

## 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)

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.

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 **Appendix D**.

In addition, attach a copy of the building E Occupancy certificate and a letter from the PSFA with the facility NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (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 Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. A template is available from the PEC's website.

### ***School Response:***

Amy Biehl High School is located at 123 4th Street SW in downtown Albuquerque. ABHS has a lease to purchase contract in place with the ABHS Foundation, a 501C3 non-profit; The ABHS Foundation currently owns the building at 123 4th St. SW. ABHS also leases three additional classroom spaces and one office space at the SIMMS building at 400 Gold SW across the street from our main building. The Ubuntu College Center - SIMMS space - houses our senior/junior classes and mission-specific college and service support. Included in the appendix are Certificates of Occupancy, a letter from PSFA including NMCI scores for both facilities, and the school's facility master plan.



# AMY BIEHL HIGH SCHOOL FACILITY MASTER PLAN & ED SPEC

2017 - 2021





## PARTICIPANTS

### STEERING COMMITTEE

Frank McColloch, ABHS, Executive Director  
 Sandra Mack, ABHS, Science  
 Mark Carrara, ABHS Technology Director  
 Richard Ledesma, ABHS, Building Manager  
 Wendy E.S. Caruso, The Hartman + Majewski Design Group, Architect

### ABHS BOARD

chair – Rachel Berenson  
 vice chair - Leslie Andrews  
 treasurer - Cliff Wintrose  
 secretary - Finnie Coleman  
 Miriam Rand  
 Gabrielle Uballez  
 Emily Darnell-Nunez

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 Eduardo Martinez, Vic Chair  
 Majdah Al-Quhtani, Treasurer  
 Celina Jones, Secretary  
 Don Tarry  
 Olivia Guterrez

### PSFA REPRESENTATIVES

John Valdez, Facilities Master Planner  
 Larry Tillotson, Maintenance Representative, Maintenance Manager  
 Jeremy Jerge, Regional Manager



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# 1. INTRODUCTION



## 1.0 Introduction

The Public School Facilities Authority (PSFA), acting as staff for the Public School Capital Outlay Council (PSCOC), requires that all New Mexico public and State chartered charter schools complete a five year facilities master plan as a prerequisite for eligibility to receive state capital outlay assistance, under State statute Section 22-24-5 NMSA 1978. This document is the Amy Biehl High School (ABHS) Facilities Master Plan (FMP) and Educational Specification (ED SPEC) for 2016-2021.

The intent of the FMP/ED SPEC is to record existing facility conditions, project enrollment, review the school's education model, and use this information to create a plan for the use of school resources for capital needs. This charter school facility master plan also seeks to demonstrate the inclusion program needs as it relates to space and functionality of the facility, given the unique nature of a charter school, and through discussions with the New Mexico Public School Facilities Authority (PSFA), this document will also incorporate elements of an educational specification.

This Facilities Master Plan and Educational Specification is designed as a living document to present issues to the community, board of education, and Amy Biehl High School staff for input and periodic revision. This document was prepared using a systematic process. The goal was to identify needs and allocate capital resources to address these needs to assure that statewide adequacy standards and charter school policies are targeted and met.

This FMP and ED SPEC is structured in the following way:

1. Goals/Process: Information about Amy Biehl High School's goals and the master planning process.
2. Existing and Projected Conditions; information regarding programs and program delivery, facility capacity and utilization, demographics, and projected enrollment.
3. Capital Improvement Plan: Detailed information about capital needs, priorities, and strategies.
4. Master Plan Support material: Condition assessment of existing facilities, site plans, floor plans, detailed demography info, etc.



## 1.1 Goals

- Amy Biehl High School's goal has been, and remains, to become a model for education reform in New Mexico and in the nation.
- ABHS will increase the cohort graduation rate, without lowering academic standards, by 5% annually until reaching 85%. ABHS will then maintain or exceed the 85% graduation rate.
- 95% of ABHS graduates will be admitted to post-secondary institutions on a yearly basis.
- Community and Civic Engagement will continue to be a part of the curriculum as a four year civic engagement pathway including the continual use of data to assess programmatic effectiveness. These school practices will be applied to the further development of career-readiness.

### 1.1.1 Mission

*Amy Biehl High School was founded in the spirit of Amy Biehl, a young person dedicated to social justice and service. We graduate diverse learners and leaders who demonstrate the intellectual, social and ethical habits to improve their communities. Our graduates are civic-minded, college-bound and career ready.*

The school is named after Amy Biehl, a young woman who attended high school in Santa Fe and died tragically while working to end apartheid in South Africa. As we work together each day, we do so in the spirit of Amy Biehl. As an academic scholar and a young woman of deep and purposeful conscience, she committed herself to her studies and to making a better world.

Amy Biehl High School is determined to hold itself accountable for a student's success after high school. With its mission of college readiness and community engagement, ABHS offers a needed and relevant educational program to the high school population in Albuquerque. As we move into the 21st century many have asserted, including President Barack Obama, that in order to be competitive and have relevant skills in the global marketplace, students must pursue education and training beyond a high school diploma. Through its dual credit program for all students, ABHS offers precisely that opportunity by making college available and accessible to a broad range of students. While ABHS cannot force a student to attend a post-secondary institution, by guiding students as early as the ninth grade to cultivate the skills and habits necessary for college success, continuing one's education after high school becomes a logical and attainable next step for the student, instead of a dream.





### 1.1.2 Educational Philosophy

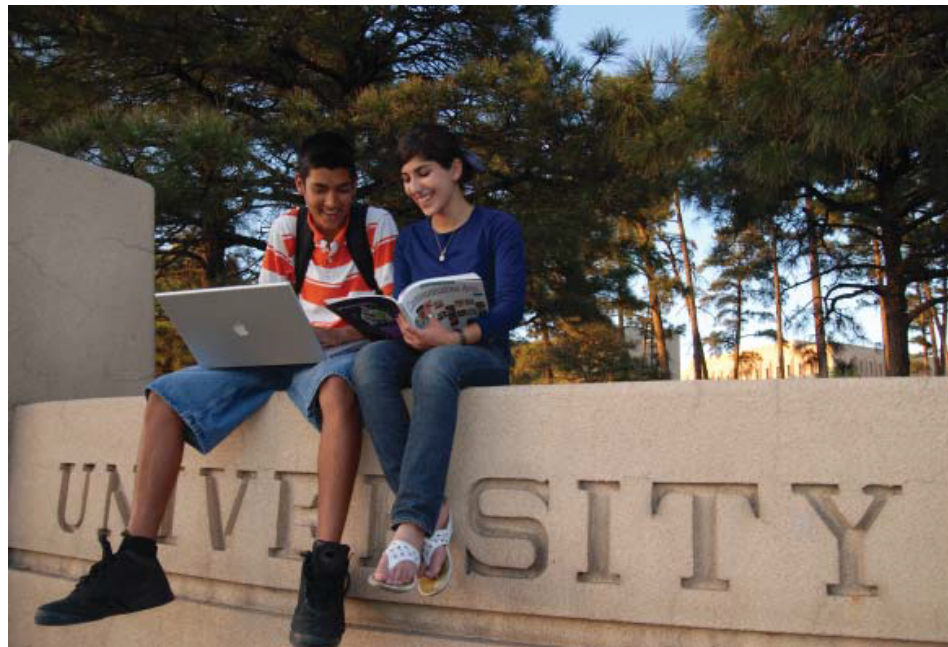
- Amy Biehl High School will continue its College Engagement program to support our students in meeting the ABHS graduation requirement of successfully completing two college classes at the University of New Mexico or Central New Mexico Community College (CNM) with a grade of a C or better. This goal is conditional upon stipulations within a student's IEP and their respective graduation track. The College Engagement program's primary functions will continue to be: to assist students in developing test taking strategies, to support the college application process, to support the selection of appropriate dual-credit courses, and to provide the appropriate supports to ensure a successful dual-credit experience.
- Amy Biehl High School will continue its Community Engagement program to support our students in completing a community project which is an ABHS graduation requirement. The Community Engagement Team supports the development of Senior Projects through a course called "Compass," in which community partners are identified and the project is framed. The Senior Project is monitored through the "Senior Project" class. In addition, the Community Engagement Team will continue to support and develop programs for grade levels 9-11 to ensure formative community engagement experiences occur prior to the senior year. Every ABHS graduate will successfully complete a 100-hour community engagement project in their senior year.
- Amy Biehl High School will continue its commitment to academic rigor by requiring students to earn a minimum of 75% in order to receive academic credit for a class. ABHS supports students to meet this goal by matching the high level of academic rigor expected of all ABHS students with corresponding levels of social and emotional support and access to additional venues for academic support. The school maintains a commitment to providing academic supports both during and after the school day. While these supports may be refined or altered to better meet student needs, they currently include subject area tutoring, reading support, On-line credit recovery, summer school, Saturday Breakfast Club, and Interim School.



