

# Required Appendix I



**STATE OF NEW MEXICO**  
**Public School Facilities Authority**

Robert A. Gorrell  
Director

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April 28, 2015

Mr. Lane Towery  
203 E. Pine Ave  
Gallup, NM 87301

Dear: Mr. Towery,

PSFA has received and reviewed the Facility Master Plan/Educational Specification (FMP/EdSpec's) for the Gallup Intertribal Community School (GICS). The FMP/Ed Spec's purpose is to guide you in the planning of and/or selection of a facility to ensure that it is adequate to accommodate your educational program and method of instruction. Based upon our review, PSFA is pleased to announce that the Plan meets our requirements. In accordance with House Bill 283, your next step is to submit your charter school application to the New Mexico Public Education Department (PED) and include your FMP/ Ed Spec's plan.

Through our review of the FMP/Ed Spec's, PSFA understands the following:

- Gallup Intertribal Community School did request to locate in existing Gallup McKinley County Schools facilities on April 20, 2015. As of yet, there has been no response from Superintendent Frank Chiapetti
- The school anticipates having a total enrollment of 300 students
- Class size of 15:1; would require 20 classrooms at 560 square feet per classroom (560 sq. ft. ;A.S. would allow up to 20 students/ classroom)
- Total 11,200 gsf for classrooms, plus 3,500 gsf for other spaces with a total of 14,700 gsf needed to meet your educational program
- Grades: 6th thru 12th grades
- You have reviewed our adequacy standards, planning guide and HB 283

If you are a successful applicant, please remember to work closely with PSFA's Planning and Design team as you review potential facilities. You can reach us at (505) 468-0282.

Sincerely,

  
William W. Sprick,  
Facility Master Planner

cc: Jeremy Jerge, Regional Manager  
Martica Casias, Planning and Design Manager

## APPENDIX I: PSFA-APPROVED PROJECTED FACILITY PLAN DOCUMENTATION

### Gallup Intertribal Community School (GICS) FMP/Ed Specs

Contact Info:

Lane Towery

203 E Pine Ave, Gallup, NM 87301

505-263-9737

lane@nacainspiredschoolsnetwork.org

#### CHARTER SCHOOL OVERVIEW

- ☐ Include the written request as well as any response received regarding your request to locate in existing district facilities

I've sent a written request without response so far. This is also a topic I have discussed in person with the Superintendent. Based on those conversations and the past decisions of our school board, it seems the chances are low for sharing space with the district.

- ☐ Indicate year of the application

Our application is due July 1<sup>st</sup>, 2015 and we intend to open the school for the 2016-2017 school year.

- ☐ Charter School cap

Our proposed cap is 300 students in grades 6 to 12.

- ☐ Include statement acknowledging review of:

- o Statewide Adequacy Standards NMAC 6.27.30

- o Charter-Alternative School Statewide Adequacy Standard Variance

We acknowledge that we have read, reviewed, and understand Statewide Adequacy Standards NMAC 6.27.30 and Charter-Alternative School Statewide Adequacy Standard Variance.

## **1. GOALS / MISSION**

### **1.1 Goals**

#### **1.1.1 Mission**

The Gallup Intertribal Community School, through a commitment to culturally relevant indigenous education and interdisciplinary project based learning, will develop critically conscious students who are engaged in their communities, holistically healthy, and have a personal plan for succeeding in post-secondary opportunities.

#### **1.1.2 Briefly describe the general educational philosophy**

Our educational philosophy is in alignment with the theories and philosophies of Culturally Relevant Indigenous Education. In this sense, we feel a commitment to student holistic well-being and identity security, to robust language instruction, to restorative justice, to natural outdoor education (learning through challenge), and to community-centered project-based learning (learning by doing).

#### **1.1.3 Serving the community**

□ Describe the desired interaction with school's community

The evidence makes it clear that family participation is a key lever for improving students' school experiences and increasing academic achievement. The tenets of indigenous education indicate that community accountability and engagement are foundational, as well. Additionally, right now Gallup lacks public space for use by its Native American community. For all of those reasons, our school's ability to serve as a safe, welcoming, and useful place for families and community members is critical.

We aspire to create a school that is a gathering place for families, where they spend time with their children, utilizing our facilities. We aspire to have semi-annual demonstrations of learning when community members are invited into our school to see and experience their children's work. We aspire to have spaces where families and community members can meet with and interact with school administration and faculty comfortably. We envision having a space to utilize for restorative justice circle meetings with families and students. And finally, we envision some sort of large, multi-use space that can be shared for many purposes, both for school and community needs. Finally, we aim to create a curriculum that includes project-based service learning in which our students' and staff's access to community spaces will be critical.

