



## **Part E—Description of the Charter School Facilities and Assurances\***

(A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 § NMSA 1978)

\* All schools must provide a response for this section of the application.

E. Facility and Assurances

<p>A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 § NMSA 1978.</p>
<p>The school must provide a copy of the facility lease agreement in APPENDIX D – Lease Agreement.</p> <p>The school must provide a narrative description of its facilities. The school should attach any facility plans or the school’s Facility Master Plan in <b>Appendix H –Facility Master Plan</b>.</p> <p>In addition, attach a copy of the building E Occupancy certificate and a letter from the PSFA with the facility NMCI Score as <b>Appendix I – E-Occupancy certificate and Appendix J – New Mexico Condition Index letter from PSFA</b>, indicating that the school facility meets the requirements of 1978 NMSA §22-8B-4.2(C)</p> <p>If the charter school is relocating or expanding to accommodate more students, the school must also provide assurances that the facilities are in compliance with the requirements of 1978 NMSA §22-8B-4.2, – Additional Facility Assurance.</p>

**School response:**



Six Directions Indigenous School (SDIS) is located at 2055 NM-602, Gallup, NM 87301 and currently serves grades 6-11, growing to serve grades 6-12 in 2021. SDIS leases a facility designed for academics as the former home of Western New Mexico University’s Gallup campus, and received a 6.18% NMCI 6.18% based on an enrollment cap of 190 students (well below the current average of 19.98%, with lower being better). In 2015, SDIS moved into a 9,100 SF portion of the facility, and in 2018 amended the lease to use the full facility—an additional 3,792 SF—to accommodate the school’s growing and forecast enrollment. The facility is located near the intersection of NM Interstate 602 and Nizhoni Boulevard near Gallup’s southwestern city limits. The school is easily accessible by public transportation, and is a short drive from Gallup Indian Medical Center, McKinley County Sheriff’s Office, a Gallup Fire Department station, and UNM’s Gallup Branch. Additional assets of this space include easy access from areas south of Gallup, where many of our Navajo and Zuni students reside; close proximity to ample undeveloped outdoor spaces that can be used for Land-Based Learning, hiking or nature walks on local trails, and gardening; and common areas where we have been able to customize the campus with murals inspired by traditional Indigenous art to create a welcoming space that encourages student and parent engagement and welcomes the community to utilize our space.



SDIS Vicinity Map

The property includes a single building, public parking lot and pickup/drop off area, which provides sufficient parking for staff and student guardians, and has ADA compliant access to the building; 7 general classrooms with full inclusion of Special Education, (two classrooms dedicated to Navajo- and Zuni-specific culturally relevant curriculum); girls and boys restrooms (two each); administrative area with four offices; 4 secure ADA compliant entrances/exits; a culturally inclusive library room; one multipurpose student commons area; and

outdoor areas including a covered patio running along the side of the building, and space for outdoor recreation, physical exertion, and Land-Based Learning activities.

The building leased by SDIS is 12,892 square feet in size. While the size is currently more than adequate, in the future school leaders are preparing as needed to expand the usable space by installing portables behind the building, and to enhance outdoor spaces with tables, sunshades, and sports equipment to encourage increased outdoor activity. Any future improvements will be done in compliance with the requirements of 1978 NMSA §22-8B-4.2.

The school is in compliance with NMSA 1978 Section 22-8B-4.2 because there is no public facility available for the school and the school is therefore housed in a facility that meets the statewide adequacy standards developed pursuant to the Public School Capital Outlay Act and the owner of the facility is contractually obligated to maintain those standards at no additional cost to the charter school or the state pursuant to 22-8B-4.2(D)(2).

Please see attached facility documentation, including: Copy of lease documents (Appendix D), Facility Master Plan, Educational Specifications & Condition Assessment 2018-2023 (Appendix H), E-Occupancy Certificate (Appendix I), and PSFA NMCI Determination Letter (Appendix J).







**NEW MEXICO PUBLIC SCHOOL FACILITIES  
AUTHORITY CHARTER SCHOOL LEASE  
(PUBLIC FACILITIES)**

**Part "A"**

This Charter School Lease ("Lease") is made and entered into as of the 1st day of June, 2016, ("Reference Date Only") by and between Newsom Rentals, LLC ("Landlord") and Six Directions Indigenous School ("School").

SPECIFIC LEASE PROVISIONS (SLP)

- A. "Landlord": Newsom Rentals, LLC.
- B. Landlord's Notification Address: Newsom Rentals, LLC, 1985 NM-602, Gallup, NM 87301.
- C. "School": Six Directions Indigenous School, a public charter school.
- D. School's Notification Address: Six Directions Indigenous School, 203 E. Pine Ave, Gallup, NM 87301.
- E. "Complex": The real estate in McKinley County, New Mexico, having an address of 2055 NM 602, Gallup, NM, 87301, described on Addendum "One" ("Land"), together with the "Building(s)" and other "Improvements" existing or to be constructed thereon.
- F. "Premises": The portions of the Building(s), including exclusive use areas, if any, shown on Addendum "Two."
- G. "Tenant Improvements": The Improvements, if any, that are to be constructed by either Landlord or School pursuant to Addendum "Three."
- H. "Permitted Use": A school and all related legal uses, including but not limited to evening events, community events, public meetings and community uses.
- I. Certifications/Approvals/Uses: The FMP/Ed. Spec/Conflict of Interest Questionnaire were approved by NMPSFA on \_\_\_\_\_.
- J. Commencement Dates:
  - i. "Term Commencement Date": July 1, 2016.
  - ii. "Rate Commencement Date": July 1, 2016.

References in the "General Lease Terms" to the "Specific Lease Provisions" or "SLP" are references to the information set out above. Each term used but not defined in the SLP shall have the meaning set forth in the General Lease Terms. If a conflict exists between the Specific Lease Provisions and the General Lease Terms, the Specific Lease Provisions will control. References to "Paragraphs" are to the Specific Lease Provisions and references to "Articles" or "Sections" are to the General Lease Terms.

The following is the legal description for the property, upon which the Premises subject of the lease between Newsom Rentals, LLC and Six Directions Indigenous School is located:

Lot One (1) in

DEPAULI LEBECK SUBDIVISION UNIT ONE (1),

as the same is shown and designated on the plat of said subdivision filed in the office of the County Clerk of McKinley County, New Mexico on November 13, 1995, AND

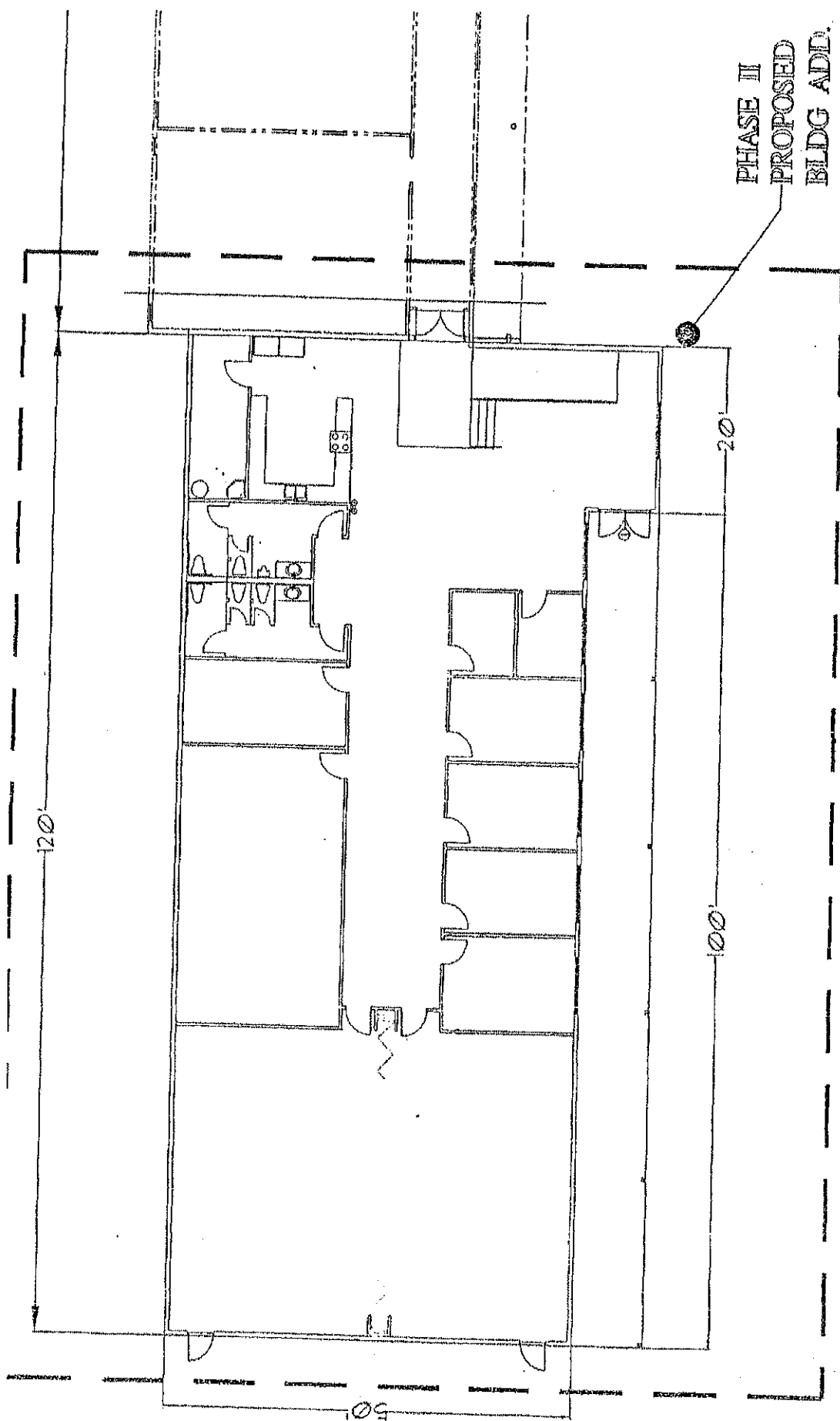
Lot Two-A (2-A) of the replat of Tract Two (2) in

DEPAULI LEBECK SUBDIVISION UNIT ONE (1),

as the same is shown and designated on the plat of said subdivision filed in the office of the County Clerk of McKinley County, New Mexico on August 12, 1997.

Addendum 1





Addendum 2

**Schedule I to Addendum "Three" Tenant Improvements  
Plans and Specifications  
(To be attached)**

No improvements have been requested by School as of the date of this agreement and Landlord has not agreed to construct any improvements to the premises.



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

06/06/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Jeffrey Thompson(1613302) 4401 Lomas Blvd NE Ste B  Albuquerque NM 87110-7758		<b>CONTACT</b> NAME: PHONE (A/C, No, Ext): 505-831-0935 FAX (A/C, No): 505-286-0406 E-MAIL ADDRESS: jthompson3@farmersagent.com	
<b>INSURED</b> NEWSOM RENTALS LLC 2055 STATE ROAD 802 1985 STATE ROAD 602 GALLUP NM 87301		<b>INSURER(S) AFFORDING COVERAGE</b> INSURER A: Truck Insurance Exchange 21709 INSURER B: Farmers Insurance Exchange 21652 INSURER C: Mid Century Insurance Company 21687 INSURER D: INSURER E: INSURER F:	

**COVERAGES****CERTIFICATE NUMBER:****REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL/SUBR INSR: WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
C	<b>GENERAL LIABILITY</b> <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC		605130769	09/01/2015	09/01/2016	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 0 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 1,000,000
	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS					COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	<b>UMBRELLA LIAB</b> <b>EXCESS LIAB</b> <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$	<input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE				EACH OCCURRENCE \$ AGGREGATE \$
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A				WC STATUTORY LIMITS <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

## Addendum 5

**CERTIFICATE HOLDER****CANCELLATION**

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

**AUTHORIZED REPRESENTATIVE**

Jeffrey J. Thompson

**NEW MEXICO PUBLIC SCHOOLS FACILITY  
CHARTER SCHOOL LEASE  
(PUBLIC FACILITIES)**

**Part "B"**

**DEFINITIONS**

- 1) "Additional Rent", if any, means all amounts due by School under the terms of this Lease, except Base Rent.
- 2) "Alterations by School" is defined in Article VIII.
- 3) "Base Rent" is defined in Paragraph L of the SLP and Addendum "Four".
- 4) "Board" means the governing body of School.
- 5) "Building(s)" means the building(s) within the Complex.
- 6) "Business Day(s)" means any day other than a Saturday, a Sunday or a day on which federal banks in Albuquerque, New Mexico are authorized by law to remain closed.
- 7) "Charter School Act" means Sections 22-8B-1, et seq. NMSA 1978, as amended.
- 8) "Common Areas" is defined as all areas within the boundaries of the Complex, including, without limitation, all driveways, drive aisles, curbs, gutters, landscaping, street lights, parking areas and sidewalks, and including the foundations, roof, exterior walls and all other structural components of the Building(s), excluding only the interior and non-structural portions of the Premises and any other structures or Improvements intended for the non-exclusive use of School and all other tenants or occupants of the Building(s) and/or the Complex.
- 9) "Complex" is defined in Paragraph E of the SLP.
- 10) "Contingency Termination Date" is defined in Paragraph N of the SLP.
- 11) "Educational Occupancy Standards" shall be effective until July 1, 2016, and means the requirements of New Mexico Construction Codes for the use and occupancy of the Premises and Common Areas for a school, or if applicable, Section 22-8B-4.2 F(2) NMSA 1978, as amended.
- 12) "Effective Date" is the date the last of Landlord and School fully execute this Lease.
- 13) "Event(s) of Default" is defined in Section 15.01(a).
- 14) "Event of Nonappropriation" is defined in Section 6.02.
- 15) "Fiscal Year" means School's fiscal year, which begins on July 1 of each year and ends on June 30 of the following year.
- 16) "Force Majeure" shall mean any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, terrorism, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, judicial orders, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes (except financial) beyond the reasonable control of the party obligated to perform, shall excuse the

- 39) "SLP" is the Specific Lease Provisions.
- 40) "State" means the State of New Mexico.
- 41) "Statewide Adequacy Standards" shall be effective July 1, 2015, for new leases and renewals of existing leases, and means the standards established in Sections 6.27.30.1-.19 NMAC related to the use of the Premises and Common Areas for a school, and which standards Landlord is obligated to maintain at no additional cost to School or the State, or if applicable, Section 22-8B-4.2 F(2) NMSA 1978, as amended.
- 42) "Tenant Improvements" is defined in Paragraph G of the SLP and Addendum "Three". "Term Commencement Date" is defined in Paragraph J(i) of the SLP.
- 43) "Tort Claims Act" is the New Mexico Tort Claims Act, Sections 41-4-1, et seq., NMSA 1978, as amended.

- (a) Landlord is: (i) duly organized and validly, existing under the laws of the State, (ii) the owner of the Premises, and (iii) duly authorized, by its governing body and applicable law, to lease the Premises to School and to execute, deliver and perform its obligations under this Lease.
- (b) Neither the execution and delivery of this Lease, nor the fulfillment of or compliance with the terms and conditions hereof, nor the consummation of the transactions contemplated hereby, conflicts with or will result in a breach of the terms, conditions or provisions of any restriction or any agreement or instrument to which Landlord is now a party, or which is binding on Landlord.

Section 2.02. Landlord Acknowledgment. Landlord acknowledges and recognizes that:

- (a) This Lease will be terminated upon the occurrence of an Event of Nonappropriation.
- (b) This Lease will be terminated upon nonrenewal or revocation of School's charter.

Section 2.03. Representations, Covenants and Warranties by School. School represents, covenants and warrants that:

- (a) School is a public charter school duly authorized by the PEC or local school board, and duly organized and validly existing under the laws of the State.
- (b) State law authorizes School to lease, operate and maintain the Premises, to enter into this Lease and the transactions contemplated herein, and to carry out its obligations under this Lease, subject to the limitations and conditions stated, and the availability of sufficient appropriations and revenues therefor.
- (c) The representatives of School executing this Lease have been duly authorized to execute and deliver this Lease under the terms and provisions of a resolution of the Board or by other appropriate official action.
- (d) School is not aware of any current violations of any Requirements of Law relating to the Premises, and School has complied with all Requirements of Law with respect to this Lease and all other Requirements of Law.
- (e) School has appropriated sufficient monies in its operating budget to pay the Base Rent and Additional Rent, if any, estimated to be payable in the current Fiscal Year, related to this Lease.

Section 2.04. Contingencies. If any contingencies are provided for in Paragraph N of the SLP, the party benefitted thereby may terminate this Lease if the stated contingency(ies) fails, by providing written notice to the other party, in which event this Lease shall terminate and the Security Deposit and all other prepayments by School shall be returned to School unless otherwise provided for herein. In the event of termination as provided for in this Section 2.04, neither party shall have any further obligations under the terms of this Lease, except as to matters which specifically survive termination. If the party benefitted by the



the expiration of the Initial Term or current Renewal Term, as applicable.

Section 3.07. Effect of Termination of Lease Term. Upon termination of the Lease Term:

- (a) All unaccrued obligations of School hereunder shall terminate, but all obligations of School that have accrued hereunder prior to such termination shall continue until they are discharged in full; and
- (b) If the termination occurs because of the occurrence of an Event of Default, School's right to possession of the Premises hereunder shall terminate and (i) School shall, within ninety (90) days, vacate the Premises; and (ii) if and to the extent the Board has appropriated funds for payment of Base Rent, during the Lease Term prior to termination, and with respect to School's use of the Premises during the period between termination of the Lease Term and the date the Premises are vacated, School shall pay such Base Rent to Landlord.
- (c) If the termination occurs because of the occurrence of an Event of Nonappropriation or the nonrenewal of School's charter, the termination shall be effective as of the last day of the then current Fiscal Year or upon the effective date of the revocation of School's charter in the case of revocation.

#### **ARTICLE IV BASE RENT**

From and after the Rent Commencement Date, School shall pay the Base Rent in monthly installments, on or before the first day of each month, without demand. Should the Rent Commencement Date occur on a day other than the first day of a calendar month, then the monthly installment of Base Rent for the first fractional month shall be equal to 1/30th of the monthly installment of Base Rent for each day from the Rent Commencement Date to the end of the partial month.

#### **ARTICLE V USE; COMMON AREA; EXCLUSIVE USE AREAS; QUIET ENJOYMENT**

Section 5.01. Use. The Premises shall only be used for the Permitted Use, without Landlord's prior written consent, which consent shall not be unreasonably withheld or delayed. School shall comply with all Requirements of Law related to the Premises and its use thereof, and School shall not take any action that would constitute a nuisance, nor permit any unlawful practice to be carried on or committed at the Premises.