### 1.1.2 Educational Philosophy

- In addition to traditional assessments, Amy Biehl High School will develop and utilize alternative forms of assessment for its students. By providing students with opportunities to demonstrate learning beyond traditional paper and pencil assessments, the school embraces a broader approach to measuring student growth. Such alternative assessments are consistent with the school's commitment to enhance student learning through personalization, extension, and increased relevancy to real world applications. As such, ABHS students will participate in a minimum of two public exhibitions of learning or other alternative assessment per academic year. The design of such assessments is the responsibility of the content teams, and student participation will be recorded by content teachers and the student's advisor.

Amy Biehl High School expects its teachers and staff to be innovators in their field of instruction, to hold themselves accountable for preparing students for college, open to take creative risks in the interest of instructional improvement to engage with colleagues and other professionals within and beyond the school as critical friends to share, assess, and refine instructional and institutional practices. To support these expectations for faculty and staff, the school provides five to six weeks of professional development a year.







- College Engagement Program / Dual Credit Program (UNM + CNM)
- Community Engagement Program
- Public Library
- Simms Fitness / City of ABQ Parks
- Literary Circles
- Public Exhibitions of Learning
- Interim School
- Summer School
- Makers Space
- Enrichment classes including Art, Yoga, Dance, Music, Technology, Yearbook, Credit Recovery and MESA.





## 1.2 Process

During the fall of 2014 (August), ABHS renewed their school charter. As part of this process, the school conducted meetings with input from students, parents, community members, and the School Board. At the conclusion of the charter meeting sessions, and in order to renew the charter, the school collected signed petitions of support that the school, as framed by its mission and goals, should continue to exist. The school received signed petitions of support from over 88% of school families and 95% of faculty and staff.

### 1.2.1 Data Gathering and Analysis

In the summer of 2016 formation of a steering committee composed of teachers, administrators, community members, and architects was initiated. There were Steering committee meetings to review the school's mission, educational program, and facility assets / needs. The steering committee discussed how the existing school facility can best support the school's goals, as well as how future facility improvements could better support the school's goals. Three Steering Committee meetings to review the school's mission, educational program, and facility assets / needs. These meetings commenced at 3:00 pm and concluded at approximately 4:30 pm. Portions of the meetings were conducted as group discussions, while at other times, facility evaluations were conducted.

Administration and analysis of surveys related to the school's program and facility. Surveys were completed by students, staff, parents, community members, and school board members. Survey results were reviewed and analyzed by the Steering Committee. (Refer to survey response summaries in the appendix.)

Decisions regarding content for the school's Ed Specs / FMP were made by group consensus, and a preliminary draft was reviewed, commented on, and approved by the Steering Committee. (Refer to steering committee meeting notes in the appendix.)

Architectural and engineering assessment of the existing facility, including interviews with building users and support staff, to determine building maintenance requirements and to compare the existing facility with PSFA Adequacy Standards.

During the steering committee meetings, the group agreed that facility improvements recommended in survey responses should be addressed in the following order:

- Health, safety, welfare of occupants
- Stabilization and upkeep / maintenance of existing facility
- Preventive maintenance (to avoid more costly repairs in the future)
- Energy efficiency of building systems (to reduce operating cost in order to reallocate funds for academics)
- Space-related facility improvements in accordance with the Adequacy Standards



### 1.3 Acronyms

ABHS	(Amy Biehl High School)
AS	(Public School Facilities Authority Adequacy Standards)
CNM	(Central New Mexico Community College)
Ed Spec	(Education Specifications)
FMP	(Facility Master Plan)
FAD	(Facility Assessment Database)
GSF	(Gross square feet)
IBC	(International Building Code; 2009 edition)
L/S	(Life-safety)
NSF	(Net square feet)
PE	(Physical education)
PG	(Public School Facilities Authority Planning Guidelines)
PSFA	(Public School Facilities Authority)
PSCOC	(Public School Capital Outlay Council)
SF	(Square feet)
UNM	(University of New Mexico)



## 2. EXISTING & PROJECTED CONDITIONS





## 2.1 Programs and Delivery Methods

### 2.1.1 Diversity

ABHS serves students from throughout the Albuquerque metro area and beyond, and the school is characterized by the diversity of its students. The school draws students from approximately 22 different zip codes, representing over 34 different middle school feeders. Students come to ABHS from every area of the city and as far away as Moriarty, Rio Rancho, Bernalillo, Los Lunas, and Belen. Many of these students arrive at ABHS because of its stated mission of college readiness and community engagement; however, many are merely seeking a school with smaller classes and more individual attention.

The school continues to attract a comparatively high number of students receiving special education services, a group which composes approximately 25% of the school's population. In addition, an average of 42% of incoming 9th graders are two or more grade levels behind in reading.







### Diversity

Included here are profiles of two students who are representative of the diversity of our student diversity:

**Same students' profile?**



### 2.1.2 Programs Overview

As stated by the ABHS Mission Statement, *“We graduate diverse learners and leaders who demonstrate the intellectual, social and ethical habits to improve their communities. Our graduates are civic-minded, college-bound and career ready.”* As part of the approach to achieving this goal, the ABHS curriculum includes alternative education methods that integrate students with the larger community. This alternative approach creates unique space requirements for ABHS that are different from conventional high schools. These alternative methods/spaces include the following:

- College Engagement Program / Dual Credit Program
- Community Engagement Program
- Public Library
- Simms Fitness/ City of ABQ Parks
- Literary Circles
- Public Exhibitions of Learning
- Interim School

#### **College Engagement / Dual Credit Program**

The purpose of this program is to prepare and assist students with their transition to college. At ABHS, this process begins in the 9th grade by exposing all students to the idea of going to college and continues through the 12th grade when all seniors are required to take and pass two college classes at either UNM or CNM. To provide more relevance, the college courses are linked to student community service projects. The dual credit program also enables students to earn college credit while still enrolled in high school. Past college courses taken by ABHS students include the following:

- Business Ethics
- English 101
- Animal Advocacy
- Public Speaking
- Intro to Sociology
- Intro Psychology
- Web Collectivism
- The Human Brain
- Introduction to American Studies (now offered on Campus)



### Community Engagement Program

In the 12th grade, all students at ABHS are required to complete a Senior Project by volunteering 100 hours with a community organization in the Albuquerque area. Projects often expose students to professional environments, such as downtown organizations and agencies, and as such are part of the school's career education program. The goal is to have students develop a project in which they can explore a passion while serving the community and tackling a community need, problem, or issue. The project is carefully planned by students and advisors to relate to dual credit courses that are part of the college engagement program. Past service learning projects have included the following:

- Local schools, such as the Dolores Gonzales Elementary, Coronado Elementary School, Lew Wallace Elementary School, Inez Elementary School, Martin Luther King Jr. Elementary, Griegos Elementary School and Bernalillo High School.
- Non profit organizations, such as Enlace Comunitario, Ronald McDonald House, The NM Forum for Youth and Community, Roadrunner Food Bank, and Kids Cook.
- Social service agencies, such as NM Family Legal Assistance Group and Cuidando Los Ninos.
- Animal rescue agencies, such as The Humane Society, Animal Welfare, Chihuahua Rescue, Walking Circles Horse Rescue, and Watermelon Mountain Ranch.
- Museums and community centers, such as Explora, the National Atomic Museum, New Mexico Museum of Natural History, UNM Hospital, and Sandia Mountain Natural History Museum.

Many successful senior projects benefit students in terms of employability and professional skills. Because the school's community engagement program places students with outside organizations as part of the career education curriculum, the school does not require as much space for their career education program as a conventional high school requires. This program is currently coordinated from an office located on the school's 2nd floor.



Student volunteer at an elementary school.

**Do you have a more recent photo for this location ? (student participating in community engagement)**



### **Public Library**

The ABHS facility does not require a traditional media center because the school encourages the use of several alternate resources to an on campus option. Day-to-day student activities that typically take place in a high school library, such as reading, researching, and studying, are conducted at Albuquerque's downtown public library instead. Because ABHS encourages student involvement in the community, the school does not desire a comprehensive media center typical of conventional high schools.

### **Literary Circles**

Literary Circles are composed of approximately one adult (often a community volunteer), and 5 students. All ABHS students in 10<sup>th</sup> and 11<sup>th</sup> grade participate in literary circles, and these groups meet for one hour each week to discuss reading material. Literature studied includes both fiction and non-fiction texts. Literary circles are a valuable part of the school's humanities curriculum and provide opportunities for different generations to learn from each other. Currently, the majority of Literary Circles are held in the school's cafeteria, but this location is not ideal due to poor acoustics for small group activities, and other distractions. Some are also lead within classroom and office spaces, depending on the volunteer leading the group.