### **1.2 Process**

#### **1.2.1 Describe process for data gathering and analysis**

□ Identify individual representing the school authorized as contact on issues and questions related to this submission

Lane Towery  
203 E Pine Ave, Gallup, NM 87301  
505-263-9737  
lane@nacainspireschoolsnetwork.org

□ Identify process for capital planning and decision-making

The final decision-making for all capital and facility decisions will rest with the GICS governing board once it is in place and our school has been approved. The Head Administrator of GICS will assemble an advisory group responsible for gathering input and researching design, location, and financing of our facility. This advisory group will make recommendations to the Finance Committee of the Governing Board.

□ Identify how community input is considered o list members that attended planning meetings and their affiliation (i.e. maintenance staff, students, faculty)

As a school founding team, we have received community input in a variety of ways thus far. We have conducted approximately 60 one-on-one meetings with community members in and around Gallup, on the Navajo Nation, and on the Zuni Pueblo. We have done talking circles with parents and educators. We have done presentations at 6 chapter houses around Gallup and received questions and feedback from chapter members. We have also done presentations and received questions and feedback from the GMCS Board of Education, Gallup Kiwanis Club, and GMCS's Indian Education Committee. This community engagement work has encompassed our school design broadly, part of which is the determination of our values, mission, and ideal facilities.

In order to better understand our options for facilities we have met informally with the Superintendent of Gallup McKinley County Schools Frank Chiapetti, the president of UNM-Gallup Dr. Dyer, the principal of Sacred Heart School, the former head administrator of Uplift Community School (a state-chartered school), and a local realtor. Through that process we know that there are potential facility options within the district, though all of them come with challenges. We also know that there is a potential to work with the archdiocese to share the buildings that used to be Gallup Catholic High School, although that option is also not without challenges. We also know that UNM-Gallup is supportive of our work and willing to work together to find facility options. Finally, through the realtor we know that while there is not very much large commercial real estate available in Gallup, there is plenty of land and the potential to build a relationship with a willing landlord.

□ Describe the nature of Steering committee involvement o identify members of the steering committee

As GICS is still in the planning stages and charter-writing process, a formal Steering Committee has not yet been created. Our school's founding team consists of:

- Lane Towery
- Ben Soce
- Masika Sweetwyne

The founding team hosts public planning meetings weekly, which have included a variety of other community members, educators, and parents offering input into the design of the school.

## 2. PROJECTED CONDITIONS

### 2.1 Programs and Delivery Methods

#### 2.1.1 Programs overview

- Provide overview of proposed educational programs and facilities (if applicable)

Our proposed educational model is built around Culturally Relevant Indigenous Education. This implies a commitment to learning by doing, to robust language instruction, to restorative practices, to natural outdoor education, to community-centered project-based learning, and to holistic well-being and identity security.

From a curriculum standpoint, our proposed educational program is built around a model of project-based learning. Projects will be community-based and interdisciplinary. Learning in language and culture, humanities, and STEAM courses will be aligned thematically and each trimester students will work collaboratively in groups to produce projects related to that trimester's theme. Each semester will end with a large demonstration of learning that the community is invited to attend. As students transition from middle school to high school the curriculum will also transition. Service learning, individual projects, and a block schedule with more "traditional" courses aligned to college preparedness will define the high school experience as students work towards their senior community project, a capstone experience for our students.

Additionally, we propose offering natural outdoor education to our students through the programming of the National Indian Youth Leadership Project. We propose a restorative justice program for responding to student breaches of school values and expectations. And we propose an advisory system for building relationships, building school culture, and delivering curriculum aligned to holistic health and wellness and the philosophies of positive youth development. Part of the advisory system will be the implementation of a Circle of Power and Respect process, which is an extension of the morning meeting structure in elementary schools.

Our proposed facility needs, therefore, are flexible. We anticipate needing flexible classroom spaces for a mix of small-group instruction and large-group project-based learning. We anticipate needing spaces for advisory settings and for restorative justice talking circles. We would prefer a space that reflects indigenous epistemologies and traditional knowledge (ie is rounded rather than square), would prefer access to the out of doors, and would prefer a large multi-use space for demonstrations and community meetings, though none of those things are strictly necessary.

