Cimarron Municipal Schools

Moreno Valley High School Educational Specifications

August 2014

Architectural Research Consultants, Incorporated

ACKNOWLEDGEMENTS

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CONTENTS

LIST OF EXHIBITS

LIST OF ABBREVIATIONS

ADA - Americans with Disabilities Act

ARC - Architectural Research Consultants, Incorporated

CMS - Cimarron Municipal Schools

Ed Specs - Educational specifications

FMP - Facilities master plan

GO Bond - General obligation bond

GSF - Gross square feet, or the sum of net assignable square feet plus all other building areas that are not assignable (the area remaining is called "tare," which includes areas such as hallways, mechanical areas, restrooms, and the area of interior and exterior walls)

HVAC - Heating, ventilation and air conditioning

IT - Information technology

MACC - Maximum Allowable Construction Cost, or a project construction budget; this cost is comparable to the contractor's bid

MVHS - Moreno Valley High School

NASF - Net assignable square feet, or the total of all assignable areas in square feet

NMAC - New Mexico Administrative Code, including the statute that codifies public school facilities adequacy standards

OT/PT - Occupational therapy/ physical therapy

PE - Physical education

PED - New Mexico Public Education Department

PERT - Program evaluation and review technique

POR - Program of Requirements

PSCOC - Public School Capital Outlay Council

PSFA - Public School Facilities Authority

PTR - Pupil/teacher ratio

SPED - Special education

STAR/SPED - Students, teachers achieving results / Special education

TPC - Total project cost of a project with fees, moveable equipment, special studies, administration, and contingencies

VLAN - Virtual local area network

wNMCI - Weighted New Mexico Condition Index

EXECUTIVE SUMMARY

The 2013 Update of the Cimarron Municipal Schools Facility Master Plan (FMP) 2013-2018 identified the construction of permanent classrooms and facilities for MVHS as a priority project.

INTRODUCTION

This report presents educational specifications (Ed Specs) for Cimarron Municipal Schools' Moreno Valley High School, a district-chartered public school. The intent of the plan is to describe the physical and performance requirements for and to guide the design and development of a new facility to replace the six portables currently on the school site with permanent classrooms.

The Cimarron Municipal Schools 2013 Update of its Facility Master Plan identifies this project as a priority project. The FMP has designated a design enrollment capacity for MVHS of 90 students and the maximum allowed gross square footage (GSF) for the school facility at 19,028 GSF, which includes the GSF of the existing multipurpose building. The maximum allowed GSF for new construction for the replacement of the portables is 12,278 GSF.

The planning process for the development of the Ed Specs included a public forum, two work sessions with a steering committee, and interviews with district staff, school administration and teachers, foundation and governing board members, students and members of the Angel Fire and Cimarron communities. This document articulates facility goals and concepts, site and space requirements, spacial relationships and design criteria to ensure facilities that meet the programmatic and curricular needs of the charter school and the school district, and to promote design and construction of school facilities that are efficient, well used, and fiscally responsible.

This report provides a preliminary cost estimate and a schedule for the project. The cost estimate for a total project cost, based on a weighted average, is $4.09 million. In March, 2014, district voters passed general obligation bonds to fund the project. The district will fully fund the project up to PSCOC adequacy standards, and the Moreno Valley Education Foundation will fund any facilities determined to exceed state adequacy requirements. The project is expected to be completed in the late spring of 2016.

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1 PROJECT OVERVIEW AND FMP CONSISTENCY

This section demonstrates compliance with the district's board and PSFA-approved Facility Master Plan (FMP). PSCOC funding is not anticipated for the project at this time.

1.1 REPORT OVERVIEW

This report presents educational specifications (Ed Specs) for the replacement of portable classrooms with new, permanent classrooms for the Moreno Valley High School (MVHS) in Angel Fire, NM. The school is a charter school, authorized by the Cimarron Municipal School District, serving 9th through 12th grades. It currently has 6 double-classroom portable buildings and a permanent multipurpose building on a ±21-acre site.

Educational Specifications describe the overall instructional program, and define the associated functional, spacial and environmental characteristics of the site and facilities that house the program. This document notes compliance with the New Mexico State Adequacy Standards (NMAC 6.27.30) and the Public School Facilities Authority (PSFA) *Adequacy Planning Guide* (July 15th, 2010), and adopted by reference.

This educational specifications report contains the following sections required by the PSFA document, *Educational Specifications Overview and Required Deliverables* (*October 23, 2012*).

- *PSCOC Award Consistency*
  Demonstrates compliance with the district's board and PSFA-approved facility master plan (FMP) for project if using PSCOC funding
- *Educational Program and Delivery System*
  Describes the school's instructional program and strategies for its delivery
- *Student Enrollment*
  Identifies the post-occupancy projection of attendance area enrollments in the grade levels affected by the facility, anticipated class-loading requirements, and utilization analysis
- *Facility Goals / Concepts*
  Identifies and describes major facility goals and concepts that have a bearing on the physical implementation of the new facility
- *Space Requirements*
  Itemizes the quantity and sizes of spaces required to accommodate the instructional program
- *Room / Space Characteristics*
  Identifies the general and specific functional, spatial and

environmental characteristics, as well as furnishings and built-in equipment requirements for each category of space

- *Project Budget*
  Provides an estimate of probable cost for the total project and an anticipated project delivery schedule

Funding for this report is provided by MVHS with support from the Moreno Valley Education Foundation.

1.2 COMPLIANCE WITH FACILITIES MASTER PLAN

The 2013 Update of the Cimarron Municipal Schools Facility Master Plan (FMP) 2013-2018 identified the construction of permanent classrooms and facilities for MVHS as a priority project. Cimarron Municipal Schools reviewed and updated the districtwide capital needs in September and October 2013 through a process which included two community forums and two FMP steering committee meetings. The summary data indicated that Moreno Valley has the greatest need for improvements in terms of dollar amount. The projects identified for funding in a general bond election on March 4, 2014 included the construction of permanent classrooms at MVHS. The bond passed with 60% of voters supporting the question, although the vote split communities within the district.

The FMP established the GSF for the new construction at 12,278 GSF and set a design capacity for the new construction. The report states:

> The Committee recommended basing area (SF) of new construction on a design capacity of 90 students. This area is greater than the current enrollment of 70 students and less than the charter's cap of 120 students. The project includes courtyard, drainage and landscaping. Subtotal loading factor is not applicable

ARC met with a PSFA representative at the start of the planning process to discuss the project. PSFA will require that the GSF of the new construction remain under what is allowed for traditional schools. The PSFA calculator allows 19,028 GSF for a HS for 90 students. The existing permanent buildings at MVHS include 6,750 GSF. The remaining GSF allowed for new construction, 12,278 GSF, provides compliance with the FMP and with PSFA requirements.

1.3 PLANNING PROCESS

1.3.1 Data Gathering and Analysis

Cimarron Municipal Schools District began the planning process in April, 2014 by hiring Architectural Research Consultants, Incorporated (ARC) to develop its educational specifications (Ed Specs). The Ed Specs are based on an iterative process with the community and a steering committee consisting of representatives from the district, administration, foundation board, teachers, PSFA, and community members from Angel Fire and Cimarron.

ARC solicited input in a number of ways. ARC held a kick-off meeting by phone with the school director, the superintendent and the foundation board director on April 29, 2014 to set the schedule for the project and to set dates for community input meetings and steering committee work sessions.

The community meeting, which included all the students, took place on May 7. ARC presented an overview of the Ed Spec purpose and process, facts about the existing site and facility, the new building and the budget, and facilitated small and large group discussions. Over 80 members of the school and community attended this public session. ARC also facilitated a goal-setting and visioning work session with the school faculty and community members on May 7. This session was a continuation of the public meeting but allowed for the students to leave at the end of the school day.

On May 8, 2014 ARC interviewed school staff and evaluated and inventoried all instructional spaces. This process helped ARC gain a complete understanding of how MVHS delivers its educational program to the students, and the space-defining aspects of the delivery methods of the program.

The MVHS Governing Council will review the Ed Specs and make its recommendation to the CMS Board

The first work session with the steering committee took place on May 21, 2014. ARC presented information gathered during the public meetings and staff interviews for review by the steering committee. The committee discussed site goals and concepts, facility goals and concepts, including strategies for lighting and day-lighting, corridors, exterior courtyards and circulation, and classroom plans. ARC compared the space needs for the school program with the New Mexico Public School Statewide Adequacy Standards and the New Mexico Public School Adequacy Planning Guide to determine space requirements, and presented a draft program of requirements (POR) to the committee. The committee also reviewed preliminary diagrams showing relationships of the site to the new classrooms and relationships of classrooms to each other.

After the May 21 meeting, ARC and steering committee members toured nearby buildings to evaluate the potential for use as temporary school facilities during the construction phase of this project.

The Moreno Valley Education Foundation will participate in project funding for costs above PSFA adequacy standards.

The second work session with the steering committee took place on June 3, 2014. ARC presented draft criteria sheets for all program spaces, describing requirements for daily occupancy, environmental conditions, plumbing, electrical and special systems, appliances, furnishings and surfaces, acoustical conditions, storage and general notes, and relationship diagrams. ARC presented a revised POR which reflected discussions from the first steering committee meeting, and included three options for committee review. The options included diagrams and preliminary budget impacts. Finally, the committee discussed the possible sites for the temporary school facilities.

1.4 AUTHORITY AND FACILITIES DECISION MAKING

The decision-making process for the Ed Specs will include review of the report by several boards and organizations. The Cimarron Municipal School Board (the School Board), as the Charter Authorizing Agency for the school and as the funder for the capital improvements from GO Bond sales, has the authority for facilities decision-making and for approval of the Ed Spec report.

The steering committee will conduct the first review of the Ed Specs report and forward the report with its recommendation to the Governing Council and to the School Board.

Because MVHS is a charter school, as required by New Mexico State Law and the MVHS Charter, a Governing Council governs MVHS. The Governing Council defines the daily life of MVHS,

and is responsible for (among other duties) managing the business of the school as it relates to financial resources, and accepting and maintaining the facility and equipment. The Governing Council will review the Ed Spec report and make its recommendation to the School Board.

The Moreno Valley Education Foundation (the Foundation) is a 501(c)3 funding organization for Moreno Valley High School. The mission of the Moreno Valley Education Foundation is to support financially the establishment and operation of a secondary charter school that provides a high quality public education for the youth of the Moreno Valley and surrounding areas. The Foundation will participate in project funding for costs above PSCOC adequacy standards. The board president of the Foundation is a member of the steering committee and has participated and contributed actively throughout the Ed Spec process.

The multipurpose building, comprising 6,750 GSF, is currently on site and will relate to the new facilities

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2 EDUCATIONAL PROGRAM AND DELIVERY SYSTEM

This section describes the school's educational program and strategies for its delivery, and includes the general instructional organization, scheduling approach, and special curricular and extracurricular activities that the facility needs to accommodate.

2.1 OVERVIEW OF THE SCHOOL AND INSTRUCTIONAL PROGRAM

Moreno Valley High School is a district-chartered public charter school that serves students of all abilities and backgrounds in 9th through 12th grades. The school is located at 56 Camino Grande in Angel Fire, New Mexico on a 21- acre campus with spectacular views of Wheeler Peak and the Moreno Valley. The curriculum at the school is based on the *Paideia* Program which embodies three approaches to teaching: Socratic Seminar, Academic Coaching and Didactic Instruction. The curriculum aligns with the New Mexico State Standards and Benchmarks and the National Core Curriculum.

The school opened in 2002, initially offering instruction in 9th through 11th grades and then expanding to include the 12th grade in the 2003-2004 school year. The school charter was renewed in 2012. The charter provides for an enrollment cap of 120 students, although enrollment historically has fluctuated between 70 to 90 students. National publications including the *Washington Post's* Challenge Index, *Newsweek*, and the *US News and World Report's* High School Rankings have recognized the school's academic successes. The school's current graduation rate is about 98% and about 90% of students enroll in college.

2.2 GOALS AND MISSION

Guiding principles (excerpts from the school):

Mission Statement

- The mission of Moreno Valley High School is to provide a world-class public education for students of all abilities and backgrounds and to create a partnership that maximizes student potential among parents, teachers, students and community members.

- We believe that parental involvement is essential for academic success. MVHS supports innovation, critical thinking, and active student participation. We will foster an environment where educators, parents and students work together, thereby strengthening our community.

Goals

» MVHS goals are to prepare each graduate to be a lifelong learner, to be a responsible citizen, and to earn a living. We will have reached these goals when MVHS graduates demonstrate preparedness to enter a college or profession of their choice.

Vision

» The vision of MVHS is to cultivate a high school where thoughtful conversation spills over into the lunchroom and soccer field, and where the pursuit of intellectual curiosity is perceived as a pleasure. Our vision is to foster students who are enthusiastic about learning and a school community dedicated to the process of lifelong learning.

Educational Philosophy

» The primary means for implementing the school mission is through the *Paideia* Program, a whole school reform model that uses three approaches to teaching: *Didactic Instruction* (lecture), *Intellectual Coaching* (project-based learning), and *Socratic Seminar* (seminar).

The facility, in order to support this educational philosophy, must provide a learning environment which is flexible and can accommodate rearrangement of the furnishings on a daily basis. Additional information on the *Paideia* methodology is provided in the supporting materials.

2.3 STRATEGIES FOR PROGRAM DELIVERY

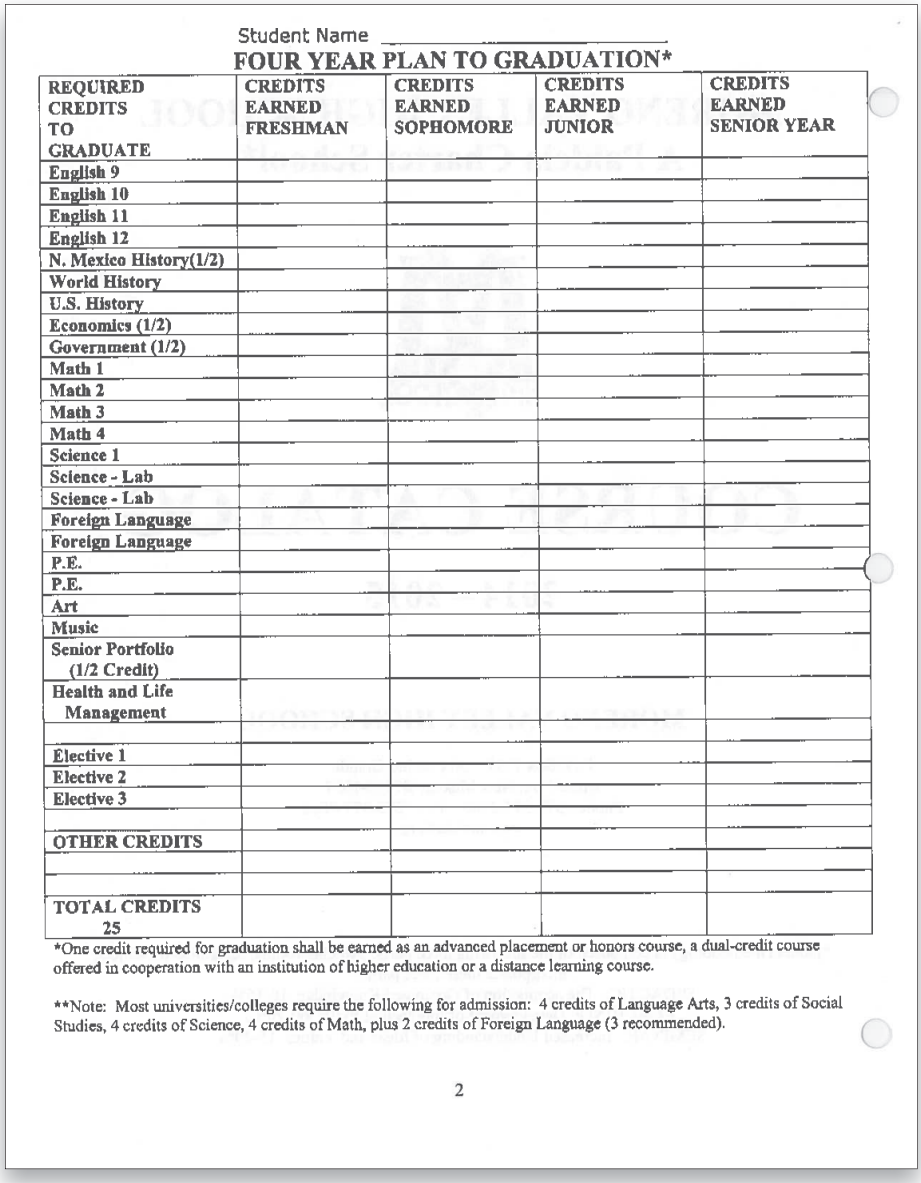
2.3.1 Instructional Organization

MVHS offers a high school degree program which aligns with the New Mexico State Standards and Benchmarks and the National Core Curriculum. Students work with advisors to develop a four-year plan which culminates in a senior project, a requirement for graduation. One credit for graduation shall be earned as an advanced placement or honors course, a dual-credit course offered in cooperation with an institution of higher education or a distance learning course. Students must perform 40 hours of community service by April of their senior

year. In sum, the school requires 25 total credits for graduation.

The course catalog organizes offerings by departments, which include English/Language Arts, Fine Arts, Mathematics, Modern Languages, Physical Education, Science, Social Studies, Independent Study and the Senior Project requirement. Three days each week, faculty meet with an advisory class of about 15 students for academic planning, support and advocacy. All students take a Life Management course for two semesters, designed to help students develop skills to be successful in independent living and in the professional world.

Exhibit 2-1
Four-Year Graduation Plan



Student Name _____

FOUR YEAR PLAN TO GRADUATION*

REQUIRED CREDITS TO GRADUATE	CREDITS EARNED FRESHMAN	CREDITS EARNED SOPHOMORE	CREDITS EARNED JUNIOR	CREDITS EARNED SENIOR YEAR
English 9				
English 10				
English 11				
English 12				
N. Mexico History(1/2)				
World History				
U.S. History				
Economics (1/2)				
Government (1/2)				
Math 1				
Math 2				
Math 3				
Math 4				
Science 1				
Science - Lab				
Science - Lab				
Foreign Language				
Foreign Language				
P.E.				
P.E.				
Art				
Music				
Senior Portfolio (1/2 Credit)				
Health and Life Management				
Elective 1				
Elective 2				
Elective 3				
OTHER CREDITS				
TOTAL CREDITS 25				

*One credit required for graduation shall be earned as an advanced placement or honors course, a dual-credit course offered in cooperation with an institution of higher education or a distance learning course.

**Note: Most universities/colleges require the following for admission: 4 credits of Language Arts, 3 credits of Social Studies, 4 credits of Science, 4 credits of Math, plus 2 credits of Foreign Language (3 recommended).

2

MVHS offers Special Education to meet Individual Education Plans (IEPs) and provides students with educational services and resources as needed. The school offers a rigorous gifted program and uses independent study to meet individual needs.

One home-school student currently attends MVHS part-time, and is enrolled in three classes.

2.3.2 Schedule

The school operates on a two-semester schedule each school year. The school schedule is Monday through Thursday from 8:00 AM until 4:00 PM. The school uses a seven-period rotating block schedule; each block period is one hour and 11 minutes. The schedule typically allows each class to meet three times each week. The daily schedule includes a lunch period from 11:27 AM until 12:23 PM, and students bring their own lunch or go off campus, except on special occasions, such as when the Life Skills class cooks for the school. The advisory period meets during the first period on Tuesday, Wednesday and Thursday mornings. Students who play on sports teams at schools other than MVHS leave at about 2:30 PM.

Fridays are off, but the school adds activities on some Fridays each month, for community service or fundraisers. The school also uses Fridays as make up for snow days.

2.3.3 Program Delivery Methods

Primary instruction for most classes takes place in the classroom. The school uses the *Paideia* methodology in all classrooms for all subjects. Classrooms therefore must have the flexibility to accommodate moving furniture. Classrooms are rearranged for lectures, seminars and group projects. Teachers mostly are assigned to a classroom, and some teachers of elective courses share classrooms.

Collaboration between teachers of related class subjects enriches the program delivery. The school desires to retain opportunities for collaboration and space sharing, currently provided in the portable buildings, in the design for the new classrooms.

2.3.4 Space Adequacy Variance

Library

The school does not require a dedicated library space. Book storage is distributed in classrooms, which impacts the shelving storage needs in many classrooms, especially in the language arts classrooms.

Gymnasium and Playing Fields
The school program does not require a full-size gymnasium or playing fields for physical education classes. PE requires a large classroom space with a minimum width dimension of 36 feet for indoor activities such as jump rope, dance, conditioning, and yoga. The existing PE classroom is inadequate for activities, and the Gathering Hall, although larger, is inadequate for many of the PE activities due to the concrete flooring and limited availability of the space. PE shares the Gathering Hall with other classes, such as drama and special projects, and it is not regularly available for daily PE use.

The school program does not require a playing field for PE outdoor activities. The PE program has equipment for rock climbing and mountain biking. If the program needs a field, the school has a joint use agreement with the Village of Angel Fire for use of the adjacent soccer fields.

Participation on athletic teams, including baseball, softball, track and cross country, is available to students at Cimarron High School. MVHS offers soccer, which practices on the adjacent village field.

Nutrition
MVHS does not receive Title I funding , and the school nutrition policy does not require that the school provide meals. Students bring their own lunches or are allowed to leave campus for lunch.

2.3.5 Anticipated Program Changes

There are no anticipated program changes.

2.3.6 Other Considerations

Study Hall
For each period, the school designates a classroom as a study hall that is available to students who need supervision, a quiet work environment and faculty support. We have factored the use of classroom space for a study hall into the classroom need analysis for the school.

Courtyard and Outdoor Recreational Needs
Classes use the existing courtyard created by the portables for outdoor instructional space, and students use it during good weather during lunch and free periods. The courtyard buffers the prevailing southwest and northwest winds, creating a sunny, sheltered and supervisable space. The courtyard integrates all school spaces into a community.

Four-square is a popular recreational activity and the school requires

concrete pads for several four-square courts. The ball should be contained in the courtyard area. The school hosts an annual four-square tournament each spring at the village community center.

Restrooms
Currently, the portables provide restrooms adjacent to instructional spaces. The instructional program benefits from the adjacent restrooms, and teachers are better able to monitor students and maintain discipline.