### **Public Exhibitions of Learning**

At least twice per year, each ABHS student presents some aspect of their learning in the form of public exhibitions. These exhibitions are judged by panels of teachers, parents, students and community members and are an excellent way for high school students to develop strong communication and public speaking skills. Exhibitions include subjects from humanities, literature, and science classes, as well as service learning activities. Examples of past exhibition topics include: Science Fair, the John Brown and My Lai Massacre trials, Social Action Carnival, Writing Portfolio Exhibitions, Turning Point in History Exhibition, and Senior Reviews. Exhibitions make use of spaces throughout the school, including the Courtroom and other general classrooms, the Student Commons, and the Cafeteria. Exhibitions also take place within the community. For example, past exhibitions have been held at PNM, the public library, and downtown businesses.

### **One to One Computer Access**

One of the goals for technology at ABHS is for every student, every day, every where to have access to everything. What that means to the school is providing every student with a computer (Chromebook) and using public cloud as well as virtualized apps to meet these goals. Currently the school does have a wireless network in place, but its stability and capacity needs to be improved to adequately provide support for the one to one initiative. There are several other items that are addressed in the Technology plan in Section 5.4.1 within this document.



### **Simms Gym / City of Albuquerque Parks**

The ABHS facility does not have a dedicated gymnasium, but instead the school uses public parks and the Simms Gym to deliver its PE curriculum for training and learning units/ PE classes, which all students are required to take. These units address subjects such as wellness, drugs and medicines, human relationships and sexuality, motor skill development, and fitness. Students learn that good health is necessary for effective learning. The curriculum not only prepares them to be better students, but also helps them become more productive community members. In addition, the school also has elective after school sports teams including volleyball, basketball, rugby and soccer. While ABHS prefers to use community facilities for most of its PE and athletic needs, the school would like to provide some site / landscape improvements. This would both improve safety and create an outdoor area for exercise on site to add to the existing basketball hoop at the northeast corner that is frequently used by students during lunch and after classes.



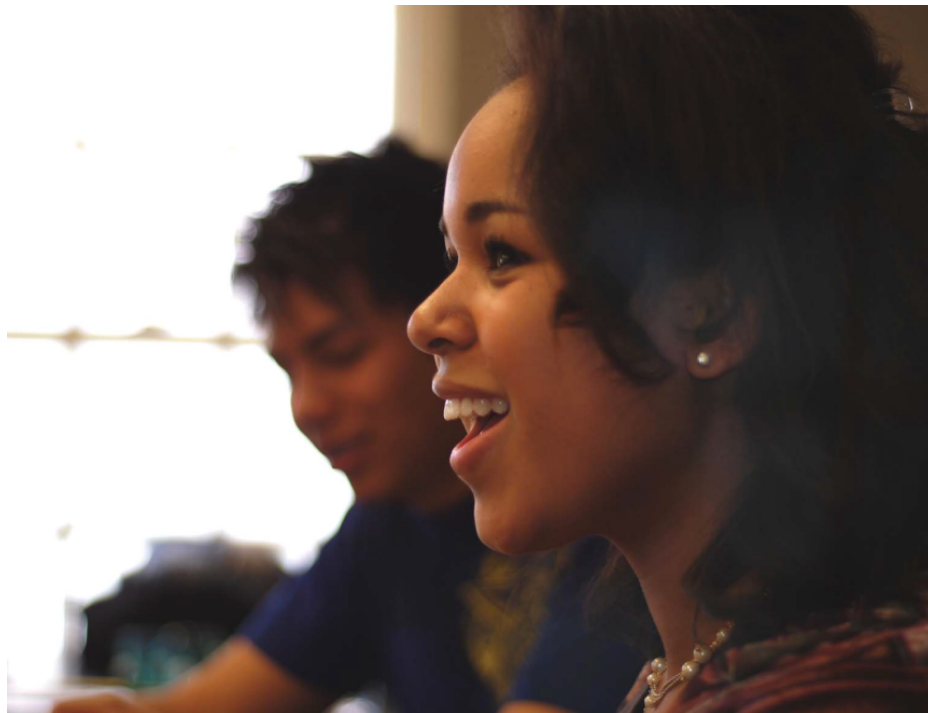


**Saturday Breakfast Club**

This voluntary club provides the opportunity for students to focus on schoolwork for 3 weekend hours with targeted support from teachers, tutors, and student peers. Students attend to catch up on missing or incomplete work, receive individual help on concepts or skills, prepare for specific exhibitions or to complete homework in a structured environment. Meetings are held at ABHS, usually in the cafeteria, and typical attendance is 50 to 70 students on Saturday mornings.

**Interim School**

Occurring between the Fall and Spring quarters (2 times per year), when much of the school is on break, Interim School provides invaluable time and space to support those students who need additional time to complete assignments, follow up on concepts, and prepare for the next quarter. The focused support ensures students have every opportunity to stay on track academically. In fact, over 85% of interim students make significant academic gains. Typically 65 students are hosted with 6 teachers for one week.





## 2.2 Proposed Enrollment

### 2.2.1 Overview of Enrollment, Historic and Projected

#### School Size

The current enrollment cap at ABHS is 325 students. This school year (2016 - 2017), the 40 day count is 325 Students. Based on historical enrollments for the downtown facility, the school is likely to continue to have a significant standing wait list for the foreseeable future. ABHS is considering expanding to 400 students, but funding sources and the viability of the basement level as instructional space would need to be evaluated to do so.

The 40 day count for each year below is sourced from New Mexico Public Education Department historic data.

School Year	#40 Day Students	Grade Level	#40 Day Students 2014-2015	#Special Needs Students Per Grade
2010-2011	278			
2011-2012	294	9	107	26
2012-2013	292	10	88	18
2013-2014	300	11	63	17
2014-2015	300	12	42	14
2015-2016	325	<b>Total</b>	<b>300</b>	<b>75</b>

#### Class Size

The preferred class size at ABHS school is 17 to 20 students, but some classes may be as large as 25 students depending on course objectives.

#### Grade Level Configuration

The educational program is organized by grades. ABHS includes students in 9th, 10th, 11th, and 12th grades. (Refer to educational program delivery system in the Ed Spec.)

#### Joint Use Facilities

ABHS encourages students to take active roles in their communities. As such, the school encourages joint use facilities as part of the educational experience. Some of the facilities that are used by students include the Albuquerque Public Library (downtown branch), Simms Fitness, Barelás Community Center, City of Albuquerque Parks, UNM and CNM, the Hispanic Cultural Center, and local businesses.



### 2.2.2 Classroom Loading Policy

The previous capacity analysis indicates that, while the overall facility may be undersized relative to PSFA Adequacy Standards and Planning Guidelines, the school does have ample classroom space to accommodate 325 students. Using the school's current enrollment of 300 students, the average classroom utilization was calculated to be approximately 70% in PSFA's spreadsheet on the following page. Some factors affecting the utilization are the number of students per class, as well as the size of the classroom. For example, most classes at ABHS contain between 17 to 20 students, while state standards would allow 30 students or more per class. Also, most of the classrooms in the school are smaller than 675 NSF, and thus it would be impractical, if not impossible, to conduct a class of 30 students in such a small space.

The current enrollment cap at ABHS is 325 students. This year's 40 day count was 300 students. The following section discusses the school's ability to accommodate 325 students.

The school's overall GSF is 41,900. This area excludes the basement, because there are life-safety and code violations which render the basement un-occupiable in its current state. ABHS also leases approximately 3,100 sf of space within the Simms Building located just south of the school as additional education space. For a high school of 325 students, the Planning Guidelines recommend a maximum of 200 GSF per student, or 65,000 GSF total. ABHS is below this maximum recommended area by approximately 30% (20,000 GSF). This overall difference includes the leased space in the calculation.

Comparison of the existing building's NSF with both the Adequacy Standards and Planning Guidelines also indicates that the existing facility is smaller than recommended. The existing facility includes 35,930 NSF, while the Adequacy Standards recommend 44,575 NSF and the Planning Guidelines recommend 56,655 NSF. Some of these discrepancies are explained in the following section.



Typical general classroom.



