

MAY 2017

BEST

Building Excellent Schools Today



COLORADO
Department of Education

Division of Capital Construction

**SUMMARY OF BUILDING EXCELLENT SCHOOLS TODAY (BEST)
FY2017-18 GRANT APPLICATIONS
RECEIVED FEBRUARY 24, 2017**



SUMMARY OF BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2017-18 GRANT APPLICATIONS

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BEST FY2017-18 Grant Application Review Ground Rules**Schedule & Time**

Please be respectful of each other's time. Make your best effort to adhere to the schedule, including time allotted for breaks and lunch.

Completing Work

Each member shall complete their share of the work for each grant reviewed. Grant Evaluation Sheets and Waiver Evaluation Sheets will be collected after each grant review.

Decision Making

Grant evaluations sheets will be completed by each individual member during each initial grant review, and then the CCAB as a whole will make a public motion to move a grant project to the recommendation shortlist. Once all grants have been reviewed the CCAB as a whole will decide on the final prioritized list.

Participation

All members may speak freely and listen attentively. All members shall participate in all phases of the process, unless they are required to recuse themselves.

Focus

The discussions should remain focused on the grant application proposals and the information provided by Division staff and the grant applicant.

Openness / Conflict

Each member shall succeed in getting relevant issues on the table. Each individual's input is valued. Each member shall manage conflict effectively.

Critique

Each member shall take their work seriously, provide meaningful feedback on their evaluation sheets, reflect and self-critique along the way.

Humor

Each member shall remember to keep a good sense of humor, smile and enjoy the company of others as we move forward in helping needy public schools throughout the State.

INTRODUCTION

In 2008, the General Assembly enacted and the Governor signed HB08-1335 which established a new program called Building Excellent Schools Today (BEST) to assist School Districts, Charter Schools, Institute Charter Schools, BOCES, and the Colorado School for the Deaf and Blind (CSDB) with capital improvements to facilities.

The Bill:

- Created the Division of Public School Capital Construction Assistance (Division) within CDE to administer the program;
- Established the Capital Construction Assistance Board (CCAB) to oversee the program;
- Created the assistance fund to fund BEST projects;
- Required the establishment of Public School Facility Construction Guidelines (Guidelines);
- Required a statewide facility assessment;
- Provides funding to the assistance fund for capital construction projects addressing health & safety, overcrowding, technology, and other;
- Provides technical assistance to school districts, charter schools, BOCES, and the CSDB.

The funding for the assistance fund (BEST Funds) consists of:

- State Land Trust revenue from rental income, land surface leases, timber sales, and mineral leases;
- Colorado Lottery Spillover;
- Marijuana Excise Tax;
- Interest from monies in the assistance fund.

On February 24, 2017, the Division received 50 grant applications for the FY2017-18 BEST grant cycle. The amount requested for BEST funds was \$374.8 million with applicants providing \$255.6 million in matching funds. Two applications were withdrawn, and individual grant amounts have been revised through staff review. The CCAB is responsible for submitting a prioritized list of recommended projects from the applications to the State Board for final approval and award. This book summarizes all of the applications submitted and provides additional data to assist with the evaluation of the applications. The Public School Facility Construction Guidelines, established in rule by the CCAB, will also be utilized when reviewing applications.

In preparation of the CCAB grant review, Division staff has read each application and gone through a thorough review process to evaluate scope, budget, proposed solution, conformance with guidelines, and alignment with statewide assessment findings.

Section 6.2 of the BEST Rules require the CCAB, taking into consideration the Statewide Assessment, to prioritize and determine the type and amount of the grant or matching grant from applications for projects deemed eligible for BEST funding based on the following criteria, in descending order of importance:

- Projects that will address safety hazards or health concerns at existing public school facilities, including concerns relating to public school facility security, and projects that are designed to incorporate technology into the educational environment. In prioritizing an application for a public school facility renovation project that will address safety hazards or health concerns, the CCAB shall consider the condition of the entire public school

facility for which the project is proposed and determine whether it would be more fiscally prudent to replace the entire facility than to provide financial assistance for the renovation project;

- Projects that will relieve overcrowding in public school facilities, including but not limited to projects that will allow students to move from temporary instructional facilities into permanent facilities;
- All other projects.

BEST grants are matching grants and each applicant is required to provide matching funds in an amount determined using criteria in statute. An applicant can submit a waiver request for part, or for the entire matching requirement. The CCAB will evaluate each request and make a decision whether the waiver should be approved or denied.

Grant Applicant Review Process:

Applications will be reviewed alphabetically in the following order: County, then by Applicant name
(*Applicant's photos will be shown while each project is being discussed*)

Applicants will be given the opportunity to present their project to the CCAB. Each applicant is allowed any representatives available to address the CCAB and answer questions pertaining to their grant application.

- **This is voluntary and the application will not be penalized for not having a representative present.**

Individual Grant Application Review:

- 1) Once a grant is up for review, the Director will ask the Division staff representative and the grant applicant to approach the review tables;
- 2) The Director of the Division will introduce the project (applicant name & project title), then ask the applicants' presenters to introduce themselves;
- 3) After the presenters have introduced themselves, they will be given a two-minute window to present to the CCAB;
 - The presentation should include any items the applicant wishes to highlight or address pertaining to the proposed project. No visual materials will be allowed for the presentation;
- 4) Following the applicant's presentation, the Board Chair will open the floor to any discussion / questions the CCAB may have;
- 5) After the CCAB has thoroughly reviewed the grant application and all questions have been answered, each CCAB member will complete a grant application evaluation sheet;
- 6) The CCAB will then make a public motion to move the application to a funding recommendation shortlist.
 - NOTE: Moving an application to a funding recommendation shortlist does not guarantee the application will be awarded. See below for the shortlist prioritization procedure;
 - If a project that has a waiver is not voted to the shortlist, the waiver will not be reviewed.
- 7) If an application is voted to a shortlist and a waiver is requested as part of the application package, the CCAB will evaluate the waiver, ask any questions and complete a waiver evaluation sheet;
 - Statutory waivers (waivers to prevent exceeding maximum available bonding capacity) will automatically be approved and a waiver evaluation will not be needed;
 - The Board Chair will entertain a motion to approve the applicant's waiver request;
 - Applicants whose waiver request is denied are still eligible to receive a grant;

- 8) After all evaluation sheets are collected by Division staff, the next grant application will be reviewed;
- 9) This process will be repeated until all applications have been reviewed;
- 10) Upon completion of the application review, Division staff will input the scores from the shortlisted application evaluation sheets into a master spreadsheet that will tally the total scores for each project;
- 11) The Division staff will present the CCAB with the results of the grant application evaluation sheets;
 - First, the shortlisted projects will be sorted by their identified statutory need (priority 1, 2, or 3);
 - Then, the sorted projects will be prioritized by their evaluation score, as determined by the average overall CCAB score;
 - In the event of a tie in scoring, the board will break the tie;
 - The board may determine at the time of the meeting whether a single or multiple short lists will be utilized to distinguish between small and large projects, prior to generating the final prioritized list;
- 12) The CCAB will review the prioritized list and make any final discussion remarks;
- 13) A funding line will be drawn at the set amount of available funding (State share), which the CCAB will review and make their final motion to approve the list.

The CCAB review will result in a prioritized list of projects to submit to the State Board for approval. The prioritized list shall include the CCAB's recommendation as to the amount and type of financial assistance to be provided and a statement of the source and amount of applicant matching moneys for each recommended project, based upon information provided by the applicant.

The State Board may approve, disapprove, or modify the provision of financial assistance for any project recommended by the CCAB if the State Board concludes that the CCAB misapplied the prioritization criteria in the statute. If the State Board concludes that the CCAB misapplied the prioritization criteria in the statute, then the State Board shall specifically explain in writing, its reasons for finding that the CCAB misapplied the prioritization criteria.

The forgoing is only intended to be a general outline of the process. The CCAB's recommendations will be made in accordance with applicable statutes and rules.

Attachments:

- BEST Grant Program Rules
- Public School Facility Construction Guidelines
- BEST Grant Priority Guidelines
- Unifomat
- Map of Participating Applicants
- Example of a BEST Grant Application Evaluation Tool
- Example of a BEST Grant Waiver Evaluation Tool for School Districts and BOCES
- Example of a BEST Grant Waiver Evaluation Tool for Charter Schools
- Glossary of Terms Used

COLORADO DEPARTMENT OF EDUCATION

DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION ASSISTANCE

1 CCR 303-3

BUILDING EXCELLENT SCHOOLS TODAY GRANT PROGRAM**Authority**

§ 22-43.7-106(2)(i)(I) C.R.S., the Public School Capital Construction Assistance Board may promulgate rules, in accordance with Article 4 of Title 24, C.R.S., as are necessary and proper for the administration of the BEST Act.

Scope and Purpose

This regulation shall govern the Building Excellent Schools Today (BEST) Public School Capital Construction Assistance Program pursuant to the BEST Act.

1. Definitions

- 1.1. "Applicant" means an entity that submits an Application for Financial Assistance to the Board, including:
 - 1.1.1.A School District;
 - 1.1.2.A District Charter School;
 - 1.1.3.An Institute Charter School;
 - 1.1.4.A Board of Cooperative Educational Services (BOCES);
 - 1.1.5.The Colorado School for the Deaf and Blind.
- 1.2. "Application" means the Application for Financial Assistance submitted by an Applicant.
- 1.3. "Assistance Fund" means the public school capital construction assistance fund created in § 22-43.7-104(1) C.R.S.
- 1.4. "Authorizer" means the School District that authorized the charter contract of a Charter School or, in the case of an Institute Charter School, as defined in § 22-43.7-106(1) C.R.S., the State Charter School Institute created and existing pursuant to § 22-30.5-502(6) C.R.S.
- 1.5. "BEST Act" means § 22-43.7-101 C.R.S. et seq.
- 1.6. "BEST Lease-purchase Funding" means funding from a sublease-purchase agreement entered into between the state and an entity as described in 2.1 pursuant to § 22-43.7-110(2) C.R.S.
- 1.7. "BEST Cash Grant" means cash funding as a matching grant.
- 1.8. "BEST Emergency Grant" means a request for Financial Assistance in connection with a Public School Facility Emergency.

- 1.9. “Board” means the Public School Capital Construction Assistance Board created in § 22-43.7-106 (1) C.R.S.
- 1.10. “Board of Cooperative Educational Services” or “BOCES” means a Board of Cooperative Services created and existing pursuant to § 22-5-104 C.R.S. that is eligible to receive State moneys pursuant to § 22-5-114 C.R.S.
- 1.11. “Capital Construction” means, pursuant to § 24-75-301 (1) C.R.S.:
- 1.11.1. Purchase of land, regardless of the value thereof;
 - 1.11.2. Purchase, construction, or demolition of buildings or other physical facilities, including utilities and state highways or remodeling or renovation of existing buildings or other physical facilities, including utilities and state highways to make physical changes necessitated by changes in the program, to meet standards required by applicable codes, to correct other conditions hazardous to the health and safety of persons which are not covered by codes, to effect conservation of energy resources, to effect cost savings for staffing, operations, or maintenance of the facility, or to improve appearance;
 - 1.11.3. Site improvement or development;
 - 1.11.4. Purchase and installation of the fixed and movable equipment necessary for the operation of new, remodeled, or renovated buildings and other physical facilities and for the conduct of programs initially housed therein upon completion of the new construction, remodeling, or renovation;
 - 1.11.5. Purchase of the services of architects, engineers, and other consultants to prepare plans, program documents, life-cycle cost studies, energy analyses, and other studies associated with any Capital Construction project and to supervise construction or execution of such Capital Construction projects;
 - 1.11.6. Any item of instructional or scientific equipment if the cost will exceed fifty thousand dollars.
- 1.12. “Capital Renewal Reserve” means moneys set aside by an Applicant that has received an award for a project for the specific purpose of replacing major Public School Facility systems with projected life cycles such as, but not limited to, roofs, interior finishes, electrical systems and heating, ventilating, and air conditioning systems.
- 1.13. “Charter School” means a Charter School as described in § 22-54-124 (1)(f.6)(I)(A) or (1)(f.6)(I)(B) C.R.S.
- 1.14. “Eligible Charter School” means a qualified charter school that is eligible for the Loan Program as defined in section 22-30.5-408(1)(c) C.R.S. and authorized to receive financial assistance pursuant to 22-43.7-103(7) C.R.S.
- 1.15. “Division” means the Division of Public School Capital Construction Assistance created in § 22-43.7-105 C.R.S.
- 1.16. “Financial Assistance” means BEST Cash Grants; BEST Lease-purchase Funding; BEST Emergency Grants; funding provided as matching grants by the Board from the Assistance Fund to an Applicant; or any other expenditure made from the Assistance Fund for the purpose of financing Public School Facility Capital Construction as authorized by the BEST Act.
- 1.17. “Grantee” means a School District, Charter School, Institute Charter School, BOCES or the Colorado School for the Deaf and Blind that has applied for Financial Assistance and received an award.

- 1.18. “Institute Charter School” means a Charter School chartered by the Colorado State Charter School Institute pursuant to § 22-30.5-507 C.R.S.
- 1.19. “Loan Program” means the charter school matching moneys loan program pursuant to 22-43.7-110.5 C.R.S.
- 1.20. “Matching Moneys” means moneys required to be used directly to pay a portion of the costs of a Public School Facility Capital Construction project by an Applicant as a condition of an award of Financial Assistance to the Applicant pursuant to § 22-43.7-109 (9) C.R.S and/or 22-43.7-110(2) C.R.S.
- 1.21. “Project” means the Capital Construction Project for which Financial Assistance is being requested.
- 1.22. “Public School Facility” means a building or portion of a building used for educational purposes by a School District, Charter School, Institute Charter School, a Board of Cooperative Education Services, the Colorado School for the Deaf and Blind created and existing pursuant to § 22-80-102(1)(a) C.R.S., including but not limited to school sites, classrooms, data centers, libraries and media centers, cafeterias and kitchens, auditoriums, multipurpose rooms, and other multi-use spaces; except that “Public School Facility” does not include a learning center, as defined in § 22-30.7-102(4) C.R.S., that is not used for any other public school purpose and is not part of a building otherwise owned, or leased in its entirety, by a School District, a Board of Cooperative Education Services, a Charter School, Institute Charter School, or the Colorado School for the Deaf and Blind for educational purposes.
- 1.23. “Public School Facility Construction Guidelines” means Public School Facility Construction Guidelines as established in § 22-43.7-107 C.R.S.
- 1.24. “Public School Facility Emergency” means an unanticipated event that makes all or a significant portion of a Public School Facility unusable for educational purposes or poses an imminent threat to the health or safety of persons using the Public School Facility.
- 1.25. “School District” means a School District, other than a junior or community college district, organized and existing pursuant to law in Colorado pursuant to § 22-43.7-103 (14) C.R.S.
- 1.26. “State Board” means the State Board of Education created and existing pursuant to section 1 of article IX of the State Constitution.
- 1.27. “Statewide Assessment” means the Financial Assistance priority assessment conducted pursuant to § 22-43.7-108 C.R.S.

2. Eligibility

2.1. The following entities are eligible to apply for Financial Assistance:

2.1.1.A School District;

2.1.2.A District Charter School or individual school of a School District if the school applies through the School District in which the school is located. The School District shall forward the Application from a Charter School or individual school of a School District to the Division with its comments;

2.1.3.An Institute Charter School;

- 2.1.4.A Board of Cooperative Educational Services (BOCES);
- 2.1.5.The Colorado School for the Deaf and Blind.
- 2.2. The Board may only provide Financial Assistance for a Project for a Public School Facility that the Applicant owns or will have the right to own in the future under the terms of a lease-purchase agreement with the owner of the facility or a sublease-purchase agreement with the state entered into pursuant to § 22-43.7-110(2) C.R.S.
- 2.3. The Board, with the support of the Division and subject to the approval of the State Board and the lessor of the property, may provide financial assistance as specified in this section to an applicant that is operating or will operate in the next budget year in a leased facility that is:
 - 2.3.1.Listed on the state inventory of real property and improvements and other capital assets maintained by the Office of the State Architect pursuant to section 24-30-1303.5, C.R.S.; or
 - 2.3.2.State-owned property leased by the State Board of Land Commissioners, described in section 36-1-101.5, C.R.S., to the applicant.
 - 2.3.3.An award of financial assistance must be used to preserve or enhance the value of state-owned, leased property.
- 2.4. The Board may only provide financial assistance for a capital construction project for a public school in existence for at least three years at any time before the Board receives an application for financial assistance.
- 2.5. For a BEST Emergency Grant, the Applicant shall be operating in the Public School Facility for which Financial Assistance is requested.

3. Assistance Board

3.1. Conflict of Interest

3.1.1.In regard to Board members providing information to potential Applicants:

- 3.1.1.1. Board members shall exercise caution when responding to requests for information regarding potential Applications, especially in regard to questions that may increase the chances that the Board would give a favorable recommendation on an Application or Project.

3.1.2.If a potential or actual conflict of interest occurs with a Board member, the Board member will complete a Conflict of Interest disclosure form and it will be presented at the following CCAB meeting. The Division shall document the date of the disclosure, the name of the board member and conflict disclosed, and the documented disclosure shall be retained and made available at all board meetings which evaluation of applications or voting occurs.

3.1.3.Board members, and their firms, shall not present their position on the Board to School Districts, Charter Schools, Institute Charter Schools, BOCES, or the Colorado School for the Deaf and Blind as an advantage for using their firm over other firms in a bid to provide services on any capital construction project.

3.1.4.In regard to Board members avoiding potential conflicts of interest in evaluation of and voting on Applications:

- 3.1.4.1. If a Board member's firm has no prior involvement regarding the Project included in an Application and the Board member does not have a direct or indirect substantial financial interest in an Application, the Board member may appropriately vote on the Application, but may not bid or work on the Project. The Board member's firm may bid or work on the Project, so long as the Board member plays no role in the entire procurement process and the Board member discloses any conflict of interest;
- 3.1.4.2. No Board member shall participate in the Board's evaluation process, including voting, for any Application when the Board member has a direct or indirect substantial financial interest in the Project or Application or the Board member's firm has had prior involvement with the Applicant directly related to the Project or Application;
- 3.1.4.3. At all times Board members must exercise judgment and caution to avoid conflicts of interest and/or appearance of impropriety, and should inform the Division staff of any questionable situation that may arise. A Board member may recuse himself or herself from any vote.
- 3.1.4.4. Board members shall be aware of and comply with the Colorado Code of Ethics, section 24-18-108.5(2), C.R.S., and shall not perform any official act which may have a direct economic benefit on a business or other undertaking in which the member has a direct or substantial financial interest.
- 3.1.4.4.1. A financial interest means a substantial interest held by an individual which is (i) an ownership interest in a business, (ii) a creditor interest in an insolvent business, (iii) an employment or prospective employment for which negotiations have begun, (iv) an ownership interest in real or personal property, (v) a loan or any other, or (vi) a directorship or officer ship in a business.
- 3.1.4.4.2. An official action means any vote decision, recommendation, approval, disapproval or other action, including inaction, which involves the use of discretionary authority.
- 3.1.5. In cases where a Board member has violated the conflict of interest policy as determined by the board chair, the Division Director will notify the Board member's appointing authority of the violation in writing. In the event of a conflict involving the board chair, the vice-chair will make the determination.

4. Matching Requirement

- 4.1. Except as provided below in section 4.2, Financial Assistance may be provided only if the Applicant provides Matching Moneys in an amount equal to a percentage of the total cost of the Project determined by the Board after consideration of the Applicant's financial capacity, based on the following factors:
- 4.1.1. With respect to a School District's Application for Financial Assistance:
- 4.1.1.1. The School District's assessed value per pupil relative to the state average;
- 4.1.1.2. The School District's median household income relative to the state average;
- 4.1.1.3. The School District's bond redemption fund mill levy relative to the statewide average;
- 4.1.1.4. The percentage of pupils enrolled in the School District who are eligible for free or reduced-cost lunch;

- 4.1.1.5. The school district's current available bond capacity remaining;
 - 4.1.1.6. The school district's unreserved fund balance as a percentage of its annual budget; and
 - 4.1.1.7. The amount of effort put forth by the School District to obtain voter approval for a ballot question for bonded indebtedness, including but not limited to, a ballot question for entry by the district into a sublease-purchase agreement of the type that constitutes an indebtedness of the district pursuant to § 22-32-127 C.R.S., during the ten years preceding the year in which the district submitted the Application, which factor may be used only to reduce the percentage of Matching Moneys required from a district that has put forth such effort and not to increase the amount of Matching Moneys required from any district;
 - 4.1.1.8. A School District shall not be required to provide any amount of Matching Moneys in excess of the difference between the School District's limit of bonded indebtedness, as calculated pursuant to § 22-42-104 C.R.S., and the total amount of outstanding bonded indebtedness already incurred by the School District.
- 4.1.2. With respect to a Board of Cooperative Education Services' Application for Financial Assistance:
- 4.1.2.1. The average assessed value per pupil of all members of the Board of Cooperative Education Services participating in the Project relative to the state average;
 - 4.1.2.2. The average median household income of all members of the Board of Cooperative Education Services participating in the Project relative to the state average;
 - 4.1.2.3. The average bond redemption fund mill levy of all members of the Board of Cooperative Education Services participating in the Project relative to the statewide average;
 - 4.1.2.4. The percentage of pupils enrolled in the member schools within the Board of Cooperative Education Services that are participating in the Project who are eligible for free or reduced-cost lunch;
 - 4.1.2.5. The average available bond capacity remaining of all members of the board of cooperative services participating in the capital construction project;
 - 4.1.2.6. The average unreserved fund balance as a percentage of the annual budget of all members of the board of cooperative services participating in the capital construction project; and
 - 4.1.2.7. The amount of effort put forth by the members of the Board of Cooperative Education Services to obtain voter approval for a ballot question for bonded indebtedness, including but not limited to a ballot question for entry by any member into a sublease-purchase agreement of the type that constitutes an indebtedness of the member pursuant to § 22-32-127 C.R.S., during the ten years preceding the year in which the Board of Cooperative Education Services submitted the Application, which factor may be used only to reduce the percentage of Matching Moneys required from a Board of Cooperative Education Services whose members, or any of them, have put forth such effort and not to increase the amount of Matching Moneys required from any Board of Cooperative Education Services.
- 4.1.3. With respect to a Charter School's Application for Financial Assistance:

- 4.1.3.1. The weighted average of the match percentages for the school districts of residence for the students enrolled in a district charter school or fifty percent of the average of the match percentages for all school districts in the state for an institute charter school;
- 4.1.3.2. Whether the charter school's authorizer retains no more than ten percent of its capacity to issue bonds;
- 4.1.3.3. Whether the charter school is operating in a district-owned facility at the time it submits its application;
- 4.1.3.4. In the ten years preceding the year in which the charter school submits the application, the number of times the charter school has attempted to obtain or has obtained:
 - 4.1.3.4.1. Bond proceeds pursuant to 22-30.5-404 C.R.S through inclusion in a ballot measure submitted by the charter school's authorizer to the registered electors of the school district:
 - 4.1.3.4.2. Proceeds from a special mill levy for capital needs pursuant to 22-30.5-405 C.R.S.;
 - 4.1.3.4.3. Grant funding for capital needs from a source other than the assistance fund; and
 - 4.1.3.4.4. Funding for capital construction from bonds issued on its behalf by the Colorado Educational and Cultural Facilities authority created and existing pursuant to 23-15-104(1)(a), C.R.S., or from some other source of financing.
- 4.1.3.5. If the charter school is a district charter school, the student enrollment of the charter school as a percentage of the student enrollment of the charter school's authorizing school district.
- 4.1.3.6. The percentage of students enrolled in the charter school who are eligible for the federal free and reduced-cost lunch program in relation to the overall percentage of students enrolled in the public schools in the State who are eligible for the federal free and reduced-cost lunch program.
- 4.1.3.7. The percentage of the per pupil revenue received by the charter school that the charter school spends on facility costs other than facilities operations and maintenance.
- 4.1.3.8. The charter school's unreserved fund balance as a percentage of its annual budget.
- 4.1.3.9. The match percentage for a charter school calculated based on the above criteria shall not be higher than the highest match percentage for a school district, or lower than the lowest match percentage for a school district, in the same grant cycle.

4.2. Waiver or reduction of Matching Moneys

- 4.2.1. An Applicant may apply to the Board for a waiver or reduction of the Matching Moneys requirement. Such application shall discuss unique issues demonstrating why the percentage is not representative of the Applicant's current financial state. The Board may grant a waiver or reduction if it determines:
 - 4.2.1.1. That the waiver or reduction would significantly enhance educational opportunity and quality within a School District, Board of Cooperative Education Services, or Applicant school,

4.2.1.2. That the cost of complying with the Matching Moneys requirement would significantly limit educational opportunities within a School District, Board of Cooperative Education Services, or Applicant school, or

4.2.1.3. That extenuating circumstances deemed significant by the Board make a waiver appropriate.

4.2.2. An applicant must complete a waiver application and submit it to the Board in conjunction with their grant application. The waiver application shall explain issues and impacts in detail, including dollar amounts of the issues and impacts, and demonstrate why each of the factors used to calculate their Matching Moneys percentage are not representative of their actual financial capacity. The Board will determine the merit of the waiver by evaluating each wavier application using the prescribed wavier application evaluation tool.

4.3. Charter School matching moneys Loan Program.

4.3.1. The Charter School matching moneys Loan Program will assist Eligible Charter Schools in obtaining the Matching Moneys requirement for an award of Financial Assistance pursuant to 22-43.7-109 C.R.S.

4.3.2. An Eligible Charter School that chooses to seek a loan through the Loan Program shall apply to the Board to receive a loan.

4.3.3. To be an Eligible Charter School for the Loan Program means a Charter School that is described in section 22-30.5-104 or an Institute Charter School as that term is defined in section 22-30.5-502 has a stand-alone credit assessment or rating of at least investment grade by a nationally recognized rating agency at the time of issuance of any qualified Charter School bonds on behalf of the Charter School by the Colorado educational and cultural facilities authority pursuant to the "Colorado Educational and Cultural Facilities Authority Act", article 15 of title 23, C.R.S., and that has been certified as a qualified Charter School by the State Treasurer.

4.3.4. The Board may approve a loan for an Eligible Charter School in an amount that does not exceed fifty percent of the amount of Matching Moneys calculated for the Eligible Charter School pursuant to 22-43.7-109(9)(c) C.R.S.

4.3.5. If a loan is approved by the Board the project will be considered as a BEST Lease-Purchase project pursuant to 22-43.7-110.5(2)(b)C.R.S., and the proposed project must be one that is financeable.

4.3.6. The Board shall direct the State Treasurer to include the amount of a loan approved pursuant to the terms in the Lease-Purchase agreement entered into pursuant to 22-43.7-110 (2) C.R.S. to provide Financial Assistance to the Eligible Charter School for which the loan is approved.