- Identify and describe any potential shared/joint use facilities with public or private entities

We have established inquiries with three different entities in Gallup about shared or joint use facilities:

- Gallup McKinley County Schools (GMCS): According to GMCS's facilities master plan and construction schedule, they will have two empty buildings in the near future. Church Rock Elementary School, an elementary school just outside of Gallup to the east, will be replaced by a new building in summer 2015. This building is schedule to be razed and its condition is unknown. Students and staff from Juan De Oñate elementary school, in Gallup's north side neighborhood, are scheduled to consolidate into a new Del Norte Elementary School near the current Washington Elementary in the summer of 2016. Juan De Oñate is larger, younger, and presumably in better condition than Church Rock. The district has indicated a willingness to keep the building standing, as has been demonstrated in their communication with UNM-Gallup about turning the building into an adult education center. Finally, Gallup Middle School includes a part of their facility that is unused currently.
- University of New Mexico – Gallup: Currently, UNM-G hosts a small district-chartered school, Middle College High School, on their campus in a combination of two portables and in university classroom space. Presumably, there is the potential to create a similar arrangement. We have also spoken with the university about the potential of sharing the Juan De Oñate facility if the university takes ownership of the building, which the University indicated an initial willingness about.
- The Roman Catholic Diocese of Gallup: The local Archdiocese operates a school campus in central Gallup for Sacred Heart Catholic School, a K-8 school, and Gallup Catholic High School. In recent years, the high school closed due to low enrollment, leaving their buildings empty. Additionally, the land and buildings of that campus are currently a part of the Diocese' bankruptcy filing, making their future uncertain. We have submitted a letter of inquiry to the Superintendent of Schools and the Chief Financial Officer of the Diocese so far without response.

Another possible option that we have not pursued specifically yet is working with other public entities to identify land for the use of portable classrooms. For this purpose, we could potentially work with the City of Gallup, McKinley County, the Navajo Nation, or individual chapters near Gallup.

□ Describe the school's proposed instructional program

As mentioned, the core aspect of our instructional program will be a project-based model that is community-centric. Small-group, skills-based instruction as well as discreet classes and seminars will support this interdisciplinary methodology.

At different points during our school day or week, students might be working in mixed-ability small groups under the supervision of one or more teachers and aids. At other points students might be split among educators for differentiated tier I learning or tier II interventions, while at other times students might be in traditional courses like language studies. In the mornings, students will be in small advisory settings, while at other times still students might be learning outdoors or on field trips in the community.



Given this educational program, our facilities needs are flexible. Ideally our space would include a larger, multi-functional space for project-based learning surrounded by smaller classrooms and work spaces, which rather than be dedicated to one teacher or subject could be used flexibly for different purposes, as on a college campus.

We also propose making outdoor experiential education available to students through the programming of the National Indian Youth Leadership Project. This makes access to outdoor learning spaces preferred but not necessary.

- Describe the general instructional organization (grade levels, groups, academies)

We will group students by grade-level cohorts for advisory, the core curriculum, project-based learning, and any specific coursework like language instruction. Differentiated and tier II instruction in small groups will be delivered based on need and may include groups that are mixed across grade levels. As students move from middle school to high school, instructional pacing will become more individualized. Students who are more advanced will be allowed to move through the scope and sequence faster until they reach the ability to be dual-enrolled at UNM-Gallup.

- Describe alternative methods of educational program delivery

Our students will spend time in groupings of different sizes and with different purposes at different parts of their day. Core instruction will be delivered in larger groups through interdisciplinary, project-based learning. This learning will often be cooperative and students will work in small groups within a larger learning setting. At other points in the day students might split up for small-group instruction with small groups of students with similar needs for their skills labs.

- Describe scheduling approach (periods, block schedule)

Each day will start for teachers one hour before students for professional collaborative time. In middle school the formal school day will start each day with 30 minutes in advisory for Circle of Power and Respect time and learning aligned to positive youth development theories. During the school day, students will spend time in short, differentiated “skills labs” differentiated to their needs while for longer blocks of time students will focus on project-based learning in either a Humanities or a STEAM class. In high school the schedule will take on more of a block schedule with a more traditional class structure, though independent studies and projects will still be valued and it may not be unusual to see students working independently during a free period.

- List anticipated special curricular and extracurricular activities to be accommodated in the facility, if any

We intend to offer an increasing array of out-of-school options, beginning in the early

years with access to the outdoor experiential education of NIYLP and traditional athletics like cross country, basketball, and track. While our commitment to Natural outdoor education would ideally imply the need for access to outdoor spaces, NIYLP has a history of providing programming across a range of school facilities. We would also prefer access to athletics facilities, but know that there are opportunities to use public spaces in Gallup if our facility does not include our own athletics facilities.

Overall, our curricular model is flexible and could be carried out effectively in a variety of spaces.

