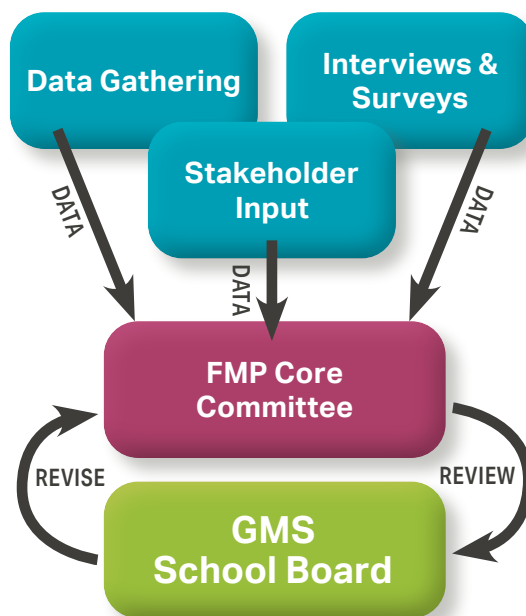
<b>Grady Municipal Schools 2022-2026 FMP FMP Process &amp; Schedule</b>			
<b>Participants</b>	<b>Meeting Description</b>	<b>Location</b>	<b>Date</b>
Superintendent Grau, Marillyn Strube	FMP Start Up Meeting: Review PSFA concerns; Establish FMP process & schedule; Establish roles, responsibilities & decision making process; Establish committees; Discuss FMP goals and expectations; District issues, concerns & needs	Virtual Meeting	16-Mar-21
Superintendent Grau, Marilyn Strube, Maintenance Director	FMP Site Visit/FAD Review	Grady Schools	8-Apr-21
Superintendent Grau, Marillyn Strube	FMP Data Meeting: Review District issues, concerns & needs; review needs spreadsheet	Email Review	3-Jun-21
Superintendent Grau, Marillyn Strube	FMP Data Meeting: Review District issues, concerns & needs; review needs spreadsheet	Virtual Meeting	1-Sep-21
GMS Community	FMP Facility Needs Prioritization Community Survey	Virtual Meeting	16-Sep-21
Superintendent Grau, Marillyn Strube	FMP Data Meeting: Review District survey results; develop final School Board recommendations	Virtual Meeting	16-Sep-21
GMS School Board	School Board FMP Review: Superintendent Grau	Virtual Meeting	20-Sep-21
GMS School Board	School Board FMP Adoption	Virtual Meeting	18-Oct-21

## Planning Process

### C.2. DISTRICT AND COMMUNITY PARTICIPATION

Grady Municipal Schools has developed a long, successful relationship with the local community and with the state's PSCOC/PSFA representatives. The district continuously seeks input from the local community and is aware of their concerns for the future of the district.

The participants identified to participate in the gathering data process were district administration, parents, community members and state representatives. To serve as a liaison between the school board and the community, an FMP Core committee was appointed by GMS to assure that all aspects of the district were represented. The GS Architecture planning team conducted interviews with district personnel related to their area of expertise. The Facilities Assessment Database (FAD) was reviewed in person with the Superintendent and Director of Maintenance. The FMP survey was conducted gathering data from district administration, staff, department heads, parents, school board and community members. The FMP survey asked for input on facility conditions and asked participants to prioritize all facility needs.



The FMP survey was conducted gathering data from district administration, staff, department heads, parents, school board and community members. The FMP survey asked for input on facility conditions and asked participants to prioritize all facility needs.

### C.3. ROLE OF THE CORE COMMITTEE

Grady Municipal Schools did not create a typical FMP Steering committee for this process, rather is used the participants of the community FMP survey to serve as the FMP Steering committee. Grady Municipal Schools wanted to have as many community members as possible participate and have input in the FMP process. The number of participants in the community FMP survey, which formed the FMP Steering committee, was 55. This is impressive for the size of GMS and shows that the district was successful in its endeavor to have community participation and gain meaningful input. It was the task of the FMP Steering committee to assist in identifying and prioritizing district facility needs.

GMS created an FMP Core committee to oversee the FMP process, verify data, synthesize input from the community FMP survey (FMP Steering committee), and finalize the facility recommendations for the school board. Initially, the FMP Core committee had the task of reviewing and verifying information concerning the Grady Municipal Schools facilities, understanding the requirements of a facility master plan and generating goals and recommendations for the district's facilities.

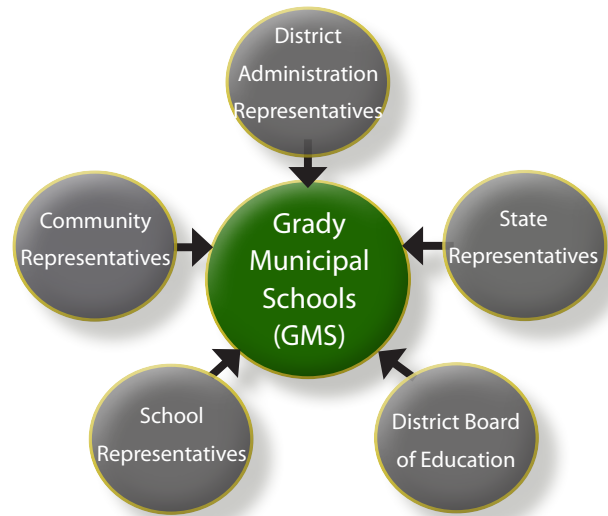
As the process advanced, the FMP Core committee worked closely with the GMS School Board, reviewed all documents for accuracy, correlated all information acquired during the meetings, and made a final facilities recommendation to the GMS School Board based on information provided by the FMP Steering committee through the use of the FMP survey. Ultimately, the

# Planning Process

School Board was responsible for approval and implementation of the final FMP.

## Utilization of Data in the FMP Process

The driving force behind recommendations made by the FMP Core committee, GMS community, and the board of education was a quality representation of the accumulated data. Through each phase of the process, participants were presented with data and information which they analyzed, discussed and from which they developed recommendations. The information gathered from interviews, along with data gathered from PSCOC/PSFA and the local community, was used by the FMP Steering committee to complete the survey and by the FMP Core committee as a basis for discussion and prioritization of GMS facility needs.



## District Data

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

Enrollment History/Projections based on:

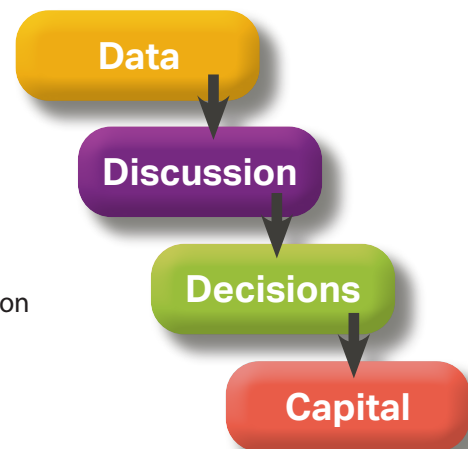
- Births
- Migrations
- Housing
- Programming Requirements
- Historical Enrollments

Community and School Profile based on:

- Demographics
- Educational programs
- Academic Achievements
- Financial Information

Educational Facility Assessments based on:

- Capacity/Utilization Studies
- Profiles
- Priorities
- Quantitative/Qualitative Analysis
- Facilities Assessment Database (FAD) information
- Code Review
- ADA compliance



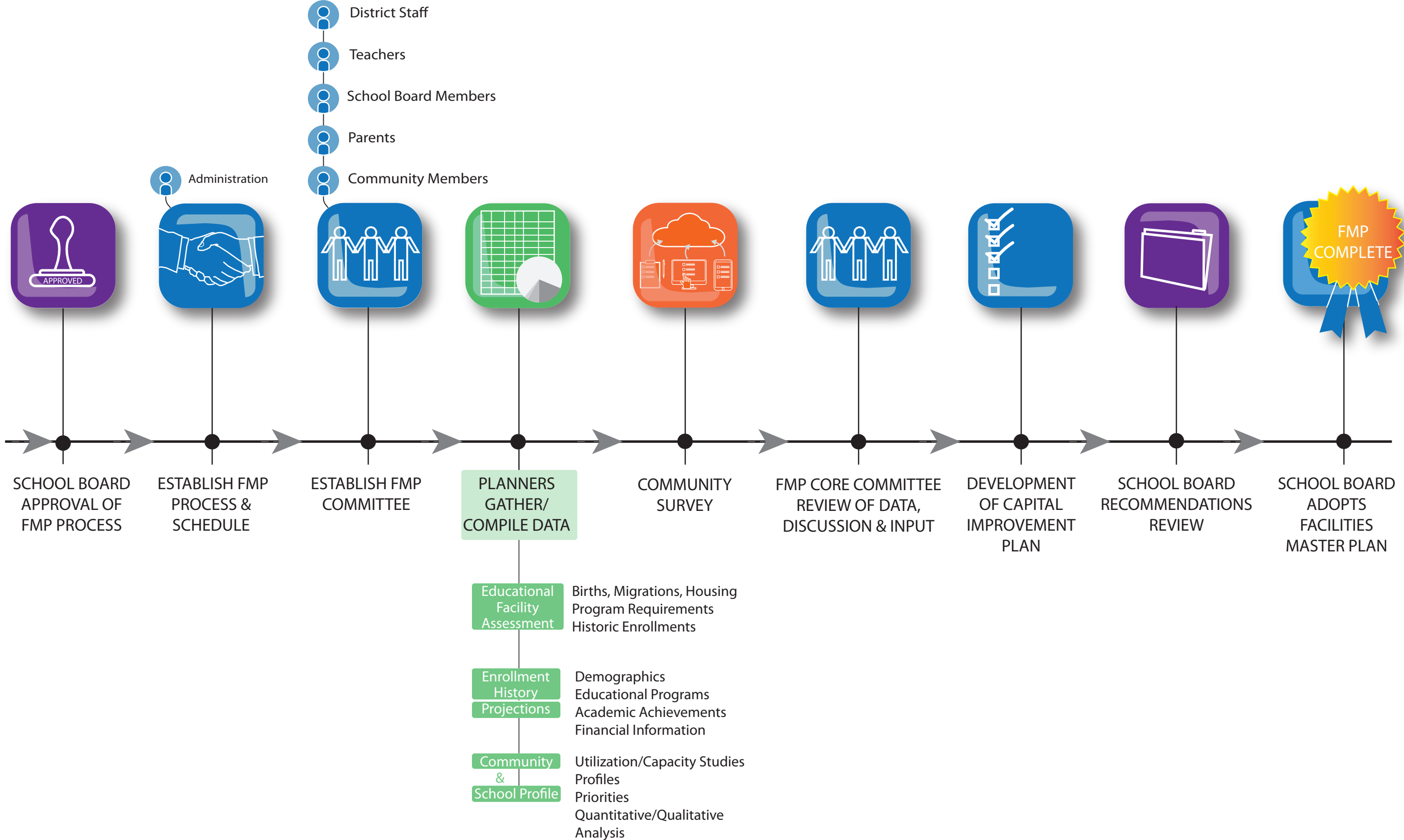
## Planning Process

### **Conclusion**

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

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

# Planning Process



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# Executive Summary

## D.1-D.3. PRIORITY PROJECTS/SCHOOLS WITH COST ESTIMATES AND FUNDING SOURCES

At the end of the Grady Municipal Schools Facilities Master Plan process, the following FMP Facility Priorities / Capital Improvement Plan were identified.

### GMS 2022-26 FMP Capital Improvement Priorities

Project Priority	Facility Need	Funding Source	PSFA Priority	Anticipated Schedule	Probable Total Project Cost
1	Upgrade HVAC: replace 20 year old units: 1934; 1975; 1986; 2000	GOB/SB-9/PSCOC	1-systems	2022-26	\$1,107,522
2	Upgrade technology as needed	SB-9/PSCOC	2-Tech	2022-26	\$162,500
3	Upgrade electrical wiring from panel boxes to electrical main in 1934, 1947 and 1972 buildings	GOB/SB-9/PSCOC	1-systems	2024	\$328,513
4	Upgrade select playground equipment	SB-9/PSCOC	1-systems	2022	\$97,500
5	Create outdoor learning space	GOB/SB-9		2022	\$113,750
6	Create a commons area outside cafeteria	GOB/SB-9		2022	\$624,000
7	Maintenance	SB-9/PSCOC	3-systems	2022-26	\$162,500
8	Renovate Classroom 111 from a science lab to English Classroom	SB-9		2022	\$130,000
9	Replace select windows: cafeteria	SB-9/PSCOC	1-systems	2023	\$390,000
10	Install casework: Clrm 95, 96 & 97	SB-9		2023	\$31,200
11	Upgrade/maintain roofs	GOB/SB-9/PSCOC	1-systems	2022-26	\$2,843,568
<b>Total Priority Probable Project Cost:</b>					<b>\$5,991,053</b>

## Executive Summary

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## Educational Programs/Structure

### A.1. SCHOOL DISTRICT COMPOSITION

<b>2020-2021 Enrollment</b>	174 Students
<b>Number of Schools</b>	3 Schools in one combined campus
<b>Types of Schools</b>	1 High School (9th - 12th)
	1 Middle School (6th - 8th)
	1 Elementary School (Pre K - 5th)
<b>Average GMS Pupil to Teacher Ratio (PTR)</b>	High School = 12 : 1
	Middle School = 12 : 1
	Elementary School = 19 : 1
	Charter School = 11 : 1
	District Average = 13.5 : 1
<b>State Charter Schools operating in GMS</b>	None
<b>Alternative Schools operating in GMS</b>	None
<b>Private Schools Operating within GMS</b>	None
<b>BIE Schools Operating within GMS</b>	None

#### Special Factors:

Grady Municipal Schools is a four day per week district, Monday through Thursday. This allows the students who ride the bus to spend less time on the bus each week and more time on their education. A typical day at GMS is slightly longer than at a 5 day per week district to allow the students to obtain the PED required classroom hours per school year.

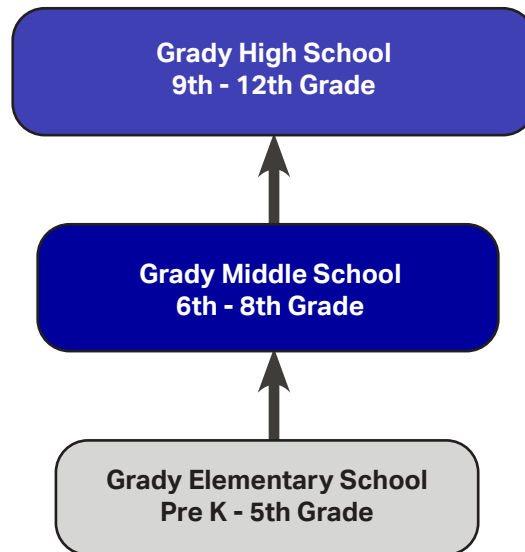
There is no discussion of GMS becoming a year-round school; however, it does offer summer school to its students.

Grady Municipal Schools does partner with other entities to provide online learning for students that want to take courses not available at GMS.

## Educational Programs/Structure

### *Feeder Chart for Grady Municipal School Service Area*

Refer to the following diagram for a feeder chart breakdown for Grady Municipal Schools.



### **Educational Programs**

#### *Federal Programs*

Grady Municipal School District participates in and receives federal monies from the following programs:

- Title I
- Title II - Professional Development
- IDAB - Support Programs
- RTI

#### *School Programs*

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

The following programs and services are available to its students throughout the district:

- New Mexico Pre-K
- Special Education
- Gifted Education
- Distance Learning
- Ancillary
- Inclusion

The following programs available to all students in Middle High School and High School:

- Advanced Placement (AP)
- English

## Educational Programs/Structure

Language Arts  
 Math  
 Science  
 Technology/Computer Skills  
 Agriculture  
 Ag Shop/Welding  
 P.E.  
 Music

### *Extracurricular Programs available for Middle High and High School students*

Basketball: MS & HS  
 Volleyball: MS & HS  
 Football: MS  
 Track: MS & HS  
 Cheer: MS & HS

### *School Grades*

The Public Education Department (PED) uses a school grading system for each school across the State of New Mexico. The following were the 2018 grades for GMS schools:

GRADY MUNICIPAL SCHOOLS REPORT CARD 2018-19		
School ID	School Name	Score / 100
15055	Grady Elementary School	66
15056	Grady Middle School	45
15057	Grady High school	70

The scores are reported by the Vistas program, part of New Mexico Public Education Department, the new accountability system that replaces the A-F school grading system and allows families to review school data to make informed school choice decisions. The system was designed to help identify those in need of additional support. The new portal gives users the view needed to provide increasing access to equitable and excellent educational opportunities. NM Vistas provides up to 13 scored measures for each school, plus an overall score that is the sum of the individual measure scores (max 100 points). The 13 measures are grouped across five indicators, which include a measure of math and reading proficiency, math and reading growth, English learner progress; science proficiency, attendance, college readiness, educational climate, and graduation rate. When grading the district as a whole, the score is 60, when compared to the state average score of 53, GMS is above average.

### **A.2. ANTICIPATED CHANGES DURING PLANNING CYCLE**

At the time of making of this document, the educational program at GMS has been returned to the pre-COVID-19 model to meet the state recommendations for schools; however, the district has in place a plan to meet the educational needs of its students should the COVID-19 pandemic warrant.

## Educational Programs/Structure

Grady Municipal Schools discussed the following topics during the Facilities Master Plan process:

- a.** New Schools: GMS does not anticipate the need for or construction of a new school.
- b.** Disposal of school/properties: GMS does not anticipate disposal of any district property or buildings at the time of this FMP.
- c.** Changes in grade level configuration: There is no plan to change the grade level configuration at the GMS combo school.
- d.** Re-designation of schools: There is no plan to re-designate the GMS combo school at this time.
- e.** Alternative schools: There is no plan to create any alternative schools in the district at this time.
- f.** Implementation of new programs: GMS would like to expand and implement new programs at its middle and high schools to better meet the needs of its students; however, the student enrollment and lack of funding limits the ability of the district to implement new programs at this time.
- g.** Charter schools: GMS has no district charter schools within the district boundary at this time. There is no anticipation of a charter school to be located within the district boundary.
- h.** Others: There are not other types of schools within the district boundary.

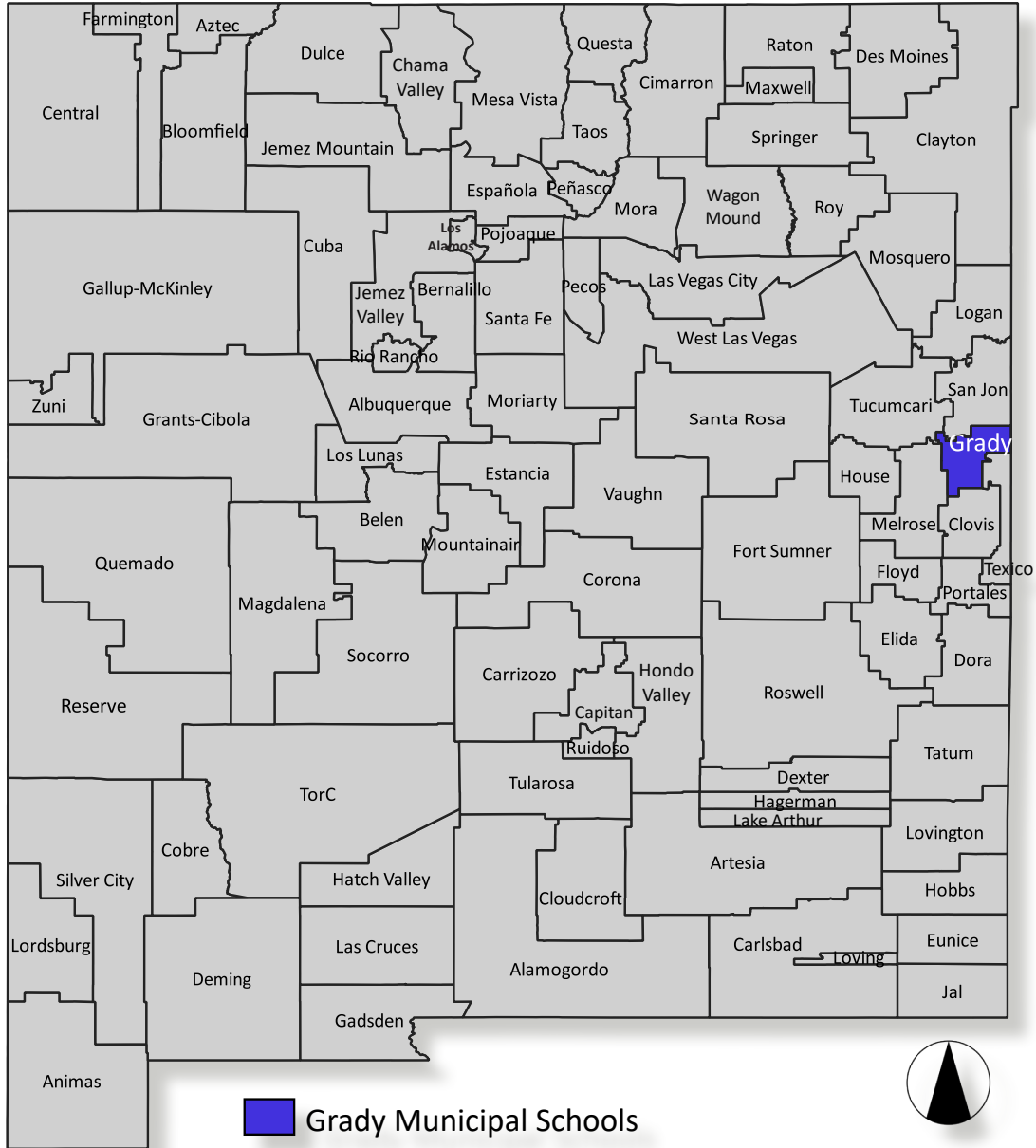
### A.3. EXISTING SHARED/JOINT USE FACILITIES

Grady Municipal Schools does not have any shared/joint use facilities. The facilities at GMS are available for use by the community. All community access must comply with the GMS Board of Education established policies related to community use of district facilities.

# Sites/Facilities Overview

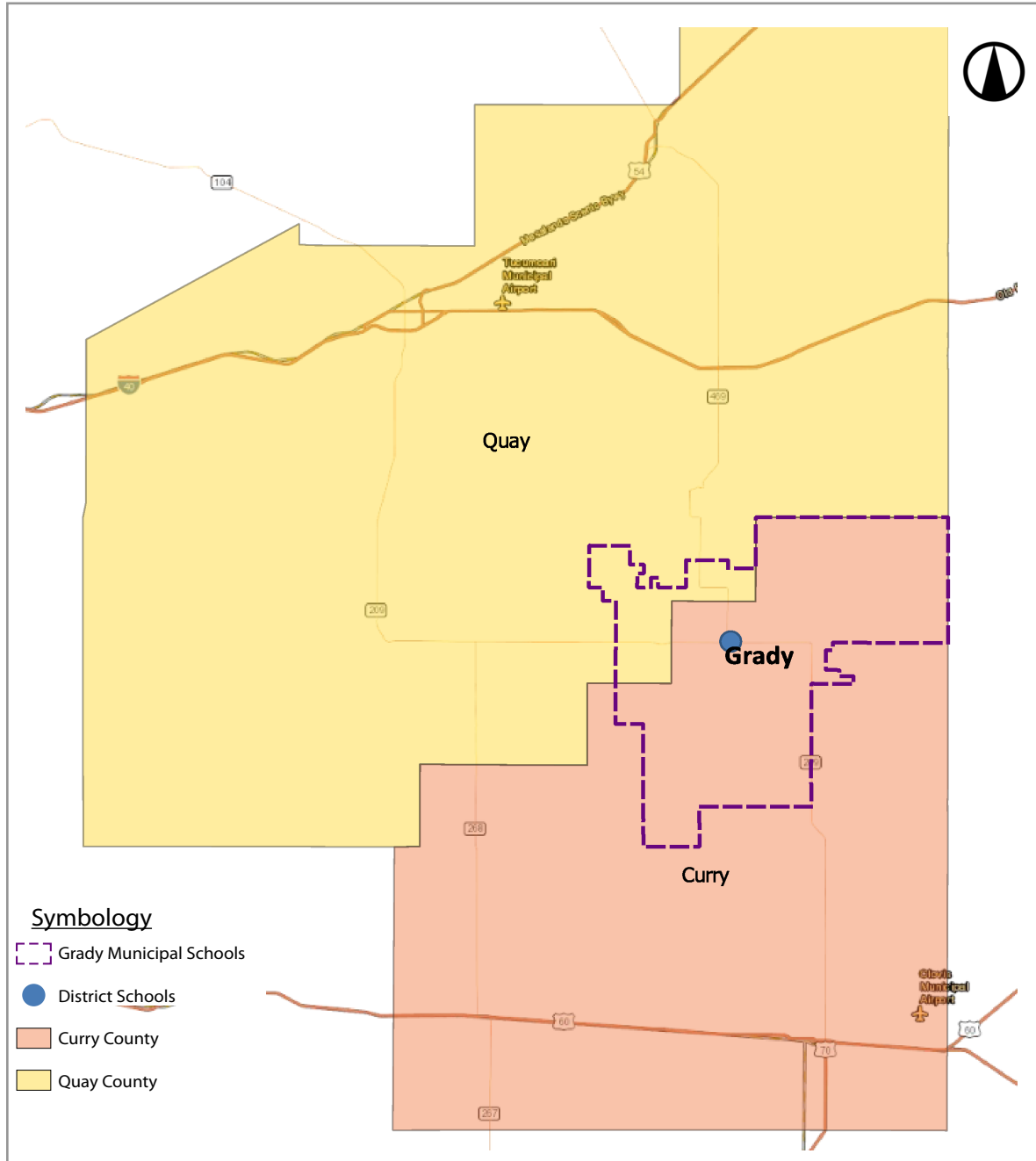
## B.1. GRADY MUNICIPAL SCHOOLS BOUNDARIES AND SCHOOL ATTENDANCE

Grady Municipal Schools (GMS) is located in central eastern New Mexico. The GMS service area is located in Curry and Quay Counties. The GMS combo school is located in the village of Grady. The district shares borders with the San Jon, Tucumcari, Melrose, Clovis and Texico. Grady Municipal Schools incorporates 358 square miles. The map of New Mexico School Districts below, shows the location of Grady Municipal Schools in the state.



# Sites/Facilities Overview

The map below shows Grady Municipal Schools boundary in relation to Curry and Quay Counties. The region encompassing GMS occupies slightly less than one quarter of Curry County's area and a very small portion of Quay County. The majority of the district's students live outside of the GMS district boundary in adjacent district boundaries.



