



New Mexico Public School Capital
Outlay Council

New Mexico Public School Facilities
Authority

Facilities Master Plan/Educational
Specifications Checklist and
Guidelines for State-Chartered
Charter School Plans

2023

PART I: OVERVIEW OF THE CHARTER SCHOOL FACILITIES MASTER PLAN & EDUCATIONAL SPECIFICATIONS PROGRAM

Part I. Introduction to the Facilities Master Plan Checklist and Guidelines State-Chartered Charter Schools

The Facilities Master Plan/Educational Specification (FMP/Ed Specs) Checklist and Guidelines provides the requirements for completing a facilities master plan (FMP) for State-Chartered Charter Schools (henceforth referred to as Charter School). Part I of this document contains an overview of the FMP/Ed Specs program while Part II provides the checklist along with guidelines on how to address certain FMP requirements. Please note, for District-Authorized Charter Schools, the district's FMP must include charters the district authorizes.

Per Section 22-24-5 NMSA 1978, the facilities master plan/educational specifications is a requirement for potential Public School Capital Outlay Council (PSCOC) awards to school districts and state-chartered charter schools, including lease assistance.

For charter schools, the document has two purposes. The facilities master plan (FMP) component typically applies to schools that have a building or know of a specific building they would like to locate. These sections outlines capital improvements the building needs for the school to function and support the schools educational program. Some of the items listed below may not be applicable since a charter school might not be in its permanent facility.

For those charters not in a permanent facility, the educational specifications component (ed specs) helps the charter school define the quantity, size, and characteristics of instructional and support spaces in a desired facility according to the school's educational program and curriculum. This information is useful for the applicant charter as it looks for suitable buildings to house its school.

The ed specs component may still be useful for those schools in their permanent facility but looking to expand or add on to their building. It can help them organize or re-purpose their space and identify uses for the new space.

This checklist provides an overview of requirements for the state-authorized charter school facilities master plan/educational specifications document.

Part I: Why Plan For School Facilities

- Maintaining and improving school buildings is among the many tasks school administrators must address, often with limited and competing financial resources.
- The school may be at a crossroads and can benefit from added direction.
 - Expansion of the educational program requiring new space or adjustments to existing space
 - School may be reaching its enrollment cap or increasing the cap
 - The school may not be in its permanent facility and planning can help define the spaces the school needs as it searches for a building
 - The school may be exploring alternative methods to delivering its educational program
- For schools in permanent facilities, improving, upgrading, and/or maintaining a school building can be intimidating and overwhelming – where to start and what do you prioritize?

Part I: Benefits of a Facilities Master Plan/Ed Specs

- The FMP/Ed Specs is an organizational, management, and budgeting tool
- The FMP/Ed Specs contains all information and data on facilities in one place.
 - Information on systems
 - Information on building condition
 - Utilization and capacity of each building
- Helps define the school's educational program and delivery so the school can choose a facility that fits its needs
- Data about facility use helps to organize existing or new space to accommodate educational programs
- Anticipates and plans for change in educational program delivery as it relates to facilities
- Planning demonstrates a strategy behind facility improvement decision making in order to maximize taxpayer dollars

Even if a school district or state-chartered charter school does not intend to utilize PSCOC funding in the next five years, planning is still a good business practice. Schools have their own resources and identifying issues and needs will help prioritize facilities improvement.

PART II: FMP/ED SPECS DETAILED CHECKLIST AND GUIDELINES

Part II: FMP/Ed Specs Checklist and Guidelines

Part II contains the checklist and supporting guidelines PSFA requires for a school district FMP document. The checklist identifies the elements the FMP should address. In certain areas, guidelines sections or sidebars provide a more detailed explanation about the checklist requirements. PSFA requires the following for the final deliverables for a completed FMP document:

- The title identifying FMP as five-year plan with active years. PSFA considers a plan good through January 1st of the beginning year to December 31st of the 5th year.
- If a district or charter school starts a plan at the beginning of 2023 and is does not complete the project by July 1st of 2023, the plan's start year shall automatically default to January of the following year (2024). If the plan is not complete within a year, we can revisit the appropriate effective dates. Essentially, a district should get a full five years out of its plan.
- For a more user friendly document, please use traditional pagination (Page1,2,3,4....)