## 2.2 Proposed Enrollment

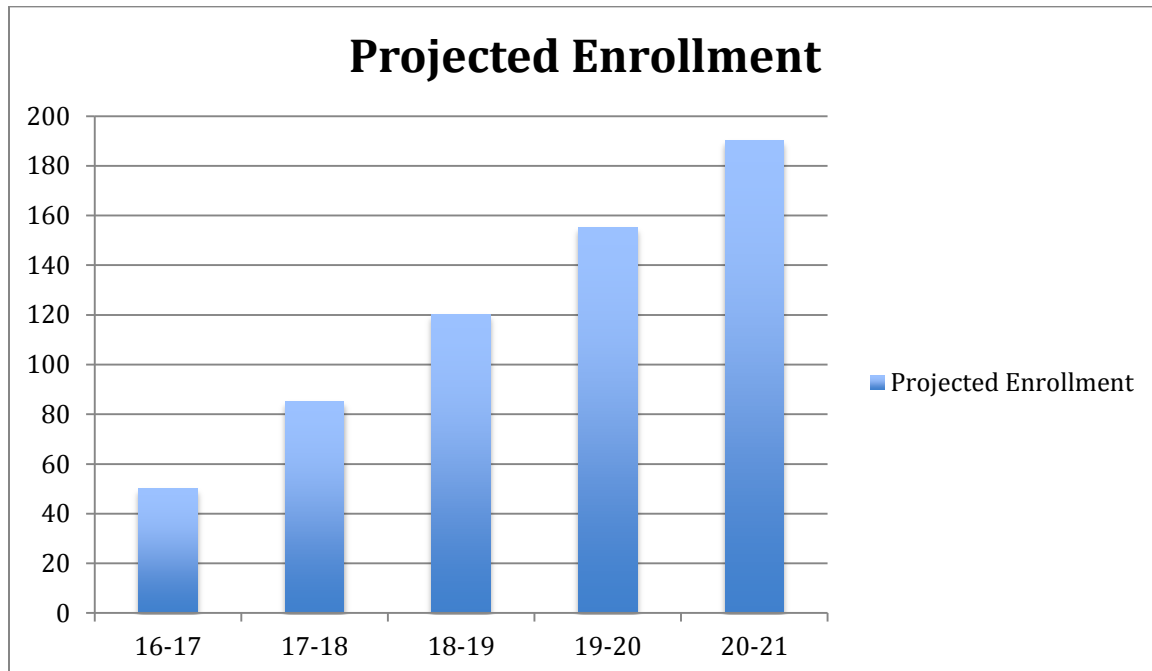
### 2.2.2 Describe any plans for phased enrollment

We plan to open with about 50 students in grades 6 and 7 in 2016 and then grow one grade per year until we are fully realized at 6<sup>th</sup> through 12<sup>th</sup> grades.

- ☐ Provide a graph of projected enrollment cap, if incremental

Our enrollment cap will be 300 students. While we recognize that it is unlikely we approach that cap during our first five years as we phase in grades, it will remain the only cap.

- ☐ Identify by grade level, the five-year post occupancy projection of attendance to be accommodated by any proposed facility



## 2.3

### 2.2.3 Classroom loading policy

- Identify anticipated class loading policy (student teacher ratio)

We anticipate using a combination of licensed educators, language teachers, special educators, and educational assistants to keep classroom loads very low for differentiated, skills-based instruction—in the range of 8-12 students. At other times, students might work in small-groups on projects under the supervision of one teacher who monitors many more students who are working independently. Overall, we strive to keep our student:teacher ratio below 15:1 in order to provide enough flexibility that along with administrators, counselors, and Educational assistants we can provide small-groups instruction when appropriate.

#### 2.2.4 Classroom needs

- Identify anticipated classroom needs, including number of classrooms to accommodate the projected enrollment. Provide supporting analysis.

<b>Year</b>	<b>Number of Students</b>	<b>Min. Number of Classrooms @ 15 students per classroom load capacity</b>	<b>NSF required in total for classrooms (560 square feet per classroom, or 28 square feet per student with 20 students)</b>
2016-2017	50	4	2240
2017-2018	85	6	3360
2018-2019	120	8	4480
2019-2020	155	11	6160
2020-2021	190	13	7280
Full Capacity	300	20	11200

The classroom needs are based on keeping the average students per teacher per classroom ratio below or equal to 15:1 while providing classroom spaces large enough to accommodate 20 students at a time to allow for flexible groupings. We assumed a need of 28 square feet per student per classroom and therefore that each classroom needed at least 560 square feet of space.

While there might at times be a desire to split students into even smaller groupings for skills labs or advisories, it is also true that those purposes do not necessarily require a traditional classroom and could be carried out in other multi-use spaces.