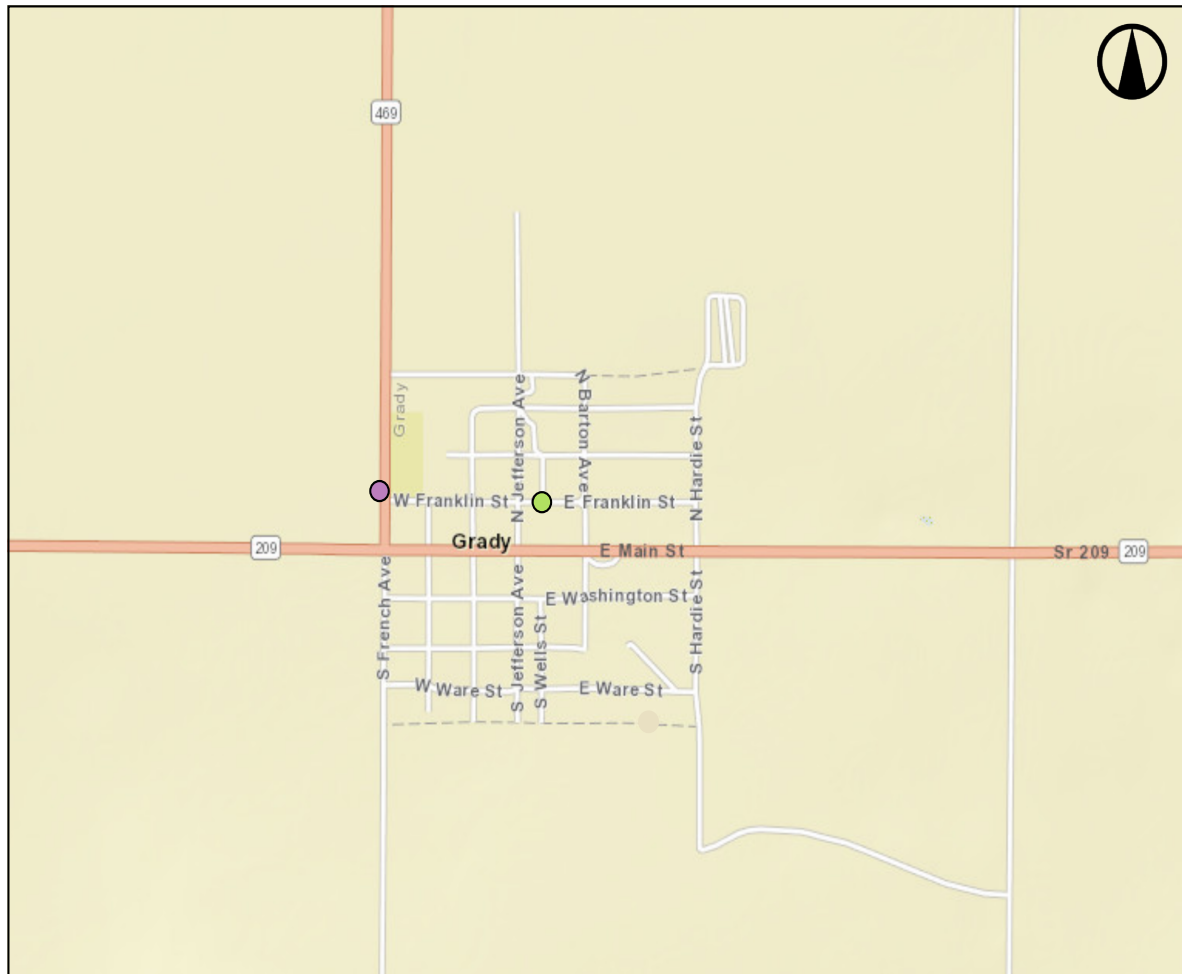
Data Source: US Census and PSFA



## Sites/Facilities Overview

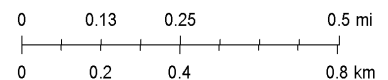
### Grady Municipal Schools Location

In the following map the GMS combo school location is depicted. The district has a total of 3 schools: one elementary school, one middle school and one high school. All three schools are located on one campus in the village of Grady. The campus site is approximately 13.5 acres. District administration is located on the campus. .



#### Schools

- Grady Combo School
- District Office



Data Source: PSFA

## Sites/Facilities Overview

### B.2. FACILITY INVENTORY

#### Grady Municipal School District Facility Inventory

Grady Municipal School District (GMS) has three schools located on one combined campus in the village of Grady. The state identification number for the district is 015 and the site is district owned.

There are a total of 25 classrooms district wide. Of the 25 total classrooms, 15 are general use, 9 are special use and 1 is for special education. Total enrollment at the 2020-2021 PED 40th day count was 174 students. There are approximately 396 square feet per student of district facilities. Total facility square footage, according to PSFA is 120,397 square feet of educational facilities. Based on current drawings, the total educational facilities square footage is 72,913 square feet. The Grady Municipal Schools campus covers approximately 13.5 acres of land.

The following page contains the Grady Municipal Schools Facility Inventory Table.

## Site/Facilities Overview

### GRADY INDEPENDENT SCHOOL DISTRICT FACILITY INVENTORY 2022-2026

10/1/2021

Facility Name	State ID	Address	Open Date	Age (Years)	Dates of Major Additions and Renovations	State FCI	Replacement Value from State Database	Weighted NMCI	Site Acreage	Owned or Leased	Total Permanent Bldg Area	Total Portable Bldg Area	Total Bldg Area (GSF)	Grades	Current Year Enrollment (40 day)	No. of General Classrooms	No. of Special Ed Classrooms	No. of Special Use Classrooms	Total Classrooms	No. Single Portables	Port Clrms % of Total	GSF Per Student
<b>Elementary</b>																						
Grady ES	015055	100 Franklin St, Grady, NM 88120	1934	87		59.16%	\$11,254,191	18.49%	On HS	Owned	0	0	0	PreK-5	82	7	0	3	10	0	0%	0
<b>Sub-totals</b>						n/a	\$11,254,191	n/a	0.00	n/a	0	0	0	n/a	82	7	0	3	10	0	0%	0
<b>Mid-High School</b>																						
Grady MS/HS	015056	100 Franklin St, Grady, NM 88120	1934	87	1947, 1972, 1975, 1986, 1994, 1997, 2000, 2008	59.16%	Same as ES	18.49%	13.5	Owned	72,912	0	72,912	6-12	92	8	1	6	15	0	0%	793
<b>Sub-totals</b>						n/a	\$0	n/a	13.50	n/a	72,912	0	72,912	n/a	92	8	1	6	15	0	0%	793
<b>Schools Totals</b>						n/a	\$11,254,191	n/a	13.50	n/a	72,912	0	72,912	n/a	174	15	1	9	25	0	0%	396
<b>Administrative and Support</b>																						
Teacherages		100 Franklin St, Grady, NM 88120	?	0		n/a	0	n/a	Shared	Owned	3,500	0	3,500	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Athletic Portables from Clovis		100 Franklin St, Grady, NM 88120	2021	0		n/a	0	n/a	Shared	Owned	0	768	768	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sto Portables from Clovis		100 Franklin St, Grady, NM 88120	2021	0		n/a	0	n/a	Shared	Owned	0	768	768	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Sub-totals</b>						n/a	\$0	n/a	0.00	n/a	3,500	1,536	5,036	n/a	0	0	0	0	0	0	0	0
<b>District Totals</b>						n/a	\$11,254,191	n/a	13.50	n/a	76,412	1,536	77,948	n/a	174	15	1	9	25	0	0%	396

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

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## Demographics and Enrollment

This District Growth Analysis looks at the demographic and economic factors affecting the region of Grady Municipal Schools (GMS). This section documents the relevant demographic information regarding the populations living in Curry County and the GMS service area. The district extends slightly into Quay County, but not enough for a study of Quay County to be included in the demographic analysis. Curry County demographics are a better reflection of what is happening at Grady Municipal Schools and its service area. The first part of this section focuses on demographic factors affecting the area, the second part focuses on economic and development factors that may contribute to growth within the district and in turn affect Grady Municipal Schools.

### C.1. DEMOGRAPHICS AND SOCIOECONOMICS

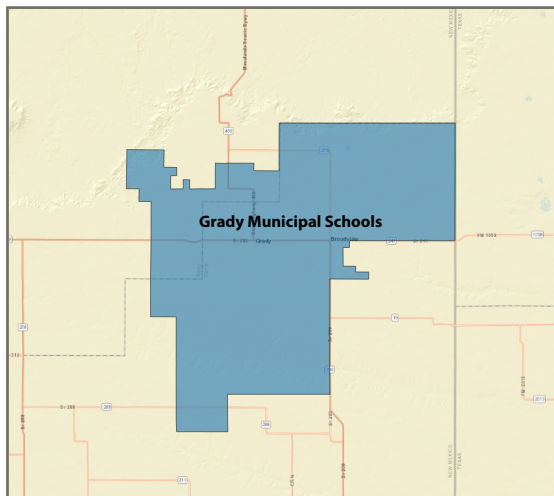
Data used in this analysis was primarily obtained from the Bureau of Business and Economic Research (BBER), American Community Survey (ACS) estimate data and 2010 U.S. Census Bureau data. The 2015-2019 ACS data provides estimates regarding demographic profiles including population and economic characteristics of geographic areas in the United States. ACS estimate data is collected in one and five year periods and provides a more detailed analysis of a given population than the 10 year census data. The population estimates of the ACS do not match the official counts of the 2010 census, but provide a reliable outlook regarding the demographic conditions of a particular geographic area. State and county data resources are also used throughout this section, refer to the source information for each graphic and at the end of subheadings.

For the detailed county wide analysis, the New Mexico Department of Health Statistics for Curry County was used. For detailed local economic data, NM Department of Workforce Solutions data was used. Lastly, this FMP uses all data interchangeably to yield a thorough interpretation of the demographic factors affecting the GMS service area.

#### *Grady Municipal Schools Service Area Regional Perspective*

The region encompassing GMS is in central New Mexico and it occupies slightly less than a quarter of Curry County's area. The GMS service area is adjacent to the school districts of San Jon, Tucumcari, Melrose, Clovis and Texico. The district can be accessed from Interstate 40, then south on US 469 highway. It is approximately 223 miles to the east of Albuquerque and 214 miles from Santa Fe. The district's approximate area is 358 square miles. Grady Municipal Schools boundaries are shown on the map to the right.

The region's economic development is diverse, with jobs in Accommodation and Food Services, followed by Administrative and Waste Services, and Health Care and Social Assistance. The largest population center in the district is the village of Grady. The GMS combo school facilities are located in the village of Grady. Grady Municipal Schools boundaries include sections of rural and sparsely populated land.

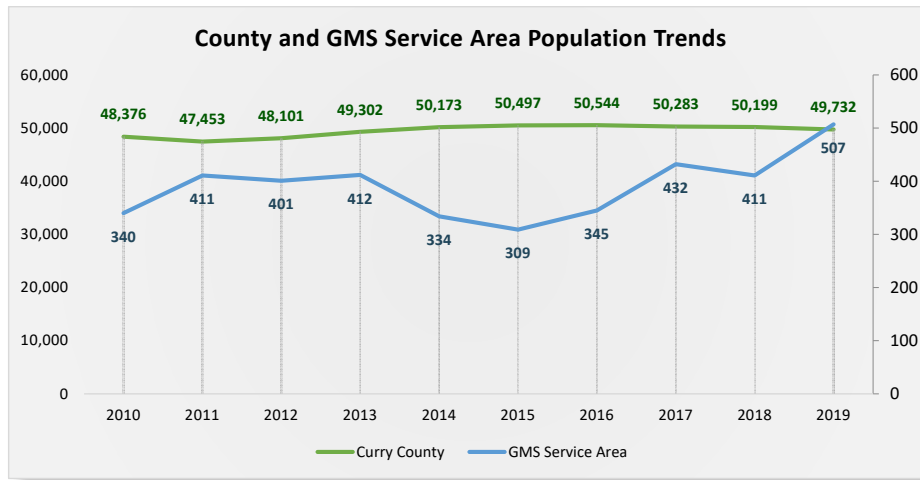


## Demographics and Enrollment

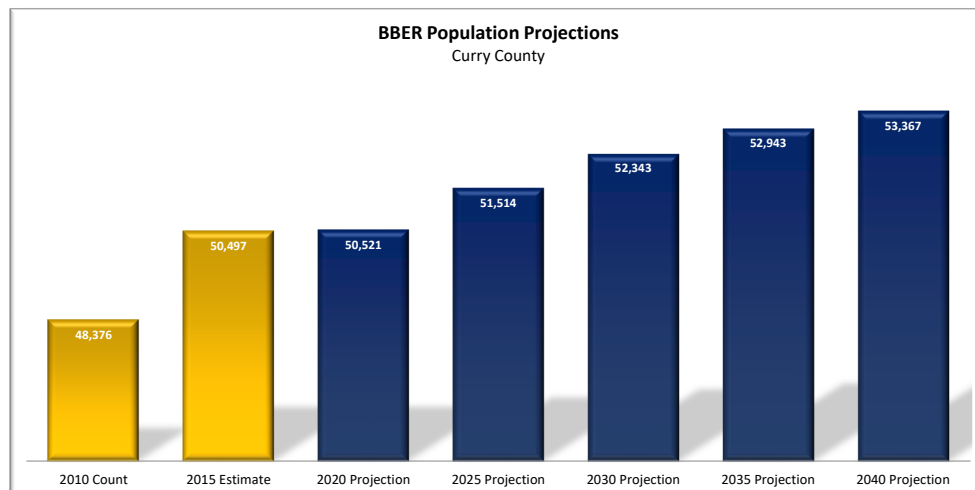
### C.1.A. Demographic trends

#### *Historic and Projected Population Estimates*

According to the ACS estimates data, population numbers in Curry County experienced a slight increase in population during the last five years. As the graph below shows, since 2011 Curry County has experienced a steady increase in population of 1,356 from 48,376 in 2010 to 49,732 in 2019. The GMS service area on the other hand shows a steady increase in population with a dip from 2014 to 2017, but overall, a significant increase of 164, from 310 in 2010 to 507 in 2019.



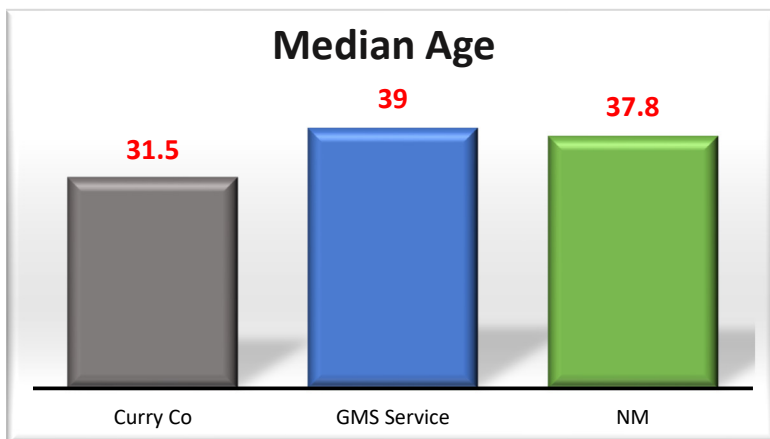
The UNM Bureau of Business and Economic Research (BBER) produces population projections for New Mexico Counties from 2010-2040. Their projection estimates that Curry County will likely continue to increase in population during the following years. The BBER projections expect Curry County to have a population of approximately 53,367 by the year 2040 (New Mexico County Projections July 1, 2010 to July 1, 2040, Bureau Business and Economic Research, UNM, Oct. 2012). Population growth or decline should be monitored carefully to meet the capacity needs of GMS. The following graph shows the population projections for Curry County in five year intervals. The 2010 numbers are US Census counts while the 2015 numbers are ACS 5-year estimates.



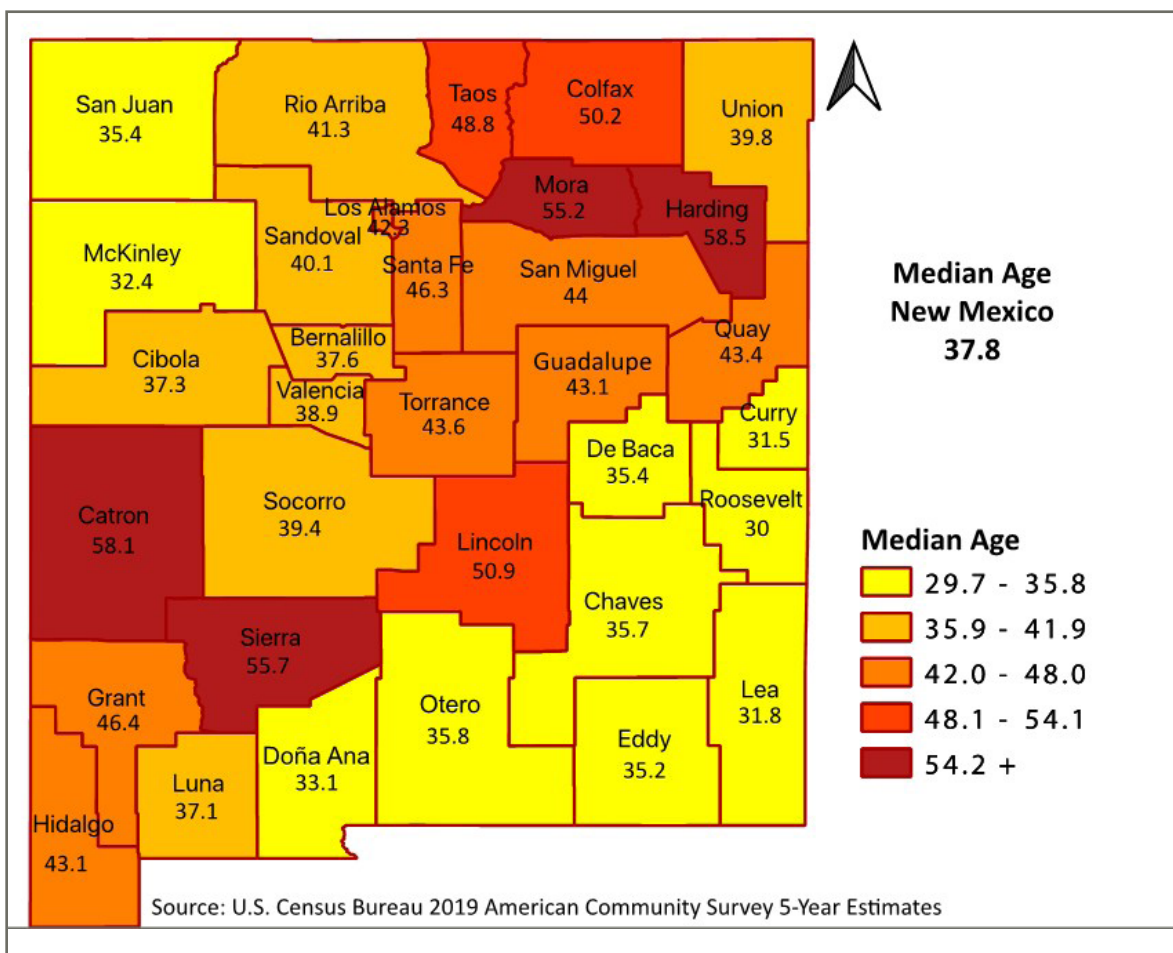
# Demographics and Enrollment

### New Mexico County Median Age Comparison

According to the 2019 American Community Survey, median age in the GMS service area was 39 years, which is significantly higher than Curry County's median age of 31.5 years. GMS Service values are slightly higher than the state's median age of 37.8 years (source: ACS 5-Year Estimates, 2015-2019) versus Curry County's being less.



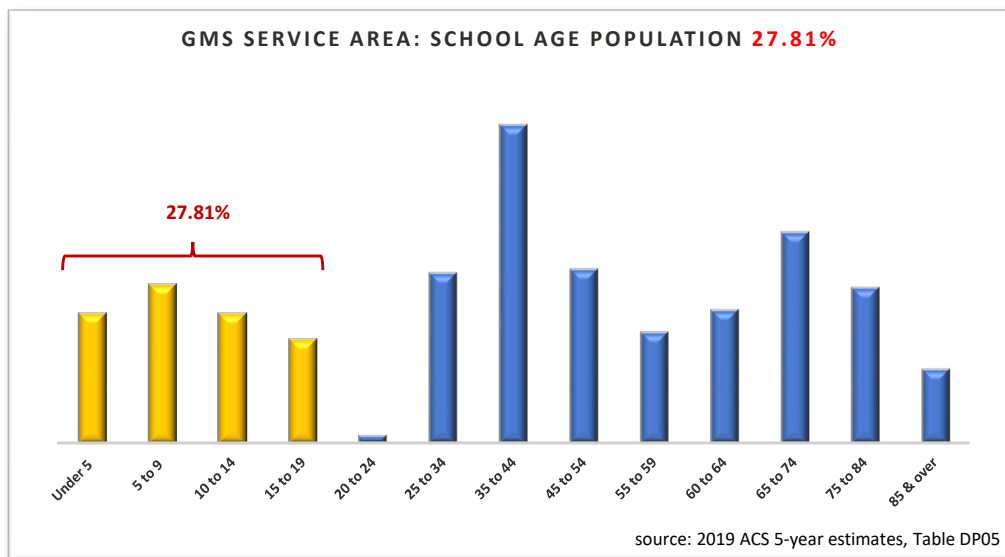
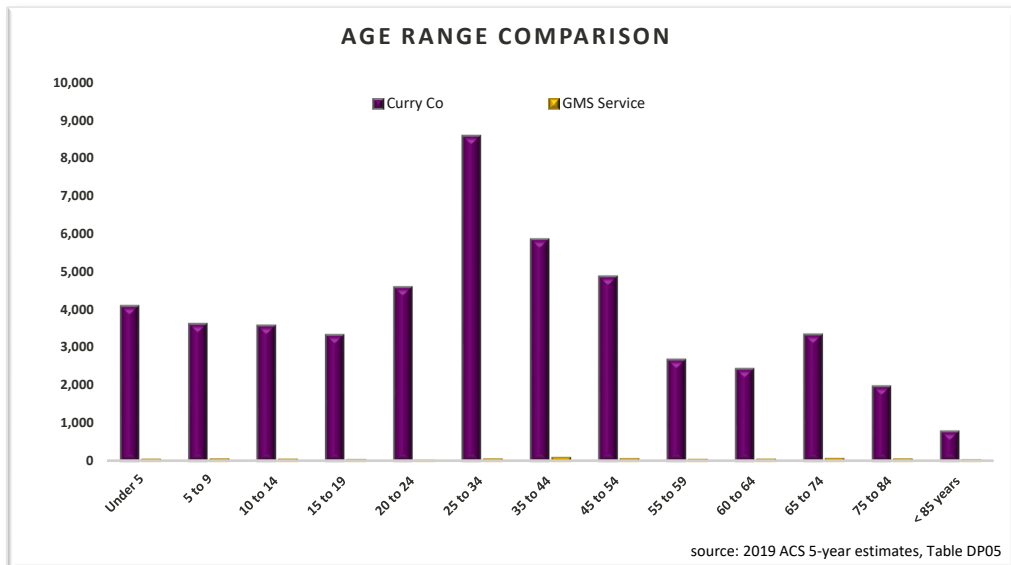
The map below compares the median age across New Mexico in 2019.



# Demographics and Enrollment

## Population Age Range Comparisons and School Age Population

According to 2019 ACS 5-year estimates, the GMS service area has a population of 507 people. Curry County has a population of 49,732. The chart below shows that the largest percentage of the GMS service area population is in the 25 to 34 age ranges followed by the 35 to 44 age ranges. Approximately 5.92 percent of the population is 55 years or older. This is often a sign that the overall population is younger and likely to have school age children living in the same households (source: ACS 5-Year Estimates, 2015-2019). The chart below presents a comprehensive look at population by age in Curry County and the GMS service area.

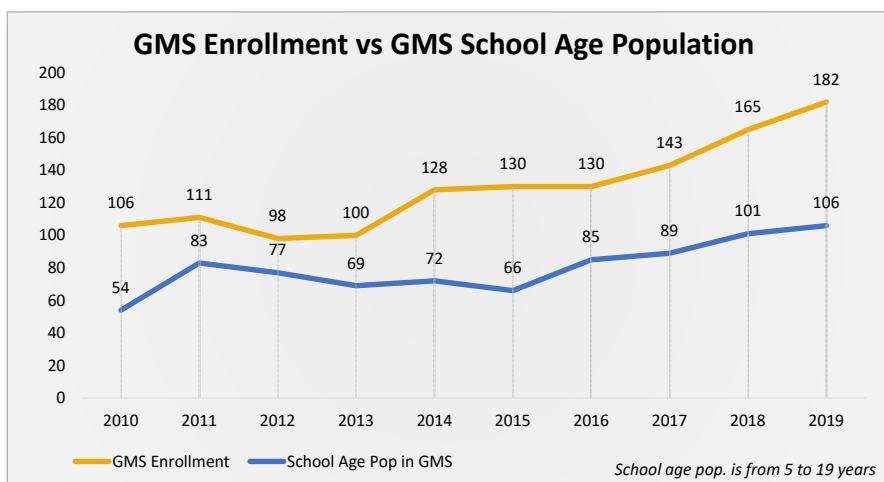




## Demographics and Enrollment

In the GMS service area, the percentage of the population that is school age is approximately 27.81 percent. This is slightly higher than the 23.47 percentage of people 65 and older who are living in the district. A substantial portion of the district's population is comprised of young families with school age children, which should have a positive impact on future enrollment at GMS. The population that is in the wage-earning category constitutes approximately 52.8 percent in the GMS service area.

As the graph below shows, the school age population in the GMS service area has increased over the past 10 years, from 54 in 2010, to 106 in 2019; while the enrollment at GMS has also increased over the same time period, from 106 in 2010, to 174 in 2019. In 2010, approximately 49 percent of the student enrollment at the GMS combo school was comprised of students living outside the GMS service area. The percentage of out of district students increased to 63 percent by 2020. This reflects that there is a significant number of rural students that live outside the GMS boundary, but it is closer for them to attend the GMS combo school than to travel to the closest school within their district.