### 2.2.3 Classroom Needs

#### General Use Classrooms

Based on the Adequacy Standards recommendation of 25 NSF per student for general use classrooms, the school can accommodate 325 students in their existing classrooms. For example, the school has 10,070 NSF of general classroom area. At 25 NSF per student, 8,125 NSF is recommended by the Adequacy Standards. It is important to realize that this minimum recommended area would require that all general use classrooms be occupied at 100% capacity for 100% of the school day. Because this expectation is unrealistic, it is common practice to apply an efficiency factor of 85%, which is a standard percentage for a high school. At 85% efficiency, the minimum required area for general classrooms would be 9,344 NSF. The school would especially like to improve acoustics in general use classrooms and adjacent hallways.

#### Specialty Classrooms

*Science:* The existing facility has 1,390 NSF of science classroom space. The Adequacy Standards recommend a minimum of 4 NSF per student. Thus, the minimum amount of space recommended for 325 students is 1,300 NSF. Currently there are 3 years of science provided and ABHS would like to shift the program to 4 years and add another classroom dedicated to science, as learning is more hands on now and requires specialty environments. The school would like to expand its facility to include a designated makers space, possibly in the basement if code compliance can be achieved.

*Art Education:* The existing facility has a 550 NSF classroom for visual arts. The Adequacy Standards recommend a minimum of 5 NSF per student plus additional ancillary space for group music practice, individual practice room(s), specialized storage/library rooms, and offices for art education. Therefore, the existing facility is below standard for art education by more than 1000 NSF. The school would like to expand its facility to include a designated music classroom.

*Career Education:* The existing facility includes a 160 NSF office where the school's student internship program is coordinated. This program places students with local businesses and organizations as part of the school's curriculum. The school would like additional space on-site for coordinating the career education program. The Adequacy Standards recommend 8 NSF per student for career education programs. Therefore, the total recommended area for 325 students is 2,600 NSF.

*Technology-Aided Instruction:* The existing facility includes a 170 NSF office for IT staff. Mobile laptop carts are used to provide students with computer instruction. The Adequacy Standards recommend 3 NSF per student for technology-aided instruction. Therefore, the recommended area for 325 students is 975 NSF, which can be concentrated in a computer lab or dispersed throughout the facility. The goal for technology-aided instruction at ABHS is to provide every student with a laptop, access to a public cloud, and virtualized applications that will support the curriculum.



### 2.2.3 Classroom Needs

#### Media Center

ABHS does not have an on-site media center but students use the downtown public library instead. Access thru technology, with one computer provided to each student as one of ABHS's on-going goals, students have access to on-line information. The Adequacy Standards recommend a minimum of 2,000 NSF for stacks and seating in a high school library, with additional area for office/workroom and secure storage. ABHS would like to provide some library resources for students within the existing student commons. These additional resources may include storage for literary materials, reading alcoves/nooks, study carrels, collaborative work zones for activities such as literary circles, as well as acoustic upgrades.

#### Physical Education

The existing facility includes a small health classroom and PE teacher office, totaling 450 NSF. Students also participate in PE activities by attending the nearby Simms Fitness. The Adequacy Standards recommend 6,500 NSF for a high school gymnasium, plus bleacher area for 1.5 x the student capacity. For 325 students, the total area of gymnasium plus bleachers would be approximately 9,915 NSF. Such a facility is impractical for the school's existing urban site. However, the school would like to provide an additional on-site outdoor area for PE classes.

#### Parent Room

For 325 students, the Adequacy Standards recommend 160 NSF for parent and volunteer activities. ABHS uses a portion of the administrative conference space for parent and volunteer work.

#### Student Health + Counseling

The existing facility includes a 'Student Support Center' that occupies 1,095 NSF. This area contains offices for counselors and a group discussion area. Also, the school hosts social work interns from NM Highlands University and Smith College. These interns are accommodated in the Student Support Center. For 325 students, the Adequacy Standards recommend 325 NSF for student health and counseling space. ABHS allocates additional space to this area that supports the academic, social, and emotional needs of students, and is critical to the school's mission and success.

#### Special Education Support Space

The existing facility includes 725 NSF of special education support space, including offices, conference, and classroom space. The Adequacy Standards state that the area for special education support space shall be "appropriate for the programmatic need." Approximately 25% of the students at ABHS receive special education services.





## 2.3 Site and Facilities

### 2.3.1 Location and Site

#### Location

Amy Biehl High School is located in downtown Albuquerque, New Mexico at 123 4th Street SW (northwest corner of 4th Street and Gold Avenue). The school is housed in the Old Federal Building which is listed on the National Register of Historic Places and the State Register of Cultural Properties. The building is a spectacular three-story Italianate structure whose granite steps and red clay tile roof were a landmark and symbol of civic pride. Completed in 1911, just prior to statehood, the Old Federal Building housed New Mexico's largest Post Office and the District Court. The building currently functions as a high school, serving students in grades 9, 10, 11, and 12.

ABHS also leases approximately 2,500 SF of space on the first floor of the Simms Building located at 400 Gold Ave. SW (southwest corner of 4<sup>th</sup> Street and Gold Avenue). Current enrollment is 325 students, which is also the enrollment cap.

#### Site

The site is approximately 0.65 acres. In addition to the historic structure, the site includes a mechanical building that was constructed in 2006 to house a new boiler and chiller. Metered parking (on-street and in lots) is available nearby. There is a small vehicular drop-off and pick-up area in front of the school. Many students and staff commute via public transportation, as the school itself does not provide transportation. Concrete sidewalks are in good condition. There are trees, benches, and tables lining the sidewalk in the limited area between the building and the street. The school does not have on-site athletic facilities, but would like to provide some landscape improvements / amenities such as an outdoor classroom area. Drainage on site is good, although window wells to the basement must be maintained / cleaned to prevent flooding.

#### **CONSTRUCTION DATES**

**1911:** Original building

**1930:** Building addition

**1960:** HVAC overhaul

**2005:** ABHS renovation

**2006:** HVAC upgrades





### 2.3.2 Facility Evaluation

A summary of data provided by ABHS maintenance team interviews and information provided by a Facility Assessment (FAD) completed by PSFA in the fall of 2016 is provided in the following paragraphs. A complete list of items and the FAD can be found in the Appendix.

#### Structural / Exterior Closure

The school occupies a total of 41,900 GSF including the ground floor, 2nd floor, and 3rd floor of the building. The basement level (15,000 GSF) currently cannot be occupied due to numerous life-safety and code issues. It is the desire of ABHS to re-evaluate and address these code issues to be able to absorb the basement area into occupiable space. The building's structure appears to be in good repair without signs of settlement. Exterior stucco is in fair condition, with some spots requiring repair now to prevent deterioration. Windows are single pane glass with wood frames. Most windows are inoperable. The wood frames are due for routine patch and paint maintenance in the near future to prevent them from deteriorating. The school would like to increase the efficiency of the single pane windows. The main roof is clay tile, and is currently in fairly good condition (last replaced in 1996).

There are minor areas with broken and missing tile that can allow water to penetrate which are recommended to be repaired and replace the missing tile. The school's mezzanine level and the mechanical building is a coated elastomeric roof system that is required to be recoated every 10 years. Emergency repair to the roof at the end of summer 2016 had to be completed to address maintenance issues.





### 2.3.2 Facility Evaluation

#### General Mechanical / Plumbing

Heating and cooling is provided by a steam boiler, water chiller, and a dual duct distribution system. The boiler and chiller were installed as part of a mechanical upgrade in 2006 - 2007, and are housed in a separate building adjacent to the main school building. The exhaust system overall is in fair condition, and many windows are sealed shut. The 3rd floor air return for the classrooms is problematic as it is thru the door grills or transoms and then transits to hallway ceiling grilles, which causes significant acoustic issues for the learning environment. The school continues to struggle with balancing air flows and maintaining comfortable temperatures throughout the school. Most of the building's plumbing systems were replaced in 2005. However, the main sewer line to the street was not replaced and has been prioritized as a critical capitol planning item for the next 5 years. The Southern exit sewer pipes are composed of cast iron and there age is unknown.

The center sewer pipes service the two staff bathrooms on the first floor and the Commons student bathrooms and third floor staff bathroom., also on the first floor along with custodial and kitchen water discharge.

The sewer pipe toward the Southwest portion of the building services second and third floor student Men's bathrooms along with various sinks found in classrooms and Science classrooms. Camera work in 2011 identified the need to schedule replacement due to scale, corrosion and pest buildup in both sets of sewer pipes. A detailed list of items have been provided by the facility maintenance team and included below.

#### HVAC – Boiler/Chiller

Upon school purchase of building an assessment of the existing boiler was initiated. The boiler was determined to be in good condition with scale and corrosion in manageable levels with an aggressive chemical program. Since the evaluation in 2015 the condition of the water has been brought into acceptable levels and another inspection of the boiler was conducted in the spring of 2016. The Chiller has been determined to be in good condition with the exception of a faulty diagnostic motherboard that was bypassed for continued operation. **The motherboard is scheduled to be replaced (?)** Chiller supply and return pipes were purged in 2016 and a corrosion inhibitor was added and circulated.