- Itemize the quantity and sizes of other spaces required to accommodate the instructional program

<u>Room Name</u>	<u>NSF</u>
Central multi-use space	~ 1200 square feet
Open-concept collaborative	~ 600 square feet

office space for  
administrators, business  
manager, etc.

Conference room 250 sq feet

Family meeting room / 150 sq feet

restorative justice talking  
circle space

Entry-way with parent work ~ 200 sq feet  
space

Faculty work space ~ 500 sq feet

Storage in core classrooms 600 sq feet (2/student)

### **Site and Facilities** (if applicable)

#### 2.3.1 Location/site

☐ Include Map(s) which identify the location of any existing and proposed facilities

See attached

### 3. PROPOSED FACILITY REQUIREMENTS (Ed Spec)

#### 3.1 Facility Goals and Concepts

##### 3.1.1 What are the goals to be met by your school facility?

Our goal is to operate a school facility that meets our classroom needs and allows for our unique combination of small-group skills instruction combined with larger-group core instruction taught through project-based learning.

Our goal is to operate a school space that is collaborative—between students, between students and faculty, between faculty and administrators, and between families and staff.

Our goal is to create a space that is safe and welcoming for students and families and educators alike.

Given those goals, we feel we can make many different facilities work for us, though we have also demonstrated our thinking about an ideal facility as demonstrated in the renderings included in the appendices.

☐ If the school is not in a public building, outline plan for compliance with HB-33

We intend to do our due diligence to pursue all public options we can whether through the school district, the city, the county, or the Navajo Nation. In the event we cannot share space with a public entity, we will demonstrate that we have exhausted other options while ensuring that our facility meets all aspects of state statute and rules.

##### 3.1.2 Concepts

☐ Identify and describe major facility concepts including safety, security, sustainability, flexibility, community use, utilities, and any other issues or special considerations that impact space requirements and/or costs

Ideally the school would be designed with the following concepts in mind:

- Indigenous community values and designs (ie a preference for round spaces rather than square).
- A commitment to collaborative project-based learning (ie large learning spaces with moveable walls and furniture; shared work space for faculty).
- A commitment to community collaboration (multi-use facilities and family meeting areas).

#### 4. CAPITAL

#### 5. MASTER PLAN SUPPORT MATERIAL

##### 5.1 Sites and Facilities Data Table (if applicable)

- ☐ Provide a table summarizing characteristics of site and facilities
- ☒ Name of facility (if applicable)

We do not have one specific facility in mind at this point, though we've been communicating with a number of local entities about possibilities.

##### 5.2 Site Plan (if applicable)

- ☐ Scaled school site plan
- See example in appendices of what an ideal facility could look like.

##### 5.3 Floor Plan (if applicable)

- ☐ Scaled school floor plan(s) with rooms numbers to match inventory
- See example in appendices of what an ideal facility could look like.

- ☐ FAD forms updated

##### 5.4 FMAR Reports and how Major and Minor findings are addressed by the Capital Plan (if applicable)

##### 5.5 Detailed Space and Room Requirements (EdSpec) if applicable

- . 5.5.1 Technology and communications criteria
  - . Network access should be available in each classroom, workspace, and faculty office or shared workspace.
  - . Wireless internet should be available throughout the facility.
  - . Laptops will be purchased at a ration of 1:3 per student (100 total at full capacity) and one per each staff member. Laptops will be portable and available in carts.
  - . Phones and intercoms should be available in each classroom and office.
  - . A high-volume copier and printer will be leased and available for staff use centrally.
- . 5.5.2 Power criteria
  - . There should be sufficient outlets in each classroom for laptop use and teacher presentation equipment (ie projectors, document cameras).
- . 5.5.3 Lighting and day lighting criteria
  - . a light level of at least 50 foot candles is required in each general and specialty classroom, measured at a work surface located in the approximate center of the classroom.
- . 5.5.5 Classroom acoustics criteria
  - . The sound level in each general and specialty classroom shall be a one-hour, A-weighted Noise Criteria of less than 55 decibels as measured on a work surface in the approximate center of the room.
- . 5.5.6 Furnishing and equipment criteria