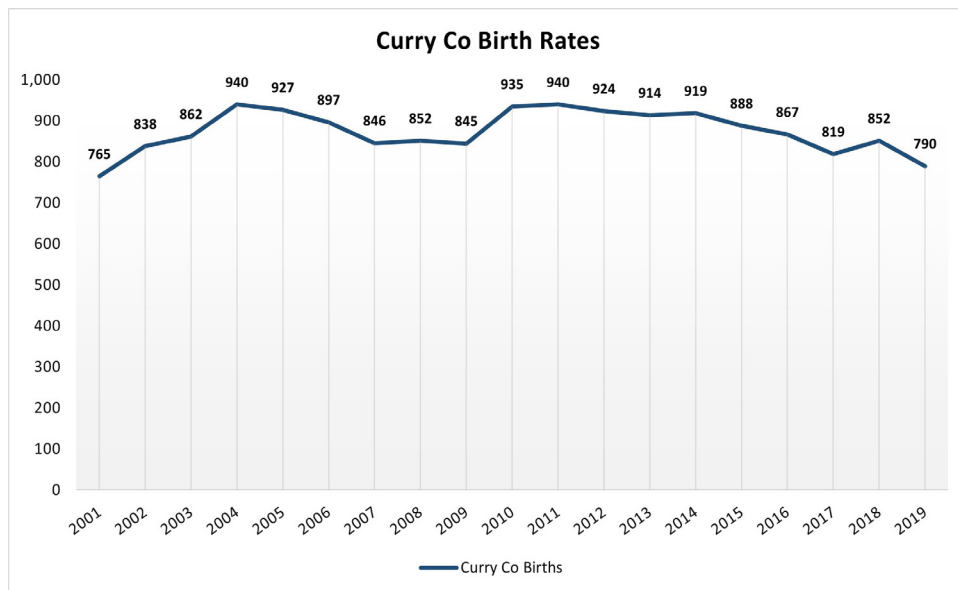
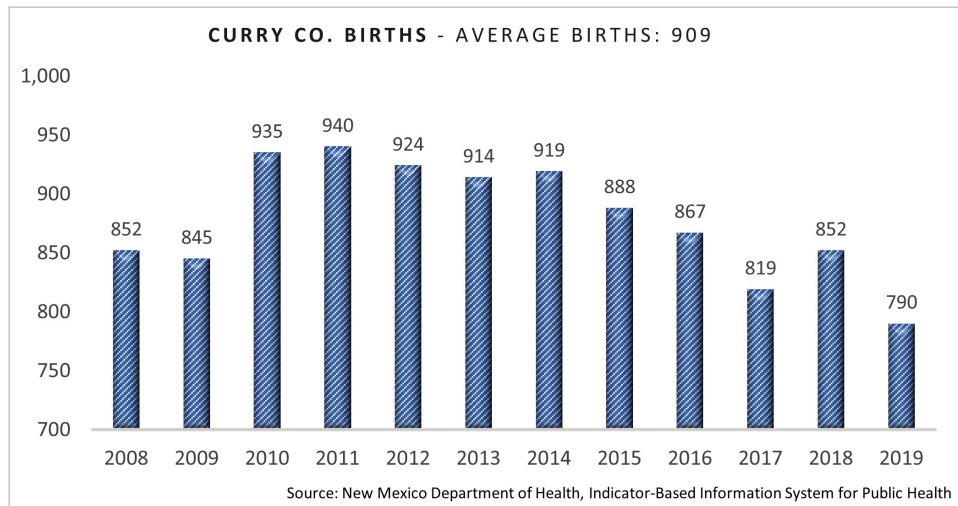
There is very little mobility of the students in or out of the service area during a single year; however, there is a trend of increasing student enrollment over the years since 2012. The school age population has almost doubled since 2010 and the percentage of out of district students continues to increase. As the table below shows, in 2019-20 the student enrollment was 171.7 percent of the school age population in GMS schools. This is an increase of 24.6 percent from 196.3 percent in 2010.

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
School Age Pop	54	83	77	69	72	66	85	89	101	106
Enrollment	106	111	98	100	128	130	130	143	165	182
% of School Age Pop in GMS Service Area	196.3%	133.7%	127.3%	144.9%	177.8%	197.0%	152.9%	160.7%	163.4%	171.7%

## Demographics and Enrollment

### County Births

The graph on the following page depicts the births in Curry County since 2008. These births provide a point of reference to the number of pre-K and kindergarten students entering GMS. The graph shows that an average of 881 children were born per year in Curry County from 2008 to 2019. It is possible to observe that for Curry County there is an overall trend of decreasing births since 2011 (NM Department of Health, 2019).



### Birth Rates

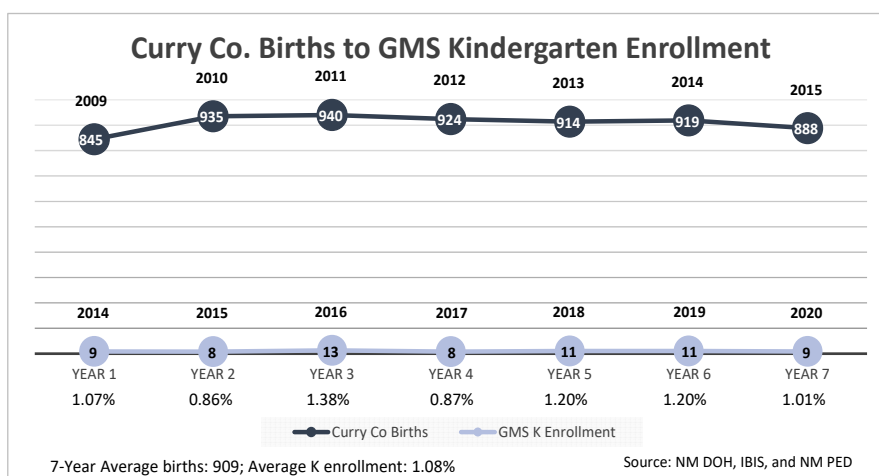
The birth rates of the counties provide a point of reference for the number of students entering pre-K and kindergarten to the district. From 2001 to 2004 the birth rates in Curry County increased significantly, then started to decrease until 2010 when the birth rate increased; however, since

## Demographics and Enrollment

2011 there has been an overall decrease in county births. There were 765 births in Curry County during 2001. The number of births increased to a high of 940 births in 2004 and 2011. Since 2011 the number of births in the county began a slow decline and reached 790 births in 2019. Of all the children that are born in Curry County 1.39 percent attend kindergarten at GMS. The above graph shows the birth rates for Curry County since 2001.

### Kindergarten Enrollment

The next chart compares births to kindergarten enrollment in two separate year periods. The dark blue coordinate represents the number of births in Curry County and the light blue coordinate represents the number of GMS kindergarten students. The number of births in a given year are an indicator of the number of kindergarten enrollment 5 years later. For example, Year 1 of birth (2009) corresponds to Year 1 of kindergarten enrollment (2014) because the child who was born in 2009 will attend kindergarten in 2014.



Kindergarten enrollment at GMS constituted about 1.07 percent of the share of the county's births in the Year 1 Period shown below (e.g. kindergarten enrollment in 2014, [9]; Curry County births, [845]). This ratio decreased to 1.01 percent by Year 7 of the related period (PED 40-Day Count; N.M. Department of Health, 2019). The change in percentage is not consistent with the changes in birth counts. Nonetheless, GMS is likely enrolling many of its percentage share of county births into its kindergarten classes and is not losing those students to other districts and it is drawing kindergarten students from other districts. This trend is expected to remain the same in the following years.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Curry Co Births	845	935	940	924	914	919	888
GMS K Enrollment	9	8	13	8	11	11	9
K Enrollment % of Births	1.1%	0.9%	1.4%	0.9%	1.2%	1.2%	1.0%

### Population and Enrollment Change Comparisons

The table on the following page shows population and enrollment changes over the last five and ten years in New Mexico, Curry County, GMS Service Area and GMS Enrollment. From 2015

## Demographics and Enrollment

to 2019, New Mexico population grew by 0.40 percent, Curry County's population decreased by 1.51 percent, the population of the GMS Service Area increased significantly by 64.08 percent, and the GMS Enrollment increased by 40 percent. When the last ten year period is reviewed it shows that New Mexico population increased by 1.62 percent, Curry County increased by 2.8 percent, GMS service area increased by 49.12 percent and GMS Enrollment increased by 54.24 percent. This indicates that GMS enrollment remains relatively consistent with the overall changes in population in the service area, but not in the county or state. In 2015, district enrollment constituted approximately 0.0025 percent of the counties' population, in 2019 the percentage increased slightly to 0.0036 percent. Enrollment in GMS derives from population in the village of Grady and its surrounding rural area (source: ACS 5-Year Estimates, 2011-2015, 2015-2019; PED 40-Day Enrollment).

Total Population	2010	2015	2019	5-year % Change	10-year % Change
New Mexico	2,059,179	2,084,117	2,092,454	0.40%	1.62%
Curry Co	48,376	50,497	49,732	-1.51%	2.80%
GMS Service Area	340	309	507	64.08%	49.12%
GMS Enrollment	118	130	182	40.00%	54.24%

Source: ACS 2015 & 2019 5-year; Table DP05

Source: 40th Day PED Enrollment

Comparisons between GMS enrollment and surrounding school districts enrollment show that GMS is consistent with Melrose and Texico districts' increase in student enrollment trend. In the last five years, between 2015-16 and 2019-20, three of the surrounding school districts including Clovis (-3.2%), San Jon (-5.8%), and Tucumcari (-1.2%) experienced declining student enrollment. Melrose (31.5 %) and Texico (6.6%) experienced a significant increase in student enrollment over the past five years. During this same time period, GMS enrollment increased 40.0 percent. Grady Municipal Schools enrollment was 130 students in 2015-16 and it increased to 182 students by 2019-20. The table below also shows that GMS has the highest percentage of its school age population enrolled in its schools of its neighboring public school districts. This increase has a positive affect on the utilization of its facilities.

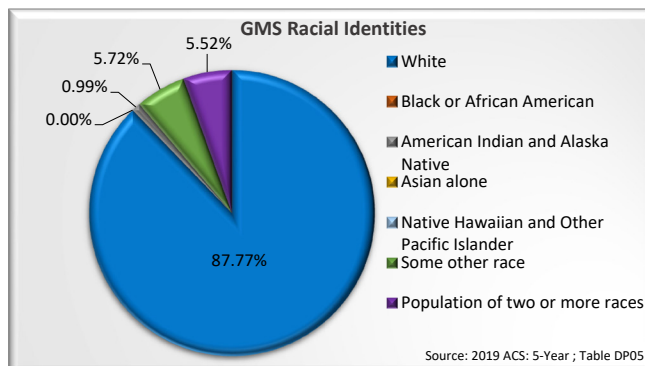
Nearby Districts	2019-20 Enrollment	2019 School Age Pop	%	2015-16 Enrollment	% Enrollment Change
Grady	182	106	171.7%	130	40.00%
Clovis	8,125	9,867	82.3%	8,393	-3.2%
Melrose	292	196	149.0%	222	31.5%
San Jon	130	104	125.0%	138	-5.8%
Texico	580	413	140.4%	544	6.6%
Tucumcari	952	1,275	74.7%	964	-1.2%

# Demographics and Enrollment

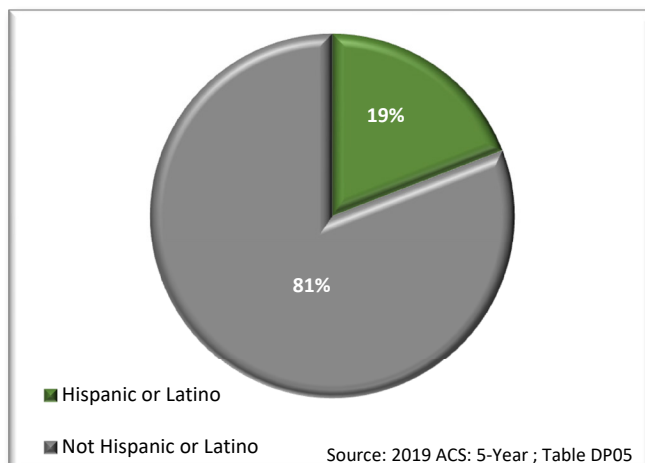
### Race and Ethnicity

The following two charts represent the expressed racial and ethnic identities of the GMS service area population.

The first chart on the right reveals that the overwhelming majority of the GMS area population identifies as White (source: ACS 5-Year Estimates, 2015-2019).



Because populations that identify their ethnic origin as Hispanic or Latino can be from any race, the U.S. Census provides a category to measure Hispanic or Latino ethnic identity. The chart to the right represents the population that identifies as Hispanic and the population that does not. It shows that 81 percent of people in the GMS service area identify as Not Hispanic or Latino and 19 percent identify themselves as Hispanic or Latino (source: ACS 5-Year Estimates, 2015-2019).



### Service Area Household Types

There are 241 households in the GMS service area. Of these, about 34.10 percent have one or more children under 18 compared to 52.50 percent of households which have one or more people over 60 years of age (source: ACS 5-Year Estimates, 2015-2019). These numbers show that the number of elderly households exceeds the number of households with children. The number of family households is 146 of the total households in the area. These numbers provide a glimpse into the household population in the GMS service area which could impact the enrollment in the future years.

Grady Municipal Schools	
<b>Total family households</b>	<b>146</b>
Average family size	3.08
<b>Total households</b>	<b>241</b>
Average household size	2.83
Households with one or more people under 18 years	34.10%
Households with one or more people 60 years and over	52.50%

Source: 2019 ACS 5-Year estimate, Table S1101: Households and Families

## Demographics and Enrollment

### *Household Growth in the Service Area*

According to the ACS, the number of total households in the GMS service area has increased since 2011 by 63.95 percent; as well as, the family household numbers in GMS have also increased by 23.73 percent. These numbers show that the number of families are increasing in Grady, which could positively impact enrollment at GMS. Nonetheless, the number of households with one or more people under 18 years, has slightly increased from 34 percent of households in 2011, to 34.10 percent of households in 2019.

A household is defined by the U.S. Census Bureau as all the people who occupy a single housing unit, regardless of their relationship to one another. On the other hand family households have a householder and one or more additional people who are related to the householder by marriage, birth, or adoption.

### **C.1.B. Socio-economic/Economic Development/Community Development Trends**

#### *Employment Status*

Grady Municipal Schools service area is located primarily in Curry County. The district occupies slightly less than a quarter of the total county's area. In Curry County, the civilian employed population (16 years and older) includes approximately 37,924 people (ACS 5-Year Estimates, 2015-2019). From this number 390 are located in the GMS service area (ACS 2015-2019). Approximately 52.8 percent of the population 16 years and older is in the labor force in the service area. The graphic below shows how this population is distributed for Curry County, the GMS service area and the state of New Mexico.

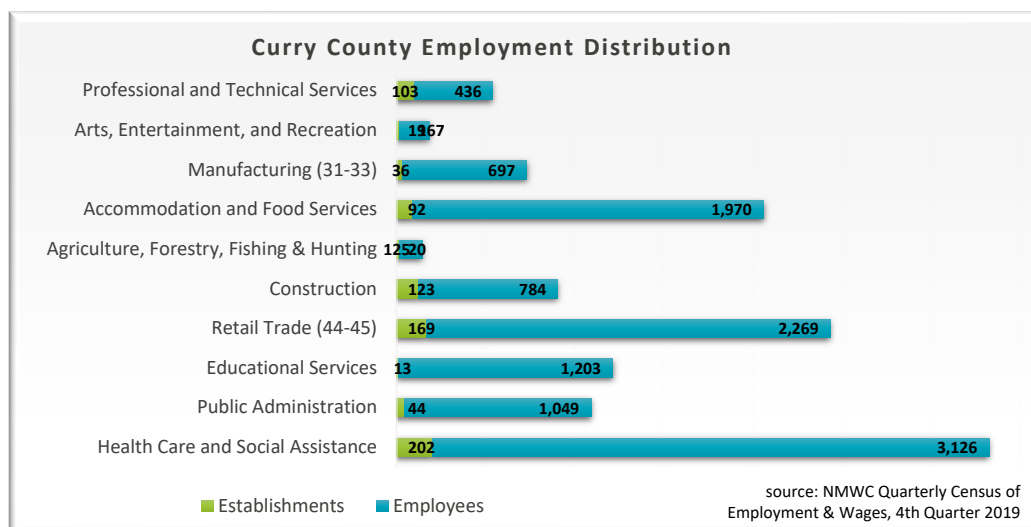
**EMPLOYMENT STATUS**

Employment Status	GMS		Curry Co		New Mexico	
	Total	Percent	Total	Percent	Total	Percent
<b>2019</b>						
<b>Population 16 years and over</b>	390		37,924		1,661,646	
<b>In labor force</b>	206	52.8%	24,036	63.4%	961,999	57.9%
<b>Civilian labor force</b>	206		21,632		952,104	
<b>Employed</b>	197	95.6%	20,253	93.6%	888,646	93.3%
<b>Unemployed</b>	9	4.4%	1,379	6.4%	63,458	6.7%
<b>Not in labor force</b>	184	47.2%	13,888	36.6%	699,647	42.1%

Source: ACS 2019, 5 yrs, Table DP03

## Demographics and Enrollment

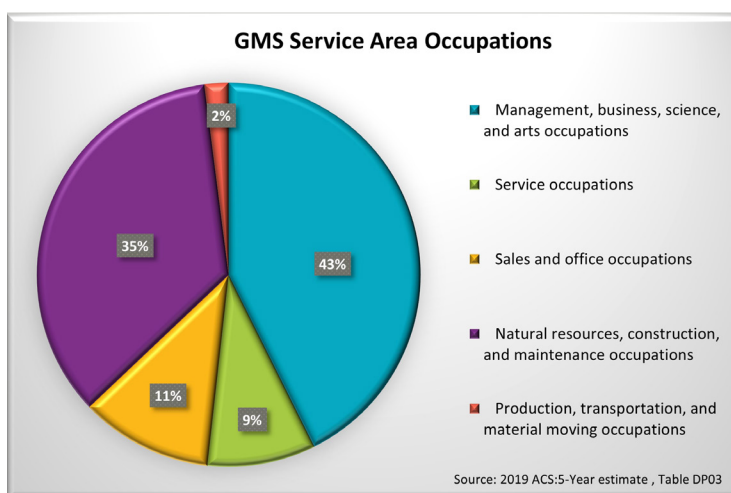
### County Employment industry



The graph above, shows the employment distribution by industry with the most employees according to NM Workforce Connections fourth quarterly report of 2019 for Curry County. The graph shows the top 10 leading industries in Curry County. These industries employ approximately 11,826 employees among 821 establishments. The primary industries in Curry County are Health Care and Social Assistance with 202 establishments and 3,126 employees, followed by Retail Trade (44-45) with 169 establishments and 2,269 employees, and Accommodation and Food Services with 92 establishments and 1,970 employees (source: NM Department of Workforce Solutions, 4th Quarter 2019).

### Service Area Occupations

The chart on the right separates the GMS service area labor force into occupation categories used by the American Community Survey data. According to the ACS categories for occupation, around 43 percent of the civilian employed population (84 people) is employed in the management, business, science, and arts occupations, followed by Natural resources, construction, and maintenance occupations (69 employees). The next industries that employ the most people are sales and office occupations with 22 average employees, followed by service occupations with 18 average employees, and lastly production, transportation, and material moving occupations with 4 average employees (ACS 5-Year Estimates, 2015-2019; Table DP03).

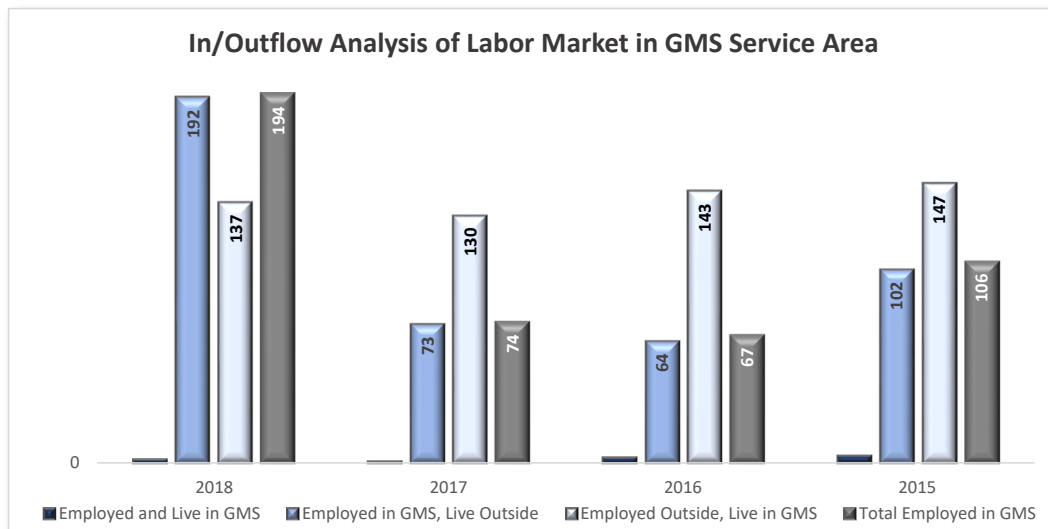




## Demographics and Enrollment

### Service Area Mobility and Labor Market Analysis

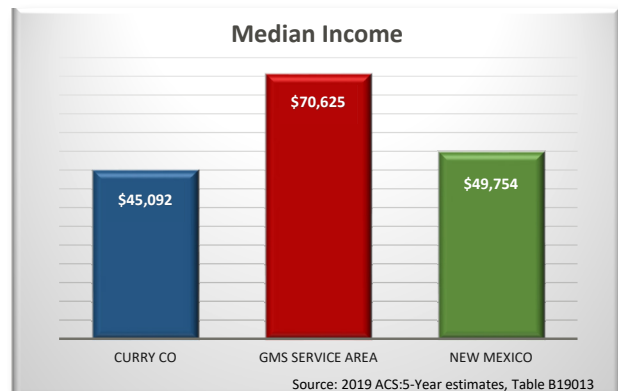
The Grady Municipal School service area has a relatively stable mobility rate. The local residents and businesses are stable with little movement in or out of the service area. The following graph identifies three sectors of the labor force in the service area; people that both live and work in GMS service area; people that work in the service area and live outside the service area; and people that live in the service area but work outside the service area. The graph charts these three sectors from 2015 to 2018 and shows that there was little change in the GMS service area from 2015 to 2017, but there was a significant change in the number of Employed in GMS, Live Outside and Total Employed in GMS in 2018. The largest sector each year are those people that live outside of the service area and come into the service area to work. The next sector are those people that live in the service area and go outside the service area to work. The smallest sector are those people that both live and work in the service area.



### County and Service Area Earnings and Incomes

According to the U.S. Census, “earnings” refer to the direct compensation workers collect from their occupation; “income” refers to earnings as well as income derived from alternative sources such as investments, retirement/pension, and social security insurance programs. The graph below expresses the median income comparison between the GMS service area, Curry County, and the State of New Mexico.

The median household income for the Grady Municipal Schools service area in 2019 was \$70,625, which is significantly above Curry County’s median income of \$45,092. The values of Curry County are below the state’s median income of \$49,754, while the values of GMS are above. This is an indication that the population in the GMS service area has access to higher wages and other economic



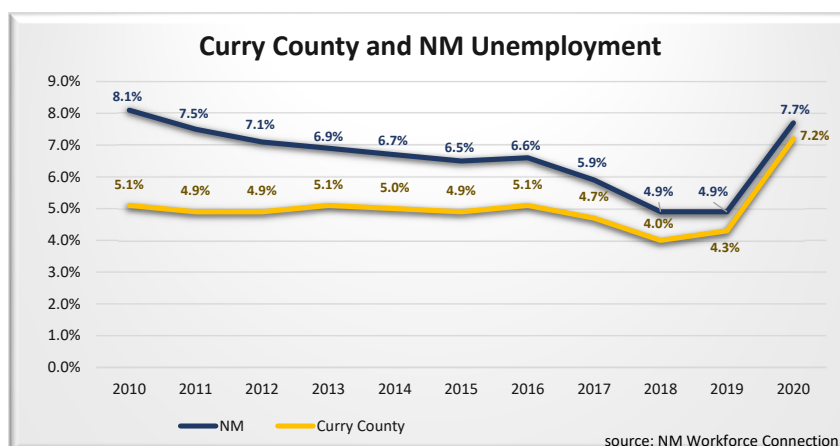


## Demographics and Enrollment

opportunities as compared to the rest of the state (ACS 5-Year Estimates, 2015-2019; Table DP03).

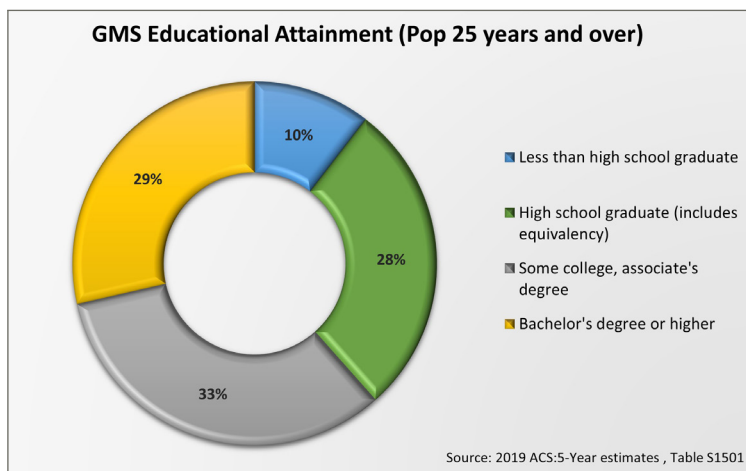
### Unemployment Rate Comparisons

According to the New Mexico Workforce Connection 2019 annual report, the unemployment rate for the civilian labor force in Curry County was 4.3 percent. The general unemployment rate for the state of New Mexico was five percent that same year. Since 2010, the rate of unemployment in Curry County has declined, from 5.1 percent in 2010 to 4.3 percent in 2019. This decrease can be attributed to an overall recovery of the State's economy since the recession of 2008. Unfortunately, unemployment rates suffered a sudden increase in 2020 due to the overall economic contraction caused by the COVID-19 pandemic. The unemployment rate increase to 7.2 percent in Curry County and the overall state's rate increased to 7.7 percent. The following image shows changes over time of the percent of unemployment rates since 2010.



### Educational Attainment

The graph to the right shows the educational attainment of the GMS service area based on 2019 ACS 5-year estimates. According to the 2019 ACS estimate, the educational attainment of a bachelor's degree or higher in the GMS service area population (25 years and over) is 29 percent. A percentage which is higher than the overall state of New Mexico at 27.3 percent. The GMS service area population has 28 percent of its population with a level of education of high school graduate. In Comparison, NM has 26.5 percent of the population with high school graduation, which is 1.5 percent below the percentage of the GMS service area population. The majority of the population in the GMS service area has an educational attainment of some college, associate's degree.



## Demographics and Enrollment

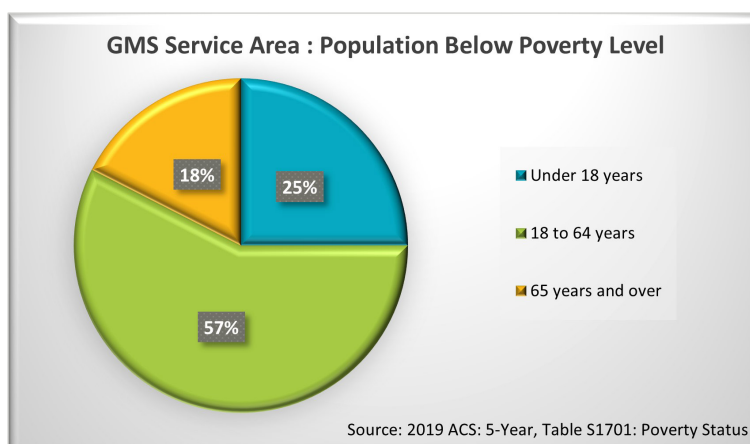
### Boundary Area Poverty Designation

The U.S. Census measures the poverty level, and it is defined by comparing a person's or family's income to a set poverty threshold or a minimum amount of income needed to cover basic needs. People whose income falls under their threshold are considered poor. According to the U.S. Census, the 2019 ACS estimate has determined that approximately 15.8 percent of the 507 residents in the GMS service area are designated as living below the poverty level. The total population that is below poverty level is 80 people. Of the population living below the poverty level, 20 people are under 18 years old (source: ACS 5-Year Estimates, 2015-2019; table S1501). The table below represents the poverty designation comparison between the state of New Mexico, Curry County, and Grady Municipal Schools service area.

2019	Total Population	Population Below Poverty Level	Percent of Total Population Below Poverty Level
New Mexico	2,092,454	392,065	18.7%
Curry County	49,732	571	1.1%
GMS	507	80	15.8%

Grady Municipal Schools service area has 15.8 percent of the population living below the poverty level, which is below the overall state's percentage of 18.7. It is above the Curry County 1.1 percentage of population below the poverty level.