#### HVAC - Building - Hydronics (Steam/Chilled water)

There is evidence that Asbestos is still present and should be removed from supply pipes situated in attic. Building steam pipes are planned for full inspection in 2018 as chemical treatment was used in 2016 to bring sludge and corrosion levels into compliance. Chilled water pipes will require full inspection in 2018 as chemical treatment has brought iron and copper corrosion levels into compliance as well.



### 2.3.2 Facility Evaluation

#### HVAC – Air Handler Units (AHU)

Attic (main) VFD Controller and motor are still in good condition but is scheduled to have a full assessment in the spring of 2017, as VFD and motor were installed in 2006 as part of the first HVAC upgrade and Energy Management Assessment. Squirrel cage bearings will need to be changed shortly and are scheduled for replacement within 2016-2017 time frame.

#### Predictive Maintenance

It is the intent for the facility to add a static Pressure Differential gauge to the filter rack as soon as possible to place the Air Filter replacement on a Reliability-Centered program instead of a Preventive Maintenance agenda. The Condensate Drain channels for Hot/Cold Deck fins were modified to prevent leaks but will require further modification within 2017-2018 due to age and metal composition. Attic condensate motor was replaced in 2016 as well as rebuilding the motor holding tank. The existing actuator valves require replacement as the style of the open/close valve prevents automatic operation of Actuators through Building Maintenance Software. Isolation valves at this same location will require replacement within 2018 due to age, if not sooner.

#### Value Centered Maintenance

Asbestos insulation is still present within the attic space and should be removed from attic AHU pipes. Currently the Relief Fan are not operating and should be brought into operation by repair of electrical and fan within the unit. This item is suggested for completion during 2017.





### 2.3.2 Facility Evaluation

#### **HVAC – Ducts (Supply and Return)**

Per the facility maintenance team, the complete building air return system requires immediate attention and is considered a Reliability Centered Maintenance Item by the facility maintenance team. The complete air supply system flexible ducts into VAV boxes require re-installation. The complete air supply system requires cleaning and is scheduled for 2017-2018. The existing insulation for both hot deck and cold deck require removal and install of new insulation per the facility maintenance team, which is planned for 2017-2018. VAV boxes require inspection and replacement of Damper motors and should be completed in the next few years. (2018-2019)

#### **Electrical**

Service to the building is provided by PNM through an underground duct on the north side of the building. Power entering the building is 480/277, 3-phase, 4-wire. Some of the building's power is stepped down to 208/120 at a transformer in the building's basement. Power supply to the building is suitable for the school's needs, but distribution of that power is where there are inadequacies. Many panels in the building are at capacity. The existing inverter has also been noted to be replaced by ABHS maintenance flow chart due to lack of capacity to increased demand from emergency fire, exit and emergency lighting requirements. An electrical upgrade necessary to support technology and lab station upgrades is also needed.

#### **Lighting**

Lighting is currently provided a mixture of fluorescent fixtures with T8 lamps and electronic ballasts and LED lamps. Lamps in incandescent fixtures have been replaced with compact fluorescent lamps. ABHS has begun to phase in LED lamp/ fixtures as older fixtures have needed to be replaced. Light levels appear to be adequate, and the school is able to supplement artificial lighting with daylight from its many large windows.

#### **Fire Protection / Life-Safety Systems / Accessibility**

The school has a fire alarm system and is sprinkled throughout. The school also has an intercom system. The school is generally handicap accessible. Due to the historic status of the building, some items, such as exterior stairs, entrances, and stoops, cannot be modified to meet accessibility guidelines. Additional, accessible entrances have been provided instead. Also some interior doors and hardware do not meet accessibility guidelines, and there is a plan in place to update in phases, though these doors are exempt due to their historic status. The elevator requires upgrades to meet current life-safety codes. The elevator has been prioritized as a critical capital planning item for the next 5 years. Many of the classrooms are missing strobe/visual life safety devices. As there is now a deaf education program at ABHS, this is an item that should be addressed as soon as possible.





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





## 3.1 Facility Goals and Concepts

### 3.1.1 Goals to be met by school facility

The following facility improvements are desired to improve the educational program at ABHS. These improvements were discussed and evaluated by the steering committee, and are supported by the school community, as demonstrated in survey responses.

#### **Acoustic Control**

The school would like to decrease noise levels in student learning spaces throughout the school, including general classrooms and adjacent hallways, the student commons, and the courtroom.

#### **Music Room**

The school would like to expand its facility to accommodate a music room. Music education currently takes place in the school's cafeteria, and is disruptive to classes throughout the school due to poor acoustic control. The school is undersized by 950 NSF relative to the Adequacy Standards for art education programs.

#### **Site Landscaping and Outdoor Classroom Area**

The school would like to provide some site / landscape improvements to both improve safety and create a multi-purpose outdoor area for students and staff on site. The school is particularly interested in developing the area on the north side of the school, between the building and the alleyway for this purpose. Currently, there is an unused loading dock with exterior storage at this location. the loading dock is dark and uninviting with life-safety concerns. This space could be renovated to provide a pleasant exterior classroom space for students, staff, and PE classes and sports teams.





### 3.1.1 Goals to be met by school facility

#### Physical Education

ABHS students participate in most of their PE and athletic activities by attending the nearby Simms Fitness, Barelas Community Center, and city parks, but the school would like to provide some opportunities for PE classes on campus. The school includes a small health classroom (which is shared with other subjects) and PE teacher's office, totaling 450 NSF. The Adequacy Standards recommend 6,500 NSF for a high school gymnasium, plus bleacher area for 1.5 x the student capacity. For 300 students at a conventional high school, the total area of gymnasium plus bleachers would be approximately 9,650 NSF. Such a facility is impractical for the school's existing urban site, and is not desired by ABHS. However, the school would like to provide a smaller on-site outdoor area for PE classes and other academic purposes.

#### Library Resources

ABHS does not have an on-site media center and, in keeping with the school's community-oriented vision, students use the downtown public library instead. While a full-scale on-site library is not desirable for ABHS, the school would like to provide some library resources for students within the existing student commons. These additional resources may include storage for literary materials, reading alcoves/nooks, study carrels, collaborative work zones for activities such as literary circles, and acoustic control improvements.



#### Computer Lab

The school currently has four mobile laptop carts with 36 desktop computers used for mandatory testing. Almost all of staff used a laptop computer. Most of the computers for student use are mobile devices and the goal is to provide each student a laptop. The school is undersized by 730 NSF relative to the Adequacy Standards for dedicated technology-aided instructional space.



### 3.1.1 Goals to be met by school facility

#### Makers Space

ABHS's math and science departments would like to add a makers space within the main building. This would be a classroom/workshop equipped with tools, a 3-D printer, and other equipment that could provide hands-on learning for students in science, engineering, MESA and other STEM or art classes. Teachers would book classes into the space as needed. Currently, space in the existing science classrooms is inadequate for most engineering projects and the MESA program is limited without a space for tools and equipment.

#### Career Education

The school would like to expand its facility to provide additional space on-site for coordinating career education and technology programs. Currently, the school's community engagement program places students with outside organizations as part of the career education curriculum, so the school does not require as much space for their career education program as a conventional high school requires. However, the school would benefit from some additional permanent space to orchestrate this program which is such an important component of the school's mission. Currently, the community engagement program is coordinated from the off site Simms location located at 400 Gold Ave.



#### School Administration and Support Upgrades

The existing facility includes 500 NSF of school administrative area and a 220 NSF of staff workroom for administrative functions. For 300 students, the Adequacy Standards recommend 600 NSF for school administration. The school would like to renovate the existing administration and staff support area to improve better serve students and visitors as well as make the limited areas more efficient.





### 3.1.1 Goals to be met by school facility

#### Cafeteria

The existing facility includes 4,195 NSF that is used as a dining area, as well as for school-wide assemblies. The Adequacy Standards recommend that a dining area be sized to provide 15 NSF per seated occupant. Assuming one serving turn, which is the school's current operation, the required area for 300 students is 4,500 NSF. If the school were to have 3 serving turns, which is the maximum number of turns allowed by PSFA, then the required dining area would be 1,500 NSF. However, this smaller dining area would not accommodate school-wide assemblies.