Bus Service
Bus service is available to students who live within the Cimarron Municipal Schools district boundaries. The bus drop off is currently in front of the school entrance, and buses arrive and depart at the same time as student arrival and drop off.

2.4 SPECIAL CURRICULAR AND EXTRACURRICULAR ACTIVITIES

2.4.1 School Facilities Outside School Building

The school has a joint-use agreement for use of the village soccer fields. The school also uses the village community center for large gatherings, such as graduation and the four-square tournament. Classes occasionally use the village library. The Angel Fire resort hosts a fundraiser, "Run for Riches," and students participate in the annual event for the opening of the resort for the season.

2.4.2 After-School Use of School Facilities

Tutoring in all classes makes extensive use of the facilities after school. Next year, the band room will be used after school, and extra-curricular clubs meet in classrooms after school. The multipurpose building is currently locked separately from classroom areas.

3 STUDENT ENROLLMENT

This section identifies the school's class-loading policy and the historic, current year, and projected 10-year enrollments for the school, and utilization of classrooms.

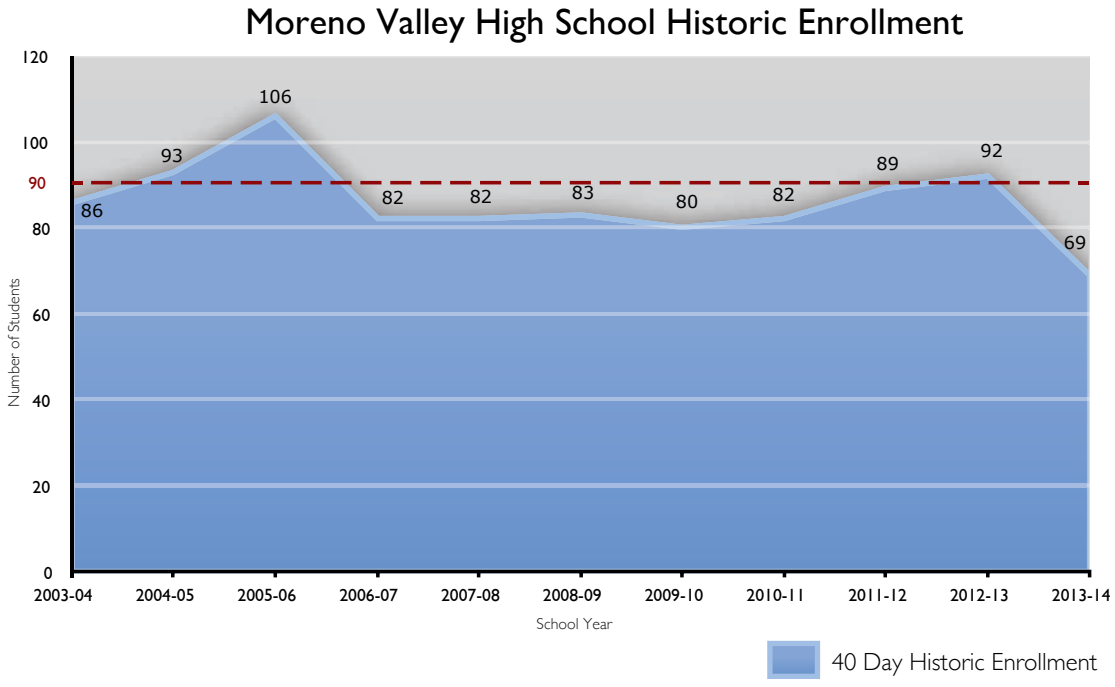
3.1 ENROLLMENT DATA

3.1.1 Historic Enrollment

Enrollment at MVHS has historically been above 80 students; the current school year is anomalous, reporting just 69 students at the 40th day of school. Typical of charter schools, MVHS enrollment changes throughout the school year, and rose to 72 students by late April. The chart and graph below show historic enrollment since 2003. The horizontal red line in the graph shows the design enrollment for the school for this project.

Exhibit 3-1
Historic Enrollment

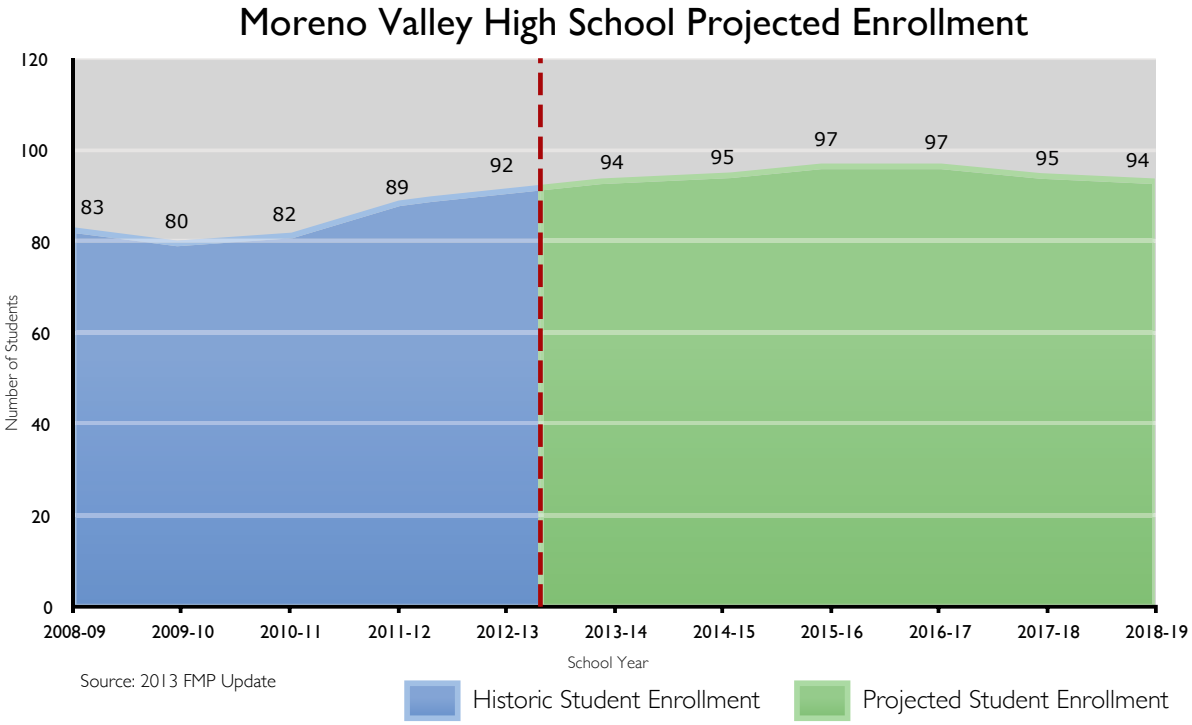
Moreno Valley High School											
Historic Enrollment - 40 DAY											
40 Day Enrollment	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
	86	93	106	82	82	83	80	82	89	92	69



3.1.2 Projected Enrollment

Exhibit 3-2
Projected Enrollment

The 2013 FMP Update includes a chart that shows the enrollment projections for MVHS through 2018-19, below.



The district set the design capacity for the new school at 90 students. While the projections anticipate an enrollment of over 90 students, the current year 40-day enrollment was just 69 students, rising to 71 students at mid-year. The drop in enrollment is most likely due to the lack of snow in the winter, which has a significant impact on employment at the resort. A "good" winter should reflect increased enrollment. Typically, enrollment fluctuates throughout the year because of the seasonal employment.

3.1.3 Student Origination

MVHS students come from Angel Fire and Eagle Nest, and also include students from outside of the Cimarron school district. Feeder schools include Eagle Nest Elementary Middle School, Red River Valley Charter School, Taos Charter School, Taos Academy Charter School, Taos Waldorf School, and Roots and Wings Community School in Taos.

3.1.4 Class-Loading Policies

While the school does not have a formal classroom-loading policy, classes typically include 15 or 16 students and will be split if they are larger than 20 students.

4 FACILITY GOALS AND CONCEPTS

4.1 GOALS

This section identifies and describes major facility goals and concepts including safety, security, sustainability, flexibility, community use, utilities, and special considerations that impact space requirements and costs.

Goals provide a means to assess whether a new building design successfully fulfills the committee's programmed school needs, image, safety, security, access, flexibility, environmental performance and sustainability. Goals guide the design development of the new school facilities. We developed the goals from the two public meetings and interviews, and refined them during two steering committee work sessions.

4.1.1 Site Goals and Concepts

Safety

- Reduce mud and ice hazards
  - » Pave parking
- Reduce steep slopes

Security

- Provide barriers, not fences

Sustainability

- Harvest water
- Provide xeric landscaping
  - » At entrance
  - » As a windbreak
- Provide garden for the Life Skills program

Flexibility

- Provide outdoor instruction and recreation spaces

Community Use

- Retain an open site
- Retain the courtyard

Utilities

- Improve site drainage
- Consider access to water for the garden

Other

- Design site to tie buildings together (if multiple buildings)
- Consider views
- Consider prevailing southwest and northwest winds
- Provide 4-square courts (concrete)

4.1.2 Facility Goals and Concepts

The new construction will replace six portables with new permanent building(s).

- The project will replace about 8,928 GSF with about 12,278 GSF of permanent building.

The new building will:

- Be welcoming, warm, bright, safe and comfortable
- Be creative, fun, innovative, nontraditional and inspirational
- Be safe
- Be durable
- Balance first and long-term costs
- Be environmentally friendly and sustainable
- Retain connections to the outdoors
- Provide flexible, responsive and efficient spaces
- Support shared community uses
- Provide better access to the Internet

Safety

- Provide a student health area / nurse office
  - » With restroom and shower
- Provide a large PE classroom for activities
  - » With appropriate flooring and changing rooms
- Locate classrooms adjacent to restrooms
- Locate the server room access outside of classrooms
- Consider lightning: improved grounding of technology is required

Security

- The existing multipurpose building will remain the main entrance to the school.
- Access to the nurse office and SPED classrooms can be through the existing business office
- Access to the new classrooms will be from the commons room doors
- Use exterior corridors so that classroom space can be larger
  - » Access to outside between classes is positive
- Consider the location for exterior PE storage

Sustainability

- Include passive and active wind and solar energy
- Provide natural light and clerestory windows
- Provide vestibules at entrances and equip with mud mats
- Provide water fountains and bottle-fillers
- Support recycling and composting

Flexibility

- Include interactive educational opportunities
- General classrooms
  - » Design for flexible use of space
  - » Provide (reuse) moveable furniture — individual desks or small group tables
  - » Provide the ability to modulate light and lighting
  - » Group subject classrooms to support collaboration
- Storage
  - » Provide cabinets and shelves in classrooms
  - » Provide a science prep area, not a prep room

Community Use

- Provide for community use of the Gathering Hall separate from the classrooms
- Consider where students study and quiet spaces
- Hallways can provide flexible and multiuse opportunities

Utilities

- Include passive and active wind and solar energy

Other Considerations:

- Technology
  - » Provide laptop carts to support classroom technology
    Do not provide a sign-up computer lab
  - » Increase access to bandwidth
  - » Support all-wireless access in classrooms

Exhibit 4-1
Examples of School Facility Concepts

ARC provided the steering committee with these examples of concepts to assist discussions about the issues and trends. The sources of these examples are lectures, site visits and promotional photos from other architectural firms.

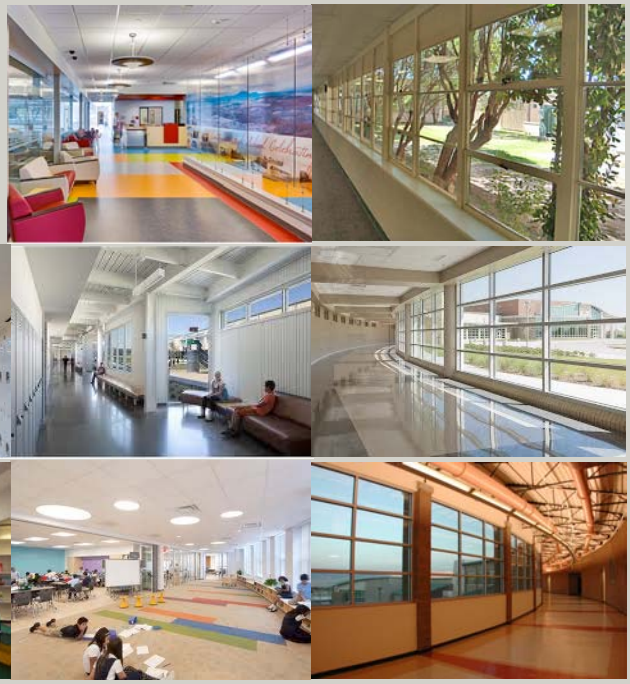
Exterior Courtyards and Corridors

Lighting and Daylighting Concepts

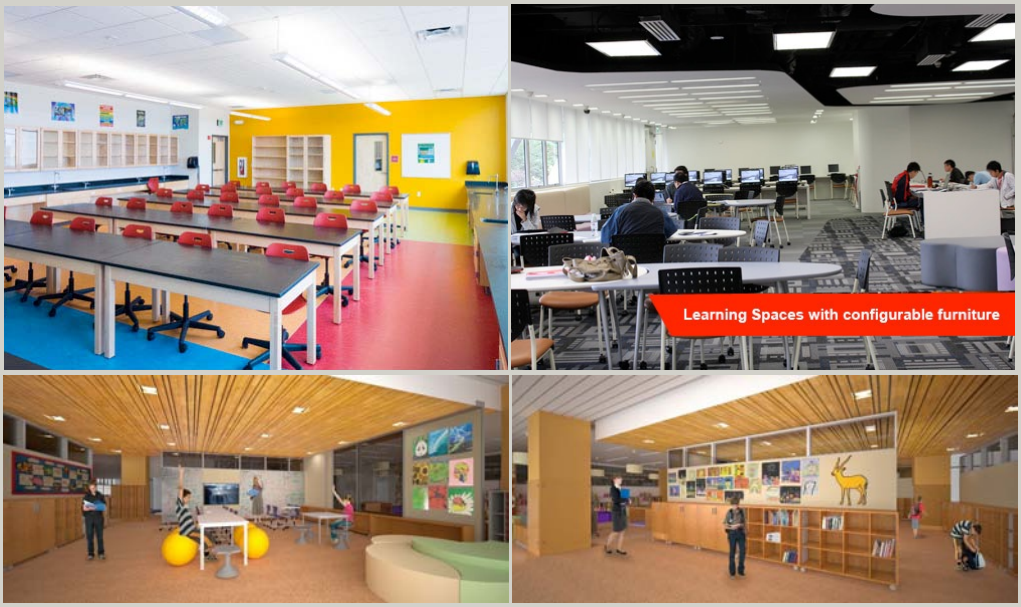
- Window configuration and size
- Skylights
- Light shelves

Corridors

- Flexible use
- Daylighting



Flexible Learning Spaces



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5 SPACE REQUIREMENTS

This section describes each space required to accommodate instructional programs, itemizes the quantity and sizes of spaces, and provides graphic diagrams which illustrate relationships between program areas.

5.1 EXISTING SITE AND FACILITY FACTS

5.1.1 General Site

The school site is located in Angel Fire, NM on approximately 21 acres in the open valley land. The site slopes downhill from east to west. The site is vegetated with low desert grasses; the only trees on the site are aspens planted near the front entrance. Access to the site is from State Highway 434 via Camino Grande, a village of Angel Fire public road, via Louise Trammel Way, a village of Angel Fire public road which terminates at the school property.

Exhibit 5-1
Aerial Photo of MVHS Site

The approximately 21-acre site has ample space to accommodate the new facility. The district will receive the land as a donation with a clear title. The site is equipped with power, water and sewer.

The Moreno Valley Education Foundation currently owns the site. Recent replatting of the site created a 5-acre tract, Tract 1A, which includes all current facilities. The Appendix includes the plat. The Foundation has donated the 5-acre parcel to the school district and will retain the remaining 15.98 acres.

The site is served by municipal water and sewer services. Two fire hydrants are located along the driveway to the school. Electric service to the school is underground. The multipurpose building is heated with propane, and the propane storage tank is located above ground on the north side of the multipurpose building. The portables have electric heat. The site is adjacent to the Angel Fire airport, located just north of the access road to the school. Improvements to the school must be compatible with any requirements for the flight approach to the airport runway.

Exhibit 5-2
Site Views to the West

Views include Wheeler Peak. The site is in the open, treeless valley plain.

Site Conditions
The steering committee emphasized the importance of consideration of the environmental conditions in Angel Fire to the siting and design of the school and the selection of materials. Located at approximately 8,380 feet in elevation, the site experiences very cold winter temperatures with average night-time temperatures in the single digits, and daily temperature fluctuations of 30 to 40 degrees. Wind blows up and down the valley, and in the winter, the wind builds large snow drifts on the lee side of buildings.

Exhibit 5-3
Existing Site Conditions

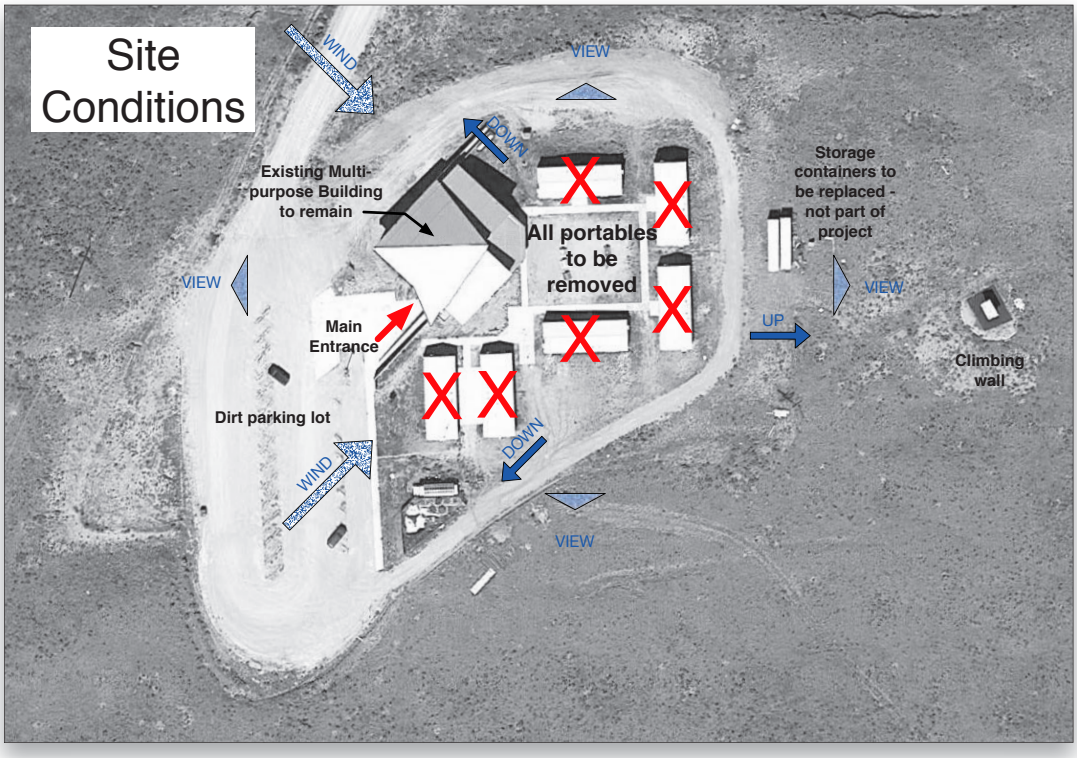
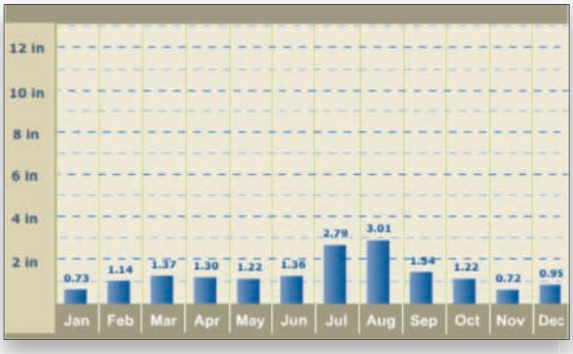


Exhibit 5-4
Angel Fire, NM Annual Average Temperatures and Precipitation

Source: www.weather.com



5.1.2 Existing Facility

The existing school facilities include a multipurpose building providing 6,750 GSF for support and administration spaces, and six double-classroom portable buildings providing 8,928 GSF for classrooms. The total GSF of existing facilities is 15,678 GSF.

The multipurpose building was built in 2009 and is in good condition. The school uses it for a variety of functions, including administration, student commons / gathering and sign-up instructional space. Activities that take place in the multipurpose building include life-skills assigned to the warming kitchen, a mini computer research / lab in the commons area, and morning assemblies and dining in the Gathering Hall. The Gathering Hall is also used as a sign-up space for drama, PE and group work. Administrative spaces include the principal's office and the business office. Metal student lockers are provided near the main entrance in a "mud room" area. Handicap accessible men's and women's restrooms are available in the multipurpose building, and are used by both staff and students. The school does not have a designated nurse's office / student health space.

Current school facilities include 10 general classrooms in five portables, and the sixth portable, an office portable, houses computer stations and resource / special education space. The aerial below shows current classroom and space assignments.

The project proposes to replace the portable buildings with new permanent classrooms for the school. All classrooms will be replaced and a student / health office is proposed to meet the needs of enrolled students, some with special needs. The multipurpose building will remain.

Exhibit 5-5
Legend of Symbols Used in the Relationship Diagrams

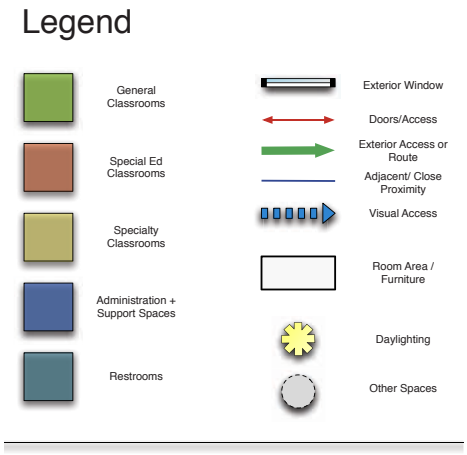


Exhibit 5-6
Existing Classroom Layout

5.1.3 Compliance with New Mexico Public School Adequacy Standards

Allocation of space is based on the curricular and program delivery methods of the school. Space analysis also considered the *New Mexico Public School Statewide Adequacy Standards* (NMAC 6.27.30) and the *New Mexico Public School Adequacy Planning Guide* (adopted as reference as part of the adequacy standards).