The graphic below shows poverty by age groups in the GMS service area. Of the population living below the poverty level in the GMS service area, 25 percent are under 18 years of age, 57 percent are between 18 and 64 years, and 18 percent are 65 years and over (source: ACS 5-Year Estimates, 2015-2019). According to the district 100 percent of the students are eligible for free or reduced lunches.



### C.1.C. Special Community Factors That Influence Enrollment

District enrollment is derived from the village of Grady, adjacent rural areas and adjacent school districts. The GMS service area school age population has increased which has translated in an

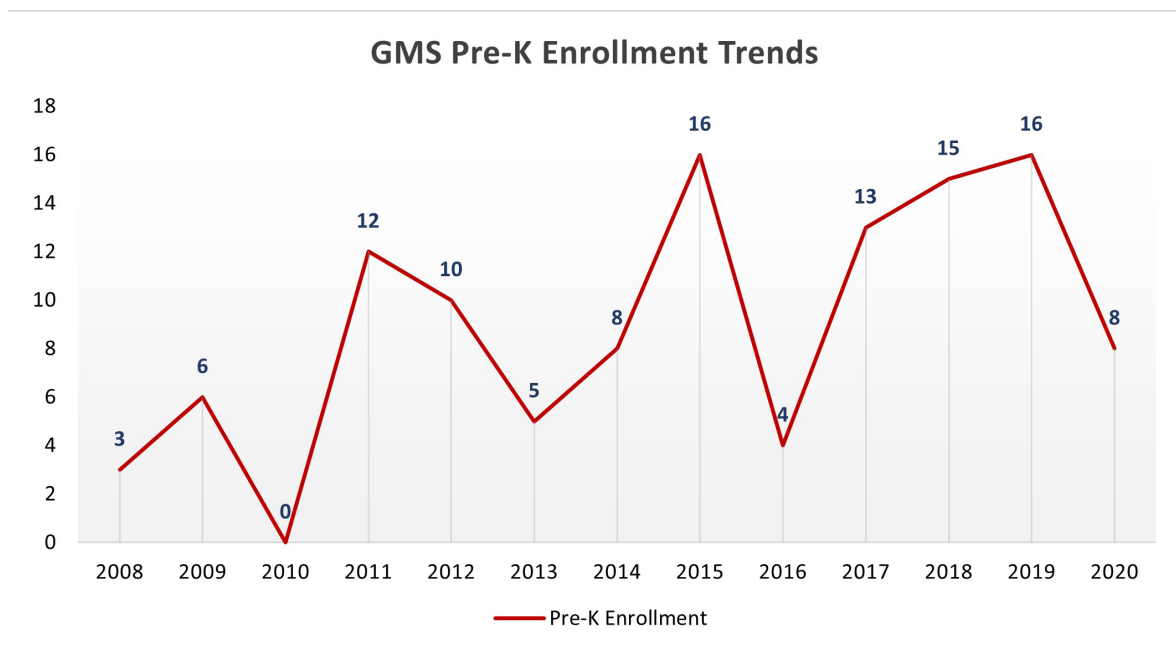
## Demographics and Enrollment

increase in student enrollment. At the same time, the number of out of district students has increased which has added to the steady increase in student enrollment since 2012-13. This is shown in the fact that student enrollment is 164.2 percent of the school age population in the GMS service area. The remote location of GMS has served as a positive factor for the district. This is not a dynamic experienced by many small, rural school districts in the State of New Mexico that have experienced a decline in student enrollment.

The service area's strongest economic drivers are in the health care and social assistance, retail trade and accommodation and food services industries. Unfortunately, the area does not have any new labor industry developing to stimulate its economy in bring in new families.

### Pre-K Program

Grady Municipal Schools has a pre-K program to serve the needs of its community. The pre-K enrollment is typically small and can be accommodated in one classroom. The district does not see the need to increase its pre-K program and add a classroom to expand its service to the community.



### Graduation Rates

The following table on the next page shows a comparison of 4-year graduation rates for GMS, adjacent school districts, and the state of New Mexico. According to the table, Grady Municipal Schools has the highest graduation rate when compared to adjacent districts and the overall state. The district has averaged a graduation rate of 92.8 percent since 2014 while the state's average rate is 71.5 percent. A look at individual year graduation rates reveals that the district's graduation rate has steadily increased since 2014 which can be an indication of a stable student population and staff and community who are dedicated to the success of their students.

# Demographics and Enrollment

4-Year Graduation Rates Comparison (Districtwide)							
School District	2014	2015	2016	2017	2018	2019	Average
Grady	90.3%	96.0%	80.0%	98.4%	99.3%	*	<b>92.8%</b>
Clovis	72.5%	77.4%	70.0%	77.9%	83.0%	79.6%	<b>76.7%</b>
Melrose	81.0%	83.5%	80.0%	79.7%	100.0%	*	<b>84.8%</b>
San Jon	76.1%	84.4%	*	*	89.7%	*	<b>83.4%</b>
Texico	88.4%	97.8%	95.0%	73.1%	93.0%	94.9%	<b>90.4%</b>
Tucumcari	66.8%	60.3%	79.0%	77.8%	84.1%	79.0%	<b>74.5%</b>
New Mexico (statewide)	69.3%	68.6%	71.0%	71.1%	73.9%	75.0%	<b>71.5%</b>

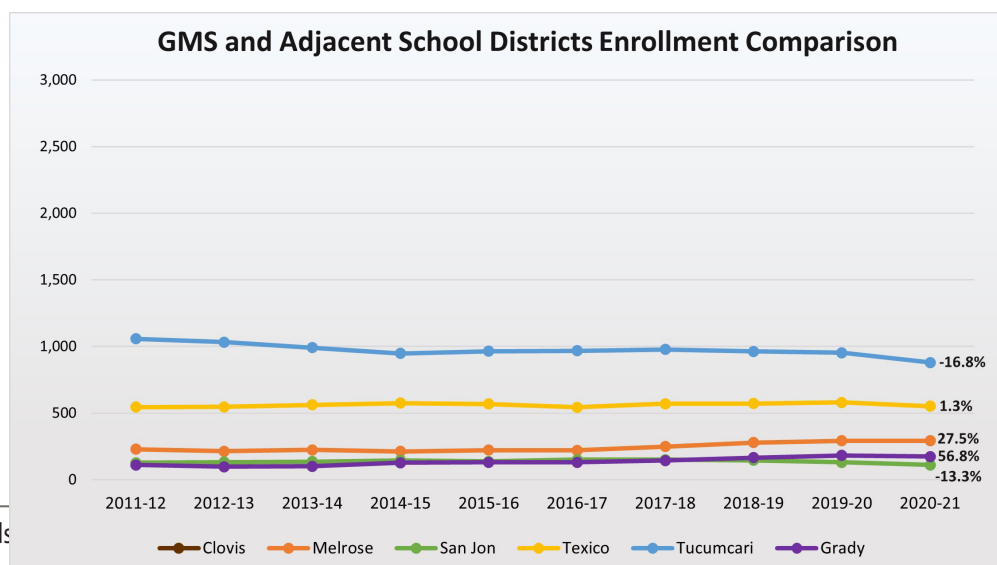
Source: NM Public Education Department, Graduation Data; \* No available data

## C.2. ENROLLMENT AND PROJECTIONS

### C.2.A&B. Previous 10 Years of Enrollment and Enrollment Projections

The following graph shows the enrollment trends of the last 10 years for Grady Municipal Schools and adjacent school districts. By looking at the enrollment trends of the surrounding districts in the area, it's possible to observe that an overall trend in declining enrollment is occurring. Three out of the five school districts adjacent to the GMS service area have experienced a decrease in student enrollment since 2011-12. These districts are: Clovis Schools enrollment decreased by 11.8 percent; San Jon Schools enrollment decreased by 13.3 percent; and Tucumcari Schools enrollment decreased by 16.8 percent. The two other districts adjacent to the GMS service area have experienced an increase in student enrollment. These district are: Melrose Schools enrollment increased by 27.5 percent and Texico Schools increased enrollment by 1.3 percent. Grady Municipal Schools enrollment has experienced an increase of 56.8 percent since 2011-2012. Refer to the table below.

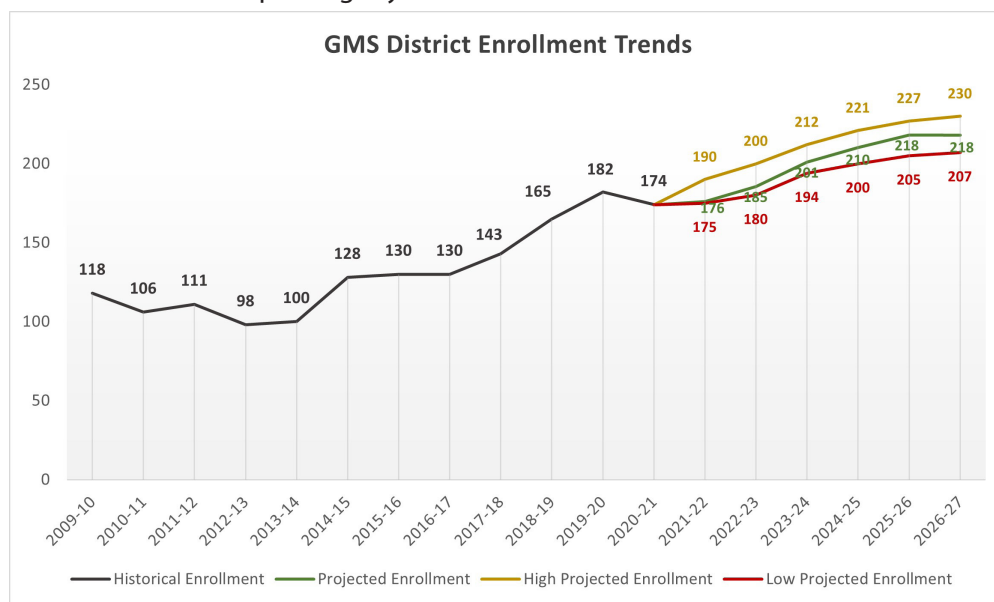
District	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	% Change in last 5 yr	% Change in 10 yr
Grady	111	98	100	128	130	130	143	165	182	174	33.8%	56.8%
Clovis	8,806	8,707	8,615	8,411	8,393	8,426	8,156	8,211	8,125	7,766	-7.8%	-11.8%
Melrose	229	214	223	212	222	220	248	279	292	292	32.7%	27.5%
San Jon	128	132	136	146	138	151	150	145	130	111	-26.5%	-13.3%
Texico	545	546	561	574	568	544	570	572	580	552	1.5%	1.3%
Tucumcari	1,058	1,032	990	948	964	968	978	962	952	880	-9.1%	-16.8%



## Demographics and Enrollment

### GMS Enrollment by School

The projection scenario developed for GMS is based on the past twelve years of historical enrollment from 2009-2010 to 2020-2021. This scenario is considered as the most likely to occur. It assumes a slight decrease of the birth rates and steady cohort rates of the enrollment during the next five years. This projection assumes that the enrollment could decrease a bit more and not fully recover immediately after the COVID-19 pandemic even though the pandemic caused a slight increase in enrollment during the 2020-2021 school year. The following graph shows the projection enrollment for Grady Municipal Schools. The projection shows that enrollment could increase to 207 students at a minimum by the 2026-2027 school year if the enrollment continues to increase as shown in the past eight years.



The following table provides a detailed accounting of GMS 40th Day student enrollment per PED by grade level from 2009-10 through 2020-21. The table below shows a slight decrease in overall student enrollment from 2009-10 to 2011-12; however, since 2012-13 GMS has experienced an increase in student enrollment.

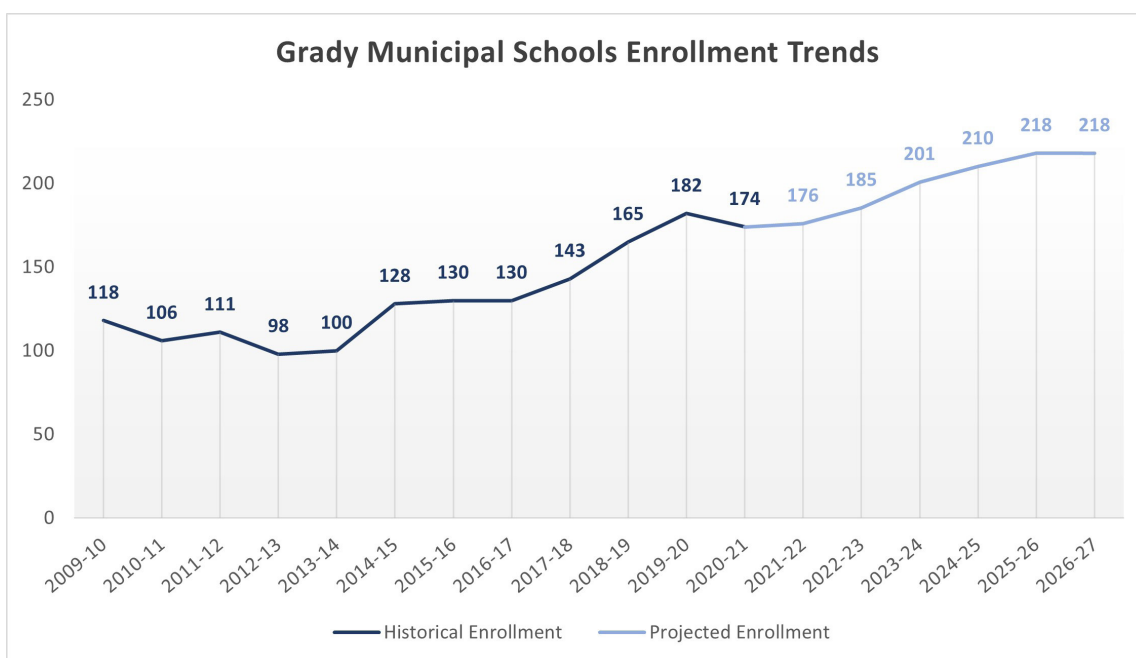
### GMS District Wide Historic Enrollment by Grade Level

Grade Level	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Pre-K	6	0	12	10	5	8	16	4	13	15	16	8
KN	3	7	7	6	9	8	8	13	8	11	11	9
1st	10	5	7	6	8	11	8	11	13	15	15	10
2nd	5	10	3	6	5	10	9	11	8	10	15	15
3rd	9	5	9	3	6	5	10	10	10	11	12	15
4th	6	8	7	8	5	9	6	11	9	10	12	11
5th	13	7	9	5	8	5	7	7	11	11	15	14
6th	10	14	7	7	4	11	7	9	8	15	13	17
7th	9	11	11	6	6	6	12	11	12	15	14	16
8th	5	11	12	9	5	7	5	12	12	12	12	14
9th	14	4	8	11	9	9	5	6	13	12	13	12
10th	11	10	3	6	15	10	12	6	7	12	12	8
11th	8	6	9	7	7	22	9	11	6	9	13	12
12th	9	8	7	8	8	7	16	8	13	7	9	13
<b>TOTAL</b>	<b>118</b>	<b>106</b>	<b>111</b>	<b>98</b>	<b>100</b>	<b>128</b>	<b>130</b>	<b>130</b>	<b>143</b>	<b>165</b>	<b>182</b>	<b>174</b>
<b>w/out PreK</b>	<b>112</b>	<b>106</b>	<b>99</b>	<b>88</b>	<b>95</b>	<b>120</b>	<b>114</b>	<b>126</b>	<b>130</b>	<b>150</b>	<b>166</b>	<b>166</b>

## Demographics and Enrollment

**GMS District Wide Projected Enrollment by Grade Level**

Grade Level	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K	11	11	10	10	10	10
KN	10	9	9	8	8	8
1st	13	12	10	11	10	10
2nd	9	12	11	10	10	9
3rd	14	9	13	12	10	11
4th	16	16	11	15	13	12
5th	11	17	17	12	16	14
6th	16	13	20	20	13	18
7th	18	19	15	24	24	16
8th	17	17	19	15	23	23
9th	12	18	18	20	15	24
10th	12	12	18	19	20	16
11th	5	14	15	22	22	24
12th	12	5	15	15	22	23
<b>TOTAL</b>	<b>176</b>	<b>185</b>	<b>201</b>	<b>210</b>	<b>218</b>	<b>218</b>
<b>w/out PreK</b>	<b>165</b>	<b>174</b>	<b>191</b>	<b>200</b>	<b>208</b>	<b>208</b>



### **Grady Elementary School Enrollment and Projections**

Grady Municipal Schools has one elementary school: Grady Elementary School (GES). The school is part of the Grady combo campus and is located between San Jon and Clovis. It serves students from Pre-K through fifth grade.

Grady Elementary School enrollment was 52 in 2009-2010 and reached a low in 2012-13 with 44 students. From 2012-13 GMS student enrollment began to increase and reached 82 in 2020-21. The district has averaged approximately 63 elementary students per year over a 12-year period.

Based on demographic, economic and historic enrollment data, the student enrollment rate at GES is anticipated to decline over the next five years. Projections indicate that enrollment could

## Demographics and Enrollment

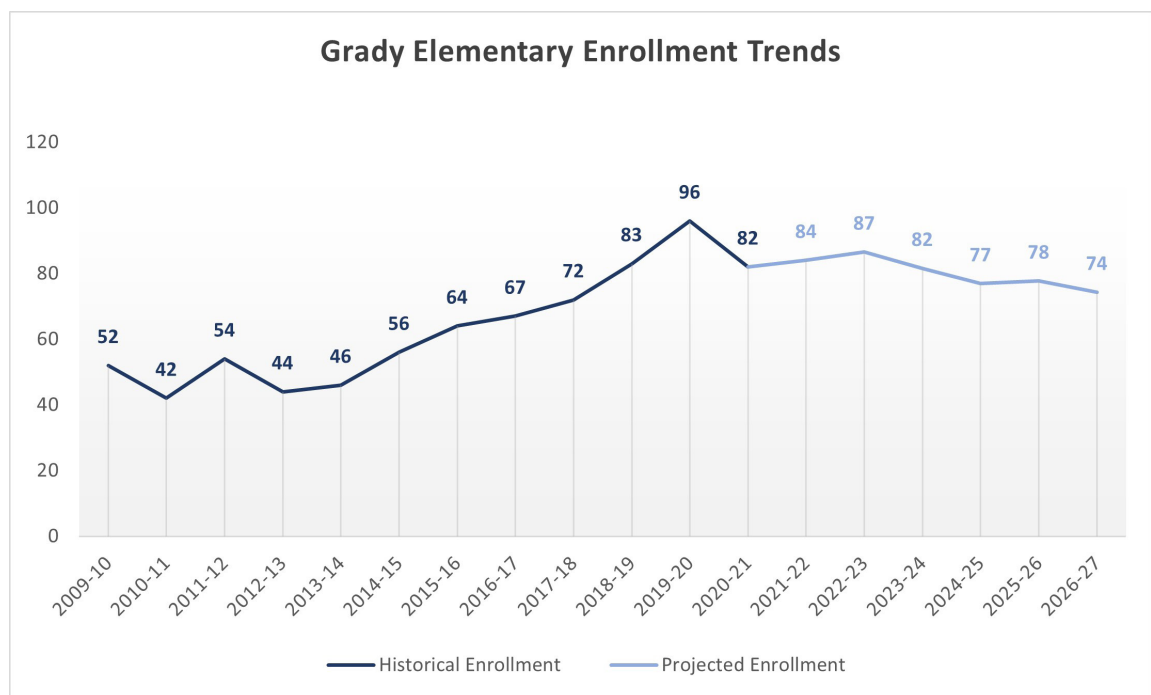
decrease to approximately 74 elementary students by 2026-2027. The following tables contain historical and projected enrollment data and an enrollment trend graph for Grady Elementary School.

### Grady ES Historic Enrollment by Grade Level

Grade Level	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Pre-K	6	0	12	10	5	8	16	4	13	15	16	8
KN	3	7	7	6	9	8	8	13	8	11	11	9
1st	10	5	7	6	8	11	8	11	13	15	15	10
2nd	5	10	3	6	5	10	9	11	8	10	15	15
3rd	9	5	9	3	6	5	10	10	10	11	12	15
4th	6	8	7	8	5	9	6	11	9	10	12	11
5th	13	7	9	5	8	5	7	7	11	11	15	14
6th	10	14	7	7	4	11	7	9	8	0	0	0
<b>TOTAL</b>	<b>52</b>	<b>42</b>	<b>54</b>	<b>44</b>	<b>46</b>	<b>56</b>	<b>64</b>	<b>67</b>	<b>72</b>	<b>83</b>	<b>96</b>	<b>82</b>

### Grady ES Projected Enrollment by Grade Level

Grade Level	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K	11	11	10	10	10	10
KN	10	9	9	8	8	8
1st	13	12	10	11	10	10
2nd	9	12	11	10	10	9
3rd	14	9	13	12	10	11
4th	16	16	11	15	13	12
5th	11	17	17	12	16	14
6th	0	0	0	0	0	0
<b>TOTAL</b>	<b>84</b>	<b>87</b>	<b>82</b>	<b>77</b>	<b>78</b>	<b>74</b>



## Demographics and Enrollment

### Grady Middle School Enrollment and Projections

Grady Municipal Schools has one middle school, Grady Middle School (GMS) serving students in grades sixth through eighth. Grady Middle School is located on the Grady Municipal Schools campus.

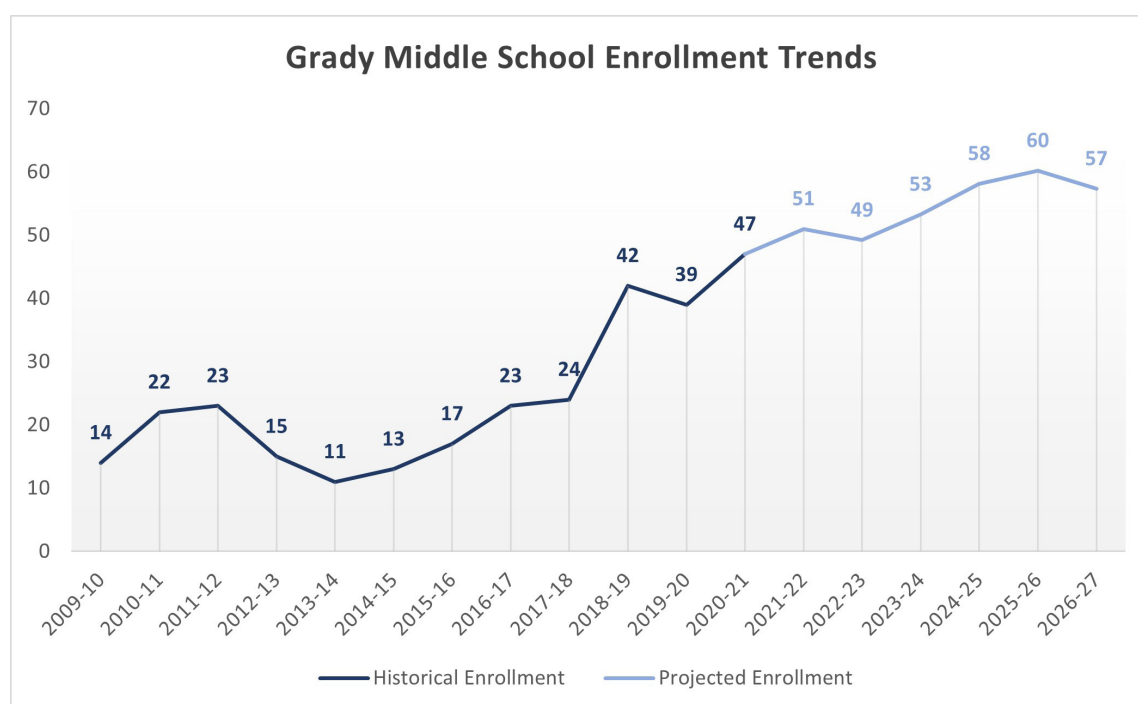
The overall middle school enrollment fluctuated between a low of 14 in 2009-10, when it was only 7th and 8th grade, to a high of 47 in 2020-21, when it included 6th grade. Since 2011-12 student enrollment has increased from approximately 7 students per grade level in 2011-12 to approximately 16 students per grade level in 2020-21. Enrollment projections through 2026-2027 show middle school enrollment continuing to increase to 57 students by 2026-27.

### Grady MS Historic Enrollment by Grade Level

Grade Level	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th	0	0	0	0	0	0	0	0	0	15	13	17
7th	9	11	11	6	6	6	12	11	12	15	14	16
8th	5	11	12	9	5	7	5	12	12	12	12	14
<b>TOTAL</b>	<b>14</b>	<b>22</b>	<b>23</b>	<b>15</b>	<b>11</b>	<b>13</b>	<b>17</b>	<b>23</b>	<b>24</b>	<b>42</b>	<b>39</b>	<b>47</b>

### Grady MS Projected Enrollment by Grade Level

Grade Level	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
6th	16	13	20	20	13	18
7th	18	19	15	24	24	16
8th	17	17	19	15	23	23
<b>TOTAL</b>	<b>51</b>	<b>49</b>	<b>53</b>	<b>58</b>	<b>60</b>	<b>57</b>





## Demographics and Enrollment

### Grady High School Enrollment and Projections

Grady Municipal Schools has one high school; Grady High School (GHS) that serves grades ninth through twelfth. The school is part of the Grady Municipal Schools Campus and is located between San Jon and Clovis.

The high school enrollment had a peak during the 2009-2010 school year when enrollment reached 42 students. Over the past 12 years the GHS student enrollment has fluctuated between 48 and 27 students with an enrollment of 45 students in 2020-21. Projections for high school enrollment are anticipated to increase to around 86 students through 2026-27.

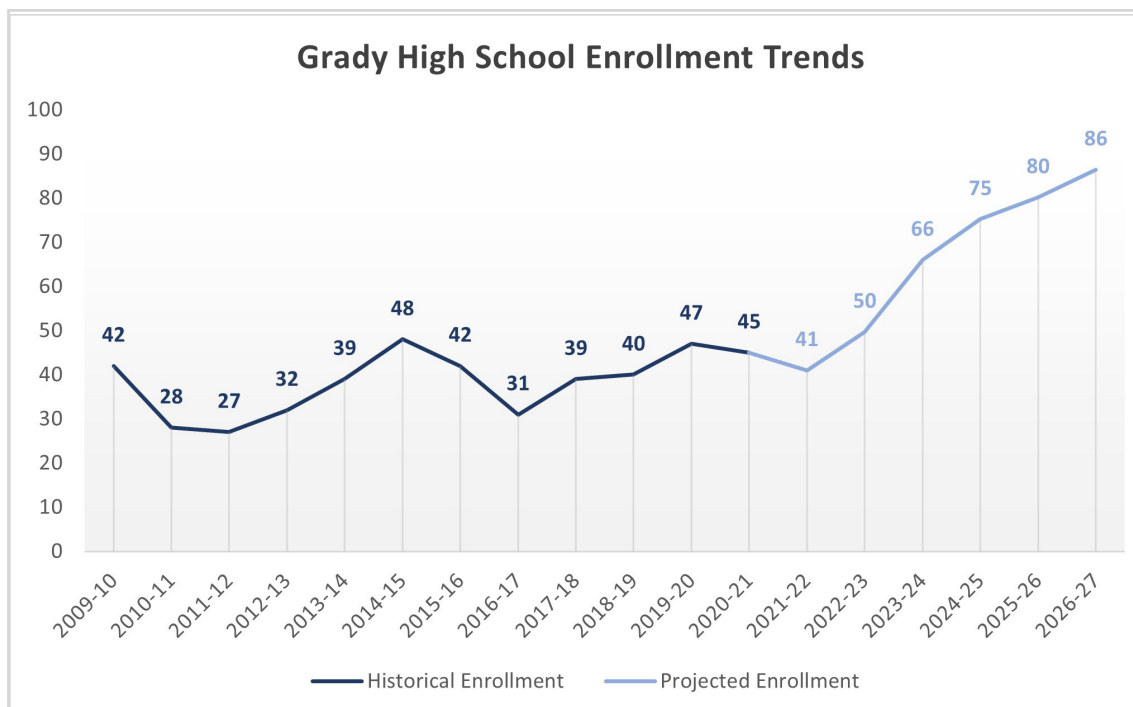
The following tables for historical and projected enrollment and a trends graph for the high school in Grady.

