

SPRINGER Municipal Schools

Facilities Master Plan 2021-2026



FINAL November 2021



Architectural Research Consultants, Incorporated

✉ Albuquerque, New Mexico

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🌐 <https://arcplanning.com>

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Introduction



This section discusses the goals for the desired future state of the district's educational programs and facilities.

This document is a Facilities Master Plan Update (FMP) for Springer Municipal Schools (SMS). The intent of the plan update is to guide capital planning decisions to support the district's educational mission and meet state adequacy standards. The New Mexico Public School Capital Outlay Council (PSCOC) and Public School Facilities Authority (PSFA) require that all public school districts have a five-year FMP to be eligible to receive state capital outlay assistance. This Master Plan is in accordance with guidance issued by the PSCOC/PSFA.

The Facilities Master Plan serves as a flexible tool to present issues to the community, the governing board, and district staff for input and revision on a periodic basis. Preparation of this FMP involved a systematic process that strives to identify needs and wisely allocate capital resources to bring district facilities up to state adequacy standards and district policies, with respect to:

- Life/health/safety
- Educational/programmatic needs (additions and renovations to meet various educational standards) and curriculum needs
- Renewal needs (replacement schools, renovation, refurbishing, planning studies, deferred maintenance, and major system replacement)
- Provision for necessary growth (new schools, additions, renovations, site acquisition, and design planning studies)
- Educational technology

The FMP addresses four major questions:

- *Where do we want to be?* – identifies district facility goals
- *Where are we now?* – identifies the adequacy of district facilities and capacity to meet future needs
- *Where are we going?* – analyzes information about future enrollment, program changes, classroom needs, and financial resources
- *How do we get there?* – identifies the gaps between existing conditions and the ideal future state, develops a strategy to meet needs, and presents a prioritized list of capital projects

The Master Plan has four sections:

- **Section 1 – Goals / Process** – provides information about district goals and the master planning process.
- **Section 2 – Existing and Projected Conditions** – provides information about district facilities, demographics, enrollment, technology, and capital resources.
- **Section 3 – Capital Improvement Plan** – provides information about capital needs, district priorities, and capital strategies.
- **Section 4 – Master Plan Support Material** – provides detailed information about district school and support facilities, growth/enrollment/utilization, facility evaluation, and cost-estimating data.
- **Appendix** – includes meeting presentations and sign-in sheets, FAD redlines, the district's draft preventive maintenance plan, and bonding information.

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1 Facility Goals / Process



This section discusses the goals for the desired future state of the district's educational programs and facilities, and the process for developing the Facilities Master Plan.

1.1 Goals

1.1.1 District Mission

The mission of Springer Municipal Schools (SMS) is to foster strong relationships through collaboration with all stakeholders. Staff will deliver data driven instruction through diverse learning environments to model and create lifelong learners. This instruction will be rigorous and student-centered while teaching social, emotional, and technological skills to all students.

1.1.2 District Vision

To provide high quality education in a safe and positive environment.

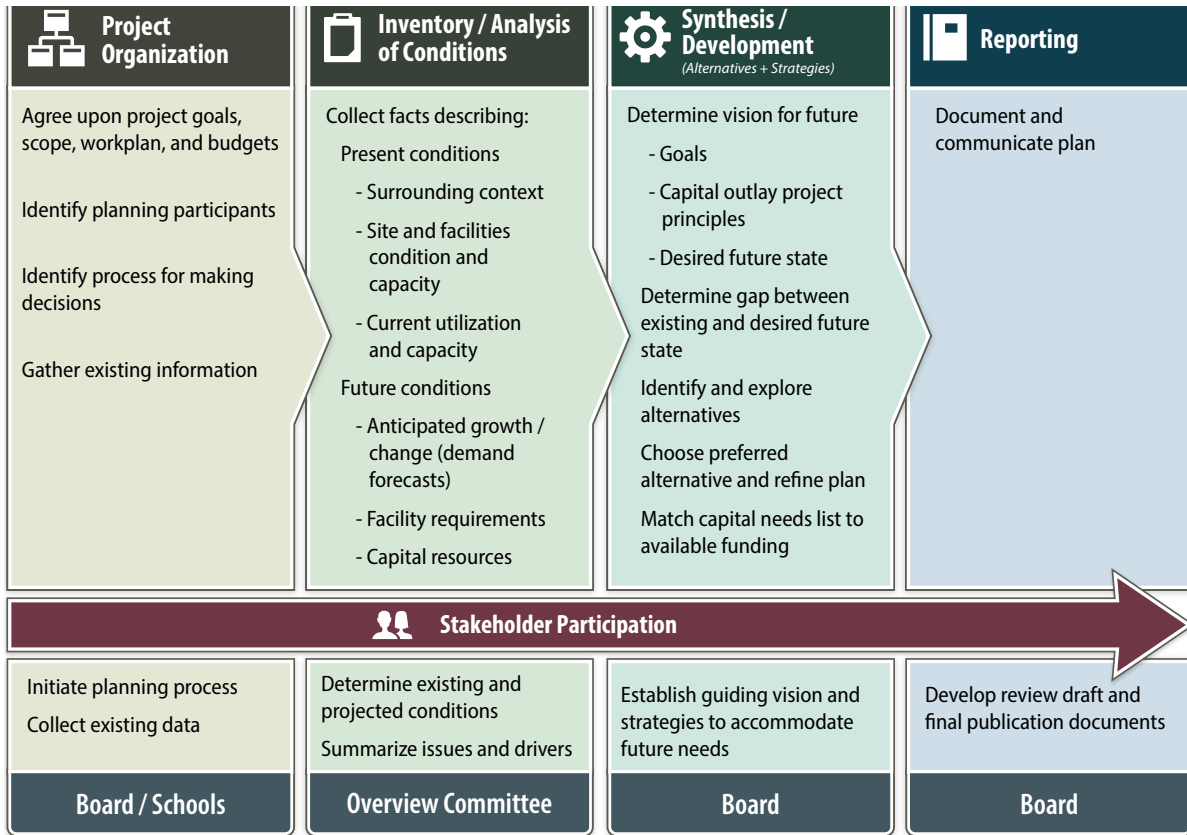
1.1.3 Desired Future State of Facilities

Priority in the development of facilities shall be based on identified educational needs and on programs developed to meet those needs.

The SMS Board establishes these broad goals for development:

- To integrate facilities planning with other aspects of planning in a comprehensive educational program
- To base educational specifications for school buildings on identifiable learner needs
- To design for sufficient flexibility to permit program modification or the installation of new programs
- To design school buildings as economically as feasible, providing that learner needs are effectively and adequately met by the design
- To involve the community, school staff members, available experts, and the latest in related, current development and research in building plans and specifications
- To analyze life-cycle costs as they compare with capital expenditures versus a maintenance and operations (M&O) expense projection
- To analyze the core facility as it relates to future expansion
- To design school buildings for community use when feasible

Exhibit 1: Facilities Master Planning Process



1.2 Public Process

1.2.1 Short- & Long-Term Capital Planning & Decision-Making Process

Springer Municipal Schools conducted a comprehensive assessment of district facilities and their ability to meet state and district facility standards, as well as accommodate existing and projected enrollments and programmatic needs. The district’s administrative staff managed the process. Architectural Research Consultants, Incorporated (ARC), Albuquerque, New Mexico, conducted the facility evaluations and analyses.

Exhibit 1 illustrates the overall process.

1.2.2 Community Participation

The district held steering committee meetings and a school board meeting. The district held a public hearing and invited comments and input from the community.

1.2.3 Authority and How Decisions Are Made

The superintendent appointed members of an advisory committee to consider and recommend capital needs. The committee guided the administration and board in setting capital improvement priorities. The board and superintendent made the final decisions.

The FMP Committee included these people:

- Julie Crum, Superintendent
- Christina Hidalgo, Principal
- Danae Rigoni, Business Manager
- Juan Romero, Director of Maintenance
- Robert Tafoya, School Board President
- Rebecca Herrera, Board Member

1.3 Issues and Findings

- The historic, original school building (Miranda Center) is in good to fair interior condition, but the exterior is in fair to poor shape.
- The elementary school offers no staff restroom.
- The elementary and junior/senior high school are at two different campuses, about a mile apart, and share a principal.
- The two school campuses contain several buildings that are inefficient and inadequate, despite their size.
- The academic buildings are too large for the current and projected student population.
- Housing for staff in the town of Springer is virtually nonexistent, and some staff live in public housing because very little market-rate housing is available.
- The district self-funded its major capital projects with general obligation (GO) bonds but does not have the tax base nor the capital for school building replacement.
- The district will be able to bond again in 2025 but will not be able to bond for enough funds to replace academic buildings, accomplish surrounding improvements, and keep other district facilities in good condition.
- Capital funding for the next four years will be minimal. Future funding for school replacement will require state assistance, including waivers for the district's share of all capital projects.
- Existing buildings are large and inefficient and do not meet 21st century educational needs.



1.4 Abbreviations & Definitions

ACS	American Community Survey
Admin..	Administrative or Administration
Ag.	Agriculture or Agricultural
ARC	Architectural Research Consultants, Incorporated
ADA	Americans with Disabilities Act
Avail.	Available
BBER	Bureau of Business and Economic Research (now known as GPS)
Bldg.	Building
Bus.	Business
Calc.	Calculation
Cap.	Capacity
CIP	Capital Improvement Project
Comp.	Computer
CR	Classroom
DD	Developmentally Delayed or Developmental Disabilities
EPS	Headwaters Economics' Economic Profile System
E-Rate	FCC's universal service program for schools and libraries; provides funding for technology improvements
ES	Elementary School
FACS	Facility and Consumer Sciences
FAD	Facilities Assessment Database
FMAR	Facility Maintenance Assessment Report
FMP	Facilities Master Plan
Funct.	Functional
GO Bond	General Obligation Bond
GPS	UNM Geospatial and Population Studies
GSF	Gross Square Feet
HB 33	House Bill 33 (Public School Buildings Act)
HS	High School
HUD	US Department of Housing and Urban Development

Abbreviations & Definitions (continued)

HVAC	Heating, Ventilation, and Air Conditioning
IT	Information Technology
Jan.	Janitorial Space
Jr./Sr.	Junior/Senior
K	Kindergarten
M&O	Maintenance and Operations
Mech.	Mechanical Room
Mgmt.	Management
Min.	Minimum
MP	Multipurpose Room
MS	Middle School
NMCI	New Mexico Condition Index
No.	Number
NSF or nsf	Net Square Feet
Occup.	Occupied
Off.	Office
OT/PT	Occupational Therapy / Physical Therapy
Pct.	Percentage
PED	New Mexico Public Education Department
Perm.	Permanent
Port.	Portable
Pre-K	Prekindergarten
Prof.	Professional
Prog.	Program
PSCOC	New Mexico Public School Capital Outlay Council
PSFA	Public School Facilities Authority
PTR	Pupil / Teacher Ratio
Rec.	Recreation
RR	Restroom

Abbreviations & Definitions (concluded)

SB 9	Senate Bill 9 (Public School Capital Improvements Act)
SF or sf	Square Foot or Square Feet
SLP	Speech and Language Pathology
SMS	Springer Municipal Schools
Sp.	Space
SpEd	Special Education
Sto.	Storage
Super.	Superintendent
SY	School Year
UNM	University of New Mexico
Tare	Gross square foot area of a building less the net assignable area (includes circulation paths, mechanical rooms, walls, restrooms, etc.)
3Y, 4Y	3-year-old(s), 4-year-old(s)



2 Existing and Projected Conditions



This section provides an overview of the district's current educational programs and facilities configuration, as well as community involvement.

2.1 Programs

The district covers an area of 1,254 square miles. Of the state's 89 school districts, it is the 36th largest in land size and the 5th smallest in student population. All facilities stand on a single campus with shared facilities, within the town limits of Springer, New Mexico.

The New Mexico Public Education Department's (PED's) new accountability scoring system does not reflect the district's achievement compared to the rest of the state, as the number of students per grade is too small for an accurate comparison.

Approximately 92% of students live within the Springer district boundaries. Most other students come from the Raton school district. Additional students are scattered throughout the villages of Watrous, Wagon Mound, and Maxwell. Twenty-six students who are within the Springer boundaries attend school in the neighboring village of Maxwell, NM. See Exhibit 3 for a the distribution of SMS's students.

2.1.1 Overview of Current Educational Programs and Facilities

The district has two campuses and administrative and support facilities within

the town of Springer. The football field lies on the elementary campus, and a track equips the high school site. Current grade assignments for each school include:

► Schools

- Springer Elementary School - Kindergarten through 6th grade
- Springer Junior/Senior High School - grades 7 through 12
- The schools have two separate and distinct campuses and share the football field. Classes are combined as needed.

Buildings at the elementary site include the original school building from 1921 that houses classrooms and a multipurpose room, a separate classroom building, and a third former classroom building now closed and used as storage. At the high school site, the district offices, vocational classrooms, labs, and a gymnasium compose the overall campus.

► Administrative Sites

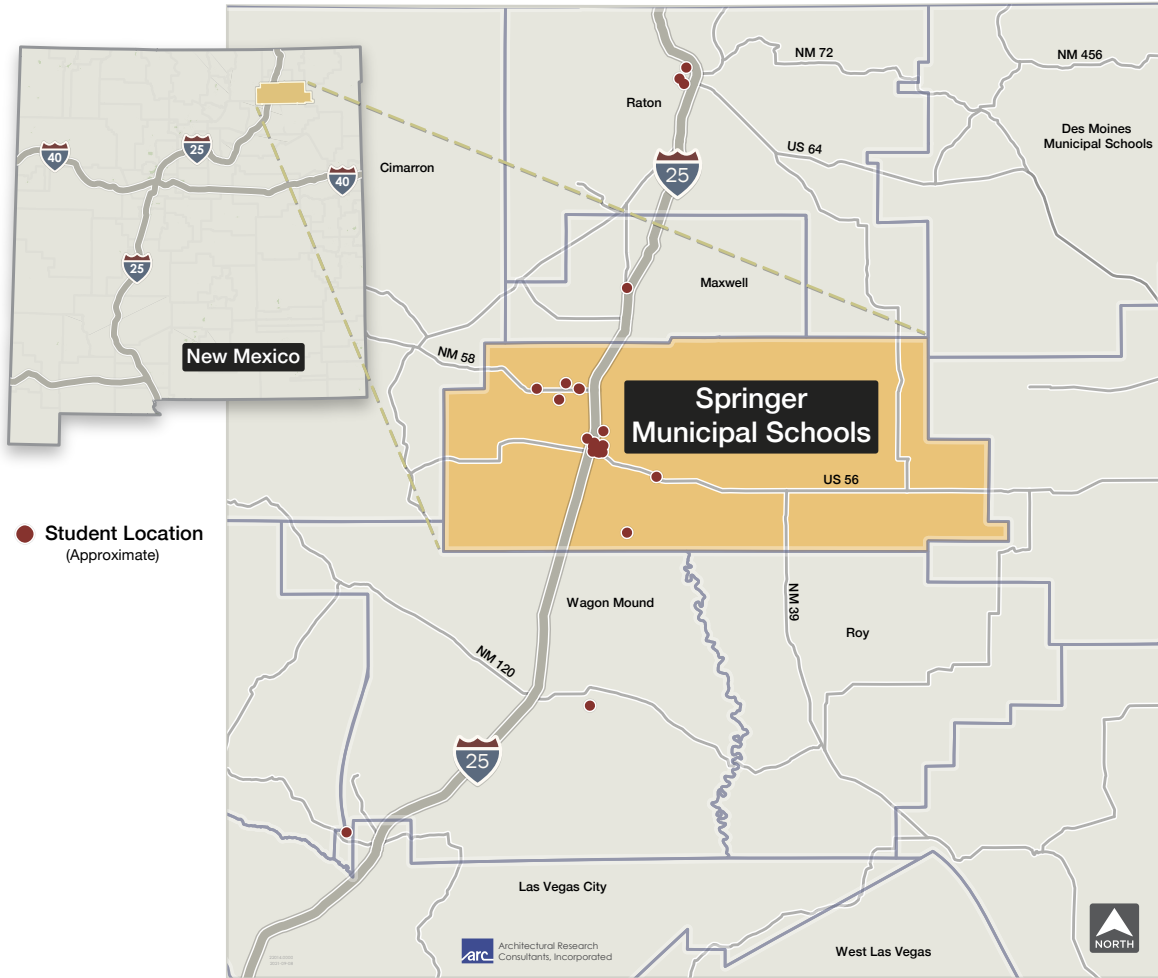
Administration and support buildings include the Administration/Maintenance Building and a portable used for storage at the high school site, and a Maintenance Building and garage at the elementary site. The district owns abundant vacant land—a large lot south of the elementary school site, as well as the 30-acre high school site, most of which is undeveloped. On the high school site, the district leases land and a double classroom portable to Mora Head Start. See Exhibit 2 for district-owned properties.

Exhibit 2: District Parcel Regions



Exhibit 3: District Location and Distribution of Students

Springer Municipal Schools



► Other Sites

The district does not host any charter or alternative schools.

► Enrollment

District (40-day) enrollment for the 2020/21 school year totaled 132 students.

2.1.2 Anticipated / Projected Changes In Programs

No major changes are planned for the curriculum. The Family and Consumer Sciences (FACS) program at the high school has been removed, and the district has no intentions of restarting it.

The district plans to modernize its facilities and reduce the square footage of buildings on the elementary campus. This will “rightsize” the facilities to fit the student population and reduce maintenance costs as a result. The historic Miranda Center will likely remain for community and general district use, and district leadership would like to either radically renovate and add on to the existing elementary school buildings or build a new elementary school building at the high school site. Extensive repairs are needed at the high school site. The district also plans to build teacherages to attract teachers to this rural area where little market-rate housing is available.

2.1.3 Shared / Joint-Use Facilities

The district owns all of its facilities. The community uses many of the district’s facilities for community sports, theatrical presentations, voting, and assembly functions. District facilities are the hub of the community.

SMS owns, operates, and maintains its bus transportation services.

2.2 Sites / Facilities

Springer Municipal Schools is located in Colfax County, in the northeast corner of New Mexico. The county is the 11th least populated in the state.

The town lies in the south-central portion of Colfax County, in the Cimarron River valley, west of that river’s confluence with the Canadian River. The land of Colfax County is divided between High Plains in the eastern half and the Sangre de Cristo Mountains in the west, which encompass the resort communities of Angel Fire and Eagle Nest. The north boundary of Colfax County is defined by the New Mexico/Colorado state line.

2.2.1 Maps, Boundaries, and Locations

Surrounded by the Maxwell, Raton, Las Vegas City, West Las Vegas, and Wagon Mound school districts, SMS pulls students from most of them, as well as other rural areas.

See Exhibit 2 and Exhibit 3 on the previous two pages for the district’s boundaries and location.

2.2.2 Existing Site / Facilities

The district operates 102,454 gross square feet (GSF) of permanent facilities. The district owns 47.83 acres of land, including undeveloped tracts in town.

The oldest campus building is the Miranda Center, originally built in 1921 and receiving several additions through the early 2000s. The newest educational building is the Science Building at the high school, built in the 1990s. The average age of all the buildings is 55 years.

See Exhibit 5 on page 2-7 for a detailed

inventory of facilities.

2.2.3 Facility Evaluation

ARC evaluated the district site and facility in rigorous detail in January through April of 2021. The ARC evaluator scored the entire campus with respect to condition, district facility planning standards, and New Mexico School Facility Adequacy Standards.

The evaluation score for each building is a composite that takes into account the physical condition and functional adequacy of each facility and surrounding site. Exhibit 44 summarizes the results of the evaluation, with the total percentage scores for all SMS facilities.

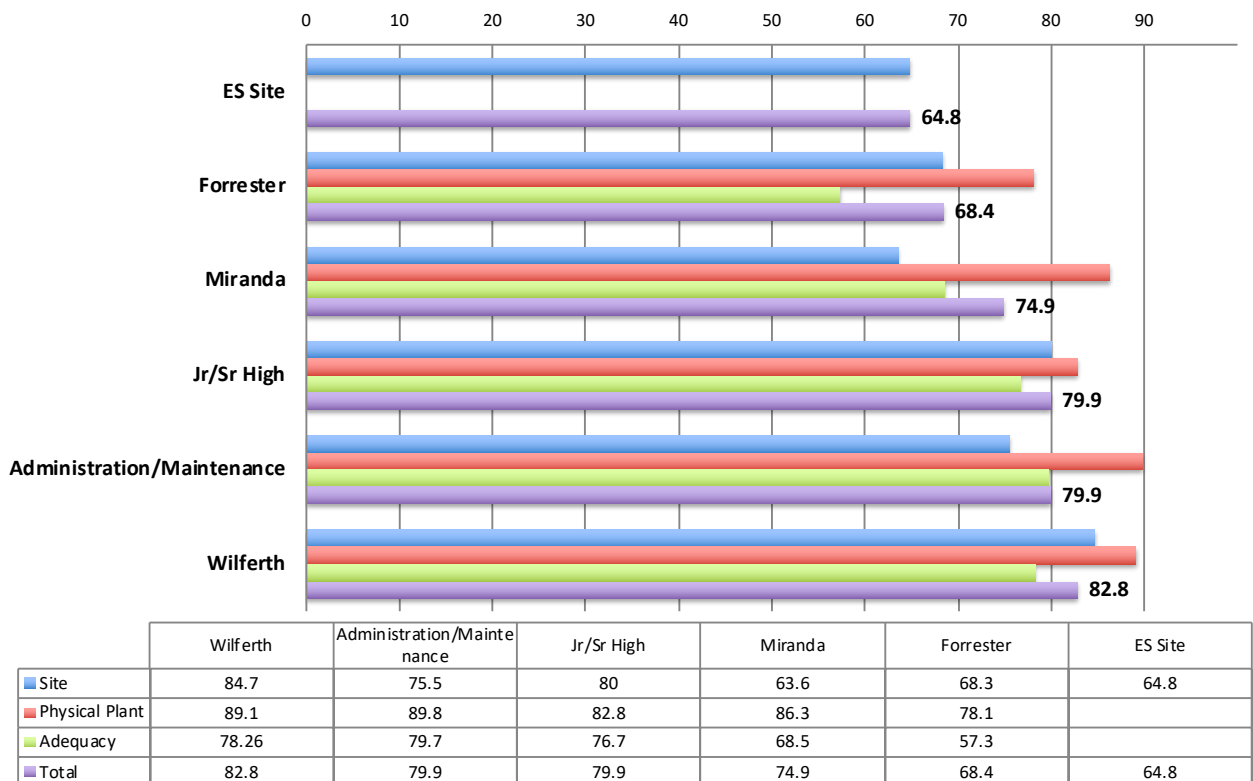
Building scores range from "satisfactory" to "borderline," due to the aging physical

condition of the older buildings and the inadequacy of the old buildings to support current curricula.

Facilities in the borderline range require significant capital investment to reach current PSFA facility standards.

