

## **INDIGO HILL SCHOOL**

A Proposed Pre-K thru 6 Public Charter School

### **Charter Facilities Preliminary Description Checklist for FMP and Specifications**

Submitted to New Mexico PSFA

by

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## **INDIGO HILL SCHOOL**

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## **CHARTER SCHOOL OVERVIEW**

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

To date, Indigo Hill School has not received any responses from districts related to locating in a district facility, prior to authorization. The only district correspondence IHS submitted is the letter of notification per statute. Three districts were notified as potential locations for a new charter school, and none of the districts responded to the IHS point of contact.

### **Indicate year of the initial application**

The application is being submitted in July 2012 with intent to open in July 2013.

## **ACRONYMS/DEFINITIONS**

### **Abbreviations, acronyms, and uncommon terms identified**

- ADA – Americans with Disabilities Act
- AMO – Annual Measurable Objectives
- ASD – Autism Spectrum Disorder(s) or ASD describes a range of conditions classified as pervasive developmental disorders in the Diagnostic and Statistical Manual of Mental Disorders (DSM). Pervasive developmental disorders include autism, Asperger syndrome, pervasive developmental disorder not otherwise specified (PDD-NOS), childhood disintegrative disorder, and Rett syndrome, although usually only the first three conditions are considered part of the autism spectrum.<sup>[1]</sup> These disorders are typically characterized by social deficits, communication difficulties, stereotyped or repetitive behaviors and interests, and in some cases, cognitive delays. Although these diagnoses share some common features, individuals with these disorders are thought to be "on the spectrum" because of differences in severity across these domains. A proposed revision to the Diagnostic and Statistical Manual of Mental Disorders 5 (DSM-5), to be released in May, 2013. This new diagnosis will encompass current diagnoses of autistic disorder, Asperger's disorder, childhood disintegrative disorder, and PDD-NOS. Under the revised definition, individuals with ASDs will be represented as a single diagnostic category because they demonstrate similar types of symptoms and are better differentiated by clinical specifiers (i.e., dimensions of severity) and associated features (i.e., known genetic disorders, epilepsy and intellectual disability). An additional change to the DSM includes collapsing social and communication deficits into one domain. Thus, an individual with an ASD diagnosis will be described in terms of severity of social communication symptoms, severity of fixated or restricted behaviors or interests and associated features.

- Asperger's – Also known as Asperger's Syndrome, or Asperger disorder, AS is an autism spectrum disorder (ASD) that is characterized by significant difficulties in social interaction, alongside restricted and repetitive patterns of behavior and interests. It differs from other autism spectrum disorders by its relative preservation of linguistic and cognitive development.
- Assistive Technology – Assistive technology or adaptive technology (AT) refers to assistive, adaptive, and rehabilitative devices for people with disabilities and also includes the process used in selecting, locating, and using them.
- BTU – British thermal unit, unit of heat produced by energy
- Charrette – Often referred to as 'design charrette'. A charrette is an intensive planning session where citizens, designers and others collaborate on a vision for development. It provides a forum for ideas and immediate feedback, and process for organizing the information generated.
- CIE – Cambridge International Education is the world's largest provider of international education programs and qualifications for 5-19 year olds. More than 9000 schools in over 160 countries, including the United States, are part of the Cambridge learning community.
- CIP – Capital improvement projects or plan
- CK – Core Knowledge™, a curriculum that begins in preschool and continues through eighth grade. CK prepares children through a solid, specific, sequenced and shared curriculum, Pre-K through 8<sup>th</sup> grade. The three goals of implementation of the Core Knowledge Curriculum are to teach all of the topics included in the *Core Knowledge™ Sequence*, to teach the topics at the grade levels assigned by the *Sequence*, and to teach the topics to all students whenever possible.
- CCSS – Common Core State Standards
- Dual Exceptionality – Also known as "twice exceptional". Dual Exceptionality or twice exceptional is the term used to describe children who are not only exceptionally able (e.g. giftedness) but may have additional learning difficulties or a disability which can make it difficult to identify their high intellectual ability. Children with often crippling learning difficulties or physical or emotional disabilities or those who are on the autistic spectrum can be gifted and in some cases profoundly so. As a consequence, it is this group within the gifted community who are most at risk of slipping through the net and not getting the support they so desperately need in order to fully realize their potential.
- Ed Spec – Educational specifications
- FAD – Facility adequacy database
- FMP – Facilities master plan
- FCI – Facility condition index
- GSF – Gross square feet, or the sum of net assignable squarefeet 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)
- HFA - High Functioning Autism is an informal term applied to individuals "on the spectrum".

- HVAC – Heating, ventilating, air conditioning
- IEP – Individual Education Plan
- IHS – Indigo Hill School is a proposed new charter school to address the needs of a diverse group of students that includes children with autism spectrum disorders and children who may be gifted.
- IP – Internet Protocol
- IT – Information technology
- LRE – Least Restrictive Environment
- MEM – Membership, number of students in funding formula
- MSE - [controlled] Multisensory Environment is a therapy for people with autism or developmental disabilities. It consists of placing the person in a soothing and stimulating environment to reduce stressors. These rooms are specially designed to deliver stimuli to various senses, using lighting effects, color, sounds, music, scents, etc. The combination of different materials on a wall may be explored using tactile senses, and the floor may be adjusted to stimulate the sense of balance.
- NASF – Net assignable square feet, or the total of all assignable areas in square feet
- Neurodiversity – A term or concept introduced in 1998 to account for individual neurological differences, so that individuals with a range of cognitive diagnoses may be seen in terms of their strengths, as well as their weaknesses.
- NMCI – New Mexico Condition Index
- NMSBA – New Mexico Standards–Based Assessment
- OT/PT/SLP – Occupational therapy, physical therapy, speech language pathology
- PE – Physical Education
- PED – New Mexico Public Education Department
- PLP – Personalized Learning Plan ,also known as Student Learning Plan, or Student Development Plan for students who do not have an IEP
- PSCOC – Public School Capital Outlay Council
- PSFA – Public School Facilities Authority
- PTR – Pupil/teacher ratio
- Reggio Emilia –The Reggio Emilia Approach is an educational philosophy focused on preschool and primary education. It is based on the principles of respect, responsibility, and community through exploration and discovery in a supportive and enriching environment.
- RTI – Response to Intervention is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty.

- SAT – Student Assistance Team
- SPED – Special Education
- USGBC – United States Green Building Council
- WAP – Wireless Access Point

## GOALS / MISSION

### 1.1 Goals

#### 1.1.1 Mission

- Desired future state of *schools* educational programs

As a public charter school, Indigo Hill School's mission is to establish a safe, stimulating and vibrant student-centered learning community that addresses, primarily, the needs of children with Autism Spectrum Disorder (ASD), including High Functioning Autism (HFA) and Asperger's, and the dual exceptionality of giftedness in grades preschool through the sixth grade. However, it also serves as a well-rounded school for *all students*. Our unique school's curriculum and program strategies incorporate the most current cognitive science, brain-based methods, challenging curricula, clinical services and enrichment activities delivered within a full inclusion, multi-sensory environment. IHS is dedicated to fostering a school culture where relationships are defined by mutual respect and trust, and where diversity and "neurodiversity" are celebrated. Children with ASD are among the most vulnerable and face bullying at an alarming rate. Therefore, Indigo Hill School declares our school as a bully-free campus.