### Grady High School Historic Enrollment by Grade Level

Grade Level	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
9th	14	4	8	11	9	9	5	6	13	12	13	12
10th	11	10	3	6	15	10	12	6	7	12	12	8
11th	8	6	9	7	7	22	9	11	6	9	13	12
12th	9	8	7	8	8	7	16	8	13	7	9	13
<b>TOTAL</b>	<b>42</b>	<b>28</b>	<b>27</b>	<b>32</b>	<b>39</b>	<b>48</b>	<b>42</b>	<b>31</b>	<b>39</b>	<b>40</b>	<b>47</b>	<b>45</b>

### Grady High School Projected Enrollment by Grade Level

Grade Level	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
9th	12	18	18	20	15	24
10th	12	12	18	19	20	16
11th	5	14	15	22	22	24
12th	12	5	15	15	22	23
<b>TOTAL</b>	<b>41</b>	<b>50</b>	<b>66</b>	<b>75</b>	<b>80</b>	<b>86</b>



## Demographics and Enrollment

### C.2.C. Projection Analysis

#### Cohort Survival Rates

The Cohort Survival Rates are based on historical enrollment. These survival rates are the ratios of the number of students who remain from one year to the next. Once calculated, these rates are used to project future enrollments. The following table shows the cohort survival rates for Grady Municipal Schools during the last 12 years. The table shows that overall GMS has a cohort survival rate of 106.8 percent. The grades that are below a 100 percent average survival rate is the 2nd grade and the 8th grade. The 2nd grade averages the lowest cohort survival ratio with an average of 91.2 percent in the last 12 years, while 7th grade has the highest average with 117.8 percent. See chart below.

Grady Municipal Schools Cohort Survival Rates													
Grade Level	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Average
1st	83.3%	166.7%	100.0%	85.7%	133.3%	122.2%	100.0%	137.5%	100.0%	187.5%	136.4%	90.9%	<b>120.3%</b>
2nd	71.4%	100.0%	60.0%	85.7%	83.3%	125.0%	81.8%	137.5%	72.7%	76.9%	100.0%	100.0%	<b>91.2%</b>
3rd	112.5%	100.0%	90.0%	100.0%	100.0%	100.0%	100.0%	111.1%	90.9%	137.5%	120.0%	100.0%	<b>105.2%</b>
4th	75.0%	88.9%	140.0%	88.9%	166.7%	150.0%	120.0%	110.0%	90.0%	100.0%	109.1%	91.7%	<b>110.9%</b>
5th	100.0%	116.7%	112.5%	71.4%	100.0%	100.0%	77.8%	116.7%	100.0%	122.2%	150.0%	116.7%	<b>107.0%</b>
6th	83.3%	107.7%	100.0%	77.8%	80.0%	137.5%	140.0%	128.6%	114.3%	136.4%	118.2%	113.3%	<b>111.4%</b>
7th	100.0%	110.0%	78.6%	85.7%	85.7%	150.0%	109.1%	157.1%	133.3%	187.5%	93.3%	123.1%	<b>117.8%</b>
8th	100.0%	122.2%	109.1%	81.8%	83.3%	116.7%	83.3%	100.0%	109.1%	100.0%	80.0%	100.0%	<b>98.8%</b>
9th	93.3%	80.0%	72.7%	91.7%	100.0%	180.0%	71.4%	120.0%	108.3%	100.0%	108.3%	100.0%	<b>102.2%</b>
10th	137.5%	71.4%	75.0%	75.0%	136.4%	111.1%	133.3%	120.0%	116.7%	92.3%	100.0%	61.5%	<b>102.5%</b>
11th	100.0%	54.5%	90.0%	233.3%	116.7%	146.7%	90.0%	91.7%	100.0%	128.6%	108.3%	100.0%	<b>113.3%</b>
12th	100.0%	100.0%	116.7%	88.9%	114.3%	100.0%	72.7%	88.9%	118.2%	116.7%	100.0%	100.0%	<b>101.4%</b>
Yr Average	<b>96.4%</b>	<b>101.5%</b>	<b>95.4%</b>	<b>97.2%</b>	<b>108.3%</b>	<b>128.3%</b>	<b>98.3%</b>	<b>118.3%</b>	<b>104.5%</b>	<b>123.8%</b>	<b>110.3%</b>	<b>99.8%</b>	<b>106.8%</b>

#### GMS District Wide Enrollment Trends

In 2009-2010 GMS enrollment was 118 students. Student enrollment has been slowly increasing at an average rate of approximately 6.8 percent per year. By the 2019-2020 school year, GMS enrollment was 182 students then it decreased to 174 students by 2020-2021, partly due to the COVID-19 pandemic. It is expected that the enrollment will continue to increase over the next five years. Measuring twelve years of enrollment data gives a clear picture of the enrollment trend for GMS. The overall historical trend has been below the 174 students enrolled in 2020-2021 (source: NM PED Official 40-Day Count).

Enrollment projections for GMS anticipate that overall student enrollment will continue a slow steady increase for the next five years, reaching approximately 218 students by 2026-2027. These enrollment projections were reached after analyzing the following factors:

- Curry County and GMS service area population trends: While Curry County population is projected to grow, the GMS service area shows no little growth.
- Historic enrollment trends: GMS has shown a inclining trend in student enrollment over the past nine years.
- Survival Ratios: The cohort survival ratios for GMS has remained relatively consistent since 2009-2010. There is a significant increase in student enrollment from 3rd to 4th grade, and 6th to 7th grade. There is a significant decrease in student enrollment from 7th to 8th grade.
- Birthrates: Continue to show a decrease in Curry County and the GMS service area. This fact could have a significant impact on GMS in the future. It is anticipated to impact the Grady

## Demographics and Enrollment

Elementary School in the next five years, then it will begin to impact Grady Middle School. The last GMS school to feel the impact of the decrease in birth rates should be Grady High School. This is shown in the projected enrollment for the three GMS schools.

- Housing development: No housing developments were identified in the GMS service area for the next five years.
- Municipal/County/Regional Demographic changes: No demographic changes in the GMS area were identified.
- Boundary adjustments: No boundary adjustments were identified for or in the GMS service area.
- Programmatic Changes: GMS realizes that programmatic changes could have a positive effect on student enrollment, especially at the middle and high school level; however, the low student enrollment limits funding of new educational programs
- Economic development initiatives/dominant industry expansion: No economic development initiatives/dominant industry expansion has been identified for the GMS service area
- Educational Programs: GMS realizes that programmatic changes could have a positive effect on student enrollment, especially at the middle and high school level; however, the low student enrollment limits funding of new educational programs
- Impact of Bureau of Indian Education Schools operating in the area (if any): There are no BIE schools located in the Grady Municipal Schools service area
- Military Installation impact (if any): there is no military installation in the GMS service area
- Others: There are no other factors affecting the GMS service area

## Demographics and Enrollment

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## Capacity and Utilization

### A.1. CAPACITY ANALYSIS

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

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

#### *N.M. Adequacy Standards (NMAS) Capacity Methodology*

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

New Mexico adequacy standards for overall square footage of a school are based on student population and derived from the maximum building gross square foot calculator located on the PSFA website. Recommended square footage per student in the NMAS gross square foot calculator is intended to functionally support all of a school's educational programs, yet encourage multi-use spaces and other strategies that can maximize utilization and create an efficient footprint.

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

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

## Capacity and Utilization

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

### *Maximum and Functional Facility Capacity Methodology*

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

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

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

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

## Capacity and Utilization

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

### *Instructional Space Capacity Methodology*

Just as with the previous methods, this capacity method, also known as the 67 Percent Instructional Space Capacity, is based in part on the New Mexico Public Education Department (PED) Pupil to Teacher Ratio (PTR) previously explained in this section, and the other part is based on the number and size of existing classrooms including portable classrooms.

The **67 Percent Instructional Space Capacity** is a benchmark based on the **Instructional Space Capacity** calculations used to provide insight to GMS on the **ideal capacity** of its combo school. A school capacity of 67 percent of its maximum capacity is ideal. An overall instructional capacity of 67 percent should be attainable for most schools. The majority of elementary, middle and high schools in the State of New Mexico are able to achieve this rate. If a school is below the benchmark capacity of 67 percent, the district should review the educational program of the school.

### **Capacity Analysis Based on the New Mexico Adequacy Standards (NMAS) Method**

The following table shows the current GMS enrollment and the NMAS recommended square feet per student per school. The NMAS recommended facility square footage is based on the 2020-21 enrollment and the NMAS current recommended square feet per student. The differences between existing school square footages and NMAS recommended facility square footages are shown in the subsequent columns for comparison. The table also contains the NMAS recommended student capacity based on the existing square footage of the GMS schools. The total combined NMAS totals are calculated across the bottom of the table.

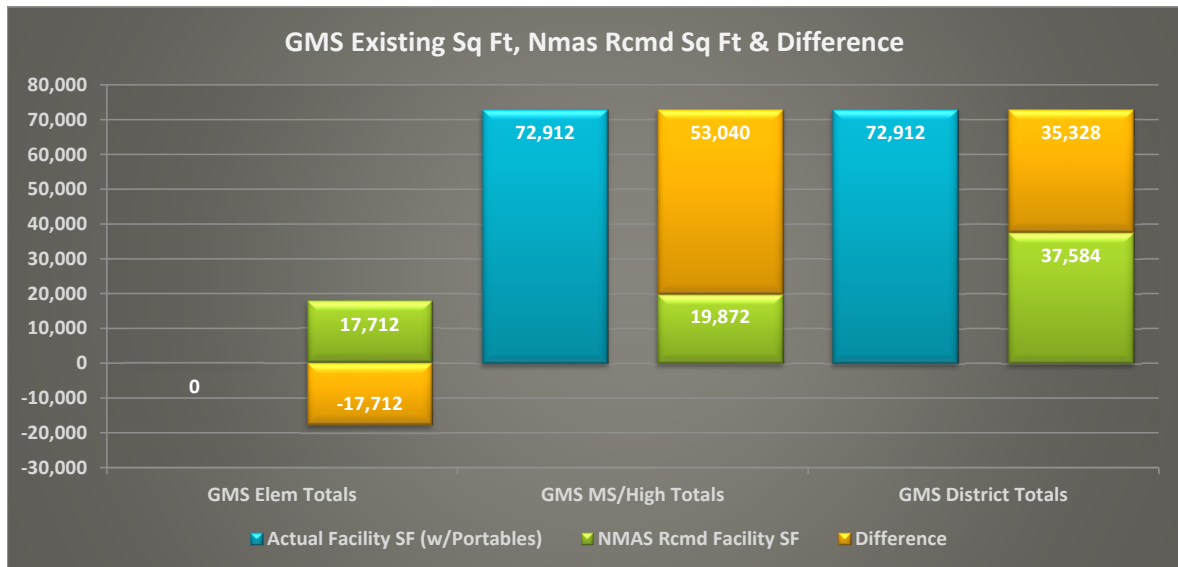
**NMAS Recommended Square Footage**

School	2020-21 Enrollment	NMAS Current Rcmd SF/Student	NMAS Rcmd Facility SF	Actual Facility SF (w/Portables)	Difference	Ratio of Existing SF to Rcmd SF	NMAS Capacity based on Existing SF/Student
Grady ES	82	216	17,712	0	-17,712	0%	
<b>Elementary Subtotal:</b>	<b>82</b>		<b>17,712</b>	<b>0</b>	<b>-17,712</b>	<b>0%</b>	<b>0</b>
Grady MS/HS	92	216	19,872	72,912	53,040	367%	396
<b>MS/HS Subtotal:</b>	<b>92</b>		<b>19,872</b>	<b>72,912</b>	<b>53,040</b>	<b>367%</b>	<b>396</b>
<b>COMBO SCHOOL TOTALS:</b>	<b>174</b>		<b>37,584</b>	<b>72,912</b>	<b>35,328</b>	<b>194%</b>	<b>396</b>

Used NMAS HS totals for MS/HS

# Capacity and Utilization

The New Mexico Public Education Department (PED) and the Public School Capital Outlay Council (PSCOC) recognizes Grady Municipal Schools as having three schools; an elementary, middle, high school with a 2020-2021 student population of 174 and an overall square footage of educational permanent and portable facilities of 72,912 according to the FMP floor plans. This square footage is comprised of 25 permanent instructional spaces.



The NMAS recommended square footage for the schools based on 174 students, is 37,584 square feet. The existing instructional square footage is 72,912, or 35,328 square feet more than the NMAS recommended size. The NMAS recommendations do not include full-size gymnasiums for elementary schools, or auxiliary gymnasiums and performing arts centers for middle and high schools.

### NMAS Recommended Square Footage

School	2020-21 Enrollment	NMAS Current Rcnd SF/Student	NMAS Rcnd Facility SF	Actual Facility SF (w/Portables)	Difference	Ratio of Existing SF to Rcnd SF	NMAS Capacity based on Existing SF/Student
Grady ES	82	216	17,712	0	-17,712	0%	0
<b>Elementary Subtotal:</b>	<b>82</b>		<b>17,712</b>	<b>0</b>	<b>-17,712</b>	<b>0%</b>	<b>0</b>
Grady MS/HS	92	216	19,872	72,912	53,040	367%	396
<b>MS/HS Subtotal:</b>	<b>92</b>		<b>19,872</b>	<b>72,912</b>	<b>53,040</b>	<b>367%</b>	<b>396</b>
<b>COMBO SCHOOL TOTALS:</b>	<b>174</b>		<b>37,584</b>	<b>72,912</b>	<b>35,328</b>	<b>194%</b>	<b>396</b>

Used NMAS HS totals for MS/HS

The table above shows the NMAS recommended student capacity which is based on the existing square footage of all the schools. The NMAS recommended overall district capacity for GMS is based on a total of 72,912 square feet and the NMAS gross square foot calculator. The NMAS recommended capacity is approximately 396 students. This is 222 students more than the 2020-2021 student population of 174. The results of this method show that there could be room for the district to improve utilization of its square footage.



# Capacity and Utilization

## Capacity Analysis Results Based on the Functional Facility Capacity Method

The following table shows **Maximum** Facility Capacity and **Functional** Facility Capacity. This analysis indicates that the GMS **Maximum** Facility Capacity is 572 students and its **Functional** Facility Capacity is 408 students. Grady Municipal Schools 2020-2021 enrollment was 174 which is 234 students less than the **Functional** Facility Capacity.

Functional Facility Capacity Compared to Maximum Facility Capacity

School	Grades	2020-21 Enrollment	Existing # of Classrooms w/o Portables	Maximum Facility Capacity w/o Portables	Functional Facility Capacity w/o Portables	Existing # of Classrooms w/ Portables	Maximum Facility Capacity w/Portables	Functional Facility Capacity w/Portables	NMAS Capacity based on Existing SF/Student
Grady ES	PreK-5	82	10	208	142	10	208	142	0
<b>Elementary Subtotal:</b>		<b>82</b>	<b>10</b>	<b>208</b>	<b>142</b>	<b>10</b>	<b>208</b>	<b>142</b>	<b>0</b>
Grady MS/HS	6-12	92	15	364	266	15	364	266	396
<b>MS/HS Subtotal:</b>		<b>92</b>	<b>15</b>	<b>364</b>	<b>266</b>	<b>15</b>	<b>364</b>	<b>266</b>	<b>396</b>
<b>COMBO SCHOOL TOTALS:</b>		<b>174</b>	<b>25</b>	<b>572</b>	<b>408</b>	<b>25</b>	<b>572</b>	<b>408</b>	<b>396</b>

These capacities are based upon the number of classrooms in the District.

The **Functional** Facility Capacity results show that the district's combo school is under capacity by approximately 234 students. Based on the functional capacity, the district could accommodate an additional 234 students with the current educational program and still remain under the Functional Facility Capacity threshold.

## Capacity Analysis Results Based on the Instructional Space Capacity Method

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

According to the results, GMS' Instructional Space Capacity or Benchmark Capacity is 383 students which is 209 students more than its current enrollment of 174. The district's combo school appears to be under capacity based on the 67 percent benchmark capacity method.

Instructional Space Capacity - 67% Range

School	Grades	2020-21 Enrollment	Existing # of Classrooms w/o Portables	Instructional Space Capacity w/o Portables @ 67%	Existing # of Classrooms w/Portables	Instructional Space Capacity w/ Portables @ 67%
Grady ES	PreK-5	82	10	139	10	139
<b>Elementary Subtotal:</b>		<b>82</b>	<b>10</b>	<b>139</b>	<b>10</b>	<b>139</b>
Grady MS/HS	6-12	92	15	244	15	244
<b>MS/HS Subtotal:</b>		<b>92</b>	<b>15</b>	<b>244</b>	<b>15</b>	<b>244</b>
<b>DISTRICT TOTALS:</b>		<b>174</b>	<b>25</b>	<b>383</b>	<b>25</b>	<b>383</b>

# Capacity and Utilization

## Capacity Analysis Summary

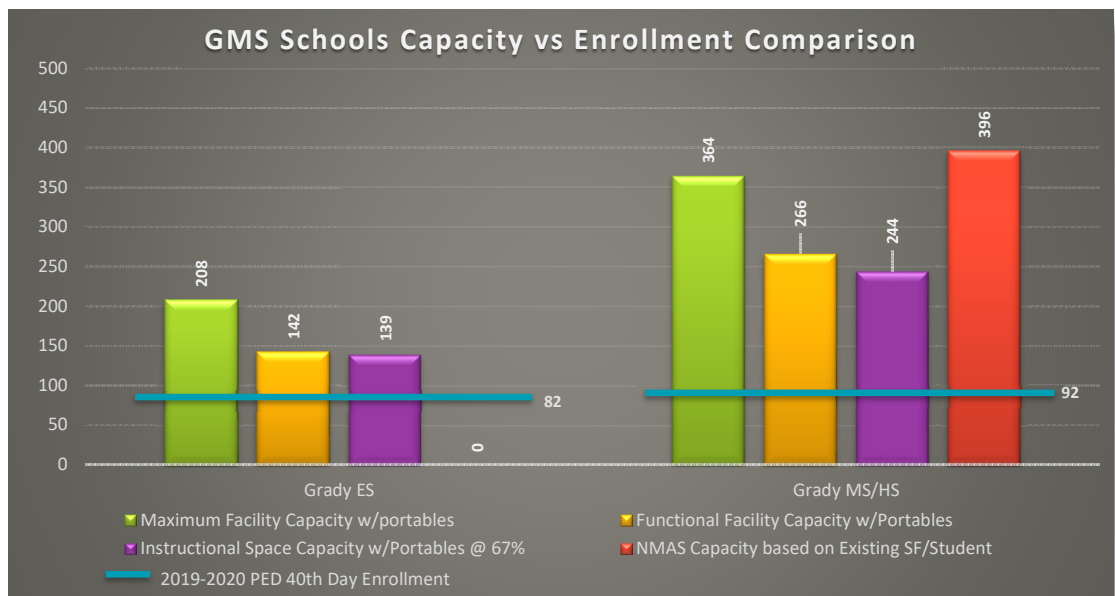
The table below shows a summary of the three capacity methods used for GMS: **NM Adequacy Standards Capacity, The Maximum Facility Capacity / Functional Facility Capacity** and the **67 Percent Instructional Space Capacity**.

### Instructional Space Capacity

School	2020-21 Enrollment	Maximum Facility Capacity w/Portables	Functional Facility Capacity w/Portables	Instructional Space Capacity w/ Portables @ 67%	NMAS Capacity based on Existing SF/Student
Grady ES	82	208	142	139	0
<b>Elementary Subtotal:</b>	<b>82</b>	<b>208</b>	<b>142</b>	<b>139</b>	<b>0</b>
Grady MS/HS	92	364	266	244	396
<b>MS/HS Subtotal:</b>	<b>92</b>	<b>364</b>	<b>266</b>	<b>244</b>	<b>396</b>
<b>COMBO SCHOOL TOTALS:</b>	<b>174</b>	<b>572</b>	<b>408</b>	<b>383</b>	<b>396</b>

According to the results of all three capacity methods concur on the available capacity of the GMS combo school: a Functional Facility Capacity of 408, a NMAS Capacity of 396, and a 67% Instructional Space Capacity of 383. This reveals that the available capacity of the GMS combo school exceeds the current student population. The available capacity shows that GMS could be oversized for its current student enrollment. Finally, the next graph below shows a comparison of the district's total capacities of all three methods of analysis. The NM Adequacy Standards Capacity, the Functional Facility Capacity, and the 67% Capacity methods show concurrency for the overall district's capacity indicating that the school's capacity exceeds the enrollment of the campus and could have under-utilized square footage.

Based on the current square footage of existing facilities, the current educational program, and the number of instructional spaces, the district can accommodate at a minimum 209 additional students.



# Capacity and Utilization

## A.2. SPECIAL FACTORS INFLUENCING FACILITY CAPACITY

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

### *Lower than state required PTRs*

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

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

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

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

### **Pupil Teacher Ratios**

School	Grades	2020-21 Enrollment	2020-21 # of GMS Assigned Teachers / Classrooms	PED PTR	2020-21 GMS PTR w/ Existing Classrooms
Grady ES	PreK-5	82	7	22	11.71
<b>Elementary Subtotal:</b>		<b>82</b>	<b>7</b>	<b>22</b>	<b>11.71</b>
Grady MS/HS	6-12	92	11	28	9.93
<b>MS/HS Subtotal:</b>		<b>92</b>	<b>11</b>	<b>28</b>	<b>9.93</b>
<b>COMBO SCHOOL TOTALS:</b>		<b>174</b>	<b>18</b>	<b>25</b>	<b>10.82</b>

According to the results shown on the table, GMS combo school has an overall average PTR of 11 which is below PED's allowable PTR of 25. The GMS combo school has a PTR value that is low compared to PED's allowable PTR which indicates that there are more teachers and classrooms

## Capacity and Utilization

than might be required. However, a reduction of teachers or instructional space may affect the robust educational program offered at GMS which would affect student success.

### *Special Education Spaces*

The Special Education (SPED) program must be reviewed whenever determining the capacity and utilization of facilities. It is important to understand the impact that special education programs have on each school. The following table identifies the number of students at GMS that are eligible to receive A-B, B, C, D and Gifted levels of special education instruction. Approximately twenty percent of the total student population receive some level of special education instruction at GMS.

#### **SPED Enrollment Comparisons**

School	2020-21 Enrollment	Special Ed Enrollment	Special Ed as % of Total
Grady ES	82	18	22%
<b>Elementary Subtotal:</b>	<b>82</b>	<b>18</b>	<b>22%</b>
Grady MS/HS	92	16	17%
<b>MS/HS Subtotal:</b>	<b>92</b>	<b>16</b>	<b>17%</b>
<b>COMBO SCHOOL TOTALS:</b>	<b>174</b>	<b>34</b>	<b>20%</b>

### *Special Programs*

Grady Municipal Schools does not have the ability to offer a variety of special programs to its students due to the low student enrollment. The district does offer some vocational classes to its middle and high school students, but would like to offer a wider variety to more of its students if funding were available. Grady Municipal Public Schools has limited space to support special programs and does not have the necessary funding to create new programs or space for these programs at this time.

### *Repurposed Instructional Spaces*

Due to the lack of student enrollment, Grady Municipal Schools has repurposed a few instructional spaces and made them support spaces. This has not had a significant impact on the capacity of the combo school as the district has more classroom space than students. The district has the ability to repurpose these spaces into the needed instructional spaces should the need arise.

### *FTE Availability*

The demographic study of the GMS service area shows that 100 percent of the student age population in the service area attends GMS combo school. Grady Municipal Schools also receives a large portion of its students from adjacent districts. 59 percent of the elementary school enrollment is out of district students. 63 percent of the middle school enrollment is out of district students. 71 percent of the high school enrollment is out of district students. This is a major issue for GMS and allows the district to offer its students an educational program that meets the students needs.

## Capacity and Utilization

### Adequacy

As shown in this section, the GMS combo school is above New Mexico State Adequacy Standards for its student population of 174. While comparison to the NMAS shows that the GMS combo school should have excess square footage, the classrooms are small and would not accommodate the maximum number of students allowed per teacher per PED. The small number of students per class can easily be accommodated by the smaller classroom size. There is no vacant instructional space at GMS combo school. When looking at the overall capacity of the district of 383, there are approximately 209 empty seats available for students.

### Other

As stated earlier, Grady Municipal Schools experiences a very high student transfer into the district. This has kept GMS a vibrant district, able to meet student needs. The district does not have any school level attendance boundaries within its boundary.

### Instructional Space Comparisons

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

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

#### Instructional Space Comparisons

School	# of General Use Classrooms	# Special Ed Classrooms	# Special Use Classrooms	Total Instructional Spaces	Portable Classrooms Total # of Instructional Spaces
Grady ES	7	0	3	10	0
<b>Elementary Subtotal:</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>10</b>	<b>0</b>
Grady MS/HS	8	1	6	15	0
<b>MS/HS Subtotal:</b>	<b>8</b>	<b>1</b>	<b>6</b>	<b>15</b>	<b>0</b>
<b>COMBO SCHOOL TOTALS:</b>	<b>15</b>	<b>1</b>	<b>9</b>	<b>25</b>	<b>0</b>

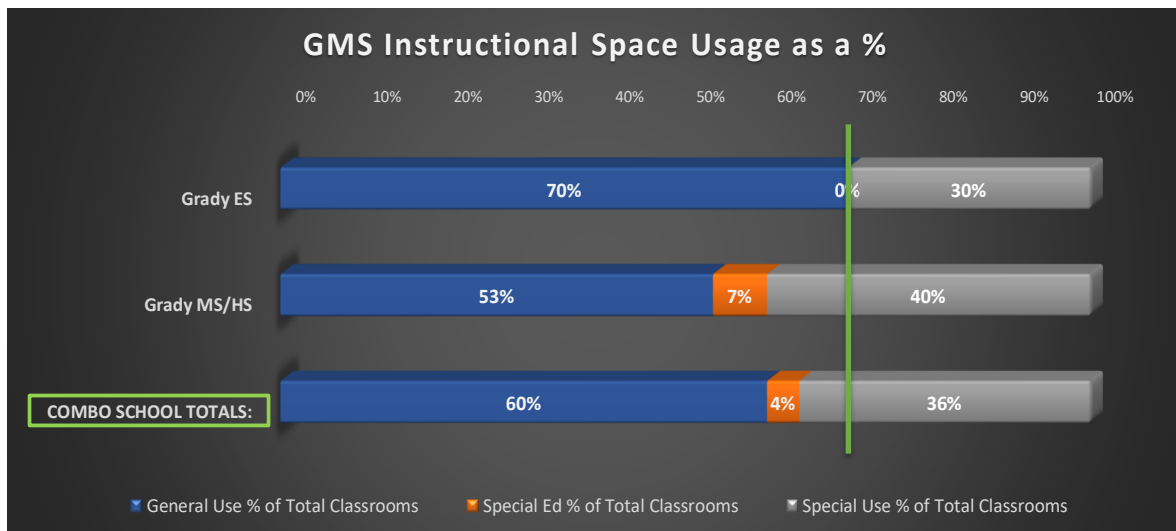
The above table shows that GMS has 25 permanent instructional spaces. There are no portable classrooms in the district. Of the 25 spaces, 15 instructional spaces are for general use, one instructional space is for special education, and nine instructional spaces are for special use. This corresponds to 60 percent general use spaces, 4 percent special education spaces, and 36 percent special use spaces as shown in the following table on the next page.