#### Kitchen

The school currently has a serving kitchen that occupies 520 NSF. The Adequacy Standards recommend 200 NSF minimum for a serving kitchen. As supported by many of the survey responses, the school would like to convert the existing serving kitchen into a full-preparation kitchen in the future. If the kitchen were to be a full-preparation kitchen, the area recommended by the Adequacy Standards for 300 students and 40 staff would be 680 NSF.



Indaba Cafeteria & Assembly

#### General Storage

The existing facility has 285 SF of designated general storage, including a textbook storage room. This is close to the Adequacy Standards' recommendation of 300 SF for general storage.



Serving area

#### Maintenance / Janitorial Space

The existing facility includes 95 SF of designated maintenance space. The Adequacy Standards recommend 150 SF for a school of 300 students.





### 3.1.1 Goals to be met by school facility

#### Tare

The existing facility has 14,135 SF of tare space, including the student commons, restrooms, hallways, vestibules, stairs, mechanical and electrical rooms, and computer server room. The Adequacy Standards does not include a recommendation for tare space, but the Planning Guidelines recommend that tare space account for no more than 30% of a facility's GSF. The amount of tare space in ABHS is slightly less than 34% of the school's 41,900 GSF. While this is above the Planning Guidelines' recommended amount, it should be noted that the Guidelines apply to new construction, and it is more feasible to design a new facility efficiently than it is to achieve the same efficiency in the adaptive re-use of a historic building.

#### Utilization

The previous capacity analysis indicates that, while the overall facility may be undersized relative to PSFA Adequacy Standards and Planning Guidelines, the school does have ample classroom space to accommodate 300 students. Using the school's current enrollment of 300 students, the average classroom utilization was calculated to be approximately 70% in PSFA's spreadsheet included in Section 5.1 of this document. Some factors affecting the utilization are the number of students per class, as well as the size of the classroom. For example, most classes at ABHS contain between 17 to 20 students, while state standards would allow 30 students or more per class. Also, most of the classrooms in the school are smaller than 675 NSF, and thus it would be impractical, if not impossible, to conduct a class of 30 students in such a small space. Also, survey results from students and staff indicate that the school feels the existing classrooms are somewhat crowded, and increasing class sizes is not recommended.



Science classroom



### 3.1.2 Facility Concepts

#### Location

Since January of 2006, Amy Biehl High School has been located at 123 4th Street S.W. in downtown Albuquerque in the one hundred year-old historic Federal Post Office and Courthouse. A public building, the Old Post Office was renovated with a significant investment from the State of New Mexico and private donors. ABHS Foundation purchased the 42,000 square foot facility from the General Services Administration in 2014 and is leasing the facility to ABHS.

During the search process to find a new home, the school strived to find a facility that was in a public building, was worthy of state investment, and whose location and design supported the school's mission of service and scholarship. In the process of choosing this facility, the school sought guidance and feedback from critical stakeholders through a series of stakeholder meetings held over 2004-5 that culminated in a public charette at the Albuquerque Public Library. Representatives from myriad groups were asked to examine the mission of the school and frame the opportunities inherent with locating the school in a downtown urban setting. Among the groups that participated in this discussion were: downtown businesses, neighborhood associations, state government, parents and students, developers, non-profits, foundations, public transportation, public safety, and city government.

The location and building have supported the school's mission in the following instrumental ways: The downtown location is instrumental to being able to implement ABHS's Community Engagement/Service Learning Program with minimal transportation costs. The school is close to many businesses, city offices, churches, schools, and non-profits which host our students and staff volunteers. These sites are within easy walking distance. The close proximity of the Albuquerque Transportation Center facilitates easy bus and train travel for sites that are further away and for general student transportation to and from school.

#### Community Engagement

Another aspect of the school's Community Engagement Program involves bringing adult mentors from the community into the school. ABHS's central location in a densely populated, metro area has supported the school's ability to bring in significant numbers of adult volunteers to serve as community panelists to evaluate student work, serve as tutors and mentors, guest-teach, and participate in literary circles and community celebrations. Community members volunteer at the school on a weekly basis, assisting students in literacy, music and math.

Science classroom





### 3.1.2 Facility Concepts

#### College Readiness

Each ABHS student takes two or more college classes at UNM and/or CNM. Our proximity to each of these campuses through the use of public transportation is a huge benefit in supporting our students' ability to arrive at these institutions easily and with minimal cost.

#### Fiscal Efficiency

Our location and facility have also helped us keep certain capital costs low by partnering with nearby entities to provide space for educational program that would typically be contained in-house at a high school. The most notable amongst these are: the Albuquerque Public Library two blocks away, the Barelás Community Center for a gymnasium and tennis courts, a City of Albuquerque Park for playing fields, as well as the Albuquerque Transportation Center as hub of public transportation. Our students also participate in programs through numerous partnerships with nearby non-profits, businesses, and schools, including Yoga Now, Simms Fitness, Working Classroom, the Hispanic Cultural Center, Holocaust Museum, Dolores Gonzales Elementary School, Coronado Elementary School, and Lew Wallace Elementary.

#### Transportation

Amy Biehl High School students come from various locations across the city of Albuquerque, as well as the outlying communities of Bernalillo, Rio Rancho, Corrales, Los Lunas, Bosque Farms, Belen, and the East Mountain Communities. The school provides free monthly city bus passes for those students who qualify for the free/reduced lunch program (approximately 40% of the population). Students who do not qualify for free/reduced lunch are required to provide their own transportation. Many students access public transportation (city bus system and the NM Rail Runner), some ride bicycles and skateboards, while other students are transported to and from school by their parents/guardians.

Science classroom



### 3.1.2 Facility Concepts

#### Safety and Security

The safety of students, faculty, and staff at ABHS is at the forefront while in the pursuit of service and scholarship. The school's location in a high-traffic, downtown, urban setting has necessitated particular attention to issues of facility access and egress, evacuation plans, and overall student supervision. In addition to school security measures, ABHS has cultivated a strong working relationship with the Albuquerque Police Department, the ABQ Fire Department, and the Downtown Action Team to ensure quick response to any incident that might require additional support.

The school's small size also contributes significantly to overall school safety. ABHS strives to ensure that every student is known well by multiple adults within the community. This starts in the classroom. With just 300 students, the school's average class size of 18 allows faculty to establish meaningful relationships with students while also maintaining an overview of their students performance and attendance, engaging different support structures with the school as needed.

This classroom level support is augmented by the school's Advisory program. Every student at Amy Biehl High School belongs to a multi-age Advisory group. Each advisory has 12 to 15 students and meets three times a week with an Advisor. Ultimately, the role of Advisory is to help a student build relationships that will sustain them during their time at ABHS. Advisory provides the following to students:

- Careful monitoring of academic progress
- Routing students towards academic support spaces
- Framing a student's four-year ABHS journey
- Establishing personalized learning plans
- Engaging in service work
- Framing a pathway to college



In addition, a student's Advisor is the central link for parents and families to the school; parents may contact their student's advisor at any time. Through Advisory, families at Amy Biehl participate in an ongoing conversation about their child's well being and education. The Advisor organizes twice-yearly family meetings to assess student strengths, struggles, passions, and goals as well as to develop strategies to support student success. The family meetings are co-led by the student and their advisor.

## Is this still the case?



### 3.1.2 Facility Concepts

The third layer of security and safety for students comes in the form of the school's Student Support Center. The SSC works with students, families, and staff to support social and emotional well-being. Its goal is to promote self and social awareness and develop interpersonal skills to establish and maintain positive and healthy relationships in our community. Support is provided in many ways, including:

- Intervening with students and their families
- Working closely with teachers and other staff members to address concerns in the classroom and develop solutions for that student
- Attending IEP meetings as an advocate for the student and family
- Mediating disagreements between students or between students and staff
- Assisting students and families with community resources such as legal services, advocacy, trainings, support groups, mental health agencies, etc.
- Consulting with other mental health professionals to address student needs
- Facilitating discussions in the classroom to promote social and emotional wellness
- Educating and promoting healthy behavior and providing assistance for sick/injured students
- Working to empower teachers and students to create safe classroom conditions
- Providing crisis management services to individuals and the community as needed

#### Sustainability/Utilities

Efficient and mindful use of energy resources is important to the culture of social awareness at ABHS. The school's urban location provides many students and staff the opportunity to commute via public transportation. By choosing to adaptively re-use the old federal building, the school preserved the materials and energy that would have otherwise been consumed in the construction of a new facility. Some measures that the school has taken to improve the energy efficiency of the older building in the past include the following:

- Replacement of older plumbing fixtures with low-flow fixtures
- Replacement of incandescent bulbs with compact fluorescent bulbs
- Installation of lighting occupancy sensors in classrooms and offices
- Installation of controls to allow multiple lighting levels in some classrooms
- Use of daylighting rather than artificial lighting when possible
- Installation of white reflective roof coating over existing built-up roof
- Preventive maintenance practices to maximize life of building systems
- Replacement of single speed motors with variable speed motors in HVAC equipment

**What else should be added to this list?**





### 3.1.2 Facility Concepts

In addition, the school would like to pursue the following energy saving measures in the future:

- Upgrade existing single pane windows
- Improve building envelope insulation
- Calibration of mechanical controls and air flows
- Regular servicing of air handling units to optimize efficiency

## What else should be added to this list?

### Student Involvement with Energy Management

The Amy Biehl High School building committee is comprised of students from all grade levels. These volunteers learn about the historical, maintenance aspects and logistics necessary to our building health. They provide community service to the school by acting as tour guides and participate in decisions to maintain and enhance our school. Their input on such diverse topics as solar energy, landscaping, waste reduction and recycling efforts and future construction goals add to the school's image. The active role these students take parallel the community service goals and leadership skills that play a major part of the Amy Biehl High School curriculum. (Richard?)