Section 5.02. Common Areas. School shall have the non-exclusive right to use the Common Areas in conjunction with the other tenants and occupants of the Complex.

- (a) During the Lease Term, Landlord shall be responsible for maintaining in good condition (to Educational Occupancy Standards and Statewide Adequacy Standards, as applicable), including repairs and replacements, the roof, HVAC system, foundations and exterior walls of the Buildings housing the Premises, and electrical, plumbing and drainage systems servicing the Premises, and all of the Common Areas, including parking areas, landscaping and exterior lighting, except as otherwise provided for in Section 7.02, and damage due to fire or casualty, to the extent this Lease requires Landlord to insure against such fire or casualty. All repairs and maintenance to be made by Landlord shall be at Landlord's risk and expense.
- (b) If, within seven (7) days after written notice by School to Landlord (or such shorter time as may be required in an emergency or pursuant to the Requirements of Law), Landlord fails to provide any of the maintenance, repairs or replacements required of Landlord, and/or fails to complete the same with reasonable diligence, then School may, at its option, provide such maintenance, repairs or replacements and the costs thereof shall be deducted from succeeding Base Rent and Additional Rent, if any, payable hereunder.

Section 7.02. Repairs and Maintenance by School. Subject to the obligations of Landlord set forth in Section 7.01, School shall be responsible for maintaining the interior of the Premises in good condition (to Educational Occupancy Standards and Statewide Adequacy Standards, as applicable), including repairs and replacements, reasonable wear and tear, and loss due to casualty and eminent domain excepted, including providing for janitorial services. School shall also be liable for maintenance, repair and replacement obligations arising as a result of the tortious conduct of School, its employees, students, agents or representatives, subject to the waiver of subrogation provided for herein.

Section 7.03. Right of Access. Landlord, its agents, servants and employees shall have the right to enter the Premises during school hours, upon reasonable prior notice to School, and in the presence of School's personnel for the purpose of inspecting the same to ascertain whether School is performing the covenants of this Lease, and after school hours, including in the event of an emergency, for the purpose of undertaking required maintenance, repairs, alterations or additions. Landlord agrees to cause as little inconvenience as reasonably possible to School, its employees, students and invitees in connection therewith.

## **ARTICLE VIII**

### **ALTERATIONS BY SCHOOL; SIGNAGE**

Section 8.01. Alterations by School. School shall have the right to make structural and non-structural changes and Improvements to the then existing Premises, as School shall desire ("Alterations by School"). Provided however, any Alterations by School that affect mechanical, plumbing, electrical, or other Building systems, are structural, or impact the square footage of the

Section 11.03. Policies. All insurance provided for under this Lease shall be effected under valid enforceable policies issued by insurers of recognized responsibility and licensed to do business in the State of New Mexico. Certificates of such insurance shall be delivered to the other party, and upon written request, the original or certified copies of policies shall be provided to the other party. At least ten (10) days prior to the expiration date of any policy, the certificate of renewal for such insurance shall be delivered to the other party.

Section 11.04. Waiver of Subrogation. Landlord and School hereby waive any recovery of damages against each other (including their employees, officers, directors, agents or representatives) for loss or damage to the Building(s), Premises, Improvements, betterments, fixtures, equipment, and any other personal property to the extent covered by the commercial property insurance or equipment breakdown insurance required above. Further, Landlord and School waive all rights against each other and their agents, officers, directors and employees for recovery of damages to the extent the damages are covered by the workers compensation and employers liability insurance obtained by Landlord or School and related to this Lease. Landlord and School shall obtain endorsements to their policies to effect the waiver of subrogation provided for in this Section 11.04.

Section 11.05. Notice. If and to the extent permitted by NMPSIA, all insurance required to be carried by the parties shall be endorsed to contain provisions to the effect that such insurance shall not be canceled or modified without first giving written notice thereof to Landlord and School at least thirty (30) days in advance of such cancellation or modification.

## **ARTICLE XII**

### **DAMAGE AND DESTRUCTION**

- (a)
  - (i) If the Premises (or any portion thereof) is destroyed or damaged by fire or other insured casualty, the Net Proceeds of any insurance or condemnation award shall be deposited into a special trust fund held by Landlord and School, as their interests may appear. Base Rent shall abate during such period of time as to the Premises or any portions thereof that do not meet the Educational Occupancy Standards, or Statewide Adequacy Standards, as applicable.
  - (ii) If the Premises are damaged by fire or other insured casualty and the Premises can be restored to its preexisting condition within ninety (90) days after the date of the damage or destruction, Landlord shall promptly and with due diligence repair the damage to the Premises. Landlord's restoration and repair obligation contained herein shall consist of repairing or restoring the Premises, including all leasehold improvements, if any, contained within the Premises that were subsequently constructed with Landlord's consent; provided however such restoration and repair obligation shall be limited to the amount of the Net

to repair, restore, modify, improve or replace the Premises becomes apparent), School has not appropriated amounts sufficient to proceed under subsection (c) (i) (A) of this Article, an Event of Nonappropriation shall be deemed to have occurred.

### **ARTICLE XIII**

#### **ASSIGNMENT; SUBLETTING**

Section 13.01. Transfer of School's Interest in Lease and Premises. School may not assign, transfer or convey School's interest in this Lease and the Premises without Landlord's consent, except to another charter school or public school.

Nothing in this Section 13.01 shall be deemed to prohibit, limit or restrict the School's power to enter into joint powers agreements as provided for in Sections 11-1-1, et seq. NMSA 1978, as amended, for shared use of the Premises.

Section 13.02. Subleasing by School. School may sublease or grant a right to use all or any portion of the Premises for the Permitted Use, without Landlord's consent; provided further that School remains fully liable under this Lease, and School shall maintain its direct relationship with Landlord, notwithstanding any such sublease, grant or use.

### **ARTICLE XIV**

#### **HAZARDOUS MATERIALS**

Section 14.01. Compliance with Hazardous Materials Laws. School and Landlord mutually agree that each shall at all times and in all respects comply with all federal, state and local laws, ordinances and regulations ("Hazardous Materials Laws") relating to industrial hygiene, environmental protection of the use, analysis, generation, manufacture, storage, presence, disposal or transportation of any oil, petroleum products, flammable explosives, PCBs, asbestos, formaldehyde, radioactive materials or waste, or other hazardous toxins, contaminated or polluting materials, substances or waste, including, without limitations, any "hazardous substances", "hazardous materials", "toxic substances" or "regulated substance" under any such laws, ordinances or regulations (collectively, "Hazardous Materials").

Section 14.02. School Indemnity. Upon the Term Commencement Date and acceptance of the Premises by the School, and thereafter for the Lease Term, School shall be responsible to pay or otherwise satisfy any claim, written notice or demand, penalty, fine, settlement, loss, damage, cost, expense or liability made against Landlord or School directly or indirectly arising out of or attributable to the violation by School of any Hazardous Materials Law, orders, written notice or demand of governmental authorities, or the use, generation, manufacture, storage, release, threatened release, discharge, disposal, production, abatement or presence of Hazardous Materials on, under or about the Premises including, without limitation: the costs of

Section 15.01. Events of Default by School Defined.

(a) Any of the following shall constitute an "Event of Default" under this Agreement:

- (i) failure by School to pay any specifically appropriated Base Rent and Additional Rent, if any, within ten (10) days after the receipt of written notice from Landlord following the applicable due date;
- (ii) failure by School to pay any other Additional Rent within thirty (30) days of the receipt of written notice (unless a shorter period is specifically provided for in this Lease) after the applicable due date and for which funds have been specifically appropriated;
- (iii) failure by School to vacate the Premises, subject to the provisions of Section 3.07;
- (iv) any sublease, assignment, encumbrance, conveyance or other transfer of the interest of School in all or any portion of this Lease or the Premises in violation of Sections 13.01 and 13.02 or any succession to all or any portion of the interest of School in the Premises in violation of Sections 13.01 and 13.02;
- (v) failure by School to observe and perform any covenant, condition or agreement on its part to be observed or performed, other than as referred to in subsections (a) (i), (ii), (iii) or (iv) of this Section 15.01, for a period of thirty (30) days after written notice given to School by Landlord, and which specifies such failure and requesting that it be remedied; provided, however, that if the failure stated in the notice cannot reasonably be corrected within said thirty (30) day period and corrective action shall be instituted within said thirty (30) day period and diligently pursued until the default is corrected, no Event of Default shall occur;
- (vi) School shall (A) apply for or consent to the appointment of a receiver, trustee, custodian or liquidator of School or of all or a substantial part of the assets of School, (B) be unable, fail or admit in writing its inability generally to pay its debts as they become due, (C) make a general assignment for the benefit of creditors, (D) have an order for relief entered against it under applicable federal bankruptcy law, or (E) file a voluntary petition in bankruptcy or a petition or an answer seeking reorganization or an arrangement with creditors or taking advantage of

other injunctive relief; and

- (e) take whatever action at law or in equity may appear necessary or desirable to enforce its rights in and to the Premises under this Lease, subject, however, to the limitations on the obligations of School set forth in Section 6.01.

Section 15.03. No Remedy Exclusive. No remedy herein conferred upon or reserved to Landlord is intended to be exclusive, and every such remedy shall be cumulative and shall be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. In order to entitle Landlord to exercise any remedy reserved in this Article, it shall not be necessary to give any notice, other than such notice as may be required in this Article.

Section 15.04. Notice to Sublessee. Landlord shall provide written notice to the sublessee of a valid sublease under Article XIII of an Event of Default by School within five (5) days after the occurrence.

Section 15.05. Landlord's Default. If Landlord fails to perform any covenant, condition or agreement contained in this Lease within a reasonable period of time, not to exceed thirty (30) days after receipt of written notice from School specifying such default, or if such default cannot reasonably be cured within thirty (30) days, if Landlord fails to commence to cure within said thirty (30) day period and diligently pursue the cure to conclusion, then Landlord shall be liable to School for any damages sustained by School as a result of Landlord's breach. If, after notice to Landlord of default, Landlord fails to cure the default as provided herein, then School shall have the right to cure said default at Landlord's expense, and to either terminate this Lease or to withhold, reduce or offset any such amount against any payments of Base Rent and Additional Rent, if any, or any other charges due and payable under this Lease. No remedy herein conferred upon School is intended to be exclusive, and every such remedy shall be cumulative and shall be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. In order to entitle School to exercise any remedy reserved in this Article, it shall not be necessary to give any notice, other than such notice as may be required in this Article.

## **ARTICLE XVI**

### **INDEMNITY**

Section 16.01. Release and Indemnification by Landlord. Landlord shall indemnify, hold harmless, and defend School and its "public employees" as defined in the Tort Claims Act from



or termination of this Lease, School shall remove, at its expense, any trade fixtures and personal property of School in the Premises; but any damage to the Premises caused by such removal shall be repaired by School at the time of the removal. All other Alterations by School shall become the property of Landlord.

## **ARTICLE XVIII GENERAL PROVISIONS**

Section 18.01. Notices; Demands; Calculation of Days. Any notice, demand or other communication required or permitted by law or any provision of the Lease to be given or served on either party shall be in writing, addressed to the address set forth in Paragraphs B and D of the SLP, and (a) deposited in the United States mail, registered or certified, return receipt requested, postage prepaid, or (b) delivered by an overnight private mail/courier service which provides delivery confirmation. All notices shall be deemed to be received the earlier of: (i) three (3) Business Days after being deposited in the United States mail with proper postage, (ii) upon delivery by overnight courier, or (iii) upon actual receipt. Rejection or other refusal to accept or the inability to deliver because of changed address of which no notice was given, shall be deemed to be receipt of the notice as of the date of such rejection, refusal or inability to deliver. Either party may designate additional addresses for the receipt of notices or demands at any time by written notice to the other.

All references to "day(s)" shall be calendar days, provided however, if the last day for performance is a non-Business Day, the time for performance shall be extended to the next Business Day.

Section 18.02. Binding Effect. This Lease shall inure to the benefit of and bind the parties hereto and their respective heirs, successors, personal representatives, and permitted assigns.

Section 18.03. Severability. If any term or provision of this Lease or the application thereof to any Person or circumstance shall be invalid or unenforceable, to any extent, the remainder of this Lease, or the application of such term or provision to Persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby, and each term and provision of this Lease shall be valid and enforceable to the maximum extent permitted by law.

Section 18.04. No Waiver. A waiver by Landlord or School of any breach of any provision of this Lease shall not be deemed a waiver of any breach of any other provision hereof or of any subsequent breach by said party of the same or any other provision.

Section 18.05. Time of Essence. Time is of the essence with regard to every provision of this Lease.

IN WITNESS WHEREOF, the parties have executed this Lease effective the date the last of the parties executes same.

LANDLORD

By: [Signature]

Date: 6-1-16

Name: Michael Henderson

Title: Managing Member of Henderson Rentals, LLC

SCHOOL

By: [Signature]

Date: 6-15-16

Name: Ben Sice

Title: Chair Governing Council 500

### ADDENDUM TO LEASE

THIS ADDENDUM TO LEASE made this 5<sup>th</sup> day of January, 2018, by and between, NEWSOM RENTALS, LLC, a New Mexico limited liability company, of 1985 NM State Road 602, Gallup, New Mexico 87301, the Lessor, herein referred to as "Landlord", and SIX DIRECTIONS INDIGENOUS SCHOOL, a public charter school, of 2055 NM State Road 602, Gallup, New Mexico 87301, the Lessee, herein referred to as "School" (collectively the "Parties"), and refers to the New Mexico Public School Facilities Authority Charter School Lease (Public Facilities) ("Charter School Lease") originally executed by the Parties on June 1, 2016. It is hereby agreed said Charter School Lease shall be amended as follows:

1. Premises. Landlord hereby agrees to lease to School and School agrees to lease from Landlord, the entire real estate in McKinley County, New Mexico, having an address of 2055 NM 602, Gallup, New Mexico 87301, together with the "Buildings" and other "Improvements" existing or to be constructed thereon.

2. Base Rent. For the remaining duration of said Lease Agreement, Landlord demises the above premises at an annual base rental of One Hundred Twenty Thousand and No/100 Dollars (\$120,000.00), payable in equal installments, in advance, of Ten Thousand and No/100 Dollars (\$10,000.00) to be paid on or before the fifth day of each month beginning January 5, 2018 and continuing until June 30, 2021.

3. Utilities. School shall be responsible for all charges necessary for utility services to the buildings on the premises and shall be solely liable for utility charges as they become due.

4. Signing of Documents. Each of the Parties warrants and represents that the individual signing on its behalf is duly authorized and empowered to enter into this Agreement and may bind the Party it represents hereto. [A written statement signed, attesting to such

Initial: SD SM

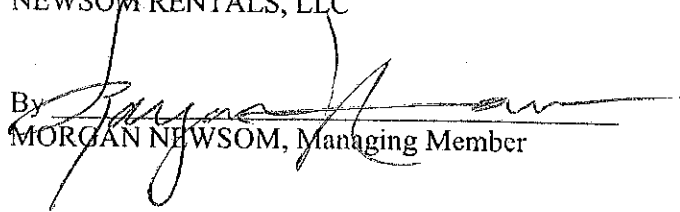
authority, by the current Chair of the Governing Counsel of the Lessee shall be timely executed and attached hereto as Exhibit A.]

5. Entire Agreement. All other terms and conditions of that certain Charter School Lease dated June 1, 2016, constitutes part of this agreement and any term not expressly modified herein, shall remain in full force and effect.

LANDLORD:

NEWSOM RENTALS, LLC

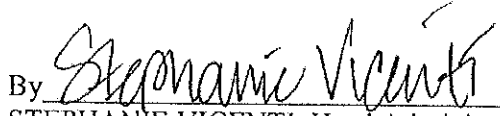
By

  
MORGAN NEWSOM, Managing Member

SCHOOL:

SIX DIRECTIONS INDIGENOUS SCHOOL

By

  
STEPHANIE VICENTI, Head Administrator



# Six Directions Indigenous School

*Committed to culturally relevant indigenous education*

## Facility Master Plan, Educational Specifications & Condition Assessment 2017-2018

*Draft July 2018*



Architectural Research Consultants, Incorporated

✉ Albuquerque, NM

☎ 505-842-1254

📠 505-766-9269

🌐 <http://arcplanning.com>

---

# Acknowledgements

## Governing Council

Ben Soce - *Chair*

Samuel Crowfoot - *Assistant Chair*

Amber Peña - *Business Manager*

Dr. Tamarah Pfeiffer - *Keeper of Finances*

Dr. Oliver Tapaha - *Member*

Lane Towery - *Member*

Stephanie Vicenti - *Head Administrator*

## Steering Committee

Jeremiah Billie - *AmeriCorps*

Renée Cleveland - *Education Assistant*

Benny Hale - *Navajo language*

Tara Partow - *English Language Arts*

Tommy Wood - *Education Assistant*

Willard Zuni - *Zuni language*

## NACA Inspired Schools Network

Daniel Ulibarri - *Director of Operations and Facilities*

## Public School Facility Authority

Bill Sprick - *Facilities Master Planner*

*Planning Consultant*  
*Architectural Research Consultants, Incorporated*  
*Albuquerque, NM*



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## List of Abbreviations

ADA	Americans with Disabilities Act
ARC	Architectural Research Consultants, Incorporated
ASHRAE	American Society of Heating, Refrigerating and Air-Conditioning Engineers
CA	Condition assessment
Cap	Capacity
CIP	Capital improvement project
CRT	Culturally responsive teaching
Ed Specs	Educational specifications
FAD	Facilities assessment database
FCI	Facilities condition index
FMP	Facilities master plan
GSF	Gross square feet
IBC	International Building Code
IECC	International Energy Conservation Code
LED	Light-emitting diode
LEED	Leadership in Energy and Environmental Design
Max	Maximum
MEM	Student member
M&O	Maintenance and operations
NACA	Native American Community Academy
NEC	National Electric Code
NFPA	National Fire Protection Association
NISN	NACA Inspired Schools Network
NIYLP	National Indian Youth Leadership Project
NMAC	New Mexico Administrative Code
NMCI	New Mexico Condition Index
NMDOT	New Mexico Department of Transportation
PEC	Public Education Commission
Port	Portable
Prgm	Program
PSCOC / PSFA	Public School Capital Outlay Council / Public School Facilities Authority
PYD	Positive youth development
RTI	Response to intervention
SDIS	Six Directions Indigenous School
SPED	Special Education
STEM	Science, technology, engineering and mathematics
TPC	Total project cost

# Executive Summary



*This document is a Facilities Master Plan / Educational Specifications / Condition Assessment for the Native American Community Academy (NACA) Inspired Schools Network (NISN), Six Directions Indigenous School (SDIS).*

The Public School Capital Outlay Council (PSCOC) and the Public School Facilities Authority (PSFA) require that all New Mexico public schools have five-year FMP/Ed Specs as prerequisites for eligibility to receive state capital outlay assistance. The FMP/Ed Specs guides capital planning decisions to support the school's educational mission and comply with minimum New Mexico Statewide Adequacy Standards, including variances for charter schools.