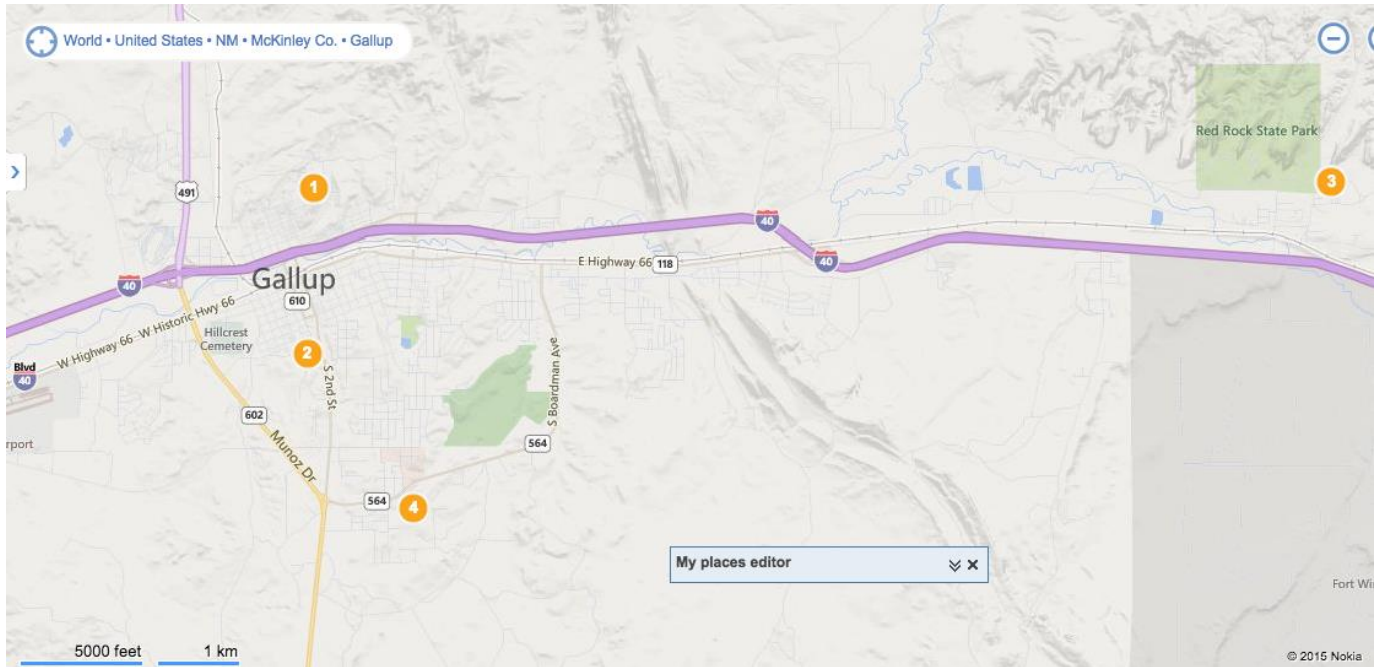
- . All classrooms shall have student work surfaces to accommodate up to 20 students. Flexible work settings are a priority. We will purchase rectangular tables that can move around the classroom.
- . 5.5.7 Criteria sheets

**5.6 Submission**

- . 5.6.1 Final hardcopy placed in a three-ring binder
- . 5.6.2 Final electronic copy

## Appendix A

### Map of Gallup with potential public/private partnerships



#### Key:

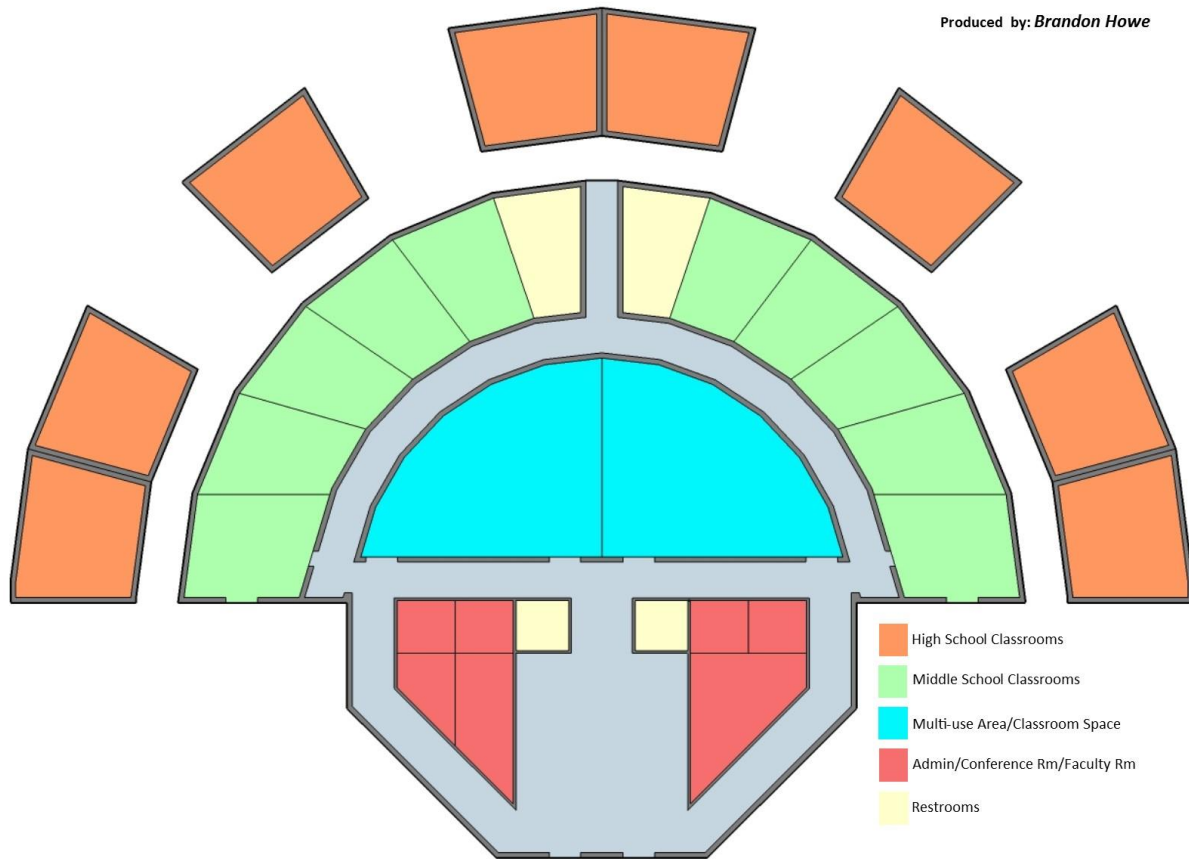
- 1 – Juan De Onate Elementary School
- 2 – Gallup Catholic High School
- 3 – Church Rock Elementary School
- 4 – UNM Gallup Campus