### 3.1.2 Facility Concepts

#### **Flexibility**

The School's location in the Old Post Office has proven itself to be very adaptable in meeting the many needs of instruction and community engagement programming. The classrooms have considerable variation in size, a fact that although presents difficulty in scheduling classes, also offers a variety of venues for different types of instruction. Between classrooms and the larger multi-use spaces on the first and second floor, the school works to carefully manage facility use to allow for small group activities, lecture style instruction, the combination of classes, break out sessions, all school assemblies and events, weekly literary circles, and public exhibitions of learning. Although the campus is small, the school also works with the city to barricade streets in the case for all school events which occur approximately 2-3 times a year. Further flexibility has been added with the recent addition of the lease space on the first floor of the Simms building, adding 3 larger classrooms to ABHS's space.

#### **Community Use**

As previously described, given its mission of scholarship and community engagement, ABHS strives to make its facility accessible to members of both the immediate school community as well as the broader Albuquerque community. The school holds regular Saturday School Session and Interim School Sessions two times a year. In addition, the school regularly hosts the practices and meetings of Calpulli Ehecatl, a local troupe of Aztec Dancers, local Kung Fu class, and Families for ABHS. The school has also hosted meetings and provided conference space for the Childrens' Cabinet, New Mexico Forum for Youth and Community, UNM, CNM, PNM, the New Mexico Coalition for Charter Schools, and the Downtown Action Team.







### Capital Plan

The timeline on the following pages identifies projected costs for the next 5 years (2017 to 2021) for life-safety upgrades, building upkeep and maintenance, and facility improvements. Following the graphic timeline is a more detailed breakdown of probable costs in table format. Costs included in the table were obtained from national and local industry data, contractors, and product manufacturers. Costs included in the project budget do not include inflation factors.

Typical annual facility needs are summarized below and are included in the yearly budgets on the following pages. Costs for typical annual needs were obtained from ABHS.

#### TYPICAL ANNUAL NEEDS: \$377,350.00

• Maintenance & Upkeep of boiler, chiller and elevator	\$18,650.00
• Utilities (Water/Gas/Electric)	\$70,000.00
• Janitorial	\$38,000.00
• Burglar, Elevator and Fire Alarm monitoring	\$8,700.00
• Lease of Building from ABHS Foundation	\$232,000.00
• Other miscellaneous repairs and maintenance	\$10,000.00



10/10 Fundraising  
Event for Amy  
Biehl High school  
class-6:30pm  
\$35.00: PUBLIC  
WELCOME!



ABHS holds many fundraising events throughout the year.



#### 4.1.1 Capital Projects

##### Strategy for prioritization of capital needs

The steering committee organized the school's capital needs based on the following order of priorities:

- Health, safety, welfare of occupants
- Stabilization and upkeep / maintenance of existing facility
- Preventive maintenance
- Energy efficiency of building systems
- Facility improvements in accordance with Adequacy Standards

For example, the steering committee recommends that those items which may potentially impact the health, safety, and welfare of building occupants be addressed as soon as funding permits. After these life-safety items have been resolved, the steering committee recommends addressing items related to maintaining the existing facility. Such items may include upkeep of the building envelope in order to prevent deterioration which may lead to more costly repairs, as well as improving energy efficiency of existing systems. Following life-safety and building maintenance items, the steering committee recommends facility improvements in accordance with PSFA's Adequacy Standards that support the school's educational goals.

The following list represents the main items requiring significant capital attention and is in order of priority as established through discussion with the steering committee members. The items are listed in the following chart in specific years for planning reasons, but may shift up or down the timeline due to circumstance and maintenance. The overall order though is intended to remain the same.







#### 4.1.1 Capital Projects

##### Priority List for Significant Capital

##### **1st significant capital priority- Replacement of Main Sewer Connections in Gold Ave.**

The Steering committee listed this item as first priority as it is a life safety and welfare issue. The main sewer line connections are original to the building and are cast iron. Many investigative scopes of the lines have been performed and show major blockage and degradation of the lines. When the lines are replaced they should be resized from 4" to 6".

##### **2nd significant capital priority- Elevator Modernization**

Currently the elevator does not have annunciation and doors are in need of replacement. ABHS has received quotes and has listed from vendors to set a budget and has placed this item as the second priority and would like to accomplish this item within 2017-2018, funding provided.

##### **3rd significant capital priority- HVAC air return system**

Currently there is not a reliable return air system, most notably, for the classrooms on the 2nd and 3rd floors of the main building. The air return is currently the door grilles and transoms to the hallway ceiling grills from the classroom spaces. This causes acoustic issues and many have been closed off by staff due to distraction to learning.

##### **4th significant capital priority- Electrical Distribution**

The existing inverter and motherboard have failed in the recent past and have been serviced but not replaced. For consistency of service in the future, as well as providing capacity for possible expansion of the basement as occupiable space, it is recommended that both should be replaced. Also within this category is the inclusion of wireless access throughout the school as it is the intent for every student to have their own computer and provide the connectivity to all.

##### **5th significant capital priority- Increase Educational Space**

There are several items included in this priority and range in size. The first is creating an additional classroom space at the west end of the school commons located on the first floor of the main building. At the conclusion of the list would be the renovation of the basement into additional educational space. This would possibly be in the form of a 'makers space' lab, music room, or if code issues can be addressed, additional classrooms. It is a critical item for the school to keep educational space expansion on the priority list due to their main funding source being tenuous in nature. If ABHS were to lose the small school funding, they would need to expand the student body count from 300 to 400 to maintain adequate funding to continue as a school. The long term intent is to have all of the educational space within the main building and not have the Simms lease space as a long term solution to the school's space needs.



#### 4.1.1 Capital Projects

##### Priority of Capital Projects By Year

ANNUAL				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Boiler/ Chiller/ Elevator	Upkeep / Maintenance	\$18,650.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	No funding anticipated at this time.
Janitorial	Upkeep/ renewal of existing/ graffiti removal/ supplies	\$38,000.00		
Communication + security	Alarm monitoring and equipment maintenance	\$8,700.00		
Utilities	Water/ Gas/ Electric	\$70,000.00		
Lease of Building	from ABHS Foundation	\$232,000.00		
Misc. Repairs/ Maintenance		\$10,000.00		
	ANNUAL TOTAL	\$377,350.00		
2017				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Annual costs	Typical	\$377,350.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	No funding anticipated at this time.
Replace aging sewer pipes	Two separate pipes connected to main in Gold St. as well as new line to connect basement. Price also includes associated street/sidewalk replacement.	\$235,644.00		
Indaba ceiling replacement	Address HVAC return air issue (currently air is pulled thru accoustic tile)	\$25,200.00		
	2017 TOTAL	\$638,194.00		



#### 4.1.1 Capital Projects

##### Priority of Capital Projects By Year

2018				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Annual costs	Typical	\$377,350.00		\$0.00
Elevator upgrades (L/S)	Life-safety upgrades	\$140,000.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	\$75,600.00
HVAC upgrades	2nd and 3rd floor return system and monitor upgrades	\$90,200.00		\$48,708.00
Abatement of Asbestos at attic and Messanine	Attic: Removal of approx. 200 lf of ACM TSI on pipe runs and 10 elbows. Messanine: Removal of approx 200 lf of ACM TSI on pipe runs and 10 elbows.	\$26,355.00		\$14,231.70
Communications & Security	Infrastructure upgrades	\$28,500.00		\$15,390.00
	2018 TOTAL	\$662,405.00		
2019				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Annual costs	Typical	\$377,350.00		\$0.00
Electrical upgrades	Panel and breaker upgrades	\$17,000.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	\$9,180.00
Interior paint	Repaint all interior walls	\$110,000.00		\$59,400.00
New art room sinks and casework	Replace existing sink that clogs with 1 sink for art room environment and another sink for accessibility	\$12,000.00		\$6,480.00
Acoustic panels in courtroom	Replace existing acoustic panels	\$4,000.00		\$2,160.00
Acoustic panels in hallways	Install panels in hallways 317B and 317C	\$6,750.00		\$3,645.00
Flooring - classrooms	Replace carpet in classrooms with marmoleum tile	\$50,000.00		\$27,000.00
Classroom Space at Commons	installation of storefront wall at the west end, including sound attenuation and associated ceiling.	\$52,000.00		\$28,080.00
	2019 TOTAL	\$629,100.00	\$491,890.00	\$134,460.00