## Capacity and Utilization

### Instructional Space Usage as a Percent

School	General Use % of Total Classrooms	Special Ed % of Total Classrooms	Special Use % of Total Classrooms
Grady ES	70%	0%	30%
<b>Elementary Subtotal:</b>	<b>70%</b>	<b>0%</b>	<b>30%</b>
Grady MS/HS	53%	7%	40%
<b>MS/HS Subtotal:</b>	<b>53%</b>	<b>7%</b>	<b>40%</b>
<b>COMBO SCHOOL TOTALS:</b>	<b>60%</b>	<b>4%</b>	<b>36%</b>

Additionally, the following graph has a line at 67 percent which serves as a benchmark of the ideal amount of assigned spaces in a school. The Grady Municipal Schools combo school does not meet the benchmark of 67 percent assigned spaces. Overall, the district has an average of 60 percent of assigned spaces; however the elementary school has an average of 70 percent. This is below the 67 percent benchmark which means the combo school might not be operating as efficiently as it could.



### A.3. PRE-K ENROLLMENT AND CAPACITY WITHIN THE DISTRICT

During the 2020-21 school year, GMS had 8 pre-K students enrolled in its pre-K program. The pre-K program is part of the PED NM pre-K program. The pre-K program is currently housed in one permanent classroom which meets the needs of the district and the pre-K program. The district does not anticipate the need for additional pre-K space. There are no other pre-K programs operating in the GMS service area at this time.

## Utilization Analysis

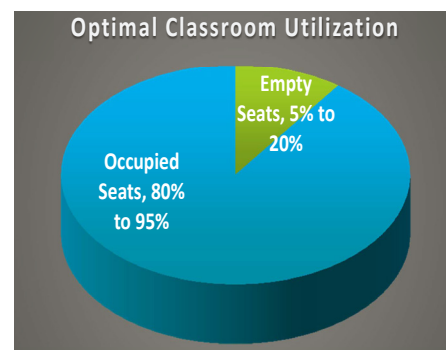
### B.1. UTILIZATION ANALYSIS

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

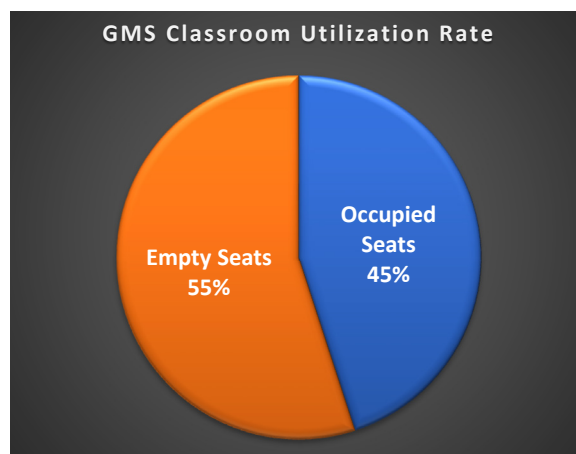
There are two indicators of space utilization: **Classroom Utilization Rate** and **Facility Utilization Rate**. The first indicator, Classroom Utilization Rate, is based on the percentage rate of assigned classroom occupancy. Whereas the second indicator, Facility Utilization Rate, is the percentage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

#### *Classroom Utilization Rate Indicator*

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



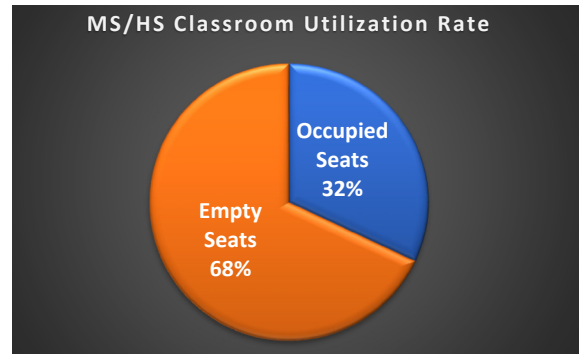
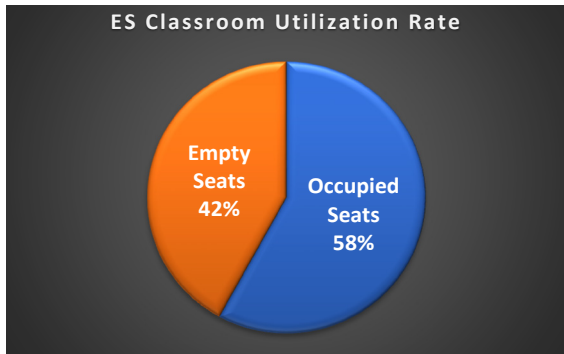
In determining the most accurate Classroom Utilization Rate for Grady Municipal Schools the schools were broken down to Grady Elementary School and Grady Middle/High School. Grady Municipal Schools combo school has an average Classroom Utilization Rate of 45 percent district wide. Grady Elementary School has a Classroom Utilization Rate of 58 percent. This rate is below the 95 percent NMAS recommended rate for elementary schools. Grady Middle/High School has a Classroom Utilization Rate of 32 percent. This rate is well below the 85 percent NMAS





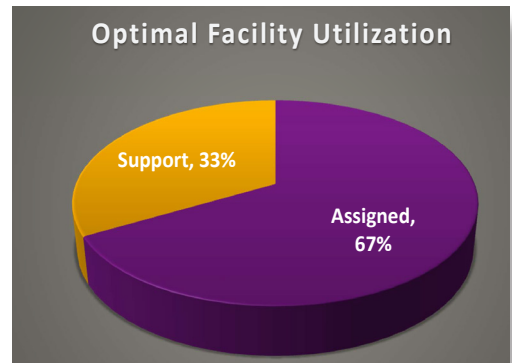
# Utilization Analysis

recommended rate for middle/high schools. The GMS Classroom Utilization Rates are not consistent with the NM utilization guidelines of 95 to 80 percent. This indicates there could be room for improvement in the use of assigned classrooms at the GMS combo school; however, to increase Classroom Utilization Rates would mean the district would need to change its educational program and implement combined classrooms for elementary school students. This is not a change that the district feels would be beneficial to its students. These results are shown graphically in the next figures.



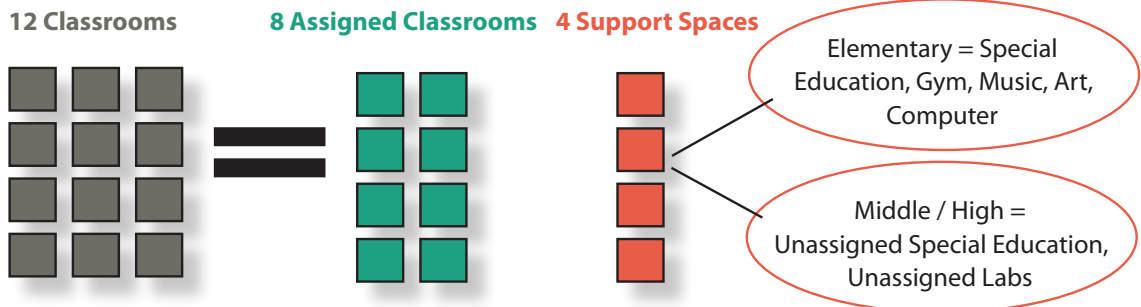
### Facility Utilization Rate Indicator

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



An optimal benchmark for facility utilization for schools is 67 percent of its classrooms should be assigned classrooms. For example, a school with 12 total classrooms at 67 percent utilization would have eight assigned classrooms and no more than four unassigned classrooms. Elementary school unassigned classrooms for support are different from the middle and high school level classrooms.

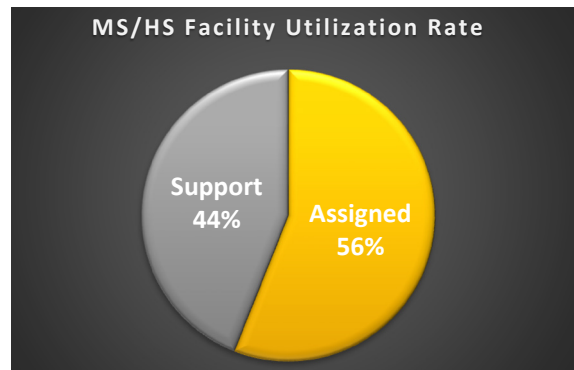
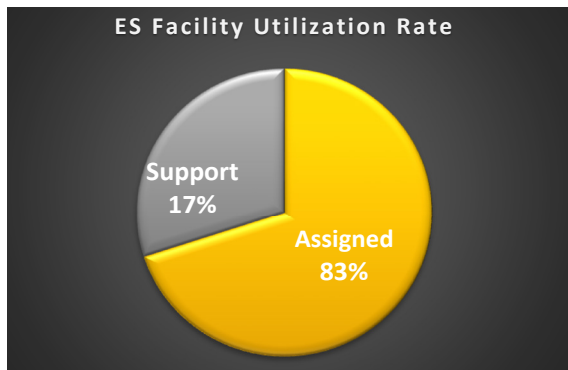
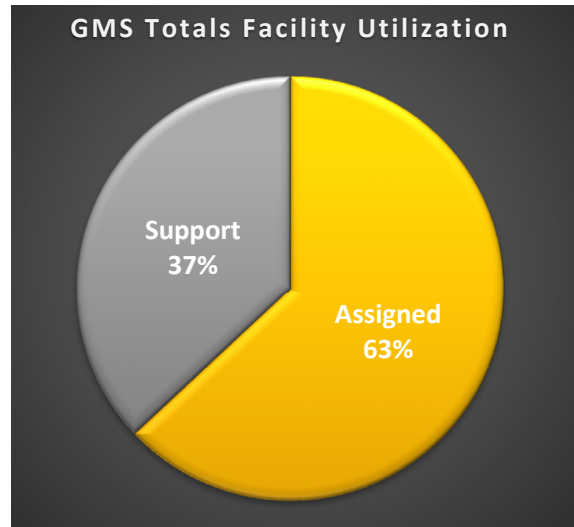
### 67% Capacity of a 12 Classroom School





## Utilization Analysis

The chart on the right shows that the average percentage of assigned classroom spaces and support spaces for the GMS combo school is 63 percent. Grady Elementary School students occupy 70 percent of the instructional spaces during the school day. This percentage exceeds the 67 percent benchmark for Facility Utilization of elementary schools. Grady Middle/High School students occupy 56 percent of the instructional spaces during the school day. This does not meet the 67 percent benchmark for Facility Utilization of middle/high schools. These Facility Utilization Rate percentages do not reflect the number of students in the classroom spaces, only that these spaces are used during the day by any number of students.



Grady Elementary and Middle/High Schools Facility Utilization rates do not meet the optimal benchmark of 67 percent; however, they are close for a small district. The average of 63 percent Facility Utilization indicates that the majority of instructional spaces are assigned on a daily basis, but does not quite meet the benchmark of 67 percent. The low Facility Utilization percentage indicates that there could be a slight excess of instructional spaces and an above average number of instructional spaces that are not assigned and being used as support spaces in the GMS schools.

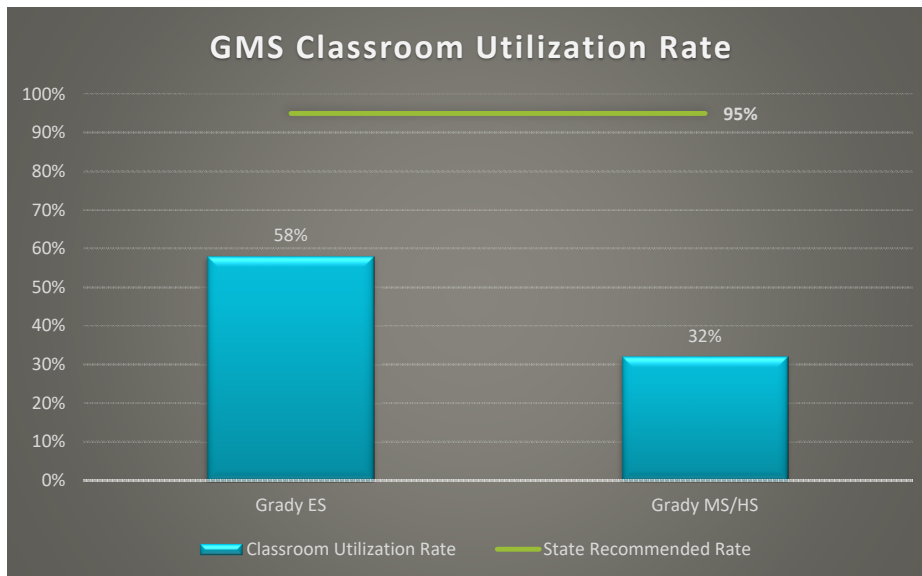
## Utilization Analysis

### Utilization Studies Summary

The table below shows Grady Elementary School and Grady Middle/High School Classroom Utilization Rates and their Facility Utilization Rates.

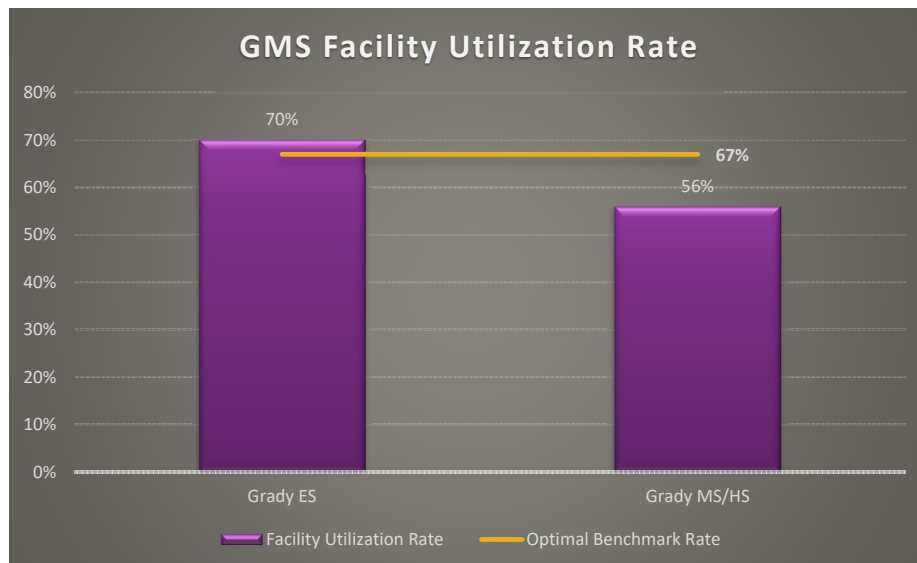
School	Grades	2020-21 Enrollment	Existing # of Classrooms w/Portables	Classroom Utilization Rate	Facility Utilization Rate
Grady ES	PreK-5	82	10	58%	70%
<b>Elementary Subtotal:</b>		<b>82</b>	<b>10</b>	<b>58%</b>	<b>70%</b>
Grady MS/HS	6-12	92	15	32%	56%
<b>MS/HS Subtotal:</b>		<b>92</b>	<b>15</b>	<b>32%</b>	<b>56%</b>
<b>COMBO SCHOOL TOTALS:</b>		<b>174</b>	<b>25</b>	<b>45%</b>	<b>63%</b>

In addition, the following graphs present a comparison of each school's Classroom Utilization and Facility Utilization rates to the recommended rates. The first graph shows that neither the Grady Elementary School or the Grady Middle/High School have a Classroom Utilization rate that complies with the state's recommended values of 95 to 100 percent or 80 to 95 percent. Grady Elementary School has the highest Classroom Utilization rate at 58 percent. The Grady Middle/High School has a Classroom Utilization rate of 32 percent that is well below the recommended rate of 80 percent to 95 percent.



## Utilization Analysis

In regard to the Facility Utilization Rates, Grady Elementary School's Facility Utilization Rate of 70 percent exceeds the 67 percent optimal benchmark indicating that the school has a good balance of instructional to support spaces. The Grady Middle/High School Facility Utilization Rate of 56 percent is below the 67 percent optimal benchmark indicating that the school could have room for improvement of its balance of instructional to support spaces.



### B.2. SPECIAL FACTORS INFLUENCING UTILIZATION OF SCHOOLS

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

#### *Curriculum Issues*

The current school facilities were built to accommodate the school age population of the GMS service area of years past, but the service area student population has declined leaving the existing facilities larger than needed. This is a critical issue for the district to address. As discussed in Section III.A, the GMS combo school has a low pupil to teacher ratio. This can be beneficial to the students, but is not the most efficient use of teachers or instructional space and places a burden on the community to maintain the under utilized space.

The district recognizes the need to provide its students with a more varied educational program; however, the low student enrollment limits the ability of the district to expand its educational program. If Grady Municipal Schools could expand its educational program, it is possible that it would attract more out of district students from adjacent districts.

## Utilization Analysis

### *Vacant, Underutilized, or Repurposed Spaces*

There are no instructional spaces at the GMS combo school. All existing instructional spaces are necessary to support the educational program at the school. The district has repurposed several instructional spaces to increase the efficiency of the school and meet the needs of its students.

### *Adequacy, FTE Availability, and Transfer Policy*

The Grady Municipal Schools combo school meet and exceed the NMAS recommended adequacy standards for the current student enrollment of 174. There is more space than required for the current student enrollment; however, the existing facilities are sized to accommodate the school age population in the GMS service area and out of district students. There is FTE availability at each GMS school.

Grady Municipal Schools does not have the need to have a school transfer policy at this time.

### *Attendance Boundary Issues*

The district does not have any school level attendance boundaries within it.

### *Other*

There are no other special factors that influence the utilization of GMS.

## Space Needs

### C.1. REQUIRED AND EXISTING CLASSROOM SPACES

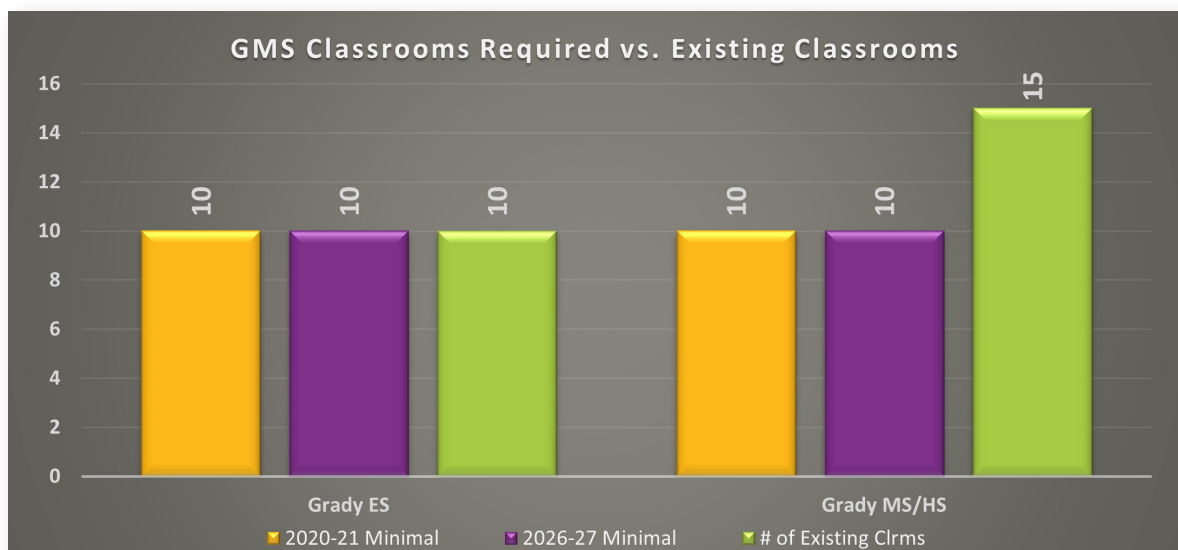
The following table shows the **minimum** number of classrooms required to accommodate the current enrollment at Grady Municipal Schools (GMS); the **minimum** number of classrooms that are projected to be required in the next five years for projected enrollment at GMS; and the number of **existing** classrooms per school.

School	2020-21		2026-27		# of Existing Clrms
	2020-21 Enrollment	2020-21 Minimal Clrms Rqd	Total Projected Enroll	2026-27 Minimal Clrms Rqd	
Grady ES	82	10	77	10	10
<b>Elementary Subtotal:</b>	<b>82</b>	<b>10</b>	<b>77</b>	<b>10</b>	<b>10</b>
Grady MS/HS	92	10	147	10	15
<b>MS/HS Subtotal:</b>	<b>92</b>	<b>10</b>	<b>147</b>	<b>10</b>	<b>15</b>
<b>COMBO SCHOOL TOTALS:</b>	<b>174</b>	<b>20</b>	<b>224</b>	<b>20</b>	<b>25</b>

Number of existing classrooms is based upon existing permanent and portable classrooms.

For the 2020-2021 school year, a **minimum** of 20 classrooms were required to accommodate the year's enrollment of 174 students and a **minimum** of 20 classrooms are projected to be required for the 2026-2027 projected enrollment of 224 students. The district has 25 existing classrooms. The number of classrooms required is based on PED's student to teacher ratio and no combined classrooms at the GMS combo school. Should the student enrollment continue to increase per grade level then additional classroom space could be required.

The enrollment numbers identified in this table reflect the PED certified 40th day numbers. In previous years PED typically only identified "developmentally delayed" students (DD) in pre-K and did not include the "typically developing" students that might be in the GMS pre-K program; however,



## Space Needs

this appears to have changed and PED appears to be identifying both developmentally delayed and typically developing students in its certified 40th day count. The district has to and will provide adequate space to support all pre-K students.

It is important to note that the minimum number of classrooms required is not always optimal due to the educational program and the special services provided at each school. The number of classrooms identified in the table above reflects the minimal number of classrooms required to house students and have adequate support space, but does not take into consideration the educational programs offered at each school. Due to enrollment numbers, GMS does not combined any elementary grade level classrooms. The Grady Middle/High school strives to provide robust class offerings to their students which could require additional classrooms to adequately support their programs.

As noted in the previous tables, the district overall has more classrooms than it requires for the current enrollment. The chart shows that GMS combo school currently has five excess classrooms for its student enrollment of 174 students and by 2026-27 it will still have five excess classrooms, based on the projection of 224 students. Even through the school's student enrollment is low, GMS combo school is dedicated to providing its students with the necessary skills for them to succeed after school which requires a greater number of specialized instructional space.

### **C.2. STRATEGIES TO MEET SPACE NEEDS**

Grady Municipal Schools realizes the need to monitor the use of square footage in district facilities. This is due to its combo school being identified as slightly oversized by NMAS recommendations and under capacity resulting from previous declining enrollment. Even with the projection for increased student enrollment, the GMS combo school will remain slightly oversized by NMAS recommendations. As stated in Section II, a majority of GMS students are from adjacent public school districts. 59 percent of elementary school students, 63 percent of middle school students and 71 percent of high school students are from out of district. This has a major impact on the district's ability to offer its students an educational program that meets their needs and keeps the facilities better utilized. During the FMP process, the district discussed and identified different strategies that could be implemented to utilize its facilities efficiently and effectively. The following items were discussed during the FMP process.

- a. **New Schools:** At this time, the existing school meets the needs of the students and community and is in good condition so there is no anticipation of replacing the existing school with a new school. There is no expectation of enough new students attending GMS schools that would require a new school for GMS students.
- b. **School additions to core, classroom, and support areas:** The community, through the FMP survey, identified the need for additional instructional spaces; however, the district is looking into alternative methods to meet the instructional space needs. There is no anticipation of additions to the GMS combo school.
- c. **Boundary adjustments:** There is no anticipation of any boundary adjustments to GMS.
- d. **Schedule changes:** There is no anticipation of a schedule change. The district is currently on a four day week with extended hours Monday through Thursday to meet the hourly requirement

## Space Needs

- established by PED. This meets the needs of the students and community.
- e. Grade configuration: There is no anticipation of any changes to the current grade configuration.
  - f. Transfer limitations: There is no need to limit student transfers at this time.
  - g. Space consolidations or repurposing of existing space: The district is constantly reviewing the use of its facilities and consolidating and repurposing existing space as needed to support the educational program.
  - h. Disposal of Excess Space: Even though the existing square footage of GMS facilities exceeds the NMAS recommended square footage, the district is utilizing all instructional space to meet the educational program needs of its students. Grady Municipal Schools will continue to monitor its enrollment and will make adjustments as necessary and as funds allow in order to keep effective utilization.

### C.3. VACANT AND UNDERUTILIZED SPACES

#### C.3.A. Number Of Vacant Rooms Per School And Repurposed Instructional Spaces

As previously mentioned, the GMS combo school is underutilized and has excess square footage according to NMAS recommendations. There are no vacant instructional spaces, but the instructional spaces could accommodate additional students. The capacity study shows that the combo school could accommodate approximately 390 students which is approximately 216 more students than is currently enrolled; however, the combo schools has a robust educational program and requires a large number of classrooms to adequately support its program. There are no unassigned instructional or support spaces at the GMS combo school.

#### C.3.B. Vacant Spaces to be Repurposed

Grady Municipal Schools has no vacant instructional spaces at its combo school. All instructional spaces are utilized to meet the needs of the educational program. As stated previously, there are empty seats in most instructional spaces, but the spaces are required to meet the needs of the GMS students. The district has identified the need to repurpose an existing science classroom into an English classroom when funds are available. Grady Municipal Schools has not identified any other specific instructional space to be repurposed at this time.

#### C.3.C. Existing Square footage and NMAS Recommended Square Footage

New Mexico adequacy standards for overall square footage of a school are based on student population and derived from the maximum building gross square foot calculator located on the PSFA website. Recommended square footage per student in the NMAS gross square foot calculator is intended to functionally support all of a school's educational programs, yet encourage multi-use spaces and other strategies that can maximize utilization and create an efficient footprint.

In determining the capacity that the Public Schools Capital Outlay Council (PSCOC) and the Public School Facilities Authority (PSFA) anticipates for a new school, the overall square footage of the school is compared to square footages in the maximum building gross square foot calculator and the capacity associated with that square footage. While existing schools were not originally designed utilizing these standards, this comparison does provide some insight into the capacity and utilization of existing schools and provides a benchmark.