#### 1.1.2 General Educational Philosophy

Indigo Hill School serves diverse students, focusing especially on children with high-functioning autism in their early years (grades Pre-K through 6<sup>th</sup>) and their accompanying learning issues such as giftedness. These children may have attended traditional public schools, or have been homeschooled, but would benefit by additional academic, social and clinical supports. We believe: students' strengths, interests and abilities must be celebrated by a community of learners; young people need relationships that foster their sense of worth and value to society, and our students need significant opportunities to have their broad and diverse learning styles addressed.

High expectations for each student is a key element of our mission and school design, and creating such a culture is one of the most important responsibilities of our school leadership and staff. Our staff of general education teachers, special education teachers, and therapeutic support service professionals works collaboratively with IHS students and families to identify our students' unique strengths and challenges. In addition, small class sizes, a low student/staff ratio, flexible grouping, differentiated/personalized instruction and tutoring enable the IHS staff to ensure the academic success of each student. Campus safety is paramount with emphasis on bullying prevention at IHS. All students participate in a school-wide anti-bullying, social skills training program, directed by a clinical psychologist and staff also receive relevant training in appropriate behavioral management for bullying prevention.

We strive to provide a well-rounded, rigorous education that engages our students, including core academic classes delivered through an international education framework (e.g. language arts, math, science, second languages, social studies, science), physical education

(enrichment, e.g. performance, dance, music, art), and after-school and summer program activities. The comprehensive academic program is designed to serve our students who have a wide range of learning needs. Our educational philosophy is highly student-centered. IEPs (Individualized Education Plans) and PLPs (Personalized Learning Plans) are developed for each student, as appropriate.

Teachers employ a variety of strategies through teacher-facilitated projects, use of blended learning strategies and technology, traditional coursework, and other adapted subject matter. Response to Intervention techniques and strategies are deployed throughout the general education curriculum for all students in order to reduce the effects of learning problems, later on. In addition, we have access to the full range of support services and transitions/clinical specialists on staff to provide necessary training in areas such as social skills, occupational therapy, speech-language skills, and transition skills (i.e., service learning, home living skills). All of our programs have been designed to meet the unique needs of students living with autism spectrum disorders and their dual exceptionalities.

Indigo Hill's rigorous academic program is based on three primary components: The Reggio Emilia Approach, and Cambridge International Framework and the Core Knowledge™ Sequence, which are already aligned to Common Core Standards.

### 1.1.3 Serving the Community

- Desired future state of school's community involvement

**Sharing educational research relevant to ASD, professional development and parent /community education.** Indigo Hill School's vision is to become a model full-service community school and leader in delivery of innovative, exemplary educational programs and special education services to children with ASD, gifted students, and their families, within a full inclusion setting. The school's parent and community engagement programs will establish a parent resource center for up-to-date information and training, provide outreach to families and sponsor support groups for siblings of students with ASD. Also, three times a year IHS will deploy a Child Find Team in the community for identification of children who may exhibit early characteristics associated with ASD, as well as other learning disabilities.

The Indigo Hill School Founding Group will work to advance ASD education and school reforms through collaboration with institutional and association partners, related research, parent training, and professional development — both community and statewide—not just within the walls of its own campus, but for all students and educators. Our founders desire to improve all aspects of elementary

schooling—from more effective pedagogy aimed at the ASD student population to improved student outcomes, more effective teacher incentives and appropriate application of technology.

**Parent Engagement.** Indigo Hill School emphasizes the vital role of parents in supporting their child’s academic success. Parent participation and involvement in the Reggio preschool and ASD family support training is strongly encouraged. Parents will be able to visit a parent resource center at the school to learn more about ASD and current interventions that may affect their child’s behavior and academic performance. Through extensive parent outreach, our charter school will promote communication and social connections between parents, teachers, staff and students and community partners to enhance and maximize the education of every Indigo Hill student. Indigo Hill will use a variety of communications modes to communicate with stakeholders, including social media, the school website with Apps, SchoolReach™, Backpack™ and others.

Conformance with Adequacy Standards

Indigo Hill School’s Founders will comply with mandatory requirements for educational facilities and with state and federal standards. The Statewide Adequacy Standards for primary and secondary educational facilities (NMAC 6.27.30) provide standards for public school districts to “... provide and sustain the environment to meet the needs of public schools.” They are intended to create a minimum facility standard to establish equity among all educational facilities serving New Mexico public school students. Alternative and charter schools may seek a variance for facilities, since they do not necessarily conform to the programs, delivery methods, and facility needs and budgets on which these standards are based. In such cases, schools meet the intent of the facility requirements through “alternative methods.” However, alternative and charter schools are required to provide the minimum square footage allowances for general classroom spaces, as identified in the Adequacy Standards. Section 3.2.5 Space Needs indicates conformance with Adequacy Standards for minimum square footage per student.

The following required standards, listed below with statute section citations in parentheses, will be met in the implementation of space needs for Indigo Hill School:

**6.27.30.8 General Requirements**

- Building structural soundness (A.1)
- Weather tight exterior envelope (A.2)
- Interior surface condition (A.3)
- Interior finish harmful elements (A.4)
- Building system integrity (B.1)
- Plumbing type/ accessibility (B.2)
- Adequate fire alarm system (B.3)



- Adequate 2-way communication system (B.4)

#### **6.27.30.10 Site**

- Student drop-off pedestrian pathway (A)
- Protection of building structural integrity (C)
- Potential of flooding, ponding, or erosion (C)
- K-6 play area fenced (D)

#### **6.27.30.12 Academic Classroom**

- Appropriate size (A)
- Lighting ( C )
- Temperature range (D)
- Acoustics (E)
- Air quality (CO2 PPM) (F)

## **1.2 Process**

### **1.2.1 Data Gathering and Analysis**

This Indigo Hill School facilities educational specifications document was prepared to meet requirements included in the new charter school application process. The proposed facility requirements should be treated as a preliminary framework only and, therefore, subject to revision. The IHS founders were unable to secure the services of a contract architect, due to lack of funds for a formal analysis. Also, there was no comprehensive process to obtain broad community input, and identify design/renovation scenarios for potential sites. When our governance council is officially active as a Board of Finance, the board members will organize a community charrette so various participants and stakeholders can contribute their ideas and suggestions prior to preparation of the FMP and site selection. The dynamic charrette process will generate information and data to guide more rational decision-making, as well as long-range strategies, for IHS school facilities.

### **1.2.2 Authority and Facilities Decision Making**

- Identify process for capital planning and decision-making

The Indigo Hill Board of Finance/Governance Council has oversight for facility acquisition, management and related expenditures. Stakeholder meetings will be held to discuss characteristics desired in the facility. Through the Facilities

Committee, which includes board, staff, and community representation, recommendations will be brought forward for the full Board's consideration. The final selection will be reported during a public board meeting.