4.3.7. Charter School Loan Program application

4.3.7.1. An application for a loan shall include:

4.3.7.1.1. Basic contact information, justification for seeking a BEST loan and documentation of a stand-alone credit assessment or rating of at least investment grade by a nationally recognized rating agency for the Charter School;

- 4.3.7.1.2. Identify the Charter Schools current facilities and indicate if those facilities are owned, leased or in a lease-purchase agreement;
 - 4.3.7.1.3. A current credit disclosure statement along, any business notes payable or reviews, notices or warnings from the Charter School's authorizer;
 - 4.3.7.1.4. Financial information to include internal financial statements, CPA Audits and IRS 990's for the previous three years. Detailed operating budget for the current and next year. The Charter School's projected operating budget for the next five years. Enrollment figures for the previous three years, the current year and the following three years;
 - 4.3.7.1.5. CDE listed minimum match requirement for the BEST grant;
 - 4.3.7.1.6. Amount of total match provided by the Charter School for the BEST grant;
 - 4.3.7.1.7. Amount of the loan request for the BEST grant;
 - 4.3.7.1.8. A loan application from a Charter School shall include signatures of the District Superintendent, School Board Officer, and the Charter School Director;
 - 4.3.7.1.9. A loan application from an Institute Charter School shall include signatures of the Charter School Institute Director and the Institute Charter School Director;
 - 4.3.7.1.10. Applications that are incomplete may be rejected without further review.
- 4.3.8. Charter School Loan Program deadline for submission
- 4.3.8.1. The loan application, along with any supporting material, shall be submitted with the BEST grant application on or before the BEST grant application due date.
 - 4.3.8.2. An application will not be accepted unless it is received in the Board office by 4:30 p.m. on or before the deadline date determined by the board.
 - 4.3.8.3. The Board may, in its sole discretion and upon a showing of good cause in written request from an Applicant, extend the deadline for filing an Application.
- 4.3.9. To receive a loan through the Loan Program, an Eligible Charter School shall:
- 4.3.9.1. Authorize the State Treasurer to withhold moneys payable to the Eligible Charter School in the amount of the loan payments pursuant to 22-30.5-406 C.R.S.;
 - 4.3.9.2. Pay an interest rate on the loan that is equal to the interest rate paid by the State Treasurer on the Lease-Purchase agreement entered into pursuant to 22-43.7-110 C.R.S. to provide Financial Assistance to the Eligible Charter School for which the loan is approved;
 - 4.3.9.3. Amortize the loan payments over the same period in years as the Lease-Purchase agreement entered into pursuant to 22-43.7-110 C.R.S. to provide Financial Assistance to the Eligible Charter School for which the loan is approved; except that the Eligible Charter School may pay the full amount of the loan early without incurring a prepayment penalty; and

4.3.9.4. Create an escrow account for the benefit of the state with a balance in the amount of six months of loan payments.

5. Applications

5.1. Deadline for submission

5.1.1. Except as provided below, Applications shall be filed with the Board on or before a date determined by the Board.

5.1.2. An Application will not be accepted unless it is received in the Board office by 4:00 p.m. on or before the deadline date determined by the Board. This does not apply to an Application in connection with a Public School Facility Emergency;

5.1.3. The Board may, in its sole discretion and upon a showing of good cause in a written request from an Applicant, extend the deadline for filing an Application.

5.2. The Board prefers Applications to be in electronic form, but one hard copy to the Board office is acceptable. Each Application shall be in a form prescribed by the Board and shall include, but not be limited to, the following (with supporting documentation):

5.2.1. A description of the scope and nature of the Project;

5.2.2. A description of the architectural, functional, and construction standards that are to be applied to the Project that indicates whether the standards are consistent with the Construction Guidelines and provides an explanation for the use of any standard that is not consistent with the Construction Guidelines;

5.2.3. The estimated amount of Financial Assistance needed for the Project and the form and amount of Matching Moneys that the Applicant will provide for the Project;

5.2.4. If the Project involves the construction of a new Public School Facility or a major renovation of an existing Public School Facility, a demonstration of the ability and willingness of the Applicant to renew the Project over time that includes, at a minimum, the establishment of a capital renewal budget and a commitment to make annual contributions to a Capital Renewal Reserve within a School District's capital reserve fund or any functionally similar reserve fund separately maintained by an Applicant that is not a School District;

5.2.5. If the Application is for Financial Assistance for the renovation, reconstruction, expansion, or replacement of an existing Public School Facility, a description of the condition of the Public School Facility at the time the Applicant purchased or completed the construction of the Public School Facility and, if the Public School Facility was not new or was not adequate at that time, the rationale of the Applicant for purchasing the Public School Facility or constructing it in the manner in which it did;

5.2.6. A statement regarding the means by which the Applicant intends to provide Matching Moneys required for the Project, including but not limited to voter-approved multiple-fiscal year debt or other financial obligations, gifts, grants, donations, or any other means of financing permitted by law, or the intent of the Applicant to seek a waiver of the Matching Moneys requirement. If an Applicant that is a School District or a Board of Cooperative Educational Services with a participating School District intends to raise Matching Moneys by obtaining voter approval to enter into a sublease-purchase agreement that constitutes an indebtedness of the district as pursuant to § 22-32-127 C.R.S., it shall indicate whether it has received the required voter approval or, if the election has not already been held, the anticipated date of the election;

- 5.2.7.A description of any efforts by the Applicant to coordinate Capital Construction projects with local governmental entities or community-based or other organizations that provide facilities or services that benefit the community in order to more efficiently or effectively provide such facilities or services, including but not limited to a description of any financial commitment received from any such entity or organization that will allow better leveraging of any Financial Assistance awarded;
- 5.2.8.A copy of any existing Master Plan or facility assessment relating to the facility(ies) for which Financial Assistance is sought;
- 5.2.9.Any other information that the Board may require for the evaluation of the project;
- 5.2.10. An Application from a School District shall include signatures of the Superintendent and a District Board Officer;
- 5.2.11. An Application from a Charter School shall include signatures of the District Superintendent, School Board Officer, and the Charter School Director;
- 5.2.12. An Application from an Institute Charter School shall include signatures of the Charter School Institute Director and the Institute Charter School Director;
- 5.2.13. An Application from a Board of Cooperative Educational Services shall include signatures of the BOCES Director and a BOCES Board Officer;
- 5.2.14. An Application from the Colorado School for the Deaf and Blind shall include signatures of the Colorado School for the Deaf and Blind Director and a Colorado School for the Deaf and Blind Board Officer.

5.3. BEST Lease-Purchase Funding

- 5.3.1. In addition to the information required in section 5.2 above, the Applicant shall agree to provide any necessary documentation related to securing the lease-purchase agreement.

5.4. BEST Emergency Grants

- 5.4.1. Applicant shall contact the Division by phone, fax, or email. Appropriate follow up documentation will be determined based on type and severity of emergency, including financial need.
- 5.4.2. In the event the Governor declares a disaster emergency, pursuant to section 24-33.5-704(4) C.R.S., the Division shall, as soon as possible following the declaration of the disaster emergency, contact each affected school facility in any area of the State in which the Governor declared the disaster emergency to assess any facility needs resulting from the declared disaster emergency.
 - 5.4.2.1. The Division must report its findings to the Board as soon as possible following its outreach.
 - 5.4.2.2. In determining whether to recommend to the State Board that Emergency Financial Assistance be provided, the Board shall consider the findings that the Division provided to the Board.
- 5.4.3. The Board shall meet within fifteen days of receiving the Application for a BEST Emergency Grant to determine whether to recommend to the State Board that emergency Financial Assistance be provided, the amount of any assistance recommended to be provided, and any conditions that the Applicant shall meet to receive the assistance.

5.5. Applications that are incomplete may be rejected without further review.

5.6. The Board may request supplementation of an Application with additional information or supporting documentation.

6. Application Review

6.1. Time for Review

6.1.1. The Board, with the support of the Division, will review the Applications;

6.1.2. The Board will submit the prioritized list of Projects to the State Board for which the Board is recommending Financial Assistance according to the timeline established by the Board;

6.1.3. In the case of Financial Assistance that involves lease-purchase agreements, the prioritized list is subject to both the preliminary approval of the state board and the final approval of the capital development committee.

6.1.4. The Board may, in its discretion, extend these deadlines.

6.2. The Board, taking into consideration the Statewide Assessment, shall prioritize and determine the type and amount of the grant or matching grant for Applications for Projects deemed eligible for Financial Assistance based on the following criteria, in descending order of importance:

6.2.1. Projects that will address safety hazards or health concerns at existing Public School Facilities, including concerns relating to Public School Facility security, and projects that are designed to incorporate technology into the educational environment

6.2.1.1. In prioritizing an Application for a Public School Facility renovation project that will address safety hazards or health concerns, the Board shall consider the condition of the entire Public School Facility for which the project is proposed and determine whether it would be more fiscally prudent to replace the entire facility than to provide Financial Assistance for the renovation project.

6.2.2. Projects that will relieve overcrowding in Public School Facilities, including but not limited to projects that will allow students to move from temporary instructional facilities into permanent facilities, and.

6.2.3. All other projects.

6.2.4. Among other considerations, the Board may take into account the following in reviewing Applications:

6.2.4.1. The amount of the matching contribution being provided in excess of or less than the minimum;

6.2.4.2. Whether the Applicant has been placed on financial watch by the Colorado Department of Education;

6.2.4.3. Overall condition of the Applicant's existing facilities;

6.2.4.4. The project cost per pupil based on number of pupils affected by the proposed Project;

6.2.4.5. The project life cycle.

6.2.4.6. The Public School Facility's Facility Condition Index (FCI), Colorado Facility Index (CFI), school priority score and construction guidelines score.

6.2.4.7. The Applicants ability to help itself, including available bonding capacity, planning and criteria in sections 4.1.1 or 4.1.2 or 4.1.3.

6.3. Additional actions the Board may take when reviewing an Application:

6.3.1. The Board may modify the amount of Financial Assistance requested or modify the amount of Matching Moneys required;

6.3.2. The Board may recommend funding a project in its entirety or recommend a partial award to the project;

6.3.2.1. If a project is partially funded a written explanation will be provided.

6.4. The Board shall submit to the State Board the prioritized list of Projects. The prioritized list shall include:

6.4.1. The Board's recommendation to the State Board as to the amount of Financial Assistance to be provided to each Applicant approved by the Board to receive funding and whether the assistance should be in the form of a BEST Cash Grant, BEST Lease-purchase Funding or a BEST Emergency Grant.

6.5. In considering the amount of each recommended award of Financial Assistance, the Board shall seek to be as equitable as practical in considering the total financial capacity of each Applicant.

7. BEST Lease-purchase Funding

7.1. Subject to the following limitations, the Board may instruct the State Treasurer to enter into lease-purchase agreements on behalf of the state to provide Lease-purchase Funding for Projects for which the State Board has authorized provision of Financial Assistance.

7.2. Whenever the State Treasurer enters into a lease-purchase agreement pursuant to § 22-43.7-110 C.R.S., the Applicant that will use the facility funded with the Lease-purchase Funding shall enter into a sublease-purchase agreement with the state that includes, but is not limited to, the following requirements:

7.2.1. The Applicant shall perform all the duties of the state to maintain and operate the Public School Facility that are required by the lease-purchase agreement;

7.2.2. The Applicant shall make periodic rental payments to the state, which payments shall be credited to the Assistance Fund as Matching Moneys of the Applicant;

7.2.3. Ownership of the Public School Facility shall be transferred by the state to the Applicant upon fulfillment of both the state's obligations under the lease-purchase agreement and the Applicant's obligations under the sublease-purchase agreement.

8. Payment and Oversight

8.1. Payment.

- 8.1.1. All Cash Grant Financial Assistance Grantees must sign a grant contract with CDE outlining the terms and conditions associated with the Financial Assistance.
- 8.1.2. All Financial Assistance awarded is expressly conditioned on the availability of funds.
- 8.1.3. Payment of Financial Assistance will be on a draw basis. As a Grantee expends funds on a Project, the Grantee may submit a request for funds to the Division on a fund request form provided by the Division. The fund request shall be accompanied by copies of invoices from the vendors for which reimbursement is being requested and any other documentation requested by the Division.
- 8.1.3.1. The Division will review the fund request and make payment. Payments will only be made for work that is included in the Project scope of work defined in the Application.
- 8.1.3.2. If the Grantee is a School District, request for payment shall come from the School District. Requests will not be accepted from individual School District schools.
- 8.1.3.3. If the Grantee is a District Charter School, request for payment shall come from the School District. Payment shall be made to the School District and the School District shall make payment to the charter school. The School District may not retain any portion of the moneys for any reason.
- 8.1.3.4. If the Grantee is an Institute Charter School, request for payment shall come from the Charter School Institute and the Charter School Institute shall make payment to the Institute Charter School. Payment shall be made directly to the Charter School Institute.
- 8.1.3.5. If the Grantee is a Board of Cooperative Educational Services, request for payment shall come from the Board of Cooperative Educational Services. Requests will not be accepted from individual Board of Cooperative Educational Services schools.
- 8.1.3.6. If the Grantee is the Colorado School for the Deaf and Blind, request for payment shall come from the Colorado School for the Deaf and Blind.
- 8.1.4. Payment of BEST Lease-purchase Funding will be determined by the terms of the lease-purchase agreement and any subsequent sublease-purchase agreements.
- 8.1.5. Each grant cycle the Board may make a motion to authorize up to 5% of the assistance fund dollars be used to address grant reserves for projects awarded in that given year.
- 8.1.5.1. Grant reserve requests shall be submitted on a Division provided application;
- 8.1.5.2. Grant reserve applications will be submitted to the Board as an action item at the board meeting following the date the grant reserve application was submitted to the Division.
- 8.1.5.3. Grant reserve draws shall be limited to issues that were unforeseen, unanticipated and could not have been known about or planned for at the time the Application was submitted.
- 8.2. Oversight
- 8.2.1. When a Grantee completes Project, it shall submit a final report to the Division on a Division provided form before final payment will be made. Once the final report is submitted and final payment is made, the Project shall be considered closed.

8.2.2.If a Grantee has not used all Financial Assistance on a closed out BEST Cash Grant, the unused balance will be returned to the Assistance Fund.

8.2.3.If a Grantee has not used all Financial Assistance on a closed out Lease-Purchase Grant, the unused balance will be treated in accordance with the Board policy on returning Matching Moneys.

8.2.4.The Division may make site visits to review Project progress or to review a completed Project;

8.2.5.The Division may require a Grantee to hire additional independent professional construction management to represent the Applicant’s interests, if the Division deems it necessary due to the size of the Project, the complexity of the Project, or the Grantee’s ability to manage the Project with Grantee personnel.

8.2.6.Upon completion of a new school, major renovation or addition Project, the Grantee shall affix a permanent sign that reads: “Funding for this school was provided through the Building Excellent Schools Today Program from School Trust Lands,” unless waived in writing by the Division.

9. Technical Consultation

9.1. The Division will provide technical consultation and administrative services to School Districts, Charter Schools, Institute Charter Schools, BOCES and the Colorado School for the Deaf and Blind.

COLORADO DEPARTMENT OF EDUCATION

DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION ASSISTANCE

1 CCR 303-1

PUBLIC SCHOOL FACILITY CONSTRUCTION GUIDELINES**Article 1 – Purpose and Authority to Promulgate Rules**

1.1. Purpose

1.1.1. Section 22-43.7-107(1)(a), C.R.S. states, The board shall establish public school facility construction guidelines for use by the board in assessing and prioritizing public school capital construction needs throughout the state as required by section 22-43.7-108, C.R.S. reviewing applications for financial assistance, and making recommendations to the state board regarding appropriate allocation of awards of financial assistance from the assistance fund only to applicants. The board shall establish the guidelines in rules promulgated in accordance with article 4 of title 24, C.R.S.

1.1.2. Section 22-43.7-107(1)(b), C.R.S. states, It is the intent of the general assembly that the Public School Facility Construction Guidelines established by the board be used only for the purposes specified in section 1.1.1 above.

1.1.3. The Public School Facility Construction Guidelines shall identify and describe the capital construction, renovation, and equipment needs in public school facilities and means of addressing those needs that will provide educational and safety benefits at a reasonable cost.

1.2. Statutory Authority

1.2.1. Section 22-43.7-106(2)(i)(I) C.R.S. states, the board may promulgate rules in accordance with article 4 of title 24, C.R.S. The board is directed to establish Public School Facility Construction Guidelines in rule pursuant to 22-43.7-107(1)(a), C.R.S.

Article 2 – Definitions

2.1. The definitions provided in 22-43.7-103, C.R.S., shall apply to these rules. The following additional definitions shall also apply:

“C.R.S.” means Colorado Revised Statutes.

“ES” means Elementary School.

“F.T.E.s” means Full Time Equivalent Students.

“Gross Square Feet (GSF)” means the total area of the building (inclusive of all levels as applicable) of a building within the outside faces of the exterior walls, including all vertical circulation and other shaft (HVAC) areas connecting one floor to another.

“Guidelines” means the Public School Facility Construction Guidelines.

"Historical significance" means having importance in the history, architecture, archaeology, or culture of this state or any political subdivision thereof or of the United States, as determined by the state historical society.

"HS" means High School.

"K12" means Kindergarten through 12th Grade School that is under all one facility / campus.

"MS" means Middle School.

"SF" means Square Foot.

"S.T.E.M." means Science, Technology, Engineering, & Mathematics.

Article 3 – Codes, Documents and Standards incorporated by reference

- 3.1. The following materials are incorporated by reference within the Public School Facility Construction Guidelines:
- 3.1.1. ASHRAE 90.1-2013 Energy Standard for Buildings Except Low-Rise Residential Buildings.
 - 3.1.2. ASHRAE Standard Benchmark Energy Utilization Index (October 2009).
 - 3.1.3. ASHRAE Standard 189.1 - 2011 Standard for the Design of High-Performance Green Buildings.
 - 3.1.4. ANSI/ASA S12.60-2010/ Part 1, Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools, Part 1 Permanent Schools
 - 3.1.5. ANSI/TIA/EIA-568-C, August 2012
 - 3.1.6. ANSI/TIA/EIA-569-D, April 2015
 - 3.1.7. ANSI/TIA/EIA-606-B, April 2012
 - 3.1.8. ANSI/TIA/EIA-607-B, September 2011
 - 3.1.9. ANSI.BICSI 001-2009, Information Transport Systems Design Standard for K-12 Educational Institutions
 - 3.1.10. International Code Council's International Plumbing Code (2015) amended by Rules and Regulations of the Colorado State Plumbing Board 3 CCR 720-1, 2016-4-1
 - 3.1.11. National Fire Protection Association (NFPA) 70: National Electrical Code (2014).
 - 3.1.12. National Fire Protection Association (NFPA) 13: Standard for the Installation of Sprinkler Systems, 2013 Edition
 - 3.1.13. National Fire Protection Association (NFPA) 72: National Fire Alarm and Signaling Code, 2013 Edition.
 - 3.1.14. National Fire Protection Association (NFPA) 80: Standard for Fire Doors and Other Opening Protectives, 2016 Edition
 - 3.1.15. ASHRAE Standard 62.1-2013 Ventilation for Acceptable Indoor Air Quality (2013).
 - 3.1.16. Colorado Department of Public Health and Environment which references Air Quality, Hazardous Waste, Public and environmental health, Radiation Control, Solid Waste and Water Quality.

- 3.1.17. International Fire Code (IFC) – 2015 Edition, First Printing: May 2014 (Copyright 2014 by International Code Council, Inc. - Washington, D.C.), including Appendices B and C.
- 3.1.18. International Mechanical Code - 2015 Edition, First Printing: May 2014 (Copyright 2014 by International Code Council, Inc. - Washington, D.C.)
- 3.1.19. International Energy Conservation Code (IECC) - 2015 Edition, First Printing: May 2014 (Copyright 2014 by International Code Council, Inc. - Washington, D.C.)
- 3.1.20. International Existing Building Code – 2015 Edition, First Printing: May 2014 (Copyright 2014 by International Code Council, Inc. - Washington, D.C.)
- 3.1.21. International Code Council (ICC) A117.1-2009 Accessible and Usable Buildings and Facilities
- 3.1.22. International Code Council (ICC) 500-2014 Standard and Commentary: ICC/NSSA Standard for the Design and Construction of Storm Shelters
- 3.1.23. Occupational Safety and Health Administration Standard 1910.95, July 2011
- 3.1.24. All projects shall be constructed and maintained in accordance with the codes and regulations as currently adopted by the Colorado Division of Fire Prevention & Control which incorporates current building, fire, existing building, mechanical, and energy conservation codes.
- 3.2. The Division shall maintain copies of the complete texts of the referenced incorporated materials, which are available for public inspection during regular business hours with copies available at a reasonable charge. Interested parties may inspect the referenced incorporated materials by contacting the Director of the Division of Public School Capital Construction Assistance, 1580 Logan Street, Suite 310, Denver, Colorado 80203.
- 3.3. This rule does not include later amendments or editions of the incorporated material.

Article 4 - These Guidelines are not mandatory standards to be imposed on school districts, charter schools, institute charter schools, the boards of cooperative services or the Colorado School for the Deaf and Blind. As required by statute, the Guidelines address:

- 4.1 Health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law. Public school facility accessibility.**
- 4.1.1 **Sound building structures.** Each building should be constructed and maintained with sound structural foundation, floor, wall and roof systems.
- 4.1.1.1 - All building structures shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.
- 4.1.2 **Classroom Acoustics.** To address issues of reverberation time and background noise in classrooms refer to ANSI/ASA S12.60-2010/ Part 1, American National Standard Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools, Part 1: Permanent Schools.
- 4.1.3 **Roofs.** A weather-tight roof that drains water positively off the roof and discharges the water off and away from the building. All roofs shall be installed by a qualified contractor who is approved by the roofing manufacturer to install the specified roof system and shall receive the specified warranty upon completion of the roof. The National Roofing Contractors Association divides roofing into two generic classifications: low-slope roofing and steep-slope roofing. Low-slope roofing includes water impermeable, or weatherproof types of roof membranes installed on slopes of less than or equal to 3:12 (fourteen degrees). Steep slope roofing includes water-shedding types of roof coverings installed on slopes exceeding 3:12 (fourteen degrees).
- 4.1.3.1 - Low slope roofing systems:

- 4.1.3.1.1- Built-up – minimum 4 ply, type IV fiberglass felt, asphalt BUR system. Gravel or cap sheet surfacing required.
 - 4.1.3.1.2- Ethylene Propylene Diene Monomer - minimum 60 mil EPDM membrane, with a ballasted or adhered system.
 - 4.1.3.1.3- Poly Vinyl Chloride - minimum 60 mil PVC membrane adhered or mechanically attached systems.
 - 4.1.3.1.4- Thermal Polyolefin - minimum 60 mil membrane adhered or mechanically attached systems.
 - 4.1.3.1.5- Polymer-modified bitumen sheet membrane - Styrene-Butadiene-Styrene (SBS) membranes only, to be used only as a component of a built-up system noted above.
- 4.1.3.2 - Steep slope roofing systems:
- 4.1.3.2.1- Asphalt shingles - minimum 50 year spec asphalt shingles, UL Class A.
 - 4.1.3.2.2- Clay tile and concrete tile - minimum 50 year spec clay or concrete tile, UL Class A.
 - 4.1.3.2.3- Metal roof systems for steep-slope applications - minimum 24 gage prefinished steel, standing seam roof system with a minimum 1.5” seam height.
 - 4.1.3.2.4- Slate - ¼” minimum thickness, 50 year spec. UL Class A.
 - 4.1.3.2.5- Synthetic shingles - minimum 50 year spec, UL Class A.
- 4.1.4 **Electrical Systems – Power Distribution and Utilization.** Safe and secure electrical service and distribution systems shall be designed and installed to meet the National Electrical Code (NEC, NFPA 70); edition as enforced by the Colorado State Buildings Programs (SBP), unless otherwise more stringent based on local Authority Having Jurisdiction (AHJ), and ANSI/ASHRAE/IES Standard 90.1-2013 “Energy Standard for Buildings Except Low-Rise Residential Buildings”.
- 4.1.4.1 – Energy use intensity should not exceed the U.S. Department of Energy (DOE) building benchmarks, and shall conform to ASHRAE Standard Benchmark Energy Utilization Index (October 2009).
 - 4.1.4.2 - Emergency lighting shall operate when normal lighting systems fail in locations and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.
- 4.1.5 **Lighting Systems.** Lighting systems shall be designed and installed to achieve appropriate lighting levels utilizing energy-efficient lighting fixtures and energy-saving automatic and manual control systems.
- 4.1.5.1 - Lighting systems shall be designed and installed to meet the National Electrical Code (NEC, NFPA 70) edition as enforced by the Colorado State Buildings Programs (SBP), unless otherwise more stringent based on local Authority Having Jurisdiction (AHJ).
 - 4.1.5.2– Illuminance levels shall meet the requirements for applicable spaces as recommended within in the Illuminating Engineering Society (IES) Handbook, and dictated by the Rules and Regulations Governing Schools in the State of Colorado 6 CCR 1010-6.
 - 4.1.5.3– Lighting power density shall not exceed the values indicated in ANSI/ASHRAE/IES Standard 90.1-2013.
 - 4.1.5.4 - Lighting Control Systems shall be provided to comply with ANSI/ASHRAE/IES Standard 90.1-2013.

- 4.1.6 **Mechanical Systems – Heating, Ventilation, and Air Conditioning (HVAC).** Safe and energy efficient mechanical systems shall be designed and installed to provide proper ventilation, and maintain the building temperature and relative humidity, while achieving appropriate sound levels.
- 4.1.6.1 – Mechanical systems shall be designed and installed to meet the International Mechanical Code, International Fuel Gas Code, International Building Code, and other Codes as adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507.
- 4.1.6.2 - Healthy building indoor air quality (IAQ) shall be provided through the use of the mechanical heating, ventilation and air conditioning (HVAC) systems, or by operable windows, and by reducing air infiltration and water penetration with a tight building envelope, in compliance with the enforced International Building Code and ASHRAE Standard 62. 1- 2013.
- 4.1.6.3- Mechanical systems shall comply with: ASHRAE Standard 62.1-2013 Ventilation for Acceptable Indoor Air Quality, ASHRAE Standard 90.1-2013 Energy Standard for Buildings Except Low-Rise Residential Buildings, and ASHRAE Standard 189.1-2014 Standard for the Design of High-Performance Green Buildings.
- 4.1.6.4 Sound levels due to mechanical equipment shall comply with Occupational Safety & Health Administration Standard 1910.95, July 2011 and ANSI/ASA Standard S12.60-2010 Part 1 for acoustical considerations within school facilities.
- 4.1.7 **Plumbing Systems** - Waste Water, Storm water, Domestic Water and Plumbing Supporting HVAC shall be in compliance with Division of Fire Prevention and Control in 8 CCR1507 and the Colorado Department of Health & Environment regulations.
- 4.1.8 **Fire Protection Systems.** Building fire detection, alarm and emergency notification systems in all school facilities shall be designed in accordance with State requirements. Exceptions where code required systems are not mandatory and the occupancy classification according to the International Building Code 2015 does not warrant a system. All fire management systems shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30 and the adopted Fire Code.
- 4.1.8.1 - Types of fire alarm notifications systems.
- 4.1.8.1.1 – Internal audible and visual alarms.
- 4.1.8.1.2 – External alarm monitoring and dispatch via internet / modem, telephone, radio, or cellular monitoring systems.
- 4.1.8.2 - Automatic Sprinkler Systems in Group E Occupancy a sprinkler system shall be provided as noted in the adopted Fire Code. Refer to the adopted Fire Code for exceptions.
- 4.1.8.2.1 All Group E fire areas greater than 12,000 square feet in area.
- 4.1.8.2.2 Throughout every portion of educational buildings below the lowest level of exit discharge serving that portion of the building.
- 4.1.8.3 - Types of Fire Protection Water Supplies.
- 4.1.8.3.1 - Fire hydrants.
- 4.1.8.3.2- Static fire water storage tanks.
- 4.1.9 **Means of egress.** A continuous and unobstructed path of vertical and horizontal egress travel from any occupied portion of a building or structure to a *public way*. A means of egress consists of three separate and distinct parts: the exit access, the *exit* and the *exit discharge*. Reference 2015 International Building Code, Chapter 2, Definitions. A building code analysis shall be conducted to determine all code requirements.