5.2 SITE AND SPACE REQUIREMENTS

5.2.1 Site Needs

The table below lists all minimum site needs. The 5-acre tract to be conveyed to the school district meets all minimum state recommendations for total site area needed for all features to be provided by within the MVHS site.

Exhibit 5-7
Site Requirements

Moreno Valley High School				
Site Requirements	Number	Unit Size	Total GSF	Acres
Permanent Buildings* at Build-out	1	19,028.00	19,028.00	0.44
Staff / Student / Visitor Parking	44	350.00	15,400.00	0.35
Bus Drop-off / Pick-up Area	2	400.00	800.00	0.02
Car drop-off / Pick-up Area for Students	10	150.00	1,500.00	0.03
Courtyard with Outdoor Classroom Area / Amphitheater	1	10,000.00	10,000.00	0.23
Hardcourt Area for 4-square	1	6,600.00	6,600.00	0.15
			53,328	1.22
	TARE** at	25%	13,332	0.31
	Total Site Area Needed		66,660	1.53

* Assumes single story construction
** TARE = roads, landscaping, unuseable area

Parking Needs: The *New Mexico State Adequacy Standards*' recommendations for site requirements include: safe access, separate bus loading/unloading areas wherever possible, a dedicated student drop-off and pick-up area, and a parking area large enough to accommodate 1.5 parking spaces per full-time staff plus 1 parking space per four high school students. For the design enrollment of 90 students and the current FTEs, the site requires 44 parking spaces. The existing dirt parking lot meets the need, providing about 40 parking spaces plus four handicapped-accessible spaces. The lot provides a separate drop-off and pick-up lane, and a bus drop-off area at the paved area at the front door. The parking area has no site lighting.

Mud in the parking lot is an issue for the school. The school desires to improve and pave the parking lot surface. Parking lot improvements should include site lighting to provide safe, normal access conditions.

Security Needs: The school site is not continuously fenced, and the school prefers to keep the openness of the site to the surrounding natural environment. Distance and natural barriers such as the dry creek which runs through the valley separate the school site from vehicular traffic and neighboring sites.

Outdoor Instructional Needs: The school desires an outdoor courtyard with an instructional area or an amphitheater area. It is desirable that the courtyard provide shelter from wind for students and staff to eat lunch. The program requires a garden area for growing food. The garden requires access to water, but does not need to be adjacent to the Health or Life Management classroom. The school uses the old school bus on the site as a greenhouse and for tool storage. The school desires to reuse this bus facility.

Exhibit 5-8
Bus Serves as Storage and a Greenhouse

Photo from MVHS FMP

Recreational and Athletic Needs: The school requires a recreational hard court area for 4-square and possibly basketball courts as part of the improvements to the site. The school does not require playing fields, and has access through a joint agreement with the Village of Angel Fire to the synthetic turf fields adjacent to the school to the west school has an of the site. The exterior rock-climbing wall facility to the east of the school, which it uses in the school's PE program.

5.2.2 Classroom Needs

The Classroom Need for Design Purposes is 13 Classrooms
Thirteen classrooms will accommodate the maximum school enrollment as established by the design capacity for the school. The design enrollment for this project is 90 students.

ARC analyzed the classroom need for the school based on the current program delivery. The MVHS program delivers 45 sections of subject classes each day and an additional 10 sections of study hall and teacher prep periods. These 55 sections delivered in a six-period day will require a minimum of 10 classrooms. However, the analysis also takes into consideration specialized classrooms and the reasonable opportunity for subjects to share classroom spaces.

Exhibit 5-9
Classroom Need

Classroom Need					
Current Program = 6 Periods Classroom Needs	Program Sections/ Day	Subject Distribution Percentage		CR Need	Assumptions
Core Subject Classrooms					
Soc Study	7	15.56%		2	Need rounded to a full CR
Math	8	17.78%		2	Need rounded to a full CR
English	6	13.33%		1	
Science CR/Lab	6	13.33%		1	
Subtotals	27		60.00%	6	
Elective Classrooms					
Digital Arts /Comp Lab	1	2.22%		1	1/2 CR size
Music	5	11.11%		1	
Art/Drama	2	4.44%		1	
Modern Languages	5	11.11%		1	
Life Management	2	4.44%		1	
PE	3	6.67%		1	
Subtotals	45		40.00%	6	
Special Education					
Resource	2	4.44%		1	1/2 CR size
Subtotals			4.44%	1	
Subtotal Instruction CR Need	45	100.00%		13	
Misc.					
Study Hall / Prep	10			0	Shared space in gen CRs
Subtotals	10				0
Total CR Need	55			13	

The table above shows the number of sections of each subject taught during a sample school day. The number of sections offered during the six periods in the day determines classroom need for each subject. The classroom need for social studies and math is greater than one classroom each, and the need is rounded up by a full classroom because of the current high utilization of the classrooms.

We assigned subjects with specialized classroom needs, such as Music, Life Management and PE a full classroom need because the

special features and arrangements of the classroom spaces limit shared use.

Capacity

The functional capacity of the school with 6 general classrooms is 88 students. This capacity is under the design capacity of 90 set for the school.

The maximum school capacity for the 6 general classrooms when loaded at 20 students each is 120 students. This capacity aligns with the enrollment cap of the school's charter. Capacity is not assigned to the specialized classrooms. This capacity, however, is an ideal number, assuming full enrollment of each section distributed evenly throughout the day. The reasonable functional capacity for the program at this high school considers the scheduling and efficiencies.

Exhibit 5-10
MVHS Classroom Utilization

Capacity

General Classrooms		CR NSF	PSFA SF/Student	PSFA Max Student load/A.S.	PED PTR	Program CR Loading	Maximum Capacity	Functional Capacity (high school = 85%)
	Math	650	25	26	30	20	20	17
	Math	650	25	26	30	20	20	17
	Spanish	650	25	26	30	20	20	17
	English	650	25	26	30	20	20	17
	History	650	25	26	30	20	20	17
	History	650	25	26	30	20	20	17
							120	102
					Discount for program delivery		(6 periods for 7 blocks = 86%)	-14
Functional Capacity								88

Functional capacity is discounted by the program delivery (seven blocks for six periods [6/7] = 86%) and a high school scheduling efficiency (85%), and reduced to 88 students.

Utilization and Classroom Occupancy

The facility utilization analysis is based on:

- Existing program delivery (the 2013-2014 rotating block schedule)
- Classroom loading policy (20 students maximum)
- Proposed instructional spaces (as described in the POR)
- Design enrollment of 90 students

Class assignments for students are roughly proportional to the current roster assignments. The daily class schedule at MVHS differs depending on the day of the week, therefore, the utilization is shown for each day. ARC has calculated the utilization 1) *including* the multipurpose space and 2) *without* the multipurpose space.

Exhibit 5-11
MVHS Revised Utilization Summary

Moreno Valley High School Educational Specifications
Revised Utilization Summary

Including Multipurpose Room in Utilization:

Monday	Tuesday	Wednesday	Thursday	**Average**
85%	86%	86%	85%	**85%**

Not including Multipurpose Room in Utilization:

Monday	Tuesday	Wednesday	Thursday	**Average**
92%	93%	93%	92%	**92%**

The overall utilization of the facility *including* the multipurpose room is 85%, and the overall utilization of the facility *without* the multipurpose room is 92%. Exhibit 5-12 shows utilization tables for each day of the week *including* the multipurpose room, and Exhibit 5-13 shows each day *without* the multipurpose room.

Seven classrooms have 100% utilization each day of the week. Core subject classrooms for math, social studies and English are 100% utilized. The art and language classrooms also accommodate other subjects, including English, music and languages classes. Currently, the school uses the Gathering Hall/multipurpose space daily for lunch, but the space is not assigned instructional space and has the lowest utilization.

Average classroom occupancy is 49% when based on the maximum classroom loading at 20 students. The greater number of course offerings and electives at MVHS impacts classroom occupancy.

Utilization Assumptions

As noted in the utilization tables:

1) Max. # St./Sq. Ft. = The maximum number of students allowed per the statewide adequacy standards square feet

2) PED Max. PTR/Clm. = PED's maximum pupil / teacher ratio per class period

3) % Rm. Occ. = The number of students column divided by either the PED Max./PTR/Clm. column, or the Max. #of St./Sq. ft. column, whichever column is the smaller maximum allowed by the adequacy standards or PED

4) Tot. St. = The total number of students in the specific instructional space throughout the day

The charts at left show the utilization analysis of the current classroom use and the room occupancy during a sample day.

5) PED Max. PTR/Day = The maximum pupil/teacher ratio allowed by PED for specific teacher per day allowed

6) Tot. % Rm. Occ. / Day = Total average percentage room is occupied throughout the day (count all periods in average)

7) Occ. # of Pd.'s / Day = Occupied number of periods occupied per day (prep period may be counted as utilized if teacher does not have an office separate from classroom)

8) % Pd. / Day = The average percent of occupied periods (occupied number of periods divided by the number of periods available per day)

Other utilization assumptions include:

- Prep periods at 100% utilization
- Approximate proposed SF of new classrooms is based on preferred Option C
- The schedule is the 2013-2014 rotation block master schedule
- Analysis is based on the 90 student design cap
  - » Enrollment cap for the charter school is 120 students
  - » Current enrollment is 84 students
- Class assignments are roughly proportional to existing program assignments
- Life Skills classroom is available 1st and 3rd periods for meal needs
- Multipurpose room is available for set-up as a cafeteria during 3rd period

The chart below shows the utilization analysis of the current classroom use and the room occupancy.

Exhibit 5-12
MVHS Classroom Utilization and Occupancy including Multipurpose Room

MONDAY

			1	2	3																4	5	6	7	8
Rm #	Proposed Clrm NSF	Existing Clrm NSF	Max # of St./ Sq Ft	Prog, MAX PTR / Clm	PERIOD 1 Time:8:10 - 9:11				PERIOD 2 Time:9:13-10:24				PERIOD 3 Time:10:26-11:37				PERIOD 4 Time:12:23-1:34				PERIOD 5 Time:1:36-2:47				PERIOD 6 Time:2:49-4:00				Tot. St.	PED Max. PTR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	% Pd. / Day
					# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject					
2	575	575	A	20	0	0%	Breakfast Clean-up		0	0%			0	0%	Lunch Prep		0	0%			9	45%	Ledford	Life Mgmt	10	50%	Ledford	Life Mgmt	19	160	16%	4	67%
3	920	546	37	20	9	45%	Tafoya	ASL 2/3	8	40%	Tafoya	Dig Media	9	45%	Tafoya	ASL 1	8	40%	Tafoya	Voice	7	35%	Tafoya	Art 1	11	100%	Tafoya	Prep / Study	52	150	51%	6	100%
4	920	546	37	20	12	60%	Yamane	World Music	12	60%	Yamane	Guitar 1	15	75%	Yamane	Band	6	30%	Chismar	Guitar 2	0	100%	Yemane	Prep	0	0%			45	160	54%	5	83%
5	920	546	37	20	0	100%	Shipley	Prep	13	65%	Shipley	Anatomy	0	0%			11	55%	Shipley	Biology	13	65%	Shipley	Anatomy	6	30%	Shipley	Earth Sci	43	160	53%	5	83%
6	650	546	26	20	12	60%	Connor	Geometry	15	75%	Connor	Geometry	5	25%	Conner	Study Hall	9	45%	Connor	AP Physics	0	100%	Connor	Prep	10	50%	Connor	Chemistry	51	160	59%	6	100%
7	650	546	26	20	12	60%	Torres	Alg 2	6	30%	Torres	Calculus	14	70%	Torres	Alg 1	13	65%	Torres	Alg 2	16	80%	Torres	Adv. Math	9	45%	Torres	Discr Math	70	160	58%	6	100%
8	1,100	546	44	20	15	75%	Ledford	PE	0	100%	Ledford	Prep	10	50%	Ledford	PE	21	105%	Ledford	PE	0	0%			0	0%			46	160	55%	4	67%
9	650	546	26	20	0	100%	Chismar	Prep	10	50%	Colenda	English 10	10	50%	Chismar	Spanish 2	0	100%	Colenda	Prep	11	55%	Colenda	IS: For. Lg	11	55%	Colenda	Latin	42	150	68%	6	100%
10	650	546	26	20	15	75%	Sternhagen	Eng 9	13	65%	Sternhagen	Eng Honors	0	100%	Sternhagen	Prep	10	50%	Sternhagen	Eng 12	11	55%	Sternhagen	Study Hall	18	90%	Sternhagen	AP Literature	67	150	73%	6	100%
11	650	460	26	20	15	75%	Jones	US Hist	6	30%	Jones	Study Hall	13	65%	Jones	Econ/Gov	0	100%	Jones	Prep	11	55%	Jones	World Hist	0	0%			45	160	54%	5	83%
12	650	644	26	20	0	0%	Browning	Attendance	0	100%	Browning	Prep	12	60%	Browning	AP US Hist	10	50%	Browning	Study Hall	12	60%	Browning	AP World Hist	15	75%	Browning	Seminar Intro	49	160	58%	6	100%
13	450	240	18	8	0	100%	Goss	Prep	7	88%	Goss	AP Art	2	25%	Goss	Resource	2	25%	Goss	Resource	0	0%	Goss	Admin	0	0%	Goss	Admin	11	56	40%	6	100%
1	2,285	2,287	92	20	0	0%	Sign-up MultiPurpose		0	0%	Sign-up MultiPurpose		0	0%	Lunch Prep		0	0%	Sign-up MultiPurpose		0	0%	Sign-up MultiPurpose		0	0%	Sign-up MultiPurpose		0	N/A	0%	1	17%
	11,070	**8,574**			**90**	58%			**90**	54%			**90**	43%			**90**	51%			**90**	50%			**90**	38%			540		49%	66	85%

TUESDAY

			1	2	3																4	5	6	7	8
Rm #	Proposed Clrm NSF	Existing Clrm NSF	Max # of St./ Sq Ft	Prog, MAX PTR / Clm	PERIOD 1 Time:8:10 - 9:11				PERIOD 2 Time:9:13-10:24				PERIOD 3 Time:10:26-11:37				PERIOD 4 Time:12:23-1:34				PERIOD 5 Time:1:36-2:47				PERIOD 6 Time:2:49-4:00				Tot. St.	PED Max. PTR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	% Pd. / Day
					# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject					
2	575	575	23	20	0	0%	Breakfast Clean-up		0	0%			0	0%	Lunch Prep		0	0%			0	0%			0	0%			0	160	0%	2	33%
3	920	546	37	20	18	90%	Tafoya	Drama	0	100%	Tafoya	Prep	9	45%	Tafoya	ASL 2/3	8	40%	Tafoya	Digital Media	9	45%	Tafoya	ASL 1	8	40%	Tafoya	Voice	52	160	60%	6	100%
4	920	546	37	20	0	0%	Yamane	STARS	0	100%	Yamane	Prep	12	60%	Yamane	World Music	12	60%	Yamane	Guitar 1	15	75%	Yamane	Band	6	30%	Chismar	Guitar 2	45	160	54%	6	100%
5	920	546	37	20	0	0%			11	55%	Chismar	Spanish 1	0	100%	Shipley	Prep	13	65%	Shipley	Anatomy	0	0%			11	55%	Shipley	Biology	35	160	46%	4	67%
6	650	546	26	20	14	70%	Connor	Advisory	12	60%	Connor	Chemistry	12	60%	Connor	Geometry	15	75%	Connor	Geometry	5	100%	Conner	Prep / Study	9	45%	Connor	AP Physics	67	160	68%	6	100%
7	650	546	26	20	0	100%	Torres	Prep	11	55%	Torres	Study Hall	12	60%	Torres	Alg 2	6	30%	Torres	Calculus	14	70%	Torres	Alg 1	13	65%	Torres	Alg 2	56	160	63%	6	100%
8	1,100	546	44	20	14	70%	Ledford	Advisory	11	55%	Ledford	PE	15	75%	Ledford	PE	0	100%	Ledford	Prep	10	50%	Ledford	PE	21	105%	Ledford	PE	71	160	76%	6	100%
9	650	546	26	20	15	75%	Chismar	Advisory	11	55%	Colenda	Spanish 3	0	100%	Chismar	Prep	10	50%	Colenda	English 10	10	50%	Chismar	Spanish 2	0	100%	Colenda	Prep	46	150	72%	6	100%
10	650	546	26	20	8	40%	Sternhagen	Journalism	13	65%	Sternhagen	English 11	15	75%	Sternhagen	Eng 9	13	65%	Sternhagen	Eng Honors	0	100%	Sternhagen	Prep	10	50%	Sternhagen	Eng 12	59	150	66%	6	100%
11	650	460	26	20	15	75%	Jones	Advisory	10	50%	Jones	Sr Project	15	75%	Jones	US Hist	6	30%	Jones	Study Hall	13	65%	Jones	Econ/Gov	0	100%	Jones	Prep	59	160	66%	6	100%
12	650	644	26	20	0	0%	Browning	Attendance	9	45%	Browning	Sr Project	0	0%	Browning	Attendance	0	100%	Browning	Prep	12	60%	Browning	AP US Hist	10	50%	Browning	Study Hall	31	160	43%	6	100%
13B	450	240	18	8	6	75%	Goss	Advisory	2	25%	Goss	Communicati	0	100%	Goss	Prep	7	88%	Goss	AP Art	2	25%	Goss	Resource	2	25%	Goss	Resource	19	56	56%	6	100%
1	2,285	2,287	92	20	0	0%	Sign-up Multipurpose		0	0%	Sign-up Multipurpose		0	0%	Lunch Prep		0	0%	Sign-up Multipurpose		0	0%	Sign-up Multipurpose		0	0%	Sign-up Multipurpose		0	N/A	0%	1	17%
	11,070	**8,574**			**90**	46%			**90**	51%			**90**	58%			**90**	54%			**90**	49%			**90**	51%			540		52%	67	86%

WEDNESDAY

					3																				4	5	6	7	8
Rm #	Proposed Clrm NSF	Existing Clrm NSF	Max # of St./ Sq Ft	Prog, MAX PTR / Clm	PERIOD 1 Time:8:10 - 9:11				PERIOD 2 Time:9:13-10:24				PERIOD 3 Time:10:26-11:37				PERIOD 4 Time:12:23-1:34				PERIOD 5 Time:1:36-2:47				PERIOD 6 Time:2:49-4:00				Tot. St.	PED Max. PTR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	% Pd. / Day
					# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject					
2	575	575	25	20	0	0%	Breakfast Clean-up		9	45%	Ledford	Life Mgmt	10	50%	Ledford	Life Mgmt	0	0%	Lunch		0	0%			0	0%			19	160	16%	4	67%
3	920	546	25	20	18	90%	Tafoya	Drama	7	35%	Tafoya	Art 1	11	55%	Tafoya	Study Hall	0	100%	Tafoya	Prep	9	45%	Tafoya	ASL 2/3	8	40%	Tafoya	Digital Media	53	150	61%	6	100%
4	920	546	25	20	0	0%	Yamane	STARS	0	100%	Yamane	Prep	0	0%			0	0%			12	60%	Yemane	World Music	12	60%	Yemane	Guitar 1	24	160	37%	4	67%
5	920	546	25	20	0	0%	Shipley	Prep	13	65%	Shipley	Anatomy	6	30%	Shipley	Earth Science	11	55%	Chismar	Spanish 1	0	100%	Chismar	Prep	13	65%	Shipley	Anatomy	43	160	53%	6	100%
6	650	546	25	20	14	70%	Connor	Advisory	0	100%	Connor	Prep	10	50%	Conner	Chemistry	12	60%	Connor	Chemistry	12	60%	Connor	Geometry	15	75%	Connor	Geometry	63	160	69%	6	100%
7	650	546	25	20	0	100%	Torres	Prep	16	80%	Torres	Math - Adv	9	45%	Torres	Math - Discre	11	55%	Torres	Study Hall	12	60%	Torres	Alg 2	6	30%	Torres	Calculus	54	160	62%	6	100%
8	1,100	546	25	20	14	70%	Ledford	Advisory	0	0%			0	0%			11	55%	Ledford	PE	15	75%	Ledford	PE	0	100%	Ledford	Prep	40	160	50%	4	67%
9	650	546	25	20	15	75%	Chismar	Advisory	11	55%	Colenda	IS Foreign La	11	55%	Colenda	Latin	11	55%	Colenda	Spanish 3	0	100%	Colenda	Prep	10	50%	Colenda	Eng- 10	58	150	65%	6	100%
10	650	546	25	20	8	40%	Sternhagen	Journalism	11	100%	Sternhagen	Prep / Study	18	90%	Sternhagen	AP Literature	13	65%	Sternhagen	Eng 11	15	75%	Sternhagen	Eng 9	13	65%	Sternhagen	Eng - Honors	78	150	73%	6	100%
11	650	460	25	20	15	75%	Jones	Advisory	11	55%	Jones	World History	0	100%	Jones	Prep	10	50%	Jones	Sr Project	15	75%	Jones	US History	6	30%	Jones	Study Hall	57	160	64%	6	100%
12	650	644	25	20	0	0%	Browning	Attendance	12	60%	Browning	AP World His	15	75%	Browning	Seminar	9	45%	Browning	Sr Project	0	0%	Browning	Attendance	0	100%	Browning	Prep	36	160	47%	6	100%
13	450	240	25	8	6	75%	Goss	Advisory	0	0%	Goss	Admin	0	0%	Goss	Admin	2	25%	Goss	Communicati	0	100%	Goss	Prep	7	88%	Goss	AP Art	15	56	48%	6	100%
1	2,285	2,287	25	20	0	0%	Sign-up MultiPurpose		0	0%	Sign-up MultiPurpose		0	0%	Lunch Prep		0	0%	Sign-up MultiPurpose		0	0%	Sign-up MultiPurpose		0	0%	Sign-up MultiPurpose		0	N/A	0%	1	17%
	11,070	8,574			90	46%			90	53%			90	42%			90	43%			90	58%			90	54%			540		49%	67	86%