#### 4.1.1 Capital Projects

##### Priority of Capital Projects By Year

<b>2020</b>				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Annual costs	Typical	\$377,350.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	\$0.00
Outdoor PE area	Improvements and expansion of existing loading dock to make space usable for PE classes	\$110,000.00		\$59,400.00
Exterior doors and windows	Repair, Patch and paint existing	\$100,000.00		\$54,000.00
	2020 TOTAL	\$587,350.00	\$473,950.00	\$113,400.00
<b>2021</b>				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Annual costs	Typical	\$377,350.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	\$0.00
Music (?) classroom addition	16' x 32' pre-fabricated structure installed on the northeast portion of property	\$190,000.00		\$102,600.00
Administration renovation	To address HVAC issues and possible security at the entry procession	\$125,000.00		\$67,500.00
	2021 TOTAL	\$692,350.00	\$542,950.00	\$194,400.00
<b>2022</b>				
ITEM	DESCRIPTION	ANNUAL BUDGET	PROVIDED BY SCHOOL	POTENTIAL STATE MATCH
Annual costs	Typical	\$377,350.00	Funding sources to include HB33 and SB9 allocations, private fundraising, and legislative appropriations.	\$0.00
Hazardous material abatement at basement level	FLOOR TILE/MASTIC 7,700 SF	\$31,127.25		\$16,808.72
Basement renovation	To create work labs, such as the makers space (14,200 SF at \$85 per SF)	\$1,207,000.00		\$651,780.00
	2022 TOTAL	\$1,615,477.25	\$946,888.54	\$668,588.72



#### 4.1.2 Financing Options

##### Capital Funding Description

###### Historical

ABHS remodeled its current home through state, local, and private fundraising efforts. Since occupying the Old Federal Post Office and Courtroom in 2006, the school has used state capital appropriations and grant funds to make additional capital improvements, including recent roof and boiler repair.

###### Current and Future Funding

The school will continue to utilize SB 9 and HB 33 funds as well as revenue generated through private fundraising. HB 33 funds amount to \$642.59 per student on an annual basis, which is \$192,777.00 per year, using the enrollment of 300 students from the last two years as expected enrollment cap for the school. SB 9 funds amount to \$322.15 per student on an annual basis, which is \$96,645.00 per year for 300 students, for a total combined fund of \$289,422.00.

Additional funds from the Amy Biehl High School Foundation are focused on student centered initiatives such as the Angel Fund, which provides funding for college entrance exams, college visits, dual-credit textbooks, and other college related expenses for students in need.







## 5. MASTER PLAN SUPPORT MATERIAL



# Certificate of Occupancy

City of Albuquerque  
Planning Department  
Building Safety Division

*This Certificate, issued pursuant to the requirements of Section 308 of the Albuquerque Uniform Administrative Code, certifies that at the time of issuance this structure was in compliance with the above code and other technical codes and city ordinances regulating building construction or use.*

Building Address 123 4<sup>th</sup> St SW Zip

Portion of Building Amy Biehl High School

Use Classification Commercial Project Bldg. Permit No. 0401036

Occupancy Group E1A2.1 A3B S1 Type of Construction II 1 Hr Sprkld Land Use Zone SU 1

Owner of Building General Services Administration Address 517 Gold Ave SW Albuquerque, NM 87103

By: Bob Williams Kathleen Sigala

Date: May 8, 2006

Chief Building Official

POST IN A CONSPICUOUS PLACE

# Certificate of Occupancy

City of Albuquerque  
Planning Department  
Building Safety Division

*This Certificate, issued pursuant to the requirements of Section 115.3 of the Albuquerque Uniform Administrative Code, certifies that at the time of issuance this structure was in compliance with the above code and other technical codes and city ordinances regulating building construction or use.*

Building Address 400 Gold Ave SW

Zip 87102

Portion of Building Tenant Improvement

Use Classification Commercial Project

Bldg Permit No. 201690973

Occupancy Group E Type of Construction I-A Sprkld

Land Use Zone SU-3

Owner of Building Peterson Properties, LLC

Address: 2325 San Pedro NE Albuquerque, NM 87110

*P. Land Clark*

By: Camille Cordova

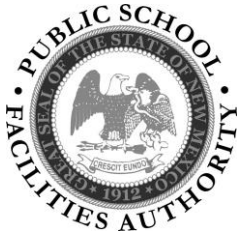
V Land Clark  
Chief Building Official

Date: July 18, 2016

IBC Code Year: 2009

**POST IN A CONSPICUOUS PLACE**

**MAXIMUM OCCUPANT LOAD: 97**



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

*Jonathan Chamblin, Director; Martica Casias, Deputy Director*

**1312 Basehart Road, SE, Suite 200, Albuquerque, NM 87106**  
**(505) 843-6272 (Phone); (505) 843-9681 (Fax)**  
**Website: [www.nmpsfa.org](http://www.nmpsfa.org)**

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Frank McCulloch  
Executive Director/Principal  
Amy Biehl Charter High School  
123 4<sup>th</sup> Street SW  
Albuquerque, NM 87102

Dear Director McCulloch,

The Public Schools Facility Authority is in receipt of your request to receive the wNMCI scores for both of your campuses. One of the facilities is located at 400 Gold Ave SW, and the other at 123 4<sup>th</sup> Street, Albuquerque, NM. The wNMCI score determines if this facility meets statewide adequacy standards for charter schools, pursuant to 22-20-1 NMSA 1978.

Both facilities have an Educational Certificate of Occupancy.

The wNMCI score is applied to both campuses. The wNMCI score for Amy Biehl Charter High School is 21.08%. The current average is 23.07%.

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

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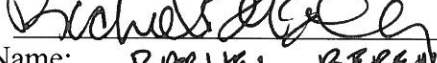
Martica Casias  
Deputy Director  
Public School Facilities Authority

**CERTIFICATION C**  
**Facility Owner - Non-Profit Foundation**

The undersigned hereby certify under penalty of perjury that the owner of the facility in which Amy Biehl High School is housed is a nonprofit entity specifically organized for the purpose of providing the facility for Amy Biehl High School.

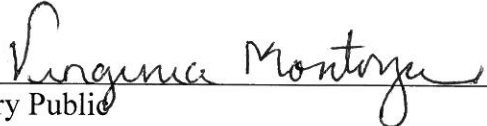
In addition, the undersigned hereby certify under penalty of perjury that the owner of the facility is fully responsible for maintaining the facility to the statewide adequacy standards applicable to charter schools, at no cost to the lessee school or to the state, as set forth in NMSA 1978 Section 22-8B-4.2(D)(2)(a), or a successor statute.

**Charter School Governing Board**

By:   
Print Name: RACHEL BERENSON  
Print Title: GOVERNING chair  
Date: 9.24.19

STATE OF NEW MEXICO                    )  
  ) ss.  
COUNTY OF Bernalillo                    )

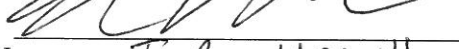
On this 24 day of September, 2019, before me, the undersigned officer, personally appeared Rachel Berenson, known to me to be the person whose name is subscribed to the within instrument, and acknowledged executing the same for the purpose therein contained.

  
Notary Public

My Commission Expires:

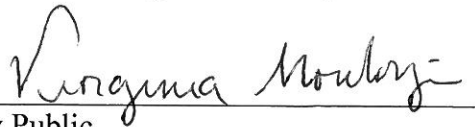
1-7-2021

**Charter School Principal / Administrator**

By:   
Print Name: Frank McCulloch  
Print Title: Exec. Director / Principal  
Date: 9-25-19

STATE OF NEW MEXICO                    )  
  ) ss.  
COUNTY OF Bernalillo                    )

On this 25 day of September, 2019, before me, the undersigned officer, personally appeared Frank McCulloch, known to me to be the person whose name is subscribed to the within instrument, and acknowledged executing the same for the purpose therein contained.

  
Notary Public

My Commission Expires: 1-7-2021