The elementary school ranks 8th, and the high school ranks 109th, according to PSFA's 2020-2021 Preliminary Ranking Report and New Mexico Condition Index (NMCI) values for district school facilities. These rankings indicate SMS facilities' significant need for capital improvements as compared to school facilities in the rest of the state. The NMCI lists schools beginning with the neediest; i.e., facilities having the greatest need are given the smallest ranking numbers.

Exhibit 4: Assessment Scores for Springer Schools



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Exhibit 5: District Facilities Data and Inventory – 2021

Springer Municipal School District
Facilities Data and Inventory – 2021

Category	Facility	School ID	Address	ZIP	Opening Date	Construction Date	Age	Building Additions	RSF	Ren/MACT	Site Acreage	Total Perm Bldg Area	Total Port Bldg Area	Total Bldg Area (GSF)	% GSF Portable	No. of Perm Bldgs	No. of Port Bldgs	Total Grades	Total Students 2019/20	Perm CRF	Grnt/PE Purpose	Auditorium/Lecture	No. Port CRF's (1)	Total CRF	% Portable Classrooms	Students Per Classroom	GSF Per Student	
Elementary School Buildings	Elementary - Mernda Center	10056	311 Mernda Avenue	87747	1921	1921	100		8,535,94%	-	19,775	0	19,775	0.00%	1	0	4th-6th	33	4	1	0	0	0	4	0.0%	825	599.24	
	Elementary - Forester Building	10056	311 Mernda Avenue	87747	1950	1950	71		8,535,94%	-	13,364	0	13,364	0.0%	1	0	K-3	40	4	0	0	0	0	4	0.0%	10.00	334.10	
	Elementary - Wilenth Building (Closed)	10056	311 Mernda Avenue	87747	1980	1980	41		8,535,94%	-	12,072	0	12,072	0.00%	1	0	-	0	0	0	0	0	0	0	0	0.0%	0.00	-
	Sub-Total							17,283	45,211	0	45,211	0.00%	3	0	0	0	73	8	1	0	0	0	8	0.00%	9.13	619.33		
High School Buildings	HS - Main Building	10150	1401 8th Street	87747	1989	1989	52		109,962.23%	-	24,588	0	24,588	0.0%	1	0	7th-12th	1	1	1	0	0	0	2	0.0%	NA	NA	
	HS - Annex	10150	1401 8th Street	87747	1989	1989	52		109,962.23%	-	12,278	0	12,278	0.0%	1	0	7th-12th	5	5	0	0	0	0	5	0.0%	NA	NA	
	HS - Voc-Tech	10150	1401 8th Street	87747	1978	1978	43		109,962.23%	-	7,283	0	7,283	0.0%	1	0	7th-12th	5	5	0	0	0	0	5	0.0%	NA	NA	
District Administration	HS - Science Building	10150	1401 8th Street	87747	1995	1995	26		109,962.23%	-	5,736	0	5,736	0.0%	1	0	7th-12th	2	2	0	0	0	0	2	0.0%	NA	NA	
	District Administration	10150	1401 8th Street	87747	1976	1976	45		109,962.23%	-	2,810	0	2,810	0.0%	1	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	HS - Portable	10150	1401 8th Street	87747	1980	1980	41		109,962.23%	-	0	1,680	0	1,680	100.0%	0	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Maintenance Shop/Storage	Maintenance Shop/Storage	10150	311 Mernda Avenue	87747	1970	1970	51		8,535,94%	-	2,180	0	2,180	0.0%	1	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Mora Head Start Portable (1)	10150	311 Mernda Avenue	87747	1980	1980	31		109,962.23%	-	1,782	0	1,782	100.0%	1	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Sub-Total							30,000	49,985	-	49,985	0.00%	4	0	0	60	13	1	-	-	-	-	14	0.00%	4.62	823.08		
	Total Schools							47,83	45,211	-	45,211	0.00%	7	-	73	21	2	-	-	-	-	-	22	-	-	-		
	Total District							47,83	50,161	3,472	53,633	6.47%	9	2	73	21	2	-	-	-	-	-	22	-	-	-		

Notes:
 Superintendent - Julie Cum
 Business Manager - Denise Roggi
 Director of Maintenance - Juan Romero

[1] District-owned portable leased to Mora Head Start
 [2] Administration buildings are spread across the two sites

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2.3 District Population & Demographic Analysis

2.3.1 Introduction

The following is an analysis of various demographic and growth factors that influence a district's future student population:

- Community economic and housing trends
- Overall population growth trends
- Trends in births and birth rates
- Age distribution of population

These factors, along with historic enrollment and trends, provide the basis for the district student enrollment projections discussed in Section 2.4, as well as the classroom utilization patterns discussed in Section 2.5. Enrollment projections and utilization serve as the basis for identifying current and future classroom needs and site capacities.

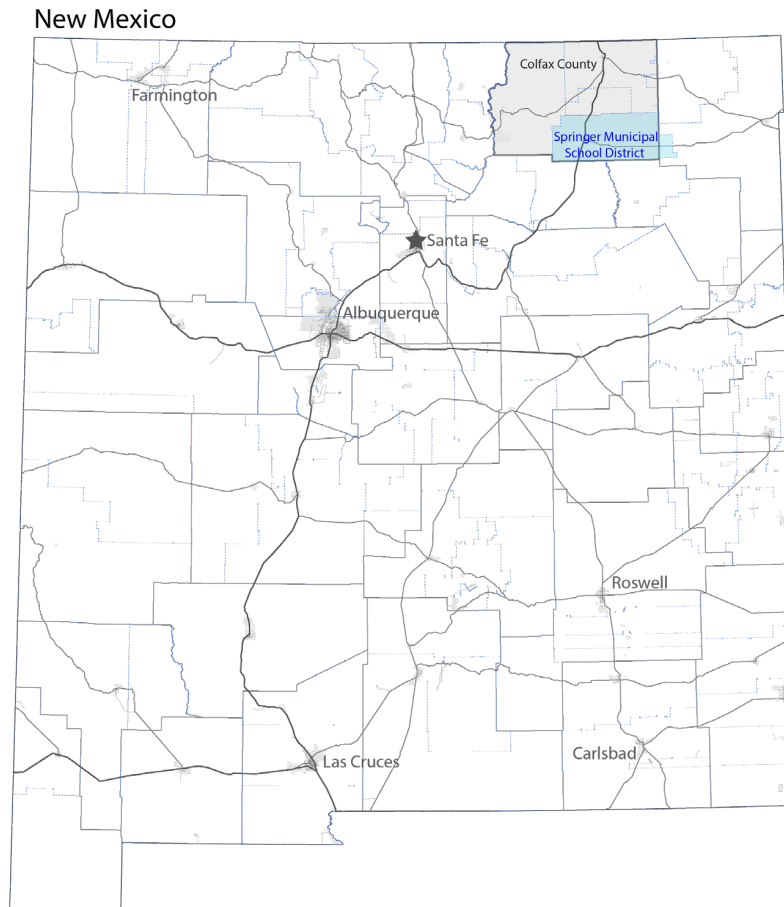
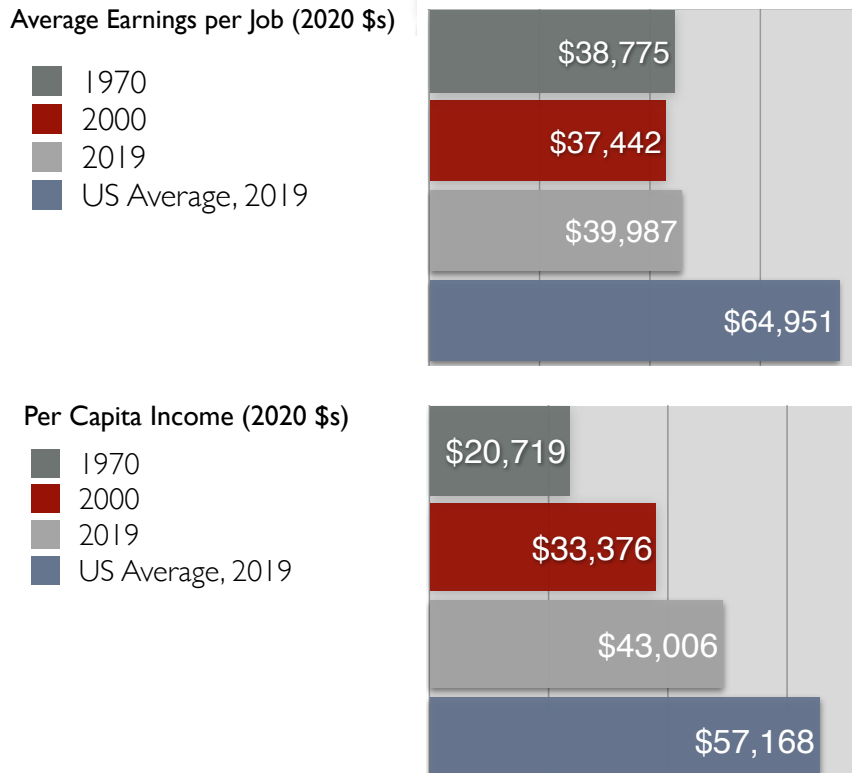


Exhibit 6: Context: SMS Location in New Mexico

Springer Municipal School district is located in northeastern New Mexico. Though the district incorporates a fraction of rural Union County in the east, the community of Springer and the majority of the district are located in Colfax County.

Exhibit 7: Colfax County Economic Indicators

Colfax Economic Indicators	1970	2000	2019	Change 2000-2019
Average Earnings per Job (2020 \$s)	\$38,775	\$37,442	\$39,987	\$2,545
Per Capita Income (2020 \$s)	\$20,719	\$33,376	\$43,006	\$9,630



Source: Headwaters Economics EPS, 2021. Read more about the Economic Profile System (EPS) below.

Economic Profile System (EPS)

EPS is a free web tool created by Headwaters Economics that uses published statistics from federal data sources, including the U.S. Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics.

The Bureau of Land Management and Forest Service have made significant financial and intellectual contributions to the operation and content of EPS.

Headwaters Economics is an independent, nonprofit research group whose mission is to improve community development and land management decisions. <https://headwaterseconomics.org/eps>

2.3.1 Economics

▶ Income & Earnings

Basic economic indicators for Colfax County point to an underlying lack of vitality in the area economy.

Earnings and income in the county, adjusted for inflation to 2020 dollars, show a rise in the last half century but a marginal one at best; average earnings per job barely made headway from 1970 to 2019 rising by just over \$1,000 in that time.

While per capita income more than doubled in those five decades, by 2019 it remained more than \$14,000 below national averages.

Labor earnings were on the rise in the first decade of the century, gaining just over \$15,000, but fell steeply in the second decade, dropping by nearly \$55,000 from 2010 to 2019. Such a drop over that time period suggests that the Colfax economy took a significant hit in the 2008 recession and has not been able to recover in the decade since. Such a steep hit, and apparent inability to recover after more than a decade point to a limited resiliency in the Colfax economy and a susceptibility to macro-scale economic forces and trends with limited capacity to mitigate impacts at the local level.

Economic diversification, especially in base economic industries – those that bring revenue into a community from outside the area – is an important aspect of economic resiliency. Economies that rely heavily on one or just a few sectors are subject to steep hits when those industries experience declines. These hits often ripple across the local economy, affecting retail,

lodging, housing, and any number of industries reliant on the primary sector's workforce and wages for support.

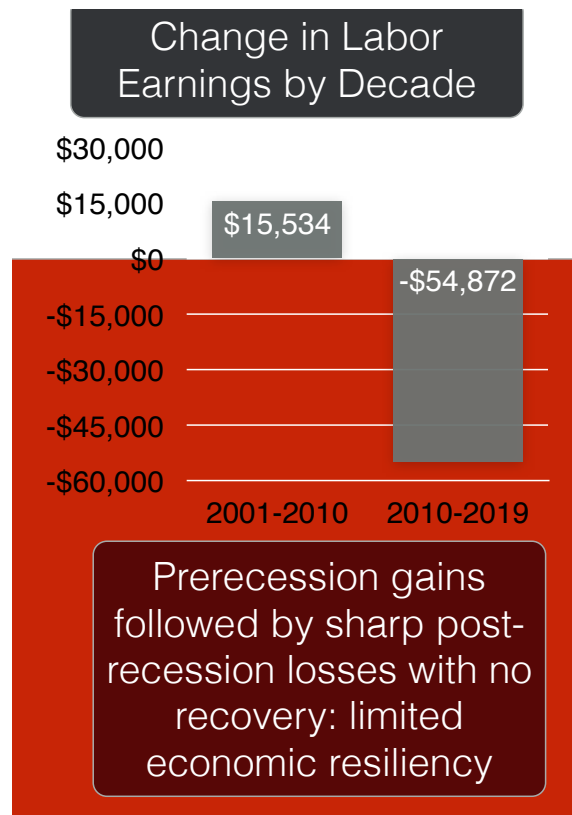
As illustrated in Exhibit 9 on the next page, a high share of jobs in Colfax County are in healthcare, education, and social assistance, and in accommodations and retail trade. This indicates a weak local diversity of base jobs. Although retail and accommodations can be a source of resiliency, these jobs are still collectively subject to larger economic trends and tend to rise and fall together limiting their resilient capacity.

Healthcare, social assistance and education

do tend to be relatively stable industries but also tend to rise and fall collectively subject to state and federal funding, policies, and programs that leave little room for mitigation measures at the local level.

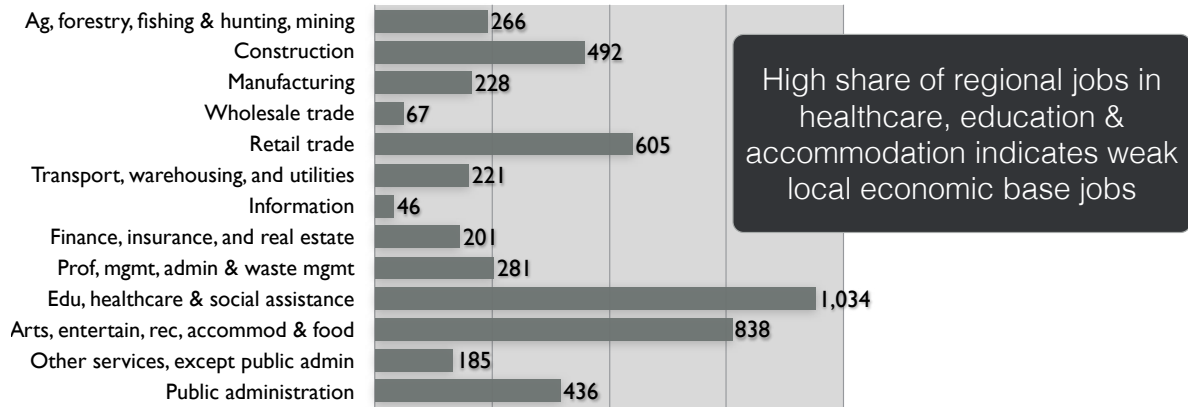
Construction was relatively strong in 2019, but this industry is rarely a reliable, long-term economic driver, especially in small communities with little or no growth.

Exhibit 8: Colfax County Labor Earnings



Source: Headwaters Economics EPS, 2021

Exhibit 9: Colfax County Jobs by Industry – 2019



Source: Headwaters Economics EPS, 2021

From 2010 to 2019 weaknesses in each of the county’s top jobs categories bore out with heavy jobs losses in retail, and losses in construction and health care and social assistance sectors. Each of these sectors had seen growth the previous decade. Accommodations fared slightly better with some growth after 2010, but at a slower rate than the previous decade.

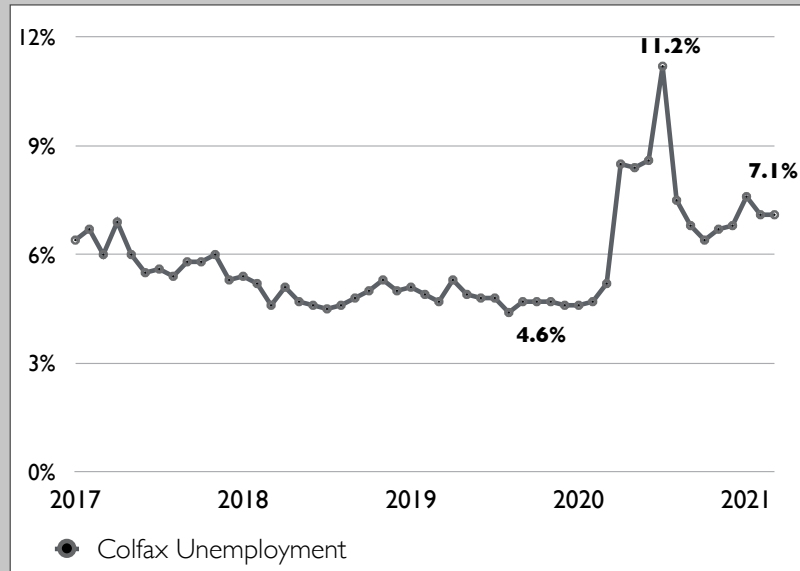
Earnings fell accordingly with declines nearly across the board and steep declines in retail and government.

Farm, forestry, and agriculture earnings and jobs represent the strongest sector in the county over the last decade.

While the strength and growth of these sectors are encouraging, the underlying resiliency in

the economy overall suggests that recovery from the economic damage resulting from the Covid pandemic may be difficult.

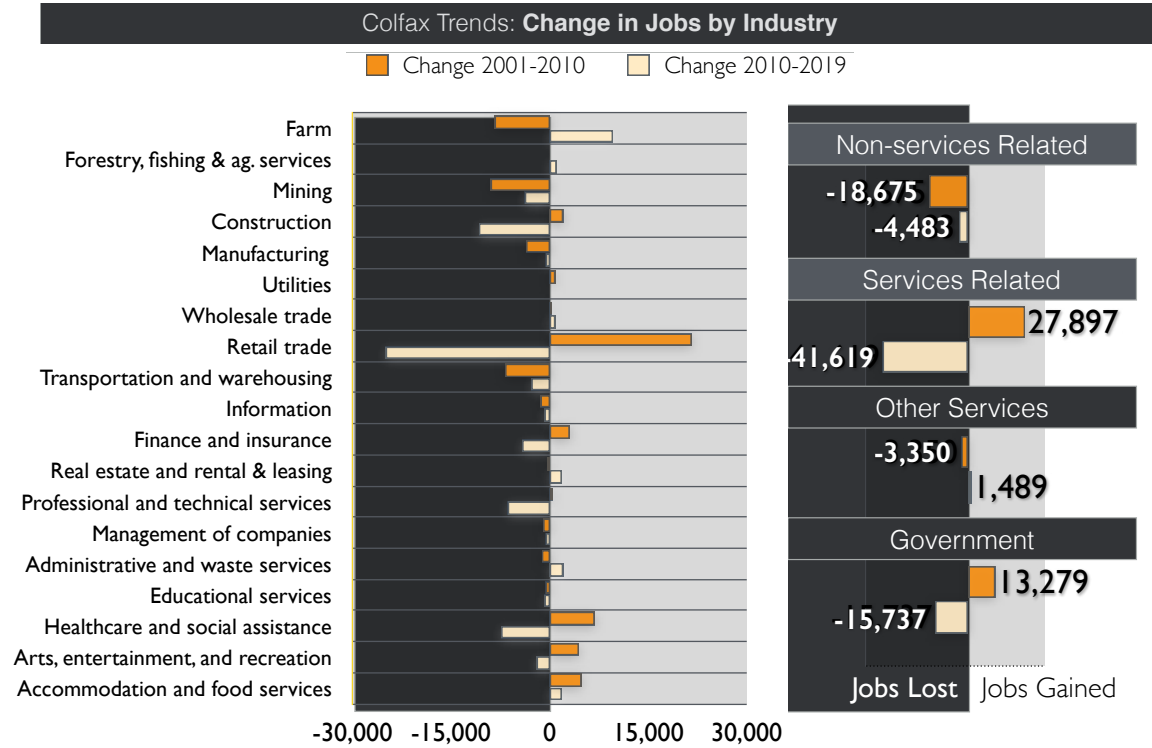
Exhibit 10: Colfax County Unemployment – 2017 to 2021



Source: Headwaters Economics EPS, 2021

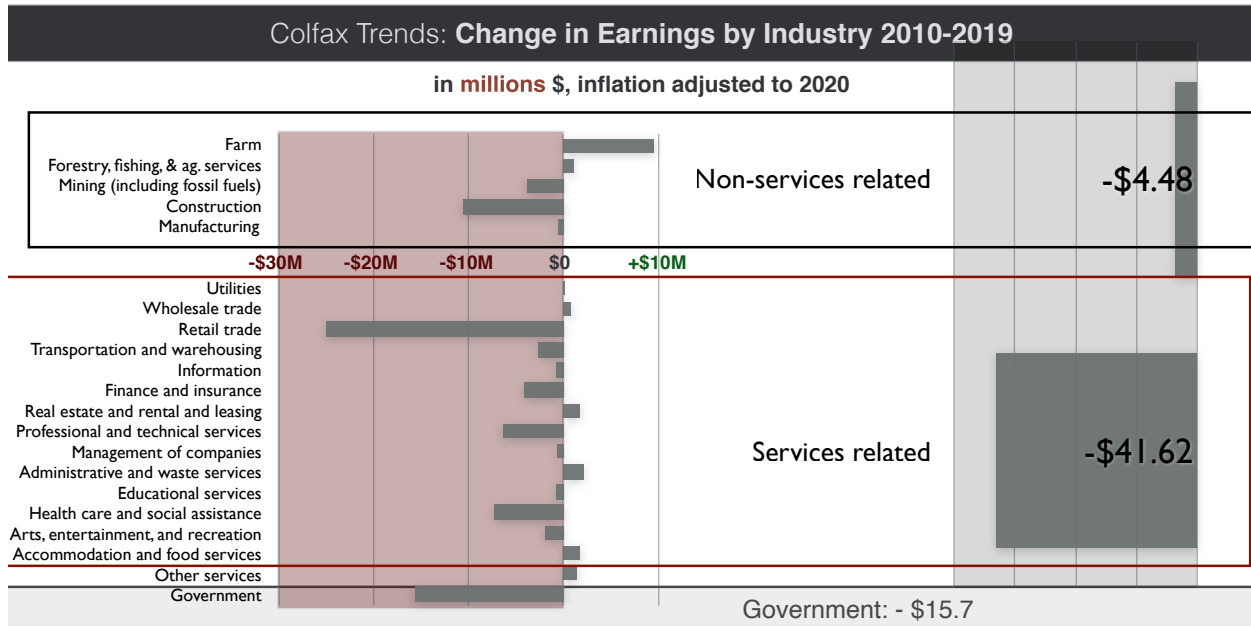
Unemployment in Colfax County was healthy and had been trending down since 2017 to below 5% in early 2020, before Covid impacts fueled a spike topping out at 11.2% in late 2020. By March, 2021, unemployment had fallen back down considerably, but was still well above previous lows at 7.1%.