Six Directions Indigenous School is a state-chartered public school serving 6th through 8th grades, located in Gallup, New Mexico. The school offers an academic program aligned with the state standards and benchmarks, as well as committed to culturally relevant indigenous education and interdisciplinary project-based learning.

## Original Site Request for Future School

SDIS is currently housed in the old Western New Mexico University - Gallup Branch building. It occupies a portion of the facility with room to grow. Prior to moving into the unoccupied south wing of the building, the school must upgrade the facilities to meet with the fire code deficiencies identified by the Gallup Fire Marshal.

As the school needs a larger facility as its

enrollment grows, SDIS is working with its local school board members, city government employees, and two real estate agents to identify possible future facilities.

On [insert date], Six Directions Indigenous School submitted a written request to Gallup-McKinley County Schools inquiring about available facilities where SDIS could potentially locate. Please see the Appendix, for this request. The district has not yet formally responded.

## School Profile

The school initially opened in the 2016/17 school year with 49 students. Enrollment has increased since 2016 to 71 students in 2017/18. SDIS seeks to grow to its enrollment cap of 300 students in four years.

The school leases its building with PSCOC lease assistance which covers about 38% of the lease. SDIS uses its operational funds to cover the remaining amount. The school does not receive any other capital funding.

The facility has high utilization and limited ability to accommodate additional students over the next five years. To reach its enrollment cap, SDIS requires additional educational program area. Therefore, SDIS' long-range capital plan focuses on design and construction of a new facility. Initial programming, included in this document, identifies a need of approximately 23,108 GSF. The preliminary pre-conceptual estimated total project cost is \$8,389,359.00.

SDIS financial options are to pursue



funding through public-private partnerships, fundraising, donations, NISN grants, PSCOC awards, New Mexico Department of Transportation (NMDOT) funding, and/or direct legislative appropriations.

*Exhibit ES-1 SDIS Enrollment Profile*

School Profile – SDIS		
Charter	Current	Future Goal
Grades served	6th - 8th	6th - 12th
2017/18 enrollment	71 (40-day)	
Enrollment cap, 5 years	190	
Enrollment cap	300	
Initial charter	2015	
Charter renewal	<b>2020</b>	

## Statewide Adequacy Standards NMAC 6.27.30

The Facility Master Plan and Educational Specifications follow the Public School Facilities Authority Statewide Adequacy Standards NMAC 6.27.30, dated September 1, 2002.

## Charter-Alternative School Statewide Adequacy Standard Variance

The Facility Master Plan and Educational Specifications address the Charter-Alternative School Statewide Adequacy Standard Variance.





# 1 Goals / Mission



*This section discusses the school's goals, mission and philosophy. It describes the process of gathering and analyzing data, including meetings and interviews with SDIS administrators, teachers, staff and Governing Council members to confirm goals to guide this Facilities Master Plan, Ed Spec and Condition Assessment.*

## 1.1 Goals

Six Directions Indigenous School is committed to academic excellence and ensuring students are prepared to thrive in post-secondary opportunities. SDIS approaches instruction in a developmentally responsive way: the middle school approach emphasizes foundational skills development and project-based learning, while the high school program will use blocks for extended focus, seminars, projects and service learning.

SDIS uses measured indicators to track students' skills and abilities to prepare for post-secondary educational opportunities. The school's goals involve having staff document these measurements.

### Goal 1: Develop critically conscious students

Because of the history of colonization of American Indians in Gallup, we will teach our students through project-based learning to be critically conscious, active community participants and leaders. We will teach our students to critique structures of power, use their voices productively, and take action against injustice. We will help our students become confident and powerful.

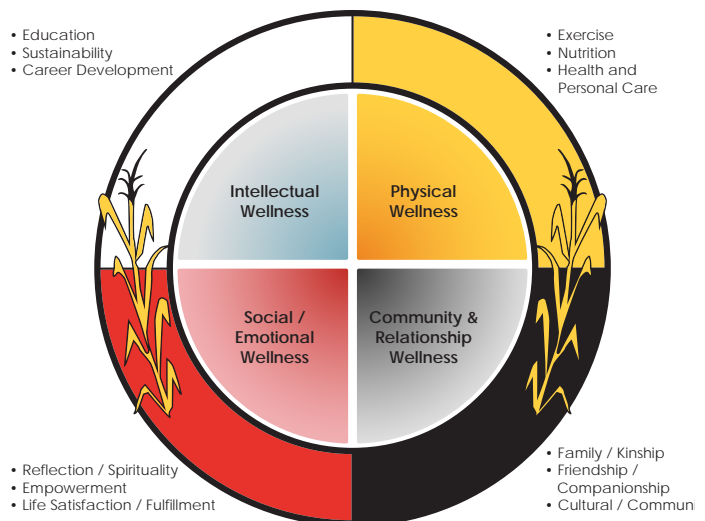
### Goal 2: Teach students to be engaged in the community

To strengthen students and their communities, we will teach and honor individual culture and language in our youngest generations in order to develop a sense of purpose and a belief in their ability to influence their communities positively.

### Goal 3: Achieve holistic wellness for students

Indigenous education addresses more than teaching academic material. It is also concerned with raising youth who are holistically well and healthy. Through integration of the Zuni and Navajo languages and cultures into the curriculum, we will teach the traditional notions of wellness. We will also develop our students' intellectual wellness, mental and emotional wellness, social and relational wellness, spiritual wellness,

*Exhibit 1-1 SDIS Wellness Wheel*



identity wellness, and physical wellness. We will teach the importance of identity security, of developing strength from one's identity, of finding one's "inner center."

## Goal 4: Achieve student success in post-secondary options

Our native youth have been denied a public education that adequately prepares them to access or succeed in higher education. We will change this trend, and ensure that students graduate with a clear personal plan for their future.

We will prepare all students to succeed in the post-secondary educational opportunities of their choice, including attending a four-year college, two-year degree program or job training program; joining the military; or maintaining a traditional role in the community.

### 1.1.1 Mission

The Six Directions Indigenous 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, demonstrate holistic well-being, and have a personal plan for succeeding in postsecondary opportunities. (Source: [www.sixdirectionsschool.org](http://www.sixdirectionsschool.org))

### 1.1.2 Educational Philosophy , Focus Area, Educational Program and Curriculum

Our educational philosophy aligns with the theories and philosophies of providing access to education in general and culturally relevant indigenous education in particular. In this sense, we feel a commitment to student holistic wellbeing and identity security, to robust language instruction, to restorative practices, to natural outdoor education (learning through challenge), and to community-centered project-based learning (learning by doing). (Source: SDIS Charter Appendix I, 2015)

### 1.1.3 Serving the Community

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

#### Steering Committee

Jeremiah Billie, AmeriCorps  
Renée Cleveland, Education Assistant  
Benny Hale, Navajo language  
Tara Partow, English Language Arts  
Tommy Wood, Education Assistant  
Willard Zuni, Zuni language

#### Governing Council

Ben Soce, Chair  
Samuel Crowfoot, Assistant Chair  
Amber Peña, Business Manager  
Dr. Tamarah Pfeiffer, Keeper of Finances  
Dr. Oliver Tapaha, member  
Lane Towery, member  
Stephanie Vicenti, Head Administrator

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. (Source: SDIS Charter Appendix I, 2015)

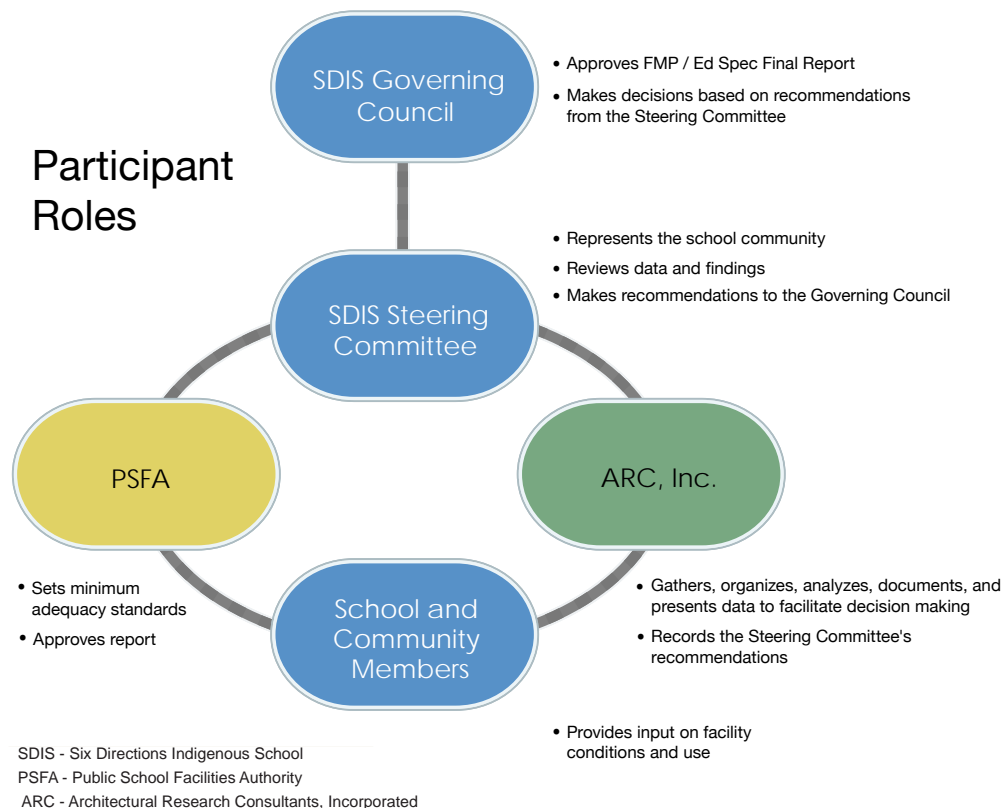
## 1.2 Process

### 1.2.1 Process for Data Gathering and Analysis

ARC uses a collaborative process to collect, review, and analyze information about the school's educational program and delivery, projected enrollment and anticipated future needs, and to determined capital priorities.

The steering committee includes teachers. It makes recommendations to SDIS' Governing Council. The Council has the authority to make major operational and capital decisions for the school.

*Exhibit 1-2 FMP /  
Ed Specs Collaborative  
Process*



## Authorized Contact

The individual authorized to discuss this submission is Stephanie Vicenti, Head Administrator, 2055 mainNM-602, Gallup, NM 87301; phone: 505.863.1900; email: [stephanie@sixdirectionsschool.org](mailto:stephanie@sixdirectionsschool.org).



## 2 Projected Conditions



*This section presents an overview of SDIS' current educational programs, enrollment and facilities configuration.*

### 2.1 Programs and Delivery Methods

#### 2.1.1 Programs Overview

SDIS offers a middle school program for students in 6th through 8th grades. The academic program is comprised of core subjects established by the Common Core State Standards, and aligned with the State of New Mexico's Benchmark and Performance Standards.

#### Innovative Features

Six Directions Indigenous School is committed to finding educational solutions for endemic inequity in public school systems in and around Gallup, New Mexico.

SDIS' education framework is built around culturally responsive education, which includes theories and frameworks of *culturally responsive teaching (CRT)*, *positive youth development (PYD)* and *restorative justice*.

#### Culturally Responsive Teaching

The theories and framework of CRT address ensuring that students from non-dominant cultures are safe and successful in school. CRT does not teach culture explicitly; rather, it is about building school culture and curriculum

that sees students' identities and local funds of knowledge as assets, that decreases dissonance between home life and school life, and ensures academic content is taught through methods that are authentic and meaningful to youth.

SDIS seeks to accomplish academic achievement through a combination of small-group skills lab and project-based learning (see the section "Instructional Program" below).

#### Positive Youth Development

PYD is an important feature of the school, which recognizes local sources of knowledge about wellness. PYD aligns with the school's hypothesis that for local students to fully succeed, SDIS must take holistic responsibility for the student's emotional, relational, identity, intellectual, and physical wellness to ensure his or her readiness to learn effectively. This commitment to building student readiness to learn through holistic wellness is perhaps SDIS' greatest divergence from other local schooling options.

#### Restorative Justice

The restorative justice method aligns with indigenous understanding of justice. Most importantly, it is a method of building school culture and creating protocols to respond to misbehavior or conflict that has been shown to decrease suspensions and expulsions, and keep students in school. This method improves graduation rates, which is an expressly different approach from the zero tolerance policy of most schools.



## Shared and Joint Use Facilities

### Outdoor Education

A significant innovative feature of SDIS is our commitment to holistic wellness through the framework of positive youth development.

*Positive youth development* involves local knowledge about wellness and aligns with the SDIS foundational principle that the school must holistically address students' emotional, relational, identity, intellectual and physical wellness to ensure their academic success. Its commitment to building readiness to learn sets SDIS apart from other local schools.

Through a partnership with the National Indian Youth Leadership Project (NIYLP), SDIS aspires to offer opportunities for students to learn through outdoor, experiential education. NIYLP has a long and successful history of working with Native youth.

The school may offer NIYLP's flagship program, Project Venture, as an elective, or offer all new students outdoor adventures before school starts. SDIS will find ways to ensure its youth benefits from NIYLP's expertise.

### Instructional Program

The educational curriculum program is based on project-based learning. Projects are community-based and interdisciplinary. Learning in language and culture, humanities, and STEAM Machine™ courses is thematically aligned, and each trimester, students work collaboratively in groups on projects related to the theme. Each trimester culminates in a demonstration of achieved learning by students, and the community is invited to attend.

As students transition from middle school to high school, their curriculum also transitions and defines the high school experience. Service learning, individual projects, and block scheduling with more "traditional" courses align with college preparedness. Students complete senior community projects, a capstone experience.

SDIS implements an instructional delivery initiative that involves an advisory group. The advisory builds deep relationships and ensures that students' individual needs are met. Students start each morning in advisory with a small group of peers and one adult. During this time, some activities for students include greeting each other, sharing information about themselves, practicing goal-setting and reflection, and preparing for student-led conferences each trimester.

### General Instructional Organization

SDIS organization is by grade level. For example, 6th, 7th, and 8th grade core classes do not include students from other grades. Students meet daily in small response-to-intervention (RTI) groups with mixed abilities for 7th and 8th graders.

### Scheduling Approach

The building is open at 7:00 a.m. with student breakfast at 7:30 a.m. SDIS holds classes Monday through Friday. Hours of operation are 8:00 a.m. to 3:40 p.m. Teachers start each day with professional collaboration time one hour prior to school opening. Wednesdays have a compressed schedule from 8:00 a.m. to 1:30 p.m. throughout the school year for student instruction, and staff professional development takes place from 1:40 p.m. to 2:00 p.m.

## *Exhibit 2-1 2017/18 Rotating Block Schedule*

<b>TIMES</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:00-8:00	Teacher Prep & Collaboration	Teacher Prep & Collaboration	Teacher Prep & Collaboration	Teacher Prep & Collaboration	Teacher Prep & Collaboration
7:30-7:50	Student Breakfast	Student Breakfast	Student Breakfast	Student Breakfast	Student Breakfast
8:00-8:20	Advisory	Advisory	Community Circle	Advisory	Advisory
8:23-9:18	Block 1	Block 2	8:23-9:05 Block 3	Block 4	Block 5
9:21-10:16	Block 2	Block 3	9:08-9:50 Block 4	Block 5	Block 6
10:19-11:14	Block 3	Block 4	9:53-10:35 Block 5	Block 6	Block 7
11:17-12:12	Block 4	Block 5	10:38-11:21 Block 6	Block 7	Block 1
12:12-12:50	Lunch	Lunch	11:21-12:03 Block 1	Lunch	Lunch
12:53-1:48	Block 5	Block 6	12:03-12:40 Advisory Lunch	Block 1	Block 2
1:51-2:46	Block 6	Block 7	12:43-1:30 Block 2	Block 2	Block 3
2:49-3:40	Block 7	Block 1	1:40-2:00 Staff Professional Development	Block 3	Block 4
3:40-5:00	After-school tutoring	After-school tutoring	After-school tutoring	After-school tutoring	After-school tutoring

The formal school day begins in advisory groups of 15 students, led by a teacher. Advisory and Community Circle time are structured around the school's core values of relationships, reflection and holistic well-being.

SDIS schedules classes using a rotating block schedule of five days, each with seven periods. Students spend time in short, differentiated "skill labs" aligned with their needs, while for longer blocks of time, students focus on project-based learning in either a humanities or a STEM class. Teachers are assigned classrooms and students move through the different classroom during the day.

In the future high school, the block schedule will continue and independent studies and projects will be valued.

After-school tutoring begins from 4:00 p.m. to 5:00 p.m. each day. Students who

participate receive one-to-one tutoring and Tuesday after-school time concentrates on math.

### Private Facility

SDIS leases 9,100 SF of a portion of a building where it has 3,792 SF to expand its program. The school will occupy the leased facility through 2021.

### Special Curricular and Extracurricular Activities

#### Special Education (SPED)

SDIS is a full-inclusion school. It fully integrates SPED students into regular classrooms, although they may receive pullout support for occupational / physical therapy, speech and language, and other individualized services as required.

## 2.2 Proposed Enrollment

### 2.2.1 Enrollment Phasing

SDIS plans to implement enrollment incrementally each school year until the enrollment cap is reached.