- 4.1.10 **Facilities with safely managed hazardous materials.** Potential hazardous materials in building components, which are identified in the Asbestos Hazard Emergency Response Act (AHERA) report, may include: asbestos, radon, lead, lamps and devices containing mercury. Additional hazardous materials may include: science chemicals, cleaning chemicals, blood-borne pathogens, acid neutralization tank for science departments, and bulk fuel storage (UST/AST) management that may be stored by the occupant.
- 4.1.10.1 - Public schools shall comply with all AHERA criteria and develop, maintain, and update an asbestos management plan, to be kept on record at the school district. This should include a building survey of the exterior of the building, and identification of all friable, non-friable, and trace asbestos materials. Reference regulation Number 8, Control of Hazardous Air Pollutants, 5 CCR 1001-10.
- 4.1.10.2 - All new facilities and additions shall conduct radon testing following completion of construction within nineteen months after occupancy as required by Colorado Department of Public Health and Environment, 6 CCR 1010-6.
- 4.1.10.3 - Lead based paint. All schools shall conform to the regulations adopted by the Colorado Air Quality Control Commission governing the abatement of lead-based paint from target housing (constructed prior to 1978) and child-occupied facilities, reference C.R.S. 25-5-1101.
- 4.1.11 **Security.** The degree of resistance to, or protection from, harm. It applies to any vulnerable and valuable asset; such as a person, building or dwelling. Security provides "a form of protection where a separation is created between the assets and the threat." These separations are generically called "controls," and sometimes include changes to the asset or the threat. These separations and degrees of resistance can be achieved through several models and techniques.
- 4.1.11.1 - Video Management Systems (VMS).
- 4.1.11.1.1 - Cameras. Video cameras are typically used to implement a video management system. In new construction, these should be internet protocol (IP) cameras on Power over Ethernet (PoE) cabling infrastructure, with color CCD, day-night operation and supplemental IR illuminators and environmental accessories as required for application, Cameras should support motion activation, digital zoom and focus, and standard video compression. Fixed and pan-tilt-zoom (PTZ) cameras shall be considered to meet requirements. Consideration shall be given to cameras with integral audio microphones.
- 4.1.11.1.2 - Monitoring & Recording Systems. - A central video management system should be capable of monitoring live feeds from multiple cameras from a central location and remote locations, recording all video, searching and reviewing recorded video, and exporting video to portable digital media. A minimum of 30 days of storage of all videos at 15fps (frames per second) is required.
- 4.1.11.2 - Controlled Access.
- 4.1.11.2.1 - General Requirements
- 4.1.11.2.1.1 - The number of entryways into the building or onto the campus should be limited. New construction shall be designed to restrict normal entrance to only one or two locations, with no recessed doorways, provided that sufficient entryways are available for fire department access and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

- 4.1.11.2.1.2 - All exterior doors shall be locking and equipped with panic bars to open readily from the egress side. Panic bars should utilize flush push bar hardware to prevent chaining doors shut.
 - 4.1.11.2.1.2.1 - Unless a door is intended for ingress, exterior doors should not have handles and locks on the outside. In all cases exposed hardware should be minimized, provided that sufficient entryways are available for fire department access and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.
 - 4.1.11.2.1.3 - Doors should be constructed of steel, aluminum alloy, or solid-core hardwood. If necessary, glass doors should be fully framed and equipped with burglar-resistant tempered glass. Translucent glass should be avoided in all cases.
 - 4.1.11.2.1.4 - Exit doors with panic push-bars should be "Access Control Doors" per the codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30, to prevent easy access by criminals and vandals, or in a lock-down / lock-out situation.
 - 4.1.11.2.1.5 - Heavy-duty metal or solid-core wooden doors should be used at entrances in areas containing expensive items. These areas include classrooms, storerooms, and custodians' rooms. Interior doorway doors should also be heavy-duty metal or solid-core wooden doors.
 - 4.1.11.2.1.6 - Door hinges should have non-removable pins.
 - 4.1.11.2.1.7 - Door frames should be constructed of pry-proof material.
 - 4.1.11.2.1.8 - Armored strike plates shall be securely fastened to the door frame in direct alignment to receive the latch easily.
- 4.1.11.3 - Automated Locking Mechanisms.
 - 4.1.11.3.1.1 Use of automated locking mechanisms (electronic access control) should be considered for exterior doors identified for entry and select interior doors associated with the main entry vestibule.
 - 4.1.11.3.1.2 Acceptable automated electronic access control systems include RF-based proximity credential readers and biometric scanning devices. If the electronic access control systems are to be utilized the following shall apply:
 - 4.1.11.3.1.2.1 - School personnel may be issued credentials for authenticating their identity in order to maintain efficient access to school facilities.
 - 4.1.11.3.1.2.2 Students are not necessarily expected to carry electronic access control credentials. During normal arrival times, electronic locking systems may be disengaged via a timer while entries are monitored by school personnel.
 - 4.1.11.3.1.2.3 All exterior doors shall utilize door position switches to notify staff of open doors and eliminate "door propping".

4.1.11.3.1.2.4 Doors utilizing electronic access controls shall “fail secure” from the unsecure side. Free egress shall not be inhibited from the secure side in any scenario.

4.1.11.4 Manual Locking Devices

4.1.11.4.1 Use of a manual locking mechanism, such as traditional cylinder and key locks, should be provided for all interior doors requiring access control.

4.1.11.4.2 Manual and Electronic access control should not be used on the same door.

4.1.11.5 Emergency Lockdown

4.1.11.5.1 All exterior doors shall be able to be quickly and automatically secured from a position of safety (Administrative desk, Principal’s office, etc) without traveling to each individual exterior door.

4.1.11.5.2 Interior doors to occupied spaces shall be capable of quickly being secured from the inside by school personnel. Locking of doors may be done via manual deadbolt or automatic locking mechanism. Locking mechanism shall not interfere with automatic closing and latching functions required by the fire code and may have door sidelights, or door vision glass that allow line of sight into the corridors during emergencies, and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

4.1.11.6 Intrusion Detection

4.1.11.6.1 A system shall be put in place to identify, alarm, and notify authorities in the case of unauthorized entry.

4.1.11.7 Alarm System

Passive infrared (PIR) sensors shall be located interior to all building entries to monitor human movement.

4.1.11.7.1.1 – An alarm keypad shall be located at selected building entries to arm and disarm the intrusion detection system.

4.1.11.7.1.2 – A manual alarm device shall be located in a position of safety (Administrative desk, Principal’s office, etc.) to force intrusion detection system into alarm status.

4.1.11.7.1.3 – The intrusion detection shall notify local authorities or monitoring company upon alarm status.

4.1.11.8 Security Integration

4.1.11.8.1 The Video Management System (VMS), Access Control System, and Intrusion Detection System may be components of an integrated security solution.

4.1.11.9 - Main Entry Physical Security

- 4.1.11.9.1 - Building vestibules. Where appropriate, buildings shall employ double entry door designs that provide a secured area for visitors to authenticate and gain clearance. Known as “man traps”, security vestibules solve several common security issues such as students opening doors for visitors, visitors bypassing check-in points, direct access to the interior from attackers, piggy-back entrances, and propped doors.
- 4.1.11.9.2 - Video based entrance intercom systems. Building designs shall allow for school personnel to be able to monitor incoming visitors from a safe location out of reach, or line of site from incoming visitors who have not yet been authenticated or cleared for entry. These entry points shall use remote video and access control technology to conduct multi-factor authentication of incoming visitors (e.g. visual verification and ID, PIN/password and ID, or biometric and other form of visual identification).
 - 4.1.11.9.2.1 - Video based entrance systems shall use IP technology to allow access control to be conducted by school personnel from multiple locations, so that multiple personnel can provide coverage for screening incoming visitors.
- 4.1.11.9.3 - Line of sight. The front entrance should be designed to maximize the line of sight distance for school occupants to detect an intruder from each relevant perimeter (e.g. classroom to hallway, office or guard station to entryway, or entryway to exterior fence access, or exterior fence access to property perimeter).
- 4.1.11.10 - Event alerting and notification (EAN) system. An EAN system that utilizes an intercom / phone system with communication devices located in all classrooms and throughout the school to provide efficient inter-school communications, and communication with local fire, police, and medical agencies during emergency situations.
- 4.1.11.11 - Secure sites should include the following:
 - 4.1.11.11.1 - Locations to avoid.
 - 4.1.11.11.2 - Location of utilities.
 - 4.1.11.11.3 - Roof access.
 - 4.1.11.11.4 - Lighted walkways.
 - 4.1.11.11.5 - Secured playgrounds.
 - 4.1.11.11.6 - Bollards at main entrances and shop areas with overhead doors.
 - 4.1.11.11.7 - Signage.
- 4.1.12 **Health code standards.** Schools, including labs, shops, vocational and other areas with hazardous substances shall conform to the Department Of Public Health and Environment, Division of Environmental Health and Sustainability, 6 CCR 1010-6 Rules and Regulations Governing Schools in the State of Colorado.
- 4.1.13 **Food preparation equipment and maintenance.** Food preparation and associated facilities equipped and maintained to provide sanitary facilities for the preparation, distribution, and storage of food as required

by Department Of Public Health And Environment, Division of Environmental Health and Sustainability, 6 CCR 1010-6 Rules and Regulations Governing Schools in the State of Colorado.

4.1.14 **Health care room.** A separate health care room shall be provided and shall comply with the Department Of Public Health and Environment, Division of Environmental Health and Sustainability, 6 CCR 1010-6 Rules and Regulations Governing Schools in the State of Colorado.

4.1.15 **A site that safely separates pedestrian and vehicular traffic and is laid out with the following guidelines:**

4.1.15.1 - Physical routes for basic modes (busses, cars, pedestrians, and bicycles) of traffic should be separated as much as possible from each other. If schools are located on busy streets and/or high traffic intersections, coordinate with the applicable municipality or county to provide for adequate signage, traffic lights, and crosswalk signals to assist school traffic in entering the regular traffic flow.

4.1.15.2 - When possible, provide a dedicated bus staging and unloading area located away from students, staff, and visitor parking.

4.1.15.3 - Provide an adequate driveway zone for stacking cars on site for parent drop-off/pick-up zones. Drop-off area design should not require backward movement by vehicles, and be one-way in a counterclockwise direction where students are loaded and unloaded directly to the curb/sidewalk. Students should not have to load or unload where they have to cross a vehicle path before entering the building. It is recommended all loading areas have "No Parking" signs posted.

4.1.15.4 - Provide well-maintained sidewalks and a designated safe path leading to the school entrance(s).

4.1.15.5 - Building service loading areas and docks should be independent from other traffic and pedestrian crosswalks. If possible, loading areas shall be located away from school pedestrian entries.

4.1.15.6 - Facilities should provide bicycle access and storage if appropriate.

4.1.15.7 - Fire lanes shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30 or the local fire department. Local fire department must adhere to the codes adopted by DFPC.

4.1.15.8 - Playgrounds shall comply with the ICC A117.1-2009 Accessible and Usable Buildings and Facilities and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

4.1.16 **Severe weather preparedness.**

4.1.16.1 - Designated emergency shelters shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30 and ICC 500-2014 Standard and Commentary: ICC/NSSA Standard for the design and Construction of Storm Shelters.

4.2 **Technology, including but not limited to telecommunications and internet connectivity technology and technology for individual student learning and classroom instruction.**

- 4.2.1 Educational facilities for individual student learning, classroom instruction, online instruction and associated technologies, connected to the Colorado institutions of higher education distant learning networks “Internet” and “Internet two.”
- 4.2.2 Educational facilities shall be supplied with standards-based wired and wireless network connectivity.
- 4.2.3 Security and associated filtering and intrusion control for internal voice, video and data networks shall be provided.
- 4.2.4 External internet service provider (ISP) connection and internal wide area network (WAN) connections meeting or exceeding recommended guidelines of the state education technology education directors association (SETDA) broadband imperative, and devices meeting or exceeding recommended specifications according to the most current version of technology guidelines for the partnership for assessment of readiness for college and careers (PARCC) assessments.
- 4.2.5 Provide school administrative offices with web-based activity access.
- 4.2.6 Building shall be constructed with long-term sustainable technology infrastructure. Facilities should be built with sufficient data cabling and/or conduit and power infrastructure to allow for maximum flexibility as technological systems are upgraded and replaced in the future. A plan for technology lifecycle review intervals should be put in place for review at 2-4 year intervals.
- 4.2.6.1 Applicable Standards. The design and installation of technology systems shall comply with:
- 4.2.6.1.1 ANSI/TIA/EIA-568-C, August 2012
 - 4.2.6.1.2 ANSI/TIA/EIA-569-D, April 2015
 - 4.2.6.1.3 ANSI/TIA/EIA-606-B, April 2012
 - 4.2.6.1.4 ANSI/TIA/EIA-607-B, September 2011
 - 4.2.6.1.5 ANSI/BICSI 001-2009, Information Transport Systems Design Standard for K-12 Educational Institutions.
- 4.2.7 Telecom Equipment Rooms
- 4.2.7.1 - Uninterruptible power supplies (UPS). Telecom Rooms (TRs) and Equipment Rooms (ERs) shall be provided with UPS equipment to provide continuous clean power to communications systems for a minimum of 90 minutes.
 - 4.2.7.2 - Generators. A backup generator shall be considered for providing backup power to telecommunications systems of backup power is required beyond 90 minutes, or if the generator is already located for other purposes.
 - 4.2.7.3 - Heating, Ventilation and Air Conditioning (HVAC). Mechanical equipment shall be used to accommodate heating loads within TRs and ERs. Ventilation-only systems may be used in spaces with limited equipment, active cooling systems should be considered for larger rooms. Maintained space temperatures shall target 65 degrees F. peak space temperatures shall not exceed 90 degrees F.
 - 4.2.7.3.1 Direct evaporative cooling systems shall not be used, due to lack of control on humidity levels.
 - 4.2.7.4 - Alarms shall be provided to notify assigned school personnel if environmental conditions approach or exceed bounds of operational conditions.
- 4.2.8 Connectivity standards.

4.2.8.1 - Wireless. Data cabling shall be planned to support appropriately spaced multiple-antenna wireless networking infrastructure allowing for wireless access points to support expected quantity of connected devices and required bandwidth. Support for 802.11b/g/n, 802.11ac, and/or newer protocols are recommended.

4.2.8.2 - Wired.

4.2.8.2.1 - Cabling. All new runs of copper data cable should be Category 6 cable or newer standards. Any data outlet should be supplied by two cables. Unshielded twisted pair (UTP) shall be used unless local conditions warrant otherwise.

4.2.8.2.2 - Telecom Rooms (TRs) and Equipment Rooms (ERs). TRs and ERs shall be connected by conduit and a combination of copper and fiber optic cable to allow for maximum data performance and upgradeability.

4.2.8.2.3 - TR to classroom. Classrooms should have a data outlet on the wall at the front and back of the room at a minimum for network/ internet access. Additional cabling may be warranted for security, audiovisual and special systems purposes.

4.2.8.2.4 - TR to office, and library or technology/media centers. Any areas designed for independent work or study should have a dedicated data-jack outlet with two copper cable runs each.

4.2.8.2.5 - TR to common areas, auditorium, and cafeteria. Common areas should contain data outlets located as required to support program and curriculum requirements.

4.3 Building site requirements. Functionality of existing and planned public school facilities for core educational programs, particularly those educational programs for which the State Board has adopted state model content standards. Capacity of existing and planned public school facilities, taking into consideration potential expansion of services for the benefit of students such as full-day kindergarten and preschool- and school-based health services and programs.

4.3.1 Traditional education model, S.T.E.M. & Montessori / Expeditionary education models.

4.3.1.1 - Minimum occupancy requirements for schools:

Median Gross Square Foot (GSF) Per Pupil								
F.T.E.s	Traditional ES (K-5)		Traditional MS (6-8)		Traditional HS (9-12)		Traditional K-12	
	GSF/Pupil	Total GSF	GSF/Pupil	Total GSF	GSF/Pupil	Total GSF	GSF/Pupil	Total GSF
100	151	15,064	161	16,102	192	19,183	164	16,393
200	146	29,197	159	31,813	190	38,030	161	32,298
300	141	42,401	157	47,136	188	56,540	159	47,715
400	137	54,674	155	62,068	187	74,713	157	62,645
500	132	66,017	153	76,610	185	92,550	154	77,087
600	127	76,429	151	90,763	183	110,050	152	91,041
700	123	85,912	149	104,526	182	127,214	149	104,508
800	118	94,464	147	117,899	180	144,041	147	117,488
900	113	102,086	145	130,883	178	160,531	144	129,979
1000	109	108,778	143	143,476	177	176,685	142	141,984
1100	104	114,540	142	155,680	175	192,502	140	153,500
1200	99	119,371	140	167,494	173	207,982	137	164,529

Median Gross Square Foot Per Pupil - Alternate Programs (Expeditionary (Exp.), Montessori (Mtsri.), S.T.E.M.)												
F.T.E.s	Alt. ES (GSF/Pupil)			Alt. MS (GSF/Pupil)			Alt. HS (GSF/Pupil)			Alt. K12 (GSF/Pupil)		
	Exp.	Mtsri.	S.T.E.M.	Exp.	Mtsri.	S.T.E.M.	Exp.	Mtsri.	S.T.E.M.	Exp.	Mtsri.	S.T.E.M.
100	160	161	156	171	169	166	203	198	201	174	172	180
200	155	156	151	169	167	164	202	196	199	171	170	177
300	150	151	146	167	165	162	200	194	197	169	167	175
400	145	146	141	164	163	160	198	192	195	166	164	172
500	140	141	137	162	161	158	196	191	194	163	162	169
600	135	136	132	160	159	156	194	189	192	161	159	167
700	130	131	127	158	157	154	193	187	190	158	157	164
800	125	126	122	156	155	152	191	185	188	156	154	161
900	120	121	117	154	153	150	189	184	187	153	152	159
1000	115	116	113	152	151	148	187	182	185	151	149	156
1100	110	111	108	150	149	146	186	180	183	148	146	153
1200	105	106	103	148	147	144	184	179	181	145	144	151

Square Foot Values - Assembly								
F.T.E.s	ES Assembly		MS Assembly		HS Assembly		K12 Assembly	
	Cafeteria	Auditorium	Cafeteria	Auditorium	Cafeteria	Auditorium	Cafeteria	Auditorium
100	675	1,300	675	1,500	675	1,700	675	1,700
200	1,200	1,600	1,200	1,800	1,200	2,000	1,200	2,000
300	1,800	1,900	1,800	2,100	1,800	2,300	1,800	2,300
400	2,400	2,400	2,400	2,600	2,400	2,800	2,400	2,800
500	3,000	2,700	3,000	2,900	3,000	3,100	3,000	3,100
600	3,600	3,000	3,600	3,200	3,600	3,400	3,600	3,400
700	4,200	3,900	4,200	3,900	4,200	3,900	4,200	3,900
800	4,800	4,200	4,800	4,200	4,800	4,200	4,800	4,200
900	5,400	4,500	5,400	4,500	5,400	4,500	5,400	4,500
1000	6,000	4,800	6,000	4,800	6,000	4,800	6,000	4,800
1100	6,600	5,100	6,600	5,100	6,600	5,100	6,600	5,100
1200	7,200	5,400	7,200	5,400	7,200	5,400	7,200	5,400

- Cafeteria Capacity assumes three (3) seatings without a secondary function overlay.

- Auditorium Capacity SF is sized for 1/3 of General enrollment and is inclusive of stage (size varies: 1,000 to 1,800); Basis is 9 SF per seat (1/3 FTES) plus stage at various sizes, stage includes a small amount of storage or similar support.

Square Foot (SF) Values - Core Classrooms (Minimum (Min) classroom size = 675 sf)								
F.T.E.s	ES Min (24-30 FTES)		MS Min (24-30 FTES)		HS Min (24-30 FTES)		K12 Min (24-30 FTES)	
	SF/Pupil	Total SF	SF/Pupil	Total SF	SF/Pupil	Total SF	SF/Pupil	Total SF
Kindergarten	38	1,140	-	-	-	-	38	1,140
Grade 1	32	960	-	-	-	-	32	960
Grade 2	32	960	-	-	-	-	32	960
Grade 3	32	960	-	-	-	-	32	960
Grade 4	30	900	-	-	-	-	30	900
Grade 5	30	900	-	-	-	-	30	900
Grade 6	-	-	30	900	-	-	30	900
Grade 7	-	-	28	840	-	-	28	840
Grade 8	-	-	28	840	-	-	28	840
Grade 9	-	-	-	-	28	840	28	840
Grade 10	-	-	-	-	28	840	28	840
Grade 11	-	-	-	-	28	840	28	840
Grade 12	-	-	-	-	28	840	28	840
Montessori	40	1,200	40	1,200	40	1,200	40	1,200
Expeditionary	36	1,080	36	1,080	36	1,080	36	1,080

Square Foot (SF) Values - Exploratory Spaces (minimum size = 675 sf)								
F.T.E.s	ES Min (24-30 F.T.E.s)		MS Min (24-30 F.T.E.s)		HS Min (24-30 F.T.E.s)		K12 Min (24-30 F.T.E.s)	
	SF/Pupil	Total SF	SF/Pupil	Total SF	SF/Pupil	Total SF	SF/Pupil	Total SF
Comp/Tech	30		32	-	32	-	32	
Music	35		35	-	35	-	35	
Science	38		40		44		44	
Lecture	28		28		28		28	
Art	35		40		45		45	
Gym / MP	3,000 SF (50'x60')		5,400 SF (60'x90')		7,300 SF (70'x104')		7,300 SF (70'x104')	
Special Ed	37		37		37		37	
VoAg	-	-	-	-	60	-	60	-
Media Center	1200 sf (30 occ)		2400 sf (60 occ)		3600 sf (60 occ)		3600 sf (60 occ)	
"Gymatorium"	4,400 SF (See notes)		4,400 SF (See notes)					

- ES Gymnasium basis is 50'X60' play area; Capacity Assumes (GE*.25)/7 periods (without fixed seats)

- MS Gymnasium basis is 60'X90' play area; Capacity Assumes (GE*.5)/7 periods (without fixed seats)

- HS Gymnasium basis is 70'X104' practice gym; Capacity Assumes (GE*.5)/7 periods (with limited fixed seats) Note: National Federation of State High School Association's standards outline an "ideal" court for high school age as 84'x50' (and not greater than 94'x50')

- "Gymatorium" basis is 50'x60' play area and 1000 SF platform stage with 400 SF storage

Instructor / Support Areas		
Space Type:	Square Feet	Notes:
Office - typical	120	
Office - large	150	
Work room	250	Multiple individual (or in aggregate) may be required due to scale
Team planning (conf)	240	12-16 occupants (assembly use)
Instruction - sm group	320	16 occupants (classroom use)
Storage	50	Ave per instructor
Staff toilets	50	Multiple may be required due to scale

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4.3.2 Other rooms.

4.3.2.1 - Facilities with preschools shall comply with Rules Regulating Child Care Centers (Less Than 24-Hour Care) 12 CCR 2509-8 and shall comply with the Colorado Department of Public Health and Safety's Regulations Governing Child Care, 6 CCR 1010-7.

4.3.2.2 - Special education classrooms. Special Education classrooms and facilities meeting or exceeding the accessibility and adaptive needs of the current and reasonably anticipated student population, in accordance with Section 504 and Title II of the Americans with Disabilities Act, the Exceptional Children's Educational Act, and Individuals with Disabilities Education Act.

4.4 Building performance standards and guidelines for green building and energy efficiency.

Section 24-30-1305.5 C.R.S., requires all new facilities, additions, and renovation projects funded with 25% or more of state funds to conform with the High Performance Certification Program (HPCP) policy adopted by the Office of the State Architect (OSA) if:

- The new facility, addition, or renovation project contains 5,000 or more building square feet; and
- The project includes an HVAC system; and
- If increased initial cost resulting from HPCP can be recouped by decreased operational costs within 15 years, and
- In the case of a renovation project, the cost of the renovation exceeds 25% of the current value of the property.

4.4.1 High Performance Certification Programs.

4.4.1.1 The Department of Personnel and Administration, Office of the State Architect has determined the following three guidelines as meeting the High Performance Certification Program (HPCP) requirements per C.R.S.24-30-1305.5; the U.S. Green Building Council, Leadership in Energy and Environmental Design – New Construction (USGBC LEED™-NC) guideline with Gold as the targeted certification level; and the Green Building Initiative (GBI), Green Globes guideline with Three Globes the targeted certification level; and for the Colorado Department of Education, K-12 construction, the Collaborative for High Performance Schools (US-CHPS) is an optional guideline with Verified Leader as the targeted certification level.

4.4.1.2 – LEED, or Leadership in Energy and Environmental Design (for schools) is a globally recognized symbol of excellence in green building.

4.4.1.2.1 LEED is an internationally recognized certification system that measures a building using several metrics, including: energy savings, water efficiency, sustainable land use, improved air quality, and stewardship of natural resources.

4.4.1.2.2 Points are awarded on a 100-point scale, and credits are weighted to reflect their potential environmental impacts. Different levels of certification are granted based on the total number of earned points. The four progressive levels of certification from lowest to highest are: certified, silver, gold and platinum.

4.4.1.3 United States Collaborative for High Performance Schools (US-CHPS). US-CHPS reflects the three priority outcomes of the Core Criteria. These are, in order of importance.

4.4.1.3.1 Maximize the health and performance of students and staff.

4.4.1.3.2 Conserve energy, water and other resources in order to save precious operating dollars.

4.4.1.3.3 Minimize material waste, pollution and environmental degradation created by a school.

4.4.1.3.4 The CHPS National Technical Committee has weighted the available point totals for prerequisites and credits in seven categories to reflect these three priorities.

4.4.2 Renewable energy strategies.

4.4.2.1 - Solar Photovoltaic / Solar Thermal.

4.4.2.2 - Geothermal / Geo exchange.

4.4.2.3 - Wind.

4.4.2.4 - Passive Solar Design.

4.4.3 Energy management plan.

4.4.3.1 - Energy programs assist with creating a culture of energy efficiency within a school. Reference Energy Star Guidelines for Energy Management to help develop a plan.

4.4.4 Other energy efficient options.

4.4.4.1 - ENERGY STAR Labeled HVAC / mechanical systems.

4.4.4.2 - Windows, doors, and skylights (collectively known as fenestration).

4.4.4.3 - Building Envelope.

4.4.4.3.1 - The interface between the interior of the building and the outdoor environment, including the walls, roof, and foundation – serves as a thermal barrier and plays an important role in determining the amount of energy necessary to maintain a comfortable indoor environment relative to the outside environment.

4.4.4.3.2 - Roof. Roof design and materials can reduce the amount of air conditioning required in hot climates by increasing the amount of solar heat that is reflected, rather than absorbed, by the roof. For example, roofs that qualify for ENERGY STAR® are estimated to reduce the demand for peak cooling by 10 to 15 percent.

4.4.4.3.3 - Insulation is important throughout the building envelope.

4.4.4.4 - Lighting.

4.4.4.4.1 - Light emitting diodes (LEDs), compact fluorescents (CFLs) and fluorescent lighting should be considered over traditional incandescent lighting.

4.4.4.5 - Commissioning, retro commissioning and re-commissioning.

4.4.4.5.1 - Commissioning ensures that a new building operates initially as the owner intended and that building staff are prepared to operate and maintain its systems and equipment.

4.4.4.5.2 - Retro commissioning is the application of the commissioning process to existing buildings.

4.4.4.5.3 - Re-commissioning is another type of commissioning that occurs when a building that has already been commissioned, undergoes another commissioning process.

4.4.4.6 - Measurement and verification. Measurement and verification (M&V) is the term given to the process for quantifying savings delivered by an Energy Conservation Measure (ECM), as well as the sub-sector of the energy industry involved with this practice. M & V demonstrates how much energy the ECM has avoided using, rather than the total cost saved.

4.4.5 - Landscaping

4.4.5.1.1 Irrigation: Consider water management which could include reducing storm-water run-off, preventing erosion and decreasing the effects of soil expansion.

4.4.5.1.2 Plant Materials: Consider Native materials, Xeriscaping.

4.4.5.1.3 Grass/ Sod Areas: Consider use of grass/ sod areas, consider water use, alternate options if planting sports fields.

4.4.6 – Permitting

4.4.6.1 Application for public school construction projects permits can be made at the DFPC website, www.colorado.gov/dfpc > Sections > Fire & Life Safety > Permits and Construction > School Construction.

4.4.6.2 If a local building department has entered into a memorandum of understanding (MOU) with DFPC, that local building department is considered a Prequalified Building Department (PBD). A School District may, at its discretion, choose to apply for permit through DFPC or the PBD that has jurisdiction of construction projects for the location of the school construction project. The list of PBD' is available on the DFPC website, School Construction.