Exhibit 11: Colfax County Change in Jobs by Industry – 2001 to 2019



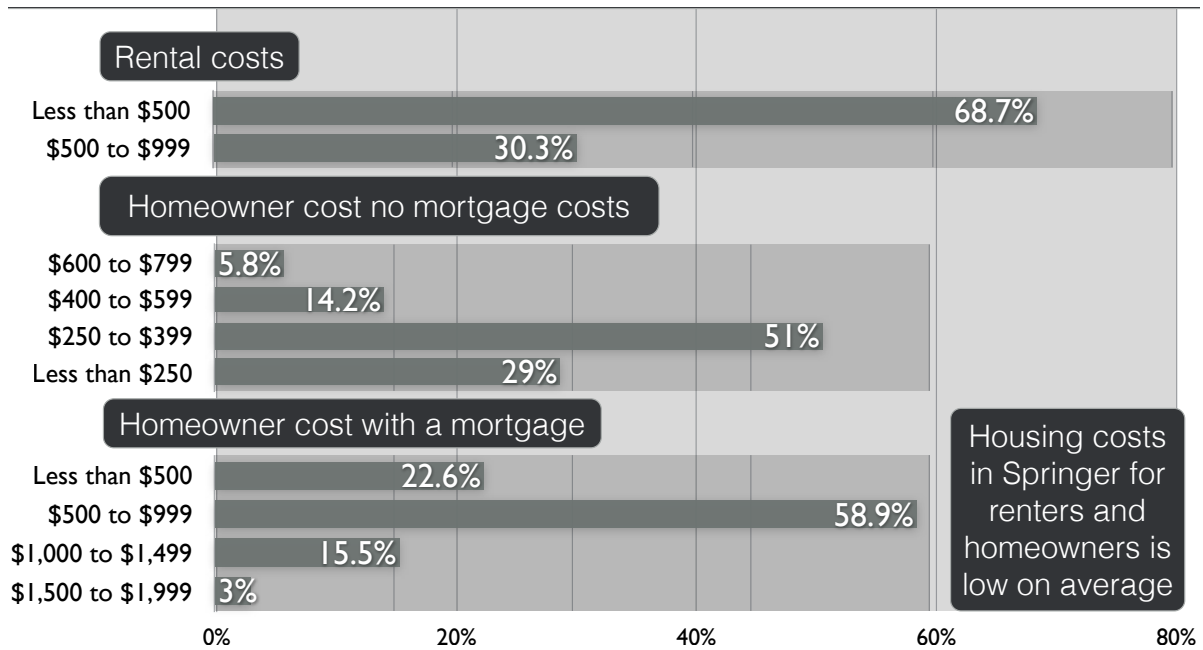
Source: Headwaters Economics EPS, 2021

Exhibit 12: Colfax County Change in Earnings by Industry – 2010 to 2019



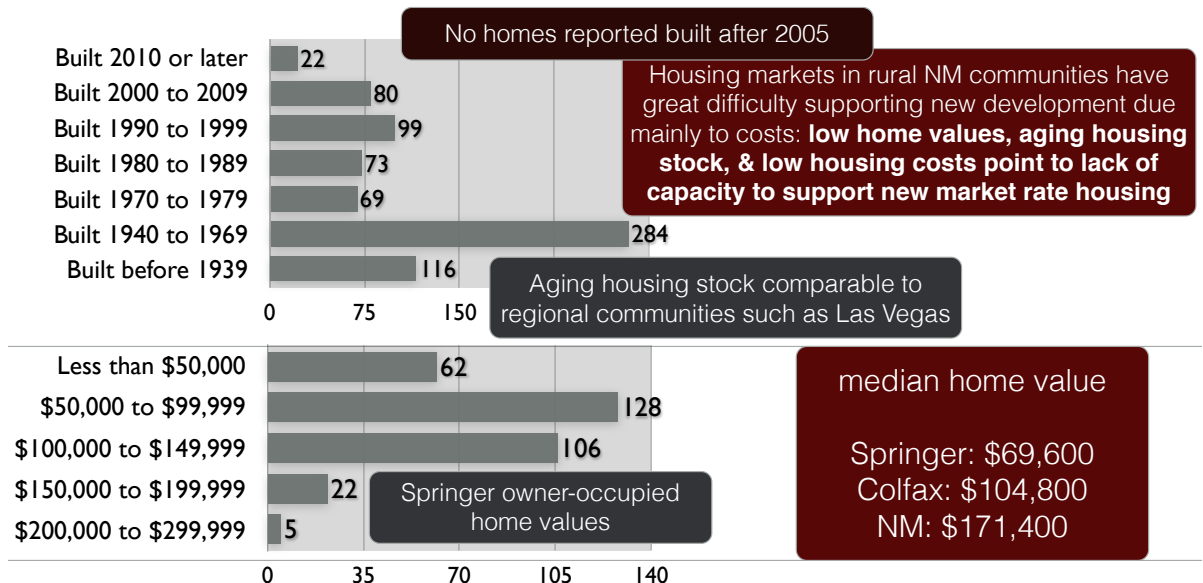
Source: Headwaters Economics EPS, 2021

Exhibit 13: Springer Housing and Housing Costs



Housing cost as % of total household income	Springer	Colfax	US
Owner occupied: less than 20%	81-83%	32-46%	27.7%
Renters: less than 30%	83%	72%	46%

Springer Housing, 2019



Source: Headwaters Economics EPS, 2021

▶ Housing

The availability of adequate housing, especially in Springer, is a constraint on growth in the region. Without adequate available housing stock it is difficult to attract new population or business; growth slows and attracting new housing development becomes increasingly difficult, especially in rural areas.

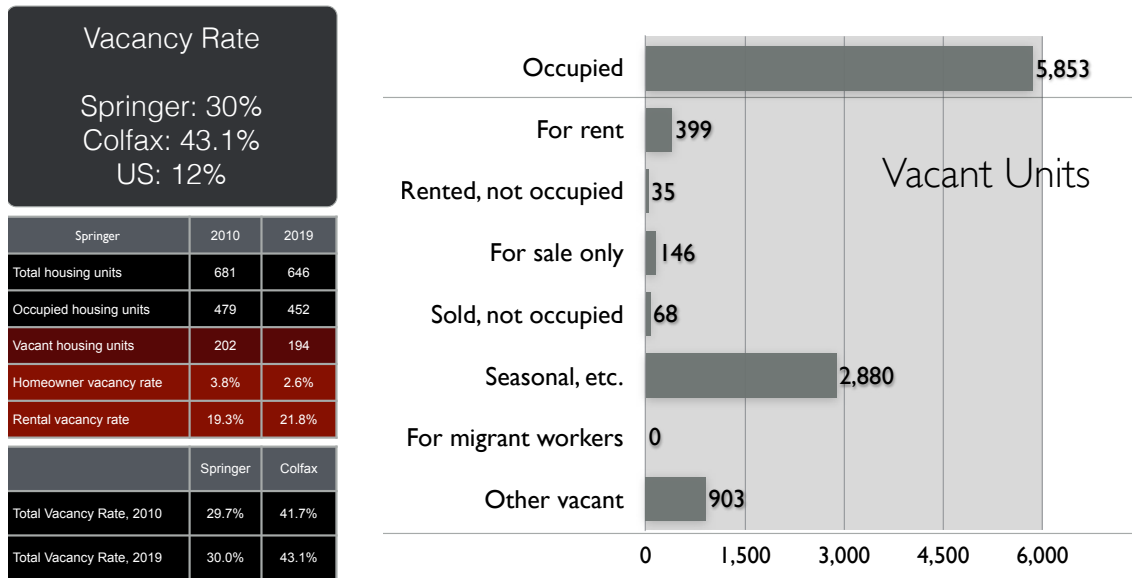
In the Town of Springer there were 646 total housing units in 2019, 194 of which were classified as “vacant.” Vacant housing units includes a number of categories, broken out in the table below, which breaks down vacancy status for Colfax County. Vacant housing units categorized as “Other” vacant generally represent abandoned or dilapidated houses no longer functioning as part of the housing stock. Both Springer and the county as a whole have higher vacancy rates than

the US average at 30% and 43%, respectively, compared to 12% in the nation overall. Vacancy rate in the region has changed little in the past decade, and no new housing was reported in Springer from 2010 to 2019.

Despite the limited housing stock available in Springer, housing costs remain low. The majority of home-owners with no mortgage spend less than \$400 monthly on housing costs. Notably, costs are similarly low for renters, a majority of who, spend less than \$500 monthly on housing. The low cost of housing in Springer

An unusually high share of homeowners and renters in the region spend less than 30% of their total household income on housing (“cost of housing” includes rent, utilities, and other associated costs).

Exhibit 14: Housing Vacancy Characteristics, Colfax County & Town of Springer



Source: Headwaters Economics EPS, 2021

Census estimates actually show a decline in total housing units in Springer from 2010 to 2019. This may be the result of demolition but is likely a function of the level of statistical error intrinsic to estimates. Though exact numbers may be slightly off, these estimates are reliable indicators of trends.

The table on page 2-14 illustrates the low cost of housing as a share of total income in the area compared to national averages.

One cause for the low costs of housing may be the quality of the housing stock. In Springer, the greatest share of homes by far were built between 1949 and 1969. These aging structures can be costly to maintain and upgrade, and while home values indicate that home owners are maintaining home value, the high rate of vacancy in rental units indicates that maintenance may not be as well maintained. The costs of maintaining a rental unit, especially in a market in which rents are markedly low, may be difficult to justify for many property owners. The situation can lead to a bleeding of available housing stock as units decline in condition beyond liveable standards.

2.3.2 Population Growth Trends in the Springer Municipal Schools (SMS) Region

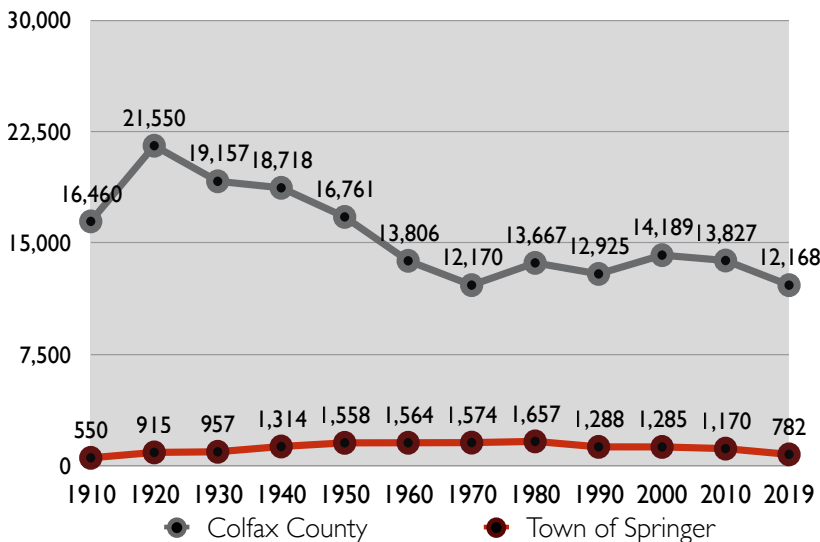
The total population in Colfax County has fallen since the turn of the century and the Town of Springer has lost a third of its population in the last nine years alone falling from 1,170 in 2010 to 782 in 2019 (ACS estimation). In that time the county as a whole lost 12% of its total population.

Declining populations are persistent in school districts throughout the region; of seven nearby school districts just one, Maxwell, did not record a loss in population from 2010 to 2019.

► Population Projections

The decline in the total population of Colfax County is projected to continue into 2040.

Exhibit 15: Historic Population – Colfax County & Town of Springer



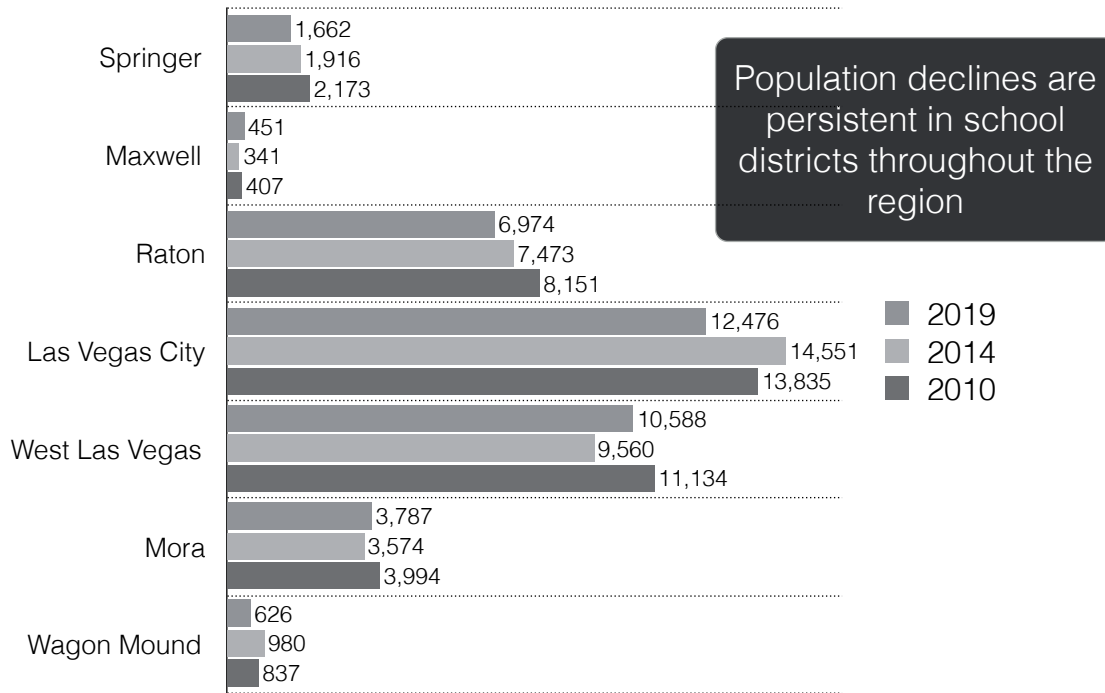
Steep fall in population in Colfax and Springer since 2000. Springer population has fallen by 33.2% since 2010

	Colfax	Springer
Population (2019*)	12,168	782
Population (2010*)	13,827	1,170
Population Change (2010*-2019*)	-1,659	-388
Population Pct. Change (2010*-2019*)	-12.0%	-33.2%

* 2010 figures are from 2010 Census decennial count; 2019 figures are from American Community Survey estimates.

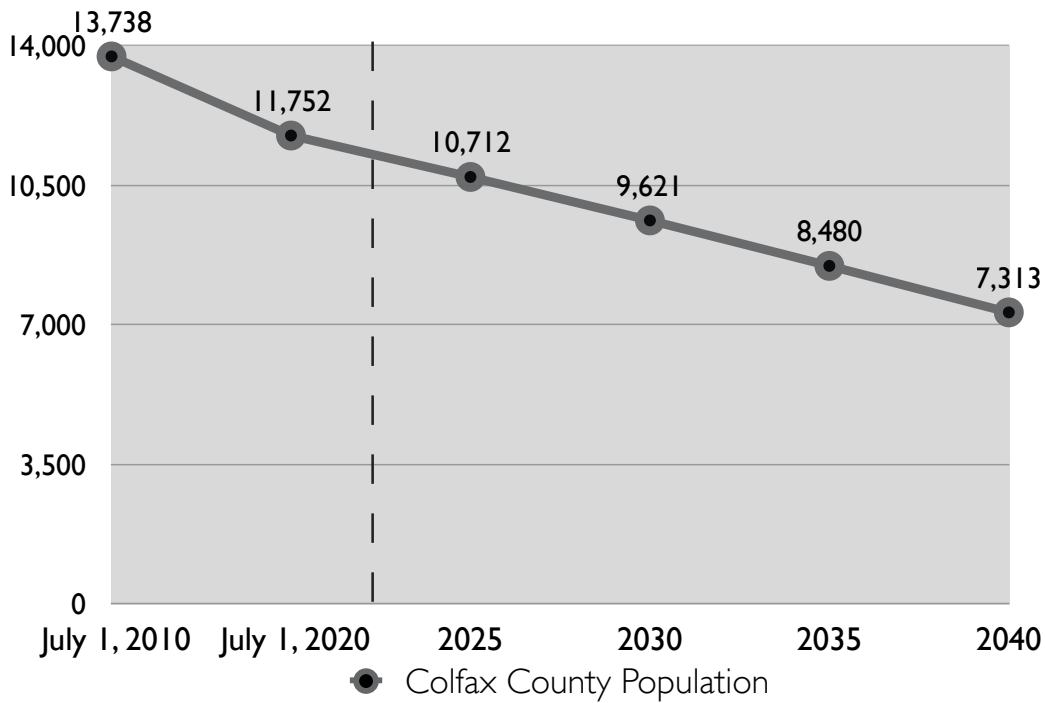
Source: US Census, 1910-2010; and Census ACS, 2019

Exhibit 16: Historic Regional Population Trends



Source: US Census ACS 5-year Estimates, 2010-2019

Exhibit 17: Colfax County Projected Population



Source: UNM GPS County Population Projections, Preliminary 2020 Series

These preliminary population projections were developed by the University of New Mexico Geospatial and Population Studies (GPS) in 2020. Projections indicate that the population in Colfax County will continue to decline, falling to 7,313 in 2040- a decline of over 4,000.

Initial 2020 Census count data indicate a slightly higher population in the county (12,387) than the 2019 Census estimate did (12,168), but at just over 200, the difference is nominal and likely insufficient to warrant much adjustment to the current population projections for the county.

Fundamental demographic drivers including age and birth trends, and a steady out-migration of population are likely to continue resulting population decline in the district and region as projected.

Overall aging of a population results in fewer births and fewer children as more residents age out of their child-bearing years. This dynamic is compounded by a declining trend in the number of children that individuals and families are having overall. These trends are predominant across the state, the nation, and many parts of the world today.

The effect that these culminated demographic trends can have on a population can be encapsulated as a measure of birth rate.

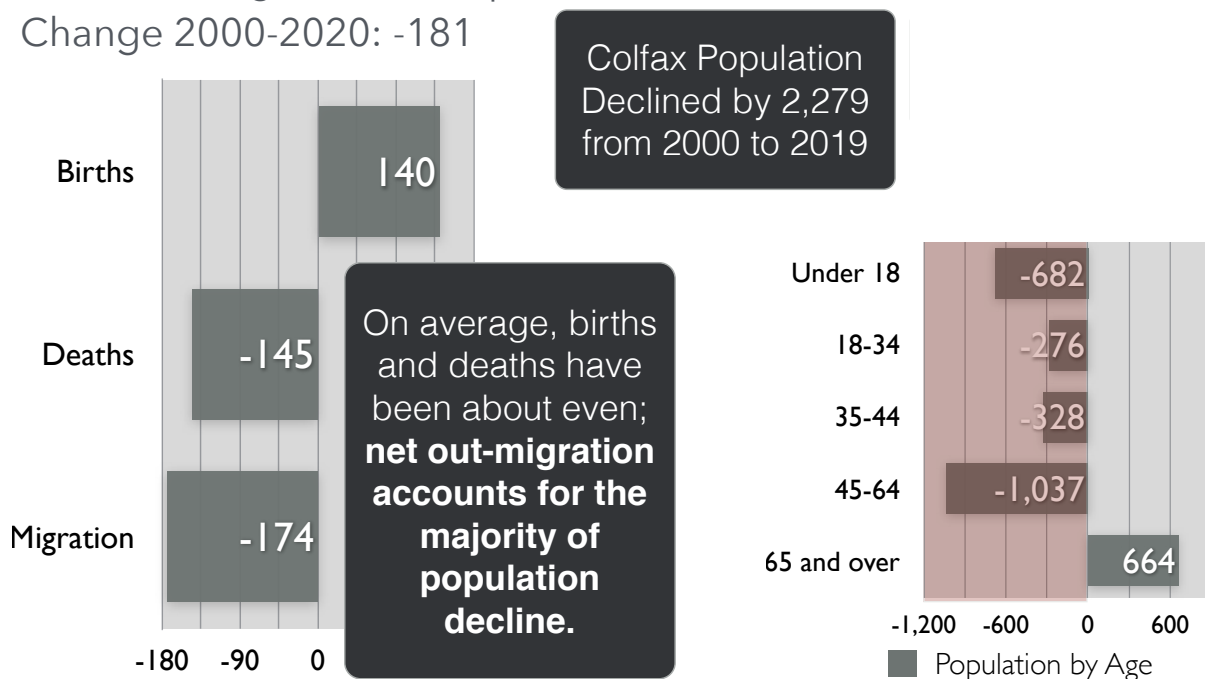
Birth rate is a measure of the number of births per 1,000 total population.

Births is the count of live births in a given geography in a given year.

Fueled by compounding demographic trends, falling birth rates can drive sharp and persistent declines in school-aged population.

Exhibit 18: Colfax County Migration Trends

Colfax Average Annual Population Change 2000-2020: -181



Source: Headwaters Economics EPS, 2021

► Population by Age

The share of Colfax County population under the age of 18 fell by 682 from 2010 to 2019, likely driven by falling birth rates in the County. Working age population, aged 35 to 64, fell by a combined 1,365, likely driven by out-migration as well as an overall aging of the population into the 65+ bracket, the only age group in the county with a growing share of total population over the time period, adding 664.

Birth rate is the most significant driver of public school enrollment.

► Birth Rate

Nationally, birth rates have declined dramatically since 1990. Birth rate in Colfax County has historically been well below state and national averages, and has fallen more steeply: from 14.4 in the early 1990's to 9.2 in 2019. Over the same period, NM and US averages declined by two points from around 13 to around 11 births per 1,000 total population.

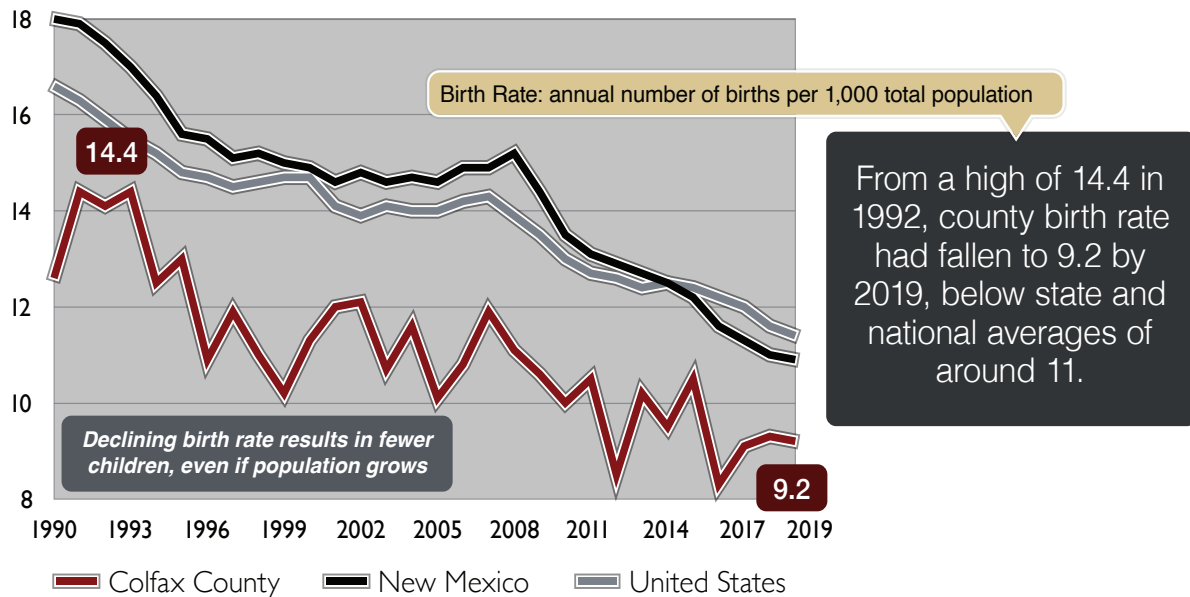
When the *rate* of births in a population falls, actual births will continue to decline even if there is growth in the total population. The number of actual births will only stabilize or begin to rise if total population growth outpaces the decline in birth rates.