THURSDAY

			1	2	3																				4	5	6	7	8
Rm #	Proposed Clrm NSF	Existing Clrm NSF	Max # of St./ Sq Ft	Prog, MAX PTR / Clm	PERIOD 1 Time:8:10 - 9:11				PERIOD 2 Time:9:13-10:24				PERIOD 3 Time:10:26-11:37				PERIOD 4 Time:12:23-1:34				PERIOD 5 Time:1:36-2:47				PERIOD 6 Time:2:49-4:00				Tot. St.	PED Max. PTR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	% Pd. / Day
					# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject					
2	575	575	23	20	0	0%	Breakfast Clean-up		0	0%			0	0%	Lunch Prep		9	45%	Ledford	Life Mgmt	10	50%	Ledford	Life Mgmt	0	0%			19	160	16%	4	67%
3	920	546	37	20	18	90%	Tafoya	Drama	9	45%	Tafoya	ASL 1	8	40%	Tafoya	Voice	7	35%	Tafoya	Art 1	11	55%	Tafoya	Study Hall	0	100%	Tafoya	Prep	53	150	61%	6	100%
4	920	546	37	20	0	0%	Yamane	STARS	15	75%	Yamane	Band	6	30%	Chismar	Guitar 2	0	100%	Yamane	Prep	0	100%	Chismar	Prep	11	55%	Chismar	Spanish 1	32	160	60%	6	100%
5	920	546	37	20	0	0%			0	100%	Shipley	Prep	11	55%	Shipley	Biology	13	65%	Shipley	Anatomy	6	30%	Shipley	Earth Science	0	0%			30	160	42%	4	67%
6	650	546	26	20	14	70%	Connor	Advisory	5	25%	Connor	Study Hall	9	45%	Conner	AP Physics	0	100%	Connor	Prep	10	50%	Connor	Chemistry	12	60%	Connor	Chemistry	50	160	58%	6	100%
7	650	546	26	20	0	100%	Torres	Prep	14	70%	Torres	Alg 1	13	65%	Torres	Alg 2	16	80%	Torres	Math - Adv	9	45%	Torres	Math - Discre	11	55%	Torres	Study Hall	63	160	69%	6	100%
8	1,100	546	44	20	14	70%	Ledford	Advisory	10	50%	Ledford	PE	21	105%	Ledford	PE	0	0%			0	0%			11	55%	Ledford	PE	56	160	47%	4	67%
9	650	546	26	20	15	75%	Chismar	Advisory	10	50%	Chismar	Spanish 2	0	100%	Colenda	Prep	11	55%	Colenda	IS language	11	55%	Colenda	Latin	11	55%	Colenda	Spanish 3/4	58	150	65%	6	100%
10	650	546	26	20	8	40%	Sternhagen	Journalism	0	100%	Sternhagen	Prep	10	50%	Sternhagen	Eng 12	11	55%	Sternhagen	Study Hall	18	90%	Sternhagen	AP Lit	13	65%	Sternhagen	Eng 11	60	150	67%	6	100%
11	650	460	26	20	15	75%	Jones	Advisory	13	65%	Jones	Econ/Gov	0	100%	Jones	Prep	11	55%	Jones	World History	0	0%			10	50%	Jones	Sr Project	49	160	58%	5	83%
12	650	644	26	20	0	0%	Browning	Attendance	12	60%	Browning	AP US Hist	10	100%	Browning	Prep / Study	12	60%	Browning	AP World His	15	75%	Browning	Seminar	9	45%	Browning	Sr Project	58	160	57%	6	100%
13	450	240	18	8	6	75%	Goss	Advisory	2	25%	Goss	Resource	2	25%	Goss	Resource	0	0%	Goss	Admin	0	100%	Goss	Prep	2	25%	Goss	Communicati	12	56	42%	6	100%
1	2,285	2,287	92	20	0	0%	Sign-up MultiPurpose		0	0%	Sign-up MultiPurpose		0	0%	Lunch Prep		0	0%	Sign-up MultiPurpose		0	0%	Sign-up MultiPurpose		0	0%	Sign-up MultiPurpose		0	N/A	0%	1	17%
	11,070	8,574			90	46%			90	51%			90	55%			90	50%			90	50%			90	43%			540		49%	66	85%

The chart below shows the utilization analysis of the current classroom use and the room occupancy.

Exhibit 5-13
MVHS Classroom Utilization and Occupancy not including Multipurpose Room

MONDAY

			1	2	3																4	5	6	7	8
Rm #	Proposed Clrm NSF	Existing Clrm NSF	Max # of St./ Sq Ft	Prog, MAX PTR / Clm	PERIOD 1 Time:8:10 - 9:11				PERIOD 2 Time:9:13-10:24				PERIOD 3 Time:10:26-11:37				PERIOD 4 Time:12:23-1:34				PERIOD 5 Time:1:36-2:47				PERIOD 6 Time:2:49-4:00				Tot. St.	PED Max. PTR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	% Pd. / Day
					# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject					
2	575	575	A	20	0	0%	Breakfast Clean-up		0	0%			0	0%	Lunch Prep		0	0%			9	45%	Ledford	Life Mgmt	10	50%	Ledford	Life Mgmt	19	160	16%	4	67%
3	920	546	37	20	9	45%	Tafoya	ASL 2/3	8	40%	Tafoya	Dig Media	9	45%	Tafoya	ASL 1	8	40%	Tafoya	Voice	7	35%	Tafoya	Art 1	11	100%	Tafoya	Prep / Study	52	150	51%	6	100%
4	920	546	37	20	12	60%	Yamane	World Music	12	60%	Yamane	Guitar 1	15	75%	Yamane	Band	6	30%	Chismar	Guitar 2	0	100%	Yemane	Prep	0	0%			45	160	54%	5	83%
5	920	546	37	20	0	100%	Shipley	Prep	13	65%	Shipley	Anatomy	0	0%			11	55%	Shipley	Biology	13	65%	Shipley	Anatomy	6	30%	Shipley	Earth Sci	43	160	53%	5	83%
6	650	546	26	20	12	60%	Connor	Geometry	15	75%	Connor	Geometry	5	25%	Conner	Study Hall	9	45%	Connor	AP Physics	0	100%	Connor	Prep	10	50%	Connor	Chemistry	51	160	59%	6	100%
7	650	546	26	20	12	60%	Torres	Alg 2	6	30%	Torres	Calculus	14	70%	Torres	Alg 1	13	65%	Torres	Alg 2	16	80%	Torres	Adv. Math	9	45%	Torres	Discr Math	70	160	58%	6	100%
8	1,100	546	44	20	15	75%	Ledford	PE	0	100%	Ledford	Prep	10	50%	Ledford	PE	21	105%	Ledford	PE	0	0%			0	0%			46	160	55%	4	67%
9	650	546	26	20	0	100%	Chismar	Prep	10	50%	Colenda	English 10	10	50%	Chismar	Spanish 2	0	100%	Colenda	Prep	11	55%	Colenda	IS: For. Lg	11	55%	Colenda	Latin	42	150	68%	6	100%
10	650	546	26	20	15	75%	Sternhagen	Eng 9	13	65%	Sternhagen	Eng Honors	0	100%	Sternhagen	Prep	10	50%	Sternhagen	Eng 12	11	55%	Sternhagen	Study Hall	18	90%	Sternhagen	AP Literature	67	150	73%	6	100%
11	650	460	26	20	15	75%	Jones	US Hist	6	30%	Jones	Study Hall	13	65%	Jones	Econ/Gov	0	100%	Jones	Prep	11	55%	Jones	World Hist	0	0%			45	160	54%	5	83%
12	650	644	26	20	0	0%	Browning	Attendance	0	100%	Browning	Prep	12	60%	Browning	AP US Hist	10	50%	Browning	Study Hall	12	60%	Browning	AP World Hist	15	75%	Browning	Seminar Intro	49	160	58%	6	100%
13	450	240	18	8	0	100%	Goss	Prep	7	88%	Goss	AP Art	2	25%	Goss	Resource	2	25%	Goss	Resource	0	0%	Goss	Admin	0	0%	Goss	Admin	11	56	40%	6	100%
1	2,285	2,287	92	20	0	0%	Sign-up MultiPurpose		0	0%	Sign-up MultiPurpose		0	0%	Lunch Prep		0	0%	Sign-up MultiPurpose		0	0%	Sign-up MultiPurpose		0	0%	Sign-up MultiPurpose		0	N/A	0%	1	17%
	11,070	8,574			90	58%			90	54%			90	43%			90	51%			90	50%			90	38%			540		49%	66	92%

TUESDAY

			1	2	3																4	5	6	7	8
Rm #	Proposed Clrm NSF	Existing Clrm NSF	Max # of St./ Sq Ft	Prog, MAX PTR / Clm	PERIOD 1 Time:8:10 - 9:11				PERIOD 2 Time:9:13-10:24				PERIOD 3 Time:10:26-11:37				PERIOD 4 Time:12:23-1:34				PERIOD 5 Time:1:36-2:47				PERIOD 6 Time:2:49-4:00				Tot. St.	PED Max. PTR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	% Pd. / Day
					# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject					
2	575	575	23	20	0	0%	Breakfast Clean-up		0	0%			0	0%	Lunch Prep		0	0%			0	0%			0	0%			0	160	0%	2	33%
3	920	546	37	20	18	90%	Tafoya	Drama	0	100%	Tafoya	Prep	9	45%	Tafoya	ASL 2/3	8	40%	Tafoya	Digital Media	9	45%	Tafoya	ASL 1	8	40%	Tafoya	Voice	52	160	60%	6	100%
4	920	546	37	20	0	0%	Yamane	STARS	0	100%	Yamane	Prep	12	60%	Yamane	World Music	12	60%	Yamane	Guitar 1	15	75%	Yamane	Band	6	30%	Chismar	Guitar 2	45	160	54%	6	100%
5	920	546	37	20	0	0%			11	55%	Chismar	Spanish 1	0	100%	Shipley	Prep	13	65%	Shipley	Anatomy	0	0%			11	55%	Shipley	Biology	35	160	46%	4	67%
6	650	546	26	20	14	70%	Connor	Advisory	12	60%	Connor	Chemistry	12	60%	Connor	Geometry	15	75%	Connor	Geometry	5	100%	Conner	Prep / Study	9	45%	Connor	AP Physics	67	160	68%	6	100%
7	650	546	26	20	0	100%	Torres	Prep	11	55%	Torres	Study Hall	12	60%	Torres	Alg 2	6	30%	Torres	Calculus	14	70%	Torres	Alg 1	13	65%	Torres	Alg 2	56	160	63%	6	100%
8	1,100	546	44	20	14	70%	Ledford	Advisory	11	55%	Ledford	PE	15	75%	Ledford	PE	0	100%	Ledford	Prep	10	50%	Ledford	PE	21	105%	Ledford	PE	71	160	76%	6	100%
9	650	546	26	20	15	75%	Chismar	Advisory	11	55%	Colenda	Spanish 3	0	100%	Chismar	Prep	10	50%	Colenda	English 10	10	50%	Chismar	Spanish 2	0	100%	Colenda	Prep	46	150	72%	6	100%
10	650	546	26	20	8	40%	Sternhagen	Journalism	13	65%	Sternhagen	English 11	15	75%	Sternhagen	Eng 9	13	65%	Sternhagen	Eng Honors	0	100%	Sternhagen	Prep	10	50%	Sternhagen	Eng 12	59	150	66%	6	100%
11	650	460	26	20	15	75%	Jones	Advisory	10	50%	Jones	Sr Project	15	75%	Jones	US Hist	6	30%	Jones	Study Hall	13	65%	Jones	Econ/Gov	0	100%	Jones	Prep	59	160	66%	6	100%
12	650	644	26	20	0	0%	Browning	Attendance	9	45%	Browning	Sr Project	0	0%	Browning	Attendance	0	100%	Browning	Prep	12	60%	Browning	AP US Hist	10	50%	Browning	Study Hall	31	160	43%	6	100%
13B	450	240	18	8	6	75%	Goss	Advisory	2	25%	Goss	Communicati	0	100%	Goss	Prep	7	88%	Goss	AP Art	2	25%	Goss	Resource	2	25%	Goss	Resource	19	56	56%	6	100%
1	2,285	2,287	92	20	0	0%	Sign-up Multipurpose		0	0%	Sign-up Multipurpose		0	0%	Lunch Prep		0	0%	Sign-up Multipurpose		0	0%	Sign-up Multipurpose		0	0%	Sign-up Multipurpose		0	N/A	0%	1	17%
	11,070	8,574			90	46%			90	51%			90	58%			90	54%			90	49%			90	51%			540		52%	67	93%

WEDNESDAY

Rm #	Proposed Clrm NSF	Existing Clrm NSF	Max # of St./ Sq Ft	Prog, MAX PTR / Clm	PERIOD 1 Time:8:10 - 9:11				PERIOD 2 Time:9:13-10:24				PERIOD 3 Time:10:26-11:37				PERIOD 4 Time:12:23-1:34				PERIOD 5 Time:1:36-2:47				PERIOD 6 Time:2:49-4:00				Tot. St.	PED Max. PTR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	% Pd. / Day
					# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject					
					3																								4	5	6	7	8
2	575	575	25	20	0	0%	Breakfast Clean-up		9	45%	Ledford	Life Mgmt	10	50%	Ledford	Life Mgmt	0	0%	Lunch		0	0%			0	0%			19	160	16%	4	67%
3	920	546	25	20	18	90%	Tafoya	Drama	7	35%	Tafoya	Art 1	11	55%	Tafoya	Study Hall	0	100%	Tafoya	Prep	9	45%	Tafoya	ASL 2/3	8	40%	Tafoya	Digital Media	53	150	61%	6	100%
4	920	546	25	20	0	0%	Yamane	STARS	0	100%	Yamane	Prep	0	0%			0	0%			12	60%	Yemane	World Music	12	60%	Yemane	Guitar 1	24	160	37%	4	67%
5	920	546	25	20	0	0%	Shipley	Prep	13	65%	Shipley	Anatomy	6	30%	Shipley	Earth Science	11	55%	Chismar	Spanish 1	0	100%	Chismar	Prep	13	65%	Shipley	Anatomy	43	160	53%	6	100%
6	650	546	25	20	14	70%	Connor	Advisory	0	100%	Connor	Prep	10	50%	Conner	Chemistry	12	60%	Connor	Chemistry	12	60%	Connor	Geometry	15	75%	Connor	Geometry	63	160	69%	6	100%
7	650	546	25	20	0	100%	Torres	Prep	16	80%	Torres	Math - Adv	9	45%	Torres	Math - Discre	11	55%	Torres	Study Hall	12	60%	Torres	Alg 2	6	30%	Torres	Calculus	54	160	62%	6	100%
8	1,100	546	25	20	14	70%	Ledford	Advisory	0	0%			0	0%			11	55%	Ledford	PE	15	75%	Ledford	PE	0	100%	Ledford	Prep	40	160	50%	4	67%
9	650	546	25	20	15	75%	Chismar	Advisory	11	55%	Colenda	IS Foreign La	11	55%	Colenda	Latin	11	55%	Colenda	Spanish 3	0	100%	Colenda	Prep	10	50%	Colenda	Eng- 10	58	150	65%	6	100%
10	650	546	25	20	8	40%	Sternhagen	Journalism	11	100%	Sternhagen	Prep / Study	18	90%	Sternhagen	AP Literature	13	65%	Sternhagen	Eng 11	15	75%	Sternhagen	Eng 9	13	65%	Sternhagen	Eng - Honors	78	150	73%	6	100%
11	650	460	25	20	15	75%	Jones	Advisory	11	55%	Jones	World History	0	100%	Jones	Prep	10	50%	Jones	Sr Project	15	75%	Jones	US History	6	30%	Jones	Study Hall	57	160	64%	6	100%
12	650	644	25	20	0	0%	Browning	Attendance	12	60%	Browning	AP World His	15	75%	Browning	Seminar	9	45%	Browning	Sr Project	0	0%	Browning	Attendance	0	100%	Browning	Prep	36	160	47%	6	100%
13	450	240	25	8	6	75%	Goss	Advisory	0	0%	Goss	Admin	0	0%	Goss	Admin	2	25%	Goss	Communicati	0	100%	Goss	Prep	7	88%	Goss	AP Art	15	56	48%	6	100%
1	2,285	2,287	25	20	0	0%	Sign-up MultiPurpose		0	0%	Sign-up MultiPurpose		0	0%	Lunch Prep		0	0%	Sign-up MultiPurpose		0	0%	Sign-up MultiPurpose		0	0%	Sign-up MultiPurpose		0	N/A	0%	1	17%
	11,070	8,574			90	46%			90	53%			90	42%			90	43%			90	58%			90	54%			540		49%	67	93%

THURSDAY

Rm #	Proposed Clrm NSF	Existing Clrm NSF	Max # of St./ Sq Ft	Prog, MAX PTR / Clm	PERIOD 1 Time:8:10 - 9:11				PERIOD 2 Time:9:13-10:24				PERIOD 3 Time:10:26-11:37				PERIOD 4 Time:12:23-1:34				PERIOD 5 Time:1:36-2:47				PERIOD 6 Time:2:49-4:00				Tot. St.	PED Max. PTR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	% Pd. / Day
					# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject					
			1	2	3																								4	5	6	7	8
2	575	575	23	20	0	0%	Breakfast Clean-up		0	0%			0	0%	Lunch Prep		9	45%	Ledford	Life Mgmt	10	50%	Ledford	Life Mgmt	0	0%			19	160	16%	4	67%
3	920	546	37	20	18	90%	Tafoya	Drama	9	45%	Tafoya	ASL 1	8	40%	Tafoya	Voice	7	35%	Tafoya	Art 1	11	55%	Tafoya	Study Hall	0	100%	Tafoya	Prep	53	150	61%	6	100%
4	920	546	37	20	0	0%	Yamane	STARS	15	75%	Yamane	Band	6	30%	Chismar	Guitar 2	0	100%	Yamane	Prep	0	100%	Chismar	Prep	11	55%	Chismar	Spanish 1	32	160	60%	6	100%
5	920	546	37	20	0	0%			0	100%	Shipley	Prep	11	55%	Shipley	Biology	13	65%	Shipley	Anatomy	6	30%	Shipley	Earth Science	0	0%			30	160	42%	4	67%
6	650	546	26	20	14	70%	Connor	Advisory	5	25%	Connor	Study Hall	9	45%	Conner	AP Physics	0	100%	Connor	Prep	10	50%	Connor	Chemistry	12	60%	Connor	Chemistry	50	160	58%	6	100%
7	650	546	26	20	0	100%	Torres	Prep	14	70%	Torres	Alg 1	13	65%	Torres	Alg 2	16	80%	Torres	Math - Adv	9	45%	Torres	Math - Discre	11	55%	Torres	Study Hall	63	160	69%	6	100%
8	1,100	546	44	20	14	70%	Ledford	Advisory	10	50%	Ledford	PE	21	105%	Ledford	PE	0	0%			0	0%			11	55%	Ledford	PE	56	160	47%	4	67%
9	650	546	26	20	15	75%	Chismar	Advisory	10	50%	Chismar	Spanish 2	0	100%	Colenda	Prep	11	55%	Colenda	IS language	11	55%	Colenda	Latin	11	55%	Colenda	Spanish 3/4	58	150	65%	6	100%
10	650	546	26	20	8	40%	Sternhagen	Journalism	0	100%	Sternhagen	Prep	10	50%	Sternhagen	Eng 12	11	55%	Sternhagen	Study Hall	18	90%	Sternhagen	AP Lit	13	65%	Sternhagen	Eng 11	60	150	67%	6	100%
11	650	460	26	20	15	75%	Jones	Advisory	13	65%	Jones	Econ/Gov	0	100%	Jones	Prep	11	55%	Jones	World History	0	0%			10	50%	Jones	Sr Project	49	160	58%	5	83%
12	650	644	26	20	0	0%	Browning	Attendance	12	60%	Browning	AP US Hist	10	100%	Browning	Prep / Study	12	60%	Browning	AP World His	15	75%	Browning	Seminar	9	45%	Browning	Sr Project	58	160	57%	6	100%
13	450	240	18	8	6	75%	Goss	Advisory	2	25%	Goss	Resource	2	25%	Goss	Resource	0	0%	Goss	Admin	0	100%	Goss	Prep	2	25%	Goss	Communicati	12	56	42%	6	100%
1	2,285	2,287	92	20	0	0%	Sign-up MultiPurpose		0	0%	Sign-up MultiPurpose		0	0%	Lunch Prep		0	0%	Sign-up MultiPurpose		0	0%	Sign-up MultiPurpose		0	0%	Sign-up MultiPurpose		0	N/A	0%	1	17%
	11,070	8,574			90	46%			90	51%			90	55%			90	50%			90	50%			90	43%			540		49%	66	92%

5.2.3 Development of Conceptual Relationship Diagrams

The steering committee discussed the site and facility concepts, and asked for options to explore site concepts which:

- Show interior circulation
- Show exterior circulation
- Maximize classroom spaces
- Provide restrooms adjacent to classrooms
- Locate the nurse office near to the administration suite
- Locate the Music, Art/Drama and PE/health classrooms to the south of the multipurpose building

The steering committee generally preferred Option C, to limit interior circulation space and maximize instructional SF. The committee emphasized their guiding mantra that "It's for the kids."

The following options evolved from the discussions during workshop #1 and workshop #2. The space needs conform with the classroom needs identified in Section 3.1.5. The Appendix contains a draft program of requirements (POR) table that shows all three options in detail. All options leave any decision regarding one building or multiple buildings to the design phase of the project.