- Identify how community input is considered
  - o list members that attended and affiliation*
- Steering committee involvement
  - o identify members of the steering committee*
- Identify how staff input is considered
- Identify how student input is considered

## **2. EXISTING AND PROJECTED CONDITIONS**

### **2.1 Programs and Delivery Methods**

#### 2.1.1 Programs Overview

- Provide overview of current educational programs and facilities

The Reggio Emilia Preschool Program and Cambridge Primary 1 (K-6) integrated with Core Knowledge will be offered at Indigo Hill School, along with wrap-around clinical and social services. At this time, there are no prospective sites to present for PSFA evaluation. However, the IHS founding team is hoping to locate in the northeast sector of Albuquerque, or Rio Rancho, and has examined several promising properties in those areas to acquire a better sense of potential facility costs and budget requirements. Also, the founders have engaged a real estate broker knowledgeable about charter schools to assist in identification of prospective properties for Indigo Hill, mostly likely in the greater Rio Rancho area, followed by Albuquerque. The broker assures us there are a number of properties that will meet our specifications and charter school requirements. She also has advised us that financing may be possible for lease-to-purchase arrangements. We are striving for E-Occupancy and to establish a child-friendly environment both aesthetically appealing and appropriate for special needs children.

- How grade levels are configured

Indigo Hill is planned as a Pre-K thru 6<sup>th</sup> grade facility accommodating 175 students at full capacity and offering one class at each grade level from K-6<sup>th</sup>. The early childhood level will include two preschool classes, one each for 3 and 4 year olds. Opening year registrations may result in smaller class sizes than what is anticipated in subsequent years. Therefore, one or more classes may be organized as combination-grade classes until student enrollment increases.

- Identify any existing shared/joint use facilities with other public or private entities

*o identify the relationships with the joint use facilities – N/A*

- Describe the School’s Instructional Program

The evidence-based instructional program (incorporating the Reggio Emilia Approach, Cambridge International Education Framework, and Core Knowledge™ Sequence) is based on education services and academic content delivered in a full inclusion setting, integrating Response to Intervention strategies throughout the curriculum, all within the Least Restrictive Environment (LRE). Indigo Hill expects students to work with both teachers and their peers in a flexible school setting and to take advantage of new technologies in a blended learning format. Students will enjoy a rich mix of instructional techniques. Part of the day will be in traditional classroom settings; other portions will be with small teams of students on project-based work; and some time will be spent pursuing highly individualized learning, often with the aid of technology. The three components of the instructional program effectively complement each other and are aligned to common core standards: CK provides organized content that is cost-effective and also accessible to parents; Cambridge Primary provides an internationally benchmarked framework with assessments; Reggio Emilia provides an approach that is thoroughly engaging for students and addresses multiple intelligences. In addition, Indigo Hill emphasizes the importance of bilingualism and second-language learning to healthy cognitive development for all students in an increasingly global society. The Indigo Hill academic program, which incorporates brain research and evidence-based, effective pedagogical practices, will require dual language immersion in preschool thru K, and annual language classes in 1<sup>st</sup> thru 6<sup>th</sup> grades. Brain research suggests that second-language learning and language comprehension supports neuroplasticity in the human brain. Neuroplasticity refers to the lifelong ability of the human brain to reorganize neural pathways, i.e. to change and evolve based on new experiences. Neuroplasticity is involved in language learning and comprehension, particularly the acquisition of a second language.

**Reggio Emilia Preschool.** Indigo Hill offers a Reggio Emilia-inspired early childhood program that is reflected in the organization of the preschool and infused in the K-6<sup>th</sup> grade levels where the program supports the Cambridge Primary, a challenging, internationally benchmarked curriculum and Core Knowledge™ Sequence . The Reggio Emilia philosophy is based upon the following set of principles:

- Children must have some control over the direction of their learning;
- Children must be able to learn through experiences of touching, moving, listening, seeing, and hearing;
- Children have a relationship with other children and with material items in the world that children must be allowed to explore, and
- Children must have endless ways and opportunities to express themselves.

In the Reggio approach, the teacher is considered a co-learner and collaborator with the child and not just an instructor. The organization of the physical classroom and learning spaces is critical to the success of Reggio strategies, and is often referred to as “the third teacher”. The importance of the environment lies in the belief that children can best create meaning and make sense of their world through environments which support “complex, varied, sustained, and changing relationships between people, the world of experience, ideas and the many ways of expressing ideas.” Actively involved parents are integral to a Reggio Emilia program. The parents' role mirrors the community's, at both the school-wide and classroom level. Parents are expected to take part in discussions about school policy, child development concerns, and curriculum planning and evaluation.

**Cambridge International Education Program, International Benchmarks.** Cambridge International Education is the world’s largest provider of international programs and qualifications of 5–19 year olds. More than 9000 schools in over 160 countries are part of the Cambridge learning community.

Indigo Hill’s K-6 general education curriculum is designed around the Cambridge International Education program, aligned to Common Core State Standards, and the Core Knowledge™ Curriculum, also aligned to CCSS. From 3-year-old Pre-Kindergarten through 6<sup>th</sup> grade, IHS’ academic curriculum maintains an international standard of education. Quality of content, informational literacy, conceptual development and critical thinking are stressed in all subjects. Indigo Hill will be working towards accreditation under the CIE program.

Cambridge Primary offers a flexible curriculum with integrated assessment for 5-11 year olds. Cambridge Primary sets clear learning objectives in English, Mathematics and Science skills for each year of primary education. It focuses on learners’ development in each year and provides a natural progression throughout the years of primary education, providing international benchmarks for schools. Cambridge Primary develops skills and understanding in Mathematics, English and Science so schools can assess learning and reassure parents on progress. In addition, students develop key skills in Information and communication technology. It is also excellent preparation for the next stage of the Cambridge framework, Cambridge Secondary 1 for learners aged 11-14.

**Core Knowledge™ Sequence.** Core Knowledge is a phrase used by E.D. Hirsch (1987, 1996) to describe what he sees as a common core of information needed by all citizens in order to survive and prosper in a given culture. Dr. Hirsch popularized the phrase “cultural literacy,” calling on schools to impart foundational knowledge rather than simply teach students the skills they need to become better learners. CK specifies a common core of content for American schools and provides a planned sequential curriculum in language arts, history, geography, mathematics, science, visual arts, and music for students in kindergarten through grade eight. Core Knowledge is unique in that it specifies a detailed curriculum framework throughout the entire kindergarten-through-grade-eight range. The CK curriculum is heavily focused on content, vocabulary skills and

nonfiction books, based on the belief that when students struggle in middle school and beyond, it is largely because they lack basic knowledge in subjects like history, science and literature. The CK curriculum supports the Common Core State Standards Initiative.

Description of the General Instructional Organization (grade levels, groups, academies)

IHS operates a preschool program that includes a pre-K section for twenty (20) 3-year old students and a pre-K section for twenty (20) 4-year old students. K, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades will include 20 students in each level, 4<sup>th</sup> will include 21 students and 5<sup>th</sup> and 6<sup>th</sup>, 22 students at each grade level. The charter school incorporates a Reggio Emilia-inspired preschool for 3- and 4-year old children, and a primary school for K-6 based on the Cambridge Primary 1 International Curriculum.

Schedule Approach (periods, block schedule)

Indigo Hill will adopt a quasi year-round calendar and an abbreviated block schedule. In addition to RTI embedded throughout the general curriculum, RTI strategies will be scheduled in a designated period, likely a half-hour in length where students may address strengths, weaknesses and special interests. The school day will be extended by 25 minutes to make up for student participation in RTI.

