



## **Exhibit A - Scope of Work Jemez Mountain Gallina ES High School Campus Master Plan and Educational Specifications Addendum to RFP#2021-001**

### **March 10, 2021**

This scope of work updates the scope of work included in the Jemez Mountain Public School District RFP#2021-001.

The revision in the scope of work below pertains to Part I/Section 5 Teacher Housing, shaded in the yellow text. The original scope of work did not contain this task.

This checklist is based upon the required deliverables that the contractor turns into the Public School Facilities Authority. The Facility Master Plan and Educational Specifications development use the New Mexico Public School Adequacy Planning Guide and the New Mexico Adequacy Standards as reference. The document consists of written and graphic document with the following components and identified sections, in the specific order below.

Gallina Elementary School, Coronado Middle School and Coronado High School are all located in close proximity to each other. While the focus of this project is Coronado High School, this scope takes into consideration Coronado Middle School, Coronado High School and their role in maximizing utilization efficiency, if any. In addition, this study request enrollment and capacity/utilization information at Gallina Elementary school since elementary enrollment trends influence the middle and high school projections.

### **PART I: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS**

***Please note, Part I and Part II can be part of the same document***

In preparing this Campus Master Plan and Educational Specifications, please use a comprehensive community engagement process including (to the greatest extent possible during the COVID-19 health issue and district comfort):

- Steering Committee meetings;
- Meetings with the district/school board;

- At least 2 Community workshops to identify issues and present findings/recommendations;

## **Section 1. Review of PSFA Facilities Assessment Database**

A. Review PSFA Facilities Assessment Data Base and Facilities Master Plan for Gallina Elementary School, Coronado High School and Coronado Middle School, noting significant issues with school structure, systems, and overall condition and note changes on the FAD Executive Summary.

## **Section 2. Existing Site/Facilities Overview**

### **A. Site/Facilities Overview**

#### **1. Discuss school district boundaries.**

- Include mapping of school district, school district subareas (create maps in a format that is supported in or capable of being imported into ArcGIS)

#### **2. Provide district facility inventory in tabular form for the Coronado High and Coronado Middle school sites and provide the following information for each facility:**

- Name of facility
- State identification number
- Physical address
- Date of opening
- Date of major additions and renovations
- Facility condition index (FCI) and weighted New Mexico Facility Condition Index (wNMCI)
- Ownership status of school site
- Total building area gross square feet (GSF)
- Site acreage
- Total number of permanent general classrooms in Coronado High School and Coronado Middle School
- Total number of permanent specialty classrooms in Coronado High School and Coronado Middle School
- Total number of portable classrooms in each Coronado school
- Grand total number of classrooms (general + specialty + portable)
- Current year enrollment (40<sup>th</sup> day count)

### **B. Adequacy Analysis**

1. Provide an overview of the spaces in relation to adequacy

- a) Spaces under adequacy and SF
- b) Spaces to adequacy and SF
- c) Spaces over adequacy and SF

C. Provide graphic showing school dates of school construction and additions.

D. Provide site plan showing building Coronado High, Coronado Middle School footprints, playing fields, portables, parking, other features on the site.

### **Section 3. Demographics and Enrollment**

A. Past Enrollment Trends (Pre-12<sup>th</sup> – Provide an overview of enrollment trends in the Coronado area schools for the previous five school years. Discuss relevant factors that have impacted the enrollment trends such as:

1. Relevant demographic trends in the county/district/School Attendance Boundaries such as:

- a) Census data
- b) Birthrates
- c) In/out migration
- d) Historic enrollment trends
- e) Economic development
- f) Educational programs
- g) Impact of Bureau of Indian Education facilities in the area, if any
- h) Pre-K programs in the area

2. Provide table or chart that summarizes the past five years of enrollment for Coronado area schools (based on latest 40-day Certified Enrollment Counts).

B. Enrollment Projections – Provide Pre-K-12<sup>th</sup> enrollment projection analysis for the next five years for Coronado area schools and their individual grade levels.

1. Provide table or chart that summarizes the enrollment projection for the next five years for the project.

2. Provide a brief analysis of projection and likely enrollment trend scenario for Coronado area schools.

3. Discuss relevant factors that justifies the projection and likely enrollment trend scenario for Coronado area schools such as (as applicable):

- a. Previous enrollment trends
- b. Survival ratios
- c. Birth rates
- d. Municipal/County/Regional demographic trends
- e. Housing development
- f. Boundary adjustments
- g. Programmatic changes
- h. Economic development initiatives/dominant industry expansion
- i. Alternative schools, charter schools, online schools, and/or Bureau of Indian Education schools operating in the area
- j. Others

## Section 4. Utilization and Capacity

A. Maximum/Functional Capacity Analysis – For the Coronado High School, Coronado Middle School, and Gallina Elementary School