OPTION A

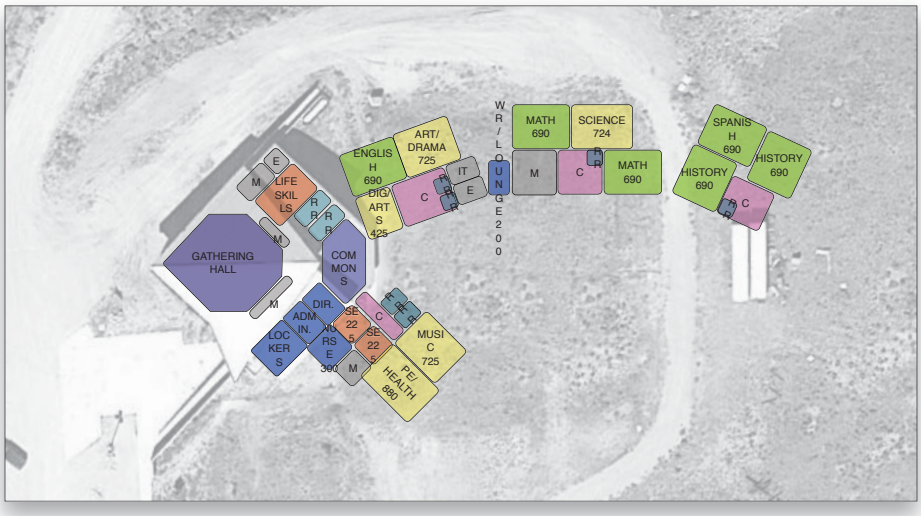
This option provides interior circulation corridors to all school spaces. General classroom sizes are at 650 NSF each and specialty classrooms are larger. The classrooms are organized in "pods" which share an adjacent restroom.

Exhibit 5-14
Option A

OPTION B

This option eliminates interior circulation corridors. The hall area of the classroom pods is increased in size to provide an enlarged commons area, which is flexible space for classrooms to expand into and as a student project area.

Exhibit 5-15
Option B



OPTION C

This option eliminates interior circulation corridors and assigns the available NSF to specialty classrooms. General classrooms remain at 650 NSF, and specialty classrooms increase to 920 NSF for the Art/ Drama, Music, and Science classrooms, and the PE/Health classroom increases to about 1,100 NSF.

Exhibit 5-16
Option C

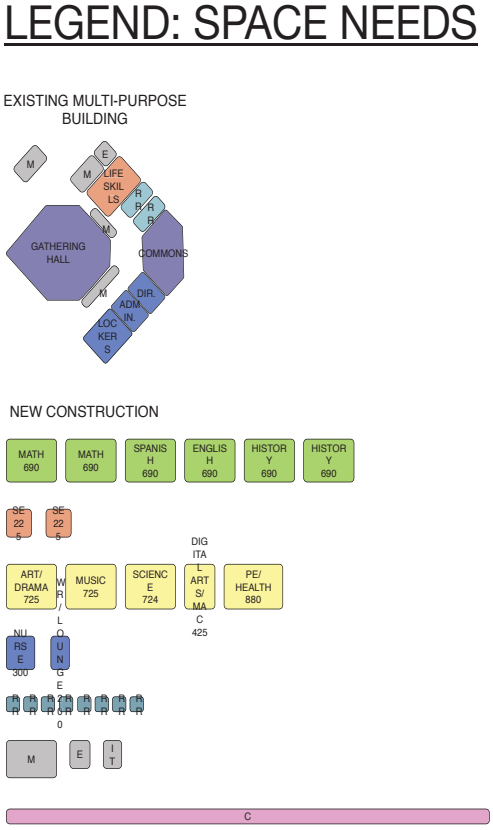
5.3 SPACE NEEDS - PROGRAM OF REQUIREMENTS (POR)

The POR worksheet shows space needs for the school facility which are required to accommodate the instructional program. The proposed spaces do not exceed the maximum allowable size of 19,028 GSF. The existing multipurpose building will remain and comprises 6,750 GSF of the total building. The new permanent school facilities to replace the portables will be 12,278 GSF. The table includes a comparison of existing facility spaces and the school's ideal space requirements with the New Mexico Public School Statewide Adequacy Standards.

The steering committee reviewed the POR and made recommendations for adjustments to spaces based on the school needs and preferences. To the best of our knowledge, the POR includes all known and expected spaces required in the new construction and preserves the relationships of spaces that function for the advantage of the students and staff.

The worksheet separates the spaces by general classrooms, special education classrooms, specialty classrooms, instructional support spaces, and administration support spaces.

This legend graphically shows the space needs described in the POR and correlates to the relationship diagrams in the following section.



Spaces above PSCOC Adequacy Standards
The table on the following page clearly identifies all spaces above or below PSCOC adequacy. The table shows the NSF of spaces above or below adequacy and includes notes that explain the proposed space needs.

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MORENO VALLEY HIGH SCHOOL
PROGRAM OF REQUIREMENTS
Rev. 6-16-2014

	EXISTING		SIZE PER PSFA ADEQUACY (TRADITIONAL HS MODEL)				IDEAL SIZE		
GENERAL CLASSROOMS	USE	EXIST NSF	MAX # STUDENTS	PSFA SF / STUDENT	NSF REQUIRED	NSF ABOVE / BELOW EXIST	NSF	NSF ABOVE / BELOW PSFA ADEQUACY	NOTES / ASSUMPTIONS
	Math	546	20	25	650	104	650	0	
	CR Storage	0		2	40	40	40	0	
	Math	546	20	25	650	104	650	0	
	CR Storage	0		2	40	40	40	0	
	Spanish	546	20	25	650	104	650	0	
	CR Storage	0		2	40	40	40	0	
	English	546	20	25	650	104	650	0	
	CR Storage	0		2	40	40	40	0	
	History	460	20	25	650	190	650	0	
	CR Storage	0		2	40	40	40	0	
	History	644	20	25	650	6	650	0	
	CR Storage	0		2	40	40	40	0	
SUBTOTAL		*3,288*			*4,140*	*852*	*4,140*	*0*	

SPECIAL ED CLASSROOMS	USE	EXIST NSF	MAX # STUDENTS	PSFA SF / STUDENT	NSF REQUIRED	NSF ABOVE / BELOW EXIST	NSF	NSF ABOVE / BELOW PSFA ADEQUACY	NOTES / ASSUMPTIONS
	Special Ed	200	15	30	450	10	450	0	
	Special Ed	240	Incl w/ Above				Incl w/ Above		Per Steering Committee Recommendation
	Life Skills	575	15	30	450	-125	575	0	Existing to remain.
SUBTOTAL		*1,015*			*900*	*-115*	*1,025*	*0*	

SPECIALTY CLASSROOMS	USE	EXIST NSF	PROGRAM CAPACITY	PSFA SF / STUDENT	NSF REQUIRED	NSF ABOVE / BELOW EXIST	NSF	NSF ABOVE / BELOW PSFA ADEQUACY	NOTES / ASSUMPTIONS
	Art / Drama	546	90	4	650	104	685	35	PSFA minimum Requirement: No smaller than average classroom.
	CR Storage	0			40	40	40	0	
	Music	546	90	4	650	104	685	35	PSFA minimum Requirement: No smaller than average classroom.
	CR Storage	0			40	40	40	0	
	Science	546	90	4	650	104	685	35	Science CR is not a Science Lab. Prep room is not required.
	Prep / Storac	0			80	80	40	-40	
	PE / Health	546	90	4	650	104	1,300	650	Gym not required. Minimum CR size is 36 ft x 36 ft. 36 feet is a critical dimension.
	CR Storage	0			40	40	40	0	
	Digital Arts	240	90	4	650	275	385	-265	Per Steering Committee Recommendation. Program does not require a full classroom.
	MAC Lab	135							
	CR Storage	0			40	40	40	40	
SUBTOTAL		*2,559*			*3,490*	*931*	*3,940*	*490*	

INSTRUCTIONAL SUPPORT SPACES	USE	EXIST NSF	PROGRAM CAPACITY	PSFA SF / STUDENT	NSF REQUIRED	NSF ABOVE / BELOW EXIST	NSF	NSF ABOVE / BELOW PSFA ADEQUACY	NOTES / ASSUMPTIONS
	Gathering Hall	2,287	90	15	1,700	-857	2,287	0	Existing to remain. NSF above PSFA minimum is grandfathered into total allowalble GSF.
	Support Stor	270					270		
	Commons	810	90	3	900	90	810	0	Existing to remain. 900 NSF minimum for Technology-Aided Instruction per PSFA.
	Support Stor	0							
SUBTOTAL		*3,367*			*2,600*	*-767*	*3,367*	*0*	

ADMINISTRATION + SUPPORT SPACES	USE	EXIST NSF	PROGRAM CAPACITY	PSFA FORMULA	NSF REQUIRED	NSF ABOVE / BELOW EXIST	NSF	NSF ABOVE / BELOW PSFA ADEQUACY	NOTES / ASSUMPTIONS
	Lockers	435	90	150 + 1.5 x Capacity	285	-650	935	0	Existing to remain.
	Admin Office	240							
	Principal	260							
	Nurses Office	0	90	1 NSF/student or 150 min	150	150	300	150	Updated per Steering Committee recommendation. Includes Cot area (200 NSF) and Restroom with shower (100 NSF)
	Staff Workroom/ Lounge	200	90	1 NSF/student or 150 min	150	-50	200	50	Per Steering Committee Recommendation
	Special Ed Office	135	N/A	As req'd	0	-135	0	0	
	Flex Conference/ Office	0	N/A	As req'd	0	0	0	0	
SUBTOTAL		*1,270*			*585*	*-685*	*1,435*	*200*	

SUBTOTAL - ALL BUILDING NASI	***11,499***	***13,907***	**690**	PSFA allows schools to allocate space per the individual school needs within the maximum GSF allowed.

TARE	USE	SF (27% Tare)	SF 27% Tare	NSF ABOVE / BELOW PSFA ADEQUACY	NOTES / ASSUMPTIONS
SUBTOTAL		4,179	5,121	0	Including circulation space, restrooms, and mechanical/electrical rooms.

TOTAL BUILDING GSF	***15,678***	***19,028***	*0* GSF is within maximum allowable GSF per PSFA calculator.

MAX ALLOWABLE GSF PER PSFA CALCULATOR = **19,028**

Existing Total Building GSF as field verified on 05.08.14 by ARC.

Ideal Total Building GSF includes existing areas to remain that are grandfathered into max allowable GSF per PSFA calculator.

PSFA Assumes 30% TARE, Maximum

NASF - Net assignable square feet (square footage you use)
GSF - Gross square footage (square footage you pay for)
Efficiency - Ratio of NASF/GSF
Tare = GSF - NASF (space that remains: corridors, walls, stairs/elevators, mechanical spaces, janitorial)

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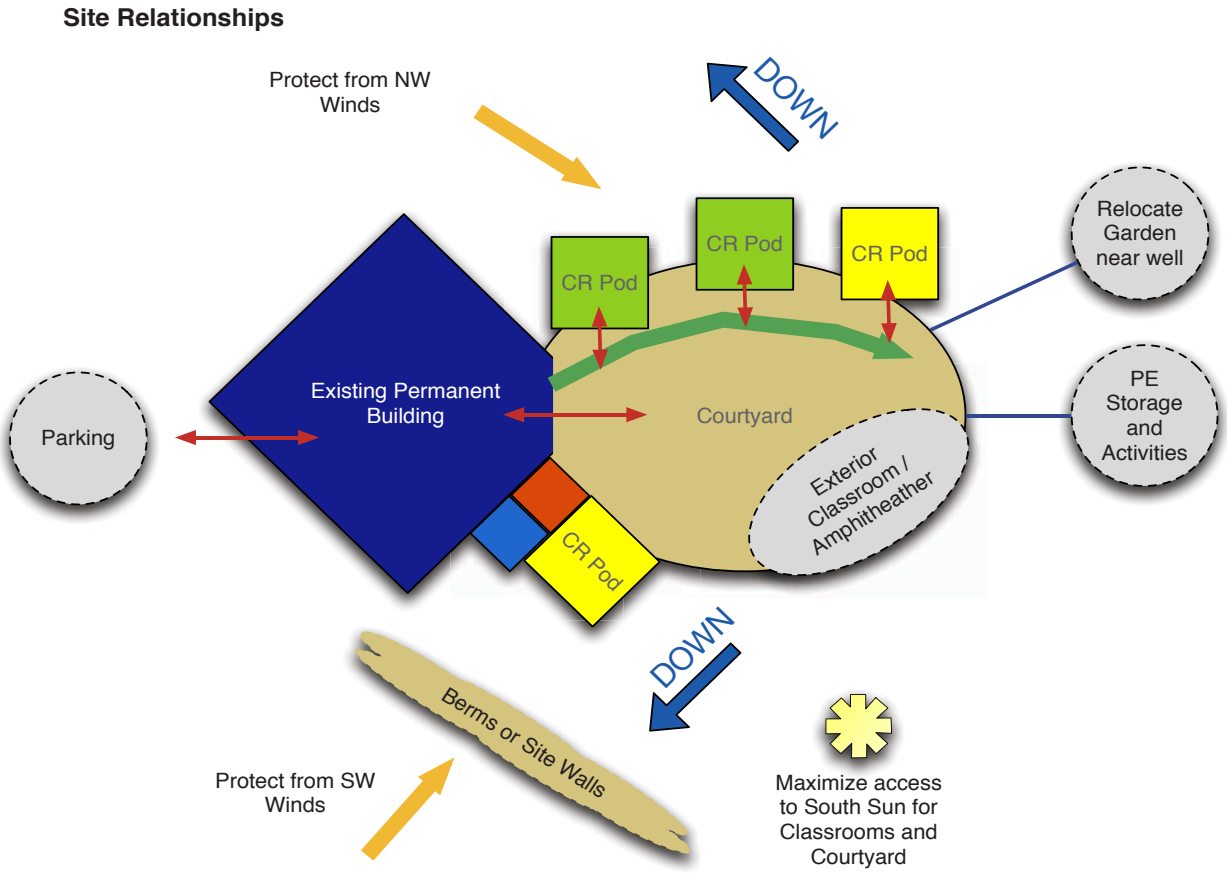
This section presents narrative descriptions and functional diagrams for each program area. The diagrams describe the spacial and adjacency relationships between program areas. Illustrated program areas use symbols with the legend in Exhibit 5.7 in the previous section.

5.3.1 Relationship Diagrams

Overall Site Relationship Diagram

The overall relationship diagram illustrates the organization of basic site functions (current and future buildings, access parking and recreational areas). It considers the relationships between spaces, such as adjacency, visibility and access.

Exhibit 5-18
Site Relationships

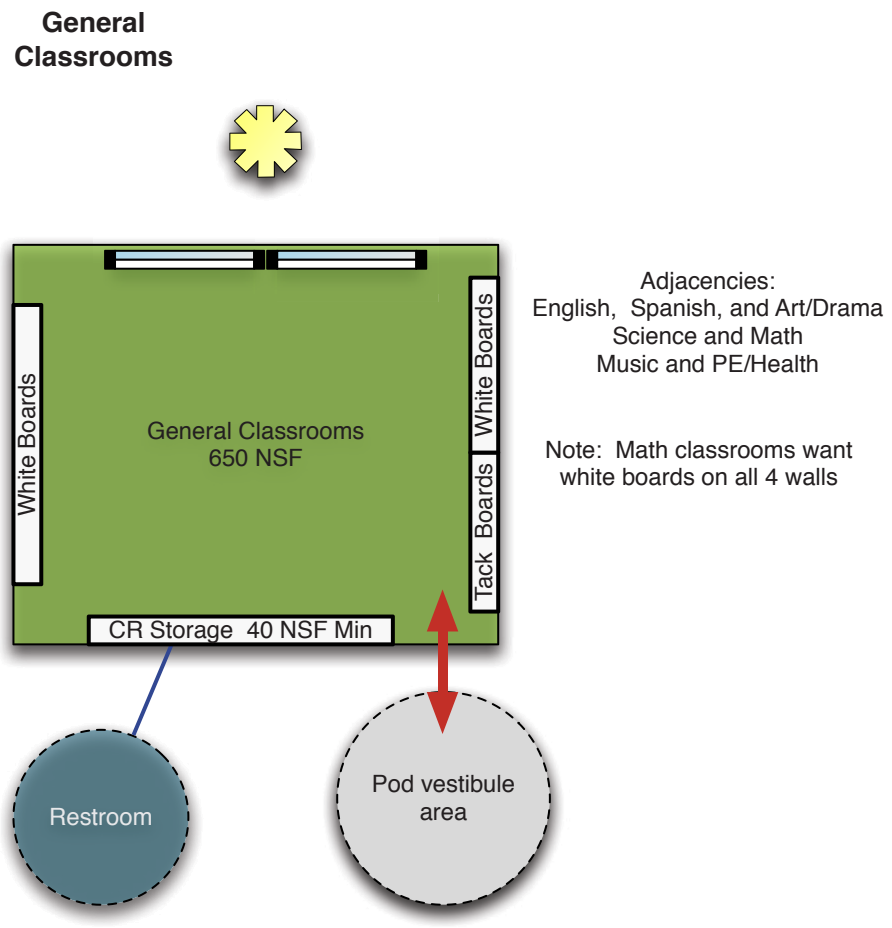


5.3.2 Space Requirements

General Classrooms

This plan provides general classrooms for the core subject classes, including Math, Social Studies, English and Spanish courses. The classrooms will be a minimum of 650 NSF and in addition, will include a minimum of 40 NSF for storage. Classrooms design must provide flexibility and accommodate rearrangement of furniture for lecture, group and project learning. The school would like to consider flexible furniture for storage as well. Section 6 provides detailed criteria.

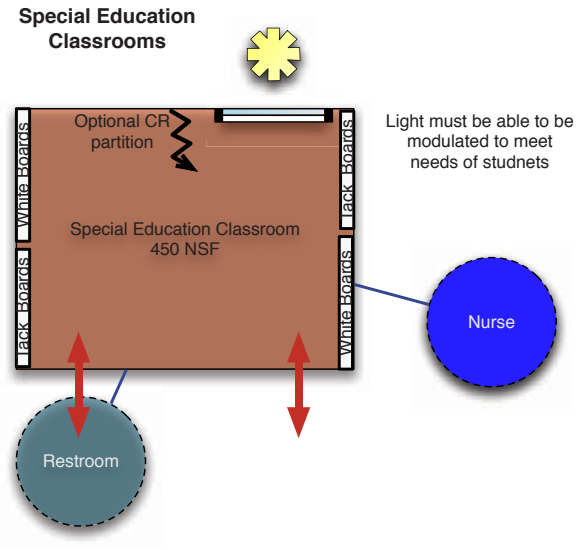
Exhibit 5-19
General Classrooms



Special Education Classrooms

One special education classroom will be a minimum of 450 NSF. Educational instruction for A through C level students will primarily use the classroom as a pull-out spaces resource room. This classroom will be able to accommodate a D-level student with adjacent restroom with shower. The special education classroom should be located near the nurse office.

Exhibit 5-20
Special Education Classrooms



Specialty Classrooms

Specialty classroom design is for Art/Drama, Music, Science, PE/Health, and includes a Digital Arts/MAC Lab. While these classrooms include specific features to meet the program needs, the classrooms should provide flexibility for arranging furniture to accommodate the Paideia program delivery for lecture, group and project activities, and to accommodate shared use of classrooms. Section 6 provides detailed information about additional criteria for each space.