#### Projected Enrollment

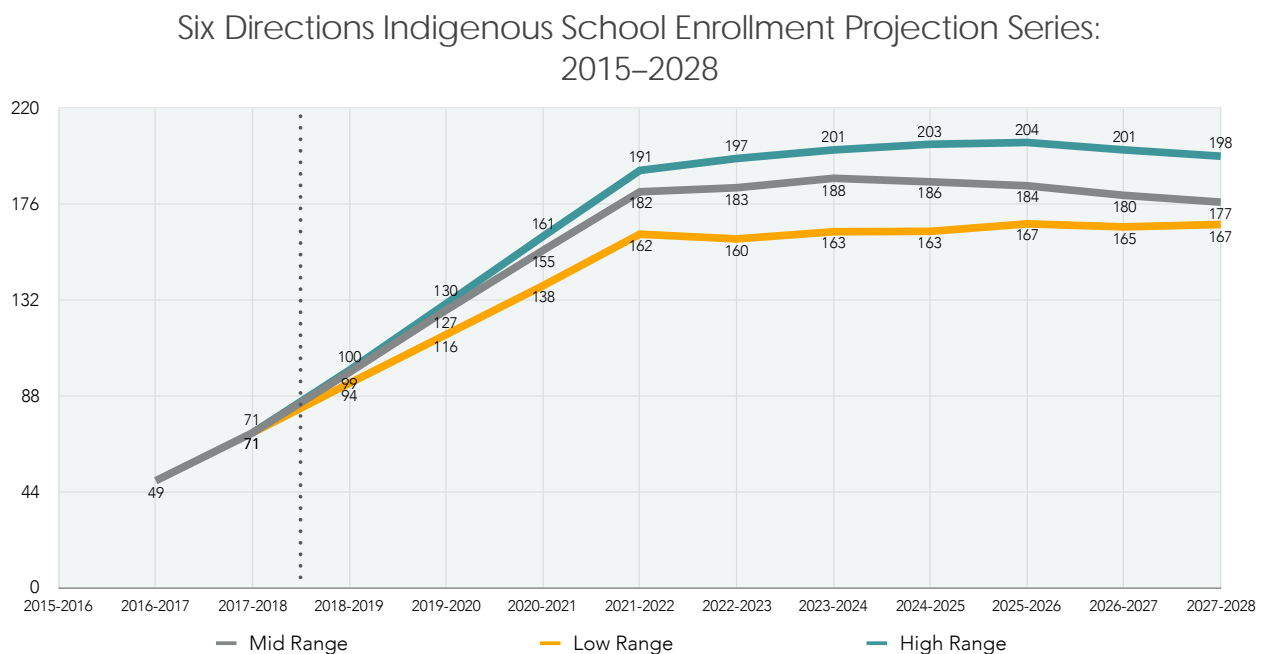
##### Method

Enrollment projections used the cohort-survival method, which tracks the number of students in a cohort (a group of students of a

certain age who move together through one grade level to the next) and the likelihood that they would progress from one grade to another within the same school. Calculation of survival rates (ratios of the number of students who remain from one year to the next) used the New Mexico Public Education Department's historic 40-day enrollment data for public and state-run charter schools.

Calculation of future enrollment is based on prevailing birth rates (for students entering kindergarten) and the averages of previous cohort survival rates (for other grades). Since Six Directions' enrollment history is

*Exhibit 2-2 Six Directions Enrollment Projections by Range*



*Exhibit 2-3 Six Directions Enrollment Projections by Grade*

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
6th Grade		23	23	23	24	23	22	22	23	21	22	20	20
7th Grade		26	23	28	28	29	27	27	27	27	26	26	24
8th Grade			25	23	28	28	29	27	27	27	27	26	26
9th Grade				25	23	28	28	29	27	27	27	27	26
10th Grade					25	23	28	28	29	27	27	27	28
11th Grade						25	23	28	28	29	27	27	27
12th Grade							25	23	28	28	29	27	27
<b>Total</b>	<b>0</b>	<b>49</b>	<b>71</b>	<b>99</b>	<b>127</b>	<b>155</b>	<b>182</b>	<b>183</b>	<b>188</b>	<b>186</b>	<b>184</b>	<b>180</b>	<b>177</b>



insufficient to calculate cohort survival rates, analysis incorporated cohort survival rates from nearby schools in the Zuni and Gallup-McKinley County School Districts that have historically transferred students to or from Six Directions.

### Projection Scenarios

To refine projections into high-, mid-, and low-range scenarios, the planning team incorporated external information, such as demographic shifts, economic trends, and school program offerings and outreach efforts.

Planners prepared three enrollment projection scenarios, based on historical trends and expectations for future growth.

- *Mid-Range (most likely)* shows a gradual increase as classes matriculate through the 12th grade. The school reaches 177 students by 2027-28.
- *Low-Range* reflects lower birth rates and increased out-migration. Enrollment reaches 167 students by 2027-28.
- *High-Range* anticipates increased awareness of the school through outreach efforts, with enrollment reaching 198 students by 2027-28.

See Exhibit 2-2.

Because Six Directions' distinct program sets it apart from nearby public schools, it might succeed in drawing students from those schools. However, SDIS must compete with schools in the area.

## 2.2.2 Classroom Loading Policy

Six Directions Indigenous Schools' small class size is essential to providing individual attention and creating a collaborative environment for students. SDIS class sizes were 23 sixth graders, 23 seventh graders and 25 eighth graders for school year 2017/18.

The student / teacher ratio is 15:2, with one teacher and one AmeriCorps assistant per classroom. In small classes, students are grouped by skills intervention. Teachers provide differential instruction for students at varying skill and/or ability levels.

## 2.2.3 Classroom Needs

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

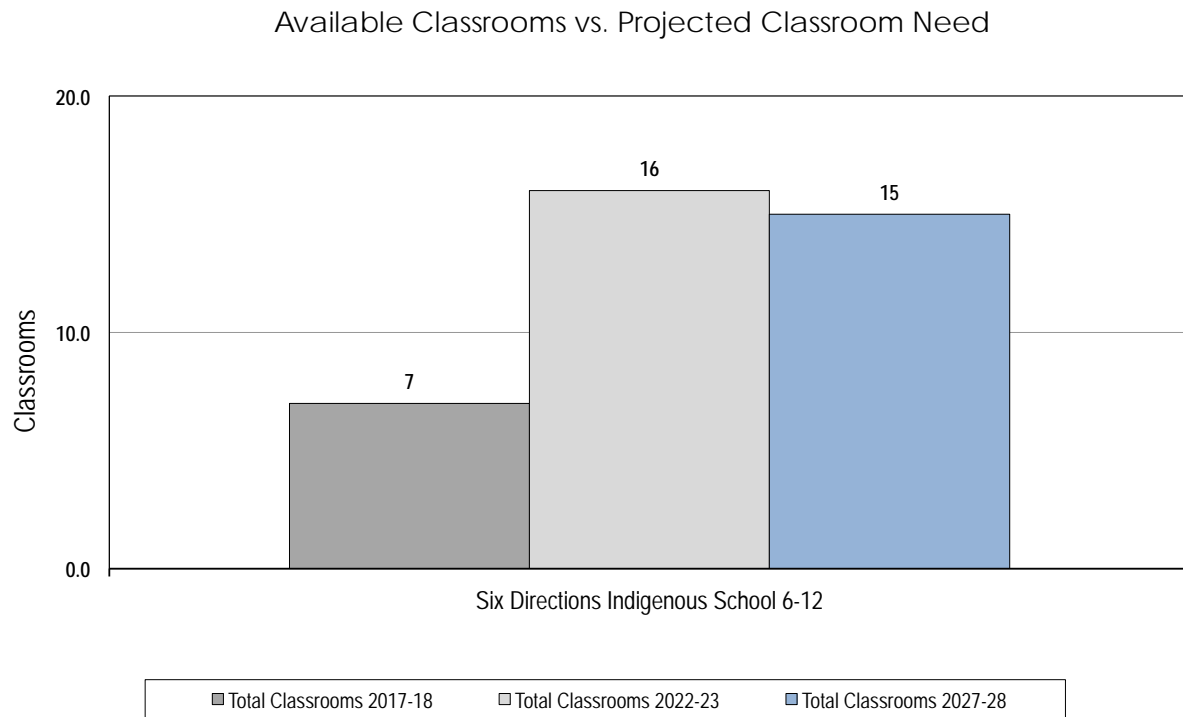
We based the supply of classrooms on identified use and a detailed inventory of all net instructional spaces available to house general education.

Analysis of the demand for classrooms calculated the need for general education classrooms. The calculation was based on the state-mandated pupil/teacher ratios, and used existing and projected enrollments. We assumed that future special program need reflects the enrollment ratios that exist at the school.

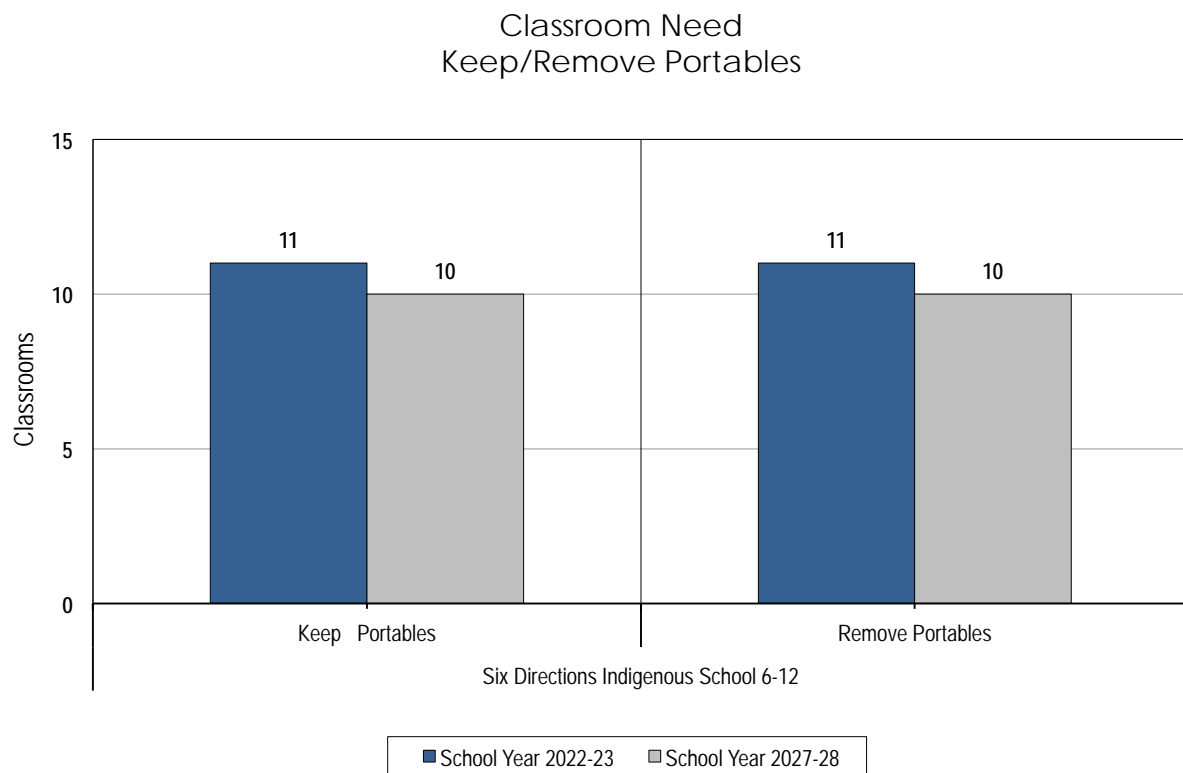
The analysis then compared the number of classrooms needed to meet current and projected enrollments to the number of available classrooms (considering the total number of classrooms, including permanent and portable units, and permanent classrooms only, excluding portable units).

Facility planners can estimate capital requirements based on utilization information and the condition of the existing facilities. These requirements address classroom deficits. Planners can then consider various strategies to meet classroom need projections, including a new school, classroom additions, portable classrooms, or grade reconfiguration.

*Exhibit 2-4 SDIS Available Classrooms vs. Projected Need*



*Exhibit 2-5 SDIS Classroom Need with and without Portables*



## Exhibit 2-6 SDIS Classroom Need Analysis

### Classroom Need Analysis

Six Directions Indigenous School 6-12

Evaluation: 2017-18 sy

Enrollment Data	
40-Day Enroll.	71
5-Year Proj.	184
10-Year Proj.	177

School Data							Current			5th Year Projections			10th Year Projections		
Classroom Use by Subject	Distribution Percentage**	Six Directions PTRs *	Existing				2017-18			2022-23			2027-28		
			Classrooms			Prgm Sp	40-day Enroll	CR Need Calc.		Proj Enroll	CR Need Calc.		Proj Enroll	CR Need Calc.	
			Perm	Port	Total			Strt	Rnd		Strt	Rnd		Strt	Rnd
General Education															
Humanities (Engl/SS)	15.84%	15	1		1		11	0.75	0.5	29	1.94	2.0	28	1.87	2.0
Math	13.47%	15	1		1		10	0.64	0.5	25	1.65	1.5	24	1.59	1.5
Sci, Tech, Engineer, Math (STEAM)	12.85%	15	1		1		9	0.61	0.5	24	1.57	1.5	23	1.51	1.5
Indigenous Lang	14.56%	15	1		1		10	0.69	0.5	27	1.79	2.0	26	1.72	2.0
Subtotal:			4	0	4	0	40		2.0	104		7.0	100		7.0
Electives															
Study Hall	15.74%	15	0.33		0.33		11	0.75	0.5	29	1.93	2.0	28	1.86	2.0
Subtotal:			0.33	0	0.33	0	11		0.5	29		2	28		2
Special Education/Programs															
Response to Intervention (RTI)	14.08%	15	0.33		0.33		10		0.25	26	1.73	2.00	25	1.66	1.5
Reading	13.47%	15	0.34		0.34		10		0.25	25	1.65	2.00	24	1.59	1.5
Subtotal:			0.67	0	0.67	0	20		1	51		4	49		3
Total:			5	0	4.33	0	71		3	184		13	177		12.0
Open Labs															
Muiltpurpose					0							1			1
Biology Lab 9-12												1			1
Chemistry Lab 9-12												1			1
Subtotal:			0	0	0	0			0			3			3
Oher Use															
Library			1												
Computer Lab	Unusable per Fire Marshall		1												
100.00%			Subtotal:				0		0			0			0
Grand Total:			5	0	5	0	71		3	184		16	177		15
							Total CR Need/(Excess) w/Port:			(2.0)			+11		
							Total CR Need/(Excess) w/o Port:			(2.0)			+11		

\* No PTR Factors applied

\*\* Distribution % =represents as a percentage the amount of time students spend taking a subject on the supplied master schedule.

Calculations based on supplied PTRs

1 "+" Indicates additional classrooms need to accommodate expected enrollments

(Green Color) indicates the number of classroom available to accept additional enrollment



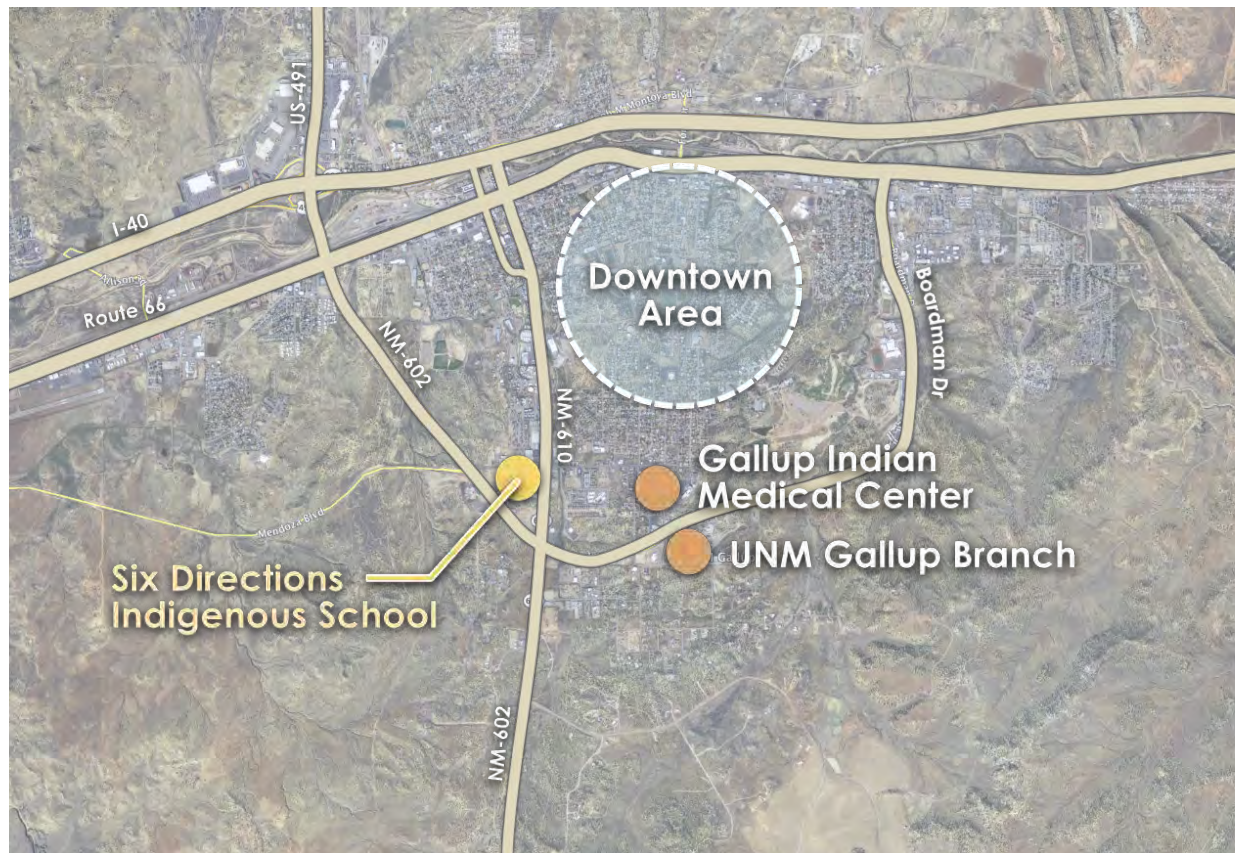
## 2.3 Sites / Facilities

### 2.3.1 Location / Site

Six Directions Indigenous School leases a facility in Gallup, New Mexico. The facility is located near the intersection of NM Interstate 602 and Nizhoni Boulevard in Gallup. (See Exhibit 2-9.)

SDIS' existing facility has additional square footage to accommodate additional students. However, prior to occupancy, the Gallup Fire Marshal building inspection must find the facility to be in compliance. For SDIS to reach its enrollment cap of 300 students in the future, the school will need to expand its facility area.

*Exhibit 2-9 SDIS Vicinity Map*





### Exhibit 2-10 SDIS Detail Map



## 2.3.2 Facility Evaluation

Please see Section 5.3 for the facilities assessment database (FAD) sheets.

ARC conducted a facility condition assessment of the site and existing building on November 15, 2017, covering 2 acres. The evaluation included ADA and IBC code compliance, as well as compliance with PSFA adequacy standards.

Please see the Appendix for the PSFA facility condition assessment details with updates.

## 2.4 Utilization Analysis

Utilization analysis identifies classroom use and needs, while capacity analysis determines the student capacity of a facility, given existing facilities and program constraints. See Exhibit 2-7 for a summary of the school capacity.