# Space Needs

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

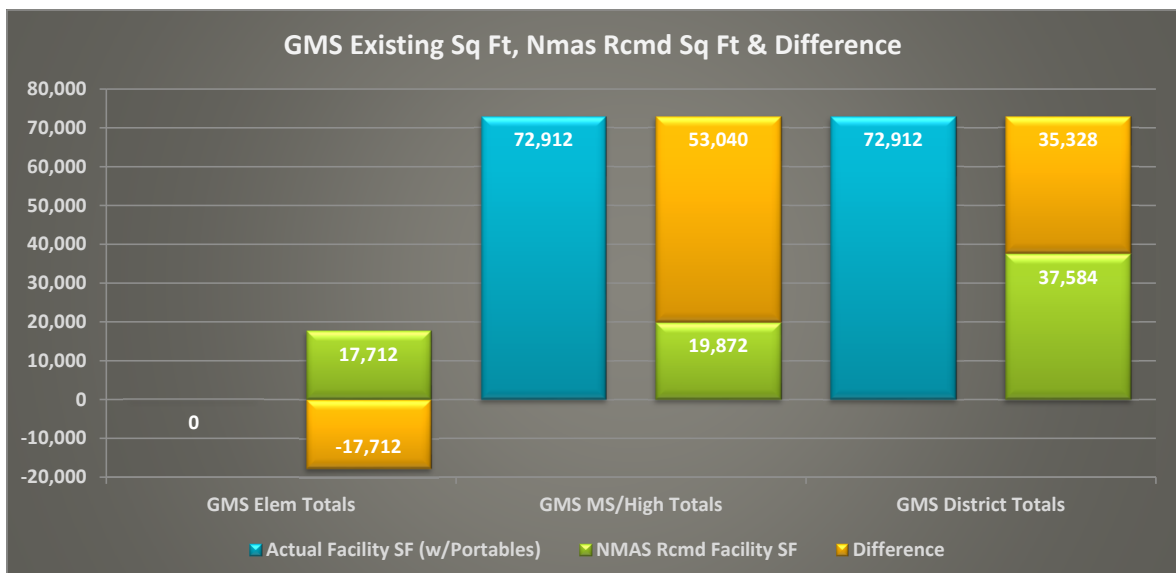
The following table shows the current GMS enrollment and the NMAS recommended square feet per student per school. The NMAS recommended facility square footage is based on the 2020-21 enrollment and the NMAS current recommended square feet per student. The differences between existing school square footages and NMAS recommended facility square footages are shown in the subsequent columns for comparison. The table also contains the NMAS recommended student capacity based on the existing square footage of the GMS Campus. The total combined NMAS totals are calculated across the bottom of the table.

The table below shows the NMAS recommended and existing square footage for the GMS combo school and the difference between the them.

**NMAS Recommended Square Footage**

School	2020-21 Enrollment	NMAS Current Rcmd SF/Student	NMAS Rcmd Facility SF	Actual Facility SF (w/Portables)	Difference	Ratio of Existing SF to Rcmd SF	NMAS Capacity based on Existing SF/Student
Grady ES	82	216	17,712	0	-17,712	0%	
<b>Elementary Subtotal:</b>	<b>82</b>		<b>17,712</b>	<b>0</b>	<b>-17,712</b>	<b>0%</b>	<b>0</b>
Grady MS/HS	92	216	19,872	72,912	53,040	367%	396
<b>MS/HS Subtotal:</b>	<b>92</b>		<b>19,872</b>	<b>72,912</b>	<b>53,040</b>	<b>367%</b>	<b>396</b>
<b>COMBO SCHOOL TOTALS:</b>	<b>174</b>		<b>37,584</b>	<b>72,912</b>	<b>35,328</b>	<b>194%</b>	<b>396</b>

Used NMAS HS totals for MS/HS





## Space Needs

### *Potential for Right Sizing Facilities*

Grady Municipal Schools, as shown in the previous table, has approximately 35,328 square feet of under utilized space according to NMAS recommendations. This under utilized space can create a burden on both the district and its local community. The district has to have a staff of professionals to maintain the facilities and the local community has to support the cost of maintenance of under utilized space through SB-9 funds. According to PSCOC/PSFA, it cost approximately \$7.50 per square foot per year to maintain and provide utilities for school facilities. Using this information, it could be costing GMS approximately \$264,960 per year to keep these under utilized facilities maintained to state recommendations. The district does not have access to this amount of funds, so it is not able to maintain these facilities to state expectations.

During the FMP process, methods and options to increase the efficiency of under utilized space was discussed. There was no determination as to how to effectively increase the efficiency of under utilized space and maintain the needs of the educational program.

## Space Needs

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# Capital Improvement Program

## A.1. CAPITAL IMPROVEMENT PROJECT HISTORY

### *History of Previous Bonding*

Grady Municipal Schools (GMS) has implemented a long-range Capital Improvement Plan (CIP) that addresses the top district priorities as funds become available. The district established the FMP Core committee to assist GMS in periodically reviewing and updating the CIP to assure its relevance in addressing current district issues. The district has a long history of support from its local community and this was last shown in 2019 by the community's support of a \$400,000 general obligation bond. The district continues to maintain and update their facilities through prudent use of available funding. The following list shows the latest GMS GOB bond election:

<b>Bond Election Date</b>	<b>Election Amount</b>
November 2019	\$400,000
<b>Total</b>	<b>\$400,000</b>

As the chart above shows, the community has supported GMS by passing its last General Obligation Bonds (GOB) in 2019 for a total of \$400,000. At this time, the GMS School Board has not determined when the next GOB election will be scheduled or what will be the amount of the GOB.

### *Use of SB-9 and HB-33 Funding*

The last successful SB-9 mill levy election for GMS was held on November 2019 which the local community supported. The local community has a long history of supporting GMS and its SB-9 mill levies. Support of the SB-9 mill levy has a significant impact on the district's ability to maintain their facilities and keep them safe and comfortable for students, staff, visitors and the local community. The district typically receives approximately \$79,504 per year from SB-9 which allows them to perform critical preventive and regular maintenance and to address the Life-Health-Safety-Security issues at all district facilities. Grady Municipal Schools has not asked its local community to support any HB-33 funding.

### *Previous PSCOC Funding*

A partnership that is available to all New Mexico Public School Districts is with the Public School Capital Outlay Council/Public School Facilities Authority. Grady Municipal Schools has received PSCOC/PSFA awards for a total of \$3,238,707 which was matched by local funds of \$325,564 for a total cost of \$3,564,271 since 2005.

#### **GMS Projects and PSCOC Awards Since 2004**

School	Project	Year	Funding Source	Total Cost	Local	State
<i>Standards-Based Awards</i>						
Grady Combo	Renovate school	2007	GOB & PSCOC/PSFA	\$3,000,000	\$269,550	\$2,730,450
<i>Security Awards</i>						
Grady Combo	Security improvements to the combined campus	2018	GOB & PSCOC/PSFA	\$53,823	\$36,303	\$17,520
Grady Combo	Security improvements to the combined campus	2019	SB-9 & PSCOC/PSFA	\$16,089	\$2,574	\$13,515
<i>DCP Funding</i>						
Grady	Remodel 2 existing classrooms	2004	DCP	\$400,000	\$0	\$400,000
<i>FMP Assistance Awards</i>						
Grady Schools	2009 FMP Assistance Award	2009	SB-9 & PSCOC/PSFA	\$45,276	\$8,150	\$37,126
Grady Schools	2015 FMP Assistance Award	2015	SB-9 & PSCOC/PSFA	\$23,827	\$5,957	\$17,870
Grady Schools	2021 FMP Assistance Award	2021	SB-9 & PSCOC/PSFA	\$25,256	\$3,030	\$22,226
<b>TOTALS</b>				<b>\$3,564,271</b>	<b>\$325,564</b>	<b>\$3,238,707</b>

## Capital Improvement Program

### *Other Sources*

Grady Municipal Schools has not implemented the use of an Educational Technology bond to support its technology program. The district does apply to and receive funds from e-rate for its technology program.

The district receives payment in lieu of taxes for wind turbines; however, those funds are generally used for in-classroom needs and not sufficient for large scale capital improvement projects.

### *Completed Capital Improvement Projects*

Grady Municipal Schools limited partnerships and prudent use of funds from all available sources, has allowed the district to accomplish several capital improvement projects identified as facility priorities in its 2015-20 FMP. The district accomplished or has in progress the following capital improvement projects:

- Safety/Security/ADA upgrades
- Technology Upgrades
- Site Improvements: Parking Lot upgrades

## **A.2. CURRENT AND ANTICIPATED FINANCIAL RESOURCES**

### *General Obligation Bonds (GOB)*

The 2019 assessed land valuation of GMS was \$10,413,933. The GMS maximum bonding capacity at 6.00% of its projected 2019 assessed valuation is approximately \$624,835. The district is bonded to 66.26 percent capacity which is \$413,016. The current tax rate is one that is sustainable by the community; therefore, the district does not anticipate increasing the tax rate at this time. Grady Municipal School's remaining bonding capacity is \$210,835. As stated previously, the district has not determined the date or the amount of the next GOB election.

### *Mill Levies*

Grady Municipal Schools has had a mill levy in place to take advantage of state matching funds under the N.M. Senate Bill 9 (SB-9) program due to local community support. The latest SB-9 election was November 2019 which will provide the district with funds through 2025 when the next SB-9 election will be held. The district tax rate is \$2.00 per each \$1,000 for residential property value and \$2.00 per each \$1,000 per non-residential property value. SB-9 revenue provides approximately \$79,504 per year to support preventive and general maintenance.

The district does not have a mill levy in place allowed under N.M. House Bill 33 (HB33) and does not anticipate asking their local community to support one. HB33 funding is generally used for renovation and additions to existing facilities. Mill levies under HB33 must be approved through an election every five years.

### *Legislative Appropriations*

Grady Municipal Schools can receive special appropriations granted by the legislature called direct legislative appropriations. Amounts appropriated vary depending on the project or can be

## Capital Improvement Program

zero. The amount of money from direct legislative appropriations accepted by the district will be deducted from critical capital outlay (PSCOC) awards. Grady Municipal Schools has received direct legislative appropriations in the previous five years and currently has an offset of \$4,500. Due to state regulations regarding direct legislative appropriations, PSCOC/PSFA will deduct funds from any GMS capital improvement project award until the direct legislative appropriation is paid in full.

### *Federal Impact Aid*

Grady Municipal Schools does not receive PL874 Federal Impact Aid funds. Federal Impact Aid funds are provided to school districts in lieu of local property taxes for students residing on federal lands within their service area. This includes Native American lands, military installments, federal public domain, and national forest lands.

### *Grants/E-Rate*

Grady Municipal Schools is an E-rate funded district and receives a variable amount of funding every year for technology and broadband projects through the E-rate program. The district has not implemented an Educational Technology bond to supplement e-rate to fund its technology program.

### *Deficiencies Correction Unit Funding*

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

### *Broadband Deficiencies Correction Program*

The state created a broadband deficiencies correction program in 2016 which provides funding to assist New Mexico Public School districts to increase their broadband and/or technology capabilities. This program works with funds from the district, E-rate, and PSCOC. It is funded through PSCOC and overseen by PSFA. Grady Municipal School has not received funding through this program. The district will continue to monitor its technology needs and apply for the Broadband Deficiencies Correction program when appropriate.

### *School Security Funding*

The state created a school security program in 2018 which provides funding to assist New Mexico public school districts in upgrading security at school campuses as needed. This program is funded through PSCOC and overseen by PSFA. Grady Municipal Schools has applied for and

## Capital Improvement Program

received PSCOC/PSFA school security funding. The district received \$17,520 in 2018 and \$13,515 in 2019 from PSCOC for district wide security improvements which totalled \$69,912. The district will continue to pursue PSCOC/PSFA security funding when appropriate.

### *Public School Capital Outlay Act*

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

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

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

Grady Municipal Schools must compete with all other New Mexico public school districts for this funding. The 2020-21 State/Local match calculation for any PSCOC award is 91 percent state match and 9 percent local match. Since 2004 GMS has received approximately \$3,238,707 from PSCOC for capital projects and facility master planning services. Refer to the page IV.A.1 for a list of GMS capital projects that have received PSCOC funds.

### *GMS Total 2022-2026 Anticipated Capital Needs and Funding Sources*

The total 2022-2026 district wide facility priorities identified for GMS during the FMP process is approximately \$5,991,053. The majority of these facility priorities are focused on systems based

## Capital Improvement Program

projects that were selected to assure that the district schools remain safe and comfortable for students, staff and visitors.

The primary source of GMS funding for life-health-safety-security-ADA-Code, preventive and regular maintenance needs, facility and site system renewal projects during this FMP is anticipated to be SB-9 funds. The primary source for technology projects will come from SB-9 funds with supplemental funds from E-rate. The primary source of GMS funding for any upcoming capital improvement projects will be from GOB funds with supplemental funds from SB-9. There is a limited amount of GOB funds available for these capital improvement projects from the 2019 GOB election. There is no date or amount set for the next GMS GOB election which will allow the district to accomplish additional capital improvement projects.

The current 2021 Facilities Assessment Database (FAD) ranking of district facilities at 441 indicates that the GMS combined school does not currently qualify to apply for standards or systems based PSCOC/PSFA funding. PSCOC/PSFA is in discussion of starting a separate funding application specifically for roof projects. Grady Municipal Schools is anticipating applying to PSCOC/PSFA for future roofing projects when those funds become available. The district will continue to work with PSCOC/PSFA, monitor FAD rankings of its combo school and apply for PSCOC/PSFA funding as the school qualifies and the district funding match is available.

The following table lists the sources of funding that the district utilizes to address its needs:

### GMS Funding Sources

Funding Source	GOB	SB-9	E-Rate
Life-Health-Safety-Security-Code Issues		✓	
Maintenance & Preventive Maintenance		✓	
Technology and Broadband		✓	✓
Building Systems Upgrades	✓	✓	
Capital Improvement Projects	✓		

The following table summarizes the anticipated funding available to GMS from 2022-2026 to address its facilities priorities.

### GMS Anticipated Capital Funding

Funding Source	Project Type	Year	Amount
SB-9 Funds	Life-Health-Safety-Security-Code, Preventive Maintenance needs, Building System upgrades, and Technology needs	2021-2025	\$397,520
GOB Funds	Major Building System upgrades and Capital projects	-	\$0
<b>TOTAL GMS Facility Needs Anticipated Budget 2021-2025</b>			<b>\$397,520</b>

The following spreadsheet is a list of all GMS facility needs.

## Capital Improvement Program

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**GMS 2022-26 FMP Capital Improvement Priorities**

Project Priority	Facility Need	Funding Source	PSFA Priority	Anticipated Schedule	Probable Total Project Cost
1	Upgrade HVAC: replace 20 year old units: 1934; 1975; 1986; 2000	GOB/SB-9/PSCOC	1-systems	2022-26	\$1,107,522
2	Upgrade technology as needed	SB-9/PSCOC	2-Tech	2022-26	\$162,500
3	Upgrade electrical wiring from panel boxes to electrical main in 1934, 1947 and 1972 buildings	GOB/SB-9/PSCOC	1-systems	2024	\$328,513
4	Upgrade select playground equipment	SB-9/PSCOC	1-systems	2022	\$97,500
5	Create outdoor learning space	GOB/SB-9		2022	\$113,750
6	Create a commons area outside cafeteria	GOB/SB-9		2022	\$624,000
7	Maintenance	SB-9/PSCOC	3-systems	2022-26	\$162,500
8	Renovate Classroom 111 from a science lab to English Classroom	SB-9		2022	\$130,000
9	Replace select windows: cafeteria	SB-9/PSCOC	1-systems	2023	\$390,000
10	Install casework: Clrm 95, 96 & 97	SB-9		2023	\$31,200
11	Upgrade/maintain roofs	GOB/SB-9/PSCOC	1-systems	2022-26	\$2,843,568
<b>Total Priority Probable Project Cost:</b>					<b>\$5,991,053</b>

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## Prioritization Process

### B.1. PRIORITIZATION PROCESS INCLUDING PUBLIC ENGAGEMENT

#### *Development of FMP Process*

Development of the facilities master plan (FMP) process for Grady Municipal Schools (GMS) started with a strategic planning meeting on March 16th. During this meeting, the following items were discussed:

- FMP goals, expectations, and objectives
- Roles and responsibilities
- Decision making process
- Participants
- Identification of relevant data and methods to obtain data
- Type and number of meetings
- FMP schedule

At the conclusion of the strategic planning meeting the GMS FMP process and schedule had been developed and a clear line of communication established.

Information from the strategic planning meeting and the FMP process was shared by the Superintendent with the GMS School Board at a regular school board meeting. The GMS School Board supported the GMS FMP Core committee's process and schedule to develop the FMP. This FMP process addresses the specific needs of GMS, supports its mission, vision, educational program, demographic, economic and facility needs.



Due to the COVID pandemic and additional time and meeting constrains of district personnel and the local community, GMS identified a decision-making process for the FMP that consisted of the GMS Core committee providing oversight of the local community input related to facility needs. Local community input was provided through a facility needs survey available to all community members. From the input of the local community through the facility needs survey, district priorities were established and recommendations generated that were shared with the GMS School Board. This input allowed the district to develop a capital improvement plan which identifies how and when the district could address the 2022-2026 FMP priorities. It was the responsibility of the GMS School Board to review and approve the district's priorities, in addition to the final approval and adoption of the FMP.

## Prioritization Process

The FMP process consisted of one committee:

- The FMP Core Committee: Comprised of district administration charged with reviewing data and establishing agendas and schedules for FMP.

The FMP process consisted of the following FMP meetings:

**2 School Board meetings**

One review of FMP process, schedule, the District priorities and the capital plan  
Adoption of the final FMP document

**2 Admin & Maintenance meetings**

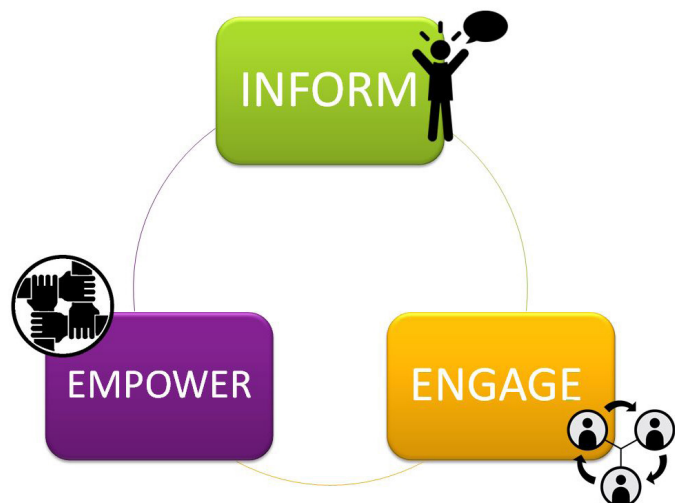
The meeting was dedicated to review and editing FAD/FMAR Data and to perform In-person site assessment of all district facilities

**4 Core committee meetings**

The meeting included review of background data, discussion of district facility needs and development of recommendations of district priorities and the capital plan

### *Grady Municipal Schools FMP Core Committee and Community Input*

Grady Municipal Schools (GMS) understands the importance of having the support of its local community. The district has developed a long, successful relationship with the local community and their PSCOC/PSFA representatives. Grady Municipal Schools continuously seeks input from the local community and is aware of their concerns related to the future of the district. To assure meaningful community input, GMS established an FMP Core committee to be a liaison between the district and the local community for capital improvement projects. The members reviewed data, brought community perspective to the discussions, and developed FMP recommendations related to district facility needs for the school board's consideration.



## Prioritization Process

During this FMP process, the GMS FMP Core committee was given background information on the district and all identified school and district facility needs. This FMP process was based on providing relevant data and engaging in meaningful discussion with all stakeholders at each meeting which resulted in knowledgeable, informed decisions by the participants.

### *Process and Criteria for Prioritizing District Needs*

The prioritization of GMS facility needs took place over the span of various meetings: two meetings with district administration and maintenance staff to review the GMS FAD/FMAR reports and facility condition information; four virtual FMP Core committee review and discussion meetings; and two school board meetings to review the FMP process, survey and the final FMP Core committee recommendations.

During the FMP process, the GMS FMP Core committee and School Board were given background information on the district and all identified school and district facility needs. Due to the necessity of meeting virtually, one community survey was incorporated into the decision-making process and sent to the FMP Core committee and community members. The FMP community survey requested the facility needs be prioritized by survey respondents. The FMP Core committee reviewed and discussed the information and results received from both surveys. From the information obtained in the surveys, the FMP Core committee was able to prioritize district facility needs and generate recommendations for the School Board to consider and adopt. The FMP process was based on providing relevant data and engaging in meaningful discussion which resulted in knowledgeable, informed decisions by the FMP Core committee and School Board.

During the FMP process, the FMP Core committee and School Board members reviewed and discussed the following data:

- District's Vision and Mission
- Partnerships: District – Community – State (PSCOC/PSFA)
- District Demographics and Economics
- Facilities Assessment Database (FAD)
- Facilities Maintenance Assessment Report (FMAR)
- Enrollment History and Projections
- Existing District and Individual School Size in relation to:
  - Educational Program
  - PSCOC/PSFA Recommended Square Footage per Student
  - State of New Mexico Benchmarks and Measures
  - Adequacy Standards
  - District Policies
  - In-District Students
- Capacity and Utilization of Schools
- Age and Condition of Schools
- Life Span of Building Systems
- Preventive Maintenance
- Maintenance Cost per Square Foot per Year

## Prioritization Process

- Size Right School Planning
- Facility Needs at each District Building
- Benefits of a Smaller Footprint
- Efficient and Effective Schools
- Community and School Profiles
- Capital Funding Sources
- 2015 FMP Priorities and Completed Projects

### *GMS FMP Goals and Objectives:*

The FMP will:

- Create a Capital Improvement Plan that will continue to provide a safe and comfortable environment for GMS students, staff and visitors
- Promote Local community involvement in the Capital Improvement Plan
- Align the Capital Improvement Plan with the State's Facilities Assessment Database (FAD) for future partnership opportunities

### *District Needs Prioritization Criteria*

The FMP Core committee reviewed all district facility needs, capital improvement project funding sources and capability to address facility needs for the next five years and beyond. During the prioritization process, the FMP Core committee discussed the importance of partnerships with PSCOC/PSFA and the local community. Partnership with PSCOC/PSFA is dependent upon aligning future projects with the Facilities Assessment Database (FAD) by identifying facilities that need to be replaced, renovated, or have facility and site systems that are past their useful life which could impact student performance, and by having access to the local match. Partnership with the local community is dependent on their participation, understanding and support of GMS' capital improvement project needs and being included in the decision-making process.

After review and discussion of the data, district issues and the community survey, the FMP Core committee developed recommendations and prioritized the district's facility needs for the school board to review. The criteria used by the FMP Core committee and the district to prioritize capital needs were based on the following criteria:

- Does it affect Life-Health-Safety-Security?
- Does it align with the FAD Ranking and support future PSCOC/PSFA partnership?
- Does it impact the district's mission and vision?
- Does it support proactive instead of reactive maintenance?
- Does it support the district's educational program?
- Does it support the district's strategic plan?
- Does it promote student success?
- Does it align community needs and expectations?
- Does it align with New Mexico facility benchmarks, measures & statewide adequacy standards?
- Does it align with district policies?

## Prioritization Process

Based on that data, the major concerns of GMS and the FMP Core committee were condition of existing facilities, ability of existing facilities to meet future needs, efficient utilization of facilities, availability of funding, and the ability to keep all district schools up to community expectations.

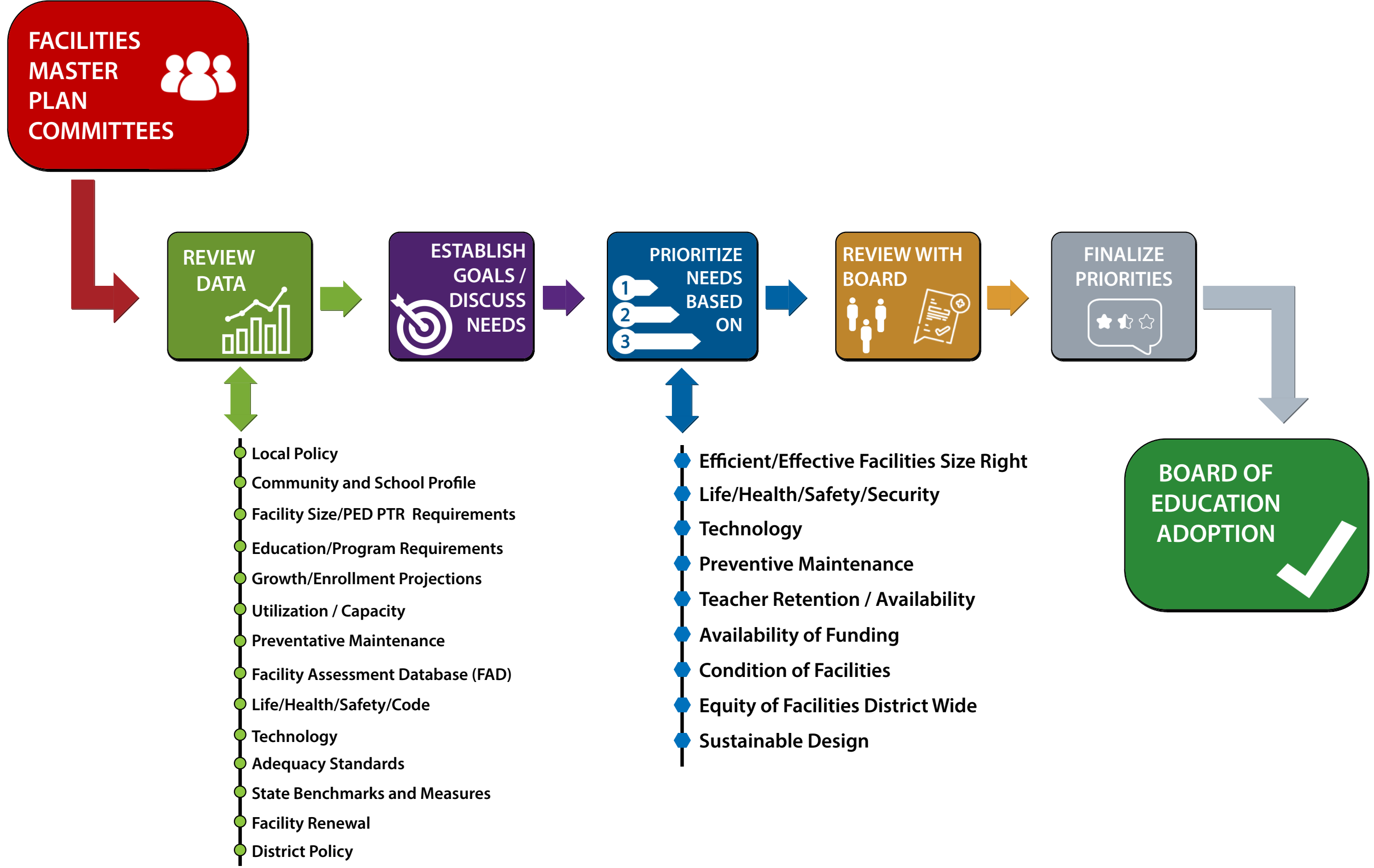
The chart on the next page provides a schematic diagram of the process and the categories that the FMP Core committee utilized in the prioritization of the identified needs of the district.