Part II:FMP/Ed Specs Checklist and Guidelines

Required deliverables for a completed FMP document (continued):

- Provide PSFA with review draft electronically through upload into PSFA's construction management system (Currently E-Builder) or delivered via email or file sharing in the event of non-PSCOC funded plan.
- Please provide floor plans as separate PDF files.
- Upload the final electronic copy into construction management system in two sections so that Section V, containing floor plans is its own file. PSFA will post sections without floor plans on its website.
- Schools under an existing PSCOC standards based awards will not have to be physically assessed but will need to be included as part of the demographics and enrollment projections. Please see our Facilities Assessment Data base, page 1 for schools under PSCOC standards based awards at the following link.
 - <https://www.nmpsfa.org/wordpress/wp-content/uploads/2022/10/2023-Preliminary-Ranking.pdf>



Section I.
FMP
Introduction
& Executive
Summary



Section II.
Existing and
Projected
Conditions



Section III.
Capacity and
Utilization



Section IV.
Facility
Requirements



Section V.
Capital
Program



Section VI.
Technical
Appendix

Structure of Facilities Master Plan/Ed Specs

I. FMP Introduction & Executive Summary

This section should provide a brief overview of the FMP document.

A. Charter School Overview

1. Identify year of initial charter
2. Identify first year of operation (planning year)
3. Identify charter school enrollment cap per school's charter
4. Provide basic facility information (school's current facility)
 - a) School's physical address
 - b) Building ownership
 - Does charter school currently lease
 - Is the charter school in lease to purchase agreement
 - Does the charter or charter foundation own the building
 - c) Discuss public building compliance and/or school's attempt to locate in public building
 - d) Explain how the school manages its maintenance program

B. Planning Process – Discuss the process used to create the FMP/Ed Specs (meetings, workshops, outreach). The FMP process could vary depending on the school and its community and may or may not involve establishing a committee. The school and consultant team can determine the most effective way to obtain planning input.

Public participation: A Key to Successful Planning

Input, ideas, and opinions from the school community drive a successful planning process. The public process gives students, teachers, and staff the opportunity to discuss issues beyond the building's physical conditions. For example, teachers may collaborate and need flexible space conducive to group activity. As everyday users of the facility, students may discuss issues related to the site or cafeteria.

The public process could vary depending on the district. For some schools, a steering committee may be the best way to provide input while others may rely on community wide public meeting. For others, a combination of steering committee and public meetings could work. In addition, including people from the community such as city planners could identify other variables occurring in the community. The planning team and district can determine the best approach at the start of the project. At a minimum, the process should include:

- School administration (CEO, director, principal, business manager, program coordinators)
- Governing Board members
- Teachers
- Support staff (maintenance, IT, custodial)
- Students
- Special program staff (OT/PT, SLP)
- Neighborhood organizations



II. Existing and Projected Conditions

This section provides an overview of existing conditions within the district including educational program information, current school inventory, and enrollment demographics.

A. School Educational Programs and Curriculum Delivery Methods

1. Educational Structure

- a) Grade Level
- b) Scheduling and/or structure of school day/week
- c) Special groupings such as academies, blended learning, combined classes
- d) Desired class size or pupil teacher ratio

2. Provide overview of school's educational program/philosophy and its relation to facilities

- a) Discuss the types of educational and support spaces required to deliver its educational program and/or curriculum
- b) Describe any alternative or unique methods of educational program and support delivery such as off-site instructional locations, outdoor spaces, meal delivery, contract healthcare, on-line instruction, and/or others. Indicate whether alternative or unique methods are permanent or will change if school re-locates.

II. Existing and Projected Conditions

This section provides an overview of existing conditions within the district including educational program information, current school inventory, and enrollment demographics.

B. Site/Facilities

1. Provide a site location map that identifies the school's location and facilities
2. Provide general description of the school's site and facilities
 - a) If school occupies only a portion of its facility, indicate the amount and location of school within the facility
3. Discuss the school's location relative to its desired or strategic location (i.e. is the school located in the area given its proximity to its students or other strategic factors such as proximity to other educational institutions, public parks, transit routes, allied programs, and/or other types of community uses). – **as applicable**

II. Existing and Projected Conditions

This section provides an overview of existing conditions within the district including educational program information, current school inventory, and enrollment demographics.