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

The layout of instructional spaces must be flexible enough to allow teachers to implement a variety of teaching strategies to meet the educational needs of students at every grade level. Main features include Reggio Emilia concepts that drive classroom design in the lower grades; multi-purpose space for governance council meetings, professional development, and student, public and community/parent meetings and presentations; a multi-sensory multi-purpose space for music, art and special needs with two enclosed offices for individual therapy per IEP; administrative space with two enclosed offices shared by staff and additional work space that can be used by visitors and contractors; outdoor space for physical fitness and play, “classroom in the environment” learning activities, and parking space.

**Reggio Emilia Inspired Classrooms Schoolwide.** The Reggio Emilia classrooms throughout the school are generally filled with indoor plants and vines, and awash with natural light. Classrooms open to a center piazza, kitchens are open to view, and access to the surrounding community is assured through wall-size windows, courtyards, and doors to the outside in each classroom. “The hundred languages of children” is a Reggio reference to the many ways that children can communicate. As children proceed in an investigation, generating and testing their hypotheses, they are encouraged to depict their understanding through one of many symbolic languages, including drawing, sculpture, dramatic play, and writing. Entries capture the attention of both children and adults through the use of mirrors (on the walls, floors, and ceilings), photographs, and children's work accompanied by transcriptions of their discussions. These same features

characterize classroom interiors, where displays of project work are interspersed with arrays of found objects and classroom materials. In each case, the environment informs and engages the viewer.

Other supportive elements of the environment include ample space for supplies, frequently rearranged to draw attention to their aesthetic features. Ideally, in each classroom there are studio spaces in the form of a large, centrally located atelier (“studio”) and a smaller mini-atelier, and clearly designated spaces for large- and small-group activities. Throughout the school, there is an effort to create opportunities for children to interact. Passageways or windows; and lunchrooms and bathrooms are designed to encourage community.

The atelier, i.e. multimedia studio, plays a very important role in assisting the children in the discovery of various visual modes of expression. The children may be introduced to acting, sculpting, or mapping, as well as other forms, including music. They are not restricted to the traditional written and oral languages, but are free to incorporate these forms with the visual. Having the freedom to choose a mode of expression opens up many doors for children and stimulates creative thinking. The atelier and teacher is there to provide the children with the resources and guidance they may need to communicate their emotions, questions, or understanding. This is not a formal art class. It is an opportunity for children to incorporate the visual arts into their projects as an additional language form. The desired form of expression chosen by the child is often inspired by the other children’s works displayed around the school.

**Sensory Integration and Therapeutic Setting.** A controlled multisensory Environment (MSE) is a therapy for people with autism or developmental disabilities. It consists of placing the person in a soothing and stimulating environment designed to reduce stressors that may inhibit the student’s ability to focus or concentrate. These rooms are specially designed to deliver stimuli to various senses, using lighting effects, color, sounds, music, scents, etc. The combination of different materials on a wall may be explored using tactile senses, and the floor may be adjusted to stimulate the sense of balance. Ideally, MSE is a non-directive therapy and can be staged to provide a multi-sensory experience or single sensory focus, simply by adapting the lighting, atmosphere, sounds, and textures to the specific needs of the client at the time of use.

#### 2.1.2 Anticipated Changes in Programs – N/A

- Identify projected changes in programs that impact use/need for facilities
- With regard to School Size, Class Size, Grade Level Configuration, Schedule
- Discuss opportunities for continuing or increasing shared/joint use in the future

## 2.2 Enrollment

### 2.2.1 Historic and Current Enrollment – N/A

- Graph of historic and current enrollment by grade level (40 day counts)
- Current year enrollment and five year historical enrollment; if available

### 2.2.2 Projected Enrollment

- Graph of projected 5 or 10 year enrollment

**The targeted student population consists of up to 175 students Pre-K thru 8<sup>th</sup> grade within five years. Pre-K thru 4<sup>th</sup> grade will open in Year 1, followed by 5<sup>th</sup> in Year 2 and 6<sup>th</sup> in Year 3.**

- Enrollment cap per *current* approved charter – **175 students proposed.**
- Identify the five-year post occupancy projection of attendance in the grade levels affected by the facility

Grade span at full enrollment Pre-K thru 6<sup>th</sup> within 5-year term.

Total number of students at full enrollment: **175**

School Year	Grade Levels	Total Projected Student Enrollment
First Year 2013-2014	Pre-K thru 4 <sup>th</sup> grade	126
Second Year 2014-2015	Pre-K thru 5 <sup>th</sup> grade	144
Third Year 2015-2016	Pre-K thru 6 <sup>th</sup> grade	162
Fourth Year 2014-2015	Pre-K thru 6 <sup>th</sup> grade	170
Fifth Year 2015-2016	Pre-K thru 6 <sup>th</sup> grade	175

IHS' classes and teachers are organized by grade level, Pre-K- 6. In its opening year, IHS will offer Pre-K thru 4<sup>th</sup>, and expand to Pre-K thru 6 by the third year. Pre-school is currently planned for two sections of ten 3-year olds and ten 4-year-olds with one teacher in each section supported by an educational assistant. Each class K-6<sup>th</sup> will be equipped for art, and other enrichment activities, which

will be taught by the same teacher for each grade. There are plans to have separate instructors for physical education, dance/movement and music classes.

### 2.2.3 Student Origination

Indigo Hill is characterized by the diversity – and neurodiversity – of its students. The school’s program has been designed to address the needs of students with Autism Spectrum Disorder in a fully inclusive setting. The Founders recognize the importance of an inclusive student body, so both students with and without learning disabilities can interact and adapt social skills that will mirror the world outside our school. By meeting the particular requirements of students with ASD, we are confident the learning environment with supports will also be well suited to meet the needs of all students. Indigo Hill is expected to attract a significant percentage of students who have special needs and exhibit characteristics associated with ASD, as well as Gifted students. Such students are often found among homeschoolers. However, the comprehensive, rigorous curriculum will attract neurotypical /non-ASD students, as well. Students without an apparent learning disability or special condition also want a unique, supportive school culture and student-centered learning environment that challenges their academic interests.

As a very unique school offering a free public education with individualized attention, small class sizes and extensive targeted service to special needs students and their families, Indigo Hill is expected to draw students from a broad geographical area. The IHS Founders are actively looking for facilities either in Albuquerque or Rio Rancho.