Exhibit 5-21
Digital Arts / Mac Lab

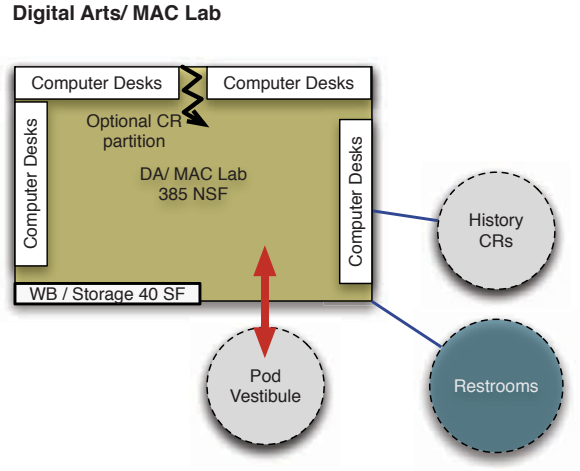


Exhibit 5-22
Art / Drama Classroom

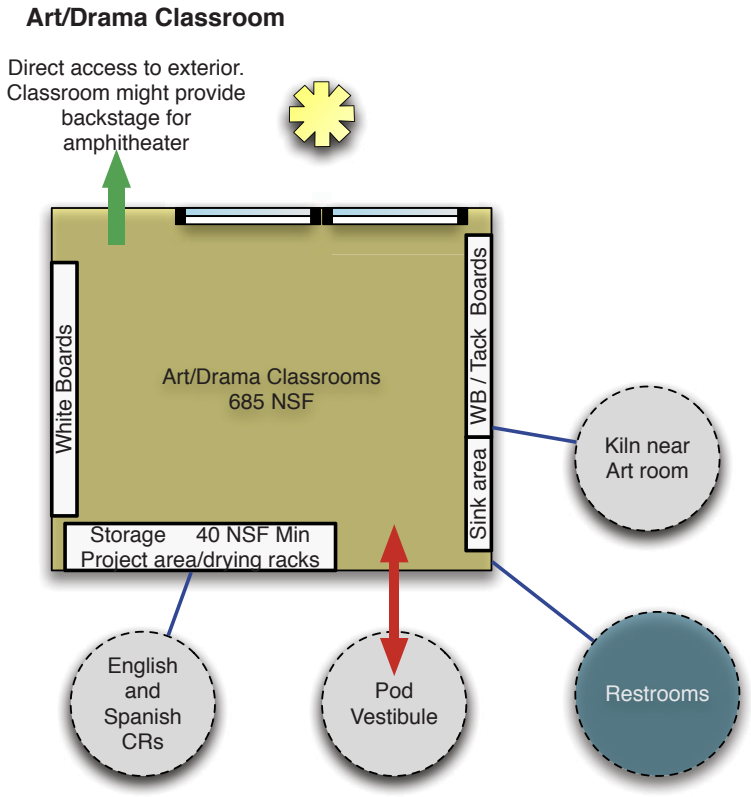


Exhibit 5-23
Music Classroom

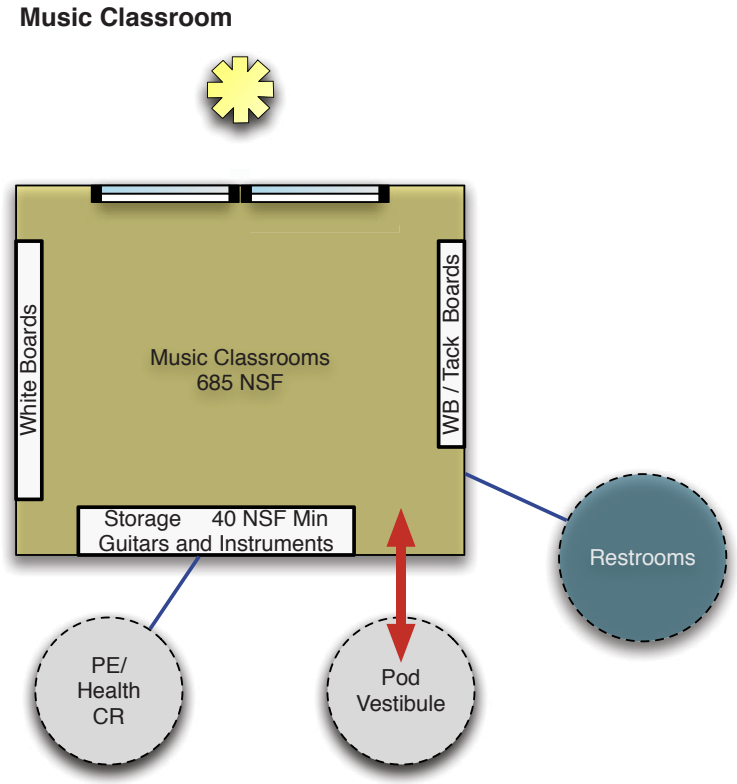


Exhibit 5-24
Science Classroom

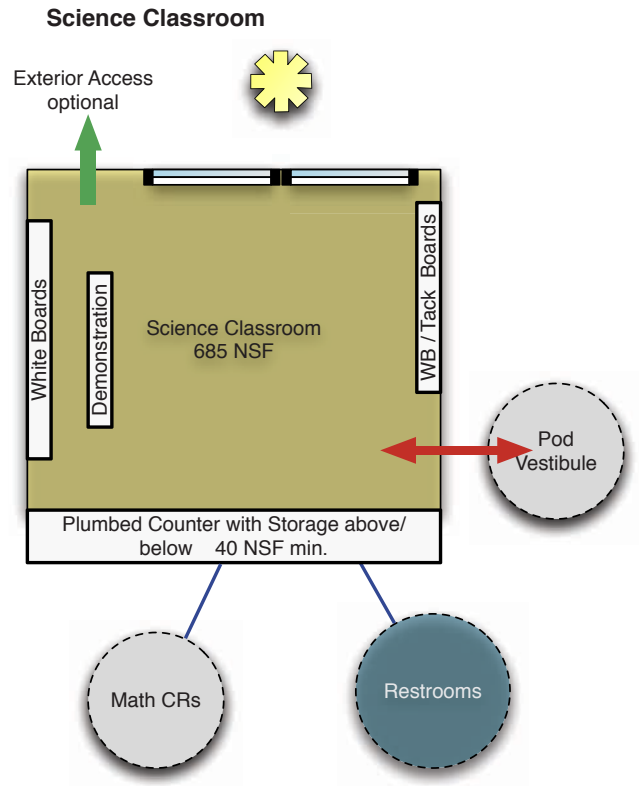
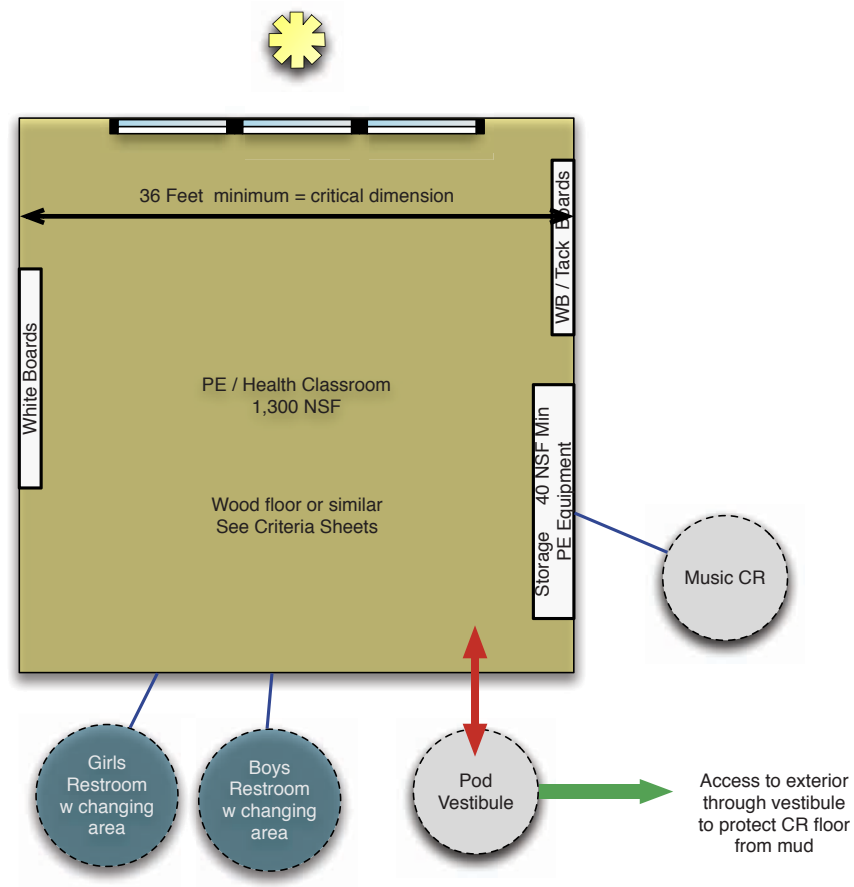


Exhibit 5-25
PE / Health Classroom



Administration and Support Spaces

In addition to classrooms to replace the portable, the new construction will provide a nurse's office and a staff workroom.

Exhibit 5-26
Nurse's Office

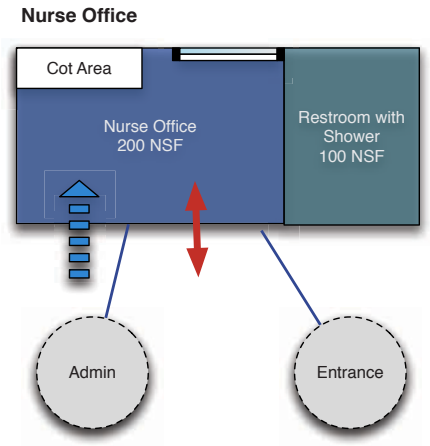
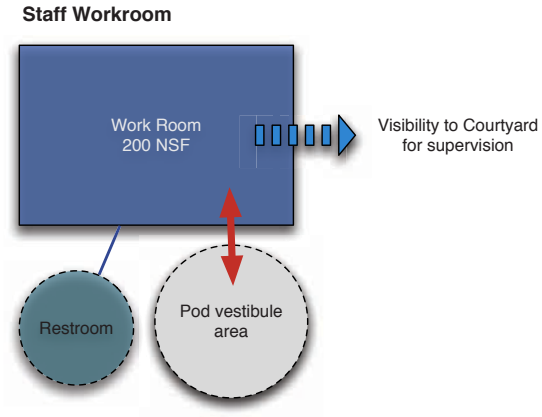


Exhibit 5-27
Staff Workroom



6 ROOM AND SPACE CHARACTERISTICS

This section identifies the general functional, spatial and environmental characteristics, as well as furnishings and built-in equipment requirements for each category of space.

6.1 DESIGN CRITERIA

Overview:
This section lists general facilitywide requirements. The criteria sheets in Section 6.2 specifically describe spaces. The intention of these criteria is to support the goals, concepts and program requirements in the new facilities. Although covered by PSCOC standards and guidelines, the notations below emphasize elements of the standards important to the school and should be considered together with the detailed criteria sheets.

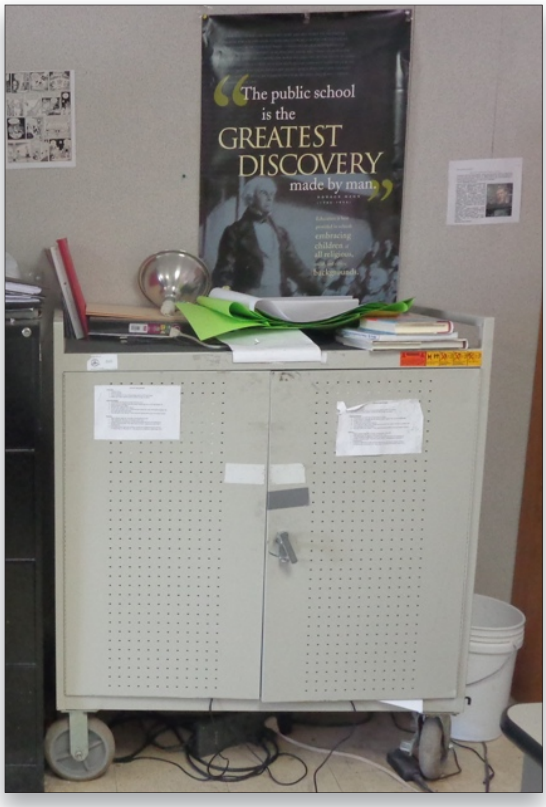
6.1.1 Technology and Communications Criteria

The steering committee desires to have the school move towards all-wireless connectivity for computers and laptops, rather than a requirement for wall ports.

ARC interviewed Dick Gemoets, MVHS IT director, on May 8, 2014. The available broadband capacity to the school currently is deficient. The school receives 5 Mb using a radio signal to a Kit Carson Electric Cooperative tower, but needs 20 Mb minimum. When new fiber is available, it will come into the school at the existing multipurpose building and will be distributed to the school from there. The school distribution uses CAT 6 wiring. Currently, the school has 3 switches and 3 sub-nets. The current network operations center (NOC) is located in the multipurpose electrical room and includes switches, routers, modem and one of the servers. This existing 10 FT x 10 FT space is large enough for future needs, but code does not allow consolidation with IT office needs. The central management hub model allows IT to provide remote maintenance of the system.

Space requirements include an IT office, which is included in TARE. The new facilities should provide access to IT rooms from public corridors, and not from classroom space as in the current configuration. Server rooms require separate HVAC controls and air conditioning for cooling.

The current system includes 2 servers. The redundancy is nice, because the servers back each other up. Lightning is a big issue at this site, and grounding the system and backing up the system is important.



Classrooms will include a media hub at 2 locations, to serve the dedicated teacher computer. Every room will have high speed WiFi access capable of 25 laptops or computers accessing search engines simultaneously. Classroom technology includes smartboards and ceiling-mounted projectors, a teacher computer station, 4 to 5 student computer stations, and a shared laptop cart for every 3 classrooms, containing roughly 20 laptops each.

6.1.2 Lighting and Daylighting Criteria

Teachers prefer daylighting in classrooms and will rely on daylighting, not turning on lights, when available. Windows and clerestory windows are preferred over skylights, which create a penetration in the roof and tend to leak.

All classrooms will have occupancy sensors with janitorial lamping settings, and where possible will be interfaced with natural light sensors to modulate the room's light levels. Design of lighting systems should address energy conservation and reduce glare on laptops used by each student in each classroom. Lighting should provide a natural light spectrum, and should not be fluorescent, cannot hum or have high frequency.

6.1.3 Special Systems Criteria

All classrooms will have fire systems per code, including a fire alarm annunciators, strobes and emergency lighting.

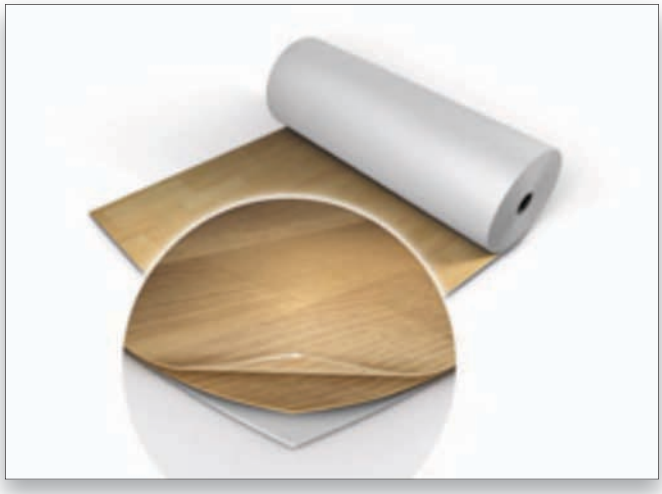
All classrooms will have telephones. The school uses the phone system for intercom and communication with the classrooms.

6.1.4 Environmental Conditioning Criteria

The school does not require cooling, and uses operable windows to cool the classrooms in the late spring and summer, and early fall. Provide cross ventilation where possible. Each classroom will have a heating system capable of maintaining a temperature between 68 and 75 degrees Fahrenheit with full occupancy. Classrooms will have individual room controls. Each classroom will have a system to continually move air and which is capable of maintaining a CO_2 level of not more than 1,200 parts per million. Measurement of temperature and air quality shall be at a work surface in the approximate center of the classroom. The system shall minimize HVAC noise levels, not to exceed 43 decibels.

6.1.5 Classroom Finishes

Flooring: The school prefers a hard-surface flooring such as polished concrete or vinyl composite flooring for all spaces except as noted here or in the criteria sheets. The PE/Health classroom requires a wooden floor or a dance-quality flooring material, such as the Harlequin Fiesta, shown below, or Marley floor systems.

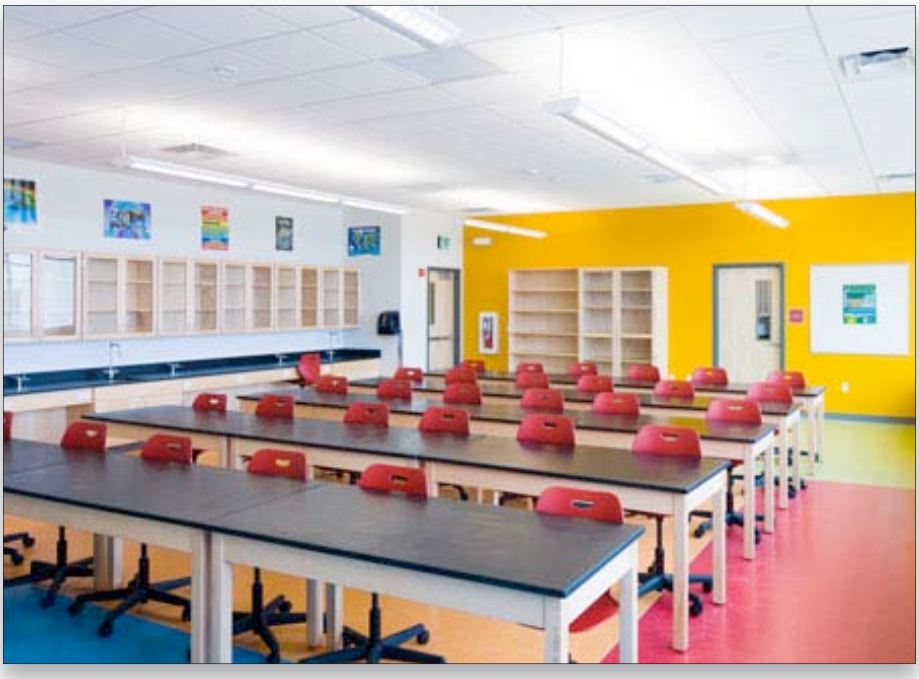


Walls: The PE/Health classroom requires walls that can withstand impacts from balls, equipment, and bodies without damage. The walls should be capable of holding hooks for equipment, storage or for PE training. The Music classroom walls should be acoustically treated to prevent excessive sound transmission to neighbors and prevent excessive reverberation.

6.1.6 Furnishing / Fixtures / Equipment Criteria

The school prefers flexibility in all classrooms, including the specialty classrooms. All furnishings, fixtures and equipment should support the *Paideia* educational delivery model and accommodate arrangements for lecture, seminar (circle arrangement) and group or project activities. Most classroom furniture will be reused in the new school. New tables, chairs or desks are needed in the Art, Physics/Math, and PE/Health classrooms.

The school would like to consider an option for all cabinets and storage to be moveable, modular rather than built-in. All cabinets and casework will be commercial grade and contain no particle board materials. The science classroom will require a minimum of one side wall with lockable upper and lower storage, and a counter with plumbing and sinks to support science labs.



The photo above shows a plumbed side counter with storage and movable lab tables, which enable flexible arrangement of the science classroom. The science classroom will have a demonstration table, chemical hood, storage for chemicals, refrigerator and freezer, and sink with a glass trap for disposal of chemical waste.

6.1.7 Tare Criteria

Restrooms: Each cluster or pod of classrooms will have an adjacent restroom that is unisex and available to staff or students. The restrooms will be handicapped accessible.

Janitor Closet: The facility shall have a minimum of one space dedicated to housing janitorial supplies and equipment.

6.2 DESIGN CRITERIA SHEETS

The design criteria sheets on the following pages present detailed information about specific room requirements for each category of space.

6.2.1 Classrooms

Photo of Typical Classroom Layout

Ref #	Space Name	# Spaces
1	Regular CR: Math, Spanish, English, History	6
2	I/2 CR - SpED	1
3	Art/Drama	1
4	Music	1
5	Science	1
6	PE/Health	1
7	1/2 CR - Digital Arts/Mac Lab	1

Daily Occupancy Use	Yes / No	Notes
9 Hours (7:30 - 4:30)	Yes	All
After Hours Use - is likely - so locate in lock-off zone	No	
Public Access - required after hours - needs area lock-off from rest of school	No	

Environmental Conditions - w/ DAC and energy management system		Yes / No	Notes
Temperature Control in Space Summer 74° Fdb(+/- 4°Fdb) Winter 72° Fdb (+/- 4 ° Fdb)		Yes	Desire own space control. Follow ASHRAE 55-2004
Humidity Control - do not exceed 50% except during storm activity		Yes	
Separate HVAC Zone beyond normal system design		No	
Enhanced Air Filtration Requirements Needed for :		No	Design for IAQ to follow ASHRAE 62.1-2004
Room Air Pressure	Positive	Yes	
	Negative		
	Special Exhaust	Yes in #5	Provide chemical hood
Windows:	Exterior Windows / Clerestory Windows	Yes	Reduce glare / heat transfer, with blind / shade
	One unit operable with screen is preferred per occupied space	Yes	Provide cross ventilation
	No Exterior Windows Expected. May Borrow Daylight from other Space	Yes #7	

Plumbing				Yes / No	Notes
Restroom fixtures per code					Provide HW / CW in all sinks
Sink	Type Single deep SS unit with goose neck faucet in counter top			Yes # 2,6	
Sink:	Type Chem resin single about 18"/18"/ 8" deep unit with science faucet			Yes #5	Provide glass trap
Sink:	Type Single deep SS unit with goose neck faucet	Yes	Clay trap needed	Yes #3	
Science Lab Emergency Shower				Yes #5	
Gas				Yes #5	Gas to be at demonstration counter and at perimeter wall
Eye Wash				Yes #5	

Electrical / Special Systems Performance Notes

The electrical system in a CR will be per code, provide min 2 outlets per wall plane, provide outlet proximity to all equipment listed in this Criteria Sheet, be able to accommodate up to 25 laptops plugged into power cart, have an outlet and 2 drops ethernet / VOIP jacks in the teacher desk location, have power and ethernet to ceiling projector location and interface ability between laptop, SmartBoard / Panel screen, ELMO / ceiling projector, etc. The room will have high speed WiFi access capable of 25 laptops or computers accessing search engines simultaneously. Where possible all lighting will have occupancy sensors with janitorial lamping settings, and where possible be interfaced with natural light sensors to modulate the room's light levels. Design lighting systems for energy conservation and to reduce glare on laptops used by each student in each CR. Lighting should not be fluorescent, can not hum / or have high frquency, with natural light subdued (reflected). PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all CRs. Run technology cabling in easy access cable trays and oversized conduit to make future changes convenient. Provide digital clock on wall or on TV / flat screen.

Provide power for art kiln near art room.

Appliances (Residential Models)			Yes / No	Notes
Refrigerator (with ice maker hookup min. 28 cu.ft.)		Undercounter w/o ice	Yes in #5	
Freezer (min. 28 cu.ft.)			Yes in #5	
Ice Maker (on or under counter type)				
Dishwasher (under counter built-in ADA)			Yes in #5	
Washer (1 each), with washer box, cw,hw, sanitary,vent.				
Dryer (1 each), with wall dryer vent, 4" dia outlet, electric				
Gas Range with Oven with Hood (Training Kitchen)		All ADA units		
Electric Range with Oven with Hood (Training Kitchen)		All ADA units		
Gas or Electric Cook Top, with Hood (Training Kitchen)		All ADA units		
Gas Range with Oven with Commercial Hood and Fire Suppression		All ADA units		
Microwave / Oven Wall Unit		MW Counter Unit		

Furnishings/Equip/Surfaces	Space Ref #	Regular CR	1/2 CR	Art/ Drama	Music	Science	PE/ Health	Digital Arts/ Mac Lab			
	# of Spaces	6	1	1	1	1	1	1			
Instructor Desk, WS, & Chair & 2 files	Ea Space	1	1	1	1	1	1	1			
Office 'L' Desk with Credenza & Chair	Ea Space										
Student Desk / Chair Combo with book shelf	Ea Space	Opt	Opt								
Student Chairs	Ea Space	20	15	20	20	20	20				
Adult Chairs	Ea Space										
Table: Each Classroom	30" by 60"	1	1	5	1		1	5			
Table: Classroom: Specialty chem resin	36" by 84"					10					
Table: Each Office with 4 chairs	Rnd 48"										
Ceiling-Mounted WiFi Projector	Ea Space	1	1	1	1	1	1	1			
Tackboard 4' by 4' - Ea Space		1	1	4	1	1	1	1			
Whiteboard 8' by 4' - Ea Space		2*	4	1	1						
Computer Stations		3	2	3				15			
Carpet		Yes	Yes		Yes			Yes			
VCT / Sheet Floor, Polished Concrete	All halls			Yes		Yes					
Wood or wood type, dance quality such as Harlequin Fiesta or Marley floor system							Yes				
Acoustically treat room for unique use				Yes	Yes		Yes				

Special Equipment Notes: In all CR provide pencil sharpener with block, US / NM flags, space for overhead projector on cart (18" sq), map hangers at reachable height, and 6' by 6' AV manual screen

* Math Classroom to have 6 whiteboards, two mounted at front, at one side without window, and one per other sides.