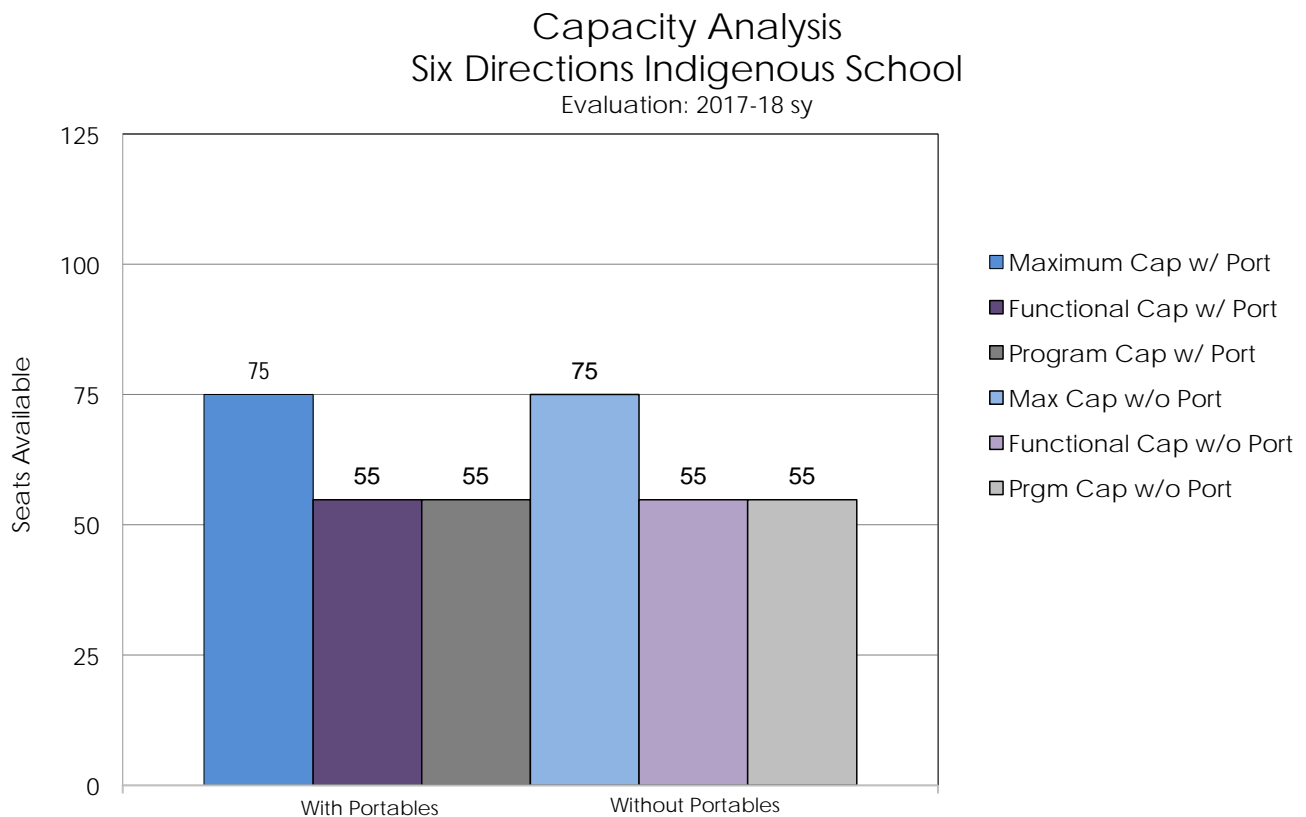
ARC analyzed utilization of SDIS' existing instructional space (see the utilization spreadsheet included in the Appendix). The analysis found:

- Classrooms are occupied 86% of the available time, on average
- 56% of available seats are filled in classes, on average

- General classrooms accommodate a variety of subjects throughout the day

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

*Exhibit 2-7 SDIS Capacity Analysis with and without Portables*



## Exhibit 2-8 Detailed Capacity Report

### Detailed Capacity Report

Six Directions Indigenous School 6-12

Evaluation: 2017-18 sy

School Data						Capacity Analysis								
Room	Teacher	Program Use	Perm CR	Port CR	PRGM SP*	Sq.Ft.	NMAC SF <sup>1</sup> /Std Calc	SD PTR at Cap per Charter App 2015	Maximum Cap		Functional Cap		Program <sup>2</sup>	
									with Portables	without Portables	with Portables	without Portables	with Portables	without Portables
Core Subjects						707	28	15	15	15	15	15	15	15
A	Hall	Cross Subject 6-8	1			707	28	15	15	15	15	15	15	15
B	Harker	Cross Subject 6-8	1			672	27	15	15	15	15	15	15	15
D	Partow	Cross Subject 6-8	1			938	38	15	15	15	15	15	15	15
E	Purdy	Cross Subject 6-8	1			832	33	15	15	15	15	15	15	15
F	Vicenti	Cross Subject 6-8	1						75	75	75	75	75	75
Subtotal:			5	0	0									
Electives														
		Electives taught by Core Teachers												
									0	0	0	0	0	0
Subtotal:			0	0	0									
Special Programs														0
									0	0	0	0	0	0
Subtotal:			0	0	0									
Open Labs														
									0	0	0	0	0	0
Subtotal:			0	0	0									
Other Use														
CL	Unusable by Fire Marshall	Computer Open Lab	1			667	27	15						
C		Library	1			707	28	32						
Subtotal:			2	0	0				0	0	0	0	0	0
Grand Total:			7	0	0				75	75	75	75	75	75
CRs in Capacity:			7	0	0									
Total CRs on Site:			7											
Bell Schedule Factor 86%:									65	65	65	65		
Class Load Efficiency Factor 85%:									55	55	55	55		

<sup>1</sup>NMAC sf per student = 25

<sup>2</sup>For District Use only

Factors: Bell Schedule Efficiency 6 of 7 pds = 86%; Master Schedule Class Loading Efficiency = 85%

\*NOTE: A room is classified as a program space if the square footage is between 375 and 599 s.f.

NOTE: Spaces between 600 and 650 are considered full-size classroom with limited capacity

NOTE: A space below 375 is not counted for capacity purposes

## 2.4.1 Special Factors

The number of students attending school drives classroom need. ARC's analysis of facility utilization for SDIS is based on:

- Existing program delivery (2017-18 rotating block schedule)
- Classroom loading policy (20 students maximum)
- Proposed instructional spaces (as described in the Preliminary Program of Requirements Table, Exhibit 3-2)
- Design enrollment of 300 students

Class assignments for students are proportional to the current roster assignments. We calculated utilization without the library space.

SDIS will add one grade each year for the next four years to reach all grades, 6th through 12th, on site. If SDIS meets its projected enrollment goal of 300 students, it will need to renovate the currently unoccupied south wing and add portables or find another location to meet school needs.

ARC has provided short-, intermediate- and long-range strategic plans with time and cost goals. Please refer to section 3.1.3.

Currently, the school has no under-utilized space available.

---

## 2.5 Facility Maintenance

### 2.5.1 Maintenance Projects

Six Directions Indigenous School has not reached its first renewal, and therefore has not received a PSCOC/PSFA New Mexico Condition Index (NMCI) ranking.



# 3 Proposed Facility Requirements



*This section presents SDIS' goals and concepts for needed new facilities.*

## 3.1 Facility Goals and Concepts

The SDIS steering committee identified the following goals and concepts.

### 3.1.1 Goals to be Met by the Facility

- Promote holistic well-being (intellectual, physical, community/relationship, and social/emotional)
- Create an environment that supports student achievement in academics and celebrates cultural expression
- Provide a safe, sound and healthy learning environment
- Create an environmental setting which fosters development of positive self-identity, character, and behavior
- Create an environment that supports an outdoor cultural area for academic engagement
- To comply with 22-8B-4-NMSA 1978, SDIS will contact Gallup-McKinley Consolidated Schools regarding the availability of facilities to accommodate the charter school .

### 3.1.2 Concepts

#### Safety

- Comply with Gallup Fire Marshal findings
- Provide outdoor campus lighting
- Separate pedestrian and vehicle site

circulation

- Separate vehicle and recreation circulation
- Provide ADA-compliant access from the parking lot to the school entrance
- Provide adequate site space to accommodate necessary support functions, such as drop-off/pick-up, parking, deliveries, outdoor classroom and gathering areas

#### Security

- Provide a single-point building entry with monitored and controlled access to the reception area
- Provide the ability to secure the building entrance/reception
- Enable opening the after-hours space for community use while serving the remainder of the school

#### Sustainability

- “Right-size” the proposed facility to accommodate the school’s enrollment cap and educational program without over-building
- Incorporate energy-efficient systems and equipment in the proposed facility
- Reuse existing furniture and equipment where possible in the proposed facility
- Locate the proposed facility to provide access to public transportation
- Use electronic media in classrooms to reduce use of printed materials
- Incorporate a recycling program into the design and construction of the proposed facility

## Flexibility

- Create flexible instructional spaces that can adapt to future educational program changes
- Incorporate movable furniture that can be reconfigured for various instructional delivery methods

## Community Use

- Provide community-use space, such as gathering areas that can be secured separately from the rest of the school
- Locate the facility to be convenient to partner facilities, such as a museum, library, park, athletic fields and performance venues

## Utilities

- To reduce overall demand for utilities, incorporate energy-efficient systems and equipment in the proposed facility (e.g., LED lighting, operable windows and low-flow toilets)
- Provide on-site storm water retention areas, and harvest rainwater for landscape use to reduce run-off to the municipal storm sewer.

## Conceptual Building Layout

- The facilities will be contextually appropriate, energy-efficient and technology-rich, and provide a flexible 21st

century learning environment

- Organize the school classroom location sequence to begin with middle school and end with high school
- Spaces with after-hours, limited public access include the multipurpose room and on a more limited basis, the media center
- Provide an outdoor cultural area for academic engagement
- Comply with LEED principles for building and site design, considering sustainable maintenance and lower utility costs. The building will teach sustainability, conservation and recycling.
- Comply with American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE), International Building Code (IBC), International Energy Conservation Code (IECC), National Electronic Code (NEC), National Fire Protection Association (NFPA) and other applicable codes and standards

## Other Issues or Special Considerations

- Separate noisy areas from quiet areas (i.e., separate the multi-purpose room from other instructional spaces)
- Provide a robust technology infrastructure to support the educational program and testing requirements
- Provide Special Education support space

### 3.1.3 Short-, Intermediate- and Long-Range Strategic Plans

#### Short-Range Plan

The short-range plan considers priority 1 capital improvement projects, which will make an immediate impact and are most likely to be funded.

##### Site and Facility Strategy

The school needs ADA site and facility improvements and fire code improvements. Prior to the school occupying the south wing, a structural study is recommended.

##### Time Goal – Contingent on Funding

SDIS could complete ADA compliance, fire code compliance and the structural study in August 2018, if funding is available.

##### Cost Goal – Contingent on Funding

Probable cost for priority capital improvement projects (CIPs) in 2018 dollars is \$129,250.

#### Intermediate-Range Plan

The intermediate-range plan considers a site and facility strategy, and time and cost goals.

##### Site and Facility Strategy

The SDIS campus is housed in a leased facility on the site which all grades, 6 through 12, will occupy in five years. If the school does not expand into the south wing, install five portables northwest of the school. The school needs site improvements for a safe, secure and enriched sustainable campus.

##### Time Goal – Contingent on Funding

The school could complete site design, portable purchase and installation in August 2019.

##### Cost Goal – Contingent on Funding

The probable cost in 2018 dollars for the five portables installed is \$338,321 and for the site improvements (excluding priority 1 capital improvement projects), it is \$1,454,139.

#### Long-Range Plan

The long-range plan involves four general concepts for planning and constructing a new school facility on a new site: site, function, form and relationship guidelines. These concepts evolved from meetings with administrators and faculty.

### Site Concepts

- Provide six defined school areas:
  - Middle school area: 6th through 8th grade classes with adjacent access to specialty classrooms
  - High school area: 9th through 12th grade classes with adjacent access to specialty classrooms
  - Specialty classrooms area: located between the middle and high school classrooms
  - Instructional support area: media center, multipurpose
  - School support area: administration and kitchen
  - Cultural area: amphitheater with shade structure and horno
- Connect the middle school, specialty classrooms, high school classrooms, and instructional and support areas by interior halls to eliminate the need to exit outside to reach other areas
- Locate the outdoor play field and hard court areas adjacent to the multipurpose area, and connect them with paved walkways to control site drainage and mud flow into the building
- Locate the amphitheater adjacent to the media center to enable sharing uses and function during special community events

### Functional Concepts

- Design the administration suite to be adjacent to the main entry, with a security vestibule for visitor check-in
- Provide maximum classroom display areas; consider below-window casework for plants and displays

### Form Concepts

- Integrate natural materials, colors and forms into the common spaces

### Relationship Concepts

- Provide visual control from the administration suite to the main front entry
- Provide direct service access to the kitchen
- Cluster the cultural area near the art and music classroom to enable sharing uses and functions during special community events

### Time Goal – Contingent on Funding

The new school will be a design-bid-build project.

- Bidding for school design could be as soon as October 2019 if the school obtains funding
- Estimated midpoint of construction could be April 2020
- School occupancy could be in October 2021

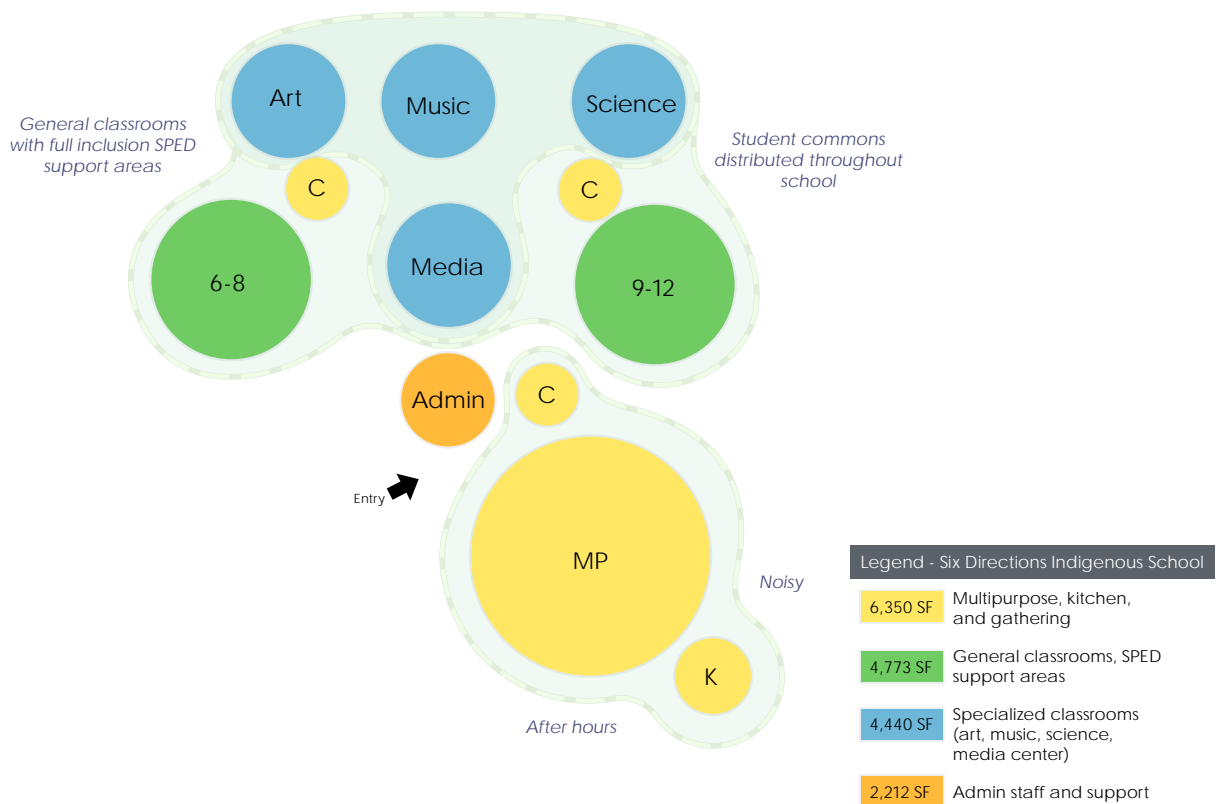
### Cost Goal – Contingent on Funding

Estimated cost for the design and construction of the new SDIS facility (300 students, 23,108 GSF) in 2018 dollars is \$8,389,359.00 in total project cost (TPC). Estimated site utility costs are \$4,110,000.

See Exhibit 3-1 for a conceptual diagram of the spaces.

*Exhibit 3-1 Conceptual Facility Diagram*

#### Six Directions Indigenous School Conceptual Facility Diagram



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Six Directions Indigenous  
School (SDIS)  
Preliminary Program of Requirements  
Updated: 06.20.18

Space Description	Preliminary SDIS Programming			Traditional High School (Adequacy Standards)					NSF Above / Below Traditional	
	# of Spaces	Space Criteria	Total NSF	# of Spaces	# of Students	NSF per Student	NSF per Space	Total NSF		
General Classrooms										
Classroom, 6th grade	1	549	549	1	15	28	420	420	129	
Classroom, 7th grade	1	549	549	1	15	28	420	420	129	
Classroom, 8th grade	1	549	549	1	15	28	420	420	129	
Classroom, 9th grade	1	504	504	1	15	25	375	375	129	
Classroom, 10th grade	1	504	504	1	15	25	375	375	129	
Classroom, 11th grade	1	504	504	1	15	25	375	375	129	
Classroom, 12th grade	1	504	504	1	15	25	375	375	129	
Classroom Technology	Included above			distribute	300	3	900	900	-900	
Classroom storage	7	30	210	7	15	2	30	210	0	
SUBTOTAL			3,873	3,870						3
Special Education Support Space										
Can be integrated w/ General CR	2	450	900	2	15	30	450	900	0	
SUBTOTAL			900	900						0
Science Classroom / Labs										
Science Lab	2	450	900	2	80	4	320	640	260	
Dedicated lab prep and storage	2	60	120	2			60	120	0	
SUBTOTAL			1,020	760						260
Arts Education Classrooms										
Visual Arts Classroom	1	750	750	1	150	5	750	750	0	
Visual Arts Storage	1	315	315	1			315	315	0	
Visual Arts Kiln	1	40	40	1			40	40	0	
Music Classroom	1	750	750	1	150	5	750	750	0	
Instrument and Music Storage	1	315	315	1			315	315	0	
SUBTOTAL			2,170	2,170						0
Media Center										
Library	1	900	900	1	300	3	900	900	0	
Office / Workroom / Storage	1	350	350	1			350	350	0	
SUBTOTAL			1,250	1,250						0
Multipurpose and Gathering										
Multipurpose Room	1	4,500	4,500	1	300	15	4500	4,500	0	
MP storage and office	1	150	150	1			150	150	0	
Student Commons	Include with Tare			0			0	0	0	
Kitchen	1	1,700	1,700	1			1,700	1,700	0	
SUBTOTAL			6,350	6,350						0
Faculty, Staff, Administration and Other Support										
Reception and Lobby	1	400	400	1	Include in tare			0	400	
Large Conference Room	1	200	200			1.5	645 + 150	795	1,375	
Small Conference Room	1	140	140							
Head Administrator's Office	1	120	120							
Registrar's Office	1	120	120							
Work Room	1	250	250	1	300	1	300	300	300	
Teachers' Lounge	1	350	350	1	300	1	300	300	100	
Health Suite	1	400	400	1	300	0.5	150	150	-150	
Parent Room	Use Conference Spaces									
IT Room	1	232	232	1	Include in tare			0	232	
SUBTOTAL			2,212	1,545						667
Subtotal (NASF)										930
Tare (30%)										279
Total GSF										1,209

Exhibit 3-2 SDIS Preliminary Program  
of Requirements

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# Room and Space Characteristics

The following photos describe visually the desired attributes for spaces to create 21st century learning environments for students and staff.