- Map identifying attendance areas *of existing and proposed facilities* – **N/A**

### 2.2.4 Classroom Loading Policy

- Identify anticipated class loading requirements or district policy – **To Be Determined**

The capacity of a charter school is determined according to the school’s stated delivery methods and is described in terms of classroom loading. Although the Indigo Hill School charter application does not explicitly state class loading policies, the founders recognize the program is designed to accommodate smaller class sizes in order to most effectively serve the target student population. Optimally, pupil/teacher ratio (PTR) in primary grades 1-6 would be maintained at 20 students per classroom teacher. However, capacities for the upper limit of class size will be established according to New Mexico State Statute, *NMAC 22-10A-20 (Staffing patterns; class load; teaching load)*. The following table, State Pupil-Teacher Ratios is found on page 56 of “Master Plan Components and Guidelines” (PSCOC/PSFA 2007), as follows:



### State Pupil-Teacher Ratios

#### Elementary PTR

Grade / Program	Students / Teacher
1st Grade	22
2nd Grade	22
3rd Grade	22
4th Grade	24
5th Grade	24
6th Grade	24
Kindergarten	15 / 20*
A&B Level	25
C Level	16
D Level	8
Federal	16
PreK	10/20*
SLP	8

\* Over 15 requires aide

\*\* Over 11 requires aide

#### Middle School PTR/Class Size (6-8)

Grade / Program	Students / Teacher
Max Class Size Core	160
Max Class Size English	135 / 27
6th Grade PTR	24
Max Class Size A & B	112
Max Class Size C	112
Max Class Size D	56
Max Class Size Federal	56

SOURCE: page 56, “Master Plan Components and Guidelines” (PSCOC/PSFA 2007)

Once a suitable facility is identified, a more precise capacity analysis will be developed. However, projected class loading will not exceed minimum statewide adequacy standards for classroom square footage per student per *New Mexico Statewide Adequacy Standards requirement – See Section 6.27.30.13 NMAC.*

### **Adequacy Standards Area Summary Minimum Area (Net Square Feet)**

- Kindergarten at least 50 nsf/student
- Grades 1 – 5 at least 32 nsf/student
- Grades 6 – 8 at least 28 nsf/student
- Dedicated Classroom Storage at least 2 nsf/student\*

#### 2.2.5 Classroom Needs

- Identify existing/future classroom needs to accommodate the projected enrollment

See Section 3.2.1 for discussion.

### **2.3 Site and Facilities**

#### 2.3.1 Location - **N/A**

- Map(s) identify the location *of any existing and proposed facilities*

#### 2.3.2 Site – **N/A**

#### 2.3.3 Facility

- Overview of sites and facilities, *existing or proposed*

#### 2.3.4 Facility Evaluation (If Applicable) 4

Summary of facility condition evaluation (FAD Executive Summary Report)

*o Has PSFA evaluated the facility for code and adequacy? Summarize of PSFA/Code analysis of any existing facilities that are proposed for future use, if so, include in this section.*

### 2.3.5 Statewide Adequacy Standards

Identify how the facility conforms to Statewide Adequacy Standards

The founders have reviewed Statewide Adequacy Standards NMAC 6.27.30, as well as the Alternative School Statewide Adequacy Standard Variance. Additionally, the founders have participated in PSFA training sessions that explain the standards and variances appropriate to the needs of new charter applicants. (NMAC 6.27.30 is attached to this document for reference.) The Indigo Hill School facility will comply with all state standards necessary to achieve E-Occupancy and to assure that our children are being educated in a safe, secure and attractive facility.

The Statewide Adequacy Standards for primary and secondary educational facilities (NMAC 6.27.30) provide standards for public school districts to "... provide and sustain the environment to meet the needs of public schools." They are intended to create a minimum facility standard to establish equity among all educational facilities serving New Mexico public school students. However, alternative and charter schools are required to provide the minimum square footage allowances for general classroom spaces, as identified in the Adequacy Standards. Section 3.2.5 Space Needs indicates conformance with Adequacy Standards for minimum square footage per student.

- Charter-Alternative School Statewide Adequacy Standard Variance

Alternative and charter schools may seek a variance for facilities, since they do not necessarily conform to the programs, delivery methods, and facility needs and budgets on which these standards are based. In such cases, schools meet the intent of the facility requirements through "alternative methods."

The following required standards, listed below with statute section citations in parentheses, will be met in the implementation of space needs for the Indigo Hill School facility:

#### **6.27.30.8 General Requirements**

- Building structural soundness (A.1)

- Weather tight exterior envelope (A.2)
- Interior surface condition (A.3)
- Interior finish harmful elements (A.4)
- Building system integrity (B.1)
- Plumbing type/ accessibility (B.2)
- Adequate fire alarm system (B.3)
- Adequate 2-way communication system (B.4)

#### **6.27.30.10 Site**

- Student drop-off pedestrian pathway (A)
- Protection of building structural integrity (C)
- Potential of flooding, ponding, or erosion (C)
- K-6 play area fenced (D)

#### **6.27.30.12 Academic Classroom**

- Appropriate size (A)
- Lighting ( C )
- Temperature range (D)
- Acoustics (E)
- Air quality (CO2 PPM) (F)

## **2.4 Utilization and Capacity**

### 2.4.1 Utilization (If available)

IHS will adhere to state regulations regarding PTR and class size, and try to maintain a slight reduction in class size, in order to support academic productivity.

- Identify special factors that influence facility use

Indigo Hill’s founders are well acquainted with the notion that children on the “Spectrum” (with ASD) can benefit greatly from an appropriate learning environment. The environmental and ergonomic concepts that contribute to a high quality, empowering learning environment for our students are reflected in the underlying philosophy and planning for Indigo Hill School. These concepts are integral to a long-range facility plan, encompassing all aspects of the special education service component, and, specifically, requirements in the

student IEP. Originally, the founders' general plan to retrofit and furnish the IHS facility was based on the availability of supplemental federal funding, i.e. "stimulus", that could assist in addressing many of the highly desirable features detailed below. Earlier this year, charter developers were advised about the absence of new charter school program planning and implementation grants offered through the state. Therefore, IHS founders will aggressively pursue alternative, supplemental funding sources in order to provide as many amenities, as quickly as possible, to further enhance the school environment for special needs students.

The configuration of classroom, study and work space, meeting space and surrounding areas, both inside and outside of the Indigo Hill Facility will be treated with great intention and care. The school's Reggio Emilia approach requires specific modifications to the learning environment, as does Indigo Hill's focus on children with special needs. Children with ASD have sensory issues that interfere with their attention span and learning ability. Therefore, it is one of our highest priorities to address these problems and mediate them through the environment and the use of technologies to support instruction. Such technologies may include a variety of both high tech and low tech devices.

Indigo Hill's instructional strategies include the use of blended learning that combines traditional face-to-face teacher-led classroom methods with technology-mediated activities. The charter school's blended learning program will incorporate the use of computers, laptops, applications, and tablets such as iPad and Kindle, which are increasingly used in both special education and general education.

In special education, assistive technology is provided to a student per the IEP. Assistive technology or adaptive technology (AT) refers to assistive, adaptive, and rehabilitative devices for people with disabilities and also includes the process used in selecting, locating, and using them. AT promotes greater independence by enabling people to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing, by providing enhancements to, or changing methods of interacting with, the technology needed to accomplish such tasks. Examples of Assistive technology include the curb cut in architecture, standing frames, text telephones, accessible keyboards, large print, Braille, and speech recognition software.

One of the most frequently used models in Assistive Technology that considers a client's individual needs and interaction patterns with AT & the environment is HAAT or Human Activity-Assistive Technology. The HAAT model (Cook and Hussey, 2002), which uses a holistic approach, was developed to analyze the complexities of someone (a person with a disability) doing something (an activity) somewhere (within a context), especially when the use of assistive technology is part of that context. It is based on the human performance model (Bailey, 1989) which is often used by human factors engineers and psychologists in the design and application of technology. In HAAT, human, activity, and environment are seen in context: social environment (familiar peers, non-familiar peers, stranger and the individual alone), setting (the individual's home, the individual's interaction in home or group home, employment/work school and community), and physical environment (light, sound, and heat).