C. Enrollment and Charter School Cap

1. Provide table or chart that summarizes the previous 10 years of enrollment based on the 40-day count (or as far back to date of first enrollment if school has not been in operation for 10 years). Provide general description of the school's site and facilities
 - a) Provide graph of current enrollment compared to the school's enrollment cap and discuss how and when the school intends to reach its cap
 - Identify whether current building limits school's ability to reach cap
 - Identify how the school will phase in the enrollment cap
 - Identify timeline for reaching the cap
2. Discuss relevant factors that influence the school's enrollment (if any)

III. Capacity and Utilization Analysis

This section provides information on the school's existing facility and its instructional/support spaces.

A. Capacity Analysis

1. Provide maximum capacity of the facility with and without portables
2. Provide the functional capacity of the facility with and without portables

B. Utilization Overview for Existing Facility (Please note, detailed utilization analysis will be provided in Section VI)

1. Classroom data – Please identify

- a) Total number of permanent general classrooms
- b) Total Number of permanent specialty classrooms or instructional spaces including physical education, performing arts, visual arts, vocational, technology, labs, and other special elective spaces
- c) Total number of portable classrooms (if applicable)
- d) Total number of special education classrooms
- e) Classroom deficiency/surplus

III. Capacity and Utilization Analysis

1. For facility – Please identify the specialty and support spaces present including (as applicable)
 - a) Administration space
 - Counseling
 - OT/PT
 - Staff offices
 - Student health
 - b) Student dining
 - c) Kitchen facilities
 - d) Physical education spaces
 - e) Labs, STEAM rooms
 - f) Building support including maintenance and custodial

Capacity Overview

A capacity and utilization analysis is an important planning tool since it provides the district with useful information on how space availability in each school and the extent it uses its instructional spaces. Along with the Space Needs Analysis (next section), the district can use this information to determine whether it has enough seats to accommodate projected growth or has surplus space that could strain its maintenance and operations budget.

Maximum Capacity – Capacity of the school that counts every instructional space fully loaded based on New Mexico Public Education Department recommended Pupil/Teacher ratio (PRT) and/or full number of students that a room can hold based on NM Statewide Adequacy Standards (i.e. if a school has 20 classrooms that can hold 22 students, maximum capacity totals 440 students.) Maximum capacity is useful for setting a benchmark.

Functional Capacity – The actual number of students a school's instructional space can accommodate after applying a school's educational program. Design capacity takes into consideration the educational programs of each facility, which includes regular and special use classrooms, special educational programs, federal and categorical programs, and permanent/portable location of these uses. Even if a classroom is full sized, it may not be able to accommodate a full class load based on its program or subject matter. The school may use some classrooms for special education or other programs that limit loading. When we apply the educational program the school that can hold 440 students (maximum capacity above) may only be able to hold 390.

III. Capacity and Utilization Analysis

3. Provide the school's utilization rate and discuss special factors that affect utilization such as:
 - a) Space limitations
 - b) FTE availability
 - c) Lower Pupil/Teacher ratio for certain classrooms/subjects
 - d) Curriculum issues (AP classes, vocational programs, electives, special programs that limit student loading, staffing)
4. Discuss the existing facility's ability to accommodate the enrollment and educational program
 - c) If the school is in its permanent facilities, discuss changes required for the school to accommodate its enrollment and educational program (if applicable)

Utilization Overview

A capacity and utilization analysis is an important planning tool since it provides the district with useful information on how space availability in each school and the extent it uses its instructional spaces. Along with the Space Needs Analysis (next section), the district can use this information to determine whether it has enough seats to accommodate projected growth or has surplus space that could strain its maintenance and operations budget.

Utilization – Utilization relates to capacity but measures the frequency and the way the school uses its instructional spaces. PSFA examines utilization in two ways:

- **Frequency of room use** – the number of hours per day a school utilizes its instructional spaces based on hours in a school day or number of class periods. For example, if a high school holds seven periods per day, utilization will analyze how many of those periods the school uses a classroom. If the room is in use all seven periods, the room's utilization rate is 100%. Please note, PSFA counts ONE prep period as utilized since the teacher typically stays in the room. For an elementary school, PSFA considers the room utilized when the students go to pull outs, recess, lunch, or other activities. Looking at each room, we are able to determine an average utilization rate for the entire school.
- **Percentage of room occupied** – Percentage of occupied seats in a classroom. If a room can hold 22 students but due to enrollment issues (i.e. enrollment decline), only 12 students occupy the room, the seat occupancy is 54%. A school can have full utilization meaning all classrooms are in use throughout the day but are only half-full. A school with a Design capacity of 400 students with enrollment of 300 might suggest the school has empty rooms but this is not always the case. It might be using all of its instructional spaces within the optimal utilization rates but each room is not loaded to the maximum it can hold for its program.