## Classrooms



▲ Carlisle Indian Industrial School Classroom from 1900

▼ The classroom today is more flexible and more collaborative, and has more technology, and better lighting



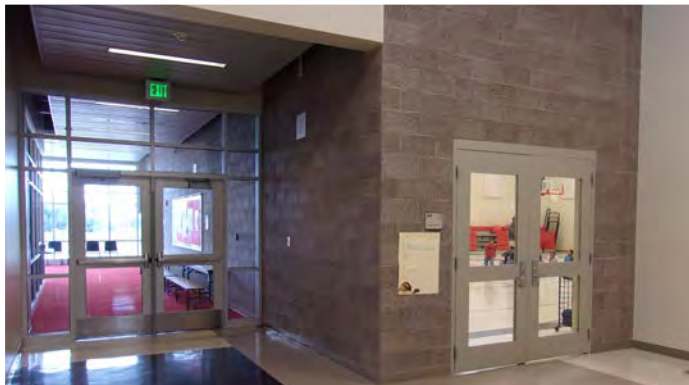
▲ Cibola High School Classroom

## Administration and Secure Entry



▼ Main public access to administration suite

▲ Locked doors, controlled access



▲ Administration suite serves as the single point of entry and control for parents and visitors, with immediate adjacency to the front door

## Art Classroom



▲ Tibbetts Middle School's multiple art sinks with clay traps

▼ Hermosa Middle School's art classroom

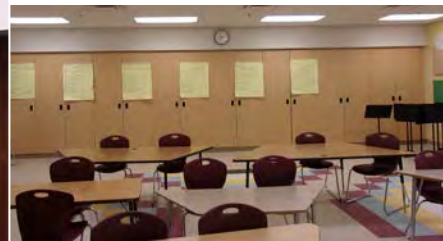


## Music Classroom

▼ Storage options, open lockable cage or enclosed lockable wardrobe. Top: Tohatchi Elementary School; bottom: Chaparral Middle School

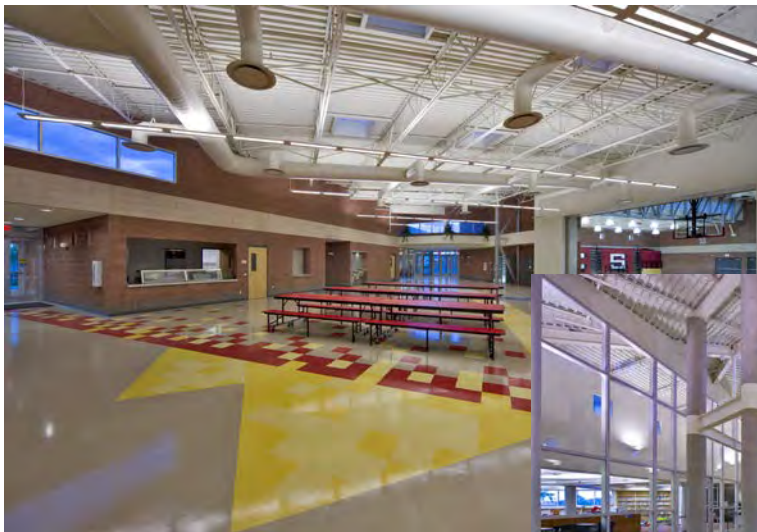


▲ Ramah High School music room





# Culturally Enhanced Rooms



▼ Navajo cardinal directions



▲ Dilcon Community School



▼ Crownpoint Elementary School



▲ Hogan-influenced ceiling, rug design features and Diné language signage

## Culturally Enhanced Rooms



▲ Twin Lakes Elementary School

▼ Storytelling area with celestial accent lighting



## Commons Areas



▲ Colorful commons area with natural light and vegetation wall

▼ Nex+Gen Academy multiuse commons area





## Media Center



▲ Catherine A. Miller Elementary School

▼ Tibbetts Middle School's well-lit, student-centered media center



## Cultural Site Amenities



▲ Outdoor cooking and shade structure



Colorful, textured exterior finishes with xeric flora and fauna



## Outdoor Learning Areas



△ Amy Biel Community School outdoor learning centers include roof water harvesting (left), shaded work tables and chalkboards, gardens, and rain cisterns (all below)



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# 4 Capital Plan



## 4.1 Total Capital needs

ARC obtained funding data from SDIS. The school does not receive maintenance and operations (M&O) funding. Its operational funding covers salaries and benefits, insurance, utilities and all other expenses.

SDIS needs about \$3.00 per square foot annually to maintain the current facilities.

ARC identified a total of \$1,549,667 of potential capital improvement projects (CIPs) to rectify deficiencies in the existing site and facilities.

SDIS does not currently have funding for annual maintenance, or capital funds to address needs at the existing facility, acquire portables or construct a new facility.

### Short-Range Plan

The short-range plan considers CIP priority 1 improvements, which include ADA upgrades, fire code upgrades and a structural study of the unoccupied south wing. The probable cost for the CIPs in 2018 dollars is \$129,250.

### Intermediate-Range Plan

The intermediate-range plan is to obtain five portables within the next two years. The probable cost for the portables installed is \$338,321 and for the site improvements in 2018 dollars is \$1,454,139.

### Long-Range Plan

The long-range plan is to build a new school in Gallup, New Mexico. The probable cost for the design and construction of the new SDIS in 2018 dollars is \$8,389,359.00. The probable cost for utilities is \$4,110,000.

### Funding Sources

NACA Inspired School Network (NISN) provided grant funding and professional support during the planning stage of the charter school.

The list below summarizes potential capital funding sources.

- **PSCOC Lease Assistance Programs:** Based on student full-time equivalent enrollment (per student membership, or MEM), the State allocates funding to SDIS for lease payments. (Source: N.M. Statutes 22-24-4)
- **PSCOC awards:** The State ranks public school buildings according to facility condition, and prioritizes funding for facilities at the top of the list. SDIS' existing facilities are not ranked. Due to limited state funding for capital improvements to schools, a state capital outlay award is unlikely at this time as is funding for a new building by 2019, but could be a consideration in the future, should state revenues improve.
- **New Mexico Department of Transportation award:** provides funding for roads and parking lots
- **State Legislature appropriation**

- **Public-private partnerships, fundraising and donations**
- **The Public School Capital Improvement Act, also known as SB-9 Mill Levy Funds:** Revenue from 6 MCS SB-9 mill levy is distributed on a per MEM rate. (Source: N.M. Statutes 22-25-3 and 22-25-7)
- **Charter School Stimulus Fund:** The fund provides financial support to charter schools for initial start-up costs and initial costs associated with renovation or remodeling. SDIS needs funding for fire code compliance upgrades. (Source: N.M. Statutes 22-8B-14)

Exhibit 4-1 summarizes capital funds projected to be available annually, starting in 2018/19. SDIS plans to reach out to Gallup-McKinley County Schools to provide necessary information to the district for including in the HB-33 resolution that identifies CIPs for the charter school for which it will use revenue.

The estimated costs for design and construction of the new SDIS facility and site utilities is \$12,499,359.00.

*Exhibit 4-1 Projections for Capital Funding*

**Capital Funding Projections (2018/19)**

PSCOC Lease Assistance	\$36,813.00
SB-9 Funds	\$0
HB-33 Funds	\$12,499,359.00
<b>Total</b>	<b>\$ 12,536,190.00</b>

# 5 Master Plan Support Material



## 5.1 Sites and Facilities Data Table

Exhibit 5-1 SDIS Facility Inventory Data

Site and Facility Inventory Data	
Facility Name	Six Directions Indigenous School
State Identification Number	586-001
Address	2055 NM-602, Gallup, NM 87301
School Opening Date	2016
Construction Dates	1998, 2002
Facility Condition Index	Not Available
Site Owned or Leased	Leased
Total Building Area Gross Square Feet (GSF)	9,100 GSF
Site Acreage	2
Total number of permanent general classrooms	5
Total number of permanent specialty classrooms	0
Total number of portable classrooms	0
Total number of classrooms	5
Percentage of portable classrooms compared to total number of permanent classrooms	0
Total enrollment current year (40th day count)	71
Number of GSF per student per school facility	128.2 SF per Student

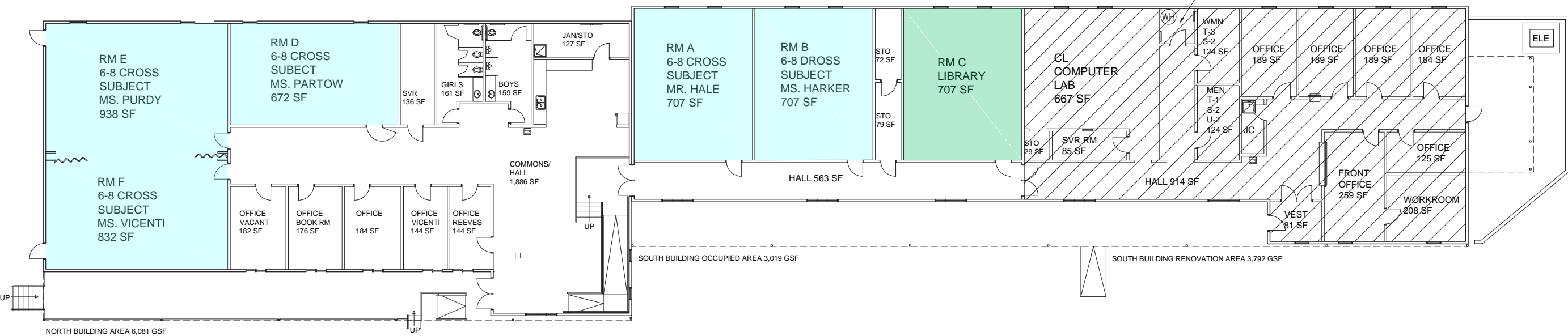
# 5.2 Site Plan

Exhibit 5-2 SDIS Site Plan Aerial Photo Map



# 5.3 Floor Plan

Exhibit 5-3 SDIS Floor Plan





## 5.3.1 Updated Facilities Assessment Database Sheets

The following data sheets show our current updates marked in red.



### Executive Summary Report

**State Chartered** School: **Proposed NACA WNMU** School ID: **5xx001**  
**District: Schools** **Gallup MS** **568001**  
*Six Directions Indigenous School*

### High Level Overview

#### General Information

**Location:** Gallup, NM - **Ed. Adequacy Model:** Charter School Educational Adequacy  
**School Type:** Elementary **Ed. Adequacy CCI:** 100.00%  
**School Category:** Charter **School CCI City:** RSMEANS2015., US

#### NMCI Statistics

**Number of Students:** ~~190~~ **71** **Number of Buildings:** 1  
**Growth Factor:** 1.00 **Number of Portables:** 0  
**Total Gross Square Feet:** ~~19,000~~ **13,000** **Building Square Feet:** **9,100**  
**Site Size (Acres):** ~~2.04~~ **2.04** **Portable Square Feet:** 0

#### NMCI School Metrics

**Replacement Cost:** \$2,435,757 **Unweighted Repair Cost:** \$560,917  
**Weighted Repair Cost:** \$150,628 **Unweighted Educational Adequacy Cost:** \$0  
**Weighted Educational Adequacy Cost:** \$0 **Total Unweighted Cost:** \$560,917  
**Total Weighted Cost:** \$150,628 **Unweighted NMCI Score:** 23.03  
**Weighted NMCI Score:** 6.18

#### NMCI Facility History

**Last Assessment Date:** 01-05-2016 **Previous Award, Yes or No, Year if Yes:** No  
**Closed:** No





**State Chartered  
Schools**

**School:** ~~Proposed NACA WNMU~~  
~~Gallup MS~~

**School ID:**

~~5xx001~~

*Six Directions Indigenous School*  
*568001*

## Facility Description

This temp location is to see if this facility meets the WNMU for a potential charter school occupancy. A portion of the existing WNMU Building is being considered

Six Directions Indigenous School is a state-chartered public school serving 6th through 8th grades. The school leases a 9,100 GSF building in Gallup, NM off of Interstate 602, southeast of Nizhoni Boulevard. The original building was constructed in 1998 with a north wing expansion in 2002. The linear building houses the administration offices, classrooms, a kitchenette and an open commons area. The school does not occupy any portables.

**Site:** The building sits on a triangular-shaped, 2-acre site. The parking lot has 48 regular and 4 accessible stalls with faded stripping. Concrete sidewalks are in good condition. Perimeter site landscaping is natural. Maintained evergreen shrubs line the south building entrance. Site drainage is good.

**Structural/Exterior Closure:** The building has reinforced concrete footings and slab-on-grade. The metal buildings have steel joists bearing on structural steel beam and column framing with metal stud exterior curtain walls. The southern portion of the 1998 building is unoccupied and has major concrete slab cracks.

**Interior:** Partition walls are painted gypsum board. Ceilings are 2' x 4' acoustic ceiling tile and painted gypsum board. Flooring in high use areas is vinyl composition tile (VCT) and carpet flooring is common in the classrooms and offices. Interior doors are solid wood veneer with single pane glass insets.

**Mechanical / Plumbing:** The rooftop-mounted split units are zoned to distribute heat and cool air via ductwork. The restroom, custodial closet and kitchen ventilation is inadequate. The plumbing fixtures and piping are original.

**Electrical:** A pad transformer feeds the electrical system. The fluorescent lighting provides adequate illumination. No generator provides emergency lighting. The classrooms are equipped with phones and a PA system. The facility is hardwired for Internet service with wireless connections to all rooms. The server / storage room has no cooling unit.

**Fire Protection:** The facility has emergency lights, illuminated exit signs, smoke detectors, fire alarm system and wall-mounted fire extinguishers. It has no fire suppression system.

Life Safety Systems: A fire inspection conducted on March 27, 2018 identified code compliance requirements.

Means of egress: The north and south wings exit through the commons assembly area. The non-fixed tables and chairs create obstacles for emergency evacuation. Two north classrooms have exterior exit doors, however, emergency egress from the offices and other classrooms cannot exit through the intervening classroom space. The other unlocked exit doors lead into the unoccupied portion of the south wing, and therefore do not qualify as a secondary emergency exit.

Fire wall compliance: The wall partition between the north and south wings is not a two-hour firewall that extends to the bottom of the structure and is sealed.

Accessibility: No vertical grab bars are provided in either ADA stall. The flush valve is on the wrong side in the girls' restroom ADA stall.

Education Adequacy: The gross square footage is adequate for the current enrollment.

*End of Facility Description*



## Executive Summary Report

District: **State Chartered Schools** School: **Proposed NACA WNMU** School ID: **5xx001**  
**Six Directions Indigenous School** **568001**

### Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size Type	Use
Gallup MS Arts Building 1969	High School Building	\$483,066	\$129,166	1994 98	13,035 Building	Educational
Site	High School Site	\$77,851	\$21,462	2008 02	13,035 Building	Site
<b>Building Totals</b>		<b>\$560,917</b>	<b>\$150,628</b>			
<b>Educational Adequacy Need</b>	Charter School Educational Adequacy	\$0	\$0			
<b>School Totals</b>		<b>\$560,917</b>	<b>\$150,628</b>			





# Executive Summary Report

District: **State Chartered Schools**

School: **Proposed NACA WNMU**

School ID: **5xx001**

## Asset Detail

Building Name: **WNMU 1998**

School: **Gallup MS**

Cost Model: **High School Building**

Size: **13,100**

High School Building

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.54	20	110%	2000	2020	64%	33.25%	\$32,560	9	.25	\$8,140	
Ceiling Finishes	\$7.14	30	110%	2000	2030	28%	33.25%	\$29,237	9	.25	\$7,309	
Communications/Security	\$2.36	15	90%	2008	2023	28%	33.25%	\$7,900	9	.25	\$1,975	...hat the entire building interior was renovated (2008) 10-05-2015 MC site assessment - no two way communication
Exterior Walls	\$18.73	100	100%	2000	2100	3%	33.25%	\$6,274	9	.25	\$1,568	MC- 1-8-2016 metal walls, good condition, well maintained
Exterior Windows and Doors	\$8.08	30	110%	2005	2035	13%	33.25%	\$15,637	9	.25	\$3,909	MC 01-08-2016 upgrade estimate 2005
Fire Detection/Alarm	\$2.32	15	90%	2005	2020	54%	33.25%	\$14,700	5	.5	\$7,350	fully functional, remotely monitored,
Fire Sprinkler	\$1.11	50	130%	1958	2008	100%	33.25%	\$18,898	5	.5	\$9,449	no sprinklers
Floor Finishes	\$5.42	12	110%	2009	2021	34%	33.25%	\$26,545	9	.25	\$6,636	01-08-2016 MC currently in good condition with normal wear and tear
Foundation/Slab/Structure	\$28.03	100	100%	2000	2100	3%	33.25%	\$9,388	9	.25	\$2,347	hair line cracks in south wing
HVAC	\$28.61	30	100%	2000	2030	28%	33.25%	\$106,476	9	.25	\$26,619	MC 01-08-2016 roof top units in good shape
Institutional Equipment	\$2.58	30	100%	2000	2030	28%	33.25%	\$9,596	9	.25	\$2,399	
Interior Doors, Partitions, Stairs, Elevator	\$14.05	50	90%	2000	2050	10%	33.25%	\$16,935	9	.25	\$4,234	MC 01-08-2016 no issues, folding wall in classrooms E&F
Interior Walls	\$5.83	60	90%	2000	2060	7%	33.25%	\$4,879	9	.25	\$1,220	MC 01-08-2016
Lighting/Branch Circuits	\$14.12	30	90%	2000	2030	28%	33.25%	\$47,289	9	.25	\$11,822	
Main Power/Emergency	\$1.71	30	90%	2000	2030	28%	33.25%	\$5,728	9	.25	\$1,432	
Other Electrical Systems	\$0.46	20	90%	2000	2020	64%	33.25%	\$3,492	9	.25	\$873	
Other Equipment	\$4.56	60	110%	2000	2060	7%	33.25%	\$4,669	9	.25	\$1,167	
Plumbing	\$10.31	30	100%	2000	2030	28%	33.25%	\$38,361	9	.25	\$9,590	MC 01-08-2016 water heater and fixtures in good condition
Roof	\$5.57	20	120%	2000	2020	64%	33.25%	\$55,937	9	.25	\$13,984	MC 01-08-2016 raised metal roof no issues
Technology	\$0.88	10	90%	2000	2010	100%	33.25%	\$10,349	4	.25	\$2,587	