1. Maximum capacity with and without portables
2. Functional capacity with and without portables

B. Utilization Analysis for the existing facilities – Prepare a utilization analysis of the existing facility that identifies the following (please utilize PSFA Utilization Analysis sheet located on PSFA website at):

<http://nmopsfa.org/?q=facility-planning>

C. Identify special factors that affect capacity and utilization of existing facilities such as (if any):

1. Special education
2. Other special programs or curriculum issues
3. Attendance boundary issues
4. FTE availability
5. Vacant, underutilized, or instructional spaces repurposed for non-instructional uses in Coronado , Coronado Middle, and Gallina Elementary schools
6. District transfer policy
7. Potential for grade level reconfiguration
8. Alternative programs in the area and/or Bureau of Indian Education facilities

9. Other

D. Space Needs at Gallina Elementary School

1. Based on capacity, utilization, current educational program, and special factors, discuss classrooms and core spaces the project will need to accommodate enrollment projection and planned educational program.
2. Discuss relevant strategies to meet the school's projected space needs efficiently including (if applicable).
  - a) Increased/decreased capacity and related square footage
  - b) Additions to or expansion of core facilities
  - c) Boundary adjustments
  - d) Schedule changes
  - e) Grade level configuration
  - f) Space consolidations or repurposing of existing space

## Section 5. Student Teacher Housing Needs Analysis

A. The district desires to build teacher-housing units at the Gallina ES/Coronado MS/HS Campus. Coordinate with the district to quantify the number of teacher housing units the district needs to accommodate demand. Please note, a structural assessment of the existing Teacher Housing structures are not required. Include:

1. Number of overall dwelling units the district needs to accommodate demand from staff.
2. Identify the number of dwelling unit types the district desires to accommodate demand from staff including:
  - a) Studio
  - b) Two bedroom
  - c) Three bedroom

3. Potential locations for new teacher housing units

## Section 6. Recommendations for Gallina Elementary School, Coronado High School/Coronado Middle School Campus Master Plan.

A. Based on Data gathered in the Structural/Systems Feasibility Study, Sections 1-5 and community input, please provide recommendations and/or options for efficient campus utilization and organization. In determining recommendations, please consider the following (as applicable):

1. Potential for building consolidation
2. Potential for shared spaces among each Coronado area school
3. Potential for reducing square footage including comparison of existing gross square footage of each Coronado area school vs GSF eligible for five-year enrollment projection per the PSFA GSF calculator at:

<https://www.nmpsfa.org/wordpress/building-standards-and-planning-guidelines/>

4. Discussion related to addressing adequacy issues (i.e. spaces under adequacy, spaces over adequacy to remain)
5. Grade level configuration
6. Space adjacencies (i.e. – how and where the elementary school, middle school, high school space will configure in relation to the rest of the campus and/or high school grade levels)
7. Site and/or campus re-organization and/or configuration
8. Campus security
9. Recommendation for full replacement and/or partial replacement based on building condition and excess square footage
10. Phasing

B. Provide revised conceptual floorplan that shows where work will take place, the nature of work, the types of spaces to be added/demolished, spaces to remain and phasing.

C. Provide conceptual site plan showing how project will lay out on the site and how it relates to:

1. Parking
2. Student drop-off/pick-up for both parent and bus
3. Playground/Playing Fields
4. Student access to buildings and circulation within site
5. Identification of Site Acreage
6. Circulation between Gallina Elementary School, Coronado High School and Coronado Middle School
7. Site constraints
8. Proposed campus layout options showing joint Elementary, Middle School and High School campus

## **PART II: EDUCATIONAL SPECIFICATIONS**

*The educational specifications pertain to primarily to Gallina Elementary School, however, they should note any opportunities for sharing between Coronado Middle and High School if space and community desires allow.*

## **Section 7. Educational Program and Delivery System for Gallina Elementary School**

- A. Describe the school’s instructional program and curriculum delivery methods.
- B. Describe the school’s grade level configuration and identify any special organizational models (i.e. academies, grade level groupings, collaboration/partnerships).
- C. Discuss school scheduling approach (periods, hours, lunch seating rotations, library time, computer lab, student arrival, and student dismissal).
- D. Identify any special programs or unique curriculum features such as special education, performing/visual arts, electives, advanced placement, online learning opportunities, outdoor classroom, and/or off site learning/areas).
- E. Discuss any special curricular and extracurricular activities the building accommodates including joint use with other entities that use the school.
- F. Discuss any anticipated changes to the educational program or delivery system in the new project.