In small communities with shrinking, aging populations, falling birth rates generally result in a steeper decline in populations of younger age ranges relative to older age groups. The school-aged population in Colfax County should be expected to decline at a faster rate than the overall population and significantly faster than older populations in the county.

► Total Births

Naturally, with a declining birth rate and shrinking population, the number of actual births (measured by maternal home address) in the county is declining. Total births in the

Exhibit 19: Birth Rates in the County, State, and Country – 1990 to 2019



Sources: New Mexico Department of Health, Indicator-Based Information System for Public Health website: <http://ibis.health.state.nm.us/> and US Census data

county each year have trended down from nearly 200 births annually in the early 1990's to closer to 100 births annually in recent years.

Historically low and declining total births will impact enrollment patterns well into the future as smaller cohorts enter and proceed to age up through grades to graduation.

▶ Springer Enrollment Drivers

The region's economy, now facing ongoing effects of a pandemic, has exhibited limited resilience in recovering quickly or fully from such impacts. Still weakened by the 2008 recession over a decade later, it is unlikely that declining economic trends will reverse in the immediate future. Sluggish growth and declines in population are likely to limit the area's potential to attract new housing development and limited housing options will

then continue to drive economic stagnation and out-migration.

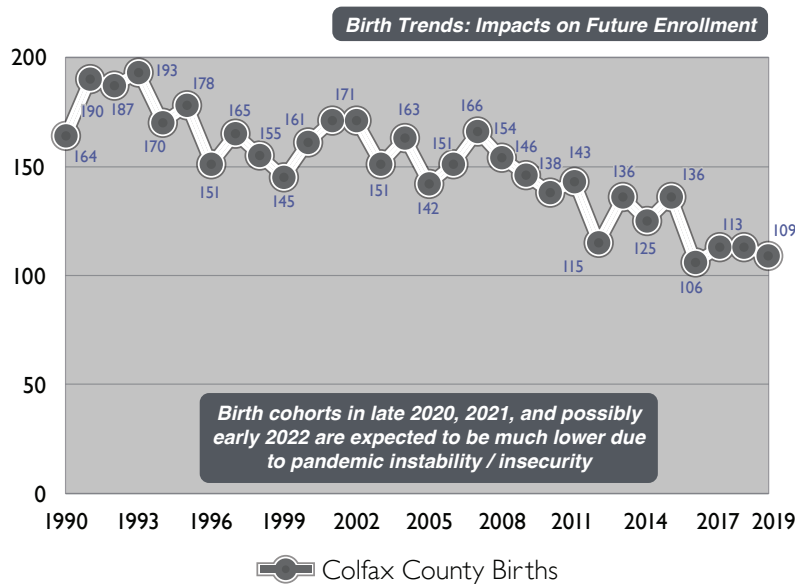
Birth and demographic trends remain the most significant and influential drivers of enrollment, and in Springer out-migration compounds these basic population drivers by eroding population which then exacerbates declines in school age populations.

2.3.3 Projection Considerations & Methodology

District enrollment projections are based on cohort survival adjusted to reflect regional trends, enrollment patterns, and drivers.

This method of projecting enrollment tracks the number of students in a cohort (a group of students of a certain age who move together through one grade level to the next) across grade levels.

Exhibit 20: Colfax County Birth Trends – Impacts on Future Enrollment



Historically, out-migration has largely driven population decline. Low births will further exacerbate this loss, directly impacting future enrollment.

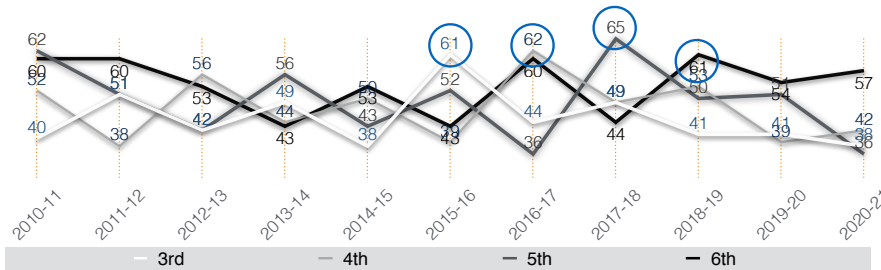
Over the coming decade, overall declining total births with pronounced lows will impact enrollment patterns.

Consistently declining births in Colfax County from 2014 will erode enrollment and continue to compound to result in falling enrollment through the coming decade.

Source: New Mexico Department of Health, Indicator-Based Information System for Public Health website: <http://ibis.health.state.nm.us/>

Exhibit 21: An Example of Cohort Effect & Cohort Progression

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
K	234	250	261	271	239	232	241	236	252	254	216
1	254	253	241	234	246	249	249	244	241	247	230
2	227	269	263	242	234	251	282	264	242	241	218
3	242	227	270	259	252	251	277	297	275	255	223
4	225	265	232	274	257	253	293	286	304	279	237
5	236	239	286	234	278	270	258	286	300	298	282
6	263	251	251	283	239	292	296	275	289	306	282
7	239	257	237	257	278	252	323	307	272	294	299
8	232	241	266	244	257	293	269	326	311	275	295
9	262	245	273	262	246	273	310	282	334	306	276
10	267	256	237	259	255	258	282	312	286	332	306
11	263	254	250	249	255	249	275	278	295	271	322
12	248	252	267	241	224	249	267	266	282	297	263
Total	3,445	3,512	3,566	3,555	3,514	3,590	3,669	3,738	3,773	3,757	3,544



Cohorts survival reliably describes normal enrollment patterns and allows us to understand how deviations affect future enrollment

Cohort Survival
 The ratio of the number of students enrolled in a grade this year to the number of students enrolled in the earlier grade the previous year. Calculated individually by grade by school and averaged over a number of representative years

Cohort Survival Ratios are generally reliable predictors of future enrollment trends

We use cohort survival analysis as the baseline for enrollment projections and adjust to reflect community trends

Calculation of survival rates (ratios of the number of students who remain from one year to the next) is based on historical enrollment patterns and serves as the foundation for the calculation of future enrollment.

To project Kindergarten, we first project future county births, based on historic trends and population projections and adjusted to reflect regional economic, development, and demographic trends. We then calculate a representational average ratio between births and Kindergarten enrollment five years later and apply that to projected births. For all other grade levels, representational average cohort survival ratios are used. Projections for all levels are adjusted as needed to reflect historic enrollment patterns for individual school and grade level as well as regional economic, development, and demographic trends that are expected to impact future enrollment patterns.

► Covid-19 Impacts on Births & Enrollment

Due to the social and financial instability in 2020 and continuing through 2021, births in late 2020, 2021 and possibly early 2022 are expected to be much lower across the country and New Mexico. Initial data are beginning to describe the scope of the impact.

Furthermore, enrollment drops over the past year seen in many New Mexico districts are expected to have lasting impacts on enrollment (see sidebar to left).

Rural areas and small communities have generally been hit hardest, however, initial enrollment data for the 2021-22 school year suggest a resiliency in Springer that may provide a level of insulation for the community and district from the worst of the impacts expected by many other New Mexico communities.

2.4 Enrollment

2.4.1 Enrollment Overview

This section discusses historic student enrollment trends and presents enrollment projections for Springer Municipal Schools.

Enrollment in the district has steadily fallen from a high in 2013 of 193 to 137 in 2020, an overall loss of 54 students district-wide.

ARC projects Springer enrollment to continue to decline into 2031, falling to under one hundred in 2030-31.

Elementary is projected to experience a steady but slow decline into 2031 and Middle School is projected to reflect the recent mild bump in elementary enrollment before adopting a steeper decline resulting from low births in recent years.

While high school enrollment is projected to remain relatively stable through the decade,

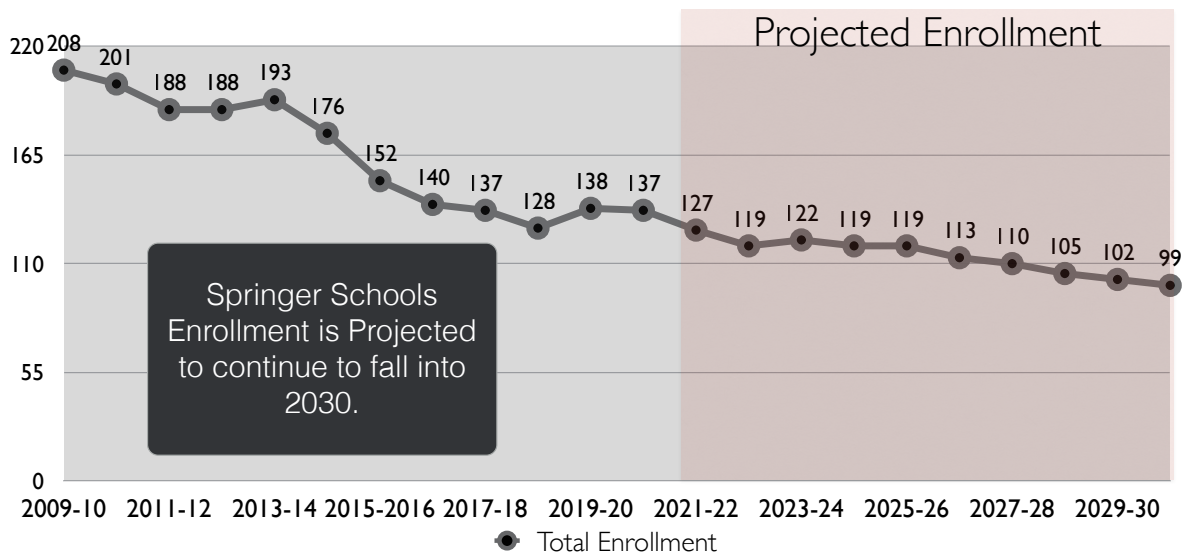
What is Influencing Enrollment Trends in New Mexico?

“While birth rates are continuing to fall, 43% percent of children who disenrolled from public schools during Covid-19 are moving out of the state [and not expected to return to NM schools], and... the state’s working age population is shrinking due to net out-migration.”

~ Spotlight: State Population Trends. Program Evaluation Unit, NM Legislative Finance Committee
April 2021

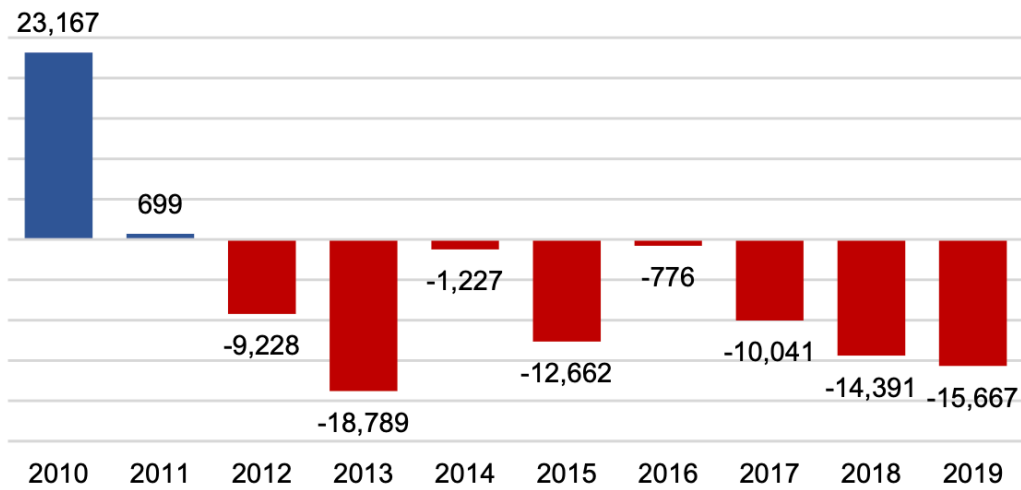
Impacts will be long-lasting: The number of graduating high school students is projected to decline 22% by 2037.

Exhibit 22: District Projected Total Enrollment



Sources: New Mexico Public Education Department Enrollment Data; ARC Projections

Exhibit 23: Domestic Net Migration to and from New Mexico – 2010 to 2019



Source: U.S. Census American Community Survey State-to-State Migration Flows

the effects of low enrollment years in lower grades in the late 2010's will begin to impact high school enrollment in the later part of the decade.

Projections by grade and level are provided on the following pages.

Nine months after the declaration of a national emergency due to the Covid-19 pandemic, US births fell by 8% in one month, the largest decline since 1973.

~ Centers for Disease Control & Prevention, 2021

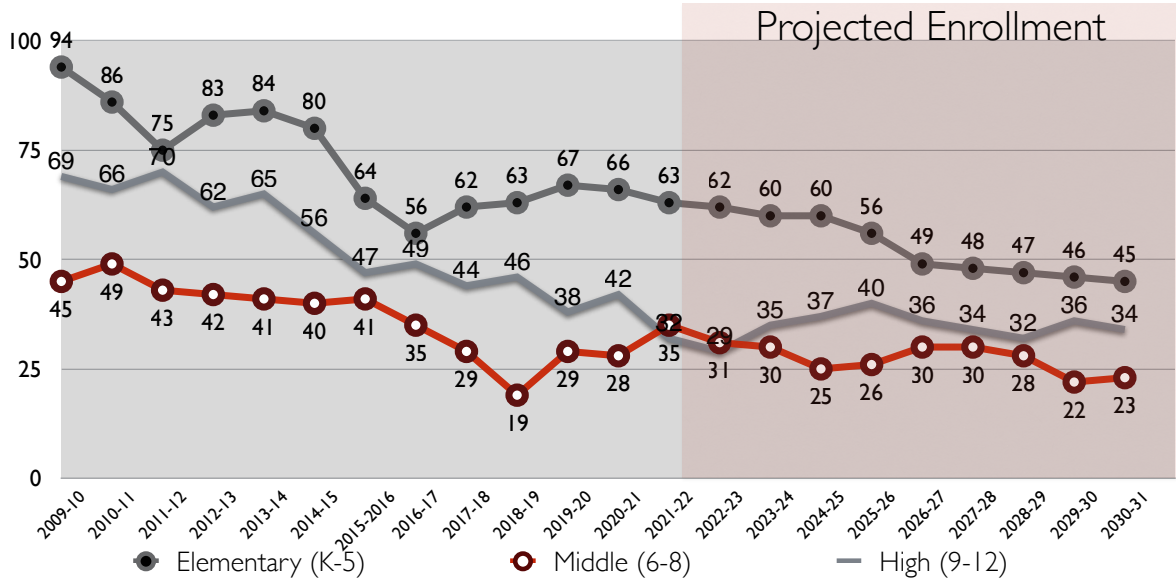
Projecting Enrollment: Variability & Ranges

Initial projected enrollment ranges, developed in early 2021, present three potential trends in high, middle, and low ranges. ARC generally considers mid-range projections to be the most likely and this range is the one described in projected enrollment data presented in the proceeding pages.

These ranges in projections reflect a variability in the drivers and influences on enrollment and may be used to inform enrollment expectations when the outcomes of variables described in the chart above begin trending away from the mid-range expectations.

For example, preliminary enrollment for the 2021-22 school year indicates that a significant decline resulting from the Covid-19 pandemic and shutdowns may not result in persistent impacts on the district in the immediate future. The district has actually grown over the past two school years from 136 in the year before the pandemic to 141 in 2020-21 and to a preliminary enrollment of 146 at the start of the 2021-22 school year.

Exhibit 24: District Historic & Projected Enrollment by Level



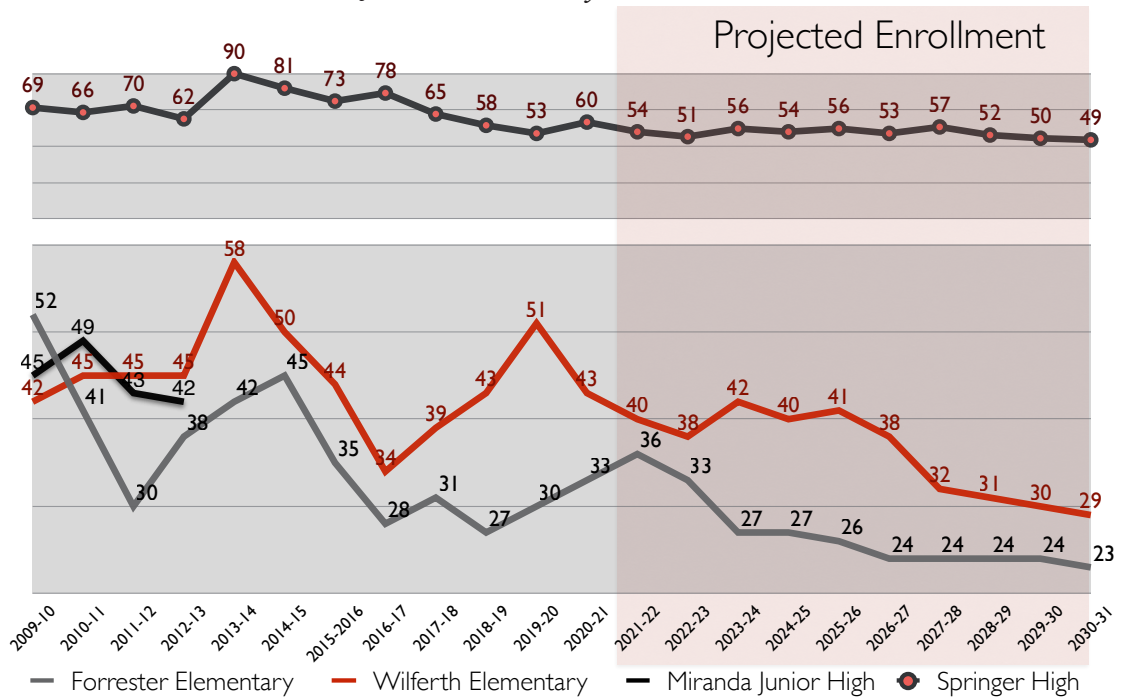
Sources: New Mexico Public Education Department Enrollment Data; ARC Projections

Exhibit 25: District Historic Enrollment by School

	Grade	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-2016	2016-17	2017-18	2018-19	2019-20	2020-21
FORRESTER ES	KINDER	15	7	12	18	13	13	15	7	8	10	13	16
	1	16	17	5	13	18	16	7	13	8	9	8	12
	2	21	17	13	7	11	16	13	8	15	8	9	5
Forrester Total		52	41	30	38	42	45	35	28	31	27	30	33
WILFERTH ES	3	13	18	14	16	8	11	13	12	8	16	11	10
	4	12	14	17	12	17	7	11	8	14	7	16	10
	5	17	13	14	17	17	17	5	8	9	13	10	13
	6	14	17	10	12	16	15	15	6	8	7	14	10
Wilferth Total		42	45	45	45	42	35	29	28	31	36	51	43
Elem. Total		94	86	75	83	84	80	64	56	62	63	81	76
MIRANDA JUNIOR HIGH	7	17	15	19	11	12	12	14	13	6	7	7	13
	8	14	17	14	19	13	13	12	16	15	5	8	5
MS Total		32	37	35	29	34	26	23	26	22	18	15	18
SPRINGER HIGH	9	21	14	20	16	18	14	12	12	13	14	2	10
	10	16	15	15	17	13	16	12	11	9	14	15	3
	11	14	20	16	14	16	10	14	11	10	9	12	15
	12	18	17	19	15	18	16	9	15	12	9	9	14
HS Total		69	66	70	62	65	56	47	49	44	46	38	42
DISTRICT TOTAL		208	201	188	188	193	176	152	140	137	128	138	137

Sources: New Mexico Public Education Department Enrollment Data; ARC Projections

Exhibit 26: District Historic & Projected Enrollment by School



Sources: New Mexico Public Education Department Enrollment Data; ARC Projections

Exhibit 27: District Projected Enrollment by School

	Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
FORRESTER ES	KINDER	9	9	9	9	8	8	8	8	8	8
	1	16	9	9	9	9	8	8	8	8	8
	2	12	15	8	9	9	9	8	8	8	8
Forrester Total		36	33	27	27	26	24	24	24	24	23
WILFERTH ES	3	5	11	15	8	9	9	8	7	7	7
	4	10	5	11	14	8	8	8	8	7	7
	5	10	9	5	11	14	8	8	8	8	7
	6	13	9	9	4	10	13	7	8	8	8
Wilferth Total		27	29	33	33	30	24	25	23	22	22
Elem. Total		63	62	60	60	56	49	48	47	46	45
MIRANDA JUNIOR HIGH	7	10	12	9	9	4	10	13	7	8	8
	8	13	9	12	9	9	4	10	13	7	7
MS Total		28	35	31	30	25	26	30	30	28	22
SPRINGER HIGH	9	5	12	9	12	9	8	4	10	12	7
	10	10	5	12	9	11	8	8	4	9	12
	11	3	9	5	12	9	11	8	8	4	9
	12	15	3	9	4	11	8	11	8	8	4
HS Total		42	32	29	35	37	40	36	34	32	36
DISTRICT TOTAL		127	119	122	119	119	113	110	105	102	99

Sources: New Mexico Public Education Department Enrollment Data; ARC Projections

2.5 Utilization & Capacity

This section identifies:

- *Existing and projected classroom needs to accommodate projected enrollment*
- *Student capacity of each school site*
- *Special factors influencing classroom use*
- *Strategies to accommodate district needs*

2.5.1 Existing & Future Space Utilization

ARC analyzed school facilities to determine existing classroom use and the number of classrooms needed to accommodate current and projected student enrollment. The analysis considered the supply of, and demand for, classrooms.

*See Section 4
for detailed
utilization and
classroom needs
analysis data.*

ARC based the supply of classrooms on identified use and a detailed inventory of each school's net available instructional spaces, which house general education, special education (C&D levels), and special programs (A&B special education, federal and categorical).

Analysis of the demand for classrooms calculated the need for general and special education (SpEd) classrooms. The calculation was based on state-mandated pupil/teacher ratios (PTR) and the special-programs mix at each school, and used existing and projected enrollments. ARC assumed that future special-program need reflects the enrollment ratios that now exist at each school.

The analysis then compared the number of classrooms needed to meet current and projected enrollments to the number of available classrooms.