4.5 The historic significance of existing public school facilities and their potential to meet current programming needs by rehabilitating such facilities.

4.5.1 Buildings that are 50 years or older at the time of application may be subject to the State Register Act 24-80.1-101 to 108 in determining if the affected properties have historical significance.

4.5.1.1 - Historical significance means having importance in the history, architecture, archaeology, or culture of this state or any political subdivision thereof or of the United States, as determined by the state historical society.

4.5.2 When determining if a facility should be replaced, the cost to rehabilitate versus the cost to replace should be evaluated.

Below are general guidelines to assist with project priority identification:

C.R.S. 22-43.7-109(5)(a, b, c, and d):

(5) *The Assistance Board, taking into consideration the financial assistance priority assessment conducted pursuant to section 22-43.7-108, shall prioritize applications that describe public school facility capital construction projects deemed eligible for financial assistance based on the following criteria, in descending order of importance:*

(a)(I) *Projects that will address safety hazards or health concerns at existing public school facilities, including concerns relating to public school facility security, and projects that are designed to incorporate technology into the educational environment; (II) In prioritizing an application for a public school facility renovation project that will address safety hazards or health concerns, the Assistance Board shall consider the condition of the entire public school facility for which the project is proposed and determine whether it would be more fiscally prudent to replace the entire facility than to provide financial assistance for the renovation project.*

- Molds and fungi abatement
- Major structural hazards
- Threatening electrical
- Threatening HVAC, boiler, plumbing, indoor air quality hazards
- Potable water hazards
- Asbestos testing and abatement (friable) and being disturbed
- Roof repairs and replacement - with leaks causing damage to the facility
- Proper chemical storage
- Fire alarms
- Fire sprinklers
- Lead abatement
- Exterior door monitoring
- Master key and/or card systems for doors
- Equipment for surveillance and security
- Underground fuel tank removal and replacement
- Radon remediation
- Exit and emergency lighting
- Upgrade technology infrastructure
- Other

(b) *Projects that will relieve overcrowding in public school facilities, including but not limited to projects that will allow students to move from temporary instructional facilities into permanent facilities.*

- Eliminate modulars
- Reduce existing overcrowding
- Reduce the number of students per classroom
- Other

(c) All other projects. (While these projects could be considered a health, safety or security concern, the project may not necessarily pose an imminent concern during this application period)

- Provide better temperature control and indoor air quality
- Air conditioning
- Additional space for new program(s)
- HVAC repairs, replacement and new installation
- Boiler replacement
- Plumbing repairs
- Electrical repairs
- Upgrading the electrical systems to meet codes, reduce energy or increase service
- Provide proper acoustics to reduce noise
- Roof repairs or replacement - due to age or regular scheduled maintenance (no leak issues)
- ADA upgrades
- Window and door replacement
- Insulation for temperature control
- Addition of energy saving windows to increase natural light and reduce lighting costs
- Asbestos abatement (friable), but non-disturbed
- Asbestos abatement (non-friable)
- Caulking to reduce air infiltration
- Reduce energy costs
- Exterior entry vestibules for ice, snow and wind costs
- Minor structural hazards
- Grading to improve drainage
- Provide cheerful ceiling, wall and floor treatment
- Increase storage for better organization
- Lighting upgrades
- Other

Level 1 Major Group Elements	Level 2 Group Elements	Level 3 Individual Elements
A SUBSTRUCTURE	A10 Foundations	A1010 Standard Foundations
		A1020 Special Foundations
		A1030 Slab on Grade
	A20 Basement Construction	A2010 Basement Excavation
		A2020 Basement Walls
B SHELL	B10 Super Structure	B1010 Floor Construction
		B1020 Roof Construction
		B2010 Exterior Walls
	B20 Exterior Enclosure	B2020 Exterior Windows
		B2030 Exterior Doors
	B30 Roofing	B3010 Roof Coverings
B3020 Roof Openings		
C INTERIORS	C10 Interior Construction	C1010 Partitions
		C1020 Interior Doors
		C1030 Fittings
	C20 Stairs	C2010 Stair Construction
		C2020 Stair Finishes
	C30 Interior Finishes	C3010 Wall Finishes
		C3020 Floor Finishes
C3030 Ceiling Finishes		
D SERVICES	D10 Conveying	D1010 Elevators & Lifts
		D1020 Escalators & Moving Walks
		D1090 Other Conveying Systems
	D20 Plumbing	D2010 Plumbing Fixtures
		D2020 Domestic Water Distribution
		D2030 Sanitary Waste
		D2040 Rain Water Drainage
		D2090 Other Plumbing Systems
		D30 HVAC
		D3020 Heat Generating Systems
		D3030 Cooling Generating Systems
		D3040 Distribution Systems
		D3050 Terminal & Package Units
		D3060 Controls & Instrumentation
		D3070 Systems Testing & Balancing
		D3090 Other HVAC Systems & Equipment
	D40 Fire Protection	D4010 Sprinklers
		D4020 Standpipes
		D4030 Fire Protection Specialties
		D4090 Other Fire Protection Systems
	D50 Electrical	D5010 Electrical Service & Distribution
		D5020 Lighting and Branch Wiring
		D5030 Communications & Security
D5090 Other Electrical Systems		

E EQUIPMENT & FURNISHINGS	E10 Equipment	E1010 Commercial Equipment
		E1020 Institutional Equipment
		E1030 Vehicular Equipment
		E1090 Other Equipment
	E20 Furnishings	E2010 Fixed Furnishings
	E2020 Movable Furnishings	
F SPECIAL CONSTRUCTION & DEMOLITION	F10 Special Construction	F1010 Special Structures
		F1020 Integrated Construction
		F1030 Special Construction Systems
		F1040 Special Facilities
		F1050 Special Controls and Instrumentation
	F20 Selective Building Demolition	F2010 Building Elements Demolition
	F2020 Hazardous Components Abatement	
G BUILDING SITEWORK	G10 Site Preparation	G1010 Site Clearing
		G1020 Site Demolition and Relocations
		G1030 Site Earthwork
		G1040 Hazardous Waste Remediation
	G20 Site Improvements	G2010 Roadways
		G2020 Parking Lots
		G2030 Pedestrian Paving
		G2040 Site Development
		G2050 Landscaping
	G30 Site Mechanical Utilities	G3010 Water Supply
		G3020 Sanitary Sewer
		G3030 Storm Sewer
		G3040 Heating Distribution
		G3050 Cooling Distribution
		G3060 Fuel Distribution
		G3090 Other Site Mechanical Utilities
	G40 Site Electrical Utilities	G4010 Electrical Distribution
		G4020 Site Lighting
		G4030 Site Communications & Security
		G4090 Other Site Electrical Utilities
	G90 Other Site Construction	G9010 Service and Pedestrian Tunnels
		G9090 Other Site Systems & Equipment

<i>(Evaluator Comments & Notes)</i>		
Financial Capacity		
Division Comments:		
Evaluator Review of Financial Capacity	Score 1-5 for Each	
The applicant has made efforts to leverage available resources to enhance their financial contribution to the project or provide cost efficiencies to the project.		
The applicant is contributing a suitable amount towards the capital needs of their facilities.		
Total out of 10:		
<i>(Evaluator Comments & Notes)</i>		
Project Proposal		
Division Comments:		
Evaluator Review of Project Proposal	Score 1-5 for Each	
The deficiencies presented by the applicant are compelling and clearly noted within the application.		
The solution presented by the applicant resolves all deficiencies noted within the application.		
The scope of work proposed in the solution appears to be reasonable and well planned.		
The project is urgent in nature.		
The project complies with the BEST Construction Guidelines.		
Total out of 25:		
<i>(Evaluator Comments & Notes)</i>		
Other Application Considerations		
Division Comments:		
Evaluator Review of Other Application Considerations	Score 1-5 for Each	
The cost, cost per SF, and/or cost per pupil seem appropriate and supportable.		
The SF of the project and/or SF per pupil seem reasonable and supportable.		
The applicant is willing to pursue a fair, competitive, and transparent selection process for contractors and consultants or has identified a reasonable alternative.	YES (5)	NO(1)

Total out of 15:		
<i>(Evaluator Comments & Notes)</i>		
Grand Total of All Scores (out of 65):		
Evaluator Recommendation to Shortlist this Application <i>(Check One)</i>		
Recommended to Shortlist	<input type="checkbox"/>	Not Recommended to Shortlist
If the Application is Not Recommended to the Shortlist, Please Provide the Evaluator's Justification		
Evaluator Notes Section for Information Only		

Board Member: _____

The BEST grant is a matching grant. Each applicant is assigned a unique minimum matching requirement, based on the factors outlined in statute, to identify financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines the minimum match is not reflective of their current financial capacity.

Please review the applicant’s waiver application responses. Answer the questions below by marking each response with a yes or no. Be sure to look at the specifics when reviewing each question and evaluate the applicant’s explanation to the issues and impacts that make it impossible for the applicant to make its full matching contribution.

- Yes - The response demonstrated a high need for a reduction in the match contribution
- No - The response did not demonstrate sufficient need for a reduction in the applicant’s match requirement
- N/A - The applicant did not provide a response for the question in their waiver application

Grant Applicant Name _____ Project Name _____

Waiver application questions

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district, charter school or BOCES.

Does this response support a reduction in the applicant’s match contribution? YES or NO

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district, charter school or BOCES.

Does this response support a reduction in the applicant’s match contribution? YES or NO

3. What efforts has the applicant made to coordinate the project with local governmental entities, community based organizations, or other available grants or organizations to more efficiently or effectively leverage the applicant’s ability to contribute financial assistance to the project?

Does this response support a reduction in the applicant’s match contribution? YES or NO

4. Justification for per pupil assessed valuation not being representative of their financial capacity.

Does this response support a reduction in the applicant’s match contribution? YES NO N/A

5. Justification for the district’s median household income not being representative of their financial capacity.

Does this response support a reduction in the applicant’s match contribution? YES NO N/A

6. Justification for percentage of pupils eligible for free or reduced cost lunch not being representative of their financial capacity.

Does this response support a reduction in the applicant’s match contribution? YES NO N/A

7. Justification for bond election failures and successes in the last 10 years not being representative of their financial capacity.

Does this response support a reduction in the applicant’s match contribution? YES NO N/A

8. Justification for bond mill levy not being representative of their financial capacity.

Does this response support a reduction in the applicant’s match contribution? YES NO N/A

9. Justification for the school district's current available bond capacity remaining not being representative of their financial capacity.

Does this response support a reduction in the applicant’s match contribution? YES NO N/A

10. Justification for the school district's unreserved fund balance not being representative of their financial capacity.

Does this response support a reduction in the applicant’s match contribution? YES NO N/A

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

Does this response support a reduction in the applicant’s match contribution? YES NO N/A

Additional Board Member Comments

Overall support based on the total number of *yes* responses versus *no* responses. YES or NO

In the event of a tie, Robert’s Rules will apply and a “no” will be assigned.

Board Member: _____

The BEST grant is a matching grant. Each applicant is assigned a unique minimum matching requirement, based on the factors outlined in statute, to identify financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines the minimum match is not reflective of their current financial capacity.

Please review the applicant’s waiver application responses. Answer the questions below by marking each response with a yes or no. Be sure to look at the specifics when reviewing each question and evaluate the applicant’s explanation to the issues and impacts that make it impossible for the applicant to make its full matching contribution.

- Yes - The response demonstrated a high need for a reduction in the match contribution
- No - The response did not demonstrate sufficient need for a reduction in the applicant’s match requirement
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Grant Applicant Name _____ Project Name _____

Waiver application questions

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district, charter school or BOCES.

Does this response support a reduction in the applicant’s match contribution? YES or NO

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district, charter school or BOCES.

Does this response support a reduction in the applicant’s match contribution? YES or NO

3. What efforts has the applicant made to coordinate the project with local governmental entities, community based organizations, or other available grants or organizations to more efficiently or effectively leverage the applicant’s ability to contribute financial assistance to the project?

Does this response support a reduction in the applicant’s match contribution? YES or NO

4. Justification for weighted average of district matches which comprise the student population.

Does this response support a reduction in the applicant’s match contribution? YES NO N/A

5. Justification for the district authorizer having 10% or less bonding capacity remaining.

Does this response support a reduction in the applicant’s match contribution? YES NO N/A

6. Justification for the charter school in a district-owned facility.

Does this response support a reduction in the applicant’s match contribution? YES NO N/A

7. Justification for the number of times the charter school attempted or attained bond proceeds from an authorizer's ballot measure for capital needs.

Does this response support a reduction in the applicant's match contribution? YES NO N/A

8. Justification for the number of times the charter school attempted to do a special mill levy override pursuant to 22-30.5-405 for capital needs.

Does this response support a reduction in the applicant's match contribution? YES NO N/A

9. Justification for the number of times the charter school attempted or attained grant funding through a non-BEST source for capital needs.

Does this response support a reduction in the applicant's match contribution? YES NO N/A

10. Justification for the number of times the charter school attempted or obtained funding through CECFA or another type of financing.

Does this response support a reduction in the applicant's match contribution? YES NO N/A

11. Justification for charter school enrollment as a percent of district enrollment.

Does this response support a reduction in the applicant's match contribution? YES NO N/A

12. Justification for free/reduced lunch % in relation to the statewide average charter school free/reduced lunch %.

Does this response support a reduction in the applicant's match contribution? YES NO N/A

13. Justification for percentage of PPR spent on non-M&O facilities costs.

Does this response support a reduction in the applicant's match contribution? YES NO N/A

14. Justification for unreserved fund balance as a percent of budget.

Does this response support a reduction in the applicant's match contribution? YES NO N/A

15. Justification for describing any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

Does this response support a reduction in the applicant's match contribution? YES NO N/A

Additional Board Member Comments

Overall support based on the total number of *yes* responses versus *no* responses. YES or NO

In the event of a tie, Robert's Rules will apply and a "no" will be assigned.

Adequacy Index

A metric that objectively measures the current adequacy of a school. It is based on a set of questions that measure each school's compliance with the Facility Insight standards. Each adequacy question is set up in with a set of possible points 0-5. Each question is weighted and the overall index is expressed in the form of a 0.00-1.00 percentage range, with a 0.00 representing full adequacy, and a 1.00 representing inadequacy.

Adverse Historical Effect

The Division is required to consult with History Colorado on any public school facility requesting State funds for capital improvement projects in facilities that are 50 years or older. As part of the consultation process, History Colorado will make a determination of effect on the proposed scope of the project for any facilities determined to have historical significance. If History Colorado determines the proposed scope of work will significantly alter the historical significance of the facility they will assert the proposed project has an "adverse effect". Proposed projects with an adverse effect on facilities listed on the state or national Register of Historic Places will require further evaluation and coordination with History Colorado.

Affected pupils

The total number of pupils currently enrolled (as of October 1, 2015) that are affected by the proposed application.

Affected square feet (Sq Ft)

The total square feet affected by the proposed application.

Applicant Previous BEST Grants

The number of BEST grants the applicant has been previously been awarded.

Charter School Capital Construction Funding

Each year, the State Education Fund provides an appropriation for Charter School and Institute Charter School Capital Construction. This funding can be used by the Charter School or Institute Charter School to pay for school construction, renovation, financing, or the purchasing or leasing of facilities. The purpose of this funding is to promote a safe and healthy learning environment for all Colorado students.

Colorado Facility Index (CFI)¹

CFI in the 2009 facility assessment is the ratio of condition needs plus suitability needs plus energy audit needs to Replacement Value. This information is now captured by Facility Insight in the Adequacy Index.

Condition Budget

The budget amount set aside to remediate current condition needs associated with the asset. Condition budgets are a rough order-of-magnitude and typically do not include additional budget elements, i.e., modernization upgrade items, area sufficiency items, etc.

Condition Score*¹

Condition Score in the 2009 facility assessment is a factor used in the calculation of School Score. The Condition Score is developed from scoring of those criteria questions addressing facility condition referenced in SchoolHouse from the CDE Construction Guidelines. Each criteria question is set up in the database Administration with specific possible points 0-5.

Contingency

These costs are added for potential scope changes, unforeseen conditions, detail conflicts, and / or design changes. The contingencies assist with keeping costs within budget and managing risk. The application lists construction and owner contingencies separately.

Construction Contingency

A percentage added to the construction budget for unforeseen field conditions, estimating variables, and other non-discretionary change orders.

Owner Contingency

A percentage added to the construction budget to cover design revisions and discretionary change orders within the grant scope.

Cost per Sq Ft

The affected square feet divided by the total project cost; can be broken up into soft and hard costs of construction:

Soft cost per Sq Ft - Owner costs not typically included as a direct construction cost. Costs may include design consultants, testing, permitting, project management, financing and legal fees, furniture fixtures & equipment, abatement, site development and utility costs, and owner-installed items such as technology infrastructure, as well as other pre-construction and post-construction costs to a project.

Hard Cost per Sq Ft – Costs related to the actual, physical construction of the project. Costs may include: quantifiable labor and materials required to complete the project, site work, landscaping, contingencies, escalation, bonds, fees, and insurance.

Energy Budget¹

The energy budget in the 2009 facility assessment represents recommended costs to improve the energy efficiency of the school.

Energy Score*¹

Energy Score in the 2009 facility assessment is a factor used in the calculation of School Score. The Energy Score is developed from scoring of those criteria questions addressing facility energy issues referenced in SchoolHouse from the CDE Construction Guidelines. Each criteria question is set up in the database Administration with specific possible points 0-5.

Escalation %

A percent of the project hard costs added to account for an inflationary increase in material and labor costs from the time of budget preparation to the anticipated time of bid.

Facility Condition Index (FCI)

Facility Condition Index (FCI) is an industry-standard metric that objectively measures the current condition of a facility, allowing comparison both within and among assets. To determine FCI for any given set of assets, the total cost of remedying requirements is divided by the current replacement value. Generally, the higher the FCI, the poorer the condition of the facility. The 2009 Parsons assessment uses a percentage identifier, and Facility Insight expresses FCI in a 0.00-1.00 percentage range.

Facility Insight

The statewide assessment program established in 2016 to renew and refresh the original 2009 Parsons assessment data and create a long term, sustainable solution using in-house assessors.

High Performance Certification Program (HPCP)

Any capital construction project that receives 25% or more of its funding from a State agency may be required to comply with the State's High Performance Certification Program (HPCP). HPCP stipulates that qualifying projects should obtain a minimum standard for energy efficiency. In the case of public school projects that minimum standard is either LEED Gold, CHPS-Verified Leader, or Green Globes – Three Globes.

Historical Register

The Division is required to consult with History Colorado on any public school facility requesting State funds for capital improvement projects in facilities that are 50 years or older. As part of the consultation process, History Colorado will make a determination of historical significance, which also identifies whether the project is listed or nominated for either the state or national Register of Historic Places.

Gross square feet (GSF)

The size of the enclosed floor space of a building in square feet, typically measured to the outside face of the enclosing wall.

Prioritization Criteria**1. Health & Safety**

Projects that will address safety hazards or health concerns at existing public school facilities, including concerns relating to public school facility security, and projects that are designed to incorporate technology into the educational environment.

2. Overcrowding

Projects that will relieve overcrowding in public school facilities, including but not limited to projects that will allow students to move from temporary instructional facilities into permanent facilities.

3. Other

All other projects not relating to health & safety, overcrowding and technology.

Replacement Value

Replacement Value is the hypothetical total amount of expenditure required to construct a replacement facility to the current building codes, design criteria, and materials. The Replacement Value for a single asset is based on the sum of the system replacement costs.

Requirement

In the context of the statewide assessment, Facility Insight, a requirement is a facility need or a deficient condition that should be addressed. A requirement can affect an assembly, piece of equipment, or any other building system.

School Score*¹

The School Score in the 2009 facility assessment is calculated as the combined scores of the Criteria Groups of facility Condition, educational Suitability and Energy criteria referenced in SchoolHouse from the CDE Construction Guidelines. Each Group is set up in the database Administration with weighting factors that modify the calculated score for each group as follows:

$[\text{Condition Score} \times \text{Weight}] + [\text{Suitability Score} \times \text{Weight}] + [\text{Energy Score} \times \text{Weight}] = \text{School Score}$

Current weighting is set as follows: Condition = 60%, Suitability = 40%, Energy = 0%

See Condition, Suitability and Energy Score.

Sq Ft Per Pupil

Affected Sq Ft of the proposed project divided by the number of affected pupils.

Suitability Budget¹

The suitability budget in the 2009 facility assessment represents modernization costs to upgrade the school to meet current educational and safety standards. This information is now captured in the Adequacy Index in Facility Insight.

Suitability Score*¹

The Suitability Score in the 2009 facility assessment is developed from scoring of those criteria questions addressing facility suitability referenced in SchoolHouse from the CDE Construction Guidelines, or from best practices generally referenced from Council of Educational Facility Planners International (CEFPI). Each criteria question is set up in the database Administration with specific possible points 0-5. This information is now captured in the Adequacy Index in Facility Insight.

Uniformat

A standard for classifying building specifications, cost estimating, and cost analysis in the U.S. and Canada. The elements are major components common to most buildings. The system can be used to provide consistency in the economic evaluation of building projects. It was developed through an industry and government consensus and has been widely accepted as an ASTM standard.

****Points are rated accordingly: 5 = Very Good, 4 = Good, 3 = Average, 2 = Poor, 1 = Very Poor***

¹ Noted terms are applicable only to the 2009 Parsons Statewide Assessment data.

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2017-18 APPLICATION SUMMARIES

LIST OF ALL APPLICATIONS SORTED BY COUNTY



COLORADO
Department of Education

DIVISION OF CAPITAL CONSTRUCTION

MAY 2017

BEST FY2017-18 APPLICATION SUMMARIES

All Applications Sorted by County, then Applicant

Page #	County	Applicant Name	Project Title	Amount of		Total Project Costs	Cost Per Sq Ft
				Grant Request	Applicant Contribution		
77	ADAMS	ADAMS 12 FIVE STAR SCHOOLS	Hillcrest ES Roof Replacement	\$531,973.64	\$705,174.36	\$1,237,148.00	\$22.50
82	ADAMS	ADAMS 12 FIVE STAR SCHOOLS	STEM Lab Renovation/Addition	\$6,570,640.82	\$20,807,029.28	\$27,377,670.10	\$267.83
88	ADAMS	MAPLETON 1	Global Intermediate Academy 4-8 School Replacement	\$10,463,535.48	\$7,271,270.41	\$17,734,805.89	\$385.70
99	ADAMS	MAPLETON 1	Global Primary Academy PreK-3 School Replacement	\$8,888,961.83	\$6,177,075.17	\$15,066,037.00	\$361.43
110	ALAMOSA	ALAMOSA RE-11J	AHS Security Upgrade	\$1,190,289.15	\$375,880.79	\$1,566,169.94	\$13.27
116	ARAPAHOE	DEER TRAIL 26J	New PK-12 School	\$28,003,821.13	\$6,800,000.00	\$34,803,821.13	\$468.74
128	ARAPAHOE	ENGLEWOOD 1	Bishop ES Replacement	\$7,444,081.20	\$11,166,121.80	\$18,610,203.00	\$443.10
140	ARAPAHOE	LOTUS SCHOOL FOR EXCELLENCE	K-12 Safety Upgrades	\$3,905,227.71	\$799,865.92	\$4,705,093.63	\$485.06
154	BACA	VILAS RE-5	K-12 Roof Replacement	\$253,179.28	\$19,056.51	\$272,235.79	\$15.68
161	CHAFFEE	BUENA VISTA R-31	New MS/HS Campus	\$28,929,547.32	\$33,960,772.93	\$62,890,320.25	\$426.51
170	CSI	COLORADO SPRINGS EARLY COLLEGES	HS Roof Replacement	\$698,899.15	\$285,465.85	\$984,365.00	\$17.90
179	CUSTER	CUSTER COUNTY SCHOOL DISTRICT C-1	Safety/ Security Renovations	\$7,114,333.22	\$4,742,888.81	\$11,857,222.03	\$106.67

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
194	DELTA	DELTA COUNTY 50(J)	Delta MS Addition/ Renovation	\$10,517,664.92	\$4,000,072.08	\$14,517,737.00	\$483.92
210	DENVER	COLORADO HIGH SCHOOL	Colorado HS Safety & Security Renovation	\$408,110.42	\$540,983.58	\$949,094.00	\$92.15
217	EL PASO	ATLAS PREPARATORY SCHOOL	MS Roof Replacement	\$174,509.91	\$106,957.69	\$281,467.60	\$10.83
222	EL PASO	COMMUNITY PREP CHARTER SCHOOL	HS Safety Upgrades - Elevator Systems	\$49,262.07	\$77,050.93	\$126,313.00	\$315.78
226	EL PASO	ELLCOTT 22	School District Safety and Accessibility	\$3,481,336.83	\$1,793,415.95	\$5,274,752.78	\$384.60
231	EL PASO	THE VANGUARD SCHOOL	Building A MS - Roof Replacement	\$137,374.17	\$161,265.33	\$298,639.50	\$21.03
236	FREMONT	CANON CITY RE-1	Multiple Schools Upgrades	\$4,966,038.12	\$2,674,020.53	\$7,640,058.65	\$17.01
247	FREMONT	CANON CITY RE-1	New ES and MS	\$32,832,236.78	\$17,678,896.72	\$50,511,133.50	\$457.62
255	FREMONT	COTOPAXI RE-3	Districtwide Safety/Security Upgrades	\$208,109.62	\$177,278.56	\$385,388.18	\$4.92
261	GARFIELD	ROARING FORK RE-1	Safety and Security at 2 HS, 3 MS, & 1 ES	\$531,909.26	\$1,032,529.74	\$1,564,439.00	\$3.19
269	HUERFANO	LA VETA RE-2	ES Gymnasium HVAC-Bleacher Upgrades	\$130,781.99	\$64,415.01	\$195,197.00	\$15.76
276	JACKSON	NORTH PARK R-1	Safety, Security & Technology Upgrades	\$752,482.38	\$405,182.82	\$1,157,665.20	\$13.32
289	KIOWA	EADS RE-1	Main Electrical Service Upgrade	\$54,781.00	\$39,669.00	\$94,450.00	\$1.16

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
293	KIOWA	PLAINVIEW RE-2	PK-12 HVAC and Safety Improvements	\$2,730,214.50	\$143,695.50	\$2,873,910.00	\$88.86
309	LA PLATA	DURANGO 9-R	ES Asbestos Abatement	\$76,360.60	\$130,019.40	\$206,380.00	\$26.39
313	LA PLATA	DURANGO 9-R	ES Partial Roof Replacement	\$48,921.44	\$83,298.66	\$132,220.10	\$11.60
317	LINCOLN	LIMON RE-4J	Partial K-12 Roof Replacement	\$316,909.32	\$35,212.15	\$352,121.47	\$22.72
323	LOGAN	BUFFALO RE-4J	HS Water Intrusion Mitigation	\$366,099.09	\$30,026.31	\$396,125.40	\$275.09
332	MESA	INDEPENDENCE ACADEMY	Modular HVAC Replacement	\$201,793.64	\$20,006.36	\$221,800.00	\$12.32
343	MESA	MESA COUNTY VALLEY 51	Orchard Mesa MS Replacement	\$14,751,135.95	\$25,116,799.05	\$39,867,935.00	\$403.69
352	MOFFAT	MOFFAT COUNTY RE:NO 1	ES MS HS Safe and Accessible Schools	\$249,216.64	\$249,216.64	\$498,433.28	\$1.05
365	MONTEZUMA	MANCOS RE-6	K-12 Campus Major Renovations	\$19,770,130.45	\$4,978,773.80	\$24,748,904.25	\$162.82
385	MONTROSE	MONTROSE COUNTY RE-1J	CMS Roof Replacement	\$171,724.07	\$280,181.38	\$451,905.45	\$5.82
390	MORGAN	BRUSH RE-2(J)	MS Replacement & HS Renovation	\$27,637,690.04	\$32,444,244.84	\$60,081,934.88	\$350.92
399	MORGAN	WIGGINS RE-50(J)	ES Secure Entrance	\$362,276.94	\$408,525.06	\$770,802.00	\$611.75
404	OTERO	EAST OTERO R-1	Primary School Addition/ Renovation	\$8,207,468.23	\$3,191,793.20	\$11,399,261.43	\$258.45