For example, the classroom can be over-stimulating to a student with an auditory processing disorder. An acoustically modified classroom or auditory filtering system can help minimize distractions for the student. Even the lights can cause issues for students, so details of light, sound, colors and sensory stimulation must be thoroughly considered with stresses and triggers modified for an optimal learning environment. Indigo Hill wants to accommodate ASD students, as much as possible, by creating a learning environment where they can perform their best. Many of the students that Indigo Hill hopes to serve have attended a variety of public, or private schools, or have been homeschooled, because they had trouble “fitting in” and adjusting to the traditional public school setting.

“If asked to design an environment specifically geared to stress a person with ASPERGERS, you would probably come up with something that looked a lot like a *school*. You would want an overwhelming number of peers; periods of tightly structured time alternating with periods lacking any structure; regular helpings of irritating noise from bells, schoolmates, band practice, alarms, and crowded, cavernous spaces; countless distractions; a dozen or so daily transitions with a few surprises thrown in now and then; and finally, the piece de resistance: regularly scheduled tours into what can only be described as socialization hell (a.k.a. recess, lunch, gym, and the bus ride to and from school). It's a wonder that so many kids with ASD manage to do so well.” (Bashe and Kirby (2001, p. 365).

Minimizing the stress and worry ASD pupils face is crucial to their education and ability to focus on the task at hand. Researchers recommend minimizing transitions, etc. Therefore, experts note the learning environment is itself a strategy. This is also totally consistent with the Reggio Emilia philosophy.

In creating the optimal student environment, one aspect to be considered is that of sounds. Therapists well acquainted with the effects, use the familiar example of nails on a chalk board. Just imagining it can send a chill down the spine. To a child with ASD, every day sounds can have a similar affect. ASD classroom experts advocate the important of an instructor taking inventory to determine sounds difficult for the pupil to listen to. Classroom experts also suggest allowing the pupil to listen to soft music with headsets during class times when there is excessive noise. Ear plugs are another solution suggested.

#### **2.4.2 Capacity –To Be Determined**

- Identify functional student capacity (*capacity based on educational program*)
- Identify anticipated student capacity and efficiency of facility use and provide supporting analysis

#### **2.5 Technology – To Be determined**

- Overview of Tech. plan and needed equip.

## **2.6 Energy Management - of existing or proposed facilities – N/A**

2.6.1 Energy Assessment, if available

2.6.2 Energy Efficiency Recommendations, if available

2.6.3 Energy Management Plan, if available

- Overview of energy management plan, if available

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

### **3.1 Facility Goals and Concepts**

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

The objective is to adequately serve and provide facilities for 175 students and associated staff in order to provide a quality education environment that meets E-Occupancy standards. In order to accomplish the mission, vision, goals, and objectives of the school as described in the charter, the governance council will request the head administrator/principal to secure appropriate facilities, working with the governance council and facilities committee. This will result in preparation of a long-range plan to finance the building acquisition through leasing, lease-to-purchase arrangements, fundraising, major gifts, and donations, as permitted and appropriate. In collaboration with the governance council, the principal/head administrator will develop criteria outlining building and facility site safety, use, and location for the school.

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

Indigo Hill School was created to fill an expressed need in New Mexico for a comprehensive and inclusive learning environment that can serve students with ASD and other related, dual exceptionalities, as well as students who are gifted. Although students with ASD and their families are currently served in special education programs operating in many public school settings throughout the state, such programs may be lacking in adequate staffing, services, and funding.

Students who live “on the spectrum” have a range of issues that affect their ability to focus on their learning and be successful at school. For example, frequently, they experience communication difficulties that affect their ability to interact socially with peers and adults. These

communication problems can lead to misunderstandings with adults and, even aggression and bullying responses from other students. Students with ASD may have physical ailments and/or sensory stimulation issues that affect their ability to concentrate on learning tasks, and feel sufficiently comfortable and safe in a classroom setting.

**Facility goals include the following:**

- Support the school’s mission and curriculum emphasizing academic rigor and student engagement, including the Reggio Emilia Approach, Core Knowledge™ and the Cambridge International Framework in alignment with the Common Core State Standards.
  - Meet students’ academic, behavioral management and social skill needs as identified in the IEP and/or SDP, emphasizing the core content areas, and other content areas and enrichment activities that are incorporated into the daily program.
  - Incorporate a variety of instructional methods, including small and larger group instruction, RTI (response to intervention), differentiated instruction, blended learning incorporating technology based instruction with teacher instruction, social skills training, hands-on activities, field trips, and project-based learning
  - Exceed state standards as measured by individual student growth on the New Mexico Standards Based Assessments and other informative student performance assessment measures.
- Provide a venue for community education programs related to ASD and collaborative professional development.
- Locate the school in a facility that is owned publicly or acquired by Indigo Hill School.
- Achieve E-Occupancy designation; maximize value and cost-efficient use of space, while also addressing the aesthetic requirements fundamental to Reggio Emilia concepts.

The charter school’s education continuum, i.e. student “pipeline” from preschool through sixth grade, will establish a strong foundation to support students through successful student transition into middle and high school, as well as post-secondary education.

Indigo Hill founders hope our new charter will evolve as a model for the delivery of comprehensive, innovative and cost-effective education services in a full-inclusion setting, specifically developed and organized to accommodate the unique needs of students with ASD and their families.

**Outline plan for being in a public building by 2015 in compliance with HB-283**

The IHS governance council/board of finance is not organized as an official body in order to discuss a precise plan for compliance with HB 283. However, the founders are acutely aware of the requirement and the need to aggressively and expeditiously pursue acquisition of a property. The founders have engaged a quality real estate broker to assist in identification of prospective properties in the greater Rio Rancho area, as the most likely location for Indigo Hill, followed by Albuquerque. As of May 15, 2012, the founders were unable to identify potential properties to present to PSFA as options for consideration prior to



submission of the initial charter application. However, the Indigo Hill founders' primary long-term strategy is to purchase a property through a lease-to-purchase arrangement that complies with HB-283. This decision must be considered within the context of an approved charter and budget, along with a pragmatic assessment of the financial and regulatory circumstances that exist following authorization. A secondary strategy will be to identify an existing government-connected, public building that can be leased immediately, with annual options to lease for the duration of the charter term.

### **3.1.2 Concepts**

#### **Site Concepts**

- Provide adequate space on site for maintaining current site activities.
- Locate near public facilities that offer services that complement the instructional facilities at IHS such as libraries, parks, and institutional facilities.
- Provide adequate site space to accommodate necessary support functions, such as staff and visitor parking, loading/unloading for student transportation, and usable and safe outdoor play and dining areas.

#### **Function Concepts**

- Provide adequate additional space to allow for enrollment growth.
- Provide sufficient and flexible classroom spaces to accommodate varying group learning sizes.