## Executive Summary Report

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Weight	Repair Cost (Weighted)	Comments
Wall Finishes	\$4.09	12	100%	2009	2021	34%	33.25%	\$18,217	9	.25	\$4,554	MC 01-08-2016 repainted regularly, good condition
<b>Total:</b>								<b>\$483,066</b>			<b>\$129,166</b>	



State Chartered  
District: Schools

School: ~~Garlap MS~~  
*Six Directions Indigenous School*

Proposed NACA WNMU

School ID: ~~5xx001~~  
*568001*

### Asset Detail

Building Name:		Site	Cost Model:		High School Site				Size: 10,000			
Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Athletic Fields	\$0.42	30	90%	2000	2000	2030	28%	33.25%	\$1,414	0	0	\$0 10-05-2015 MC; na
Fencing	\$0.40	100	110%	2000	2000	2100	3%	33.25%	\$147	<del>0</del>	.25	\$37 0 <i>No site fencing</i>
Landscaping	\$2.03	30	110%	2000	2000	2030	28%	33.25%	\$8,336	3	2	\$16,672
Parking Lots	\$7.15	20	80%	2000	2000	2020	64%	33.25%	\$47,894	0	0	\$0 0
Playground Equipment	\$0.14	15	100%	2000	2000	2015	100%	33.25%	\$1,832	<del>0</del>	.25	\$458 <i>No play equipment</i>
Site Lighting	\$1.61	40	100%	2000	2000	2040	16%	33.25%	\$3,370	9	.25	\$843
Site Specialties	\$0.08	40	100%	1900	1900	1940	100%	33.25%	\$1,047	0	0	\$0
Site Utilities	\$2.43	50	120%	2000	2000	2050	10%	33.25%	\$3,912	9	.25	\$978
Walkways	\$2.42	30	110%	2000	2000	2030	28%	33.25%	\$9,899	9	.25	\$2,475
Total:									\$77,851			\$21,462



State Chartered  
District: Schools

School: ~~Gallup MS~~  
*Six Directions Indigenous School*

School ID: ~~5xx001~~  
*568001*

## Educational Adequacy Detail

### Population

Growth Factor:	1	Number of Kindergarten Students:	0
Number of Staff:	<del>38</del> 11	Number of 1-5 Students:	0
Number of Students:	<del>190</del> 71	Number of 6-8 Students:	<del>80</del> 71
Number of Special Education Students:	0	Number of 9-12 Students:	<del>80</del> 0

### Square Footage

Permanent GSF:	<del>0</del> 9,100	General Storage NSF:	<del>0</del> 317
Portable GSF:	0	Maintenance or Janitorial Space NSF:	<del>0</del> 170
Admin NSF:	1,140	Media Center NSF:	<del>0</del> 729
Art/Music NSF:	0	Parent Work Space NSF:	0
Assembly NSF:	0	Physical Ed NSF:	0
Career Ed NSF:	0	Science Classroom NSF:	0
Computer Lab NSF:	0	Science Storage NSF:	0
Faculty Work Area NSF:	0	Special Education Classroom NSF:	0
Food Service NSF:	0	Student Health NSF:	0
General Classroom NSF:	5,224		

### Classrooms

Number of Classrooms:	<del>0</del> 5	Number of Special Education Classrooms:	0
-----------------------	----------------	---	---

### Parking

Number of Paved Parking Spaces:	<del>10</del> 48	Number of Bus Drop Offs:	<del>1</del> 0
Number of Handicap Parking Spaces:	<del>0</del> 4	Number of Student Drop Offs:	1
Number of Gravel Parking Spaces:	0		

### Miscellaneous

Number of Chemical Storage Rooms:	0	Number of Multi-Use Playgrounds:	<del>1</del> 0
Playground Equipment:	<del>Yes</del> No		



Executive Summary Report



State Chartered Schools  
District: **Schools**  
EA Deficiencies

Proposed NACA WNMU  
School: **Gallup MS**  
*Six Directions Indigenous School*

School ID: **5xx001**  
*568001*

EA Cost Model: Charter School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)
Missing or Inadequate Multi-use Play Area	1	0	\$11,436	\$11,436.30	\$0	8	.5	\$0
Insufficient Total Parking	10	0	\$1,322	\$1,321.66	\$0	6	1	\$0
Insufficient Student Health Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Student Drop Off	1	0	\$21,000	\$21,000.00	\$0	6	1	\$0
Insufficient Special Education Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Storage Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Physical Education Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Parent Work Space	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Janitorial Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Storage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Classroom Square Footage	5,224	4,240	\$80	\$80.00	\$0	7	3	\$0
Insufficient Food Service Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Computer Lab Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Career Ed Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Bus Drop Off	1	0	\$20,800	\$20,799.69	\$0	6	1	\$0
Insufficient Administrative Square Footage	1,140	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Handicap Spaces	0	0	\$144	\$143.52	\$0	6	1	\$0
Inadequate Number of Chemical Storage Units	0	0	\$1,464	\$1,464.30	\$0	8	.5	\$0
<b>Total</b>					<b>\$0</b>			<b>\$0</b>

---

## 5.4 FMAR Reports and How Major and Minor Findings Are Addressed by the Capital Plan

No FMAR report is available.

---

## 5.5 Detailed Space and Room Requirements (Ed Spec)

### 5.5.1 Technology and Communications Criteria

Network access and wireless Internet service should be available throughout the school building, including in classrooms, enrichment classrooms, common spaces, and administrative offices. The network and Internet should accommodate high-capacity use, particularly during assessment cycles. An adequate two-way communication system, preferably telephones, should be available in all classrooms and offices. Administrative offices will house high volume copiers and printers for staff use.

### 5.5.2 Power Criteria

The school facility should have adequate electrical power sources. All classrooms and common learning spaces should have sufficient outlets to meet the educational needs of students and teachers (i.e., laptop computers, projectors, document cameras, etc.).

### 5.5.3 Lighting and Daylighting Criteria

New Mexico Statewide Adequacy Standards require at least 50 foot-candles of well-distributed light at classroom work surfaces.

### 5.5.4 Classroom Acoustics Criteria

Each general classroom must maintain a sustained background sound level of less than 55 decibels. The sound level is measured at a work surface in the center of the classroom.

### 5.5.5 Furnishing and Equipment Criteria

All general classrooms will have at least 25 student-designated workspaces, in addition to teacher-designated workspaces, as necessary.

Please see the tables in Exhibits 5-4a and 5-4b for detailed information about the criteria above.



## 5.5.6 - 5.5.7 Criteria Sheets

### Exhibit 5-4a SDIS Criteria Sheet for Classroom Spaces

#### 5.5.6 Classrooms

Ref #	Space Name	# Spaces
1	Classroom, 6th grade	1
2	Classroom, 7th grade	1
3	Classroom, 8th grade	1
4	Classroom, 9th grade	1
5	Classroom, 10th grade	1
6	Classroom, 11th grade	1
7	Classroom, 12th grade	1
8	Classroom, Science	2
9	Classroom, Music	1
10	Classroom, Art	1



Classroom Layout

#### Daily Occupancy Use

10 Hours (7:00 - 5:00)

After Hours Use - is likely - so locate in lock-off zone

Public Access - required after hours - needs area lock-off from rest of school

#### Environmental Conditions - w/ DAC and energy management system

Temperature Control in Space 68° to 75° fahrenheit

Humidity Control - do not exceed 50% except during storm activity

Separate HVAC Zone beyond normal system design

Enhanced Air Filtration Requirements Needed for :

Room Air Pressure Positive  
Negative  
Special Exhaust

Windows: Exterior Windows / Skylights / Solar Tubes  
One unit operable with screen is preferred per occupied space

No Exterior Windows Expected. May Borrow Daylight from other Space

#### Plumbing

Restroom fixtures per code

Sink:	Type Chem resin about 18"/18"x8" deep unit	Yes	Commercial unit
Sink:	Type SS pedestal single deep unit	Yes	Clay trap needed
Emergency Unit:	Type Eye/Face Wash	Yes	Floor drain
Natural Gas:	Location science labs		

Yes / No	Notes
Yes	All
Yes	All
Yes	All

Yes / No	Notes
Yes	Desire own space control. Follow ASHRAE 55-2004
Yes	
No	
No	Design for IAQ to follow ASHRAE 62.1-2004
Yes	
n/a	
Yes	Provide chemical hood in #8, kiln exhaust in #10
Yes	Reduce glare / heat transfer, with blind / shade
Yes	Provide cross ventilation
N/A	

Yes / No	Notes
	Provide HW / CW in all sinks
Yes	Provide science lab faucet & acid waste piping system
Yes	Provide goose neck faucet
Yes	Provide in both science classrooms
Yes	Provide at demonstration counter and at perimeter wall

#### Electrical / Special Systems Performance Notes

The electrical system in a CR will be per code, provide min 2 outlets per wall plane, provide outlet proximity to all equipment listed in this Criteria Sheet, be able to accommodate up to 25 iBook laptops plugged into power cart, have an outlet and ethernet / VOIP jacks in the teacher desk location, have power and ethernet to ceiling projector location (future equipment) and interface ability between laptop, SmartBoard / Panel screen, ELMO / ceiling projector, etc. as defined in the School's Technology Plan. The room will have high speed WiFi access capable of serving 25 laptops accessing search engines simultaneously. Offices will have outlets per code and outlet ethernet / VOIP jacks for each workstation location. Where possible, all lighting will have occupancy sensors with janitorial lamping settings, and where possible, be interfaced with natural light sensors to modulate the room's light levels. Design lighting systems for energy conservation and to reduce glare on laptops used by each student in each CR. PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all CR and office areas. All workstations and CR will have VOIP phone potential. Run technology cabling in easy access cable trays and oversized conduit to make future changes convenient. Provide digital clock on wall or on TV / flat screen. All spaces with doors or windows to exterior, file room, and computer labs to have security sensors. Provide security cameras in all circulation areas.

#### Appliances (Residential Models)

Refrigerator (with ice maker hookup min. 28 cu.ft.)	<input type="checkbox"/>	Undercounter w/o ice
Freezer (min. 28 cu.ft.)		
Ice Maker (on or under counter type)		
Dishwasher (under counter built-in ADA)		
Washer (1 each), with washer box, cold water, hot water, sanitary vent		
Dryer (1 each), with wall dryer vent, 4" dia outlet, electric		
Gas Range with Oven with Hood (Training Kitchen)	<input type="checkbox"/>	All ADA units
Electric Range with Oven with Hood (Training Kitchen)	<input type="checkbox"/>	All ADA units
Gas or Electric Cook Top, with Hood (Training Kitchen)	<input type="checkbox"/>	All ADA units
Gas Range with Oven, Commercial Hood and Fire Suppression	<input type="checkbox"/>	All ADA units
Microwave / Oven Wall Unit	<input type="checkbox"/>	MW Counter Unit

Yes / No	Notes
Yes	Provide in science prep
Yes	Provide in science prep



Furnishings/Equip/Surfaces	Space Ref #	Mid Sch CR	High Sch CR	Science	Music	Art	Multi-Purpose				
	# of Spaces	3	4	2	1	1	1				
Instructor Desk, WS, & Chair:	EA Space	1	1	1	1	1	1				
Office 'L' Desk with Credenza & Chair											
Student Desk / Chair Combo with book shelf	Opt	Opt									
Student Chairs											
Adult Chairs		20	20	20	20	20					
Table: Classroom	30" by 60"	1	1			1					
Table: Specialty chem resin surface				Yes							
Table: Specialty mar-resistant surface, standing height	30" by 60"				6						
Ceiling-Mounted WiFi Projector		1	1	1	1	1	1				
Tackboard 4' by 4'	2 by WB	2	2	2	2	2	2				
Whiteboard 8' by 4'		2	2	2	2	2	1				
	Carpet	Yes	Yes		Yes						
VCT / Sheet Floor, Polished Concrete	All halls			Yes		Yes					
Sports Surface Floor							Yes				
Acoustically treat room for unique use					Yes	Yes	Yes				

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

Acoustical Conditions											
HVAC Background Noise level	dBa Level	55	55	55	55	55					
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No										
Sound Transmission to Neighbor	STC Level	50	50	50	50	50					
Reverberation	Seconds	.6-1.1	.6-1.1	.6-1.1	.6-1.1	.6-1.1	.8-1.5				
Storage and General Notes											

**General CR Notes:** All full sized general classrooms to have a built-in teaching unit with flaking wardrobe units with base cabinet storage and flat file drawers and sliding whiteboards which enclose upper shelving units. All casework to be lockable. Provide two 36"W, 15"D, 5 shelf tall book shelves. Teachers prefer a tack or magnetic wall on one wall plane for large displays, and 2 walls with whiteboards and TB. Provide a minimum 4' by 4' display surface in the hall for each CR. Doors to CR to be slab SC door with full height view glass side lite adjacent (provide pull shade on unit). Provide room # / name signage for all occupied space per ADA. For specific language classes include in second language also. Areas of the school to be identifiable with color / graphics scheme. CR walls will not transfer impact noise on WB to adjacent CR.

All classrooms must provide flexible furniture layout. Program requires rearrangement of student furniture daily for lecture, seminar and group activities. Existing student furniture in good condition. Reuse existing furniture whenever possible. Provide all new bookshelves.

#### Speciality Notes:

General classrooms to balance natural light and lighting to maximize available wall areas for display.  
Natural light from northern window is ideal for the art classroom.  
Keep backpacks out of lab area in science rooms.  
Drying racks at science sink locations and flexible, high-density storage at science prep room.  
Storage area to accommodate musical instruments.



## Administration Suite

## 5.5.7 Administration and Support Areas

Ref #	Space Name	# Spaces
1	Nurse office with cot area	1
2	ADA restroom with shower	1
3	Staff workroom / lounge	1
4	Parent Workstation	1
5	IT	
6		
7		
8		
9		
10		



## Daily Occupancy Use

10 Hours (7:00 - 5:00)

After Hours Use - is likely - so locate in lock-off zone

Public Access - required after hours - needs area lock-off from rest of school

## Environmental Conditions - w/ DAC and energy management system

Temperature Control in Space 68° to 75° fahrenheit

Humidity Control - do not exceed 50% except during storm activity

Separate HVAC Zone beyond normal system design

Enhanced Air Filtration Requirements Needed for :

Room Air Pressure Positive  
Negative  
Special Exhaust

Windows: Exterior Windows / Skylights / Solar Tubes  
One unit operable with screen is preferred per occupied space

No Exterior Windows Expected. May Borrow Daylight from other Space

## Plumbing

Restroom fixtures per code

Sink:	Type Single deep SS unit for first aid	No	Commercial unit
Sink:	Type Lavatory with sensor faucet	No	Clay trap needed
Sink:	Type Lavatory with sensor faucet	No	Disposal needed

ADA Shower unit:

Toilet: Type Dual flush

Yes / No	Notes
Yes	
Yes	Locate so accessible for evening events
No	

Exterior door allowed into: None

Yes / No	Notes
Yes	Desire own space control. Follow ASHRAE 55-2004
Yes	
Yes	Air Conditioning for IT / Server Room
No	Design for IAQ to follow ASHRAE 62.1-2004
No	
Yes	Nurse's suite
Yes	Nurse's suite
Yes	Reduce glare / heat transfer, with blind / shade
Yes	Provide cross ventilation
Yes	#2 and 5

Yes / No	Notes
	Provide HW / CW in all sinks and showers
Yes	Nurse's suite
Yes	ADA restroom
Yes	Staff Workroom / lounge
Yes	ADA restroom
Yes	ADA restroom

## Electrical / Special Systems Performance Notes

The electrical system in a space will be per code, provide min 2 outlets per wall plane, provide outlet proximity to all equipment listed in this Criteria Sheet. Office and workroom will have outlets per code and outlet ethernet / VOIP jacks for each workstation location. Where possible, all lighting will have occupancy sensors with janitorial lamping settings, and where possible, be interfaced with natural light sensors to modulate the room's light levels. Design lighting systems for energy conservation and switch lighting in cot area so lights for individual cots can be turned off. Include outlet for digital clock on wall in Nurse's office and workroom, and center ceiling outlet for projector in workroom. All outlets to have surge protection. PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all major spaces and office areas. All workstations will have VOIP phone potential. Provide "help" buttons in nurse's office and restroom areas. Alarm to sound in main administration front desk. Staff workroom will have electrical power needs for specialized equipment (TBD) such as printers, copiers, scanners, etc.

## Appliances (Residential Models)

Refrigerator (with ice maker hookup min. 28 cu.ft.)	<input type="checkbox"/>	Undercounter w/o ice
Freezer (min. 28 cu.ft.)		
Ice Maker (on or under counter type)		
Dishwasher (under counter built-in ADA)		
Washer (1 each), with washer box, cold water, hot water, sanitary vent		
Dryer (1 each), with wall dryer vent, 4" dia outlet, electric		
Gas Range with Oven with Hood (Training Kitchen)	<input type="checkbox"/>	All ADA units
Electric Range with Oven with Hood (Training Kitchen)	<input type="checkbox"/>	All ADA units
Gas or Electric Cook Top, with Hood (Training Kitchen)	<input type="checkbox"/>	All ADA units
Gas Range with Oven, Commercial Hood and Fire Suppression	<input type="checkbox"/>	All ADA units
Microwave / Oven Wall Unit	<input checked="" type="checkbox"/>	MW Counter Unit

Yes / No	Notes
Yes	#1 and 3
	with refrigerator
Yes	Provide stackable unit in Nurse's suite
Yes	
Yes	#3

## Furnishings/Equip/Surfaces

	Space Ref #	Nurse office w/ cot	ADA restroom/showers	Staff Workroom / Lounge	Parent Workstation	IT	6	7	8	9	10
# of Spaces		1	1	1	1	1	0	0	0	0	0
Instructor Desk, WS, & Chair & 2 file cabinets		1			1						
Office 'L' Desk with Credenza & Chair & 2 file cabinets											
Student Desk / Chair Combo with book shelf											
Adult Chairs		2		12	2						
Health cots with medical curtains on ceiling track		1									
Table: Classroom with book shelf	36" by 72"										
Table: Conference w/ 12 Chairs	36" by 84"										
Table: Office with 4 chairs	Rnd 48"										
Ceiling-Mounted WiFi Projector											
Tackboard 4' by 4'	I each by WB	1		2							
Whiteboard 8' by 4'											
Carpet					Yes						
VCT / Sheet Floor, Ceramic Tile, Polished Concrete	All halls	Yes	Yes	Yes							
Wood											
Acoustically treat room for unique use			Yes								

## Special Equipment Notes:

### Acoustical Conditions

HVAC Background Noise level	dBa Level	55	35	55	55
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No	Yes	Yes		
Sound Transmission to Neighbor	STC Level	45	45	50	50
Reverberation	Seconds		0.4-0.6	0.4-0.6	

### Storage and General Notes

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

**Nurse Suite Notes:** In nurse's office provide lockable wall type medicine cabinet. The nurse's area needs lockable upper and lower base cabinets with a hand sink. Provide a residential refrigerator / freezer and stacked washer / dryer unit.