Acoustical Conditions

HVAC Background Noise level	dBa Level	43	43	43	43
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No		Yes		
Sound Transmission to Neighbor	STC Level	50	50	50	50
Reverberation	Seconds	0.6	0.6	0.6	0.6

Storage and General Notes

General CR Notes:

All full sized general classrooms to have 3 tall storage, 1 tall wardrobe (w/2 files) cabinets (36"W, 84"H, 24"D), about 18 ln.ft of base storage units / counter (6*36"W, 34" H, 24" D) and same uppers (but 30" H, 18" D). All casework to be lockable. Provide two 36"W, 15"D, 5 shelf tall book shelves and additional shelves in english classrooms. In 1/2 CR provide 1/2 of the casework. Doors to CR to be slab SC door with full height view glass side lite adjacent (provide pull shade on unit). Provide room # / name signage for all occupied space per ADA. CR walls will not transfer impact noise on WB / CB to adjacent CR.

All classrooms must provide flexible furniture layout. Program requires rearrangement of student furniture daily for lecture, seminar and group activities. Existing student furniture is in good condition. Reuse existing furniture whenever possible. Storage and bookshelves will be all new. Provide option for movable furniture and storage package in lieu of fixed cabinet installation.

Consider fixed recharging shelving in a convenient location to classrooms in lieu of mobile laptop carts.

Speciality Notes

Standard classrooms to balance natural light and lighting to maximize available wall area for displays.
Keep backpacks out of lab area in science classroom
Shelving for book display is important to the Spanish classroom
Shelving with closed cabinets is desired in the English classroom
Provide drying racks and storage for art supplies in Art classroom
Music classroom requires storage of guitars and other instruments

Typical classroom furniture:

F

6.2.2 Administration and Support Areas

Ref #	Space Name	# Spaces
1	Nurse's Office with cot area	1
2	ADA restroom with shower	1
3	Staff workroom / lounge	1
4	IT	1

Photo of Nurse's Area Elements

Daily Occupancy Use	Yes / No	Notes
9 Hours (7:30 - 4:30)	Yes	
After Hours Use - is likely - so locate in lock-off zone	Possible	Locate so accessible for evening events
Public Access - required after hours - needs area lock-off from rest of school	No	
		Exterior door allowed into: None

Environmental Conditions - w/ DAC and energy management system	Yes / No	Notes
Temperature Control in Space Summer 74° Fdb(+/- 4°Fdb) Winter 72° Fdb (+/- 4 ° Fdb)	Yes	Desire own space control. Follow ASHRAE 55-2004
Humidity Control - do not exceed 50% except during storm activity	Yes	
Separate HVAC Zone beyond normal system design	Yes,1, 2, 4	Air Conditioning for IT / Server Room
Enhanced Air Filtration Requirements Needed for :	No	Design for IAQ to follow ASHRAE 62.1-2004
Room Air Pressure — Positive	No	
Negative	Yes for nurse's suite #1-2	
Special Exhaust	Yes for nurse's suite #1-2	
Windows: Exterior Windows /Clerestory Windows	Yes	Black out needed if in cot area #1
One unit operable with screen is preferred per occupied space	Yes	
No Exterior Windows Expected. May Borrow Daylight from other Space	Yes # 2, 4	

Plumbing				Yes / No	Notes
Restroom fixtures per code					Provide HW / CW in all sinks
Sink	Type Single deep SS unit for first aid		Commercial unit	Yes in # 1	
Sink:	Type Lav	No	Clay trap needed	Yes in # 2	Also toilet.
Sink:	Type	No	Disposal needed	Yes in # 3	
Eye Wash					
Science Lab Emergency Shower					
ADA Shower unit				Yes in # 2	

Electrical / Special Systems Performance Notes

The electrical system in a space will be per code, provide min 2 outlets per wall plane, provide outlet proximity to all equipment listed in this Criteria Sheet. Office and workroom will have oulets per code and outlet ethernet / VOIP jacks for any workstation location. Where possible all lighting will have occupancy sensors with janitorial lamping settings, and where possible be interfaced with natural light sensors to modulate the room's light levels. Design lighting systems for energy conservation and switch lighting in cot area so lights for individual cots can be turned off. Include outlet for wall clock in nurse office and workroom and center ceiling outlet for projector in workroom. All outlets to have surge protection. PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all major spaces and office areas. All workstations will have VOIP phone potential.

Provide "help" buttons in nurse's office and restroom areas. Alarm to sound in main admin front desk. Provide link to "help" buttons between nurse's office, SpED classroom, and the office.

Staff workroom will have electrical power needs for specialized equipment (TBD) such as printers, copiers, scanners, etc.

Appliances (Residential Models)			Yes / No	Notes
Refrigerator (with ice maker hookup min. 28 cu.ft.)		Undercounter w/o ice	Yes #1, #3	Below counter in first aid area
Freezer (min. 28 cu.ft.)				
Ice Maker (on or under counter type)				with refrigerator
Dishwasher (under counter built-in ADA)				
Washer (1 each), with washer box, cw,hw, sanitary,vent.			Yes, #1	Provide stackable unit in nurse suite
Dryer (1 each), with wall dryer vent, 4" dia outlet, electric			Yes, #1	
Gas Range with Oven with Hood (Training Kitchen)		All ADA units		
Electric Range with Oven with Hood (Training Kitchen)		All ADA units		
Gas or Electric Cook Top, with Hood (Training Kitchen)		All ADA units		
Gas Range with Oven with Commercial Hood and Fire Suppression		All ADA units		
Microwave / Oven Wall Unit	Yes	MW Counter Unit	Yes # 3	

Furnishings/Equip/Surfaces	Space Ref #	Nurse office with cot area	ADA restrooms shower	Staff Workroom / Lounge	IT						
	# of Spaces	1	1	1	1						
Instructor Desk, WS, & Chair & 2 file cabinets		1			1						
Office 'L' Desk with Credenza & Chair & 2 file cabinets											
Student Desk / Chair Combo with book shelf											
Student Chairs		2									
Health Cots with hospital pull curtains on a track		1									
Table: Classroom with book shelf	36" by 72"										
Table: Conference w/ 12 Chairs	36" by 84"										
Table: Office with 4 chairs	Rnd 48"										
Ceiling-Mounted WiFi Projector											
Tackboard 4' by 4'	I each by WB	1		2							
Whiteboard 8' by 4'											
Carpet											
VCT, Tile Floor, Polished Concrete	All halls	Yes	Yes	Yes							
Wood											
Acoustically treat room for unique use			Yes								

Special Equipment Notes: In suite provide US / NM flags. See General notes for more equipment.

Acoustical Conditions

HVAC Background Noise level	dBa Level		35	55
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No	Yes	Yes	
Sound Transmission to Neighbor	STC Level		45	51
Reverberation	Seconds			0.4 - 0.6

Storage and General Notes

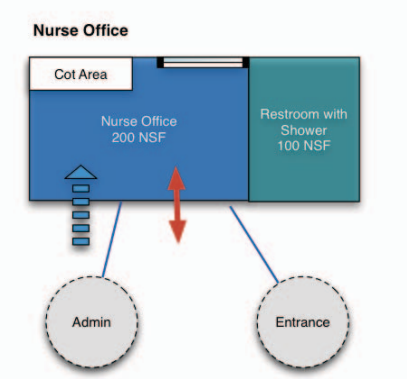
General Suite Notes: Doors to rooms to be slab SC door with full height view glass side lite adjacent (provide pull shade on unit). Provide room # / name signage for all occupied space per ADA.

Nurse Suite: In nurse's office provide lockable wall type medicine cabinet and area for lockable undercounter refrigerator. In testing area provide 24"W,24"D,34"H stand for ear and eye testing (for titmus vision machine and audiometer. Include power to unit.) The nurse's first aid area needs 1x 12" W, 24"D, 34"H four drawer base, 1x 24"W,24"D,34"H refrigerator unit, 24"W,24"D,34"H sink unit and 36"W, 24"D, 34"H base storage with like uppers 15"D, 30"H except over sink where mirror and light are mounted. This creates a 36" counter 24" sink unit and 36" counter for first aid. Provide outlets for each 36" counter area.

Workroom / Lounge: Provide upper and lower storage cabinets, including a drawer stack, room for a refrigerator, a work and appliance counter and sink.

Relationship Diagram

The nurse's area needs to be next to the admin area for shared supervision of the cot area. The nurse needs to have easy EMT gurney access and a washer / dryer location.



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7 PROJECT BUDGET

This section presents the project budget. It provides an estimate of probable cost for the total project, including site development cost, facility construction, and other project costs. It also identifies cost estimating assumptions and anticipated project delivery schedule.

7.1 COST ESTIMATE

ARC analyzed the cost of construction for each of the three options reviewed by the steering committee and presented in Section 4.2. The estimated total project cost (TPC) based on a weighted average is about $4.09 million.

Estimates are based on expected unit costs per construction type. The estimates for the maximum allowable construction costs (MACC) fall within a range of $3,033,240 and $3,090,800. The average of the costs per SF for these estimates range from $250/SF to $255/SF. The Appendix includes a detailed breakout of the estimate.

PSFA's gross unit cost estimates for the MACC in Moreno Valley will average between $240/SF and $250/SF. This range provides an estimated MACC of between $2,946,720 and $3,069,500.

TPC = 1.34 x MACC

The TPC includes the MACC plus the additional costs for fees, permits, site work, contingency, etc., which are estimated at 34% of the MACC. The range of the TPC estimates is between $3.95 million and $4.14 million. The weighted average of the TPC estimates is $4.09 million.

Exhibit 7-1
Estimated Total Project Cost

Moreno Valley High School Cost Estimates

	ARC		PSFA	
	Low	High	Low	High
MACC	$ 3,033,240	$ 3,090,800	$ 2,946,720	$ 3,069,500
TPC	$ 4,064,542	$ 4,141,672	$ 3,948,605	$ 4,113,130

7.2 ASSUMPTIONS

7.2.1 Funding Assumptions

The district will fully fund the project up to PSFA adequacy standards, and the Moreno Valley Education Foundation will fund any facilities determined to exceed state adequacy requirements.

The PSCOC rankings currently place Moreno Valley High School at No. 367 compared with all state schools. This project therefore will not qualify for state participation. PSCOC/PSFA scores all public school facilities through a weighted condition index (wNMCI) and participates in funding improvements to the schools ranking "lowest" on their list.

The district will fully fund the project up to PSCOC adequacy standards, and the Moreno Valley Education Foundation will fund any facilities determined to exceed state adequacy requirements.

7.2.2 Cost Estimate Assumptions

ARC estimated construction costs using unit costs for construction types. The ARC estimate assumes the following unit costs:

General Classrooms, Special Education Classrooms.....$210/SF
Specialty Classrooms.....$240/SF
Admin, Support Spaces, and Circulation.....$190/SF
Restrooms and Utility Spaces..... $350/SF
TARE..... $225/SF

NASF and GSF for each of the options are based on the draft POR dated 06-02-2014 in the Appendix.

The weighted average is based on program evaluation and review technique (PERT) estimating. The formula for the weighted average is (O+4M+P)/6, where (O) = the best case estimate, (P) = the worst case estimate, and (M) = the most likely estimate.

7.2.3 Temporary School Facilities

The school will need to relocate during the construction period.

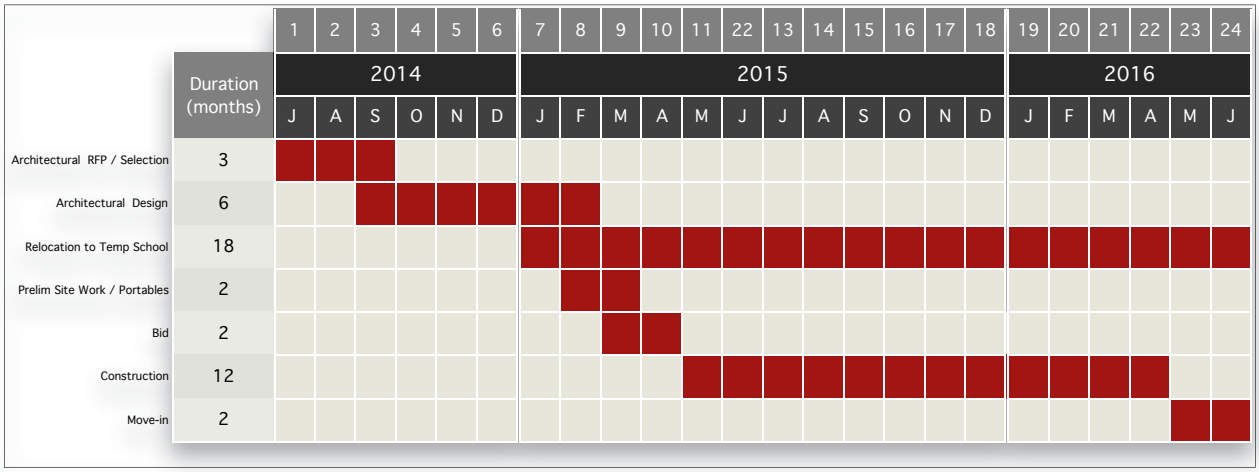
The school will need to relocate during the construction period. The steering committee visited potential sites at existing vacant commercial property in Angel Fire and will negotiate a lease for the construction time period. The school district and PSFA are assisting in arrangements for the lease and improvements to the property to meet E occupancy requirements.

The cost estimate for this project does not include costs for the temporary school facilities and any required improvements to those facilities. The school currently receives funding from PSCOC through the lease assistance program, and will continue to use this funding assistance for the temporary facilities.

7.3 SCHEDULE

The target opening date of the new school is late spring, 2016, as illustrated in the exhibit below. The school may explore options to accelerate this schedule with the chosen project architect.

Exhibit 7-2
Project Schedule



7.4 SCHOOL BOARD APPROVAL

On July 2, 2014 the steering committee reviewed the draft Ed Specs report and voted unanimously to approve the report as is with a few changes to the Cimarron Municipal School Board member list.

On June 17, 2014, the Moreno Valley High School Governing Council reviewed a presentation of the substantive report findings and materials, and recommends the report to the Cimarron Municipal School Board.

On ??? the Cimarron Municipal School District Board of Education approved this Ed Spec for Moreno Valley High School.

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APPENDIX

This section contains the following documents:

- POR and Cost Estimate for Options A, B and C, dated 06-02-2014
- Plat of the school properties
- The Educational Philosophy
  - » The Paideia Methodology
- Existing Facilities
- Planning Process

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MORENO VALLEY HIGH SCHOOL
PROGRAM OF REQUIREMENTS - *DRAFT*
06.02.14

	EXISTING		OPTION A: INTERIOR CIRCULATION			OPTION B: ENLARGE POD COMMONS		OPTION C: ENLARGE SPECIALTY CLASSROOMS		
GENERAL CLASSROOMS	USE	EXIST NSF	NSF	NSF ABOVE / BELOW EXIST	BUDGET	NSF	BUDGET	NSF	BUDGET	NOTES / ASSUMPTIONS
	Math	546	650	104		650		650		
	CR Storage	0	40	40		40		40		
	Math	546	650	104		650		650		
	CR Storage	0	40	40		40		40		
	Spanish	546	650	104		650		650		
	CR Storage	0	40	40	4,140 NSF @ $210 SF = $869,400	40	Same as Option A.	40	Same as Option A.	
	English	546	650	104		650		650		
	CR Storage	0	40	40		40		40		
	History	460	650	190		650		650		
	CR Storage	0	40	40		40		40		
	History	644	650	6		650		650		
	CR Storage	0	40	40		40		40		
SUBTOTAL		*3,288*	*4,140*	*852*	*$869,400*	*4,140*	*$869,400*	*4,140*	*$869,400*	
SPECIAL ED CLASSROOMS	USE	EXIST NSF	NSF	NSF ABOVE / BELOW EXIST	BUDGET	NSF	BUDGET	NSF	BUDGET	NOTES / ASSUMPTIONS
	Special Ed	200	225	25	450 NSF @ $210 SF= $94,500	225	Same as Option A.	225	Same as Option A.	Updated per 05.21.14 Steering Committee Meeting.
	Special Ed	240	225	-15		225		225		
	Life Skills	575	575	0	Existing to remain.	575	Existing to remain.	575	Existing to remain.	Existing to remain.
SUBTOTAL		*1,015*	*1,025*	*10*	*$94,500*	*1,025*	*$94,500*	*1,025*	*$94,500*	
SPECIALTY CLASSROOMS	USE	EXIST NSF	NSF	NSF ABOVE / BELOW EXIST	BUDGET	NSF	BUDGET	NSF	BUDGET	NOTES / ASSUMPTIONS
	Art / Drama	546	685	139		685		920		No smaller than average classroom.
	CR Storage	0	40	40		40		40		
	Music	546	685	139		685		920		No smaller than average classroom.
	CR Storage	0	40	40		40		40		
	Science	546	685	139		685		920		No smaller than average classroom.
	Prep / Storage	0	40	40	3,480 NSF @ $240 SF = $835,200	40	3,480 NSF @ $240 SF = $835,200	40	4,445 NSF @ $240 SF = $835,200	
	PE / Health	546	840	294		840		1,100		No smaller than average classroom. 35 ft x 24 ft.
	CR Storage	0	40	40		40		40		
	Digital Arts	240	385	10		385		385		Updated per 05.21.14 Steering Committee Meeting.
	MAC Lab	135								
	CR Storage	0	40	40		40		40		
SUBTOTAL		*2,559*	*3,480*	*921*	*$835,200*	*3,480*	*$835,200*	*4,445*	*$1,066,800*	

INSTRUCTIONAL SUPPORT SPACES	USE	EXIST NSF	NSF	NSF ABOVE / BELOW EXIST	BUDGET	NSF	BUDGET	NSF	BUDGET	NOTES / ASSUMPTIONS
	Gathering Hall	2,287	2,287	0		2,287		2,287		Existing to remain. NSF above PSFA minimum is grandfathered into total allowalble GSF.
	Support Storage	270	270			270		270		
	Commons	810	810	0		810		810		Existing to remain. 900 NSF minimum for Technology-Aided Instruction per PSFA.
	Support Storage	0								
SUBTOTAL		*3,367*	*3,367*	*0*	*$0*	*3,367*	*$0*	*3,367*	*$0*	

ADMINISTRATION + SUPPORT SPACES	USE	EXIST NSF	NSF	NSF ABOVE / BELOW EXIST	BUDGET	NSF	BUDGET	NSF	BUDGET	NOTES / ASSUMPTIONS
	Lockers	435	935	0	Existing to remain.	935	Existing to remain.	935	Existing to remain.	Existing to remain.
	Admin Office	240								
	Principal	260								
	Nurses Office (excluding restroom)	0	300	300	500 NSF @ $190 SF = $95,000	300	500 NSF @ $190 SF = $95,000	300	500 NSF @ $190 SF = $95,000	Updated per 05.21.14 Steering Committee Meeting. Includes Cot area 200 NSF and Restroom with shower (100 NSF).
	Staff Workroom/ Lounge	200	200	0		200		200		Updated per 05.21.14 Steering Committee Meeting.
	Special Ed Office	135	0	0		0		0		
	Flex Conference/ Office	0	0	0		0		0		Updated per 05.21.14 Steering Committee Meeting.
SUBTOTAL		*1,270*	*1,435*	*300*	*$95,000*	*1,435*	*$95,000*	*1,435*	*$95,000*	

RESTROOMS	USE	EXIST NSF	NSF	NSF ABOVE / BELOW EXIST	BUDGET	NSF	BUDGET	NSF	BUDGET	NOTES / ASSUMPTIONS
	Restrooms adjacent to Classrooms	768	256	-512	572 NSF @ $350 SF = $200,200	256	Same as Option A.	256	Same as Option A.	Building code requires 1 lavatory and 1 toilet for 50 occupants. Urinals can be substituted for up to 67% of men's toilets. 110 occupants = 55 men and 55 female. Thus, 2 restrooms for each gender are required by code.
	Restrooms adjacent to PE	0	216	216		216		216		
	Restroom for Nurse's Office	0	100	100		100		100		
	Restrooms in Multi-purpose building	400	400	0		400		400		
SUBTOTAL		*1,168*	*972*	*-196*	*$200,200*	*972*	*$200,200*	*972*	*$200,200*	

UTILITIES	USE	EXIST NSF	NSF	NSF ABOVE / BELOW EXIST	BUDGET	NSF	BUDGET	NSF	BUDGET	NOTES / ASSUMPTIONS
	MP mechanical rooms	370	370	0	964 NSF @ $350 SF = $337,400	370	Same as Option A.	370	Same as Option A.	
	MP Electrical room	100	100	0		100		100		
	MP Janitor Closet	36	36	0		36		36		
	Classroom Mechanical	75	425	350		425		425		Assuming 5% of new building area. 12,278 GSF x .05 = 615 NSF (approx).
	PE/Music Mechanical	0	190	190		190		190		
	Classroom Electrical	0	185	185		185		185		Assuming 1.5% of new building area. 12,278 GSF x .015 = 185 NSF (approx).
	Classroom IT	200	164	-36		164		164		Per 05.08.14 interview with IT personnel.
SUBTOTAL		*781*	*1,470*	*-196*	*$337,400*	*1,470*	*$337,400*	*1,470*	*$337,400*	

CIRCULATION	USE	EXIST NSF
	Circulation	1,446
SUBTOTAL		*1,446*

NSF	ABOVE / BELOW EXIST	BUDGET
2,042	596	2,042 NSF @ $190 SF = $387,980
2,042	*549*	*$387,980*

NSF	BUDGET
1,816	1,816 NSF @ $190 SF = $345,040
1,816	*$345,040*

NSF	BUDGET
900	900 NSF @ $190 SF = $171,000
900	*$171,000*

NOTES / ASSUMPTIONS

REMAINING TARE	USE	EXIST NSF
	Tare	784
SUBTOTAL		*784*

SF	ABOVE / BELOW EXIST	BUDGET
1,140	356	1,140 SF @ $225 SF = $256,500
1,140	*1,501*	*$256,500*

SF	BUDGET
1,140	1,140 SF @ $225 SF = $256,500
1,140	*$256,500*

SF	BUDGET
1,140	1,140 SF @ $225 SF = $256,500
1,140	*$256,500*

NOTES / ASSUMPTIONS
Assume 6% of GSF for Options.