## **Section 8. Facility Goals and Concepts for Gallina Elementary School Campus (Including recommendations from Section 5)**

- A. For Gallina Elementary School Campus describe the major facility goals and concepts including the following (but not limited to) characteristics:
  - 1. Safety and Security
  - 2. Sustainability and Energy Efficiency
  - 3. Building flexibility – the ability of the building to accommodate different teaching methods, curriculum, potential changes in grade level configuration or programs
  - 4. Potential for community use or shared facilities with other entities (if any)
  - 5. Utilities
  - 6. Preventive Maintenance Program
  - 7. Efficient utilization of spaces

8. Sharing of spaces with Middle School or Elementary School, if community and district approves and scheduling or space allows and validated through community meetings.
9. Any other issues or special considerations that impact building use, space requirements, and/or costs

## **Section 9. Space Requirements in Gallina Elementary School**

A. In a chart or table, Itemize the quantity and sizes of spaces required to accommodate the educational program.

1. Make a clear distinction between the spaces to adequacy and those over adequacy per the adequacy planning guide at (if any):

<http://www.nmpsfa.org/?q=node/115>

2. Quantify the number of spaces needed and size of spaces needed for the school's educational program including but not limited to
  - a. Student dining
  - b. Administration
  - c. Student health/nurse suite (can be included in admin)
  - d. Media arts
  - e. Technology aided instruction (computer labs)
  - f. Janitorial/building support
  - g. Student commons
  - h. Any other spaces requires to support school's operation
3. Identify the number of students each space will serve.
4. Calculate building TARE

B. Provide a graphic diagrams illustrating the relationship between program areas and other district facilities.

C. Identify anticipated student capacity, utilization, and efficiency of the facility use and provide supporting analysis.

## **Section 10. Room/Space Characteristics and Criteria**

A. Identify the general functional, spatial, and environmental characteristics of each room and include:

1. Anticipated furnishings
2. Built-in equipment/spaces including:
  - a. Case work



- b. Sink
- c. Restroom (s)
- d. Lockers or storage
- 3. Technology requirements
- 4. Power requirements

B. In order to make a clear distinction between the items PSCOC will pay for and those which PSCOC will pay, itemize spaces, equipment, and furnishings into two separate categorized lists - PSCOC eligible and non-PSCOC eligible.

## Section 11. Phasing Plan

A. Identify potential project phasing including:

- 1. Housing of Coronado High School students during construction
- 2. Potential project timeline
- 3. Anticipated project delivery

## Section 12. Project Budget

A. Provide an estimate of probable cost for the total project including:

- 1. Site development costs
- 2. Facility construction
- 3. Demolition
- 4. Other project costs

B. Identify cost estimating assumptions and address.

- 1. Unit costs
- 2. Inflation
- 3. Other cost factors (i.e. distance from materials/labor, part of the state in which project is located)

## Section 13. Prohibited Bidding

No state agency or local government agency shall accept a bid or proposal from a person who directly participated in the preparation of specifications, qualifications or evaluation criteria on which the specific competitive bid or proposal was based. A person accepting a bid or proposal on behalf of a state agency or local government agency shall exercise due diligence to ensure compliance with this section.

**History:** 1953 Comp., § 5-12-13, enacted by Laws 1967, ch. 306, § 13; [2007, ch. 362, § 7](#); [2011, ch. 138, § 10](#).

## ANNOTATIONS

**The 2011 amendment**, effective July 1, 2011, prohibited local government agencies from accepting bids from persons who participated in the preparation of the specifications, qualifications or evaluation criteria of the bid.

**The 2007 amendment**, effective July 1, 2007, prohibited political subdivisions from accepting bids or proposals from a person who participated in the preparation of qualifications or evaluation criteria and requires persons who accepts bids or proposals for a state agency or political subdivision to use due diligence to ensure compliance with this section.

**School district not state agency.** — "State agency" as used in the Conflict of Interest Act [now Governmental Conduct Act] does not apply to school districts. 1969 Op. Att'y Gen. No. [69-19](#).

**Section not violated.** — If the state purchasing agent secures free technical assistance from a supplier in order to aid in preparing specifications, this act is not violated. 1967 Op. Att'y Gen. No. [67-118](#).

**Scope of "person".** — "Person" as used in this section includes any person, corporation, partnership or other legal entity. 1967 Op. Att'y Gen. No. [67-118](#).

## CAMPUS MASTER PLAN/EDUCATIONAL SPECIFICATIONS DELIVERABLES

Provide PSFA (1) one copy of the draft campus master plan/educational specifications document containing written narrative and enhanced with graphics, tables/charts, floor plans, and maps for review (either hard copy OR electronic format acceptable) prior to School Board approval. Upon receipt of PSFA approval letter, provide PSFA (1) one hard copy of the final educational specifications document. Upload an electronic copy of the final educational specifications document to the PSFA E-Construction Management System.