To estimate capital requirements, facility planners consider utilization information, district policies regarding the desirable size of schools, and the condition of existing facilities. The requirements address classroom deficits or surpluses anticipated districtwide for each school facility, or for a particular geographic area. Planners then consider various strategies to meet classroom need projections, including a new school, classroom additions, portable classrooms, boundary adjustments, grade reconfiguration, and/or variations in scheduling.

► Utilization / Classroom Needs

Springer Elementary School

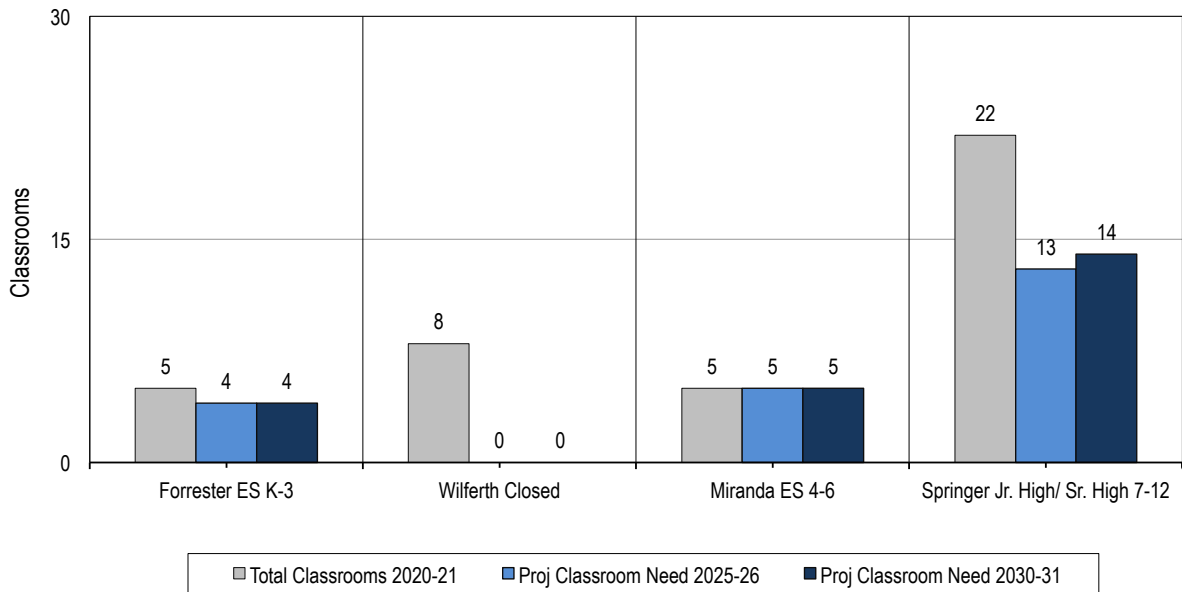
Springer Elementary School has sufficient classrooms to meet short-term and projected classroom needs.

Springer Junior/Senior High School

Springer Junior/Senior High School has sufficient classrooms to meet short-term and projected classroom needs; however, eight fewer classrooms are needed, and the sharing of spaces is acceptable in this district. The campus has no portable classrooms.

Exhibit 28 shows classroom need for all school programs and all grades.

Exhibit 28: District Projected Classroom Need



2.5.2 Special Influential Factors

Special education programs, such as federal and categorical programs, influence classroom usage. Districtwide, 6% of classroom use is dedicated for special programs. The district has a policy of inclusion for all SpEd students, with pullouts for special help when needed, utilizing the SpEd classrooms as needed for individual instruction.

SpEd classrooms for developmentally disabled (DD) students require toilet, shower, changing, kitchen, and laundry spaces in addition to a classroom space of adequate size. These classrooms need to be flexible to serve the range of students, from those with profound or severe disabilities to those who are high functioning. No SpEd DD classroom is provided.

2.5.3 Site Capacity

Utilization analysis identifies classroom use and needs, while *capacity analysis* determines the student capacity of a facility, given

existing facilities and program constraints. See Exhibit 29 for a summary of district capacity, utilization, and classroom need.

Springer classrooms are underutilized and spread out among the buildings, making for an inefficient use of space. The school lacks enough students in any single grade or combined grades to justify another teacher.

Because of the small class sizes, the Junior/Senior High School utilization has impacted the number of classrooms in use throughout the school day.

Site capacity identifies the number of students each facility can accommodate. Capacity analysis is similar to utilization analysis and uses the same data. The capacity of the school is based on the number of students who can be accommodated in regular and special-program classrooms, including spaces for pullout programs for special needs and low-incident disability students, as well as classrooms that do not meet state adequacy standards.

SMS has adequate capacity for the projected enrollment through the FMP period. Projections are for a slight decrease in enrollment for all grades.

Maximum Capacity includes designed instructional space regardless of assignment. It indicates a capacity where every room is fully loaded and used for instruction during every period of the day.

Functional Capacity includes all designed instructional spaces. This capacity does not include rooms for pullout programs or open labs, nor those that are part of a suite. *Recaptured instructional spaces* include book rooms, counselor offices in full-size classrooms, after-school programs, and the like.

Program Capacity indicates how the school is used at the time of the evaluation, and shows the number of seats available if the school continues to deliver the program

as is. Calculation of program capacity applies an efficiency percentage to reflect scheduling inefficiencies in the master schedules and bell schedule for high schools and junior high schools, and for variations in enrollment by grade for elementary schools. Please see the individual school utilization and capacity summary tables located under each individual school tab divider.

2.5.4 Strategies for Meeting Space Needs

The steering committee identified as the district's main priorities the consolidation and reduction of the number of classrooms, and addressing buildings that are missing required components for state adequacy. Secondly the district will maintain the current facilities to the best of its ability and capital funding.

School Data						
School Name	Classrooms/Program Spaces ¹					
	Total Perm/Port on Site	Perm/ Port in Cap Calc.	% CR used in Cap	Total Prgm Sp on Site	Total Prgm Sp In Cap Calc.	% Prgm Sp used in Cap
Forrester ES K-3	5	4	80%	0	0	0%
Wilferth Closed	8	0	0%	2	0	0%
Miranda ES 4-6	5	3	60%	0	0	0%
Springer Jr. High/ Sr. High 7-12	22	11	50%	1	1	100%
Totals	40	18	45%	3	1	33%

Exhibit 29: District Facility Capacity

¹Program Space = 375 sf to 574 sf

² Available seats = (PTR x CR)-Enroll

*Program Capacity for district use only

School Name	Utilization Analysis			Capacity Analysis						Classroom Need Analysis					
	Class Loading Utilization*	PSFA % CR Occup **	Facility Utilization Rate	Maximum		Functional		Program*		Enrollment			Enrollment		
				with Port	wo Port	with Port	wo Port	with Port	wo Port	5-Yr Proj Enroll	Funct Cap Seats Avail ² w/Port	Funct Cap Seats Avail ² w/o Port	10-Yr Proj Enroll	Funct Cap Seats Avail ² w/Port	Funct Cap Seats Avail ² w/o Port
Forrester ES K-3	54%	68%	100%	102	102	83	83	79	79	34	49	49	31	52	52
Wilferth Closed	0%	0%	0%	158	158	0	0	0	0	0	0	0	0	0	0
Miranda ES 4-6	46%	58%	90%	99	99	72	72	68	68	32	40	40	22	50	50
Springer Jr. High/ Sr. High 7-12	19%	17%	58%	311	311	189	189	131	131	53	136	136	60	129	129
Totals	30%	36%	62%	670	670	344	344	278	278	119	225	225	113	232	232

▶ Elementary School

Projections indicate a decrease in enrollment.

Springer Elementary School has three buildings; the oldest, the Miranda Center, dates from 1921. The Forrester Building dates from the early 1950s, and Wilferth is closed and used for storage. The facilities lack staff restrooms. Heating and cooling are antiquated, and cooling is provided in the classrooms by residential-grade, window-mounted air conditioning units. Forrester lacks Americans with Disabilities Act (ADA) compliance. Access to the playground does not meet ADA standards, and the school site is not securely fenced.

The district plans to repair or replace this facility as soon as possible.

Springer Elementary School Capital Improvement Recommendations

- Short term: Address ADA concerns
- Long term: Replacement



▶ Springer Junior/Senior High School

Projections indicate a decrease in enrollment. The facilities are aging and underutilized. Administration spaces are inadequate. Heating and cooling are not sufficient, and many spaces are cooled with residential-grade, window-mounted air conditioning units. Roofs at the Main and Annex buildings are leaking and need replacement.

Springer High School Capital Improvement Recommendations

- Short term: HVAC (heating, ventilation, and air conditioning) system and roof replacement, parking lot improvements, and parent loop addition
- Long term: Improve the athletic field and track, school replacement

▶ Administration/Maintenance Spaces

The maintenance shop/storage building is slated for demolition. A portable in poor shape stores various items. Little to no market-rate housing is available in the town.

The school would like to construct teacherages to attract and retain staff. The district plans to remove the maintenance shop and storage portable as soon as possible.

Springer Administration/Maintenance Capital Improvement Recommendations

- Short term: Remove portable and shop
- Long term: Construct teacherages

2.5.5 Underutilized Spaces

The anticipated reduction in overall square footage will significantly reduce maintenance and energy costs, and will “right-size” the school. The district anticipates repairs and a partial demolition and rebuild during this FMP cycle.

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3 Capital Improvement Plan



This section summarizes total capital needs identified by the district, addressing growth, renewal of existing facilities, technology, and educational and programmatic requirements.

3.1 Total Capital Needs

3.1.1 History of Prior Capital Funding

The district received funding from general obligation (GO) bonds, as well as mill levies through the Senate Bill 9 program. Historically, the district has passed GO bonds.

PSCOC/PSFA funds have not supported any district projects to date.

The district will be unable to fund replacement facilities without a state award. Funding for all or part of the building replacement projects will require waivers or direct appropriation.

3.1.2 Current and Anticipated Resources Available

► Impact of Land Ownership for Taxation

Springer has a large amount of private land; however, since much of it is ranchland, the tax base is minimal.

► General Obligation Bonds

Voters approved GO bonds for \$2.5 million in 2019. The district is currently bonded at capacity and will be eligible to bond again in 2025 for approximately \$2.5 million. Bonds have generally paid for support facilities, major renovations, and improvements to facilities.

The district has no capacity to issue bonds at this time, based on statutorily allowed limits. The district cannot hold another bond election before 2025.

► SB 9 Funds

SB 9 funding amounts to about \$80,000 per year and is used for maintenance and emergency HVAC replacement. The next election for the district's 2-mill funding is in November 2021.

► E-Rate Funds

The district is E-Rate funded and has an approved \$200,000 educational technical bond in place.

► Direct Appropriations

Springer Municipal Schools is not encumbered with any direct appropriations.

The district is eligible for PSCOC awards based upon a 32% state share and 68% local share for approved projects.

The district's bonding agent is John Archuleta, Managing Director, STIFEL, 6565 America's Parkway NE, Suite 860, Albuquerque, NM 87110, 505-872-2320.

3.1.3 Total Anticipated Capital Needs

Capital needs exceed the resources available. Total capital needs are more than \$16 million, while only maintenance funds are available over the next eight years.

SB 9 funds the maintenance department and small capital projects that can be accomplished through in-house resources.

GO bonding is at 100%, and short-term funding is not available.

Exhibit 30 shows a comparison of capital improvement project (CIP) values by facility. The dollar values for each facility represent the total anticipated costs for improvements identified in the evaluation process. The chart does not show improvements in priority order. A large value does not always equate to a poor ARC facility score, but it indicates that the

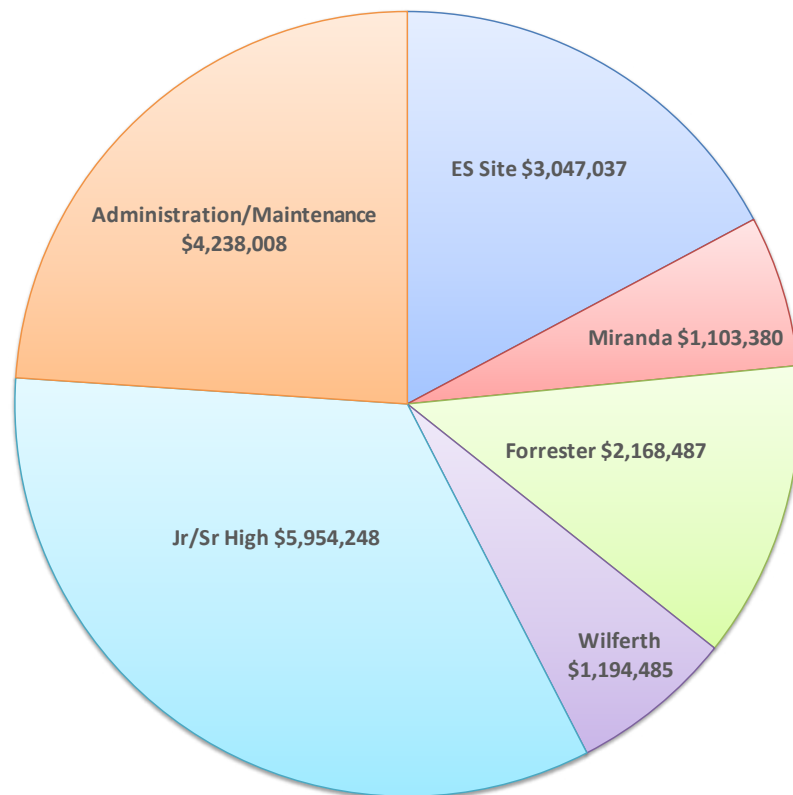
building needs significant additions and/or the school has many areas that need significant changes or future plans.

Alternative Solution projects described in the CIPs are potential capital needs whose costs are currently not estimated for consideration.

The estimated insurance replacement cost of the buildings is equivalent to the cost of the recommended CIPs, indicating that it would be more cost-effective in the long run to replace the aging buildings. Continuing renovations will still result in inefficient buildings that do not meet the needs of 21st century educational programs.

The following project descriptions outline the recommended improvements at each facility. This planning effort is long range, and the improvements would need to be completed over several funding cycles.

Exhibit 30: Capital Improvements by Facility



▶ Springer Elementary Forrester Building – \$2,168,487

This building houses the administrative offices, cafeteria, library, and kindergarten through 1st-grade classrooms. This 1950s-era split-level facility needs ADA upgrades, a staff restroom, HVAC replacement, and an enlargement of the 2nd-grade classroom.

Plans include partial demolition of the building and an addition to include staff restrooms, a staff break area, a teachers' workroom, occupational therapy/physical therapy (OT/PT) space, a resource room, a computer lab, and a nurse's office and administrative spaces that meet adequacy standards.

▶ Springer Elementary Miranda Center – \$1,103,380

The Miranda Center, built in 1921, is historic and integral to the town's history. This building houses the 4th- through 6th-grade classrooms, the special education (SpEd) classroom, and a large multipurpose room with a stage. A mural painted on the rear wall of the stage is in poor condition, and, while many years old, its historical significance is unknown.

The classrooms are generally in good to fair condition, but the HVAC is insufficient.

The multipurpose room is in fair shape overall, but the stage is in poor repair. Many storage areas under the bleachers are inaccessible.

Plans include roof improvements, exterior window replacement, site sidewalk improvements, various interior improvements, renovation of the SpEd classroom into a life skills classroom, ADA upgrades, and improvements in HVAC and lighting.

▶ Springer Elementary Wilferth Building – \$1,194,485

The Wilferth Building is closed; the district uses it for storage. To maintain the building and prevent degradation, ARC recommends various improvements, including exterior and some interior improvements. Utilizing the building again as programmed space will require ADA upgrades and improvements in HVAC and lighting.

▶ Springer Elementary Site – \$3,047,037

The site of the elementary school is large, but it lacks key amenities to meet staff and school's needs. Parking is inadequate and provided only along two residential streets. Landscaping is virtually nonexistent. The site is not adequately fenced. Lighting is insufficient, and the site is dark at night. The football field, located at the elementary site, is used by the entire district and offers no restrooms. ADA access to the playground and its three distinct play areas is unavailable.

The district plans to install landscaping and completely fence the site, construct a parking lot, install site lighting, perform ADA upgrades, and build new restrooms and a concession stand facility at the football field.

▶ Springer High School – \$5,954,248

The large high school site contains four buildings that house the junior and senior high school classrooms. The buildings are aging and in need of various repairs and updates but are generally in good to fair shape. HVAC is inadequate in most of the buildings, and many rooms are cooled with residential-grade, window-mounted air conditioning units. Building exteriors are showing wear, which, if left unaddressed, will cause further

Exhibit 31: Net Square Footage Requirements for K-6 with Combination Classes

Springer Municipal Schools K-6 Spaces with combo classes

Space	Minimum Required SF	Provided Usable SF	Needed SF	Notes
Kinder Classroom	50nsf/child + Storage	1,235	800	1 Classroom, with attached student RR and storage
Elementary School Classroom	32nsf/student 650nsf minimum size + 40nsf storage	5,780	2,400	3 Classrooms
ES Computer Lab	700nsf min	599	700	
IT Office/Storage	no requirement	917	200	On site repairs/IT monitoring
Data Room	no requirement	149	50	server room
SpEd	450nsf minimum + 80nsf kitchette + 15nsf storage	1,466	545	1 CR with kitchenette and storage
Multipurpose Room	6,500 min (HS) + seating + locker rooms 300nsf + office 150nsf + storage 300nsf (ES & HS) + stage	9,984	2,400	
Art & Music	No smaller than average classroom + 60nsf storage	0	0	Use vocational spaces at HS for art
Library/Media Center	1000nsf min	3,222	1,800	Library, office, work room, prep area, storage and bookroom
Administrative	150 sf plus 1 sf/student (150 sf + (1 sf x 76) = 176 sf) min.	657	600	Secure entry, lobby, secretary, business office, and superintendent & principal
Janitorial	.5 sf/student (0.5 sf x 76 = 38 sf)	121	50	Janitorial closet and storage space for equipment and cleaning supplies
Facility Storage	1 sf/student (1 sf x 76 = 76 sf)	1,406	300	
Student Health	350 sf minimum	122	350	Have county health clinic on-site
Programs	no requirement	0	800	SLP, OT/PT, Counselor (2 shared small CRs)
Faculty Workroom	150 nsf min	141	150	
Teachers' Lounge	150 nsf min	0	150	
Kitchen	2nsf/student min	912	1,000	
Cafeteria	15nsf/student min/seating	2,733	0	Use MP room
Parent Workroom	150 sf	0	150	
Performance Space	Part of Elective Spaces	0	800	Part of MP room
Emergency Storage and Generator	no requirement	0	600	Adjacent to MP/kitchen

Total NSF 29,444 13,845

Total GSF includes Tare 33,339 19,779

Calculation based on 76 K-6 students

damage to the buildings. The FACS program was permanently abandoned several years ago. The site lacks key amenities, such as a parent drop-off/pick-up loop and a secure fence along the site perimeter. Landscaping is minimal, and many legacy items, such as the crumbling baseball dugouts, remain.

Plans include extensive site work, roof replacements, various exterior and interior improvements, HVAC improvements, ADA upgrades, and interior renovations.

► Administration/Maintenance – \$2,159,263

The district administration office building stands on the high school site. A double portable at the high school serves as storage, and a maintenance shop at the elementary site is slated for demolition.

Plans include demolition of the aforementioned shop building, removal of the portable, and minor interior improvements at the district administration office building.

Exhibit 32: Concept Diagram for K-6 with Combination Classes

Springer Municipal Schools K-6 Conceptual Building Layout

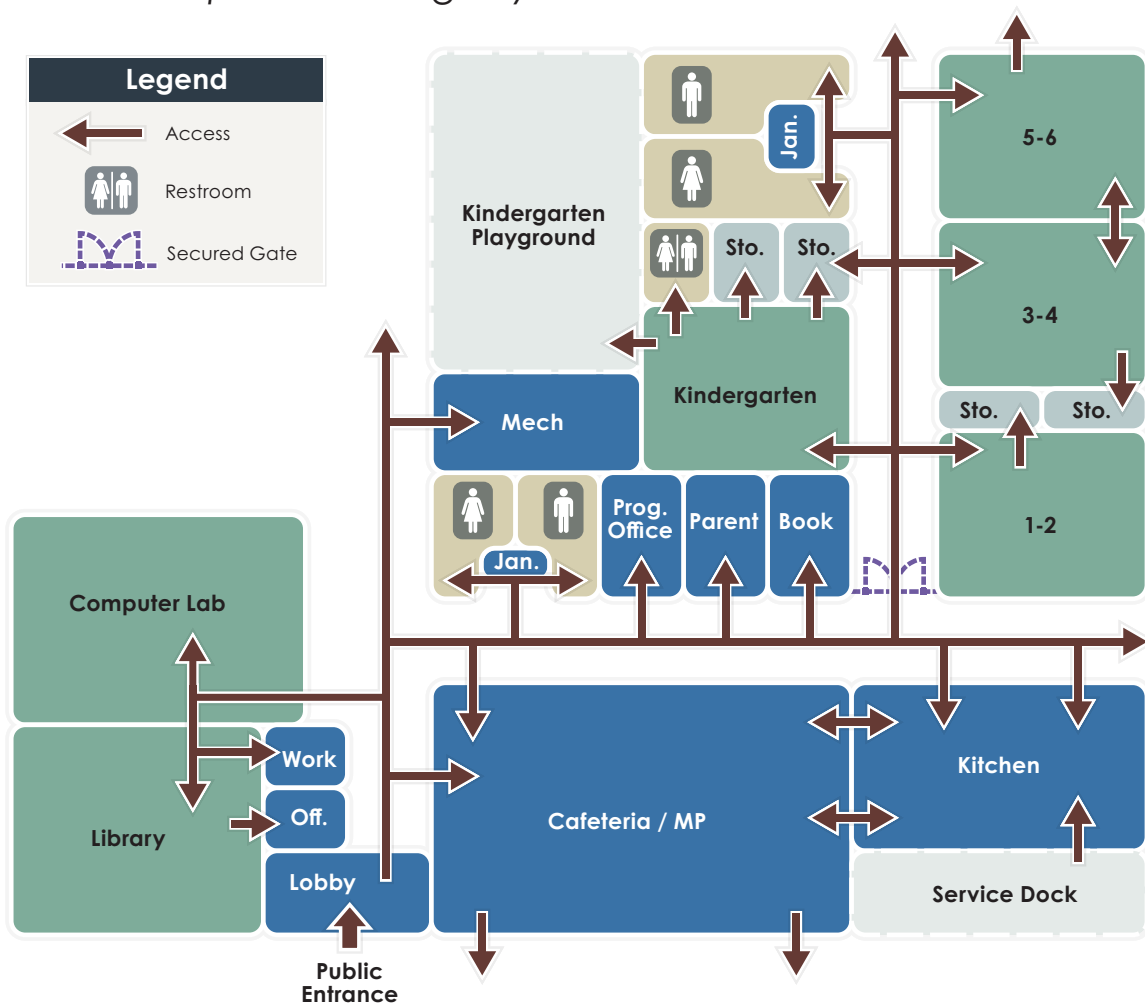
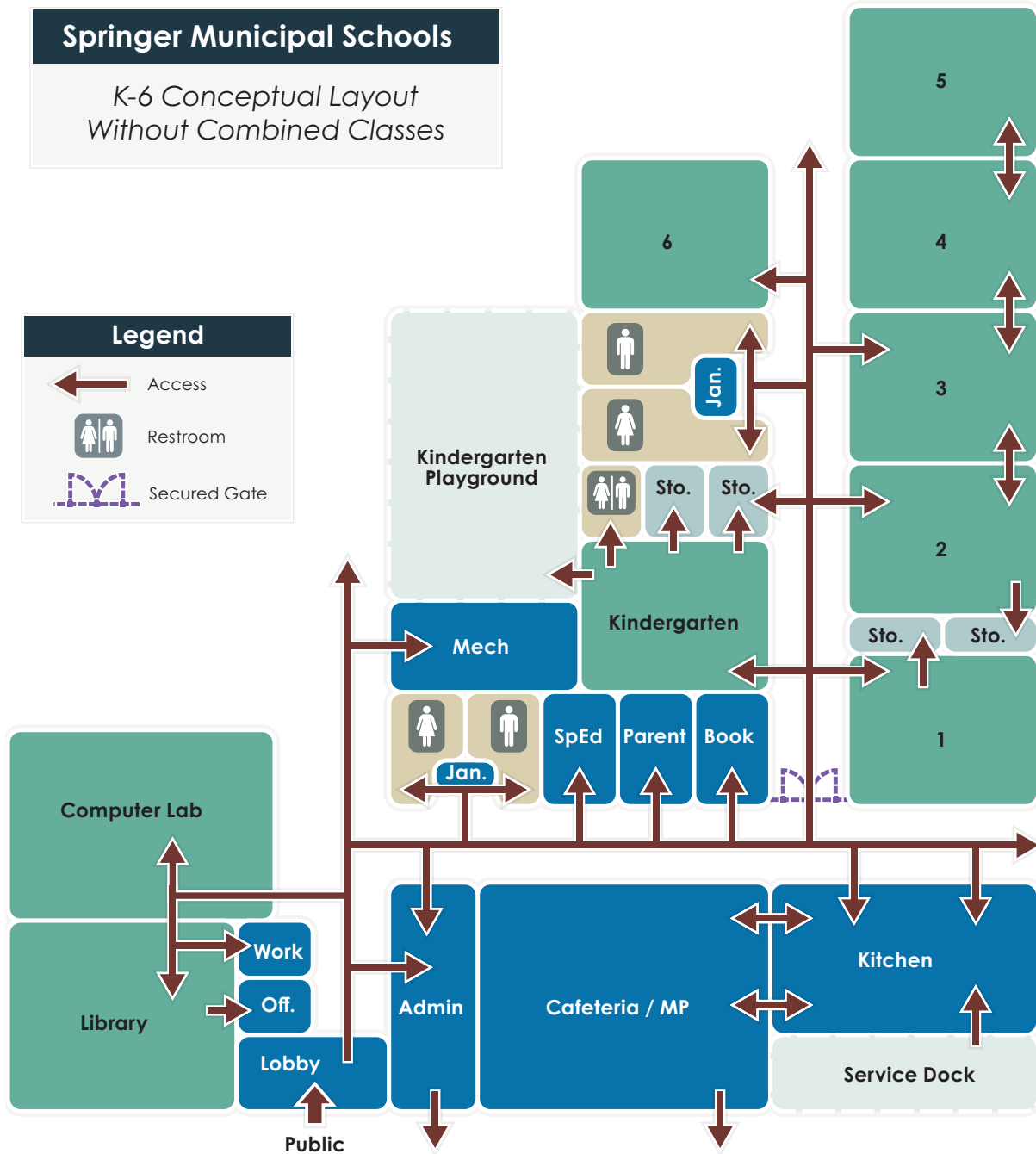


