



State-Authorized Charter School Applicant Facilities Master Plan/Educational Specifications Checklist

Please Note – this checklist only applies to those charter schools applying for approval and not for established charter schools.

As part of their application to the State of New Mexico Public Education Commission, State-chartered and district chartered charter school applicants are required to submit a facility master plan/educational specifications document to PSFA for approval.

This document has two purposes. The educational specifications component (ed specs) helps the applicant charter school define the quantity, size, and characteristics of instructional and support spaces in a desired facility according to the school's educational program and curriculum. This information is useful for the applicant charter as it looks for suitable buildings to house its school.

The facilities master plan (FMP) component typically applies to schools that have a building or know of a specific building they would like to locate. These sections outlines capital improvements that may be needed for the school to function and support the schools educational program.

Please note: Items labeled If Applicable generally refer to those applicant charter schools that already have a building or know which building they are trying to occupy.

DOCUMENT FORMAT

This document must be prepared in the following format:

- Electronic copy emailed to PSFA jvaldez@nmpsfa.org (no need for hard copy)
- Document can be prepared using Microsoft office products (word)

DOCUMENT CHECKLIST

The document must include the following information:

I. EXECUTVE SUMMARY: CHARTER SCHOOL OVERVIEW

- A. Indicate year of the application
- B. Charter School cap
- C. Grade levels the school will serve
- D. Site/Building/Location Status (answer depending on situation)
 - a. Proposed School has secured location/building (y/n)_____
 - i. If so, please list location
 - b. Proposed School started search process (y/n)_____
 - i. Briefly describe search process to date
 - c. Proposed school has not started search process (y/n)_____
 - i. Briefly describe your next steps in search process

II. EDUCATIONAL PROGRAM, CURRICULUM AND DELIVERY METHODS

A. Programs overview

- 1. Provide overview of proposed educational programs, subjects, method of instruction, and specific programs your school will offer.
- 2. Describe the general instructional organization (grade levels, groups, academies)
- 3. Describe scheduling approach (periods, block schedule, hours of operation)
- 4. List anticipated special curricular and extracurricular activities to be accommodated in the facility, if any
- 5. Classroom Loading Policy – identify your proposed classroom loading policy and/or student/teacher ratio

B. Curriculum Delivery

- 1. Provide a brief overview on how your school will deliver your curriculum as applicable and include special features you may need in a building (will this be traditional classroom setting, outdoor/indoor, virtual, dance studio etc...?).

III. ENROLLMENT

A. Proposed Enrollment

1. Identify your proposed enrollment cap
2. Describe phasing of enrollment, particularly if you plan on implementing enrollment incrementally until you reach your cap
 - a) Provide a graph of projected enrollment by year by grade level

IV. LOCATION/BUILDING SEARCH OVERVIEW

A. Describe Preferred Location for School – include maps and other graphics to describe the location

B. Describe Building Search/Location Efforts to Date

1. For potential charter schools that have a building - Has PSFA evaluated the proposed facility for code and adequacy? If so, provide date and facility index score (contact PSFA to provide the score).

C. For potential charter schools still searching for a building, list Potential Buildings (if applicable) using a table like the sample below.

Potential Building	Location	Advantages of Location	Challenges of Location (if any)	Next Steps

V. PROGRAM OF SPACES – This section helps the school define what it needs in a building so that it can search for a facility to meet its needs.

A. Program of Spaces – use the following table to develop your potential program of spaces you will need to accommodate your enrollment cap, educational program, and curriculum delivery (**as applicable**). Quantify the approximate number and size of the spaces you will need. In forming your response consider whether the school needs the following space categories:

- General Education classrooms (i.e. Pre-K, K-5th, 6th-8th, 9th-12th)
- Special Education classrooms (include Special Education Level)
- Science classrooms and labs
- Fine/Visual Arts (art/music)
- Career Education and shop space
- Family/community science
- Technology Aided Instruction/computer labs
- Physical Education
- Library/Media Center
- Food Service
 - Kitchen
 - Dining
- Student health
- School administration space
- Custodial/Storage/Server room

B. Alternative Methods – If the school does not intend to utilize space within its proposed building but will utilize alternative methods, please discuss (for example, school intends to use public library for library, community center for physical education, or other methods)

Space Description	Does the School Need this Space? (Y/N)	Estimated Number of spaces	If the school plans to deliver the program utilizing alternative method, please describe (for example, PE space may not be needed since school will utilize community center)
Pre-K Classrooms			
Kindergarten Classrooms			
1 st – 3 rd Classrooms			
4 th -5 th Classrooms			
6 th -8 th Classrooms			
9 th -12 th Classrooms			

Other Elective Classrooms			
Special Education Classrooms			
Support Spaces (OT/PT/SLP)			
Music Classrooms			
Performing Arts Classrooms/Spaces			
Fine Arts Classrooms			
Career Education Classrooms			
Computer Labs			
Physical Education			
Library Media Center			
Kitchen			
Student Dining/Cafeteria			
Student Health			
Administration (offices, reception, records, conference rooms)			
Storage			
Outdoor education, playgrounds, playfields)			

- B. Describe other desirable site features including security features, bus/parent drop-off/pick-up, sidewalks, landscaping, play areas

VI. CAPITAL PLAN (if applicable for those schools that already have a building) - a short range plan which identifies capital projects or equipment purchases and includes financing options for your building, if you have a building or know of a specific building in which you locate)

VII. MASTER PLAN SUPPORT MATERIAL

A. Sites and Facilities Data Table (if applicable)

1. Provide a table summarizing characteristics of site and facilities
 - Name of facility
 - Physical address
 - Date of opening
 - Dates of major additions and renovations
 - Site owned or leased
 - Total building area gross sq/ ft.
 - Site acreage
 - Total number of permanent general classrooms
 - Total number of permanent specialty classrooms
 - Total number of portable classrooms
 - Total number of classrooms
 - Percentage of portable classrooms compared to total number of permanent classrooms
 - Total enrollment current year (40th day count), if available (may not be available for a newly chartered school)
 - Number of gross sq. ft per student per school facility

B. Site Plan (if applicable)

1. Scaled school site plan

C. Floor Plan (if applicable)

1. Scaled school floor plan(s) with rooms numbers to match inventory

2. FAD forms updated

D. Submission and Review Process

1. Electronic copy emailed to PSFA (PDF file format preferred) with contact information for the person with the authority to answer questions.
2. Submit the FMP/Ed Specs 60 days prior to your PEC application deadline
3. PSFA will review the document and provide a response within two weeks receipt of your document. We will respond with approval or with additional questions/request for revisions.
4. Once PSFA is satisfied with answers to questions or revisions, PSFA will issue an approval letter. PEC requires that you include both your plan and approval letter with your application
5. Please email your plan to jvaldez@nmpsfa.org
6. Direct any questions to John Valdez at (505) 843-6272