**Workroom / Lounge Notes:** Provide upper and lower storage cabinets, a counter sink and a residential refrigerator / freezer.

Exhibit 5-5 SDIS Detailed Space and Room Requirement

SDIS Space Criteria  
Draft 06.07.18

SDIS Space and Room Requirements	Operations				Technology / Special Systems			Power		Lighting / Daylighting			Acous-tics	HVAC / Plumbing					Flooring			Furniture and Equipment																
	School Day (8:00 - 3:40)	After-School Programs (4:00 - 5:00)	Community Access	Other	WiFi	Projection Capabilities	Sound System	Convenience Outlets (wall)	Convenience Outlets (floor and/or ceiling)	General Area Illumination	Task Lighting	Daylight	Noise Generating Space (Separate from quiet areas)	Enhanced Ventilation	Group Workstations with Water and Gas (plus power and data)	Sink(s)	Easy Access to Drinking Fountain(s)	Eye Wash	Non-Absorptive	Athletic	Other / To Be Determined	Moveable / Flexible Workstations	Heavy Duty Tables and Chairs	Collaboration Tables and Chairs	Casual Seating	Tiered Seating (portable)	Whiteboard / Teaching Wall	Wall-Mounted Mirrors	Standard Kitchen Equipment	Fume Hood and Chemical Storage	Klin	Clay Trap at Sink(s)	Nurse's Station and Cot Area	Food Prep and Demonstration Equipment	Secure Storage	Notes		
1.0 Instructional Areas																																						
General Classrooms	✓				✓	✓		✓		✓		✓									✓	✓						✓								✓		
SPED Space	✓				✓	✓		✓		✓		✓									✓	✓						✓								✓	SPED space may be located within regular classrooms (inclusion program).	
Science Labs	✓				✓	✓		✓	✓	✓	✓	✓		✓	✓	✓		✓		✓	✓		✓	✓			✓			✓						✓	Science labs include classroom area.	
Tech Lab	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓		✓			✓		✓		✓			✓			✓									✓	Accommodate 20 computer stations.	
Music Studio	✓	✓			✓	✓	✓	✓		✓		✓	✓				✓				✓					✓	✓	✓								✓		
Visual Arts Studio	✓	✓			✓	✓		✓		✓	✓	✓					✓		✓			✓	✓	✓			✓					✓	✓			✓		
Media Center	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓					✓				✓	✓		✓	✓		✓									✓		
2.0 Multipurpose																																						
Multipurpose Room	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓			✓		✓		✓			✓												✓	Provide flexibility for small-scale performance.	
Serving Kitchen	✓	✓						✓	✓	✓	✓	✓		✓		✓	✓		✓		✓								✓						✓	✓		
Student Commons	✓	✓			✓			✓		✓		✓	✓				✓				✓			✓	✓		✓											
3.0 Other Support Space																																						
Lobby	✓	✓	✓		✓			✓		✓		✓	✓				✓				✓			✓	✓													
Reception	✓				✓			✓		✓	✓	✓					✓				✓	✓														✓		
Student Health	✓				✓			✓		✓	✓	✓		✓		✓	✓		✓															✓		✓		
Administration and Staff Offices	✓	✓			✓			✓		✓	✓	✓									✓	✓		✓			✓									✓		

Exhibit 5-6 SDIS Utilization Worksheet

GRADE LEVEL	40-Day Enroll	SpEd Enroll	No. CRS	No. Tchrs
6th Grade	23		1.67	1.67
7th Grade	23		1.67	1.67
8th Grade	25		1.66	1.66
TOTALS	71		5	5

Number of Lunch Turns Per Day	1
-------------------------------	---

Utilization Worksheet  
Six Directions Indigenous School 6-12  
Evaluation: 2017-18 sy

DAY	Rm #	CIRM NSF	Max # of St./ Sq Ft	ADEQ SQ FT CAP	PED MAX PIR / C/m	A. S. Y / N	PERIOD 1 8:23-9:18				PERIOD 2 9:21-10:16				PERIOD 3 10:19-11:14				PERIOD 4 11:17-12:12				PERIOD 5 12:53-1:48				PERIOD 6 1:51-2:46				Period 7 2:49-3:40				Tot. St.	PED Max. PIR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	% Pd. / Day
							# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject					
MONDAY	A	1,197	25	48	32	Y	13	41%	HALE	BLOCK 1 INDIGENOUS LANGUAGE 8		0%	HALE	PREP	11	34%	HALE	BLOCK 3 INDIGENOUS LANGUAGE 6	12	38%	HALE	BLOCK 4 INDIGENOUS LANGUAGE 7	11	34%	HALE	BLOCK 5 RTI 7		0%				0%			47	150	31%	5	71%
	B	703	25	28	32	N	12	43%	HARKER	BLOCK 1 INDIGENOUS LANGUAGE 8		0%	HARKER	PREP	12	43%	HARKER	BLOCK 3 INDIGENOUS LANGUAGE 6	11	39%	HARKER	BLOCK 4 INDIGENOUS LANGUAGE 7	12	43%	HARKER	BLOCK 5 RTI 7		0%				0%			47	150	31%	5	71%
	D	719	25	29	32	N	25	87%	PARTOW	BLOCK 1 READING 7	25	87%	PARTOW	BLOCK 2 READING 8		0%	PARTOW	PREP	23	80%	PARTOW	BLOCK 4 READING 6		0%			25	87%	PARTOW	BLOCK 6 STUDY HALL 8	23	80%	PARTOW	BLOCK 7 STUDY HALL 7	121	150	81%	6	86%
	E	1,366	25	55	32	Y	23	72%	PURDY	BLOCK 1 MATH 6	23	72%	PURDEY	BLOCK 2 MATH 7	25	78%	PURDY	BLOCK 3 MATH 8		0%	PURDY	PREP	23	72%	PURDY	BLOCK 5 STEAM 6	23	72%	PURDY	BLOCK 6 STEAM 7	25	78%	PURDY	BLOCK 7 STEAM 8	142	150	95%	7	100%
	F	766	25	31	32	N		0%	VICENTI	PREP	23	75%	VICENTI	BLOCK 2 HUMANITIES 6	23	75%	VICENTI	BLOCK 3 HUMANITIES 7	25	82%	VICENTI	BLOCK 4 HUMANITIES 8	25	82%	VICENTI	BLOCK 5 RTI 8	23	75%	VICENTI	BLOCK 6 STUDY HALL 6	23	75%	VICENTI	BLOCK 7 RTI 6	142	150	95%	7	100%
TUESDAY	A	1,197	25	48	32	Y	12	38%	HALE	BLOCK 2 READING 8		0%	HALE	PREP	11	34%	HALE	BLOCK 4 READING 6	12	38%	HALE	BLOCK 5 RTI 7	12	38%	HALE	BLOCK 6 STEAM 7		0%				0%			47	150	31%	5	71%
	B	703	25	28	32	N	13	46%	HARKER	BLOCK 2 READING 8		0%	HARKER	PREP	12	43%	HARKER	BLOCK 4 READING 6	11	39%	HARKER	BLOCK 5 RTI 7	11	39%	HARKER	BLOCK 6 STEAM 7		0%				0%			47	150	31%	5	71%
	D	719	25	29	32	N	23	80%	PARTOW	BLOCK 2 MATH 7	25	87%	PARTOW	BLOCK 3 MATH 8		0%	PARTOW	PREP	23	80%	PARTOW	BLOCK 5 STEAM 6		0%			25	87%	PARTOW	BLOCK 7 STEAM 8	23	80%	PARTOW	BLOCK 1 READING 7	119	150	79%	6	86%
	E	1,366	25	55	32	Y	23	72%	PURDY	BLOCK 2 HUMANITIES 6	23	72%	PURDY	BLOCK 3 HUMANITIES 7	25	78%	PURDY	BLOCK 4 HUMANITIES 8		0%	PURDY	PREP	25	78%	PURDY	BLOCK 6 STUDY HALL 8	23	72%	PURDY	BLOCK 7 STUDY HALL 7	25	78%	PURDY	BLOCK 1 INDIGENOUS LANGUAGE 8	144	150	96%	7	100%
	F	766	25	31	32	N		0%	VICENTI	PREP	23	75%	VICENTI	BLOCK 3 INDIGENOUS LANGUAGE 6	23	75%	VICENTI	BLOCK 4 INDIGENOUS LANGUAGE 7	25	82%	VICENTI	BLOCK 5 RTI 8	23	75%	VICENTI	BLOCK 6 STUDY HALL 6	23	75%	VICENTI	BLOCK 7 RTI 6	23	75%	VICENTI	BLOCK 1 MATH 6	140	150	93%	7	100%
THURSDAY	A	1,197	25	48	32	Y	12	38%	HALE	BLOCK 4 HUMANITIES 8		0%	HALE	PREP	11	34%	HALE	BLOCK 6 STUDY HALL 7	12	38%	HALE	BLOCK 7 STUDY HALL 7	11	34%	HALE	BLOCK 1 READING 7		0%				0%			46	150	31%	5	71%
	B	703	25	28	32	N	13	46%	HARKER	BLOCK 4 HUMANITIES 8		0%	HARKER	PREP	12	43%	HARKER	BLOCK 6 STUDY HALL 7	11	39%	HARKER	BLOCK 7 STUDY HALL 7	12	43%	HARKER	BLOCK 1 READING 7		0%				0%			48	150	32%	5	71%
	D	719	25	29	32	N	23	80%	PARTOW	BLOCK 4 INDIGENOU LANGUAGE 7	25	87%	PARTOW	BLOCK 5 RTI 8		0%	PARTOW	PREP	23	80%	PARTOW	BLOCK 7 RTI 6		0%			25	87%	PARTOW	BLOCK 2 READING 8	23	80%	PARTOW	BLOCK 3 HUMANITIES 7	119	150	79%	6	86%
	E	1,366	25	55	32	Y	23	72%	PURDY	BLOCK 4 READING 6	23	72%	PURDY	BLOCK 5 RTI 7	25	78%	PURDY	BLOCK 6 TUDY HALL 8		0%	PURDY	PREP	23	72%	PURDY	BLOCK 1 MATH 6	23	72%	PURDY	BLOCK 5 MATH 7	25	78%	PURDY	BLOCK 3 MATH 8	142	150	95%	7	100%
	F	766	25	31	32	N		0%	VICENTI	PREP	23	75%	VICENTI	BLOCK 5 TEAM 6	23	75%	VICENTI	BLOCK 6 STUDY HALL 6	25	82%	VICENTI	BLOCK 6 STEAM 8	25	82%	VICENTI	BLOCK 1 INDENGENOUS LANGUAGE 8	23	75%	VICENTI	BLOCK 2 HUMANITIES 6	23	75%	VICENTI	BLOCK 3 INDIGENOUS LANGUAGE 6	142	150	95%	7	100%
FRIDAY	A	1,197	25	48	32	Y	12	38%	HALE	BLOCK 5 RTI 8		0%	HALE	PREP		0%	HALE	BLOCK 7 RTI 6		0%	HALE	BLOCK 1 READING 7		0%	HALE	BLOCK 2 MATH 7		0%				0%			12	150	8%	5	71%
	B	703	25	28	32	N	13	46%	HARKER	BLOCK 5 RTI 8		0%	HARKER	PREP		0%	HARKER	BLOCK 7 RTI 6		0%	HARKER	BLOCK 1 READING 7		0%	HARKER	BLOCK 2 MATH 7		0%				0%			13	150	9%	5	71%
	D	719	25	29	32	N	23	80%	PARTOW	BLOCK 5 RTI 7	25	87%	PARTOW	BLOCK 6 TUDY HALL 8		0%	PARTOW	PREP		0%	PARTOW	BLOCK 1 MATH 6		0%				0%	PARTOW	BLOCK 3 MATH 8	23	80%	PARTOW	BLOCK 4 INDENOUS LANGUAGE 7	71	150	47%	6	86%
	E	1,366	25	55	32	Y	23	72%	PURDY	BLOCK 5 STEAM 6	23	72%	PURDY	BLOCK 6 STEAM 7		0%	PURDY	BLOCK 7 STEAM 8		0%	PURDY	PREP		0%	PURDY	BLOCK 2 HUMANITIES 6		0%	PURDY	BLOCK 3 HUMANITIES 7	25	78%	PURDY	BLOCK 4 HUMANITIES 8	71	150	47%	7	100%
	F	766	25	31	32	N		0%	VICENTI	PREP	23	75%	VICENTI	BLOCK 6 STUDY HALL 6		0%	VICENTI	BLOCK 7 STUDY HALL 7		0%	VICENTI	BLOCK 1 INDIGENOUS LANGUAGE 8		0%	VICENTI	BLOCK 2 READING 8		0%	VICENTI	BLOCK 3 INDIGENOUS LANGUAGE 6	23	75%	VICENTI	BLOCK 4 READING 6	46	150	31%	7	100%
							PERIOD 1 8:23-9:03				PERIOD 2 9:09-9:50				PERIOD 3 9:53-10:35				PERIOD 4 10:38-11:21				PERIOD 5 11:21-12:03 OR 12:03-12:40				PERIOD 6 1:40-2:00				Period 7 3:45-4:00								
WEDNESDAY	A	1,197	25	48	32	Y	12	38%	HALE	BLOCK 3 MATH 8		0%	HALE	PREP	11	34%	HALE	BLOCK 5 RTI 7	12	38%	HALE	BLOCK 5 STEAM 7	11	34%	HALE	BLOCK 1 READING 7		0%				0%	HALE	STAFF PD	46	150	31%	5	71%
	B	703	25	28	32	N	13	46%	HARKER	BLOCK 3 MATH 8		0%	HARKER	PREP	12	43%	HARKER	BLOCK 5 STEAM 6	11	39%	HARKER	BLOCK 5 STEAM 7	12	43%	HARKER	BLOCK 1 READING 7		0%				0%	HARKER	STAFF PD	48	150	32%	5	71%
	D	719	25	29	32	N	23	80%	PARTOW	BLOCK 3 HUMANITIES 7	25	87%	PARTOW	BLOCK 4 HUMANITIES 8		0%	PARTOW	PREP	23	80%	PARTOW	BLOCK 6 STUDY HALL 6	23	80%	PARTOW	BLOCK 1 MATH 6	25	87%	PARTOW	BOCK 4 HUMANITIES 8		0%	PARTOW	STAFF PD	119	150	79%	6	86%





 **Architectural Research Consultants, Incorporated**

21725.0000



**BUILDING PERMIT NO. 226316**

STATE OF NEW MEXICO  
REGULATION AND LICENSING DEPARTMENT  
CONSTRUCTION INDUSTRIES DIVISION  
GENERAL CONSTRUCTION BUREAU  
1650 UNIVERSITY BLVD. NE, SUITE 201  
ALBUQUERQUE, NEW MEXICO 87102

GALLUP	MCKINLEY COUNTY
2055 STATE ROAD 602	
GALLUP	
GALLUP	

PHONE: 722-7237  
OCCUPANCY: 4E1  
TYPE CONSTR.: N2

**LICENSE #:** 55364

**VALUATION:** 225,000.00

[illegible]

**NOTICE** IS THE RESPONSIBILITY OF THE PERMIT HOLDER TO CALL FOR THE REQUIRED INSPECTIONS  
48 HOURS IN ADVANCE, BETWEEN 8:00 AM-9:00 AM, MON.-FRI.



1316

STATE OF NEW MEXICO  
REGULATION AND LICENSING DEPARTMENT  
CONSTRUCTION INDUSTRIES DIVISION  
GENERAL CONSTRUCTION BUREAU

THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.  
PERMANENT X TEMPORARY        EXPIRATION DATE       

~ CERTIFICATE OF OCCUPANCY ~

THE FOLLOWING BUILDING OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF  
OCCUPANCY GROUP EF-12 AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

2055 ST. RD. 602 - BAHUP - N.M.

BUILDING ADDRESS

NORRAN NEWSON 1985 ST. RD. CASHO

Name and Address of Owner

H. T. EMP.

NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)

226316

BUILDING PERMIT NUMBER

Daniel Hammer

INSPECTOR'S NAME

IF NO LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S)

SCA004

PORTION OF BUILDING

2-2P-2003

DATE

COMMENTS



**State of New Mexico  
Public School Facilities Authority**



Robert A. Gorrell,  
Director

**Santa Fe Office**  
**401 Don Gaspar Ave**  
**Santa Fe, NM 87505**  
**(505) 988-5989**  
**(505) 988-5933 (Fax)**

[www.nmpsfa.org](http://www.nmpsfa.org)

**Albuquerque Office**  
**1312 Basehart Dr SE, St200**  
**Albuquerque, NM 87106**  
**(505) 843-6272**  
**(505) 843-9681 (Fax)**

January 14, 2016

NACA Potential Site – Western New Mexico University, Gallup NM

Mr. Ulibarri,

At your request Public School Facilities Authority conducted a site assessment at Western New Mexico University (WNMU) in Gallup New Mexico on January 4<sup>th</sup>, 2016. The purpose of the assessment was to see if the facility meets or exceeds the average wNMCI and Educational Occupancy per the requirements of 22-20-1 NMSA 1978.

Below is your planned enrollment for the potential site at Western New Mexico University (WNMU). At full capacity you will have 190 students.

- Year 1: 6th and 7th grades, 50 students.
- Year 2: 6-8 grades, 85 students
- Year 3: 6-9 grades, 120 students
- Year 4: 6-10 grades, 155 students
- Year 5: 6-11 grades, 190 students

The wNMCI score with the enrollment cap of 190 students is 6.18%. This score is better than the current average 19.98% (lower is better).

Prior to occupancy you must obtain an E occupancy for the facility and provide PSFA with documentation from the Public Education Commission verifying approval of occupancy.

If you have any questions, please feel free to contact me at any time. I can be reached at 505-468-0274.

*M Casias*

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Martica Casias  
Planning & Design Manager  
Public School Facilities Authority