#### **Indigo Hill Facility “Laundry List” of Desirable Components:**

- Secure and safe-closed campus, monitoring with security system at exit areas, sign-in and sign-out, anti-bully prevention
- Sustainability - recycling paper goods, cloud computing and electronic filing, water recovery/rainwater barrels,
- Green space and garden, safe child-friendly outdoors play area
- Multi-purpose room, i.e. multi-sensory/sensory integration and therapy room
- Multi-purpose room, i.e. Library/community room
- Space for community support groups and guest speakers e.g. ASD, parents, siblings, professional child find team for ASD/LD ; Collaborative PD and staff development with other charters and schools
- Kitchen space and food prep area
- Ample natural spectrum lighting
- Adequate parking that meets Fire Code requirements for fire trucks (360-degree turnaround)
- Lockbox for key - per Fire Code.
- Wireless alarm system and fire sprinkler system

- Technology Infrastructure to support cloud computing, blended learning, school communications, parent communications (SchoolReach), etc.
- School communication-SchoolReach to parents
- ADA restrooms with 45 degree turns for compliance & child-size fixtures/toilet
- One-floor facility with ADA ramps
- Asbestos, Lead-paint free building

### 3.2 Space Requirements

#### 3.2.1 Space Summary

- Itemize the quantity and sizes of spaces required to accommodate the instructional program - **SEE ATTACHED TABLE**

##### **SUMMARIZING DATA**

- 175 students (155 K-6 and 20-preschool) at capacity. If sufficient community demand exists, the IHS Founders may consider amending the charter at renewal, or, possibly, earlier, in order to seek approval for a related middle school program. This would include up to 40 additional students to serve 7<sup>th</sup> and 8<sup>th</sup> grade, and expand the Cambridge International to the next level, Cambridge Secondary 1.
- 17 staff

#### 3.2.2 Site requirements

#### 3.2.3 Descriptions and Diagrams of Required Spaces

- Provide a graphic diagram illustrating the relationship between the program areas

According to the Reggio Emilia philosophy, the classroom and the outdoors environment are integral to how curriculum is presented. Depending on the building selection and available amenities, the school would like to provide selected site and landscape improvements to create a safe, attractive outdoor area with multi-purpose usages for both students and staff.

#### 3.2.4 Alternative Methods

#### 3.2.5 Space Needs

- **See attached table summarizing data**

#### 3.2.6 Detailed Space and Room Requirements

### 3.3 Implementation of Space Needs –To Be Determined

#### 3.3.1 Scenarios for Implementation

- Identify facility phasing strategies considered for meeting required needs with projected growth

## 4. CAPITAL PLAN

### 4.1 Capital Funding

#### 4.1.1 Historic and Current Funding

- Provide a brief history of how the school has met its capital funding needs

#### 4.1.2 Current Capital Expenses

#### 4.1.3 Potential Future Sources of Revenue

- Identify the school's current and future financial resources available or expected (indicating by year(s) available to meet capital needs)

**Indigo Hill may access the following sources of funding for facilities and eventual capital projects once the school is eligible:**

- Annual lease reimbursement awards from PSCOC. For planning purposes, the anticipated award from the PSCOC will continue annually at approximately \$700 per MEM. At maximum capacity, 145 (without preschool) students would generate \$101,790, annually.
- Annual distribution per MEM of mill levies from HB33.
- Supplemental grants and development/fundraising activities managed through a 501(c)3 nonprofit organization established for this purpose.

#### 4.1.4 PSCOC Capital Outlay Funding – N/A

### 4.2 Capital Needs

#### 4.2.1 Projects

- Summarize total capital needs identified including renewal of existing facilities, technology requirements, and educational and programmatic requirements
- Provide an estimate of probable costs for the total project including:
  - o Site development cost
  - o Facility construction
  - o Other projected costs

- Identify cost estimating assumptions including:
  - o Anticipated project delivery schedule
  - o Unit costs
  - o Inflation

### 4.3 Implementation Strategy

#### 4.3.1 Project Prioritization

- Identify the process and criteria to prioritize capital needs

#### 4.3.2 Capitalization Analysis

- Identify financial strategies and alternatives considered to meet capital needs
- Summary of capital improvement for the next 5 (or 10) yrs.

## 5. MASTER PLAN SUPPORT MATERIAL

### 5.1 Sites and Facilities Data Table

- A table summarizing characteristics of site and facilities
  - Name of facility-**Indigo Hill School** o State identification number
  - o Physical address
  - o Date of opening – **July 2013**
  - o Dates of major additions and renovations
  - o Facility Condition Index (FCI) and N.M. Facility Condition Index (NMCI), if available
  - o Site owned or leased - **Long-range plan: Lease option to purchase**
  - o Total building area gross sq/ ft. - **13,000 sq ft**
  - o Site acreage -**65,340 sq ft**
  - o Total number of permanent general classrooms – **eight classrooms**
  - o Total number of permanent specialty classrooms –

**Sensory integration, therapy, related special education services**

- o Total number of portable classrooms - **None**
- o Total no. of classrooms - **11 classrooms: 8 general and 3 specialty**
- o Percentage of portable classrooms compared to total number of permanent classrooms **N/A**
- o Total enrollment current year (40th day count), if available (may not be available for a newly chartered school)  
**N/A**
- o Number of gross sq. ft per student per school facility –add up calcs and divide

**5.2 Site Plan**

- Scaled School Site Plan

**5.3 Floor Plan**

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

**5.4 Facility Inventory**

- Include room use and square footage of each room

**5.5 Photographs**

- Illustrative photographs as appropriate (min. one exterior and one interior)

**5.6 Facility Evaluation**

- Evaluation report

**5.7 FAD Update**

- FAD forms updated

**5.8 Detailed Space and Room Requirements (Ed Spec), if applicable**

5.8.1 Technology and communications criteria

## **Network**

- Network - Classrooms and labs
  - 6 CAT 6 hard-wired drops. 2 drops on each of 3 walls (4th wall is the front of the classroom presentation area)
  - CAT 6 drop or port available for wireless access point (WAP) [IDEAL: 18 inches from the ceiling on the far corner from the doorway with one 110 VAC/power outlet]
  - Wireless network capacity to support 20 machines at 100 Mbps in each room
  - Coaxial wiring to support cable broadcasts and video security cameras
- Network - Offices, conference room, multipurpose room
  - 2 CAT 6 drops and a minimum of 2 110 VAC/power duplex outlets at each worker-occupied desk/workstation
  - Conference rooms and multipurpose room wireless network capacity to support 10 machines at 100 Mbps

## **Devices**

- Computers and network devices - classrooms
  - Students - shared portable laptops, electronic tablets, minimum of 1 per student, will be available periodically in classrooms
  - Teachers - 1 computer in each classroom and instructional room
- Computers and network devices - staff
  - One device per adult/staff
- Peripheral devices
  - Offices and workroom - up to 1 each of shared devices such as printers, copiers, scanners, etc.
  - Classrooms - 1 each of shared devices such as printers, copiers, scanners, etc. per classroom
- Projection capability - classrooms
  - Each classroom will have access to a portable LCD Projector and document camera
  - Each classroom will be equipped with one smart board or comparable tech

### **Communications -Voice**

- Each instructional space, office, and support space will have two voice jacks with connection for multiple phone lines

#### 5.8.2 Power criteria

##### **Classrooms**

Provide the following power specifications:

- Minimum of two duplex outlets on every wall
- Outlet for wall clock
- Center ceiling outlet for projector
- Surge suppression