## Prioritization Process

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## Prioritization Process



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## Prioritization Process

### *Facilities Master Plan Prioritization Schedule*

#### **March 16, 2021: Strategic Planning Meeting**

A virtual strategic planning meeting was held March 16, 2021 with district staff to develop the Facilities Master Plan (FMP) process and schedule.

The meeting agenda included:

- FMP Process
- Data:
  - PSFA FMP Checklist
  - District Background Information
  - Capital Project Funding
- Discussion:
  - FMP Goals and Expectations
  - Facility Goals & Objectives
  - Facility Issues, Concerns & Needs
- Decisions:
  - FMP Decision Making Process
  - FMP Core Committee Recommendations
  - School Board Review and Approval
- FMP Schedule
- FMP Committee Members

**Meeting Summary:** The FMP process and decision-making process was established during the strategic planning meeting. The FMP schedule was established and there was discussion of district facility goals, objectives, and expectations for the FMP. Facility issues, concerns and needs were discussed. District background and relevant information were the main topics of the meeting, as well as condition of schools and right-sizing facilities. The relationship between GMS and its local community was discussed. The community showed its support of the district by passing the most recent general obligation bond and SB-9 election in November 2019. Financial considerations and funding sources for the next five years were discussed.

The importance of partnerships with the community and PSCOC/PSFA was discussed. The FMP Core committee provided input concerning district needs, issues and concerns. Preliminary findings on demographics trends were shared with the committee. Existing square footage of the district's schools was reviewed and compared to PSCOC/PSFA recommended square footages. The importance of right sizing district facilities to assure available funds are being spent to meet the educational needs of district students. The facility needs of each district school were identified and discussed in depth. The Facilities Assessment Database ranking was also shared with the committee.

## Prioritization Process

### **April 8, 2021: Site Assessment and FAD/FMAR Review**

An in-person site assessment of all district facilities with district maintenance staff was conducted. The PSFA Facilities Assessment Database (FAD) executive summary and Facilities Maintenance Assessment Report (FMAR) information for the GMS combo school was reviewed and edited to reflect the existing conditions of district facilities.

An in-person meeting was held with district staff of GMS. This meeting was held to complete the overall review of the condition of district facilities and provide a history of facility maintenance and capital projects and to complete the identification of the FMP process to be used.

### **June 3, 2021: FMP Core Committee Meeting**

The FMP Core committee met to review district information including the facility needs spreadsheet, discuss data, and provide input.

The meeting agenda included:

- FMP Schedule
- Brief review of data:
  - Latest FAD Ranking
  - History of Capital Projects and Capital Funding
- Discussion:
  - Facility Issues, Concerns & Needs
  - Input on District Needs
  - Community Input Survey Questions
- Decisions:
  - To issue a Community Survey to assist the district in prioritizing its facility needs

**Meeting Summary:** There was a brief recap of background information, including a review of the latest FAD ranking. The district facility needs were reviewed and updated. The probable cost of the priorities was shared during the meeting. All facilities and their needs were reviewed and open for discussion again. The FMP Core committee agreed to issue a community survey requesting the community to provide input and prioritize the list of existing facility needs.

### **September 1, 2021: FMP Core Committee Meeting**

The FMP Core committee met virtually to review district information including the facility needs spreadsheet, community survey, discuss data, and provide input.

The meeting agenda included:

- FMP Schedule
- Brief review of data:
  - Latest FAD Ranking
  - History of Capital Projects and Capital Funding
- Discussion:
  - Facility Issues, Concerns & Needs

Input on District Needs  
Community Input Survey Questions

- Decisions:  
Issue a Community Survey to assist the district in prioritizing its facility needs and then take that information to the School Board

**Meeting Summary:** There was a brief recap of background information, including a review of the latest FAD ranking. The district facility needs were reviewed and updated. The probable cost of the priorities was shared during the meeting. All facilities and their needs were reviewed and open for discussion again. The FMP Core committee agreed to issue a community survey requesting the community to provide input and prioritize the list of existing facility needs. The district would take the results of the FMP community survey to develop the FMP recommendations for the School Board review.

### **September 7 - 16, 2021: Issue Community Survey**

A community facility needs survey containing all the district identified needs was issued. The survey was virtual, and the link was posted on the Grady Municipal Schools' website. It was available for any community member and staff who wished to complete it. The survey was available for ten days and the community was asked to identify any additional facility needs that were not identified in the survey.

### **September 16, 2021: FMP Core Committee Meeting**

The FMP Core committee met virtually to review FMP information including the results of the FMP community survey, discuss data, and provide input.

The meeting agenda included:

- FMP Schedule
- Brief review of data:
  - Latest FAD Ranking
  - History of Capital Projects and Capital Funding
- Discussion:
  - Facility Issues, Concerns & Needs
  - Input on District Needs
  - Community Input Survey Results
- Decisions:
  - Finalized the GMS FMP facility priorities and recommendations for the School Board

**Meeting Summary:** There was a brief recap of background information, including a review of the latest FAD ranking. The results from the community needs input survey were shared with the FMP Core committee for analysis and discussion. The probable cost of the priorities was shared during the meeting. All facilities and their needs were reviewed and open for discussion again. The community FMP survey provided insight to the facility needs issues that are important to the community. The FMP Core committee agreed with the results from the survey and the facility

## Prioritization Process

priorities to recommend to the School Board. With the results from the community survey, the FMP Core committee was able to develop the list of FMP Facility Needs recommendations and create a capital improvement plan to assist GMS in addressing its facility needs.

### **September 20, 2021: School Board FMP Review Meeting**

The school board members reviewed the FMP information and progress and provided input at their regular meeting. The meeting agenda included:

- FMP Progress
- FMP Schedule
- FMP Partnerships
- Discussion:
  - GMS Projects Currently in progress
  - Facility Issues, Concerns & Needs
  - Prioritization FMP Survey Results and Capital Plan Recommendations

**Meeting Summary:** The GMS School Board of Education met in a regular meeting to review the progress of the FMP process to date. The GMS School Board reviewed, analyzed and discussed the information and progress of the FMP.

### **October 18, 2021: School Board Meeting**

The final FMP document was presented to the GMS community and School Board. The FMP document was adopted by the GMS School Board.

A copy of the presentation of each 2022-2026 FMP meeting can be found in the appendix of this document.

## Prioritization Process

### B.2. PRIORITIES IN RELATIONSHIP TO THE FAD AND THE NMAS

#### *Facility Assessment Database*

The Facilities Assessment Database (FAD) ranking of the GMS combo school was shared with participants at every FMP meeting. It was updated, reviewed by, and discussed with district staff and the GMS FMP Core committee throughout the FMP process. During this FMP process the FAD rankings did not change. The 2021-22 FAD Ranking was published December 28, 2020. The FAD rankings were presented during each FMP discussion. The condition of facilities and the FAD rankings were compared, discussed, and became part of the criteria in the GMS FMP Core committee's prioritization of the district's facility needs. The following table contains the FAD Ranking for the GMS combo school:

#### 2021-2022 PSCOC/PSFA RANKING OF GMS SCHOOLS

#### GMS PSFA Facilities Assessment Database (FAD)

School	2021-22 Rank	Weighted NMCI
Grady Combo	441	18.49%

STATE PARTICIPATION IN APPROVED PROJECTS: 91%

DISTRICT PARTICIPATION IN APPROVED PROJECTS: 9%

The Public Schools Facility Authority (PSFA) ranks all school facility needs statewide according to a standards-based formula, and in general, prioritizes funding to the schools with the greatest needs at the top of the list. The list of ranked facility needs is called the New Mexico Condition Index (NMCI) or the Facilities Assessment Database (FAD). The FAD is the state's tool to keep track of the condition of school facilities. Based on the information it provides, the state assigns a ranking to the schools based on the condition and age of the building systems of a facility, and the combination of building repair cost and life cycle analysis with NM Educational Adequacy Standards to evaluate conditions. The closer a school is to number one on the database, the more in need the facility is. With a FAD rank of 441, it is anticipated that the GMS combo school will not qualify for any PSCOC standards based or systems based funding during the life of this Facility Master Plan. The district's combo school could qualify for future roofing, demolition, Pre-K, security or broadband funding. The FAD is updated every year by the state. It is the responsibility of GMS to review the FAD yearly and to adjust its facility priorities as needed to align with the FAD ranking.

Grady Municipal Schools understands the importance of partnerships and has been successful at working closely with its local community and PSCOC/PSFA to partner on qualified facility projects. This partnership has resulted in capital improvement projects and three awards for GMS facility master plan projects since 2004. See the chart on the following page:

## Prioritization Process

School	Project	Year	Funding Source	Total Cost	Local	State
<i>Standards-Based Awards</i>						
Grady Combo	Renovate school	2007	GOB & PSCOC/PSFA	\$3,000,000	\$269,550	\$2,730,450
<i>Security Awards</i>						
Grady Combo	Security improvements to the combined campus	2018	GOB & PSCOC/PSFA	\$53,823	\$36,303	\$17,520
Grady Combo	Security improvements to the combined campus	2019	SB-9 & PSCOC/PSFA	\$16,089	\$2,574	\$13,515
<i>DCP Funding</i>						
Grady	Remodel 2 existing classrooms	2004	DCP	\$400,000	\$0	\$400,000
<i>FMP Assistance Awards</i>						
Grady Schools	2009 FMP Assistance Award	2009	SB-9 & PSCOC/PSFA	\$45,276	\$8,150	\$37,126
Grady Schools	2015 FMP Assistance Award	2015	SB-9 & PSCOC/PSFA	\$23,827	\$5,957	\$17,870
Grady Schools	2021 FMP Assistance Award	2021	SB-9 & PSCOC/PSFA	\$25,256	\$3,030	\$22,226
<b>TOTALS</b>				<b>\$3,564,271</b>	<b>\$325,564</b>	<b>\$3,238,707</b>

Grady Municipal Schools overall square footage exceeds the New Mexico Adequacy Standards (NMAS) recommended square footage for a district with 174 students. The New Mexico Adequacy Standards recommends 37,566 square feet for a combo school with 174 students and GMS combo school has 102,397 square feet. This results in a difference of 64,831 square feet. This difference was discussed during the FMP process; however, there are no vacant instructional spaces at the combo school and there is no square footage that could be identified for demolition that would not affect the educational program.

Grady Municipal Schools has very small instructional spaces that would not meet the recommended square footage for the maximum student to teacher ratio identified by PED; however, GMS does not have the student enrollment to reach the maximum student to teacher ratio identified by PED. The existing small instructional spaces meet the needs of the district.



## Planning Strategy and Implementation

### C.1. GRADY MUNICIPAL SCHOOLS PLANNING STRATEGY AND IMPLEMENTATION

At the conclusion of the 2022-2026 Facilities Master Plan process, facility priorities were identified for GMS schools, and a capital improvement plan was generated that addresses the critical needs of the district for the next five years and well into the foreseeable future. This is a living document that GMS has committed to review yearly and modify as necessary to reflect the direction of the district.

During the 2022-26 FMP process, Grady Municipal Schools, along with its local community, established a comprehensive list of District Wide FMP Facility Priorities for its combo school. During the FMP process, the combo school was evaluated by several relevant questions related to existing conditions and the future of the school. The responses to these questions and community input led to discussion which assisted the FMP Core committee in developing the recommendations of FMP Facility Priorities for the GMS School Board.



**a.** Does GMS need a new school to accommodate growth / relieve overcrowding? The existing GMS combo school has the capacity to accommodate additional students. With the current and projected district student enrollment there is no need to add a new school.

**b.** Which GMS facilities need to be fully replaced? The original school building was constructed in 1934 with additions in 1947, 1972, 1975, 1986, 1994, 1997, 2000 and 2008;. This makes the oldest building in the district 87 years old; however, the district and its community take pride in its facilities. This pride has resulted in well maintained facilities that meet the needs of the district and community. It is the desire of the district and the local community to keep all district buildings at this time.



**c.** Which GMS facilities need major renovation? In 2007 GMS was partnered with PSCOC/PSFA for the renovation of its combo schools. While there are some building systems that need to be updated, the overall school is in good condition and does not require a major renovation at this time.



**d.** Which GMS facilities need minor renovation? Even with the 2007 major renovate of the GMS combo school, the district has identified two areas of minor renovation. The first area is the renovation of classroom 111 from a science lab into an English classroom. The second area is to install casework in classrooms 95, 96 and 97.

**e.** Which GMS facilities only need general maintenance? All of the GMS facilities need preventive and regular maintenance; however, there are no GMS facilities that only need general maintenance.

## Planning Strategy and Implementation



Building/site systems for each GMS school have been identified in the previous facilities questions that could result in capital needs if not addressed. The primary facilities needs that GMS should be addressed as soon as funding is available are the HVAC, electrical wiring and roofs. The district has addressed all major and minor FMAR findings at GMS schools to the best of their ability with limited funding.

**f.** Which GMS facilities need gross square foot reductions? The GMS combo school exceeds the NMAS recommended square footage for the student enrollment; however, there are no vacant instructional spaces. All instructional spaces are used to meet the educational program needs of the students. The pupil to teacher ratio at the GMS combo school is relatively low due to the low number of students, not due to district policy. No square footage at GMS has been identified for demolition.



**g.** Which of the GMS facilities need to be closed, consolidated, or repurposed? There are no GMS facilities that need to be closed or consolidated.

**h.** Are there pre-K facility needs in the GMS service area? Currently the existing space meets the needs of the pre-K program at GMS. There is no anticipation of expanding the pre-K program at this time.

## Planning Strategy and Implementation

### C.2. TECHNOLOGY/BROADBAND PLAN

Grady Municipal Schools uses a portion of its SB-9 funds for its technology program, has access to e-rate funding, and the PSCOC/PSFA Broadband Initiative for technology. The district is aware of the broadband initiative that PSCOC/PSFA has undertaken to provide all New Mexico Public School Districts with affordable and high speed broadband access. There is no partnership with PSCOC/PSFA for broadband projects at this time. The district will continue to monitor its technology program and work with PSFA when it is appropriate and will benefit the district. The district will also continue to apply for e-rate funding for its technology program.

The district is dedicated to providing its students with access to up-to-date technology. While the district does not have a documented technology plan, it does have an active technology department that constantly identifies upgrades to technology infrastructure, equipment and software to meet the needs of the schools. Currently GMS has a 1:1 computer to student program that meets the needs of its students. The district has stepped up its efforts to assure that its students have access to the internet. The district continues to upgrade its technology infrastructure to keep up with the newest advancements. Technology is a tool that the district uses extensively in the classroom and for support services which requires a steady funding source for equipment, software and training.

### C.3 SECURITY

Grady Municipal Schools is constantly reviewing and updating the security of its combo school. In 2018 and 2019 GMS applied for and was awarded PSCOC/PSFA funding for security projects at its combo school. The district used community generated funds to meet its match for these security projects. These two projects addressed the security issues at its combo school and no security related facility needs are identified in this facilities master plan. Grady Municipal Schools will continue to monitor its security needs and apply for PSCOC/PSFA funding as needed.

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## Capital Plan Priorities

The 2022 - 2026 FMP Grady Municipal Schools Capital Improvement Priorities are:

### GMS 2022-26 FMP Capital Improvement Priorities

Project Priority	Facility Need	Funding Source	PSFA Priority	Anticipated Schedule	Probable Total Project Cost
1	Upgrade HVAC: replace 20 year old units: 1934; 1975; 1986; 2000	GOB/SB-9		2022-26	\$1,107,522
2	Upgrade technology as needed	SB-9	2	2022-26	\$162,500
3	Upgrade electrical wiring from panel boxes to electrical main in 1934, 1947 and 1972 buildings	GOB/SB-9		2024	\$328,513
4	Upgrade select playground equipment	SB-9		2022	\$97,500
5	Create outdoor learning space	GOB/SB-9		2022	\$113,750
6	Create a commons area outside cafeteria	GOB/SB-9		2022	\$624,000
7	Maintenance	SB-9	3	2022-26	\$162,500
8	Renovate Classroom 111 from a science lab to English Classroom	SB-9		2022	\$130,000
9	Replace select windows: cafeteria	SB-9		2023	\$390,000
10	Install casework: Clrm 95, 96 & 97	SB-9		2023	\$31,200
11	Upgrade/maintain roofs	GOB/SB-9	1	2022-26	\$2,843,568
<b>Total Priority Probable Project Cost:</b>					<b>\$5,991,053</b>

The Grady Municipal Schools (GMS) capital plan prioritized list of facility needs for the next five years was developed with input from the local community through a community FMP survey, oversight by the GMS Facilities Master Plan (FMP) Core committee and adopted by the GMS School Board. The previous FMP priorities were reviewed and incorporated into this FMP process when appropriate. The local community and FMP Core committee participated in the identification and prioritization of FMP Facilities Priorities. Discussion concerning prioritization of the FMP facility needs centered on their impact to students and the district.

Review of the list of FMP Facilities Needs identified by the local community and district staff revealed that the GMS combo school has facility needs that need to be addressed. The FMP Core committee created a list of capital improvement priorities to assure that the combo school will have a high standard of safety, security, system performance/condition and available amenities.

The focus of the GMS FMP prioritization process was to develop a capital improvement plan that would provide a safe and comfortable environment for all GMS students, staff and visitors. In 2018 and 2019, the district focused on upgrading the security of its combo school and addressed all identified security issues. The results of the FMP prioritization process revealed a capital improvement plan with a focus on building systems. The major items of the capital improvement plan are upgrading existing building systems, including technology.

The graphics on the following page identify the Grady Municipal Schools Mission and visions statements; the FMP Goals, Objectives and Expectations; and district issues, needs and concerns. These items are at the center of the GMS FMP process and directed the outcome of the FMP capital improvement projects.

## Capital Plan Priorities



### Grady Municipal Schools 2021

**Mission** *Grady Municipal Schools believe that all students are unique individuals with special needs and abilities. The Board further believes that it is the responsibility of the Grady School community to ensure that every student is provided full opportunity to develop and utilize their unique talents and abilities to enable them to become responsible productive and contributing members of society.*

**Vision** *Grady Schools are committed to teaching rigorous, challenging academic courses, promoting self-discipline to ensure success and reinforcing the morals and values that result in independent, productive citizens.*

### FMP GOALS, OBJECTIVES & EXPECTATIONS

- Develop a capital improvement plan (CIP) that will continue to provide a safe and comfortable environment for GMS students
- Local community involvement in the CIP
- Align the CIP with the state's Facilities Assessment Data base for future partnership opportunities



### FMP ISSUES, CONCERNS, NEEDS

Security: Updated 2018 & 2019 with PSCOC/PSFA Partnership

Facility Condition: Good

Enrollment / Utilization: Increased 2020-21

Technology: Always needs to be upgraded

21<sup>st</sup> Century Best Practices: Would like to incorporate outdoor learning space(s)

Extracurricular / Community Activities: No change anticipated

Pre-K: No change anticipated

Funding: Community and PSCOC/PSFA has supported GMS

Teacher Retention / Housing: No issues





## Capital Plan Priorities

The GMS FMP facilities priorities identify the capital improvement projects and are ranked in order of importance, with the exception of the roofs. The roof project was identified after the start of the community FMP survey and was not included in the survey. The roof project is a high priority of GMS and the district understands the importance of keeping the envelope of its facilities in good condition to keep out moisture. It was the determination of GMS and its FMP Core committee to focus on life-health-safety-security, general maintenance, building systems renewal, and technology projects at its combo school during this FMP process. The FMP Core committee reviewed and discussed district facility needs and developed a list of recommendations to present to the GMS School Board. The FMP Core committee identified specific facility needs as priorities with the understanding that the district might not be able to accomplish the priorities in order, but will determine which priorities to complete based on availability of funding.

During the FMP Core committee review and discussion of district facility needs, the committee focused on the district mission; vision; FMP issues, concerns, needs; and FMP goals, objectives, and expectations.

### D.1. PRIORITY STANDARDS BASED CAPITAL IMPROVEMENT PROJECTS FOR THE NEXT 5 YEARS

The Grady Municipal Schools (GMS) district wide FMP facilities priorities do not include any standards based capital improvement projects. The 2021-22 FAD ranking of 441 indicates that the GMS combo school might not be eligible for standards based funding for the next five years. The district will continue to monitor facility conditions, the FAD ranking and apply for standards based funding when appropriate. Grady Municipal Schools does not anticipate applying for any standards based projects for the life of this FMP.

### D.2. PRIORITY SYSTEM BASED PROJECTS FOR THE NEXT 5 YEARS

The majority of facility needs at the GMS combo school is building/site system renewal projects. The existing conditions do not warrant a complete replacement or major renovation of the schools at this time. The district's preventive and regular maintenance has extended the life of its buildings and site systems; however, several systems are in need of renewal. These systems include HVAC, electrical wiring, playground equipment, window replacement and roof projects.

The most critical building/site system projects include the HVAC, electrical wiring and roofs. These are major capital improvement projects that, if they fail, can interfere with student learning and will result in escalated costs for emergency response.

#### **Grady Municipal School Systems Renewal:**

**\$4,767,103**

These costs are based on current construction pricing. Increase the probable cost by 3% per year until the construction project is started. It is anticipated that funding for these projects would come from partnerships with PSCOC/PSFA, the local GMS community through a combination of general obligation bonds and SB-9 at a future date, and other funding sources. Grady Municipal Schools has a FAD ranking of 441 which does not qualify it for building/site system renewal at

## Capital Plan Priorities

this time, but it is possible that the FAD ranking could change and the GMS combo school could qualify for systems based funding.

### D.3. PRIORITY SECURITY BASED FOR THE NEXT 5 YEARS

As stated previously, GMS is constantly reviewing and updating the security of its schools. In 2018 and 2019 the district was successful in partnering with PSCOC/PSFA for two security projects. There are no security projects identified in the 2022-2026 capital improvement plan.

### D.4. PRIORITY BROADBAND PROJECTS FOR THE NEXT 5 YEARS

The district is dedicated to providing its students with access to up-to-date technology. While the district does not have a documented technology plan, it does have an active technology department that constantly identifies upgrades to technology infrastructure, equipment and software to meet the needs of the schools. Currently GMS has a 1:1 computer to student program that meets the needs of its students. The district has stepped up its efforts to assure that its students have access to the internet. The district continues to upgrade its technology infrastructure to keep up with the newest advancements. Technology is a tool that the district uses extensively in the classroom and for support services which requires a steady funding source for equipment, software and training.

#### **Grady Municipal Schools Broadband/Technology:**

**\$162,500**

These costs are based on current construction pricing. Increase the probable cost by 3% per year until the construction project is started. It is anticipated that funding for these projects would come from a partnership with PSCOC/PSFA and the local GMS community through SB-9 funds. Grady Municipal Schools also has access to e-rate funding and the PSCOC/PSFA Broadband Initiative for technology. The district is aware of the broadband initiative that PSCOC/PSFA has under-taken to provide all New Mexico Public School Districts with affordable and high speed broadband access. The district will continue to monitor its technology system and work with PSFA when it is appropriate and will benefit the district. The district will also continue to apply for e-rate funding for its technology program.

#### *Capital Improvement Plan*

The following page contains the overall GMS Capital Improvement Plan identified by PSCOC categories in a detailed spreadsheet. The spreadsheet provides funding information on the projects listed in the capital improvement plan developed to meet the facility needs of GMS. The capital improvement plan has been developed with the understanding that it is a living document and has flexibility. It is understood that the priorities recommended by the GMS FMP Core committee to the GMS School Board will be addressed as funding becomes available and will not necessarily be accomplished in the order listed. Other identified district facility needs may be addressed prior to addressing all the recommended priorities. Due to limited GOB funds at the completion of this FMP, GMS did not establish a detailed schedule to accomplish its newly identified priorities and capital improvement projects in this FMP, but rather identified a general time line when they anticipate being able to accomplish projects.



## Capital Plan Priorities

The following GMS capital improvement plan spreadsheet includes all identified needs sorted by PSCOC funding categories. The following legend will aid in understanding the funding source categories:

***Funding Source Legend:***

The total 2022-2026 facilities needs have been broken down into three project types and corresponding funding sources. The three project types and corresponding funding sources are:

- GOB: Building Systems anticipating GOB funding
- SB9: Building Systems anticipating SB-9 funding
- Tech: Technology projects anticipating SB-9 and e-rate funding

## Capital Plan Priorities

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# Capital Plan Priorities

NEEDS BY PSCOC CATEGORY

Grady Municipal School District  
5 Year Facilities Master Plan

Project Priority	Project Type	FACILITY NAME	Identified By	SYSTEM	CATEGORY	Funding Source	FACILITY NEEDS	QTY	UNIT	COST/UNIT	MACC	TOTAL PROJECT COST	SUBTOTALS
<b>Priority 1 Life-Health-Safety-Security / Maintenance / Technology:</b>													
1	Maint	Campus	Dist	Maintenance	FacRen	SB-9	Maintenance	5	yr	\$25,000.00	\$125,000	\$162,500	
2	Tech	Campus	Dist	Technology	Tech	SB-9	Upgrade technology as needed	5	yr	\$25,000.00	\$125,000	\$162,500	
<b>Priority 1 Life-Health-Safety-Security / Maintenance / Technology:</b>											<b>\$250,000</b>	<b>\$325,000</b>	<b>\$325,000</b>
<b>Priority 2 Building / Site System Upgrades:</b>													
1	systems	Campus	Dist	Lighting; Branch Circuits	FacRen	SB-9	Upgrade electrical wiring from panel boxes to electrical main in 1934, 1947 and 1972 buildings	42,117	sf	\$6.00	\$252,702	\$328,513	
1	systems	Campus	Dist	Roofs	FacRen	GOB	Maintain roofs	72,912	sf	\$30.00	\$2,187,360	\$2,843,568	
1	systems	1934,75,86,2000	Dist	HVAC	AdqStd	GOB	Upgrade HVAC: replace 20 year old units: 1934; 1975; 1986; 2000	28,398	sf	\$30.00	\$851,940	\$1,107,522	
6	systems	Cafeteria	Dist	Exterior Windows	FacRen	SB-9	Replace select windows: cafeteria	1,500	sf	\$200.00	\$300,000	\$390,000	
1	systems	Site	Dist	Z-Playground Equipment	LHSS	SB-9	Upgrade select playground equipment	1	ea	\$75,000.00	\$75,000	\$97,500	
<b>Priority 2 Building / Site System Upgrades:</b>											<b>\$3,667,002</b>	<b>\$4,767,103</b>	<b>\$4,767,103</b>
<b>Priority 3 Capital Projects:</b>													
2	CIP	Site	Dist	Construction	EdPro	SB-9	Create outdoor learning space	1,750	sf	\$50.00	\$87,500	\$113,750	
4	CIP	Site	Dist	Construction	LocPol	GOB	Create a commons area outside cafeteria	1,600	sf	\$300.00	\$480,000	\$624,000	
5	CIP	Campus	Dist	Renovation	FacRen	SB-9	Renovate Classroom 111 from a science lab to English Classroom	800	sf	\$125.00	\$100,000	\$130,000	
6	CIP	Campus	Dist	Construction	FacRen	SB-9	Install casework: C1rm 95, 96 & 97	60	ls	\$400.00	\$24,000	\$31,200	
<b>Priority 3 Capital Projects:</b>											<b>\$691,500</b>	<b>\$898,950</b>	<b>\$898,950</b>
<b>Grady Municipal School District Total Needs:</b>							<b>TOTAL</b>				<b>\$4,608,502</b>	<b>\$5,991,053</b>	<b>\$5,991,053</b>

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