Exhibit 33: Net Square Footage Requirements for K-6 without Combination Classes

Springer Municipal Schools K-6 Spaces without combo classes

Space	Minimum Required SF	Provided Usable SF	Needed SF	Notes
Kinder Classroom	50nsf/child + Storage	1,235	800	1 Classroom, with attached student RR and storage
Elementary School Classroom	32nsf/student 650nsf minimum size + 40nsf storage	5,780	4,800	6 Classrooms
ES Computer Lab	700nsf min	599	700	
IT Office/Storage	no requirement	917	200	On site repairs/IT monitoring
Data Room	no requirement	149	50	server room
SpEd	450nsf minimum + 80nsf kitchette + 15nsf storage	1,466	545	1 CR with kitchenette and storage
Multipurpose Room	2,400 nsf min (ES) + storage 200nsf (ES) + stage	9,984	2,600	
Art & Music	No smaller than average classroom + 60nsf storage	0	0	Use vocational spaces at HS for art
Library/Media Center	1000nsf min	3,222	1,800	Library, office, work room, prep area, storage and bookroom
Administrative	150 sf plus 1.5 sf/student (150 sf + (1.5 sf x 76) = 264 sf) min.	657	450	Secure entry, lobby, secretary, business office, and superintendent & principal
Janitorial	.5 sf/student (0.5 sf x 76 = 38 sf)	121	60	Janitorial closet and storage space for equipment and cleaning supplies
Facility Storage	1 sf/student (1 sf x 76 = 76 sf)	1,406	300	
Student Health	350 sf minimum	122	350	Have county health clinic on-site
Programs	no requirement	0	800	SLP, OT/PT, Counselor
Faculty Workroom	150 nsf min	141	150	
Teachers' Lounge	150 nsf min	0	150	
Kitchen	2nsf/student min	912	1,000	
Cafeteria	15nsf/student min/seating	2,733	0	Use MP room
Parent Workroom	150 sf	0	150	
Performance Space	Part of Elective Spaces	0	800	Part of MP room
Emergency Storage and Generator	no requirement	0	600	Adjacent to MP/kitchen
Total NSF		29,444	16,305	
Total GSF includes Tare		33,339	23,293	
Calculation based on 76 K-6 Students				

Exhibit 34: Concept Diagram for K-6 without Combination Classes



This section also includes teacherages. Attracting teachers to this remote area is difficult, and housing is in short supply. Some staff live in public housing that stands next to the high school or in nearby larger towns, as market-rate housing is so rare in Springer.

District leadership would like to construct four teacherages exclusively for teachers and staff.

► Alternative Solution: Replacement Elementary School

Option 1 with combination classes – \$8,360,602

Option 2 without combination classes – \$9,682,299

Springer Elementary School occupies three buildings across one site. One of the buildings, Wilferth, serves as storage. The other two buildings are inadequate and lack sufficient spaces for the nurse's office, OT/PT, SpEd, a staff restroom, and a staff break room. The Forrester Building does not offer ADA-compliant access to the classroom wing. The stage in the Miranda Center's multipurpose room is in poor condition and lacks ADA-compliant access. One principal oversees both Springer Elementary and Springer Junior/Senior High School, and she keeps an office at both campuses, which lie approximately a mile apart.

The district is proposing, as an alternative to investing in aging, outdated buildings, the construction of a new elementary school at the high school site. As enrollment is projected to decline, combination classes may be a necessity but are not preferred by the community at large.

District leaders may consider beginning conversations with the school board in nearby Maxwell to discuss possible consolidation of the districts, given that 26 students from Springer are already attending school in

Maxwell. Consolidation could benefit the Springer school district, as the town is larger than Maxwell and has a larger student population.

► Alternative Solution: Replacement K-12 School – \$15,720,351

The elementary school ranks 8th, and the high school ranks 109th, according to PSFA's 2020-2021 Preliminary Ranking Report and New Mexico Condition Index (NMCI) values for district school facilities. These rankings indicate SMS facilities' significant need for capital improvements as compared to school facilities in the rest of the state. The NMCI lists schools beginning with the neediest; i.e., facilities having the greatest need are given the smallest ranking numbers.

The district may consider, given the condition of current facilities, a full school replacement to right-size the buildings to accommodate current and projected student populations in a 21st century learning facility.

Other Options

The district also considered renovating and adding on to the existing high school buildings in order to accommodate the elementary school students on the high school campus but found this option to be cost prohibitive.

3.1.4 Needs by Facility

The school's academic facilities are in good to poor condition, but they support each grade's curriculum. However, curricula have changed over the many years since the school was built, and the facilities do not support 21st century educational needs.

Planners did not identify any major renovations for this FMP cycle that the district could do independently. The district will continue to maintain the older buildings but will not make any significant investment into buildings that are planned for demolition.

SMS general maintenance is good, considering that the annual budget of \$80,000 amounts to just \$1.28 per square foot. This is well below the national average of \$3.50 per square foot to maintain a building.

In preparation for seeking state funding for replacement facilities, the district is updating its preventive maintenance plan, a draft of which is included in the Appendix.

See Section 4 for detailed descriptions of the condition of facilities and recommended capital improvement projects.

3.1.5 Technology Requirements

The district technology plan includes upgrading and installing network and wireless systems, having a computer for every elementary student involved in remote learning, and upgrading 25% of all high school computers.

The district applies for E-Rate funding and anticipates using that funding for the larger projects over the next three years. Technology bonds will fund the upgrade and the purchase of laptop computers in order to solidify the district's foundation for remote learning.



Exhibit 35: Net Square Footage Requirements for K-12 with Combination Classes

Springer Municipal Schools K-12 Spaces

Space	Minimum Required SF	Provided Usable SF	Needed SF	Notes
Kinder Classroom	50nsf/child + Storage	1,235	800	1 Classroom, with attached student RR and storage
Elementary School Classroom	32nsf/student 650nsf minimum size + 40nsf storage	5,780	2,400	3 Classrooms
ES Computer Lab	700nsf min	599	700	ES
ITV Distance Learning	900nsf min		900	HS
IT Office/Storage	no requirement	917	200	On site repairs/IT monitoring
Data Room	no requirement	149	50	server room
SpEd	450nsf minimum + 80nsf kitchette + 15nsf storage	1,466	545	1 CR with kitchenette and storage
MS/HS General Classrooms	650nsf min + 40nsf storage	4,049	2,070	3 Classrooms (Math & English & Social Studies)
PE (Gym/MP/Cafeteria)	6,500 min (HS) + seating + locker rooms 300nsf + office 150nsf + storage 300nsf (ES & HS) + stage	9,984	8,500	Shared ES/HS
Science Lab	650nsf + 80nsf storage	1,679	730	1 lab/CR shared with Math
Art & Music	No smaller than average classroom + 60nsf storage	0		In vocational building
Library/Media Center	1000nsf min	3,222	1,800	Library, office, work room, prep area, storage and bookroom
Administrative	150 sf plus 1 sf/student (150 sf + (1 sf x 136) = 136 sf) min	1,770	800	Secure entry, lobby, secretary, business office, and superintendent & principal
Vocational and Technical Education	800 sf min x 3 + Stprage	3,962		Retain existing Vocational-Technical Building
Janitorial	.5 sf/student (0.5 sf x 136 = 68 sf)	355	175	Janitorial closet and storage space for equipment and cleaning supplies
Facility Storage	1 sf/student (1 sf x 136 = 136 sf)	665	300	
Student Health	350 sf minimum	228	350	Have county health clinic on-site
Programs	no requirement	0	800	SLP, OT/PT, Counselor (2 shared small CRs)
Faculty Workroom	150 nsf min	141	150	
Teachers' Lounge	150 nsf min	0	150	
Kitchen	2nsf/student min	912	1,500	
Cafeteria	15nsf/student min/seating	2,733		Use Gym/MP
Parent Workroom	150 sf	0	150	
Performance Space	Part of Elective Spaces	0	800	Part of gym
Weight Room	Part of Gym	1,217	500	Adjacent to gym
Emergency Storage and Generator	no requirement	0	600	Adjacent to gym/kitchen

Total NSF 41,063 24,970

Total GSF includes Tare 102,454 35,671

Calculation based on 136 K-12 students (76 ES, 60 MS/HS)

Springer Municipal Schools K-12 Conceptual Building Layout

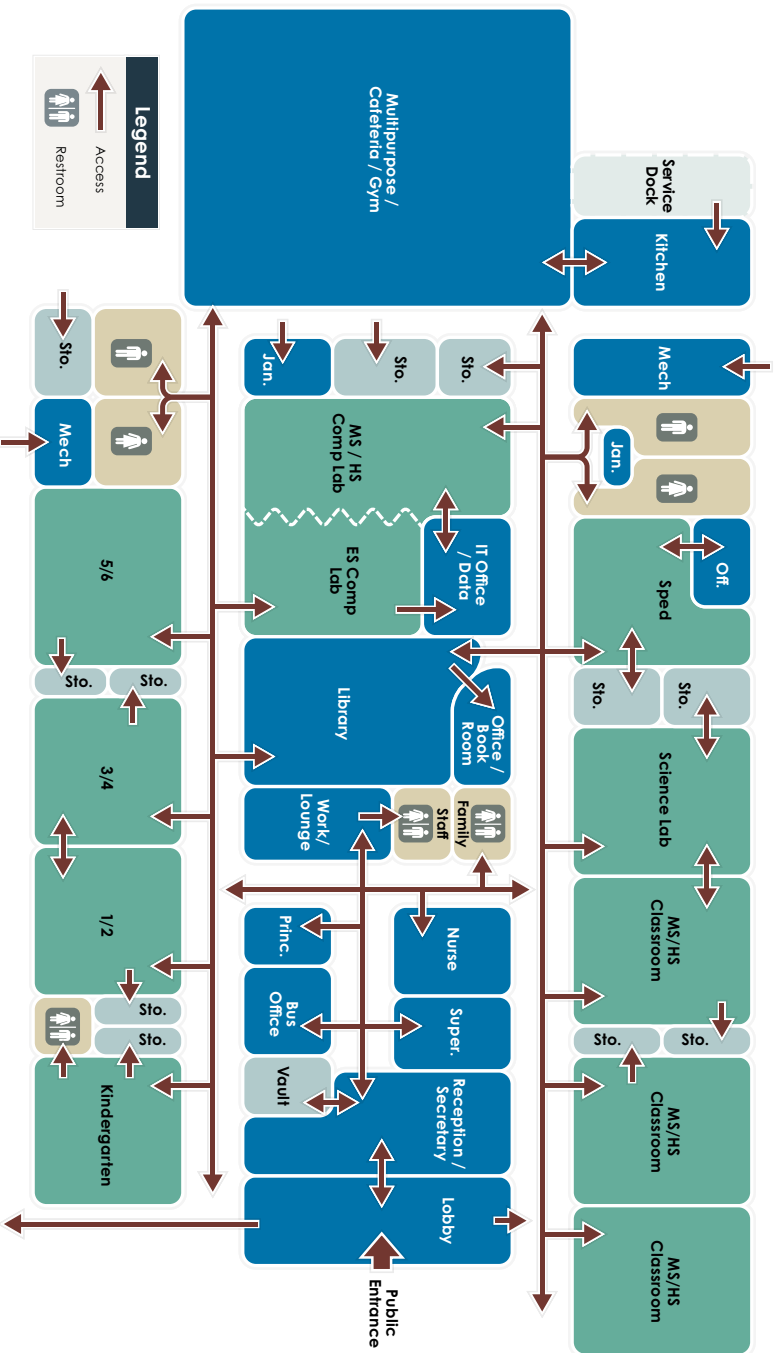


Exhibit 37: Pros and Cons of Each Solution

	Build a new K-6 with Combination Classes	Build a new K-6 without Combination Classes	Build a new K-12 with Combination Classes	Renovate HS to a K-12 Facility	Renovate Existing Elementary	Renovate Existing Jr/Sr High School
Pros	Smaller school right-sized to the projected student population	Preferred by the community	Smaller school right-sized to the projected student population	Preferred by the community	Preferred by the school board	Preferred by the board
	Less square footage to maintain		Less square footage to maintain	Less square footage to maintain		
	Reduced operational costs	Operational costs reduced slightly with a more energy efficient building	Reduced operational costs	Reduced operational costs		
	Unified campus	Unified campus	Single facility to maintain and a unified campus	Unified campus		
	21st century school facility	21st century school facility	21st century school facility			
	New schools attract students	New schools attract students	New schools attract students			
	Based on NMCI ranking of Elementary School, SMS has a good chance of full replacement funding from the state *	Based on NMCI ranking of Elementary school, SMS has a good chance of partial replacement funding from the state *	Based on NMCI ranking of existing elementary and Jr/Sr High School, SMS has a good chance of full replacement funding from the state*	Based on NMCI ranking of Elementary school and High School, SMS has a good chance of partial renovation funding from the state *		
Cons		Even with a waiver, the state will only partially fund the building based on gross square footage adequacy requirements. Local contribution will be necessary.		Even with a waiver, the state will only partially fund the building based on gross square footage adequacy requirements. Local contribution will be necessary.		
				Must still maintain an aging building	Must still maintain an aging building	Must still maintain an aging building
	Must still maintain an aging high school building that is oversized for the projected enrollment	Must still maintain an aging high school building that is oversized for the projected enrollment		Building will not reflect 21st century teaching methods or programs	Building will not reflect 21st century teaching methods or programs	Building will not reflect 21st century teaching methods or programs
				Operational costs will reflect a building that is energy inefficient	Operational costs will reflect a building that is energy inefficient	Operational costs will reflect a building that is energy inefficient
				Likelihood of the state paying for the buildings to be renovated based on NMCI ranking is very low	Likelihood of the state paying for the buildings to be renovated based on NMCI ranking is very low	Likelihood of the state paying for the buildings to be renovated based on NMCI ranking is very low
Estimated TPC	\$8,360,602	\$9,682,299	\$15,720,351	\$17,954,248	\$7,513,389	\$5,954,248
MACC State (32%)/Local (68%) Match	State: \$2,675,393 ; Local: \$5,685,209 *	State: \$2,675,393 ; Local: \$7,006,906 *	State: \$5,030,512 ; Local: \$10,689,839 *	State: \$5,745,359 ; Local: \$12,208,889	State: \$2,404,284 ; Local: \$5,109,105 This option is not preferable by the state and the match or a waiver is unlikely	State: \$1,905,359 ; Local: \$4,408,889 This option is not preferable by the state and the match or a waiver is unlikely

* Based on PSCOC directives for small rural schools, waivers for the local match are possible for square footage within the state adequacy standards.

3.2 Prioritization Process & Budgeting

3.2.1 Process & Criteria to Prioritize Capital Needs

The FMP steering committee recommended district capital-need priorities to the SMS School Board. Committee meetings were open to the public. The district prioritized capital needs, finalized a capital plan, and presented the plan to the board for final approval. With its limited available funds, the district's highest priority is to obtain state funding to repair or replace the academic buildings.

The district anticipates declining enrollment. Although the buildings have more space than the district needs, the facilities do not meet adequacy standards for size, and

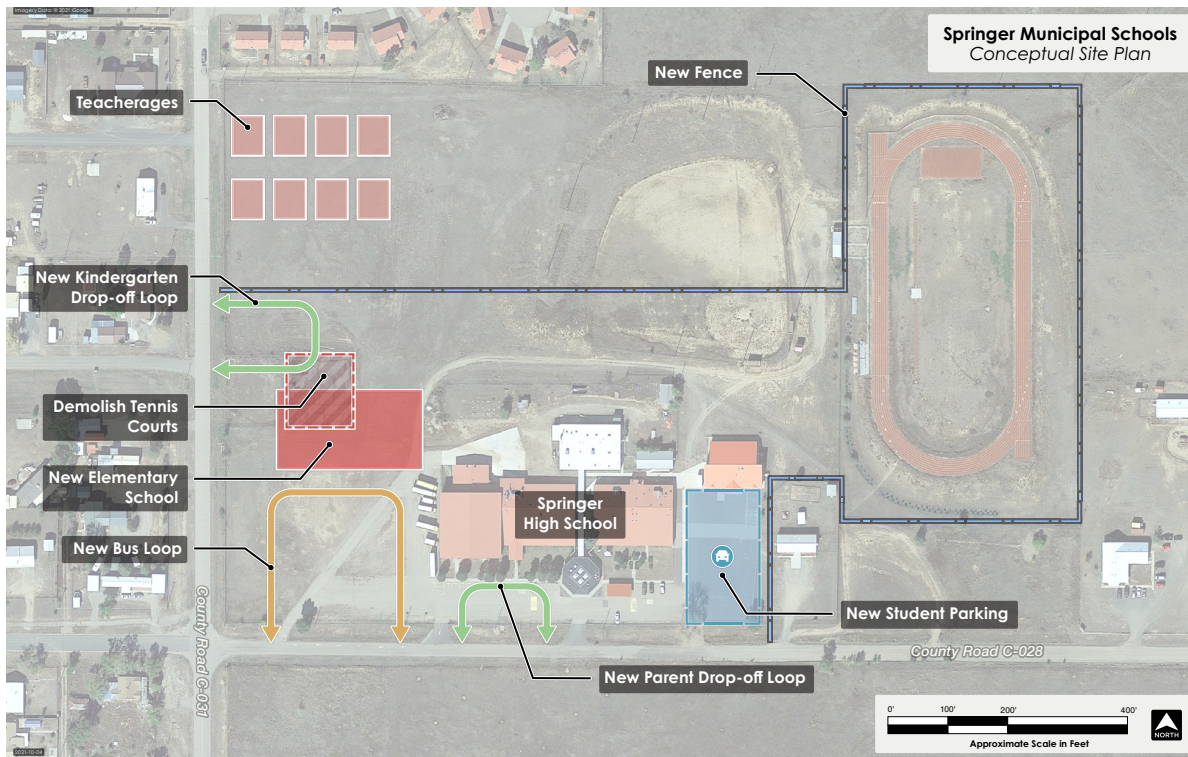
their infrastructure and environments are deteriorating.

The lack of adequate maintenance funding could generate additional projects as the buildings continue to age.

With the current capital plan (see Exhibit 43 on pages 3-19 through 3-22), the district can realistically accomplish the projects identified as Priority 1 over the next five fiscal years.

The district will ask for a waiver from the state for additional funding beyond the approved 32% state match and would like to begin the process of repairing or replacing the elementary facilities in 2022. In 2025, the district will consider bonding to capacity for additional funding to support unfinished projects and any additional projects needed for the remaining facilities.

Exhibit 38: Site Concept Plan for New K-6 at the High School Site





PSFA's facilities assessment database (FAD) ranks the district within the top 100 schools in the state that need extensive repairs and renovation.

3.2.2 Educational Space Requirements

In order to accommodate the small enrollment and excess classroom spaces, Exhibit 31 sets out the minimal square footage requirements for the new elementary school and shows how the total net square footage can be reduced by 25 percent.

Exhibit 32 is a diagram of the academic and administrative spaces in relationship to each other. The district intends to share spaces between the elementary school and the high school, combining classes and using spaces for multiple functions. The concept diagram allows for separation of the functions and includes a secure, monitored front entrance and access to the campus facilities that will remain. The high school has and will retain

direct access to the vocational classroom and shops, and the gymnasium. Administrative and shared facilities make up the core of the building and provide flexible access for both the elementary school and the high school.

Exhibit 38 illustrates the possible sites for the new school and teacherages, and shows that it can be built while the current facilities are in use, thus preventing the need for temporary facilities.