#### 5.8.3 Lighting and day lighting criteria

##### **Daylighting of occupied spaces**

- Provide exterior apertures to achieve a minimum glazing factor of at least 2% in all classrooms and a daylight illumination level of 25 footcandles, and in other occupied spaces as feasible

##### **Classroom lighting**

- A light level of at least 50 foot candles is required at each general and specialty classroom, measured at a work surface located in the approximate center of the classroom, between clean light fixtures
- All fixtures will have two-level switching
- Light fixtures in spaces with daylighting will have dimmable lamps controlled by occupancy sensors and photocells

#### 5.8.4 Environmental conditioning criteria

##### **Classroom temperature**

Each general • al and specialty classroom shall have a heating, ventilation and air conditioning (HVAC) system capable



of maintaining a temperature between 68 and 75 degrees Fahrenheit with full occupancy

- The temperature shall be measured at a work surface in the approximate center of the classroom

#### **Classroom air quality**

- Each general and specialty classroom shall have an HVAC system that continually moves air and is capable of maintaining a CO2 level of not more than 1,200 parts per million
- The air quality shall be measured at a work surface in the approximate center of the classroom

#### 5.8.5 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
- The sound level shall be measured at a work surface in the approximate center of the classroom
- Reverberation times in classrooms shall be within a range of 0.4 – 0.6 seconds
- All other occupied spaces shall maintain a background sound level of less than 55 decibels, unless otherwise noted.

#### 5.8.6 Furnishing and equipment criteria

- Instructional spaces

Student table types are described in Section 5.8.7

Each classroom shall have the following furniture:

- 20 student chairs with three in reserve
- Student work surfaces to accommodate 20 students (with two in reserve) as noted in criteria sheets. Student table types are described in section 5.8.7
- Mobile portable library cart

Each office shall have the following modular office furniture:

- Desk and credenza work surfaces
- Drawer stack, four file drawers, overhead storage

#### 5.8.7 Table types

##### **Type A**

- Rectangular 24"W x 48"L (height adjustable to 30")
- Plastic laminate top
- Seats two for desk or computer station

##### **Type B**

- Trapezoid 24"W x 48"L (height adjustable to 30")
- Plastic laminate top
- Seats two for desk or grouped

##### **Type C**

- 48" x 72"
- Laminate top
- Adjustable legs
- Seats four to six

##### **Type D**

- 36"W x 48"L x 26"H
- Chemguard top
- No drawers
- Seats four for desk and lab activities

#### 5.8.8 Storage types

Width Varies

##### **Type 1**

- Upper and lower storage cabinets
- Project layout counter
- File cabinets
- Drawer stack
- Sink

##### **Type 2**

- Upper and lower storage cabinets
- Project layout counter
- Drawer stack

**Type 3**

- Upper and lower storage cabinets
- Project layout counter
- Wardrobe cabinet
- Flat file drawers
- Letter size file drawers
- Drawer stack
- Sink

**Type 4**

- Display counter
- Open shelf storage below counter
- Adjustable shelving

**Type 5**

- Upper and lower storage cabinets
- Project layout counter
- Wardrobe cabinet
- Drawer stack
- 3 Sinks

**Type 6**

- Upper and lower storage cabinets
- Work and appliance counter
- Drawer stack
- Space for refrigerator
- Space for range
- 2-compartment kitchen sink

**Type 7**

- Upper and lower storage cabinets
- Appliance counter
- Drawer stack
- Hand sink

- Space for copier

#### **5.8.9 Criteria sheets**

- Provide as appropriate information to support space recommendations such as an existing calendar of events or breakdowns from comparable facilities

**N/A at this time**, but referenced in Educational Specifications Resource Manual (PSFA 2009)

#### **5.9 Capital Improvement Plan (CIP), if available – N/A**

- Summary table of priority capital improvement for the next 5 yrs and project cost details.

<b>IHC TOTALS 13000 Sq. Ft plus 5445 Sq. Ft. playground space plus adequate sq ft. for bussing and parking Avg. indoor space</b>	185	17 including 11 Classrooms	17.0 Education 4.00 Health Professionals and Admin	11500 Sq. Ft. Classrooms	9000 Sq. Ft. Classrooms +4000 Admin. And Special Services +5445 Sq. Ft. Outdoor Space .
	Student Count	Classrooms/ Space/Admin	Staff/Teachers/Admin/ Related Staff	Student Square Footage Minimum	Space Minimum Sq. Ft.
Pre K 3 yr old	20	2	2 per class tot: 4	75 per Sq. Ft x2 1500 ea.	1200 ea.
Pre K 4 yr. old	20	2	2 per class tot: 4	75 per Sq. Ft x2 1500 ea.	1200 ea.
Kindergarten	20	1	2 per class tot: 2	75 per Sq. Ft 1500	1200 ea.
1 <sup>st</sup> Grade	20	1	2 per class tot: 2	32 per Sq. Ft. 640	900 ea.
2 <sup>nd</sup> Grade	20	1	1	32 per Sq. Ft 640	900 ea.
3 <sup>rd</sup> Grade	20	1	1	32 per Sq. Ft 640	900 ea.
4 <sup>th</sup> Grade	21	1	1	32 per Sq. Ft 672	900 ea.
5 <sup>th</sup> Grade	22	1	1	32 per Sq. Ft 704	900 ea.
6 <sup>th</sup> Grade	22	1	1	32 per Sq. Ft 704	900 ea.
Kitchenette		1	0 Flex		900
IT , Library, Multi-purpose space for GC meetings including professional Development, and student public and community  Communication space	Up to 40 Occupants	1	0 Flex		1500

Multi-sensory, Music, Art and special needs space with two enclosed offices	Up to 10 Occupants	1 with two guest spaces for Sp. Needs	0 Flex		
Administration with two enclosed offices and guest work place contractor space	1 Exec. Dir. 1 Bus. Manager/ Stars 1 Teacher Trainer .5 Clinical Director .5 Health Clinical	1 with two offices and guest space	1 Exec. Dir. 1 Bus. Manager/Stars 1 Teacher Trainer .5 Clinical .5 Health Clinical		600
Outdoor Space Requirements 5445 Sq. Ft.	Up to 60 Students	1 Playground	Minimum Supervision 1 to 10 students		
Utility Space	-	1			200

State of New Mexico  
Public School Facilities Authority



Robert A. Gorrell, Director  
Tim Berry, Deputy Director

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(505) 843-9681 (Fax)

June 20, 2012

Mr. Kaylock Sellers  
2442 Cerrillos Road #402  
Santa Fe, NM 87505

Dear: Mr. Sellers,

PSFA has received and reviewed the Facility Master Plan/Educational Specification (FMP/Ed Spec's) for Indigo Hill School. 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 plan.

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

- The Albuquerque nor the Rio Rancho Public Schools in which you may be physically located has stated it does not have space in any of its facilities to accommodate your school
- You plan to have a cap of 175 students and consist of Pre-K thru 6<sup>th</sup> grades
- Eleven anticipated number of classrooms/space
- 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) 843-6272.

Sincerely,

A handwritten signature in black ink that reads "William W. Sprick".

William W. Sprick  
Facility Master Planner

cc: Rocky Kearny, Regional Manager  
Martica Casias, Planning and Design Manager