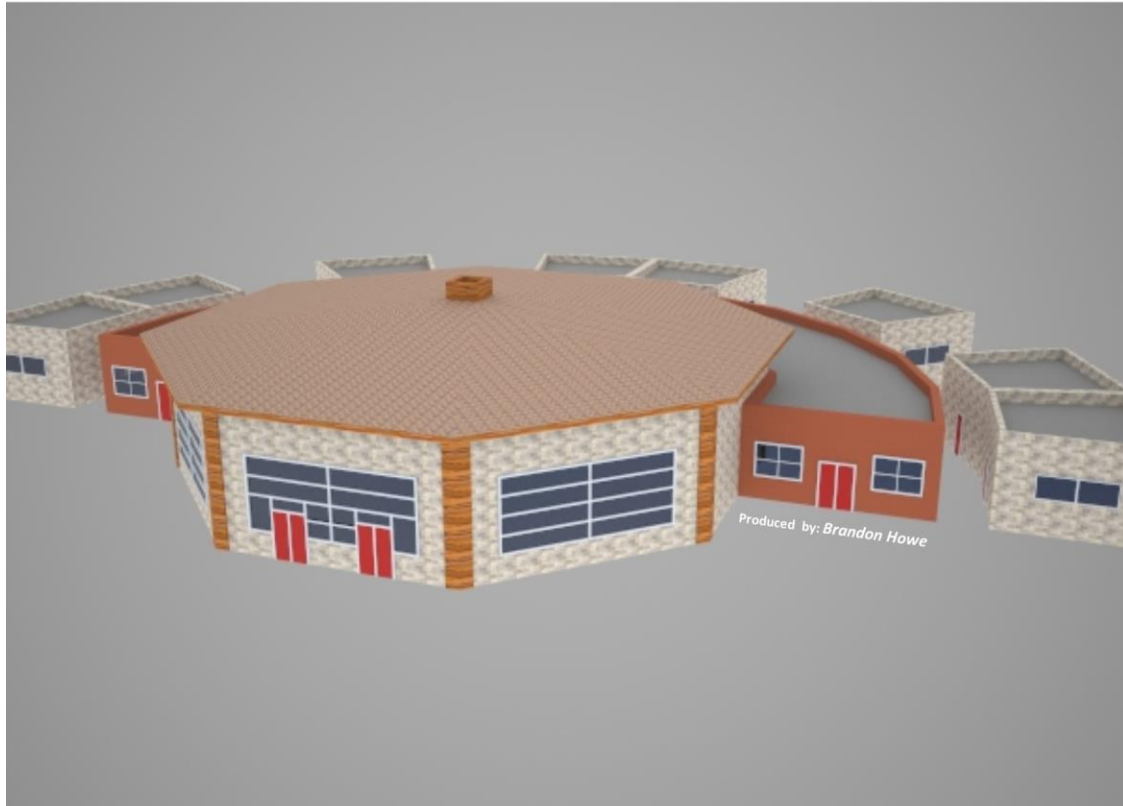
**Appendix B**

Here is an example rendering of a school facility meeting our programmatic needs. We drew this facility on a plot of land between Highway 602 south, Dusty Rd, and Boardman Avenue on the south side of Gallup, a piece of land that we know to be available for lease and that would meet many of our ideal criteria.