This project would not only downsize the facilities but would also upgrade the facilities from 1920s- and 1950s-era buildings to a modern, 21st century school. The campus would receive significant improvements to parking and the safe drop-off and pick-up of students for both the bus and parents, and would provide safe, protected playgrounds. The consolidated site would also place the students adjacent to the multipurpose room/cafeteria and kitchen, and would prevent the principal from having to travel a mile between campuses.

3.2.3 Costs & Cost Savings

The district proposes the following: At the elementary school site, demolish Forrester and Wilferth, and construct a new, 21st-century K-6 school at the high school site. The district would keep the football field at the elementary site and construct a new concession stand and restrooms there. The district would retain the Miranda Center because of its historic nature and importance to the community, but it would no longer serve as instructional space. At the high school site, the district proposes parking lot improvements; refurbishment of the athletic field; removal of the baseball field lights, backstop, shed, and dugouts; removal of the tennis courts; replacement of the roofs on the Main and Annex Buildings; renovation of the administrative suite; renovation of the officials' changing area in the gym; ADA and HVAC upgrades throughout the school; landscape installation; and installation of security fencing and access gates around the main school site.

The district also proposes the construction of teacherages and repairs at the district office building.

The estimated cost for this work is \$16,474,113. The higher cost per square foot and for the associated site work stems from the remote location of the district, as ARC estimates a 32% increase in costs to get a quality architect and contractor for the work. In addition, because the building's approximate size is 17,150 gross square feet, the project lacks economy of scale, so the small parking lot, drop-off lane, playgrounds, bus loop, fencing, and so on are costed as separate items and not included in the overall building pricing, as they would be for a large-scale facility.

Work to repair the older elementary buildings and site is estimated at \$7,513,389,

and the school would still have to maintain excess square footage of aging facilities. A new building for the elementary school would cost \$8,360,602 and bring energy savings and a significant drop in maintenance costs, making the current maintenance budget of \$80,000 per year closer to the budget needed to maintain the buildings, and not continually fall behind as the buildings age.

The estimated cost to repair the elementary buildings is 89% of the cost to replace, consolidate, and upgrade the facilities to 21st century needs. Anytime the cost for repairs is greater than 70% of replacement costs, planners recommend replacement. New facilities will reduce square footage, consolidate the campus, modernize the classrooms, and create greater efficiencies for space and maintenance costs.

3.3 Capital Plan

3.3.1 Summary Table of Priority Capital Projects

Springer Municipal Schools' total capital needs amount to \$16,474,113. Much of the work is for old classroom buildings and buildings that are beyond their expected life span.

Exhibits 39 through 42 show the detailed breakdown of projects by category.

The FMP Steering Committee, which included representatives from the schools, community, and administration, in consultation with the district's facilities master planning consultants at ARC, recommended priorities for the district's capital needs to the SMS Governing Board.

Exhibit 39: Projects by Priority

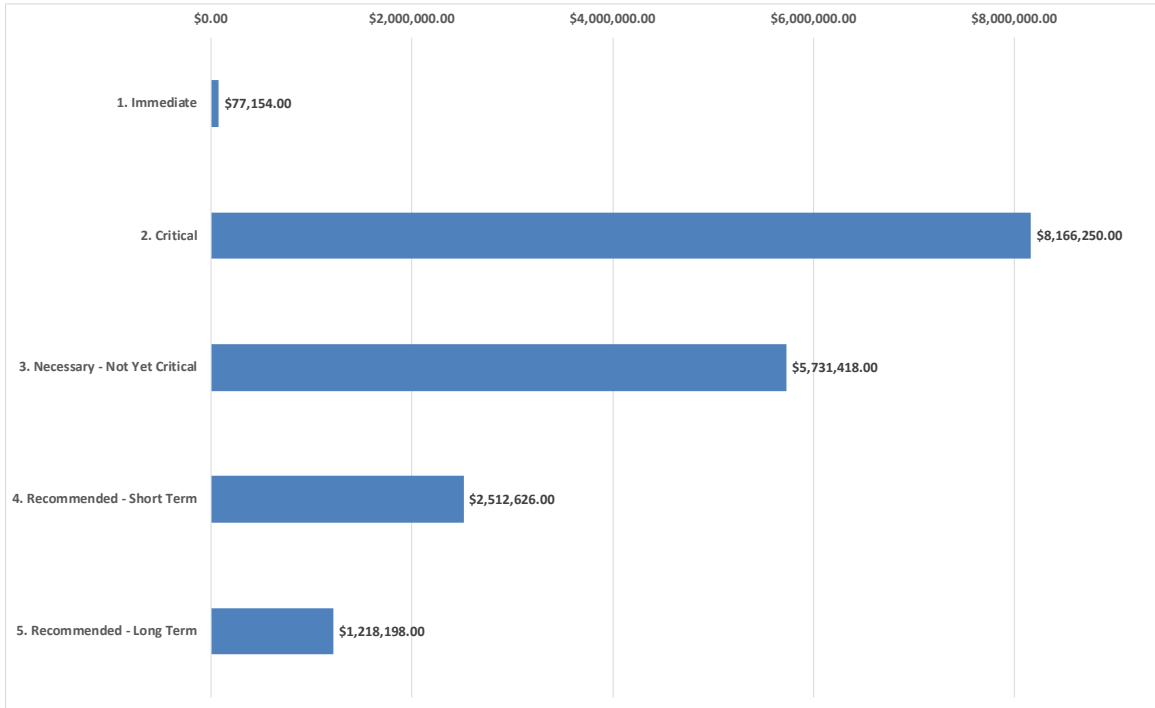


Exhibit 40: Projects by Category Code

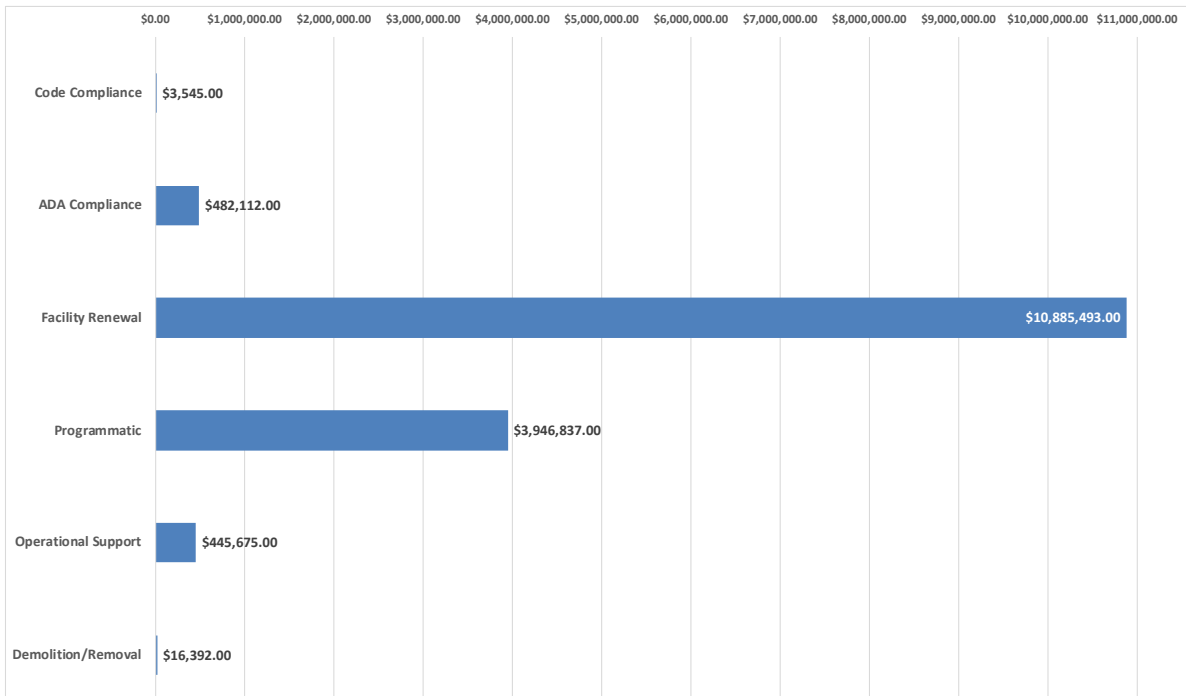


Exhibit 41: Projects by Type 1 Code

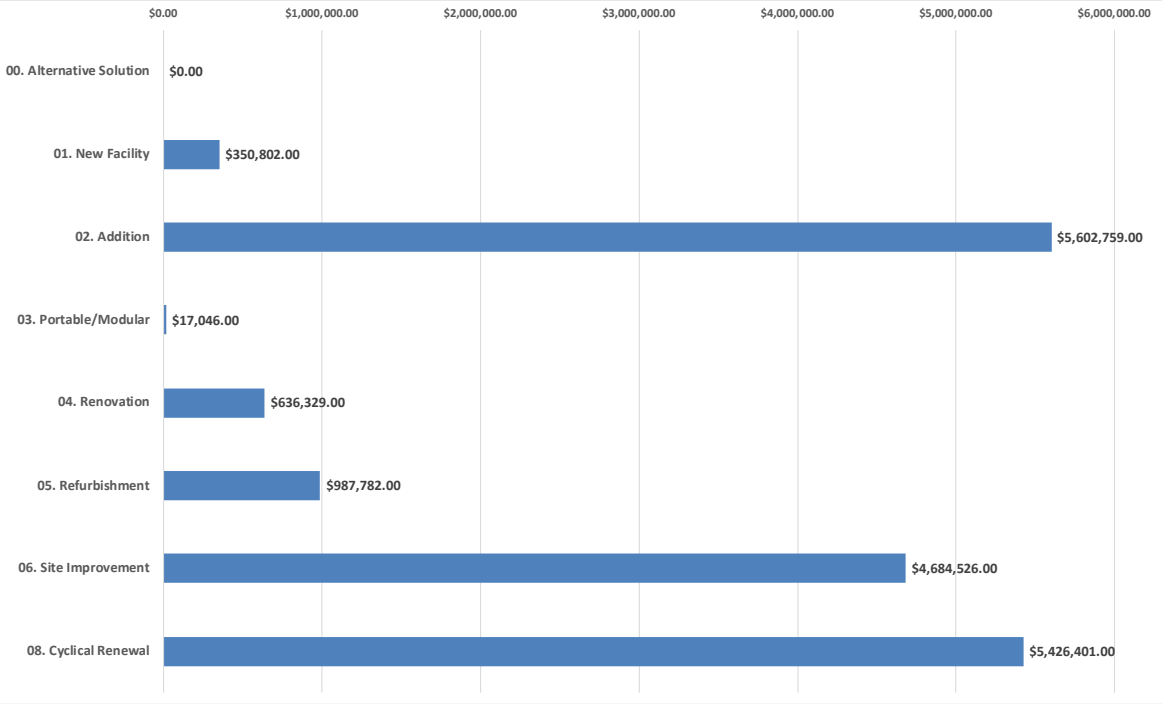
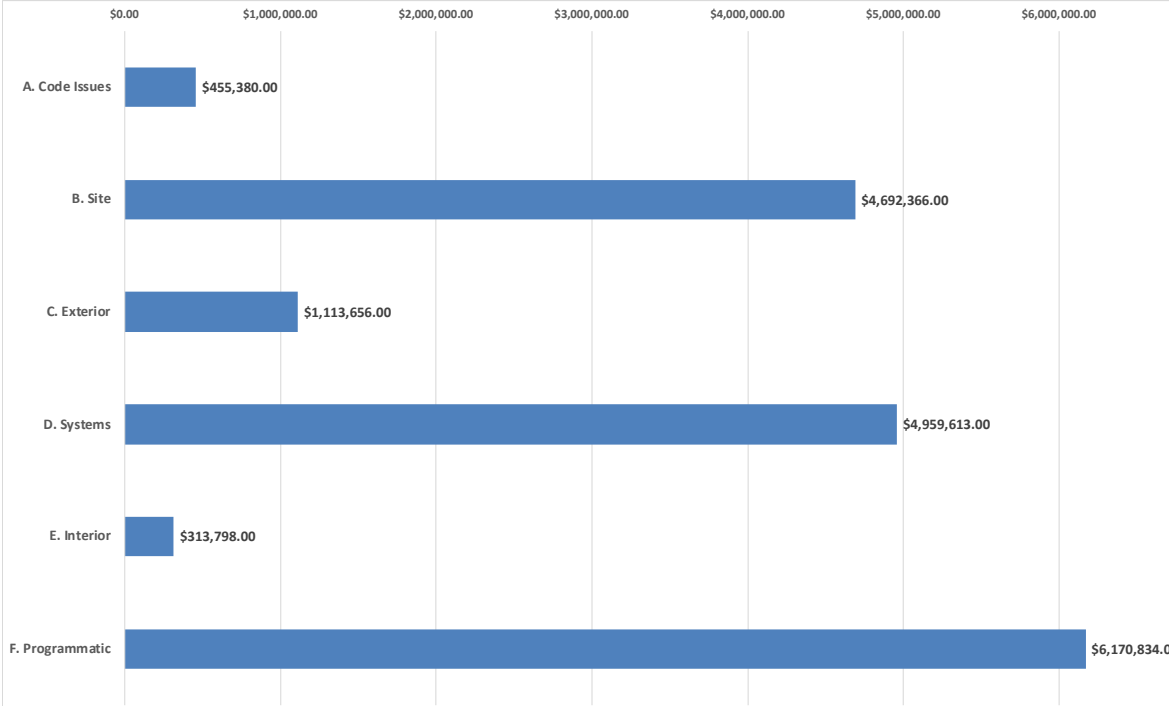


Exhibit 42: Projects by Type 2 Code



PSFA's facilities assessment database (FAD) — in which the smaller the number, the bigger the need — ranks Springer Elementary School at 8, and Springer High at 109. The district anticipates changes to the FAD ranking within the next five years as building conditions are not likely to improve without state assistance.

The Springer Municipal Schools Governing Board approved this FMP on **Nov. 10, 2021**.

3.3.2 Financial Strategies & Alternatives

The district will use current SB 9 revenues for the upkeep of facilities, and for small capital improvement projects it can accomplish through in-house resources.

Historically, the district has not used PSCOC funds for its facility renovations, additions, or replacement schools.

E-Rate funds and a technology bond pay for technology and broadband upgrades.

Funding for capital projects will come from additional bonding in 2025 and possible

state assistance through PSCOC or direct legislative appropriation.

3.3.3 Scope & Estimated Cost of the District's FMP

Capital funding for the next five years is limited. The district plans to maintain its facilities and perform upgrades where possible.

3.3.4 Capital Plan Review

The SMS Capital Plan is subject to periodic review and revision, depending on a number of factors: the outcome of the bond and mill levy elections, the construction climate, local and state economic conditions, and future local and state educational policies and requirements. The district may modify the recommended project priorities to bundle similar projects in order to generate savings or respond to unforeseen construction conditions, material availability or costs, and possibly other factors.

The district may remove projects or realize savings in project implementation. It can also

expect bond funding to generate interest that can be applied to the capital implementation program.

There is no guarantee that the district will generate the planned revenues. It will revisit its funding strategies as conditions require.

Exhibit 43 shows Springer Municipal Schools' detailed capital plan by priority.



Exhibit 43: Springer Municipal Schools Capital Plan – 2021 to 2026

SMS - District CIPs

Springer Municipal Schools CIP Plan

05/07/21

Springer Municipal Schools Capital Plan - 2021-2025

Project Number	Project Code	Project Name	Sub-Project Name	NMCI Rank 2021	Total Cost	Funding Tier					Conditionally Removed	Potential Capital Funding			
						Priority 1 1st Year	Priority 2 2-3 Years	Priority 3 4-5 Years	Priority 4 6-10 Years	Future		SB9	Total Funded GOB 2025 CIP	SMS Share (68%)	Potential PSOC Share (2%)
110		Springer ES Miranda Center		8	\$1,103,380	\$0	\$875,312	\$228,069	\$0	\$0	\$0	\$0	\$0	\$750,288	\$353,082
1	110 2001 001 3 06 A03.1 2	ADA Compliance - Site Improvements	Demo concrete		\$2,519		\$2,519							\$1,713	\$806
2	110 2001 002 3 06 A03.1 2	ADA Compliance - Site Improvements	Install ramp		\$48,195		\$48,195							\$32,772	\$15,422
3	110 2001 003 3 06 A03.1 2	ADA Compliance - Site Improvements	Install stairs		\$10,685		\$10,685							\$7,266	\$3,419
4	110 2001 004 3 06 A03.1 2	ADA Compliance - Site Improvements	Install sidewalk		\$3,624		\$3,624							\$2,465	\$1,160
5	110 2001 005 3 06 A03.1 2	ADA Compliance - Site Improvements	Install handrail		\$2,485		\$2,485							\$1,693	\$795
6	110 2001 006 3 06 A03.1 2	ADA Compliance - Site Improvements	Relocate cleanouts		\$1,272		\$1,272							\$865	\$407
7	110 2002 001 4 08 C05 2	Roof Improvements	Replace roof		\$216,723		\$216,723							\$147,372	\$69,351
8	110 2003 001 4 08 C03 3	Window Replacement	Replace windows		\$155,458			\$155,458						\$105,712	\$49,747
9	110 2004 001 4 05 E01 3	Interior Improvements	Replace VCT (adj. for demo, disposal)		\$3,771			\$3,771						\$2,564	\$1,207
10	110 2004 002 4 05 E01 3	Interior Improvements	Repair wall		\$234			\$234						\$159	\$75
11	110 2005 001 4 05 E01 3	Multipurpose Room Improvements	Commission historic survey and documentation		\$9,710			\$9,710						\$6,623	\$2,797
12	110 2005 002 4 05 E01 3	Multipurpose Room Improvements	Refinish floor		\$7,442			\$7,442						\$5,051	\$2,392
13	110 2005 003 4 05 E01 3	Multipurpose Room Improvements	Refurbish plaster		\$7,855			\$7,855						\$5,342	\$2,514
14	110 2005 004 4 05 E01 3	Multipurpose Room Improvements	Paint walls		\$7,855			\$7,855						\$5,342	\$2,514
15	110 2005 005 4 05 E01 3	Multipurpose Room Improvements	Replace ACT (adj. for demo, disposal)		\$18,367			\$18,367						\$12,490	\$5,878
16	110 2005 006 4 05 E01 3	Multipurpose Room Improvements	Replace acoustic wall panels		\$2,711			\$2,711						\$1,844	\$865
17	110 2006 001 4 05 E01 3	Interior Improvements	Paint walls		\$6,285			\$6,285						\$4,274	\$2,011
18	110 2006 002 4 05 E01 3	Interior Improvements	Demolish VCT		\$4,070			\$4,070						\$2,768	\$1,302
19	110 2006 003 4 05 E01 3	Interior Improvements	Install tile		\$4,688			\$4,688						\$3,188	\$1,500
20	110 2006 004 4 05 E01 3	Interior Improvements	Polish and seal concrete floors		\$19			\$19						\$13	\$6
21	110 2006 005 4 05 E01 3	Interior Improvements	Install FRP		\$601			\$601						\$409	\$192
22	110 2007 001 6 04 F01 2	SpEd Life Skills Renovation	Renovate SpEd classroom (adj. for scope)		\$69,529		\$69,529							\$47,279	\$22,249
23	110 2008 001 3 05 A03.3 2	ADA Compliance - Interior Improvements	Install handrails		\$2,090		\$2,090							\$1,421	\$669
24	110 2008 002 3 05 A03.3 2	ADA Compliance - Interior Improvements	Install lift		\$21,710		\$21,710							\$14,763	\$6,947
25	110 2009 001 3 05 A03.2 2	ADA Compliance - Restroom Improvements	Install grab bars		\$1,495		\$1,495							\$1,017	\$478
26	110 2009 002 3 05 A03.2 2	ADA Compliance - Restroom Improvements	Relocate dispenser		\$218		\$218							\$148	\$70
27	110 2010 001 3 05 A03.3 2	ADA Compliance - Signage Improvements	Install tactile and Braille signage		\$606		\$606							\$412	\$194
28	110 2010 002 3 05 A03.3 2	ADA Compliance - Signage Improvements	Remove lockers		\$134		\$134							\$89	\$45
29	110 2010 003 3 05 A03.3 2	ADA Compliance - Signage Improvements	Install wayfinding signage		\$2,369		\$2,369							\$1,611	\$759
30	110 2011 001 4 08 D03 2	HVAC Improvements	Install rooftop units (RTUs) for classrooms (adj. for demo, disposal)		\$142,645		\$142,645							\$95,060	\$45,587
31	110 2011 002 4 08 D03 2	HVAC Improvements	Install RTUs for remainder of building (adj. for demo, disposal)		\$85,779		\$85,779							\$54,700	\$27,049
32	110 2001 001 3 06 A03.1 2	Lighting Upgrades	Install LED fixtures		\$283,234		\$283,234							\$192,599	\$90,635

Continues

Exhibit 43: Springer Municipal Schools Capital Plan - 2021-2026, continued
SMS - District CIPs