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
410	OTERO	MANZANOLA 3J	New PK-12 School	\$21,450,029.93	\$1,958,351.00	\$23,408,380.93	\$440.59
427	PUEBLO	SWALLOWS CHARTER ACADEMY	Modular Replacement - Brick & Mortar	\$15,711,467.15	\$247,361.85	\$15,958,829.00	\$421.51
461	RIO GRANDE	DEL NORTE C-7	New PK-12 Consolidated	\$27,168,587.83	\$17,913,517.00	\$45,082,104.83	\$409.84
472	ROUTT	HAYDEN RE-1	JrSr HS Replacement and ES Renovation	\$41,056,537.00	\$22,296,400.00	\$63,352,937.00	\$426.91
482	ROUTT	SOUTH ROUTT RE 3	Soroco MS Roof Replacement	\$214,653.45	\$161,931.55	\$376,585.00	\$36.78
488	SAGUACHE	MOUNTAIN VALLEY RE 1	PK-12 Replacement	\$27,072,252.00	\$3,724,699.00	\$30,796,951.00	\$457.43
498	WELD	GREELEY 6	Dos Rios ES Roof Replacement	\$584,309.25	\$194,769.75	\$779,079.00	\$15.86
505	WELD	GREELEY 6	McAuliffe STEM Academy Roof Replacement	\$584,309.25	\$194,769.75	\$779,079.00	\$15.04
512	WELD	WELD COUNTY SCHOOL DISTRICT RE-3J	Hudson ES Addition/Renovation	\$4,240,353.91	\$15,033,982.06	\$19,274,335.97	\$354.43
524	YUMA	YUMA 1	ES/MS HVAC Control Upgrades	\$129,455.82	\$110,277.18	\$239,733.00	\$2.01
Totals:				\$371,340,983.90	\$250,810,191.26	\$622,151,175.16	

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2017-18 APPLICATION SUMMARIES

LIST OF CHARTER SCHOOL APPLICATIONS SORTED BY COUNTY



COLORADO
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BEST FY2017-18 APPLICATION SUMMARIES

List of Charter School Applications Sorted by County

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
140	ARAPAHOE	LOTUS SCHOOL FOR EXCELLENCE	K-12 Safety Upgrades	\$3,905,227.71	\$799,865.92	\$4,705,093.63	\$485.06
170	CSI	COLORADO SPRINGS EARLY COLLEGES	HS Roof Replacement	\$698,899.15	\$285,465.85	\$984,365.00	\$17.90
210	DENVER	COLORADO HIGH SCHOOL	Colorado HS Safety & Security Renovation	\$408,110.42	\$540,983.58	\$949,094.00	\$92.15
217	EL PASO	ATLAS PREPARATORY SCHOOL	MS Roof Replacement	\$174,509.91	\$106,957.69	\$281,467.60	\$10.83
222	EL PASO	COMMUNITY PREP CHARTER SCHOOL	HS Safety Upgrades - Elevator Systems	\$49,262.07	\$77,050.93	\$126,313.00	\$315.78
231	EL PASO	THE VANGUARD SCHOOL	Building A MS - Roof Replacement	\$137,374.17	\$161,265.33	\$298,639.50	\$21.03
332	MESA	INDEPENDENCE ACADEMY	Modular HVAC Replacement	\$201,793.64	\$20,006.36	\$221,800.00	\$12.32
427	PUEBLO	SWALLOWS CHARTER ACADEMY	Modular Replacement - Brick & Mortar	\$15,711,467.15	\$247,361.85	\$15,958,829.00	\$421.51
Totals:				\$21,286,644.22	\$2,238,957.51	\$23,525,601.73	

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2017-18 APPLICATION SUMMARIES

**LIST OF APPLICATIONS WITH MATCHING FUNDS FROM A
PROPOSED 2017 BOND ELECTION**



COLORADO
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BEST FY2016-17 APPLICATION SUMMARIES

List of Applications with Matching Funds from a Proposed 2017 Bond Election

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
161	CHAFFEE	BUENA VISTA R-31	New MS/HS Campus	\$28,929,547.32	\$33,960,772.93	\$62,890,320.25	\$426.51
179	CUSTER	CUSTER COUNTY SCHOOL DISTRICT C-1	Safety/ Security Renovations	\$7,114,333.22	\$4,742,888.81	\$11,857,222.03	\$106.67
226	EL PASO	ELLCOTT 22	School District Safety and Accessibility	\$3,481,336.83	\$1,793,415.95	\$5,274,752.78	\$384.60
236	FREMONT	CANON CITY RE-1	Multiple Schools Upgrades	\$4,966,038.12	\$2,674,020.53	\$7,640,058.65	\$17.01
247	FREMONT	CANON CITY RE-1	New ES and MS	\$32,832,236.78	\$17,678,896.72	\$50,511,133.50	\$457.62
343	MESA	MESA COUNTY VALLEY 51	Orchard Mesa MS Replacement	\$14,751,135.95	\$25,116,799.05	\$39,867,935.00	\$403.69
365	MONTEZUMA	MANCOS RE-6	K-12 Campus Major Renovations	\$19,770,130.45	\$4,978,773.80	\$24,748,904.25	\$162.82
404	OTERO	EAST OTERO R-1	Primary School Addition/ Renovation	\$8,207,468.23	\$3,191,793.20	\$11,399,261.43	\$258.45
410	OTERO	MANZANOLA 3J	New PK-12 School	\$21,450,029.93	\$1,958,351.00	\$23,408,380.93	\$440.59
461	RIO GRANDE	DEL NORTE C-7	New PK-12 Consolidated	\$27,168,587.83	\$17,913,517.00	\$45,082,104.83	\$409.84
472	ROUTT	HAYDEN RE-1	JrSr HS Replacement and ES Renovation	\$41,056,537.00	\$22,296,400.00	\$63,352,937.00	\$426.91
488	SAGUACHE	MOUNTAIN VALLEY RE 1	PK-12 Replacement	\$27,072,252.00	\$3,724,699.00	\$30,796,951.00	\$457.43
Totals:				\$236,799,633.66	\$140,030,327.99	\$376,829,961.65	

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2017-18 APPLICATION SUMMARIES

LIST OF APPLICATIONS WITH A WAIVER REQUEST



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BEST FY2017-18 APPLICATION SUMMARIES

List of Applications with a Waiver Request

Page #	County		Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
140	ARAPAHOE	LOTUS SCHOOL FOR EXCELLENCE K-12 Safety Upgrades	\$3,905,227.71	\$799,865.92	\$4,705,093.63	\$485.06
154	BACA	VILAS RE-5	\$253,179.28	\$19,056.51	\$272,235.79	\$15.68
194	DELTA	DELTA COUNTY 50(J)	\$10,517,664.92	\$4,000,072.08	\$14,517,737.00	\$483.92
276	JACKSON	NORTH PARK R-1	\$752,482.38	\$405,182.82	\$1,157,665.20	\$13.32
293	KIOWA	PLAINVIEW RE-2	\$2,730,214.50	\$143,695.50	\$2,873,910.00	\$88.86
317	LINCOLN	LIMON RE-4J	\$316,909.32	\$35,212.15	\$352,121.47	\$22.72
323	LOGAN	BUFFALO RE-4J	\$366,099.09	\$30,026.31	\$396,125.40	\$275.09
332	MESA	INDEPENDENCE ACADEMY	\$201,793.64	\$20,006.36	\$221,800.00	\$12.32
352	MOFFAT	MOFFAT COUNTY RE:NO 1	\$249,216.64	\$249,216.64	\$498,433.28	\$1.05
365	MONTEZUMA	MANCOS RE-6	\$19,770,130.45	\$4,978,773.80	\$24,748,904.25	\$162.82
427	PUEBLO	SWALLOWS CHARTER ACADEMY	\$15,711,467.15	\$247,361.85	\$15,958,829.00	\$421.51
498	WELD	GREELEY 6	\$584,309.25	\$194,769.75	\$779,079.00	\$15.86
505	WELD	GREELEY 6	\$584,309.25	\$194,769.75	\$779,079.00	\$15.04
					Totals:	\$67,261,013.02

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2017-18 APPLICATION SUMMARIES

BEST GRANT APPLICATION REVIEW ORDER
SORTED ALPHABETICALLY BY COUNTY, THEN BY APPLICANT



COLORADO
Department of Education

DIVISION OF CAPITAL CONSTRUCTION

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BEST FY2017-18 APPLICATION SUMMARIES

BEST Grant Application Review Order - Sorted Alphabetically by County, then by Applicant

Page #	County	Applicant Name	Project Title
77	ADAMS	ADAMS 12 FIVE STAR SCHOOLS	Hillcrest ES Roof Replacement
82	ADAMS	ADAMS 12 FIVE STAR SCHOOLS	STEM Lab Renovation/Addition
88	ADAMS	MAPLETON 1	Global Intermediate Academy 4-8 School Replacement
99	ADAMS	MAPLETON 1	Global Primary Academy PreK-3 School Replacement
110	ALAMOSA	ALAMOSA RE-11J	AHS Security Upgrade
116	ARAPAHOE	DEER TRAIL 26J	New PK-12 School
128	ARAPAHOE	ENGLEWOOD 1	Bishop ES Replacement
140	ARAPAHOE	LOTUS SCHOOL FOR EXCELLENCE	K-12 Safety Upgrades
154	BACA	VILAS RE-5	K-12 Roof Replacement
161	CHAFFEE	BUENA VISTA R-31	New MS/HS Campus
170	CSI	COLORADO SPRINGS EARLY COLLEGES	HS Roof Replacement
179	CUSTER	CUSTER COUNTY SCHOOL DISTRICT C-1	Safety/ Security Renovations
194	DELTA	DELTA COUNTY 50(J)	Delta MS Addition/ Renovation
210	DENVER	COLORADO HIGH SCHOOL	Colorado HS Safety & Security Renovation
217	EL PASO	ATLAS PREPARATORY SCHOOL	MS Roof Replacement
222	EL PASO	COMMUNITY PREP CHARTER SCHOOL	HS Safety Upgrades - Elevator Systems
226	EL PASO	ELLCOTT 22	School District Safety and Accessibility
231	EL PASO	THE VANGUARD SCHOOL	Building A MS - Roof Replacement
236	FREMONT	CANON CITY RE-1	Multiple Schools Upgrades
247	FREMONT	CANON CITY RE-1	New ES and MS
255	FREMONT	COTOPAXI RE-3	Districtwide Safety/Security Upgrades
261	GARFIELD	ROARING FORK RE-1	Safety and Security at 2 HS, 3 MS, & 1 ES
269	HUERFANO	LA VETA RE-2	ES Gymnasium HVAC-Bleacher Upgrades
276	JACKSON	NORTH PARK R-1	Safety, Security & Technology Upgrades
289	KIOWA	EADS RE-1	Main Electrical Service Upgrade
293	KIOWA	PLAINVIEW RE-2	PK-12 HVAC and Safety Improvements
309	LA PLATA	DURANGO 9-R	ES Asbestos Abatement

Page #	County	Applicant Name	Project Title
313	LA PLATA	DURANGO 9-R	ES Partial Roof Replacement
317	LINCOLN	LIMON RE-4J	Partial K-12 Roof Replacement
323	LOGAN	BUFFALO RE-4J	HS Water Intrusion Mitigation
332	MESA	INDEPENDENCE ACADEMY	Modular HVAC Replacement
343	MESA	MESA COUNTY VALLEY 51	Orchard Mesa MS Replacement
352	MOFFAT	MOFFAT COUNTY RE:NO 1	ES MS HS Safe and Accessible Schools
365	MONTEZUMA	MANCOS RE-6	K-12 Campus Major Renovations
385	MONTROSE	MONTROSE COUNTY RE-1J	CMS Roof Replacement
390	MORGAN	BRUSH RE-2(J)	MS Replacement & HS Renovation
399	MORGAN	WIGGINS RE-50(J)	ES Secure Entrance
404	OTERO	EAST OTERO R-1	Primary School Addition/ Renovation
410	OTERO	MANZANOLA 3J	New PK-12 School
427	PUEBLO	SWALLOWS CHARTER ACADEMY	Modular Replacement - Brick & Mortar
461	RIO GRANDE	DEL NORTE C-7	New PK-12 Consolidated
472	ROUTT	HAYDEN RE-1	JrSr HS Replacement and ES Renovation
482	ROUTT	SOUTH ROUTT RE 3	Soroco MS Roof Replacement
488	SAGUACHE	MOUNTAIN VALLEY RE 1	PK-12 Replacement
498	WELD	GREELEY 6	Dos Rios ES Roof Replacement
505	WELD	GREELEY 6	McAuliffe STEM Academy Roof Replacement
512	WELD	WELD COUNTY SCHOOL DISTRICT RE-3J	Hudson ES Addition/Renovation
524	YUMA	YUMA 1	ES/MS HVAC Control Upgrades

• **Facilities Impacted by this Grant Application** •

Adams 12 Five Star Schools - Hillcrest ES Roof Replacement - Hillcrest ES - 1962

District:	Auditor - Adams 12
School Name:	Hillcrest ES
Gross Area (SF):	54,746
Number of Buildings:	1
Replacement Value:	\$10,857,958
Condition Budget:	\$5,714,295
Total FCI:	0.53
Adequacy Index:	0.62



BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: ADAMS 12 FIVE STAR SCHOOLS

County: ADAMS

Project Title: Hillcrest ES Roof Replacement

Applicant Previous BEST Grant(s): 0

Has this project been previously applied for and not funded? No

If Yes, please explain why: NA

Project Type:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | NA |

General Information About the District / School, and Information About the Affected Facilities:

Adams 12 Five Star Schools is the sixth largest public school district in Colorado with nearly 39,000 students. Hillcrest Elementary serves a diverse community of Pre-K through fifth grade students with 84% receiving free or reduced lunch. Hillcrest was originally constructed in 1962 with additions in 1981 (Gymnasium), 1991 (Administration and Kindergarten) and 2011 (Classrooms). Minor interior renovations in 2001 and 2006 upgraded finishes and HVAC equipment. The building consists of a single story of approximately 52,000 square feet with approximately 59,300 square feet of roof, including sloped portions and parapets. 57,118 square feet of the roof area consists of the following assembly: roof slope 1/16" per foot; steel deck on steel joists; 1/4" lightweight insulation; 4 plies of fiberglass layers adhered with asphalt; 3/4" perlite cover board tapered to drain; with aggregate surface. This roof assembly was installed in 1994. The affected facilities below this roof type are educational spaces including classrooms, gymnasium, music room, library, and kitchen food storage areas. These areas are affected by regular, unpredictable roof leaks that damage the finishes including ceiling tiles, carpet, casework and paint. The remaining 2,205 square feet adorn four architectural lighting features and are of the following assembly: roof slope 5:12 plywood deck; asphalt shingle underlayment; with asphalt shingle surface. This roof assembly was also installed in 1994. The affected facilities below include the library, kindergarten, main hallway, and front entry. This project will consist of a roof replacement of approximately 54,992 square feet of roof assembly located above the majority of the building, save the 3,881 sf of built up roof that was part of the 2011 classroom addition, and the 405 sf of asphalt shingle roof over the entrance that was replaced in summer 2016.

Deficiencies Associated with this Project:

The built up roof system is experiencing failure common to roofs at the end of life. The felt is wearing out in areas, requiring patches that will eventually require more attention. The flashing, both base and edge, is dented and pulling apart. The cracks in the flashing allow water to pool and enter the building. The 28 skylights are all failing both at the lenses which are beginning to crack, and at the bases which have been caulked several times and can no longer be made reliably water tight. The coping cap and parapet flashing is rusted, damaged, faded and has experienced re-caulking at many horizontal joints to stop leaking. The 2014 CDE School Assessment Report quoted a RSLI of 0% with an SCI of 106.4% and a condition budget of \$1,006,118. The roof has been maintained, but the overall condition of the roof has only deteriorated since 2014.

Proposed Solution to Address the Deficiencies Stated Above:

We propose removing the 53,237 sf of existing, deficient built up roofing down to the metal deck and installing a graveled built up roof system. The system will consist of full tapered, rigid polyisocyanurate insulation of approximately 3" thick. The insulation will be attached to the metal deck with fasteners. The top layer of 1/2" wood fiber insulation will be attached to the first layer of insulation with hot asphalt. The final topping will be a graveled, four ply built up roof membrane ranging in thickness from 3/16" to 1/4". A graveled built up roof system has a life cycle of about 25-30 years. The 1,755 sf of deficient asphalt shingles will be removed to the plywood deck, and replaced with a similar system of asphalt shingle underlayment and asphalt shingle surface. The existing metal deck and the supporting structure are in good condition and was designed to

BEST FY2017-18 GRANT APPLICATION SUMMARIES

accommodate the loads of the proposed roofing systems. The 28 domed skylights and frames, as well as the Kalwall skylight over the main entry will be replaced as well. This project will be managed by a District Project Manager from design and throughout construction. Adams 12 intends to hold a request for proposals for roof consultation, design, and construction.

How Urgent is this Project?

Failures of the current system are regular and the locations of the failures are unpredictable. Each time a failure occurs there is damage to ceiling tiles and at some locations damage to carpet, drywall, paint and casework. Technology equipment within the classrooms, library and equipment rooms is at high risk of being destroyed or damaged due to unforeseen leaks. Ceiling light fixtures and data cabling with the plenum space are at risk as well. Continued leaking of the roof system may cause unknown mold conditions within wall systems and/or behind casework. Leaks occurring during school operation times interrupts teaching and learning and can cause dangerous slip conditions at hard floor surfaces. Replacement of the roof system is urgent.

Should Hillcrest Elementary not be awarded the BEST Grant, the scope of the project would shift from mostly replacement to renovation. The most severe sections of roof would still be replaced with bond funding, but the other sections that were reported to have 3-5 years of remaining service life would then be renovated to attempt to get another 10 years of remaining life. Those sections should be replaced with the sections that are already past their useful life, but if the budget proves inadequate to do so, they will be repaired.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

NA

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Adams 12 Five Star Schools uses a life cycle management approach to assure that equipment and facilities remain in sound operating condition for at least their expected lifetime. This approach starts with a detailed design review of the project and focused quality assurance inspections during construction. Once equipment and facilities are commissioned, they enter our Preventive Maintenance program. Under this program, PM Work Orders are automatically generated at regularly scheduled intervals and routed to maintenance technicians assigned to the school where the equipment is located. For roofs, the PM Work Orders are generated annually and include a thorough inspection of the roof with special attention paid to identify "tar-boils", deflection, obstructed drains & vents, ponding of water and holes or cracks in seams and flashing. Work Orders are generated for any deficiencies found during the annual roof inspection. Hillcrest Elementary has been, and will continue to be, included in this process thus assuring maximum life of the project.

Adams 12 has engaged Bluefin Roof Consulting to do a district-wide audit, completed in 2015, that identified defects and preventative maintenance opportunities to extend the useful life of the district's roofs. Each roof, including Hillcrest, has such a plan for maintenance and restoration, linked to its age and condition.

Adams 12 Five Star Schools renews its facilities and related equipment from one of two funding sources; 1) a Capital Reserve Fund that is replenished via annual operating income and, 2) General Obligation Bonds that we put before our voters when we deem that facility-related financial needs are much greater than the annual budget can realistically fund. Each year all district equipment and facilities are reviewed to identify those that are approaching the end of their expected life. A priority list of renewal projects is then compiled based on this information; some to be funded through the Capital Reserve Fund and others earmarked to be done under a bond. Most roofs in the district are of the Built Up Roof variety and have expected lifetimes of 25-30 years. Due to the long-life expectancy and relatively high cost of roof replacements, most are scheduled to be completed under the next available bond. Should we win a BEST Grant, the new roof at Hillcrest Elementary would be included in our annual review and scheduled for replacement again at the end of its expected life; in or around the year 2040.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The facility was constructed new by Adams 12 Five Star Schools in 1962.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Hillcrest Elementary was originally constructed in 1962 with a gymnasium addition in 1981, an administration / kindergarten addition in 1991, and a classroom addition in 2011. Hillcrest underwent minor mechanical/electrical renovations in 2001 and 2006. The current roof was installed in 1994 and is approaching 25 years old.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

In November 2016, Adams 12 voters successfully passed ballot issue 3D, awarding the Adams 12 Five Star School District a \$350M bond to fund facilities projects. Leading up to the bond, the A12 Facilities Department had prioritized projects, based on needs as determined by our life-cycle management data as well as district technicians' input. Those projects that required immediate attention were moved up the priorities list to be funded by the bond. Should we be awarded the BEST Grant, we can maximize the investment in the Hillcrest roof, supplementing the bond dollars allocated to replace the most deficient sections of roof with grant dollars to replace additional sections that have past their useful life, per the 2014 CDE Report.

How do you budget annually to address capital outlay needs in your district/charter?

Each year all district equipment and facilities are reviewed to identify those that are approaching the end of their expected life. A priority list of renewal projects is then compiled based on this information; some to be funded through the Capital Reserve Fund. Since 2012, Adams 12 has spent an average of \$1M per year from Capital Reserve Funding on roofing projects.

Current Grant Request:	\$531,973.64	CDE Minimum Match %:	57
Current Applicant Match:	\$705,174.36	Actual Match % Provided:	57
Current Project Request:	\$1,237,148.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		2016 General Obligation Bond
Total of All Phases:	\$1,237,148.00	Escalation %:	4
Affected Sq Ft:	54,992	Construction Contingency %:	10
Affected Pupils:	489	Owner Contingency %:	7.5
Cost Per Sq Ft:	\$22.50	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.18	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$21.32	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$2,530	Is a Master Plan Complete?	No
Sq Ft Per Pupil:	113	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	37,688	Bonded Debt Approved:	\$350,000,000
Assessed Valuation:	\$2,113,590,203	Year(s) Bond Approved:	16
PPAV:	\$56,081	Bonded Debt Failed:	\$300,000,000
Unreserved Gen Fund 14-15:	\$7,391,305	Year(s) Bond Failed:	08, 14
Median Household Income:	\$66,968	Outstanding Bonded Debt:	\$280,548,214
Free Reduced Lunch %:	39.30%	Total Bond Capacity:	\$422,718,041

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Existing Bond Mill Levy: 21.665

Bond Capacity Remaining: \$142,169,827

• **Facilities Impacted by this Grant Application** •

Adams 12 Five Star Schools - STEM Lab Renovation/Addition – STEM Lab - 1971

District:	Auditor - Adams 12
School Name:	STEM Lab
Gross Area (SF):	125,699
Number of Buildings:	1
Replacement Value:	\$28,052,297
Condition Budget:	\$14,887,259
Total FCI:	0.53
Adequacy Index:	0.66



BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: ADAMS 12 FIVE STAR SCHOOLS

County: ADAMS

Project Title: STEM Lab Renovation/Addition

Applicant Previous BEST Grant(s): 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input checked="" type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input checked="" type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Adams 12 Five Star Schools is the sixth largest public school district in Colorado with nearly 39,000 students. STEM Lab is the flagship STEM school for Adams 12, attracting students from throughout the district to participate in a problem-based-learning environment. Distinctive spaces like Lego Labs and Maker spaces join laboratory and classroom spaces to support the STEM curriculum. STEM Lab is a non-boundary, choice program that is highly desired by the community with a wait-list of approximately 375 students.

STEM Lab was converted from the decommissioned Northeast Middle School to meet the high demand for a district STEM program. A series of renovations between 2010 and 2016 upgraded the learning environment, with the intention being that a major renovation would update the campus to current district standards and to reach the full vision of the STEM program. STEM Lab is currently a two round K-8 school with plans to expand to three rounds with Pre-K included due to the extremely high demand for the STEM programming.

The existing building consists of a single story east wing of 50,422 sf, and two story west wing of 72,784 sf for a total building area of 123,206 sf.

Deficiencies Associated with this Project:

STEM Lab has many deficiencies that relate to its relative age and change of use over its lifespan. The 2014 CDE School Assessment Report quoted a 9% Remaining Service Life Index Score with a Condition Budget of approximately \$28,020,974, compared to a replacement value of \$42,649,317. Failing building systems, inadequate entry and administration design that fails to securely monitor guest entry, and asbestos containing materials in many of the building elements are all issues that affect the safety and health of the student occupants.

STEM Lab is experiencing the failure of many building elements that have passed their reasonable expected life span. The Built-up roof over the original building core (the 1971 original west building with the 1971 and 1975 additions – approximately 97,000 sf) is the worst in the district per a 2013 Cave Consulting roof audit. The remaining 26,200 sf of roofing was part of the 1992 or 1997 additions and is nearing the end of its useful life. The 2014 CDE School Assessment Report gave the main core roof a 1% RSLI score. Constant roof leaks have required patches that have begun to leak as well. In 2016 Adams 12 replaced two boilers on the east wing that will remain as part of the renovation, and refurbished several unit ventilators that were no longer functioning, but the remaining unit ventilators and boiler need to be replaced because they can no longer be relied upon to keep a constant temperature, and parts for the pneumatic systems for the unit ventilators can no longer be purchased for repairs, while glycol leaks regularly affect the system stain, ceiling tiles, and cause disruptions to the learning environment. Furthermore, the collection of different systems makes the building a maintenance problematic, with pneumatic systems coexisting with digital controls, and unit ventilators with roof top units. The old, failing systems result in classroom learning environments with low IEQ (Indoor Environmental Quality), as detailed in a May 2014 CHPS Operations Report Card (ORC) Survey. The ORC is an independent program, run by the Collaborative for High Performance Schools

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(CHPS) that tests classrooms' indoor environmental quality. Statistics compiled throughout the district found that the classrooms at STEM Lab rated Thermal Comfort as a 43/100, Energy Efficiency as a 48/100, and Indoor Air Quality as a 50/100, some of the lowest scores in the district. Finally, the 2014 CDE Report gave the electrical system a 1% RSLI score, citing the Electrical Service and distribution and lighting and branch wiring as beyond its expected life and worthy of replacement. Per the 2014 CDE Report, the electrical service and distribution "was installed in 1971. It has a 30-year service life which expired in 2001."

The many additions and renovations over the building's 46 year history have left it without a defined entrance and administration sequence, mostly due to evolving entry protocols for school buildings over the last decade. As a result, while the building is equipped with camera entry, the entry sequence is not secured, as visitors do not have to pass through the administration space to be checked in or gain access to the building. This does not meet district security standards, and the location of the administration space – approximately 100 feet down the hall from the entrance, past stairs and classrooms – make a secure entry renovation impossible; visitors are able to bypass the administration check in and use the stairwell near the entrance to access all parts of the building.

The original 1970s buildings contain many asbestos containing building materials (ACM), including: non-friable 12"x12" floor tile and mastic, drywall mud, boiler mud, CMU block filler and coating. Several abatement projects have reduced the amount of ACM in the building, but the location and extent have made a full abatement impossible. The exterior concrete walls contain over 15,000 sf of friable block filler that is nearing 50 years of age and is known to deteriorate over time.

Myriad other issues including outdated fire alarm systems, difficult and unsafe ADA sequences due to the split level building design, and an un-adaptable tilt-up concrete structure make the current STEM Lab building ill fitted to its current use, and a potential hazard to its occupants. The current fire alarm systems are deficient per the 2014 CDE Report: "The system was installed in 1971. It has a 15-year service life which expired in 1986. The system should be replaced." Also, the current building was built at different grades and has six steps separating the main levels of each wing. In 1992 ramps were installed to meet ADA, but they are remote from large sections of the building, and do not meet the intent of ADA to have an accessible building. Furthermore, per the 2014 CDE report, the elevator past its service life in 2001 and needs to be replaced. Additional, meaningful renovation is hampered by the tight confines of the tilt-up concrete structure.