Space concept map/floor plan:



Front View



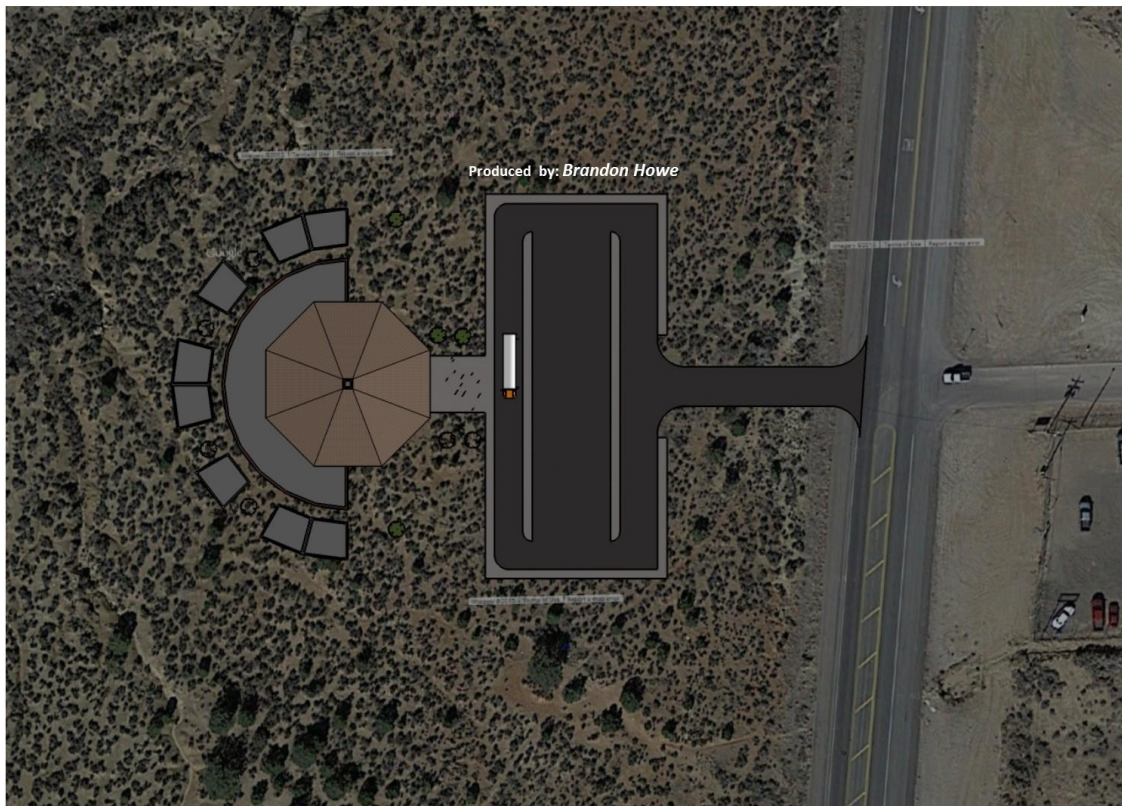
Rear View



Rendering on site



Site view



**Appendix C**

## Written Request to District

Lane Towery  
203 E Pine Ave, Gallup, NM 87301  
505-263-9737  
lane.towery@gmail.com

20 April 2015

Mr. Frank Chiapetti  
Superintendent  
Gallup McKinley County Schools  
P.O. Box 1318, Gallup, NM 87305

CC: John T Cresto, Director of Construction  
CC: Ron Triplehorn, Director of Maintenance

Dear Mr. Chiapetti,

It feels odd to write a formal letter having spoken about this topic in person, but I write today, per PSFA guidelines, to formally request to locate our future school in district facilities. I continue to feel that there are potential benefits for both our school and the district if we are able to reach an agreement on facilities, whether that means moving into a school facility that has been vacated like Juan de Onate's building, using parts of facilities not currently in use like Gallup Middle School's old art facility, or even using district-owned land to house portable classrooms. Could you reply in writing at your earliest convenience? I'd much appreciate it.

Thank you for your willingness to maintain open lines of communication so far and I look forward to being able to work together with you and your staff to find if an amenable situation can be agreed upon.

Sincerely,

Lane Towery  
Co-founder, Gallup Intertribal Community School