Springer Municipal Schools CIP Plan

Project Number	Project Code	Project Name	Sub-Project Name	NMCI Rank 2021	Total Cost	Funding Tier					Conditionally Removed	Potential Capital Funding				
						Priority 1 1st Year	Priority 2 2-3 Years	Priority 3 4-5 Years	Priority 4 6-10 Years	Future		SBS	Total Funded GOB 2025 CIP	SMS Share (68%)	Potential PSOC Share (2%)	
130 Springer ES Site						N/A	\$2,855,342	\$0	\$208,608	\$2,138,282	\$608,462	\$0	\$0	\$0	\$2,009,633	\$945,709
130 2001 001	4. 06. B02	4. Landscape Improvements	Install landscaping		\$349,345				\$349,345			\$0	\$0	\$0	\$227,555	\$111,790
130 2002 001	4. 06. B03	1. Parking Lot Addition	Construct parking lot		\$2,138,282			\$2,138,282				\$0	\$0	\$1,454,032	\$684,250	
130 2003 001	4. 06. B04	2. Fence Improvements	Install fence		\$16,398		\$16,398					\$0	\$0	\$11,151	\$5,247	
130 2003 002	4. 06. B04	2. Fence Improvements	Install pedestrian gate		\$3,399		\$3,399					\$0	\$0	\$2,311	\$1,088	
130 2003 003	4. 06. B04	2. Fence Improvements	Install vehicular gate		\$1,275		\$1,275					\$0	\$0	\$867	\$408	
130 2004 001	4. 06. B01	2. Site Lighting Improvements	Install lighting		\$75,084		\$75,084					\$0	\$0	\$51,057	\$24,027	
130 2005 001	3. 06. A03.1	2. ADA Compliance - Site Improvements	Install handrails		\$4,374		\$4,374					\$0	\$0	\$2,975	\$1,400	
130 2005 002	3. 06. A03.1	2. ADA Compliance - Site Improvements	Demolish concrete		\$18,469		\$18,469					\$0	\$0	\$12,559	\$6,910	
130 2005 003	3. 06. A03.1	2. ADA Compliance - Site Improvements	Install concrete walkways and slabs		\$54,392		\$54,392					\$0	\$0	\$36,985	\$17,455	
130 2005 004	3. 06. A03.1	2. ADA Compliance - Site Improvements	Install ADA swing		\$1,505		\$1,505					\$0	\$0	\$1,023	\$481	
130 2005 005	3. 06. A03.1	2. ADA Compliance - Site Improvements	Relocate cleanouts		\$1,272		\$1,272					\$0	\$0	\$865	\$407	
130 2005 006	3. 06. A03.1	2. ADA Compliance - Site Improvements	Install picnic table		\$1,547		\$1,547					\$0	\$0	\$1,052	\$495	
130 2005 007	3. 06. A03.1	2. ADA Compliance - Site Improvements	Install bench		\$2,254		\$2,254					\$0	\$0	\$1,533	\$721	
130 2006 001	3. 06. A03.1	2. ADA Compliance - Parking Improvements	Demolish asphalt		\$9,942		\$9,942					\$0	\$0	\$6,760	\$3,181	
130 2006 002	3. 06. A03.1	2. ADA Compliance - Parking Improvements	Install asphalt (adj. for scope)		\$14,913		\$14,913					\$0	\$0	\$10,121	\$4,792	
130 2006 003	3. 06. A03.1	2. ADA Compliance - Parking Improvements	Install striping		\$1,214		\$1,214					\$0	\$0	\$826	\$388	
130 2006 004	3. 06. A03.1	2. ADA Compliance - Parking Improvements	Restripe ADA spaces		\$2,301		\$2,301					\$0	\$0	\$1,565	\$736	
130 2006 005	3. 06. A03.1	2. ADA Compliance - Parking Improvements	Install parking bumpers		\$271		\$271					\$0	\$0	\$184	\$87	
130 2007 001	4. 00. B09	3. Football Field Restrooms and Concession Stand	Construct new building		\$259,107				\$259,107			\$0	\$0	\$176,150	\$82,914	
130 2008 001	4. 00. B01	3. Alternative Solution - New Elementary School Building with Combined Classes	Demolish buildings		\$0				\$0			\$0	\$0	\$0	\$0	
130 2008 002	4. 00. B01	3. Alternative Solution - New Elementary School Building with Combined Classes	Construct new facility		\$0				\$0			\$0	\$0	\$0	\$0	
130 2009 001	4. 00. B01	3. Alternative Solution - New Elementary School Building Without Combined Classes	Demolish buildings		\$0				\$0			\$0	\$0	\$0	\$0	
130 2009 002	4. 00. B01	3. Alternative Solution - New Elementary School Building Without Combined Classes	Construct new facility		\$0				\$0			\$0	\$0	\$0	\$0	

SMS - District CIPs

Springer Municipal Schools CIP Plan

Project Number	Project Code	Project Name	Sub-Project Name	NMCI Rank 2021	Total Cost	Funding Tier					Conditionally Removed	Potential Capital Funding				
						Priority 1 1st Year	Priority 2 2-3 Years	Priority 3 4-5 Years	Priority 4 6-10 Years	Future		SBS	Total Funded GOB 2025 CIP	SMS Share (68%)	Potential PSOC Share (2%)	
120 Springer ES Wilfirth Building						8	\$1,194,485	\$0	\$0	\$53,773	\$0	\$1,140,712	\$0	\$0	\$812,249.81	\$382,235
120 2001 001	4. 05. C01	3. Exterior Improvements	Install gutters and downspouts		\$5,618			\$5,618				\$0	\$0	\$3,823	\$1,792	
120 2001 002	4. 05. C01	3. Exterior Improvements	Repair and fog coat stucco		\$26,185			\$26,185				\$0	\$0	\$17,826	\$8,375	
120 2001 003	4. 05. C01	3. Exterior Improvements	Replace doors (adj. for demo, disposal)		\$21,970			\$21,970				\$0	\$0	\$14,940	\$7,030	
120 2002 001	4. 05. E01	5. Interior Improvements	Replace vinyl wall base (adj. for demo, disposal)		\$26,786			\$26,786				\$0	\$0	\$18,214	\$8,571	
120 2002 002	4. 05. E01	5. Interior Improvements	Replace carpet (adj. for demo, disposal)		\$53,104			\$53,104				\$0	\$0	\$36,111	\$16,953	
120 2002 003	4. 05. E01	5. Interior Improvements	Replace sink base casework (adj. for demo, disposal)		\$2,392			\$2,392				\$0	\$0	\$1,626	\$763	
120 2002 004	4. 05. E01	5. Interior Improvements	Replace base casework (adj. for demo, disposal)		\$655			\$655				\$0	\$0	\$438	\$218	
120 2003 001	3. 05. A03.2	5. ADA Compliance - Mechanical Room/Restroom Improvements	Remove water closet and pipes, cap off		\$4,089			\$4,089				\$0	\$0	\$2,780	\$1,308	
120 2003 002	3. 05. A03.2	5. ADA Compliance - Mechanical Room/Restroom Improvements	Remove VCT		\$407			\$407				\$0	\$0	\$277	\$130	
120 2003 003	3. 05. A03.2	5. ADA Compliance - Mechanical Room/Restroom Improvements	Polish and seal concrete		\$8			\$8				\$0	\$0	\$5	\$3	
120 2003 004	3. 05. A03.2	5. ADA Compliance - Mechanical Room/Restroom Improvements	Paint		\$1,173			\$1,173				\$0	\$0	\$798	\$375	
120 2004 001	3. 05. A03.2	5. ADA Restroom Improvements	Install vertical grab bars		\$1,246			\$1,246				\$0	\$0	\$847	\$399	
120 2004 002	3. 05. A03.2	5. ADA Restroom Improvements	Install rear grab bar (adj. for scope)		\$163			\$163				\$0	\$0	\$111	\$52	
120 2005 001	3. 05. A03.3	5. ADA Compliance - Signage Improvements	Install signage		\$6,359			\$6,359				\$0	\$0	\$4,324	\$2,035	
120 2006 001	4. 08. D03	5. HVAC Improvements	Replace HVAC system		\$862,710			\$862,710				\$0	\$0	\$586,643	\$276,067	
120 2007 001	4. 08. D04	5. Lighting Improvements	Upgrade light fixtures		\$181,720			\$181,720				\$0	\$0	\$123,250	\$58,150	

SMS - District CIPs

Springer Municipal Schools CIP Plan

Project Number	Project Code	Project Name	Sub-Project Name	NMCI Rank 2021	Total Cost	Funding Tier					Conditionally Removed	Potential Capital Funding			
						Priority 1 1st Year	Priority 2 2-3 Years	Priority 3 4-5 Years	Priority 4 6-10 Years	Future		SBS	Total Funded GOB 2025 CIP	SMS Share (68%)	Potential PSOC Share (2%)
100 Springer ES Forester Building						8	\$2,168,467	\$53,750	\$1,813,969	\$0	\$201,169	\$0	\$0	\$1,414,971	\$693,916
100 2001 001	4. 05. C01	2. Exterior Improvements	Replace skylight domes (adj. for scope)		\$18,695		\$18,695					\$0	\$0	\$12,713	\$6,082
100 2001 002	4. 05. C01	2. Exterior Improvements	Replace doors (adj. for demo, disposal)		\$10,985		\$10,985					\$0	\$0	\$7,470	\$3,515
100 2001 003	4. 05. C01	2. Exterior Improvements	Replace windows (adj. for demo, disposal)		\$52,277		\$52,277					\$0	\$0	\$35,548	\$16,729
100 2002 001	2. 05. D03	1. Laundry Room Renovation	Remove VCT		\$1,022	\$1,022						\$0	\$0	\$695	\$327
100 2002 002	2. 05. D03	1. Laundry Room Renovation	Polish and seal concrete		\$20	\$20						\$0	\$0	\$13	\$6
100 2002 003	2. 05. D03	1. Laundry Room Renovation	Re-route exhaust vent (adj. for scope)		\$818	\$818						\$0	\$0	\$557	\$262
100 2003 001	3. 05. A03.3	1. ADA Compliance - Signage and Interior Improvements	Install exit signs		\$1,438		\$1,438					\$0	\$0	\$978	\$460
100 2003 002	3. 05. A03.3	1. ADA Compliance - Signage and Interior Improvements	Install tactile and Braille signage		\$6,813		\$6,813					\$0	\$0	\$4,633	\$2,180
100 2003 003	3. 05. A03.3	1. ADA Compliance - Signage and Interior Improvements	Relocate fire extinguisher		\$218	\$218						\$0	\$0	\$148	\$70
100 2004 001	3. 05. A03.3	1. ADA Compliance - Lift Replacement	Replace lifts (adj. for demo, disposal)		\$43,420	\$43,420						\$0	\$0	\$29,526	\$13,894
100 2005 001	3. 05. A03.2	2. ADA Compliance - Restroom Improvements	Demolish walls		\$655		\$655					\$0	\$0	\$445	\$209
100 2005 002	3. 05. A03.2	2. ADA Compliance - Restroom Improvements	Repair floor		\$138		\$138					\$0	\$0	\$94	\$44
100 2005 003	3. 05. A03.2	2. ADA Compliance - Restroom Improvements	Reverse door swing		\$2,557		\$2,557					\$0	\$0	\$1,759	\$818
100 2005 004	3. 05. A03.2	2. ADA Compliance - Restroom Improvements	Install grab bars		\$498		\$498					\$0	\$0	\$339	\$159
100 2005 005	3. 05. A03.2	2. ADA Compliance - Restroom Improvements	Install pipe insulation		\$115		\$115					\$0	\$0	\$78	\$37
100 2006 001	4. 08. D03	1. HVAC Improvements	Upgrade HVAC (adj. for scope)		\$382,017		\$382,017					\$0	\$0	\$259,771	\$122,245
100 2007 001	4. 05. D04	4. Lighting Upgrades	Upgrade light fixtures		\$201,169				\$201,169			\$0	\$0	\$136,795	\$64,374
100 2008 001	4. 02. F01	2. Building Renovation and Addition	Construct addition		\$1,124,070				\$1,124,070			\$0	\$0	\$764,366	\$359,703
100 2008 002	4. 02. F01	2. Building Renovation and Addition	Renovate administrative area		\$317,278				\$317,278			\$0	\$0	\$215,160	\$101,520
100 2008 003	4. 02. F01	2. Building Renovation and Addition	Demolish walls		\$4,016		\$4,016					\$0	\$0	\$2,731	\$1,285
100 2008 004	4. 02. F01	2. Building Renovation and Addition	Construct wall		\$268		\$268					\$0	\$0	\$180	\$86

Continues

Exhibit 43: Springer Municipal Schools Capital Plan – 2021-2026, concluded

SMS - District CIPs						Springer Municipal Schools CIP Plan					Funding Tier					Potential Capital Funding			
Project Number	Project Code	Project Name	Sub-Project Name	NMCI Rank 2021	Total Cost	Priority 1 1st Year	Priority 2 2-3 Years	Priority 3 4-5 Years	Priority 4 6-10 Years	Future	Conditionally Removed	S89	Total Funded GOA 2025 CAP	SMS Share (65%)	Potential PSOC Share (32%)				
300		Springer Jr-Sr HS		109	\$5,954,091	\$23,125	\$831,075	\$3,311,094	\$1,611,310	\$77,486	\$0	\$0	\$0	\$4,009,134	\$1,886,651				
300 2001.001.4.06	B03.1	Site Improvements	Install parent loop		\$78,098		\$78,098							\$53,107	\$24,991				
300 2001.002.4.06	B03.1	Site Improvements	Fill asphalt cracks		\$4,259		\$4,259							\$2,866	\$1,393				
300 2001.003.4.06	B03.1	Site Improvements	Install seal coat		\$133,850		\$133,850							\$91,018	\$42,832				
300 2001.004.4.06	B03.1	Site Improvements	Install striping		\$4,553		\$4,553							\$3,096	\$1,457				
300 2002.001.4.06	B02.3	Landscape and Drainage Improvements	Regrade swales		\$14,660		\$14,660							\$9,969	\$4,691				
300 2002.002.4.06	B02.3	Landscape and Drainage Improvements	Install xeric landscaping		\$22,707		\$22,707							\$15,441	\$7,266				
300 2003.001.4.06	D06.2	Fence Improvements	Install fence		\$95,108		\$95,108							\$64,073	\$33,434				
300 2004.001.4.06	B09.4	Athletic Field Improvements	Install turf and irrigation		\$1,384,241				\$1,384,241					\$927,594	\$456,757				
300 2004.002.4.06	B09.4	Athletic Field Improvements	Repair wall		\$5,235		\$5,235							\$3,560	\$1,675				
300 2004.003.4.06	B09.4	Athletic Field Improvements	Demolish baseball dugouts and shed		\$13,396		\$13,396							\$9,109	\$4,287				
300 2004.004.4.06	B09.4	Athletic Field Improvements	Demolish lights (adj. for scope)		\$25,028		\$25,028							\$17,019	\$8,009				
300 2004.005.4.06	B09.4	Athletic Field Improvements	Demolish backstop (adj. for scope)		\$1,080		\$1,080							\$734	\$346				
300 2004.006.4.06	B09.4	Athletic Field Improvements	Demolish tennis courts		\$71,079		\$71,079							\$48,333	\$22,745				
300 2004.007.4.06	B09.4	Athletic Field Improvements	Demolish goalposts		\$1,913		\$1,913							\$1,301	\$612				
300 2005.001.3.06	A03.1.5	ADA Compliance - Site Seating Improvements	Install concrete pad		\$813					\$813				\$563	\$260				
300 2005.002.3.06	A03.1.5	ADA Compliance - Site Seating Improvements	Install picnic table		\$1,547					\$1,547				\$1,062	\$485				
300 2006.001.3.06	A03.1.5	ADA Compliance - Track Improvements	Install asphalt		\$71,012					\$71,012				\$48,366	\$22,746				
300 2006.002.3.06	A03.1.5	ADA Compliance - Track Improvements	Install ADA parking post		\$2,964					\$2,964				\$2,015	\$948				
300 2006.003.3.06	A03.1.5	ADA Compliance - Track Improvements	Install ADA parking markings		\$1,150					\$1,150				\$782	\$368				
300 2007.001.3.06	A03.1.2	ADA Compliance - Parking Improvements	Install ADA markings and posts		\$5,752		\$5,752							\$3,911	\$1,841				
300 2007.002.3.06	A03.1.2	ADA Compliance - Parking Improvements	Install ADA markings only (adj. for scope)		\$431		\$431							\$293	\$138				
300 2008.001.4.08	C05.2	Main Building - Roof Replacement	Replace roof		\$384,610		\$384,610							\$251,536	\$123,075				
300 2009.001.4.08	C02.4	Main Building - Stucco Improvements	Repair and fog coat stucco		\$11,284				\$11,284					\$7,673	\$3,611				
300 2010.001.4.05	E01.3	Main Building - Interior Improvements	Remove VCT		\$176		\$176							\$120	\$56				
300 2010.002.4.05	E01.3	Main Building - Interior Improvements	Polish and seal concrete		\$1		\$1							\$1	\$0				
300 2010.003.4.05	E01.3	Main Building - Interior Improvements	Repair wall		\$702		\$702							\$477	\$225				
300 2010.004.4.05	E01.3	Main Building - Interior Improvements	Paint		\$189		\$189							\$128	\$60				
300 2010.005.4.05	E01.3	Main Building - Interior Improvements	Install FRP		\$200		\$200							\$136	\$64				
300 2011.001.4.08	D03.3	Main Building - HVAC Improvements	Replace HVAC		\$1,757,151			\$1,757,151						\$1,184,862	\$592,288				
300 2012.001.4.05	A03.2.2	Main Building - ADA Compliance - Restroom Improvements	Install grab bars		\$1,246		\$1,246							\$847	\$399				
300 2013.001.4.04	F02.3	Main Building - Administrative Suite Renovation	Renovate the administrative suite		\$435,191			\$435,191						\$295,930	\$139,261				
300 2014.001.3.04	A03.2.4	Main Building - ADA Compliance - Officials' Area Renovation	Renovate spaces		\$68,254			\$68,254						\$45,413	\$21,841				
300 2015.001.3.05	A03.3.2	Main Building - ADA Compliance - ADA and Wayfinding Signage	Install wayfinding signage		\$2,369		\$2,369							\$1,611	\$758				
300 2015.002.3.05	A03.3.2	Main Building - ADA Compliance - ADA and Wayfinding Signage	Install tactile and Braille signage		\$1,817		\$1,817							\$1,235	\$581				
300 2016.001.3.05	A03.3.2	Main Building - ADA Compliance - Door Hardware and Interior Improvements	Install hardware		\$8,739		\$8,739							\$5,943	\$2,797				
300 2016.002.3.05	A03.3.2	Main Building - ADA Compliance - Door Hardware and Interior Improvements	Install handrails		\$2,717		\$2,717							\$1,847	\$869				
300 2017.001.4.08	C05.3	Annex - Roof Replacement	Replace roof		\$178,569		\$178,569							\$121,427	\$57,142				
300 2018.001.4.05	E04.3	Annex - Interior Improvements	Replace A/C		\$1,012		\$1,012							\$688	\$324				
300 2018.002.4.05	E04.3	Annex - Interior Improvements	Renovate FACS classroom		\$92,928			\$92,928						\$63,191	\$29,737				
300 2019.001.4.08	D03.3	Annex - HVAC Improvements	Upgrade HVAC, adj. for scope		\$973,036			\$973,036						\$661,665	\$311,372				
300 2020.001.3.05	A03.2.2	Annex - ADA Compliance - Restroom and Drinking Fountain Improvements	Install grab bars		\$997		\$997							\$678	\$319				
300 2020.002.3.05	A03.2.2	Annex - ADA Compliance - Restroom and Drinking Fountain Improvements	Remove drinking fountains (adj. for scope)		\$1,171		\$1,171							\$796	\$375				
300 2021.001.3.05	A03.3.2	Annex - ADA Compliance - Door Hardware and Signage Improvements	Install signage		\$757		\$757							\$515	\$242				
300 2021.002.3.05	A03.3.2	Annex - ADA Compliance - Door Hardware and Signage Improvements	Replace hardware		\$3,496		\$3,496							\$2,377	\$1,119				
300 2022.001.4.05	E01.4	Vo-Tech Building - Interior Improvements	Demolish VCT		\$31,912				\$31,912					\$21,700	\$10,212				
300 2022.002.4.05	E01.4	Vo-Tech Building - Interior Improvements	Install VCT		\$8,944		\$8,944							\$6,062	\$2,882				
300 2022.003.4.05	E01.4	Vo-Tech Building - Interior Improvements	Replace casework		\$2,174		\$2,174							\$1,478	\$696				
300 2022.004.4.05	E01.4	Vo-Tech Building - Interior Improvements	Renovate closets		\$3,640		\$3,640							\$2,475	\$1,165				
300 2022.005.4.05	E01.4	Vo-Tech Building - Interior Improvements	Install tile		\$3,130		\$3,130							\$2,128	\$1,002				
300 2023.001.3.05	A03.2.2	Vo-Tech Building - ADA Compliance - Restroom Improvements	Install grab bars		\$498		\$498							\$338	\$159				
300 2024.001.4.05	C01.1	Science Building - Exterior Improvements	Repair and fog coat stucco		\$23,125		\$23,125							\$15,423	\$7,702				
300 2024.002.4.05	C01.1	Science Building - Exterior Improvements	Replace door (adj. for demolition, disposal)		\$5,283		\$5,283							\$3,521	\$1,762				
300 2024.003.4.05	C01.1	Science Building - Exterior Improvements	Replace window		\$3,074		\$3,074							\$2,015	\$959				
300 2025.001.3.05	A03.2.2	Science Building - ADA Compliance - Restroom Improvements	Install grab bars		\$498		\$498							\$338	\$159				
300 2026.001.4.05	E01.3	Science Building - Interior Improvements	Repair walls		\$468		\$468							\$311	\$147				
300 2026.002.4.05	E01.3	Science Building - Interior Improvements	Construct custodial closet		\$1,439		\$1,439							\$956	\$483				
300 2026.003.4.05	E01.3	Science Building - Interior Improvements	Install door		\$3,502		\$3,502							\$2,335	\$1,167				
300 2026.004.4.05	E01.3	Science Building - Interior Improvements	Install mop sink		\$5,697		\$5,697							\$3,831	\$1,866				
300 2026.005.4.05	E01.3	Science Building - Interior Improvements	Paint walls		\$2,045		\$2,045							\$1,363	\$682				
300 2027.001.4.08	D03.2	Science Building - HVAC Improvements	Install compressors (adj. for demo)		\$13,184		\$13,184							\$8,789	\$4,395				
300 2028.001.4.01	F01.3	Alternative Solution - New K-12 School	Demo buildings		\$0		\$0							\$0	\$0				
300 2028.002.4.01	F01.3	Alternative Solution - New K-12 School	Construct new school		\$0		\$0							\$0	\$0				

Continues

Exhibit 38: Springer Municipal Schools Capital Plan - 2021-2026, concluded

SMS - District CIPs				Springer Municipal Schools CIP Plan											
Project Number	Project Code	Project Name	Sub-Project Name	NMCI Rank 2021	Total Cost	Funding Tier					Conditionally Removed	Potential Capital Funding			
						Priority 1 1st Year	Priority 2 2-3 Years	Priority 3 4-5 Years	Priority 4 6-10 Years	Future		SB9	Total Funded GOB 2025 CIP	SMS Share (68%)	Potential PSOC Share (23%)
600		Administration/Maintenance		109	\$2,159,262	\$279	\$2,158,783	\$200	\$0	\$0	\$0	\$0	\$0	\$1,468,298	\$690,964
1	600 2001 001	4. 05. C05	1. District Office Building - Roof and Skylight Improvements		\$279	\$279							\$0	\$150	\$89
2	600 2002 001	4. 05. E03	3. District Office Building - Janitor's Closet Improvement		\$200			\$200					\$0	\$136	\$64
3	600 2003 001	8. 03. B07	2. Storage Portable - Removal		\$17,046		\$17,046						\$0	\$11,591	\$3,455
4	600 2004 001	7. 04. F08	2. Maintenance Shop/Storage Building - Demolition		\$63,356		\$63,356						\$0	\$43,082	\$20,274
5					\$0		\$0						\$0	\$0	\$0
6	600 2005 001	6. 02. F06	2. Teacherages		\$2,078,381		\$2,078,381						\$0	\$1,413,239	\$665,062

Note: NR = Not Ranked

	Total CIP Recommendations	Priority 1 1st Year	Priority 2 2-3 Years	Priority 3 4-5 Years	Priority 4 6-10 Years	Future	Conditionally Removed	SB9	Total Funded GOB 2021 CIP	SMS	Potential PSOC
Totals	\$15,535,047	\$77,154	\$6,087,346	\$5,731,418	\$2,420,931	\$1,218,198	\$0	\$0	\$0	\$10,524,184	\$4,952,557

With inflation est. at 2% annually

\$6,333,275.04

\$6,203,871.52

Potential Funding Available
GO Bonds (2025)

\$2,500,000

22014.0000



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