EXISTING

	GSF
Total Area	*15,678*
Existing Permanent Area	*6,750*
Portable Area	*8,928*
New Area	***0***

OPTION A

GSF		MACC
19,071		
6,750		
0		
12,321		***$3,076,180***

OPTION B

GSF	MACC
18,845	
6,750	
0	
12,095	***$3,033,240***

OPTION C

GSF	MACC
18,894	
6,750	
0	
12,144	***$3,090,800***

NOTES / ASSUMPTIONS

NOTES / ASSUMPTIONS
Existing GSF as field verified on 05.08.14 by ARC. GSF in Options A, B, and C include existing areas to remain that are grandfathered into max allowable per District FMP.

DISTRICT 2013 - 2018 FMP	
TOTAL GSF	**19,028**
FMP MACC*	***$2,762,550***
FMP TPC**	**$3,453,188**

* = Maximum Allowable Cost of Construction

** = Total Project Cost

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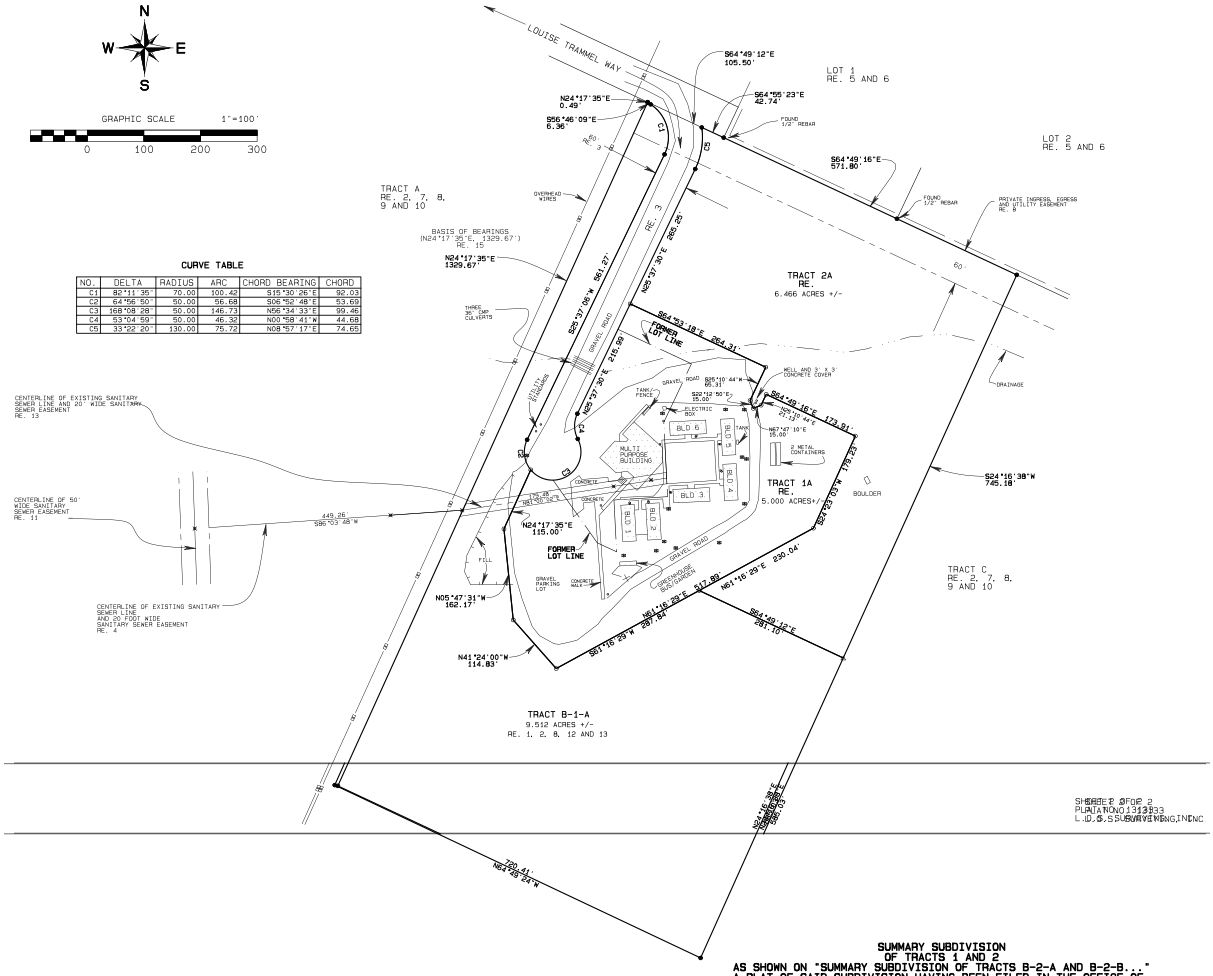

CURVE TABLE

NO.	DELTA	RADIUS	ARC	CHORD BEARING	CHORD
C1	82°11'35"	70.00	100.42	S15°30'26"E	92.03
C2	64°56'50"	50.00	56.68	S06°52'48"E	53.69
C3	168°08'28"	50.00	146.73	N56°34'33"E	99.46
C4	53°04'59"	50.00	46.32	N00°58'41"W	44.68
C5	33°20'20"	130.00	75.72	N08°57'17"E	74.65

NOTES:

1. ● DENOTES POINT FOUND, 1/2" REBAR WITH YELLOW PLASTIC CAP STAMPED "LS 8455", UNLESS OTHERWISE NOTED.
2. ✖ DENOTES SANITARY SEWER MANHOLE.
3. ■ DENOTES ELECTRIC BOX OR BOX LABELED "ELECTRIC".
4. * DENOTES PVC RISER UNLESS OTHERWISE NOTED.
5. ○ DENOTES POINT SET, 1/2" REBAR WITH ORANGE PLASTIC CAP STAMPED "LS 14404".
6. R.E.R. DENOTES REAL ESTATE RECORDS.
7. ONLY VISIBLE IMPROVEMENTS ARE SHOWN.
8. SURVEY SHOWN SUBJECT TO A COMPLETE TITLE SEARCH.
9. DATA SHOWN IN ( ) IS TAKEN FROM RECORD DATA.
10. THERE MAY BE OTHER DOCUMENTS SPECIFYING EASEMENTS, COVENANTS, CODES, RESTRICTIONS OR EXCEPTIONS THAT WERE NOT DISCLOSED TO OR PROVIDED TO THIS SURVEYOR.
11. RE. DENOTES REFERENCE
12. REFERENCES SHOWN DO NOT NECESSARILY REFLECT CURRENT OWNERSHIP.
13. C.C.C. DENOTES COLFAX COUNTY CLERK.
14. THE EXTERIOR DIMENSIONS OF TRACTS 1 AND 2 AS MEASURED ON THE GROUND ARE EQUIVALENT TO THE RECORD DIMENSIONS OF TRACT B-2-A AND TRACT B-2-B.
15. △ DENOTES POINT FOUND, 1/2" REBAR WITH ORANGE PLASTIC CAP STAMPED "LS 14404".

REFERENCES AND ADJOINERS WHERE APPLICABLE:

1. DEED TO THE MORENO VALLEY EDUCATION FOUNDATION, R.E.R. BOOK 14, PAGE 12986.
2. PLAT OF MORENO VALLEY LAND 3RD SUBDIVISION, PLAT BOOK 2, PAGE 49.
3. PLAT OF SURVEY SHOWING RIGHT-OF-WAY DEDICATION TO THE VILLAGE OF ANGEL FIRE, SURVEY BOOK 1, PAGE 3404-3407.
4. PLAT OF SURVEY SHOWING PROPOSED 20 FOOT WIDE SANITARY SEWER EASEMENT PREPARED BY WILLIAM MOSER, NMPS. NO. 8455, DATED NOV. 15, 2004, PLAT NO. 04298A, UNRECORDED.
5. PLAT OF TIERRA DEL CIELO, PLAT BOOK B, PAGE 276.
6. QUITCLAIM DEED TO T.L. SPENCER AND JANET K. SPENCER, DEED BOOK 167, PAGE 4152.
7. QUITCLAIM DEED OF REAL ESTATE TO ANGEL FIRE RESORT OPERATIONS, LLC, R.E.R. BOOK 7, PAGE 9686.
8. REPLAT OF LOT 187 AND A PORTION OF LOT 186 OF THE MORENO VALLEY LAND 3RD SUBDIVISION, PLAT BOOK 9, PAGE 112.
9. SPECIAL WARRANTY DEED TO ANGEL FIRE RESORT OPERATIONS, L.L.C., R.E.R. BOOK 6, PAGE 8592.
10. QUITCLAIM DEED TO BACA GRANDE ANGEL FIRE CORPORATION, DEED BOOK 145, PAGE 371.
11. SURVEY FOR THE VILLAGE OF ANGEL FIRE, SURVEY BOOK 1, PAGE 1270-1289.
12. QUITCLAIM DEED TO MORENO VALLEY HIGH SCHOOL, C.C.C. DOC# 200602330.
13. SUMMARY SUBDIVISION OF TRACT B, C.C.C. DOC# 200602194.
14. SUMMARY SUBDIVISION OF TRACT B-2, C.C.C. DOC# 200603325.
15. SUMMARY SUBDIVISION OF TRACTS B-2-A AND B-2-B, C.C.C. DOC# 2300803059.
16.

VILLAGE ACCEPTANCE

THE PLANNING AUTHORITY OF THE VILLAGE OF ANGEL FIRE, NEW MEXICO HEREBY CERTIFIES THAT THIS REPLAT OF TRACTS B-2-A AND B-2-B INTO NEW TRACTS 1 AND 2 WAS APPROVED BY SAID PLANNING AUTHORITY IN COMPLIANCE WITH ANGEL FIRE MUNICIPAL CODE SECTION 10-30-2.

ON THIS _____ DAY OF _____, 2013.

_____
PLANNING AUTHORITY OF THE VILLAGE OF ANGEL FIRE, NEW MEXICO

ATTEST: _____
VILLAGE CLERK

SUMMARY SUBDIVISION OF TRACTS 1 AND 2
AS SHOWN ON "SUMMARY SUBDIVISION OF TRACTS B-2-A AND B-2-B..." A PLAT OF SAID SUBDIVISION HAVING BEEN FILED IN THE OFFICE OF THE COLFAX COUNTY CLERK AS DOC# 200803059
AND
TRACT B-1
AS SHOWN ON "SUMMARY SUBDIVISION OF TRACT B..." A PLAT OF SAID SUBDIVISION HAVING BEEN FILED IN THE OFFICE OF THE COLFAX COUNTY CLERK AS DOC# 200602194 SHOWING ALTERATION OF PARCEL BOUNDARIES INTO NEW TRACT 1-A, TRACT 2-A AND TRACT B-1-A

LYING AND BEING SITUATE WITHIN SECTION 7, T25N, R16E, NMPM
WITHIN THE MAXWELL LAND GRANT
VILLAGE OF ANGEL FIRE, COLFAX COUNTY, NEW MEXICO

AFFIDAVIT

KNOW ALL MEN BY THESE PRESENTS THAT CARL A. NELSON, AS PRESIDENT OF MORENO VALLEY EDUCATION FOUNDATION, A NEW MEXICO NON-PROFIT CORPORATION, ON BEHALF OF SAID NON-PROFIT CORPORATION, BEING THE OWNER AND PROPRIETOR OF TRACTS 1 AND 2 SHOWN HEREON STATES THAT THIS PLAT WAS PREPARED IN ACCORDANCE WITH THE DESIRES AND FREE CONSENT OF THE SAID OWNER.

MORENO VALLEY EDUCATION FOUNDATION
A NEW MEXICO NON PROFIT CORPORATION

BY: _____
CARL A. NELSON
ITS PRESIDENT

STATE OF NEW MEXICO | SS
COUNTY OF COLFAX |

THE FOREGOING INSTRUMENT WAS ACKNOWLEDGED AND SUBSCRIBED AND SWORN TO BEFORE ME THIS _____ DAY OF _____, 2013 BY CARL A. NELSON, PRESIDENT OF MORENO VALLEY EDUCATION FOUNDATION, A NEW MEXICO NON-PROFIT CORPORATION, ON BEHALF OF SAID NON-PROFIT CORPORATION.

_____
NOTARY PUBLIC
MY COMMISSION EXPIRES:

SURVEYOR'S CERTIFICATE

I, CARL A. NELSON, A NEW MEXICO REGISTERED PROFESSIONAL LAND SURVEYOR (NM NUMBER 14404) CERTIFY THAT THIS PLAT WAS PREPARED BY ME OR UNDER MY DIRECT SUPERVISION AND THAT THE MONUMENTS SHOWN ON THE GROUND; THAT I AM RESPONSIBLE FOR THIS SURVEY; THAT THIS SURVEY MEETS THE MINIMUM STANDARDS FOR SURVEYING IN NEW MEXICO; THAT THAT THIS SURVEY IS NOT A LAND DIVISION OR SUBDIVISION AS DEFINED IN THE NEW MEXICO SUBDIVISION ACT AND IT IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF AND THAT THIS INSTRUMENT IS A BOUNDARY SURVEY PLAT AND PARCEL ALTERATION OF EXISTING TRACTS.

OCTOBER 19, 2013
DATE

CARL A. NELSON, NMPS NO. 14404
LINE OF SIGHT SURVEYING, INC.
P.O. BOX 1182
ANGEL FIRE, NEW MEXICO 87710
(505) 377-2880

INDEXING INFORMATION FOR COUNTY CLERK:

RECORD OWNER: MORENO VALLEY EDUCATION FOUNDATION
LOCATION: SECTION 7, T25N, R16E, NMPM
SUBDIVISION: MORENO VALLEY LAND 3RD SUBDIVISION
UPC: 1 089 152 337 041

SHEET 1 OF 2
PLAT NO. 13133
L.O.S. SURVEYING, INC.

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Existing Program

- *Didactic Instruction* - what many people think of as conventional education; direct, lecture-format delivery of factual information. Didactic learning is the delivery of factual information through lecture, demonstration, videos and reading. Use of this method presents an organized body of facts succinctly. Didactic learning is used approximately 10% of the instructional time.
- *Intellectual Coaching* - guides and supports students' development of curricular skills while applying information often through individual and group projects; in this model, teachers model and encourage good thinking habits and questioning techniques. Coaching requires careful observation on the part of the teacher in order to determine the student's level of mastery. This teaching method assists the student in developing solid habits in the areas of reading, writing, speaking, listening, calculating, and problem-solving. The goal is to use this approach at MVHS approximately 65% of the instructional time.
- *Socratic Seminar* - a collaborative, intellectual conversation facilitated by open-ended questions about a text. The conversation is intended to expand understanding of ideas and values. The teacher's primary role is to ask questions that help students think further about ideas under discussion. Socratic seminar helps students to develop critical thinking skills and constructive teamwork habits, read texts critically, and to communicate verbally for the purpose of exploration. The goal is to use this type of teaching approximately 25% of the instructional time at MVHS.

The essential elements of the *Paideia* school are:

- Teaching and learning
  - » Teachers and students approach the core disciplines with regular attention to conceptual ideas and values; teachers and students engage in thematically integrated, product-oriented units — and in doing so, provide service to the community; teachers plan according to the *Paideia* three columns. Students continuously learn various strategies to improve their factual recall, their literacy skills, and their conceptual understanding; students are given ample opportunity to work individually, in teams, and in grade-level groups, for intellectual and social development.

- School culture
  - » The *Paideia* school is characterized as thoughtful and collaborative — all involved are life-long learners; seminar dialogue occurs cyclically, regarding local and global ideas; assessment practices are qualitative and quantitative; critical thinking is continuously practiced and measured; all hands take part in the work: across the school, all have jobs involving participation in the community.
- Leadership
  - » Decisions are made primarily with a focus on student learning, and secondarily, based on systemic and financial considerations; decisions are designated as made by a few or made by many; the school director is ultimately responsible for decisions and there is a clear accountability structure; faculty and advisory councils participate in decisions; student voice is represented through a democratic governance process.
- Community involvement
  - » *Paideia* projects consistently serve local needs and community members participate as authentic audiences for student work; the school community engages in relevant seminars and various inclusive learning events; community craftsmen and businesses act as masters to upper grade student apprentices.
- Scheduling
  - » The *Paideia* school operates in all seasons; the calendar is set for seasonal project celebrations; weekly schedules are designed for learning and assessment: lecture, labs, and seminars; daily class schedules include productive routines, yet time and space use is flexible.

Existing Facility

The multipurpose building was built in 2009. The building is set into the slope of the hill with concrete foundations exposed at the lower level and front of the school. A mechanical room is in the partial basement area. The building has a large, green metal pitched roof with a canopy overhang at the entrance stair and ramp. Its exterior is a stucco finish, and windows are double-glazed with an aluminum-clad finish. Interior spaces include a locker area near the entrance, two administrative offices, an open commons room with student computer stations, the Life Management classroom, restrooms, and the Gathering Hall. The finishes include a polished concrete floor, gypsum walls, and acoustical tile ceilings except in the Gathering Hall, which has an acoustical wood ceiling. The building is in good condition.

The six portables on site are fourth generation portables and are at the end of their useful life. Five of the portables have two classrooms and two restrooms each. One portable, originally for administration,

has six rooms and is used for Special Education, the Digital Arts and MAC lab, and as a workroom. The portables are in fair to poor condition, with old flooring, holes in some floors and walls, few windows, drafty, and poor fit to program for some classes. The lack of overhang allows snow to pile against the building in the winter, and creates hazards along walkways near the portables.

Each classroom currently includes a computer for the teacher, and three or four hard-wired computers at side tables for students. All classrooms have a smart board and include a ceiling-mounted projector connected to the instructor computer. The school has three computer carts with up to 20 computer laptops shared between two classrooms. Wireless access connects the classroom laptops to the Internet. The Internet connection at the school is currently very slow, and the school anticipates a new fiber connection which will come into the school at the existing multipurpose building.

All classes use the Gathering Hall and the Commons area, and are available on a sign-up basis. The Physical Education and Drama classes require a larger space with a higher ceiling for activities. The Gathering Hall is currently the only space to meet the needs for these courses. Physical Education makes the heaviest use of the Gathering Hall, limiting availability of the space to meet the needs of other classes, such as Drama or Music.

The Commons includes about 10 computer work stations, which students use for independent study and on-line learning. Three additional computer stations are currently available for independent study in the social studies portable, and their primary users are students who are studying foreign languages via the Rosetta Stone program online.

Student lockers are in a lobby adjacent to the front door of the multipurpose building. Students typically visit the locker area just once midway through the day and carry their backpacks with them. Students fill their backpacks with their materials for the morning classes, and at lunch switch out their materials for the afternoon classes.

The school uses outdoor space when possible, primarily during the first three months in the fall and the last two months in the spring.

Specialized Instruction

Science

Science instruction requires science laboratory equipment, but must also maintain flexibility to rearrange the classroom. The instructor requires a demonstration table. A hood is requested for the new

classroom. The portable restroom currently serves as a prep area, and the classroom has a chemical storage cabinet. The school acquires chemicals and materials as needed for labs and does not desire to store large quantities of chemicals for the program.

Music
Music instruction includes a performing arts program and currently offers guitar instruction, voice and contemporary band. The classroom also includes a piano, drums, couches, and stackable chairs and stools. Instrument storage is an important classroom need.

Art
The art classroom requires tables for art making, and facilities for storing projects, art materials, and sink facilities for cleaning up. Currently, the art classroom includes about three iMac computers for student use.

PE
The PE program is centered around teaching students how to be responsible for their individual fitness and health throughout their lives, how to use the outdoors and mountain activities to accomplish this fitness, how the physical being relates to the outdoors, and to find an activity that they will continue to participate in for the rest of their lives. The program does not require a typical high school gym facility or locker rooms. It requires an interior space for use during inclement weather and appropriate for group physical activities, a floor for dance or yoga and safe for falling, and walls that withstand impacts. Restrooms are often used for changing and drinking fountains.

Drama
The theater arts class meets in a general classroom, and large groups meet in the Gathering Hall. Performances take place on a portable stage set up in the Gathering Hall.

Digital Media and Journalism
The Journalism lab and the Digital Media lab are currently adjacent to each other in separate half-classroom spaces. The Journalism lab include eight Dell laptop computers, and the digital media lab includes six Macs and an instructor laptop. The two labs share a separate a VLAN for improved access to broadband.

Special Education
The resource spaces include two separate half-classrooms and an adjacent restroom. The classroom also has an adjacent office for the STARS/SPED coordinator, which is also shared when needed by a school counselor. These spaces are available for OT/PT or speech therapy, services which are contracted by the school when needed.

Planning Process

Students, teachers and several members of the public attended the community meeting on May 7, 2014. ARC architects led the goal-setting exercises, and posed the following questions to the participants:

1) Is the main entrance to the school at the existing multipurpose building in a good location? If not, what adjustments do you recommend?
2) Are there safety or security concerns with the existing site and facility? If so, what improvements do you recommend?
3) Are the existing portables in the best location for a new classroom building(s)? If not, recommend alternatives.
4) How is the site used and how could it be improved to provide social space, PE/athletics, and/or outdoor learning opportunities?
5) Are there spaces and resources in the existing multipurpose room that would be better located somewhere else?
6) Are there classes or lessons that the school would like to offer or expand in the future, but that the current facility cannot accommodate?
7) How would you like to see technology incorporated into a new facility? Is a designated computer lab required?
8) Are the following attributes of the existing facility positives or negatives?
   a. Central courtyard
   b. Exterior circulation between classrooms
9) Are the following areas desired in a new facility?
   a. Nurse's office/student health area
   b. Exterior circulation between classrooms
10) Are improvements desired in any of the spaces in the existing multipurpose building, such as in the kitchen?
11) Will the community use the new facility?

The answers to these questions and the group discussions at the meetings provided information to identify the project goals described below.

ARC interviewed school staff, teachers and administrators on May 8, 2014, observed the school day, and inventoried classrooms spaces, furnishings and storage needs. ARC asked teachers:

- How do you use your classroom? What works and what does not work?
- What kinds of activities does your class do every day?
- What other spaces does your class use?
- Do you see significant changes in delivery methods in the near future that may impact your use of the facility?

- How do you use technology in the classroom?
- Are there safety issues that need to be accommodated?

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