Proposed Solution to Address the Deficiencies Stated Above:

The district recognized the poor state of the building from STEM Lab's inception, but the lack of bond funding for over a decade limited the scope of repairs it could undertake. Work between 2010 and 2016 fixed critical issues, while the district planned to address the larger needs with bond funding.

With the passage of the bond in November 2016 the district fast-tracked a major renovation and addition project to STEM Lab. The project includes demolition of the west two-story portion of the building and construction of two one story additions in two phases:

-Phase 1 (2017) includes renovating the remaining one-story building (which includes large spaces such as the gymnasium, cafeteria and kitchen) the east classroom addition, and related site work, including the new playground areas. (Renovation 50,422 sf; New Construction: 24,187 sf)

-Phase 2 (2018) includes demolition of the west two-story portion of the building, the west classroom/administration/kindergarten/LMC addition and related site work including new parking lots, drop-off and fire lanes. (Demolition: 72,784 sf; New Construction: 26,658 sf)

The existing two-story structure is past its useful life, and as its tilt-up concrete structure couldn't be adapted to sufficiently meet the district requirements for health and safety, Adams 12 decided it was best to demolish it and build two new additions to better house the STEM program. The benefits of these new additions are as follows:

-The new construction and renovations will include all new building systems, thus eliminating the obsolete HVAC and electrical systems that were past their usable life in the existing building. The new mechanical systems will upgrade the indoor environment of the school, and create healthier spaces. The electrical systems will remove old and unsafe wiring, and replace it with new and more efficient branch wiring and LED fixtures.

-The new building will be completely fire sprinkled, thus eliminating a major life-safety risk with the current building's outdated fire safety system.

-A redesigned entry and administration space adds both a secured entry sequence that meets the district standard and

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Public School Facility Construction Guidelines 4.1.11.9.

- The new classroom additions are designed around CHPS principles for natural daylighting and indoor air quality, thus creating a better learning environment for students than the 1970s spaces that had small windows and inadequate ventilation.
- New Lego and Maker spaces tailor the building to the STEM curriculum
- Abatement and demolition of the 72,784 sf west wing eliminates significant ACM from the campus. The renovated wing will receive extensive abatement as well, thus substantially reducing the students' potential exposure to friable and non-friable ACM.
- The one story plan eliminates the complicated ADA sequence that exists in the current building and removes the outdated elevator. This increases access to the entire campus for all students and visitors.
- Improved parking and drop-off space improves the neighborhood traffic issues that currently exist and remove hazardous road crossings for students.

How Urgent is this Project?

While bond dollars have been allocated to this project, Adams 12's budget for the additions and renovation was not sufficient to fund the current schematic budget and so the design team has begun reducing such items as classroom window sizes, finishes, and site elements that are important to the project but cannot be realized with our current funding. Should STEM Lab not be awarded the grant, the district would be forced to consider options to further reduce the cost of the project by approximately \$5 Million, which could include heavily reducing the scope of renovation in the existing portion, both of electrical and mechanical upgrades, or reducing the size of the addition. In either case, the school would suffer as the reduction in renovation scope would leave the existing portion with the substandard indoor air quality that it experiences currently, and the reduction in additional classroom space would contribute to overcrowding the student body.

The current building is past its useful life, with various aspects failing at regular and unpredictable intervals. The HVAC system consists of components that cannot be replaced, and so as individual unit ventilators fail, they are repaired to the extent that they can be, though not to full functionality. The electric panels and branch wiring are past their useful life, and have arced and proven to be in need of replacement. Roof leaks have been patched, though continue to fail regularly. These systems must be replaced, and are scheduled to be replaced over the course of the next two years.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

NA

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Adams 12 Five Star Schools uses a life cycle management approach to assure that equipment and facilities remain in sound operating condition for at least their expected lifetime. This approach starts with a detailed design review of the project and focused quality assurance inspections during construction. Once equipment and facilities are commissioned, they enter our Preventive Maintenance program. Under this program, PM Work Orders are automatically generated at regularly scheduled intervals and routed to maintenance technicians assigned to the school where the equipment is located. STEM Lab has been, and will continue to be, included in this process thus assuring maximum life of the project.

Adams 12 Five Star Schools renews its facilities and related equipment from one of two funding sources; 1) a Capital Reserve Fund that is replenished via annual operating income and, 2) General Obligation Bonds that we put before our voters when we deem that facility-related financial needs are much greater than the annual budget can realistically fund. Each year all district equipment and facilities are reviewed to identify those that are approaching the end of their expected life. A priority list of renewal projects is then compiled based on this information; some to be funded through the Capital Reserve Fund and others earmarked to be done under a bond. Should we win a BEST Grant, the assets in the renovated areas and additions at STEM Lab would be included in our annual review and scheduled for replacement again at the end of their expected lives.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The facility was constructed new by Adams 12 Five Star Schools in 1971.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

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STEM Lab was originally constructed as Northeast Middle School in 1971 with a gymnasium addition in 1972, a kitchen and cafeteria addition in 1975, and classroom additions in 1992 and 1997. The school was slated for demolition the early 2000s, with Shadow Ridge MS constructed to relocate the staff and students of Northeast MS. The building was decommissioned by Adams 12 and leased to various charter schools. In 2010 the building reopened as STEM Magnet Lab School to meet the high need for a district STEM school. The new STEM Lab opened for approximately 196 students in a two round K-2 and 6th grade, and due to the high demand for STEM programming the facility was expanded to serve 407 students in two rounds of K-7 by the second year.

As STEM Lab, the building underwent several renovations aimed at improving systems and indoor environmental quality. In 2010 Adams 12 completed a project to renovate classrooms and upgrading finishes throughout the east half of the building. In 2011 the district updated toilets and installed a cross-corridor to create a much-needed circulation route, thus eliminating the need to access spaces by travelling through other classrooms. This renovation also saw HVAC, IT and lighting upgrades throughout the building. In 2012 the district reconfigured classrooms and updated the plan to meet fire requirements. In 2013 Adams 12 updated toilet heights to serve the elementary school population. In 2016 a renovation of boilers and HVAC saw the removal of two inefficient cast iron boilers and the installation of two, new, high efficiency boilers, as well as new supporting HVAC equipment. Past projects were designed so that it would accommodate a major addition or renovation project (bond dependent) in the coming years, with a focus on not wasting limited resources on a temporary fix. These past projects have kept the building occupiable but have not fully addressed the needs of the building to support safe and effective learning environments.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The district has funded several renovation projects over the span of seven years with Capital Reserve Funds, and was prepared to fund a smaller-scale renovation of the entire school in the coming year with alternate funding methods. Upon passing the bond the scope of work changed to include demolition of the west wing and two additions to go along with a renovation of the core structure.

How do you budget annually to address capital outlay needs in your district/charter?

Each year all district equipment and facilities are reviewed to identify those that are approaching the end of their expected life. A priority list of renewal projects is then compiled based on this information; some to be funded through the Capital Reserve Fund. The most recent Capital Reserve Fund was a lump sum for approximately \$5.8M.

Current Grant Request:	\$6,570,640.82	CDE Minimum Match %:	57
Current Applicant Match:	\$20,807,029.28	Actual Match % Provided:	76
Current Project Request:	\$27,377,670.10	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		2016 General Obligation Bond
Total of All Phases:	\$27,377,670.10	Escalation %:	1.5
Affected Sq Ft:	102,220	Construction Contingency %:	7
Affected Pupils:	471	Owner Contingency %:	5
Cost Per Sq Ft:	\$267.83	Historical Register?	No
Soft Costs Per Sq Ft:	\$22.00	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$245.83	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$58,127	Is a Master Plan Complete?	No
Sq Ft Per Pupil:	217	Who owns the Facility?	District

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FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	37,688	Bonded Debt Approved:	\$350,000,000
Assessed Valuation:	\$2,113,590,203	Year(s) Bond Approved:	16
PPAV:	\$56,081	Bonded Debt Failed:	\$300,000,000
Unreserved Gen Fund 14-15:	\$7,391,305	Year(s) Bond Failed:	08, 14
Median Household Income:	\$66,968	Outstanding Bonded Debt:	\$280,548,214
Free Reduced Lunch %:	39.30%	Total Bond Capacity:	\$422,718,041
Existing Bond Mill Levy:	21.665	Bond Capacity Remaining:	\$142,169,827

• **Facilities Impacted by this Grant Application** •

Mapleton 1 - Global Intermediate Academy 4-8 School Replacement - Global Leadership Academy – 1961*

School Name: Global Leadership Academy(John Dewey MS)

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	78,473
Replacement Value:	\$24,223,982
Condition Budget:	\$13,555,858
Total FCI:	55.96%
Energy Budget:	\$0
Suitability Budget:	\$4,676,600
Total RSLI:	16%
Total CFI:	75.3%
Condition Score: (60%)	2.82
Energy Score: (0%)	1.25
Suitability Score: (40%)	3.83
School Score:	3.23



*2009 Assessment Data

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Applicant Name: MAPLETON 1

County: ADAMS

Project Title: Global Intermediate Academy 4-8 School Replacement

Applicant Previous BEST Grant(s): 3

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

The mission of Mapleton Public Schools, a community that embraces its children through high performing schools of choice, is to ensure that the students and staff are provided a safe environment and that each student is empowered to achieve his or her dreams and contribute to his or her community, country and world. Most of Mapleton's 8,822 students live in unincorporated Adams County (immediately north of Denver) and Thornton. Of Mapleton's total student population, 6,396 are students in District-run bricks and mortar schools, while the remaining 2,426 participate in a statewide online program. As of school year 2016-2017, 68 percent of students in District-run schools are eligible for free or reduced lunch and 48 percent are English language learners. There are 17 schools, including the online charter school.

Mapleton has a long history of education reform. In 2001, troubled by consistently declining test scores and graduation rates, staff and administrators recognized that Mapleton's traditional public school system was failing students and the community. Beginning in 2004, after intensive community-wide strategic planning, every school in the District was closed and re-opened with a new instructional model.

Now in the final stage of these reforms, 17 small-by-design schools, each with a specific instructional model, are operating successfully in Mapleton. Model designs include Expeditionary Learning, Big Picture, Early College, International Baccalaureate, STEM, and more. There are no default neighborhood schools; all families must choose which school and instructional model will be best for their child. Transportation is provided for all students to any school, regardless of where the student lives or where the school is located.

Evidence of success includes:

- graduation rate increase: 55.3% to 65.9%
- drop out rate decrease: 14.7% to 3.0%
- average ACT score increase: 16.6 to 19.2
- college acceptance rate increase: 70% to 98%

In 2010, Mapleton began the process of addressing its aging facilities. At the time, every building in the District was more than 45 years old. With support from the BEST program, Mapleton replaced its old comprehensive high school with a K-12 campus, which now includes five schools and a student center serving over 1,900 students.

Additionally, it added space to York International School, the District's International Baccalaureate school using district funds. Mapleton is now entering the third phase of its master plan, which includes replacing two outdated facilities in the western part of the District, both of which have pressing health and safety concerns, as well as significant educational suitability issues. In 2016, the district convened a facilities task force, made up of 100 community members. The task force studied CDE facility

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assessments done by the state of Colorado and determined that building improvements were urgently needed at many Mapleton schools. In summer 2016, the task force recommended that the Board of Education pursue a bond election to fund improvements. The Board unanimously agreed and in fall 2016, the community approved a bond measure to address facilities needs district-wide.

This grant would fund the construction of a new 4th-8th grade facility at the Global Campus. The current facility houses 621 students in grades PreK – 12, 78 percent of whom receive free/reduced lunch and 71 percent of whom are learning English as a second language. The Global Campus is in the second year of a Colorado Department of Education Tiered Intervention Grant, which supports comprehensive school improvement at persistently underperforming schools. The first step identified through this grant was the division of the K-12 school structure into three schools on the campus: a PreK-3 school, a 4-8 school, and a 9-12 school. This grant would address the safety issues at the current facilities while creating new facilities that meet the instructional programming needs of the Global Campus.

Deficiencies Associated with this Project:

The Global Campus is located at 7480 Broadway in Denver, Colorado, immediately adjacent to I-25 and close to the I-36 and I-76 interchanges. The campus includes the original building constructed in 1961, a classroom addition completed in 1972, and two annex buildings added in 2004.

The primary safety issues on the Global Campus are as follows:

UNMONITORED, UNSECURED ENTRIES IN SEPARATE BUILDINGS CREATE SAFETY AND SUPERVISION ISSUES: there are three separate buildings on the Global Campus. While the District does not believe that separate facilities are unsafe in themselves, several aspects of these facilities create serious safety concerns:

- The back buildings are remote and on the back of the property. The buildings are down a hill, cannot be seen from 90 percent of the property, and emergency responders cannot easily access the buildings. Unless a person has intimate knowledge of the site, it is difficult to know the buildings are even present. Because the entrances to these buildings are unsecure – without cameras, daytime locks, or staff supervision – the buildings can easily be accessed by anyone. The area has one of the highest crime rates in the District; there have been several shootings in the past year – including one in January 2017 - and north-side windows are shattered and shot out regularly. Therefore, having a secluded space creates a significant safety and security concern for students and staff.
- Older students regularly move between the buildings to access the gymnasium and cafeteria in the main building, which means that the doors must remain unlocked for the day. Because of the location of the buildings, they are impossible to supervise appropriately, even with cameras and extensive staff supervision (neither of which the District does not have funding for).
- The entries to both buildings cannot be seen by the front office. In the main building, office staff cannot see visitors until they are already inside the main building. The offices in the annex have no visual line of sight to the entrance and cannot see when an individual has entered the building.
- There is no clear entry for visitors or emergency responders; in an emergency situation, it would be extremely difficult for emergency responders to know where to go. Because the campus has two separate communications systems that only work in classrooms (not in hallways), it would be difficult to communicate quickly to all students and staff in case of an emergency.

SAFETY CONCERNS IN SEVERE WEATHER: District policy recommends that students be sheltered in a brick and mortar building in the event of a tornado warning or severe wind storm. District staff do not feel safe keeping students in the back buildings during severe weather because they are wood frame construction. The District has been hit by a tornado in the past and has regular tornado warnings throughout the year, so this is a serious safety issue.

ASBESTOS: an assessment by RLH Engineering found asbestos in pipe fittings, pipe insulation, ceiling tiles, floor tiles, door and window caulking, and block filler. The biggest safety concern is with asbestos containing (ACM) floor tiles, which are coming loose throughout the building. There is also asbestos in ceiling tiles, block filler, and transite panels. Because the roof leaks, the wet ceiling tiles can fall and make the asbestos friable. Current estimates indicate that it would cost nearly \$900,000 just to mitigate the asbestos.

FLOORING: One of the back buildings on the campus was intended to be temporary; however, current campus use requires

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that a more permanent occupancy be maintained. The floor covering in that building is failing and beginning to show signs of collapse in certain areas.

INTERIOR SAFETY ISSUES: all classrooms need to be locked from the outside with a key, which means that teachers need to go into the hallway to lock their classrooms. In the event of an intruder, this is a significant safety concern. There are nine exterior doors just in the main building, and only one of them is viewable from the main office. Additionally, many of the classrooms do not have hallway windows to allow law enforcement to see inside. Lastly, the back hallway that is used to access the main building from the rear buildings is extremely narrow. Passing times are difficult because of the narrowness of the space and have resulted in fights among older students.

WATER INFILTRATION LEADING TO MOLD CONCERNS: there are leaks throughout the main facility, particularly through the ceiling, leading to wet and falling ceiling tiles throughout the building. According to an independent assessment, the system is near the end of its useful life and roof failure is imminent.

ANTIQUATED COMMUNICATIONS SYSTEM LEADING TO DIFFICULTY COMMUNICATING QUICKLY: to communicate across the campus, staff need to use two different communications systems, neither of which works in the hallways or outside. In the event of a serious emergency, it would be difficult to communicate quickly to all students and staff. This problem is compounded by the fact that classrooms do not have phones.

UNSAFE BATHROOM FACILITIES: there is often a lack of hot water in restrooms, leading to health concerns when students and staff cannot properly wash their hands after using the bathrooms. Additionally, the restrooms were originally built for older students and are now used by younger students in grades PreK-1. In order for students to reach the toilets, the school has constructed boxes for students to climb up on. These boxes are not fixed to the walls and are a safety concern.

LACK OF ADA COMPLIANCE: the main entrance is the only partially compliant ADA access point. In the event of an emergency, if a disabled student could not use the front entrance, it would be difficult for them to exit the building quickly and/or without assistance. A majority of the building does not have proper signage, restroom applications, door hardware or drinking fountain applications.

LACK OF VENTILATION: there is a lack of appropriate fresh air in the back buildings, which is particularly problematic because the school is located immediately next to I-25. There are two types of heating and cooling in the back buildings because the District did not have enough money to install a cooling system for the whole building. A second cooling system was installed at a later date. As a result, the air handling in the building has never been appropriately balanced.

In addition to the health, safety and security issues, there are many educational suitability issues at the Global Campus:

INABILITY TO ACCOMMODATE MODERN SAFETY AND EDUCATIONAL SUITABILITY PROTOCOLS: the building is not able to accommodate the most basic modern practices to ensure the safety of students. For example, preschool and kindergarten students need hand-to-hand drop-offs at schools. In a modern building, the classrooms are situated to accommodate this; at Global, this is impossible.

ANTIQUATED OR NON-EXISTENT SCIENCE CLASSROOMS: the school's science rooms do not have lab stations with sinks and appropriate fixtures. There is limited storage, which results in chemicals and equipment being stored in an unsecured environment. Safety measures such as eye wash, shower stations, and hoods do not exist. The lack of eye wash, shower stations, and hoods is a serious safety concern for students doing experiments; there is no way to contain fumes or for students to wash their eyes or bodies in an emergency situation. In the annex buildings (which house students in grades 7 and 8), there are no science classrooms. As a result, teachers cannot teach grade level science lessons due to safety concerns.

THREE SCHOOLS HOUSED IN ONE BUILDING: the campus used to house one school, Global Leadership Academy, which served students in grades PreK-12. Because the building was originally designed as a middle school, it became educationally unsuitable for all of the grades housed there. Last year, after several years of consistently poor academic performance, the school was divided into three separate schools: Global Primary Academy (grades PreK-3), Global Intermediate Academy

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(grades 4-8), and Global Leadership Academy (grades 9-12). This division took place after extensive planning in partnership with the Colorado Department of Education through a Tiered Intervention Grant. Having all schools housed in the same building makes it more difficult to fully implement the reforms and for each school's principal to develop a unique climate and culture.

Proposed Solution to Address the Deficiencies Stated Above:

The District initially considered renovating the Global Campus facilities, but recognized quickly that the cost of renovating the building was equal to or greater than replacing the facility and would not adequately address the site/ building safety issues, ADA issues, classroom indoor air quality or the educational suitability of the classrooms/building. Therefore, after much consideration and review, the District has decided that a replacement building is the only fiscally and educationally sound solution to the aforementioned issues.

Central to Mapleton's mission is the creation of small, family-like environments where relationships inspire student achievement. In Mapleton's system of small-by-design schools, students do not fall through the cracks; principals know students by their first name and staff become more like families. To support this educational model, the Global Campus is divided into three small schools, each specializing in an age band with specific needs.

The District has worked extensively with architects and construction experts to create a Global Campus Master Plan to effectively address all the existing building deficiencies listed above. The Campus Master Plan includes three separate buildings for Global Primary Academy PK-3, Global Intermediate Academy 4-8, and Global Leadership Academy 9-12. An advantage to this approach is that schools are "right-sized" but can share amenities such as a campus library, which results in cost-savings. Each building (and the campus as a whole) has typical square footage per student (per CDE guidelines), as well as cost per square foot.

THE SOLUTION PROPOSED FOR THIS GRANT APPLICATION IS A NEW REPLACEMENT BUILDING FOR GLOBAL INTERMEDIATE ACADEMY 4-8. THIS, ALONG WITH A NEW BUILDING FOR GLOBAL PRIMARY ACADEMY PREK-3, IS THE FIRST PRIORITY FOR THE SITE.

The new 4-8 building will be located on Broadway on the northeast corner of the existing Global Campus site.

The building will be 45,981 square feet and includes the following spaces:

CLASSROOMS

- (6) 4th – 6th grade classrooms
- (5) 7th – 8th grade classrooms

EDUCATIONAL SUPPORT AREAS

- Music room
- Art room
- Foreign language room
- Design Technology laboratory
- ELL room
- science classroom (wet lab) and science prep/storage room
- Library
- Special Education office
- Offices/ intervention spaces
- Educational resource storage
- Staff workroom
- "Serving" Kitchen
- Cafeteria
- Gym
- Gym storage

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CORE SPACES

- Reception area
- Director's office
- Assistant Director's office
- Itinerant office
- Teacher workroom
- Clinic
- School psychology office
- Community based therapist office
- Conference room

SUPPORT SPACES

- Custodial spaces
- Staff restrooms and lactation room
- Student restrooms
- Electrical room
- Mechanical room

The site improvements include the following components:

- Pre-school playground
- Elementary playground
- Bus drop-off loop
- Parent drop-off loop
- Visitor parking
- Sidewalks
- Storm drainage

The building will be constructed to meet the Public School Facility Construction Guidelines utilizing precast concrete exterior walls, structural steel slab on deck with crawl space floors, structural steel roof framing with R-30 insulation and fully-adhered membrane roof coverings. The windows will be thermally broken aluminum framed with low-E glass. The building envelope and mechanical systems will be designed to meet the High Performance Certification Program and will target LEED Gold.

Addressing current safety, security, and educational suitability issues:

The main issues at the current Global Campus are life safety and security issues. The existing drop-off configuration forces cars, pedestrians, and buses to drop off at the same place, resulting in numerous safety issues during drop-off and pick up. The layout of the existing facility poses numerous safety hazards to students as detailed above, including unsecured exterior doors, building entry ramps that are not ADA compliant and multiple front entries for different aged students that are difficult to monitor and supervise.

The new building will provide both passive and active security that meets today's school security requirements. Passive security features include a clear view by administration to visitors entering the building; a reduction of the number of entrances; and simple, supervisable circulation. Active security features include electronic locks at the entry vestibule, requiring visitors to check into the office; and an intercom system that allows for ample communication in emergency situations. The building will also be fully ADA accessible, in contrast to the current building, which has portions of the building without ADA accessible paths of egress, or restrooms. The master plan of the site eliminates the student safety problems associated with moving between the main building and the annex buildings; all of the new building placements ensure high levels of visibility and active security at each entrance (students passing between buildings will use IDs to unlock exterior doors). The new classrooms will be designed with ample visibility, allowing staff to see into classrooms easily, while also providing view shadow in the case of an active intruder. The design also includes simple hallways for easy supervision.

How Urgent is this Project?

The layout of the buildings and interior and exterior safety issues are such that the buildings do not meet current standards;

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they present safety and security hazards on a daily basis, which will only worsen with time.

Asbestos: the existing ACM is currently non-friable and generally undisturbed (with the exception of the floor tiles). However, the more time passes, the more likely it is that the asbestos will be disturbed. Any time there is a rain event, a flood event, any construction, or any other building activity, there is a high likelihood that the asbestos will be disturbed (particularly because there is so much asbestos in the building).

Water infiltration: according to an independent district-wide roof assessment, roof failure is imminent so water infiltration will only increase over time.

Communications System: the system in the building is so old that replacement parts are not readily available. If a component goes down, the District has to scour the country to find a system to scavenge a part from. It can take weeks to procure a part, leaving the system vulnerable for a significant period of time. Because there are no phones in the rooms, the building can effectively be without internal communications for weeks. There is a contingency plan where staff can use air horns and staff are trained on the signaling for air horns (for example, two tones means lock down, three tones means lock out). There are three student buildings on the site, which means that staff would need to move from building to building with the air horns in an emergency.

ADA compliance: the building is not ADA compliant and has not been since it was constructed, creating an urgent deficiency for students with disabilities. There is no cost-effective way to retrofit the building to make it safer because it is asbestos-coated masonry construction.

Ventilation: the two separate HVAC systems still work, but not together, which has already created ventilation issues in the building. It would not be possible to install a new HVAC system due to the height of the building, height of the ceilings, and the asbestos issues.

Science classrooms: in order to provide the necessary space for science classrooms for all students, there would have to be a major renovation to provide two sets of science classrooms. Given the asbestos issues in the building, it would not be a cost-effective solution. The proposed solution solves the problem without introducing the complications of a renovation that would not solve all of the building's issues and would also require significant asbestos remediation. The current science classroom are unsafe for teachers to delivery some grade level content; this will continue until new science classrooms are constructed.

Inability to accommodate three schools serving grades PreK-12: there are currently three separate schools located within the building. Therefore, the facility needs to have three distinct spaces to meet the specific needs of each instructional program. There is no way to effectively retrofit an old, junior high school building to meet the needs of three 21st century schools.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

The proposed facility is an International Baccalaureate school and most closely conforms to CDE Public School Facility Construction Guidelines 1 CCR 303(1) for a traditional middle school building.

4.1 - Construction of a new facility will allow for complete compliance with all guidelines of section 4.1: Health and safety issues. The "Urgency" section of the application provides detail of how the existing facilities cannot meet the safety and security guidelines. A new facility is the only way that the school can adequately meet and exceed health and safety requirements.

Specifically:

4.1.1. Sound building structures: The new building will be constructed according to IBC requirements.

4.1.2 Classroom Acoustics: Classrooms will be designed according to ANSI/ASA standards.

4.1.3 Roofs: The new building has been budgeted as a low slope roof and will use an appropriate membrane roofing.

4.1.4 Electrical and distribution systems: The new building will meet current codes and standards.

4.1.5 Lighting Systems: The new building will incorporate appropriate light levels, energy efficiency, and lighting control.

4.1.6 Mechanical Systems: The new building will meet current codes and standards.

4.1.7 Plumbing Systems: The new building will meet current codes and standards.

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4.1.8 Fire Protection Systems: The new building will be equipped throughout with a fire notification and fire suppression system.

4.1.9 Means of Egress: The building will meet emergency exit requirements.

4.1.10 Facilities with safely managed hazardous materials: The new building will be designed such that science lab storage and custodial rooms with cleaning chemicals would be in separate, ventilated spaces.

4.1.11 Security: The new building will incorporate video surveillance, controlled access, emergency notification, and secure sites.

4.1.12 Health Code Standards: Labs and any other area with hazardous substances in the new school will meet CDPH requirements.

4.1.13 Food preparation equipment and maintenance: The new school will have a new holding/warming kitchen that will meet CDPH requirements. The main kitchen will be provided in another building on the campus.

4.1.14 Health Care Room: The new school will have a care room that will meet CDPH requirements.

4.1.15 Site Safety: The new building location, parking, and drop off configuration will provide safe and separate areas for pedestrian and vehicular traffic. The new site plan includes a dedicated bus drop off. The new site would allow all traffic to be on school property, rather than parking and walking in the street to get to the school entry.

4.1.16 Severe Weather Preparedness: This project does not intend to have a designated emergency shelter.

4.2 - Construction of a new facility will allow for complete compliance with all guidelines of section 4.2, Technology, whereas retrofitting the existing facility with adequate technology infrastructure would be cost prohibitive.

4.3 - The proposed project meets the CDE Public School Facility Construction Guidelines section 4.3: Building site requirements, including functionality and capacity. The master planning team collaboratively developed programs for schools in the district to meet the overall goals of the district vision, including this 4-8 school on the Global Campus. The proposed plan is based on this program, and will provide learning environments that meet and exceed state model content standards.

Although the school is a 4th through 8th grade building, the project fits the description of the traditional middle school (6-8) education model in section 4.3.1 of the Public School Facility Construction Guidelines.

4.3.1.1 – Minimum occupancy requirements: Based on CDE’s guidelines for GSF per pupil, the minimum total square footage is recommended to be 47,715 square feet. The proposed plan is for 45,980 square feet, slightly less than minimum recommendations. Because this school is on a campus, there are many amenities that are shared among the buildings. A full competition athletics facility will be provided at another building. A shared campus auditorium is also available at another building.

The cafeteria is planned to meet the recommended square foot values for assembly.