IV. Proposed Facility Requirements (Educational Specification), As Applicable

This section identifies the spaces the school needs in its permanent facility in order to deliver its educational program

A. Facility Concept

1. Discuss concepts and features the school desires in its own building, including (as applicable):
 - a) Desired location
 - b) Safety/security features
 - c) Sustainability and energy efficiency
 - d) Space flexibility
 - e) Acreage
 - f) Site requirements (playing fields, courts, outdoor learning spaces, gardens, bus/parent pick up and drop off)
 - g) Technology needs/broadband

IV. Proposed Facility Requirements (Educational Specification), As Applicable

B. Space Requirements

1. Itemize the quantity and sizes of spaces required to accommodate the instructional program
 - a) Type and number of general classrooms, including size and students served in each
 - b) Type and number of specialty classrooms, including size and students served in each
 - c) Type and number of support spaces (admin, student health, student dining, custodial)
2. Discuss space in which the school waives the adequacy standards and/or delivers its education using alternative methods

A charter school could use a variety of methods to deliver its educational program. For example, it may partner with a local private gym for physical education. It is important to note these alternative methods in the current facility and whether the school will continue to employ these methods in a permanent space. A school may use community space for performing arts but wants its own studio in its own building.

V. Capital Improvement Program/Planning Strategy

- A. Available Funding for Capital, Systems, Security, and Technology Needs
 - 1. Identify current and future financial resources available (indicate years available) to meet capital, systems, security, maintenance, and technology needs. Discuss whether the district intends to use PSCOC funding.
 - a) List source of funds for maintenance
 - b) List source of funds for capital needs
 - c) List source of funds for systems needs
 - d) List source of funds for security needs
 - e) List source of funds for broadband/technology

V. Capital Improvement Program/Planning Strategy

B. Planning Strategy

1. If the school owns the building or is in its permanent space, identify whether the school needs:
 - a) Additions to accommodate the enrollment or educational program
 - b) Renovation or remodeling
 - c) Systems upgrades
 - d) Security/safety improvements
 - e) Square footage reductions
2. If the school leases its building, identify
 - a) Building ownership strategy or options for moving into new facility
 - b) Public building compliance or demonstration of previous attempts to move into public building
 - c) Steps the school is taking to search for permanent facility
3. Discuss building maintenance needs, if not part of the lease agreement

V. Capital Improvement Program/Planning Strategy

C. Planning Implementation

1. Address prioritization process including how school determined priorities
2. List priorities for standards based capital improvement projects for the next five years and identify anticipated sources of funding (if applicable)
3. List priorities for systems based projects for the next five years and identify anticipated sources of funding (if applicable)
4. List priorities for security based projects for the next five years and identify anticipated sources of funding (if applicable)
5. List priorities for broadband projects for the next five years and anticipated sources of funding (if applicable)

In addition to identifying the priorities, this section should discuss the anticipated costs and available resources the school can use to meet the priorities.

VI. Technical Appendix

A. Supporting Information

1. Provide site plans for each school site (to scale)
 - a) Label buildings utilizing the same labels as the FAD and include building ages
2. Facility floor plans for each school site at a readable scale and with room number and use of each room/space labeled. Identify vacant or underutilized spaces and/or instructional spaces that the school has repurposed for some other use

V. Technical Appendix

3. Utilization detail - Prepare a utilization analysis that identifies the following (as applicable)
 - a) Room Number
 - b) Teacher identification (For privacy, we are no longer requesting name)
 - c) Classroom Square Footage
 - d) Number of students allowed by adequacy
 - e) Number of the students assigned to the classroom by school day or by class period
 - f) Current room use by school day, hour, and/or class period
 - g) Original intended use for room (elementary only)
 - h) Classroom occupancy and occupancy percentage
 - i) Number of hours room is used by day and week based on available hours in school day
 - j) Utilization rate for individual space as well as state wide average
 - k) Color code uses based on utilized, vacant/non-assigned spaces, prep period, underutilized space, specialized space, and/or space scheduled as necessary
4. Provide overview of current Preventive Maintenance Plan, if applicable
5. Additional supporting material as needed

Questions or Comments?

For more information, visit: www.nmpsfa.org

Or call PSFA Facilities Master Planner at:
505-843-6272

THANK YOU!