Classrooms for grades 4th through 6th in the project are planned to be 850 square feet within each room, slightly smaller than the minimum occupancy recommendations, but the classrooms share some additional common space for various activities.

In addition to classrooms, and following the minimum recommendations, the program includes a music room, art room, foreign language room, two special education rooms, practice gymnasium and media center. The media center is larger than a typical middle school because it houses the campus library for all students K-12. The building will house multiple “collaboration spaces” in lieu of computer labs and lecture rooms to fulfill the goals of the district and provide more flexible spaces for education. These spaces can be shared among pods of classrooms and provide space for innovation, collaboration, team work and presentations.

The program also includes administrative areas, offices, clinic, bathrooms, conference room, reception area and building support areas to accommodate the educational program. These are centrally located for students and staff.

4.4 – Building performance standards: The proposed project will meet the Performance Certification Program (HPCP) policy adopted by the Office of the State Architect.

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4.5 – Historic Significance: The existing school is over 50 years old, built in 1961. The building does not have any significant historical value. The building would be difficult to rehabilitate in order to meet current safety and health standards. The cost to rehabilitate has proven to be close to the cost of replacement.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

For the 2016-17 school year, Mapleton Public Schools has an operations and maintenance budget (including utilities) of \$5,368,017. This is approximately \$898 per funded pupil (excluding Connections Academy, the District's online school). These expenditures are made up of the salaries and benefits of the District's maintenance, custodial and warehouse employees as well all district utilities, operational purchased services, grounds-keeping, snow removal, preventative maintenance, mechanical systems, maintenance supplies and materials, equipment, and other items related to the upkeep of the District.

Mapleton budgets its operations and maintenance at a central district level, with utilities also being paid through the central office. The passage of the mill levy override (which will net Mapleton an additional \$3,000,000 per year by 2019) was intended to assist with the operational costs associated with the new buildings. The existing PreK-12 Global Campus is 67,464 square feet and serves approximately 621 students. The 2015-16 costs associated with building maintenance were as follows:

-Utilities: \$102,102

-Custodial FTE (3.5): \$169,608

-Misc. maintenance costs: \$89,400

This sum of the above maintenance costs is equal to approximately \$581 per student or \$5.35 per square foot.

The new 4-8 campus is estimated at 44,159 square feet upon completion. In order to ensure that the campus is properly maintained, the District will allocate approximately \$600 per student annually for maintenance and operational costs, subject to inflationary increases annually. Once the new building is constructed, the District will create a specific maintenance plan to ensure the long-term viability of the facility (routine inspections, maintenance schedule, etc.). The District's staff includes a groundskeeper, locksmith, plumber, electrician, and a designated HVAC technician for the building. The building would also have dedicated custodial staff (staffing is designated by the square foot). All staff will be trained on all of the new systems to ensure that staff know how to maintain the facility. Given maintenance costs for the existing facility, the District estimates that it would actually cost less to maintain a new facility.

In addition to the regular maintenance costs and budget outlined above, the District utilizes its Capital Reserve Fund to maintain a five and 10-year master plan to budget for large-scale improvements and replacement schedules such as school renovations, roof replacements, buses, and HVAC upgrades. For the 2016-17 school year, the District's general fund contributed \$1,748,541 to this fund, which is equal to \$293 per funded student (nearly triple the BEST grant minimum of \$100 per student). Upon its completion, the new 4-8 facility will be added to the District's master plan (though the District does not anticipate major system repairs in the first 10 years of the building's life). Repairs will be funded through the capital reserve budget.

The proposed facility is a minimum 50 year solution. If and when the building did need to be replaced, the District would likely pursue a bond election. By the time the building needs replacement, District taxpayers would have long since completed repayment of current bond funds.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The facility has been owned and operated by Mapleton Public Schools since its construction in 1961. It has been used as a school building since its construction.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

In 1972, additional classrooms were added to the original facility. In 1992, a major mechanical, electrical, and plumbing update was completed. In 1993, a new communications system was installed. A new HVAC system was installed in 2001. In 2004, the north and south annex buildings (currently used for middle and high school students) were added and the roof on the original building was replaced.

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What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The District has pursued several options to finance this project. The District has investigated Certificates of Participation (COPs), but has already collateralized all available property and therefore cannot do any additional COPs. The District has also pursued forward delivery agreements, but has already taken advantage of such an agreement and therefore cannot do any additional agreements. The District has explored re-financing existing debts. The District has one bond, but it has already been re-financed. Finally, the District will utilize 2016 bond funds, but cannot finance the whole project using bond funds alone. The vast majority of schools in the District are 45+ years old (including this one) and there are not sufficient funds available to address the needs at every facility. After passing its 2016 bond, the District has met its bonding capacity and therefore could not fund the Global Campus or other facility needs by passing an additional bond.

How do you budget annually to address capital outlay needs in your district/charter?

In addition to the regular maintenance costs and budget outlined above, the District utilizes its Capital Reserve Fund to maintain a five and 10-year master plan to budget for large-scale improvements and replacement schedules such as school renovations, roof replacements, buses, and HVAC upgrades. For the 2016-17 school year, the District's general fund contributed \$1,748,541 to this fund, which is equal to \$293 per funded student (nearly triple the BEST grant minimum of \$100 per student). Upon its completion, the new 4-8 facility will be added to the District's master plan (though the District does not anticipate major system repairs in the first 10 years of the building's life). Repairs will be funded through the capital reserve budget.

Current Grant Request:	\$10,463,535.48	CDE Minimum Match %:	41
Current Applicant Match:	\$7,271,270.41	Actual Match % Provided:	41
Current Project Request:	\$17,734,805.89	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		2016 Bond Election
Total of All Phases:	\$17,734,805.89	Escalation %:	8
Affected Sq Ft:	45,981	Construction Contingency %:	5
Affected Pupils:	195	Owner Contingency %:	5.25
Cost Per Sq Ft:	\$385.70	Historical Register?	No
Soft Costs Per Sq Ft:	\$69.84	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$315.87	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$90,948	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	236	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	8,380	Bonded Debt Approved:	\$181,705,000
Assessed Valuation:	\$569,244,410	Year(s) Bond Approved:	10, 16
PPAV:	\$67,929	Bonded Debt Failed:	\$231,165,000
Unreserved Gen Fund 14-15:	\$1,582,844	Year(s) Bond Failed:	07, 08, 09, 14

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Median Household Income:	\$53,110	Outstanding Bonded Debt:	\$34,988,114
Free Reduced Lunch %:	62.70%	Total Bond Capacity:	\$113,848,882
Existing Bond Mill Levy:	9.111	Bond Capacity Remaining:	\$78,860,768

• **Facilities Impacted by this Grant Application** •

Mapleton 1 - Global Primary Academy PreK-3 School Replacement - Global Leadership Academy – 1961*

School Name: Global Leadership Academy(John Dewey MS)

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	78,473
Replacement Value:	\$24,223,982
Condition Budget:	\$13,555,858
Total FCI:	55.96%
Energy Budget:	\$0
Suitability Budget:	\$4,676,600
Total RSLI:	16%
Total CFI:	75.3%
Condition Score: (60%)	2.82
Energy Score: (0%)	1.25
Suitability Score: (40%)	3.83
School Score:	3.23



*2009 Assessment Data

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Applicant Name: MAPLETON 1

County: ADAMS

Project Title: Global Primary Academy PreK-3 School Replacement

Applicant Previous BEST Grant(s): 3

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: The application was shortlisted for funding, but there were not sufficient BEST funds available to fund the application.

Project Type:

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

The mission of Mapleton Public Schools, a community that embraces its children through high performing schools of choice, is to ensure that the students and staff are provided a safe environment and that each student is empowered to achieve his or her dreams and contribute to his or her community, country and world. Most of Mapleton's 8,822 students live in unincorporated Adams County (immediately north of Denver) and Thornton. Of Mapleton's total student population, 6,396 are students in District-run bricks and mortar schools, while the remaining 2,426 participate in a statewide online program. As of school year 2016-2017, 68 percent of students in District-run schools are eligible for free or reduced lunch and 48 percent are English language learners. There are 17 schools, including the online charter school.

Mapleton has a long history of education reform. In 2001, troubled by consistently declining test scores and graduation rates, staff and administrators recognized that Mapleton's traditional public school system was failing students and the community. Beginning in 2004, after intensive community-wide strategic planning, every school in the District was closed and re-opened with a new instructional model.

Now in the final stage of these reforms, 17 small-by-design schools, each with a specific instructional model, are operating successfully in Mapleton. Model designs include Expeditionary Learning, Big Picture, Early College, International Baccalaureate, STEM, and more. There are no default neighborhood schools; all families must choose which school and instructional model will be best for their child. Transportation is provided for all students to any school, regardless of where the student lives or where the school is located.

Evidence of success includes:

- graduation rate increase: 55.3% to 65.9%
- drop out rate decrease: 14.7% to 3.0%
- average ACT score increase: 16.6 to 19.2
- college acceptance rate increase: 70% to 98%

In 2010, Mapleton began the process of addressing its aging facilities. At the time, every building in the District was more than 45 years old. With support from the BEST program, Mapleton replaced its old comprehensive high school with a K-12 campus, which now includes five schools and a student center serving over 1,900 students. Additionally, it added space to York International School, the District's International Baccalaureate school using district funds. Mapleton is now entering the third phase of its master plan, which includes replacing two outdated facilities in the western part of the District, both of which have pressing health and safety concerns, as well as significant educational suitability issues. In 2016, the district convened a facilities task force, made up of 100 community members. The task force studied CDE facility assessments done by the state of

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Colorado and determined that building improvements were urgently needed at many Mapleton schools. In summer 2016, the task force recommended that the Board of Education pursue a bond election to fund improvements. The Board unanimously agreed and in fall 2016, the community approved a bond measure to address facilities needs district-wide.

This grant would fund the construction of a new PreK-3rd grade facility at the Global Campus. The current facility houses 621 students in grades PreK – 12, 78 percent of whom receive free/reduced lunch and 71 percent of whom are learning English as a second language. The Global Campus is in the second year of a Colorado Department of Education Tiered Intervention Grant, which supports comprehensive school improvement at persistently underperforming schools. The first step identified through this grant was the division of the K-12 school structure into three schools on the campus: a PreK-3 school, a 4-8 school, and a 9-12 school. This grant would address the safety issues at the current facilities while creating new facilities that meet the instructional programming needs of the Global Campus.

Deficiencies Associated with this Project:

The Global Campus is located at 7480 Broadway in Denver, Colorado, immediately adjacent to I-25 and close to the I-36 and I-76 interchanges. The campus includes the original building constructed in 1961, a classroom addition completed in 1972, and two annex buildings added in 2004.

The primary safety issues on the Global Campus are as follows:

UNMONITORED, UNSECURED ENTRIES IN SEPARATE BUILDINGS CREATE SAFETY AND SUPERVISION ISSUES: There are three separate buildings on the Global Campus. While the District does not believe that separate facilities are unsafe in themselves, several aspects of these facilities create serious safety concerns:

- The annex buildings are remote and on the back of the property. The buildings are down a hill, cannot be seen from 90 percent of the property, and emergency responders cannot easily access the buildings. Unless a person has intimate knowledge of the site, it is difficult to know the buildings are even present. Because the entrances to these buildings are unsecure – without cameras, daytime locks, or staff supervision – the buildings can easily be accessed by anyone. The area has one of the highest crime rates in the District (there was a shooting just outside the campus last year and north-side windows are shattered and shot out regularly), so having a secluded space creates a significant safety and security concern for students and staff.
- Older students regularly move between the buildings, which means that the doors must remain unlocked for the day. Because of the location of the buildings, they are impossible to supervise appropriately, even with cameras and extensive staff supervision (neither of which the District does not have funding for).
- The entries to both buildings cannot be seen by the front office. Once visitors are inside the main building, the office can see them, but the office/s in the annex have no visual line of sight to the entrance.
- There is no clear entry for visitors or emergency responders; in an emergency situation, it would be extremely difficult for emergency responders to know where to go. Because the campus has two separate communications systems that only work in classrooms (not in hallways), it would be difficult to communicate quickly to all students and staff in case of an emergency.

SAFETY CONCERNS IN SEVERE WEATHER: District policy recommends that students be sheltered in a brick and mortar building in the event of a tornado warning or severe wind storm. District staff do not feel safe keeping students in the back buildings during severe weather because they are wood frame construction. The District has been hit by a tornado in the past and has regular tornado warnings throughout the year, so this is a serious safety issue.

ASBESTOS: A recent assessment by RLH Engineering found asbestos in pipe fittings, pipe insulation, ceiling tiles, floor tiles, door and window caulking, and block filler. The biggest safety concern is with asbestos containing material (ACM) floor tiles, which are coming loose throughout the building. There is also asbestos in ceiling tiles, block filler, and transite panels. Because the roof leaks, the wet ceiling tiles can fall and make the asbestos friable. Current estimates indicate that it would cost nearly \$900,000 just to mitigate the asbestos.

FLOORING: One of the back buildings on the campus was intended to be temporary; however, current campus use requires that a more permanent occupancy be maintained. The floor covering in that building is failing and beginning to show signs of collapse in certain areas.

INTERIOR SAFETY ISSUES: All classrooms currently have to be locked from the outside with a key, which means that teachers

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need to go into the hallway to lock their classrooms. In the event of an intruder, this is a significant safety concern. There are nine exterior doors just in the main building, and only one of them is viewable from the main office. Additionally, many of the classrooms do not have interior windows to allow law enforcement to see inside. Lastly, the back hallway that is used to access the main building from the rear buildings is extremely narrow. Passing times are difficult because of the narrowness of the space and have resulted in fights among older students.

WATER INFILTRATION LEADING TO MOLD CONCERNS: There are leaks throughout the main facility, particularly through the ceiling, leading to wet and falling ceiling tiles throughout the building. According to an independent assessment, the system is near the end of its useful life and roof failure is imminent.

ANTIQUATED COMMUNICATIONS SYSTEM LEADING TO DIFFICULTY COMMUNICATING QUICKLY: To communicate across the campus, staff need to use two different communications systems, neither of which works in the hallways or outside. In the event of a serious emergency, it would be difficult to communicate quickly to all students and staff. This problem is compounded by the fact that classrooms do not have phones because there is no existing infrastructure.

UNSAFE RESTROOM FACILITIES: There is often a lack of hot water in restrooms, leading to health concerns when students and staff cannot properly wash their hands after using the bathrooms. Additionally, the restrooms were originally built for older students and are now used by younger students in grades PreK-1. In order for students to reach the toilets, the school has constructed boxes for students to climb up on. These boxes are not fixed to the walls and are a safety concern.

LACK OF ADA COMPLIANCE: The main entrance is the only partially compliant ADA access point. In the event of an emergency, if a disabled student could not use the front entrance, it would be difficult for them to exit the building quickly and/or without assistance. A majority of the building does not have proper signage, restroom applications, door hardware or drinking fountain applications.

LACK OF VENTILATION: There is a lack of appropriate fresh air in the back buildings, which is particularly problematic because the school is located immediately next to I-25. There are two types of heating and cooling in the building because the District did not have enough money originally to install a cooling system for the whole building. A second cooling system was installed at a later date. As a result, the air handling in the building has never been appropriately balanced.

In addition to the health, safety and security issues, there are many educational suitability issues at the Global Campus:

INABILITY TO ACCOMMODATE MODERN SAFETY AND EDUCATIONAL SUITABILITY PROTOCOLS: The building is not able to accommodate the most basic modern practices to ensure the safety of students. For example, preschool and kindergarten students need hand-to-hand drop-offs at schools. In a modern building, the classrooms are situated to accommodate this; at the Global Campus, this is not feasible due to existing building configuration.

PRESCHOOL AND KINDERGARTEN STUDENTS IN INAPPROPRIATE CLASSROOMS: Preschool students are currently being housed in middle school science classrooms. Because the classrooms have not been renovated, there is inappropriate equipment (sinks, exposed outlets, etc.) located throughout the room. Neither kindergarten nor preschool students have State-required single hole restrooms in their classrooms.

THREE SCHOOLS HOUSED IN ONE BUILDING: The campus used to house one school, Global Academy, which served students in grades PreK-12. Because the building was originally designed as a middle school, it was never educationally suitable for all of the grades housed there. In 2015, after several years of consistently poor academic performance, the school was divided into three separate schools: Global Primary Academy (grades PreK-3), Global Intermediate Academy (grades 4-8), and Global Academy (grades 9-12). This division took place after extensive planning in partnership with the Colorado Department of Education through a Tiered Intervention Grant. Having all schools housed in the same building makes it more difficult to fully implement the reforms and for each school's director to develop a unique climate and culture.

Proposed Solution to Address the Deficiencies Stated Above:

The District initially considered renovating the existing facility, but recognized quickly that the cost of renovating the building was equal to or greater than replacing the facility and would not adequately address the site/ building safety issues, ADA

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issues, classroom indoor air quality or the educational suitability of the classrooms/building. Therefore, after much consideration and review, the District has decided that a replacement building is the only fiscally and educationally sound solution to the aforementioned issues.

Central to Mapleton's mission is the creation of small, family-like environments where relationships inspire student achievement. In Mapleton's system of small-by-design schools, students do not fall through the cracks; principals know students by their first name and staff become more like families. To support this educational model, the Global Campus is divided into three small schools, each specializing in an age band with specific needs.

The District worked with architects and construction experts to create a Global Campus Master Plan to effectively address all the existing building deficiencies listed above. The Campus Master Plan includes three separate buildings for Global Primary Academy PK-3, Global Intermediate Academy 4-8, and Global Leadership Academy 9-12. An advantage to this approach is that schools are "right-sized" for Mapleton's instructional model but can share amenities such as a campus library, which results in cost-savings. Each building (and the campus as a whole) has typical square footage per student (per CDE guidelines), as well as cost per square foot.

THE SOLUTION PROPOSED FOR THIS GRANT APPLICATION IS A NEW REPLACEMENT BUILDING FOR THE PREK-3 SCHOOL. THIS, ALONG WITH A NEW BUILDING FOR GLOBAL INTERMEDIATE ACADEMY 4-8, IS THE FIRST PRIORITY FOR THE SITE.

The new PreK-3 building will be located on Broadway on the southwest corner of the existing Global Campus site. The new building will be 41,685 square feet and includes the following spaces:

CLASSROOMS

- (5) early childhood education classrooms
- (5) Kindergarten – 1st grade classrooms
- (4) 2nd – 3rd grade classrooms

EDUCATIONAL SUPPORT AREAS

- Music room
- Art room
- Library
- (2) Special Education Classrooms
- Special Education office
- Offices/ intervention spaces
- Educational resource storage
- Staff workroom
- Kitchen
- Cafeteria
- "Instructional PE" Gym
- Gym storage

CORE SPACES

- Reception area
- Director's office
- Assistant Director's office
- Itinerant office
- Teacher workroom
- Clinic with restroom
- Occupational therapist storage
- Conference room

SUPPORT SPACES

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- Custodial spaces
- Staff restrooms
- Student restrooms
- Electrical room
- Mechanical room

The site improvements include the following components:

- Pre-school playground
- Elementary playground
- Bus drop-off loop
- Parent drop-off loop
- Visitor parking
- Sidewalks
- Storm drainage

The building will be constructed to meet the Public School Facility Construction Guidelines utilizing precast concrete exterior walls, structural steel slab on deck with crawl space floors, structural steel roof framing with R-30 insulation and fully-adhered membrane roof coverings. The windows will be thermally broken aluminum framed with low-E glass. The building envelope and mechanical systems will be designed to meet the High Performance Certification Program and will target LEED Gold, or equivalent US CHPS or Green Globes criteria.

Addressing current safety, security, and educational suitability issues:

The main issues at the current Global Campus are life safety and security issues. The existing drop-off configuration forces cars, pedestrians, and buses to drop off at the same place, resulting in numerous safety issues during drop-off and pick up. The layout of the existing facilities poses numerous safety hazards to students as detailed above, including unsecured exterior doors, building entry ramps that are not ADA compliant and multiple front entries for different aged students that are difficult to monitor and supervise. The new building will provide both passive and active security that meets today's school security requirements. Passive security features include a clear view by administration to visitors entering the building; a reduction of the number of entrances; and simple, supervisable circulation. Active security features include electronic locks at the entry vestibule, requiring visitors to check into the office; code-required classroom door locks; and an intercom system that allows for ample communication in emergency situations. The building will also be fully ADA accessible, in contrast to the current building, which has portions of the building without ADA accessible paths of egress, or restrooms.

Although this grant only funds the construction of the PreK-3 facility, it would impact all students on the site. Once PreK-3 students are moved to a new facility, the rest of the building's classroom assignments would be adjusted to allow the District to immediately decommission the back buildings, which pose some of the greatest safety hazards on the site. As soon as the campus master plan is completed, the main facility and back buildings will be demolished.

The new classrooms will be designed with ample visibility, allowing staff to see into classrooms easily, while also providing view shadow in the case of an active intruder. The design also includes simple hallways for easy supervision.

The PreK classrooms will also be designed to be the appropriate size, will have the required restrooms in the rooms, and will have age-appropriate equipment, which is not the case in the existing building.

The new building site design locates the PreK playground directly adjacent to the building thus eliminating the need for the young students to cross the parking lot/ parent drop-off area (as is currently the situation due to the existing playground being on the far south end of the site and the school being on the north end of the site). The new building and associated playground design/site location also allows for higher levels of security and visibility of the students.

How Urgent is this Project?

The layout of the buildings and interior and exterior safety issues are such that the buildings do not meet current standards; they present safety and security hazards on a daily basis, which will only worsen with time.

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Asbestos: The existing ACM is currently non-friable and generally undisturbed (with the exception of the floor tiles). However, the more time passes, the more likely it is that the asbestos will be disturbed. Any time there is a rain event, a flood event, any construction, or any other building activity, there is a high likelihood that the asbestos will be disturbed because of the amount of ACM throughout the building.

Water infiltration: According to an independent district-wide roof assessment, roof failure is imminent so water infiltration will only increase over time.

Communications System: The system in the building has aged to the point that replacement parts are not readily available. If a component goes down, the District has to search the country to find a system to scavenge a part from. It can take weeks to procure a part, leaving the system vulnerable for a significant period of time. Because there are no phones in the rooms, the building can effectively be without internal communications for weeks. There is a contingency plan where staff can use air horns and staff are trained on the signaling for air horns (for example, two tones means lock down, three tones means lock out). There are three student buildings on the site, which means that staff would need to move from building to building with the air horns in an emergency.

Restrooms: The wooden platforms placed in front of toilets are not a long term solution, will deteriorate rapidly, and pose a risk to students.

ADA compliance: The building is not compliant to current ADA requirements, creating an urgent deficiency for students with disabilities. There is no cost-effective way to retrofit the building to make it safer because it is asbestos-coated masonry construction.

Ventilation: two separate HVAC systems in the annex building still work, but not together, which has already created ventilation issues in the building. It would not be possible to install a new HVAC system due to the height of the building, height of the ceilings, and the asbestos issues.

Preschool/Kindergarten classrooms: As noted above, preschool and kindergarten classrooms are situated in old middle school science classrooms. These spaces are not appropriate for young students according to CDE guidelines. Students are located here because the classrooms are close to an exterior door where hand-to-hand drop-offs can take place. The door is separate from the administration area and should only be used for egress. The only place for parents to stop while they drop their students off is in the bus/car drop off lane, or they must walk across the drop-off lane to get to the door. Students could not be moved to another classroom in the building because there is no other room in the building that could meet licensing requirements (dedicated restrooms, dedicated entrance/exit for hand-to-hand drop-offs, etc.).

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

The proposed PreK-3 facility closely conforms to CDE Public School Facility Construction Guidelines 1 CCR 303(1) for a traditional K-5 School building.

4.1 - Construction of a new facility will allow for complete compliance with all guidelines of Section 4.1: Health and safety issues. The "Urgency" section of the application provides detail of how the existing facilities cannot meet the safety and security guidelines. A new facility is the only way that the school can adequately meet and exceed health and safety requirements.

Specifically:

4.1.1. Sound building structures: The new building will be constructed according to IBC requirements.

4.1.2 Classroom Acoustics: Classrooms will be designed according to ANSI/ASA standards.

4.1.3 Roofs: The new building has been conceptually designed as a low slope roof and will use an appropriate membrane roofing.

4.1.4 Electrical and distribution systems: The new building will meet current codes and standards.

4.1.5 Lighting Systems: The new building will incorporate appropriate light levels, energy efficiency, and lighting control.

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4.1.6 Mechanical Systems: The new building will meet current codes and standards.

4.1.7 Plumbing Systems: The new building will meet current codes and standards.

4.1.8 Fire Protection Systems: The new building will be equipped throughout with a fire notification and fire suppression system and meet current codes and standards.

4.1.9 Means of Egress: The building will meet emergency exit requirements.

4.1.10 Facilities with safely managed hazardous materials: The new school would have no programs or hazardous materials, whereas the existing building has hazardous materials in the building components and houses PreK-3rd grade students in science rooms with unnecessary hazards for children of that age level. In the new building, custodial rooms with cleaning chemicals would be in separate, ventilated spaces.

4.1.11 Security: The new building will incorporate video surveillance, controlled access, emergency notification, and secure sites.

4.1.12 Health Code Standards: The new school does not have labs, shops, or vocational areas, but any area with hazardous substances will meet CDPH requirements.

4.1.13 Food preparation equipment and maintenance: The new school will have a new full service kitchen that will meet CDPH requirements.

4.1.14 Health Care Room: The new school will have a care room that will meet CDPH requirements.

4.1.15 Site Safety: The new building location, parking, and drop-off configuration will provide safe and separate areas for pedestrian and vehicular traffic, and separate age level drop-off areas. A dedicated bus drop off is planned for the future build-out of the site in the master plan. The new site would allow all traffic to be on school property, rather than parking and walking in the street to get to the school entry.

4.1.16 Severe Weather Preparedness: This project does not intend to have a designated emergency shelter as this location does not dictate that. However, the building will be designed to current codes for wind, snow, and seismic design requirements.

4.2 - Construction of a new facility will allow for complete compliance with all guidelines of Section 4.2, Technology, whereas retrofitting the existing facility with adequate technology infrastructure would be cost prohibitive.

4.3 - The proposed project meets the CDE Public School Facility Construction Guidelines Section 4.3: Building site requirements, including functionality and capacity. The master planning team collaboratively developed programs for schools in the district to meet the overall goals of the district vision, including this PreK-3 school on the Global Campus. The proposed plan is based on this program, and will provide learning environments that meet and exceed state model content standards.

Though the school is a PreK-3, the project closely conforms to Section 4.3.1 of the Public School Facility Construction Guidelines: Traditional Education Model (K-5).

4.3.1.1 – Based on CDE's Median GSF per pupil chart of a standard K-5 school, the minimum total square footage for 264 students is recommended to be 35,799 square feet. The proposed plan is for 41,685 square feet, slightly more than minimum recommendations. Because this school is a PreK-3 school, there is a higher concentration of kindergarten and younger classrooms, each having a higher square foot per student ratio than standard grades 1-5 classrooms. Ten of the 14 classrooms are dedicated to kindergarten and younger age children.

The cafeteria is planned to be smaller than the minimum occupancy recommendations, taking advantage of open hallway areas for flexible configurations rather than separated cafeteria space.

The 2nd-3rd grade classrooms are 850 square feet rather than the recommended 960 square feet for lower grades, but shared space is allocated to enlarged hallway breakout and intervention spaces adjacent to the classrooms that provide more flexibility for the staff and students.

In addition to classrooms, and following the minimum recommendations, the program includes a music room, art room, special education room, gymnasium and library.

The building will house multiple “collaboration spaces” in lieu of science room, computer lab and lecture room to fulfill the

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goals of the District and provide more flexible spaces for education. These spaces are shared among pods of classrooms, can house nearly half of the students at once, and provide space for messy projects, innovation, collaboration, team work and presentations.

The school does not plan to have an auditorium space and will use a stage in conjunction with the gymnasium as an assembly area.

The program also includes administrative areas, offices, clinic, restrooms, conference room, reception area and building support areas to accommodate the educational program. These are centrally located for students and staff.

4.4 – Building performance standards: The proposed project will meet the Performance Certification Program (HPCP) policy adopted by the Office of the State Architect.

4.5 – Historic Significance: The existing school is over 50 years old; however, it does not have any historic significance.

As noted above, the existing building does not have the ability to meet CDE guidelines or the programmatic needs of PreK-3rd grade students. The building would be difficult to rehabilitate in order to meet current safety and health standards. The cost to rehabilitate has proven to be close to the cost of replacement.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

For the 2016-17 school year, Mapleton Public Schools has an operations and maintenance budget (including utilities) of \$5,368,017. This is approximately \$898 per funded pupil (excluding Connections Academy, the District's online school). These expenditures are made up of the salaries and benefits of the District's maintenance, custodial and warehouse employees as well all district utilities, operational purchased services, grounds-keeping, snow removal, preventative maintenance, mechanical systems, maintenance supplies and materials, equipment, and other items related to the upkeep of the District.

Mapleton budgets its operations and maintenance at a central district level, with utilities also being paid through the central office. The passage of the mill levy override (which will net Mapleton an additional \$3,000,000 per year by 2019) was intended to assist with the operational costs associated with the new buildings. The existing PreK-12 Global Campus is 67,464 square feet and serves approximately 621 students. The 2015-16 costs associated with building maintenance were as follows:

-Utilities: \$102,102

-Custodial FTE (3.5): \$169,608

-Misc. maintenance costs: \$89,400

This sum of the above maintenance costs is equal to approximately \$581 per student or \$5.35 per square foot.

The new PreK-3 building is estimated at 41,685 square feet upon completion. In order to ensure that the campus is properly maintained, the District will allocate approximately \$600 per student annually for maintenance and operational costs, subject to inflationary increases annually. Once the new building is constructed, the District will create a specific maintenance plan to ensure the long-term viability of the facility (routine inspections, maintenance schedule, etc.). The District's staff includes a groundskeeper, locksmith, plumber, electrician, and a designated HVAC technician for the building. The building would also have dedicated custodial staff (staffing is designated by the square foot). All staff will be trained on all of the new systems to ensure that staff know how to maintain the facility. Given maintenance costs for the existing facility, the District estimates that it would actually cost less to maintain a new facility.

In addition to the regular maintenance costs and budget outlined above, the District utilizes its Capital Reserve Fund to maintain a five and 10-year master plan to budget for large-scale improvements and replacement schedules such as school renovations, roof replacements, buses, and HVAC upgrades. For the 2016-17 school year, the District's general fund contributed \$1,748,541 to this fund, which is equal to \$293 per funded student (nearly triple the BEST grant minimum of \$100 per student). Upon its completion, the new PreK-3 facility will be added to the District's master plan (though the District does not anticipate major system repairs in the first 10 years of the building's life) and repairs funded through the capital reserve budget.

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The proposed facility is a minimum 50 year solution. If and when the building did need to be replaced, the District would likely pursue a bond election. By the time the building needs replacement, District taxpayers would have long since completed repayment of current bond funds.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The facility has been owned and operated by Mapleton Public Schools since its construction in 1961. It has been used as a school building since its construction.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

In 1972, additional classrooms were added to the original facility. In 1992, a major mechanical, electrical, and plumbing update was completed. In 1993, a new communications system was installed. A new HVAC system was installed in 2001. In 2004, the north and south annex buildings (currently used for middle and high school students) were added and the roof on the original building was replaced.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The District has pursued several options to finance this project. The District has investigated Certificates of Participation (COPs), but has already collateralized all available property and therefore cannot do any additional COPs. The District has also pursued forward delivery agreements, but has already taken advantage of such an agreement and therefore cannot do any additional agreements. The District has explored re-financing existing debts. The District has one bond, but it has already been re-financed. Finally, the District will utilize 2016 bond funds, but cannot finance the whole project using bond funds alone. The vast majority of schools in the District are 45+ years old (including this one) and there are not sufficient funds available to address the needs at every facility. After passing its 2016 bond, the District has met its bonding capacity and therefore could not fund the Global Campus or other facility needs by passing an additional bond.

How do you budget annually to address capital outlay needs in your district/charter?

The District utilizes a Capital Reserve Fund to maintain a five and 10-year master plan to budget for large-scale improvements and replacement schedules such as school renovations, roof replacements, buses, and HVAC upgrades. For the 2016-17 school year, the District's general fund contributed \$1,748,541 to this fund, which is equal to \$293 per funded student (nearly triple the BEST grant minimum of \$100 per student). The new PreK-3 facility will be added to the District's master plan (though the District does not anticipate major system repairs in the first 10 years of the building's life). Repairs will be funded through the capital reserve budget.

Current Grant Request:	\$8,888,961.83	CDE Minimum Match %:	41
Current Applicant Match:	\$6,177,075.17	Actual Match % Provided:	41
Current Project Request:	\$15,066,037.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		2016 Bond Election
Total of All Phases:	\$15,066,037.00	Escalation %:	5
Affected Sq Ft:	41,685	Construction Contingency %:	5
Affected Pupils:	227	Owner Contingency %:	5.25
Cost Per Sq Ft:	\$361.43	Historical Register?	No
Soft Costs Per Sq Ft:	\$36.33	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$325.10	Does this Qualify for HPCP?	Yes

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Cost Per Pupil:	\$66,370	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	184	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	8,380	Bonded Debt Approved:	\$181,705,000
Assessed Valuation:	\$569,244,410	Year(s) Bond Approved:	10, 16
PPAV:	\$67,929	Bonded Debt Failed:	\$231,165,000
Unreserved Gen Fund 14-15:	\$1,582,844	Year(s) Bond Failed:	07, 08, 09, 14
Median Household Income:	\$53,110	Outstanding Bonded Debt:	\$34,988,114
Free Reduced Lunch %:	62.70%	Total Bond Capacity:	\$113,848,882
Existing Bond Mill Levy:	9.111	Bond Capacity Remaining:	\$78,860,768

• **Facilities Impacted by this Grant Application** •

Alamosa RE-11J - AHS Security Upgrade - Alamosa HS – 1997*

School Name: Alamosa HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	118,000
Replacement Value:	\$38,868,212
Condition Budget:	\$19,253,742
Total FCI:	49.54%
Energy Budget:	\$0
Suitability Budget:	\$3,550,700
Total RSLI:	13%
Total CFI:	58.7%
Condition Score: (60%)	3.45
Energy Score: (0%)	3.23
Suitability Score: (40%)	4.42
School Score:	3.84



*2009 Assessment Data

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Applicant Name: ALAMOSA RE-11J

County: ALAMOSA

Project Title: AHS Security Upgrade

Applicant Previous BEST Grant(s): 5

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: Lack of Grant Funds. We were placed on the Grant Reserve List for funding if schools could not pass their specific Bond elections. (Almost awarded in 2016 but close election results proved positive for the other school district). Our district was pleased that this other district was able to retain their Grant funds.

Project Type:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Alamosa High School was built in 1996, using funds derived from a District Bond election. The first classes were held in fall of 1997. These bonds were paid off in 2015.

Our buildings currently have limited, inconsistent surveillance equipment (controlled access or video). Locked doors are our primary prevention and barrier and this is on controlled access from our High School's Admin Office. Public functions such as parent teacher conferences, Open house events, sporting and social events rely on our doors being unlocked and supervised. At the events' conclusion, a manual re-lock to secure the perimeter is our solution. There is limited public signage or way-finding in the building and little to none on our HS site. We often have parking conflicts between public and teachers or public and students that need to be resolved.

A security upgrade will focus on the daily activities of our students and staff access and improve the building entry conditions necessary for today's challenges. Our core administration area is far from the primary entrance, nearly blind with only limited view access deep within the building. The planning criteria used for security and access control in current school design simply has not been implemented here. We intend to correct that with a close connections of Admin Office staff to the primary building entrance. Few of our perimeter access points are connected to a system that would alert an open position. During the day, a slightly propped open door would go unnoticed and after school, we rely on our maintenance staff as part of their daily effort to "check the locked doors" at night.

We need to protect our students, staff and facility with a higher level of electronic support systems and have proposed these improvements within the grant application.

The District is thankful for the support (and response time) of our emergency responders. Our School Resource Officer is a key member within our District Safety Committee. Their proactive methods are certainly a benefit in the event of a crisis. We recognize that a more secure school may not deter an event from happening or impede the event altogether, but it will allow additional time for emergency responders to reach us.

We are making this request to improve our position on the facility specific basis, by improving the security systems and enhancing the control and communication of entrance points at this facility. With the limited funding now made available to our public-school districts, we have had to reduce both operation costs and maintenance budgets and rely on our staff to double their efforts to keep our kids safe.

These grant funds can provide the District with the economic support to offer a level of security and safety for our students and staff that best aligns with current needs and conditions we face every day. With decades of service to the community, the community conditions have changed since this facility was originally constructed and programmed. This Security Upgrade would correct many of those deficiencies.

Deficiencies Associated with this Project:

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The primary point of concern is the lack of a structured and controlled access system at the High School's primary access points. The Administration offices are not directly connected (visually or with audio communication) with these primary access locations; or have little to no communication until someone is well within the school hallway system.

There is no communication of our perimeter doors to a security system, so our maintenance staff rely on manual check and observations each day, validated our perimeter is secure. Our facility's current layout has not been upgraded to accommodate proper access control at its perimeter. Many entryways are manually controlled with no ability for audio contact with the staffed Main Office. There is also significant lack of adequate and proper way-finding signage.

Our site way finding is generally non-existent; we often have the general public parking within the teacher and student parking lots rather than being directed to the school's main entry (East side) for school access. The general and on-site lighting does not completely or adequately cover the site conditions such as our bus loop and interior parking lot. Increased light levels would offer safer passage in the evenings and early mornings. Our bus loop currently has no illumination and the street passage between the HS site and the AG/ED site is simply a painted crosswalk.

Proposed Solution to Address the Deficiencies Stated Above:

Represented throughout our application is an SOW (Scope of Work) that will address these desired needs. Controlled access into the facility would now be available and maintained throughout the building from only a handful of perimeter doors.

These six (6) doors will also have video and audio communication.

Our Administrative staff office areas will be relocated closer to our intended primary entrance by switching places with an existing classroom that will then be reconfigured. This would be completed through an interior remodel that will also enhance the visual line-of-site to the primary entry area. In addition, a new man-trap assembly will be created to allow for adequate security screening prior to access into the school hallways and classrooms.

The condition of the perimeter glazing will be improved with impact resistance glazing film on all units lower than seven feet from grade. This will limit the ability of an intruder to smash his way into the school.

Signage will be significantly improved and provide identification both inside and outside the school rooms. Classrooms with window (visual) connection directly to the exterior will have identifying signage to connect the first responders with the students faster than current conditions allow. New monument and access identification signage will be placed around the site to better manage access into parking lots and building entries.

New exterior lighting (LED type) will be added to the building perimeter and site conditions to offer improved lighting levels during night time events.

How Urgent is this Project?

Our facility is currently without adequate security equipment and systems to protect the occupants within. With a National increase in school violence reaching headlines monthly, our District is running on "borrowed" time and should be protected. Should a major breach become local to our facility, the damage could be catastrophic.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

Our grant request proposes to establish and improve the existing construction to better meet PSCG conformity under Sections 4.1.5, 4.1.11, 4.1.15, 4.2.3 and 4.4.4.4.

The Alamosa High School structure is the only HS structure within our District. Opened in 1997, the building has not been modified to better address the growing need for controlled access, intruder identification, unwelcome access and changes in school building security systems that our society (Alamosa included) must respond to.

The design criteria for access demands established with the original building design have changed greatly over the past decade of operation. Though our perimeter access is limited to only a handful of primary access doors, they lack any type of access control, intrusion film and communication with our primary Administration Office. The current "building core" location of the Administration staff was originally focused on the interior hub of the school with little connection to the exterior entry. Our SRO is very concerned that there is more than 80 feet of unsupervised hall from the entry door to staff. This condition must be corrected. For that reason, we are proposing to move that same staff towards the exterior and establish a single point of entry that would result in a higher level of security screen and access control.

The lack of properly controlled access (keycard or keypad) proper signage and way finding along with a lack of facility-wide (and site specific audio/video security systems) are areas of concern. Our building was designed for and is capable of being locked or unlocked. Controlled access was not a planned option at inception.

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The High School campus lacks adequate signage to separate students, teachers, and the general public in parking needs and access. Through improved signage, we can better manage how people access and navigate our High School site. The overall site lighting is proposed to be replaced with new higher efficiency LED fixtures that not only reduce power needs, but improve the level of "lumens on the lot". We propose to replace (and add where necessary) both the light fixtures and fixture arms to improve the quality and quantity of security lighting. Our facility is often used well into the evening hours and better site illumination will improve that access.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Our District takes very seriously our responsibility to maintain our facilities. Our lack of funds to build specific projects does not translate into a lack of responsibility or dedication to maintaining our facilities. In fact, our District is equally committed to maintaining projects whether funded from District funds or Grant funds, from private or governmental benefactors. Our rural District is grounded in its desire to provide the BEST facilities possible for our students. In our efforts to provide the BEST facilities, we have reached out to CDE for assistance in providing equity for our students. As a District, we honor and respect each and every dollar given to us to build the BEST facilities here in Alamosa. We do not view these funds as an entitlement, but as a gift to our students.

We would be remiss in our responsibilities to accept these funds and then allow this work to fall into disarray. Our District will do all within its power to assure that any work performed on our facilities will be maintained properly for decades to come. As we travel around the State to visit other Districts, we are happy to see that our facilities are usually cleaner and better maintained than the majority of those we visit. It is gratifying to know that our maintenance procedures meet or exceed those of almost every district in the State.

If this grant is awarded and these improvements can become a reality, the BOE is committed to hiring security personnel that will man this security station (mantrap) in this school. That same security personnel will be responsible to check entrances and exits, identify individuals prior to entering student populations, monitor video screens, check ID's and in general be the first line of defense for those who would do harm to our students.

The cost of hiring security personnel will eclipse the cost of the infrastructure within 15 years. This is no small investment by the District and shows the dedication of the BOE to protect the students and staff that attend this school. This project will be a great help in securing our buildings against the kinds of attacks that plague our nation's education system.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Alamosa High School was constructed in 1997 following a successful local School Bond. The building service life is not an issue with this grant. What has changed since opening are the conditions that surround the building and site. Like changes in education standards, Districts must also alter/adjust/improve design conditions of safety and security.

The District Administrations, School Staff and local emergency responders routinely discuss ways of improving the safety and security of its buildings and sites. In the case of our HS Building, the building designs that were conceived and constructed were in general compliance with the conditions of the mid 90's, but would not be in compliance with requirements of the same structure in 2016.

Improvement and renovation of key perimeter access points and site conditions is the major component of this grant request.

Major renovation elements such as shifting the Administration Office to an area of the building more suited to view and control the building's primary access is not a deficiency, but a response to our security needs to reduce the potential of a threat entering the building unnoticed.

The building's general perimeter entry points are being strengthened with access control and glazing improvements that will make it more difficult for a threat to enter and access the buildings. Improved signage and way finding will assist the general public to make the correct choice for building access and site entrance. This signage will also support the emergency responders with a faster locate method in the event of a threat or emergency within this large facility. Minutes count in these emergency situations.

The requirement of providing general site lighting for both access and security has not changed since this structure was built,

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but the quality and energy efficiency of the fixtures available now has improved tremendously. As with most rural School Districts, we utilize our buildings more than just when it is occupied for teaching both school and local events run into the evening or on the weekends. We must not only maintain a safe building inside, but a safe and energy efficient site outside. Our proposal to increase the quality of lighting with LED units will directly decrease our overall energy consumption at the same time.

Our intended design solution will greatly improve the safety and security conditions of this building and site. We must not only, but protect those that enter our halls.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

In the summer of 2016, the High School roof was replaced with the support of a BEST Grant. The building masonry expansion joints were also repaired, but at the District's cost. In addition, video camera surveillance was also added to the exterior perimeter of HS building, also at the District's cost.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

We have not attempted to retain any other grants for this work as our bonding capacity is close to 70%. Our local voters rejected a School Bond election in 2010. Then in 2012, the District succeeded by the slimmest of margins—200 votes. Our BOE does not feel there is adequate time (due to the lack of safety infrastructure) or voter support for a Bond election (due to the current local economic conditions in our rural community) to warrant the efforts required. Our District can commit to the 24% Grant Match based on previous discussions with our BOE.

How do you budget annually to address capital outlay needs in your district/charter?

As previously mentioned in the Grant, Alamosa School District will commit \$64,500 into a dedicated Capital Reserve Fund to assist with the continued maintenance of this project. The District will commit to maintain this project with the same diligence and professionalism exhibited during the past twenty-seven years.

Current Grant Request:	\$1,190,289.15	CDE Minimum Match %:	24
Current Applicant Match:	\$375,880.79	Actual Match % Provided:	24
Current Project Request:	\$1,566,169.94	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	Capital Reserve Fund	
Total of All Phases:	\$1,566,169.94	Escalation %:	3.25
Affected Sq Ft:	118,000	Construction Contingency %:	10
Affected Pupils:	598	Owner Contingency %:	0
Cost Per Sq Ft:	\$13.27	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.67	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$11.60	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$2,619	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	197	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

N/A

Financial Data (School District Applicants Only)

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District FTE Count:	2,339	Bonded Debt Approved:	\$16,990,000
Assessed Valuation:	\$131,296,271	Year(s) Bond Approved:	08, 12
PPAV:	\$56,134	Bonded Debt Failed:	\$5,990,000
Unreserved Gen Fund 14-15:	\$1,840,462	Year(s) Bond Failed:	11
Median Household Income:	\$32,118	Outstanding Bonded Debt:	\$16,120,000
Free Reduced Lunch %:	64.60%	Total Bond Capacity:	\$26,259,254
Existing Bond Mill Levy:	13.356	Bond Capacity Remaining:	\$10,139,254

• **Facilities Impacted by this Grant Application** •

Deer Trail 26J - New PK-12 School - Deer Trail ES/ Jr/Sr HS - 1972

District:	Auditor - Deer Trail 26J
School Name:	Deer Trail ES/ Jr/Sr HS
Gross Area (SF):	74,085
Number of Buildings:	2
Replacement Value:	\$18,592,159
Condition Budget:	\$8,688,083
Total FCI:	0.47
Adequacy Index:	0.55



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Applicant Name: DEER TRAIL 26J

County: ARAPAHOE

Project Title: New PK-12 School

Applicant Previous BEST Grant(s): 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input checked="" type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input checked="" type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Deer Trail School District is located 50 miles east of the Denver Metro area along interstate 70. The district currently serves 185+ students and it is growing significantly. Our small rural community where agriculture is an important part of the community is beginning to expand in ways we have never seen before. Deer Trail now serves as a bedroom community for the many inhabitants who drive to work in Denver and other close Front Range Communities.

Our current K12 building ranges from 40 to almost 100 years old depending on where you stand. Deer Trail's academic activities center around the Colorado Standards for academic achievement. We are a 1st round school district at the elementary levels. We offer a variety of secondary classes, regular education classrooms, online courses and post-secondary classes using distance learning opportunities.

The school has a small gifted program where 3 students have been identified as gifted. The school's special education population hovers around the 15% mark. The school district has placed an emphasis on co-curricular activities such as FFA, music, FBLA, and skills USA and a multitude of athletic opportunities.

The school district is constantly looking to improve our instructional staff, as we have added 2 more people with advanced degrees this year. Hiring teachers is difficult in small rural communities. We get very little help from sources that could provide help if they wanted to, but are focused only on the narrow scope activity. We did hire a certified Math teacher for the first time in several years. In order to do so we offered a signing bonus, a pay scale of steps plus 5, plus low cost housing. Our teacher turnover is higher than what is normally expected as we struggle to be competitive with our pay scale.

Professional development has been high on the list of professional activities needed. We have secured more than \$30,000 dollars in the past several months from grants and donations. Professional development activities include the attendance at the CCIRA conference and attendance at the Differentiated Instructional Conference in Las Vegas.

The district will be bringing in nationally recognized educational expert Rick Wormli who is himself a Nationally Certified Teacher. His teaching is in line with the direction the district wishes to advance, the 4 point grade scale, the acceptance of late work, and the instructor's responsibility to inspire and motivate student learning.

The age of the facilities is affecting some of the instructional offerings and programming. While the district has attempted to keep up with technologies currently used in the education process, the age of our facilities has prevented some of the future desired activities. That is why we knew we needed to do something about it. After holding a series of meetings with our community and school board, it was decided that we needed to go for a bond so we could secure a match for a BEST grant. Our community knows that we would never be able to bond for enough to build a new school, and they know that with the little we can bond for (which is a lot for our community members), it would only take care of a few of our many problems. Our hard

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work and building the community's trust paid off. We successfully passed a bond in November 2016 for \$6.8 million!

Deficiencies Associated with this Project:

School Site:

- Parking - There is no true parking lot, most parking is on street. No adequate parking for an event, or any school function. Fire lanes do not exist, and are not adequately marked / or posted.
- Site Lighting – there are no adequate parking lot lighting or general safety lighting.
- Pre-K through K Playground – the equipment does not meet ADA codes. The equipment provided does not meet the needs students who have disabilities and needs to be replaced.
- Site flow – the parent drop off is in the front of the school and so is the bus loop. This creates congestion and safety issues every day.
- Main Entrance – is very difficult to find and there is no entry vestibule. Because of the positioning of the building, water constantly freezes on the sidewalk.
- Site Drainage - multiple areas around school have major site drainage issues, causing water damage and safety hazards. A major area of concern is lower split level portion of the HS. When it rains, the water is actually draining back into the building. Rain water is infiltrating the main entrance. This is significantly apparent in front of the Vo-Ag/Wood Shop building.
- Drainage Issues/ trip hazards- there are a number of drainage issues throughout our school in which outside water flows back into the school and can create mold issues. The sidewalks around our school are old and showing their age. The heaving concrete has created safety issues, and we get many complaints from people who have tripped and fell in these areas.
- Athletic Fields have no ADA access or accessible bleachers.

School Exterior:

- Exterior Windows – many of the windows are single pane, non-operable and very inefficient. The majority of window glazing is in poor shape and is causing leaks on a significant portion of the windows due to poor flashing. Some windows were never replaced. As a previous solution, they were filled with particle board.
- Exterior Doors – the doors are in poor condition and beyond their expected useful life. A few of the doors are corroded and inoperable. The framing and glazing are in poor condition and some of the door show significant damage. There are 41 exterior doors and the weather stripping and caulking need to be replaced. It is difficult to find replacement hardware for them and the only solution is to buy all new hardware which is very expensive.
- Roof – this is an ongoing battle. Water leaks are causing damage to the interior classroom walls, ceilings and floors. Water can actually be heard dripping inside the interior walls, which leaves a potential for mold and mildew issues. Roofers have been to our school numerous times and still we have problems with leaks throughout the building.
- Foundation Walls – are leaking in the high school / middle school wing. This is especially bad in our band room.
- Pool Structure Brick is protruding out and cracking due to water and failing structural system.
- Pool Solar Panels are non-functional and falling apart because they were never maintained.
- 1963 Gymnasium the buttresses that hold Glue-Lam Beams are failing causing sagging of structure and block and brick damage. They are failing due to water infiltration.

School Interior:

- Asbestos – There is the following asbestos containing material in the school: VAT tile, wall base, fire doors, mudded elbows,

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joints, tees, boiler wrap, and wallboard in old gym and spray on acoustical material in HS/MS. There is approx. 7,000 s.f. of VAT, 12 linear feet of mudded elbows, 200 s.f. of boiler wrap. And 3,000 s.f. of wallboard in old gymnasium.

1963 Gymnasium Issues:

1. Bleachers are not ADA compliant, and due to their construction are not able to be retrofitted.
2. Stage is not accessible.
3. Lighting levels are under desired criteria.

- Big Gym- (built in the early sixty's). Because of the lack of room in the bleachers, moving to a passage way is problematic, many step over the bleachers to access seating or to exit which is a dangerous situation. The main arch supports in the gym are rotting where they connect with the outside buttresses. Some have deteriorated so bad that one can stick their finger completely into the rotting support arch. This has caused a sagging in the roof particularly when snow accumulates on the roof.

Additionally, it has caused a brick to pop out from under one of the supports. This situation was identified some eight years ago by a structural engineer and labeled as a serious problem at that time. The gym was built before the advent of Title IX, now Volleyball is a scholastic sport and the low roof is not accommodating; interrupting the game when the ball hits the ceiling. The locker rooms under the gym have been closed; there is no ventilation and has a constant odor. The sump pump that pumps the sewage out (because they are below the drainage line) does not work and, flooding in the basement occurs. This is a concern with mold among other things...

- Old Gym- (now approaching 100 years old) the main problem is the low ceiling; balls hit the lights and heating system occasionally causing parts to fall to the floor. This is evident with the three point line in basketball. A longer shot requires more arch and the low ceiling presents a problem with again hitting the lights.

- Flooring - 90% of flooring is beyond useful life cycle. Carpet is spotted, stained and bubbling up in spots. All flooring throughout the building needs to be replaced.

- Security issues - In last 50 years one student has been killed in school by fire (not at our school), in that same time students in school killed by an intruder are approaching 300. Our building has a number of outside entry points. Every elementary classroom has an outside door. The main entrance next to office has many windows just adjacent to the entrance (Sandy Hook situation). The cafeteria has the same situation; and the cafeteria is full of students during lunch time. Breeze way next to Secondary School- here again, the entrance has windows and panels for easy entrance. The outside doors next to band room and outside door next to the Agriculture room; both are an easy accesses point for an intruder. Students commonly allow entrance through these doors to other students who are returning to the main building from Industrial Arts and Agriculture classes. Deer Trail School was built in a time when schools wanted to be open and inviting to the public. However, times have changed, because of the intruder problem they are now built with security in mind. Additionally, the school's "all school address system" operates through the school's phone system; consequently, if persons are not near a phone they will not hear a "Lock Down" or similar announcement. These areas would include; outside the building including all the playgrounds, dining area of the cafeteria, all the hall ways, all the bathrooms, in the small gym, in the large gym, all the locker rooms, student lounge, in the pool area, and the bus barn. Security cameras have become a vital part of school safety, it would be rare to find a school without this security feature. Currently there are twenty five security cameras operating on our campus giving imagery both inside and outside the building. While that number of security cameras sounds like a lot, remember, the school was built in a different era. The design/layout of the building has many nooks and angles that create blind spots. Looking over the campus there are at least ten blind spots that should have a security camera.

- Ceilings - In certain areas of the school the acoustical ceiling grid is rusted and damaged. The majority of this is due to roof leaks.

- Communications and Security – our PA, telephone, clock system, fire alarm and security system are all outdated / or not working properly. The PA system relies on VOIP system for paging. We have trouble relaying announcements in times of emergencies and are concerned for our student's wellbeing when we cannot communicate with them or for them. We have

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no external speakers, and have no way of communicating with anyone outside of the building.

- Code Deficiencies (Fire Sprinkler System) there is no fire sprinkler system. The building is grandfathered in to meet the current codes. The building would require an automatic fire sprinkler system if any significant renovations were to occur. Second exit from HS/MS lower level goes through the music room which is against code.

- Lines of site – because of the way the building is configured and has been added onto over the years, there are many spaces that are not visible, especially hallways and stairway corridors. We do not have enough cameras installed to monitor these areas, and staff does their best to monitor these areas during passing periods. There is no keyless entry or cameras at the entry. The school has no secure entrance other than buzzing visitors into main doors.

- Casework - Much of the casework especially in the older portions are failing and well beyond useful life.

- ADA - Americans with Disabilities Act- our building is not ADA compatible, most of the classrooms in our secondary school require entrance via a stairwell. This presents a major problem for students in a wheelchair. We currently have a student who requires an aide, a special belt, and 10-15 minutes to manage one set of stairs. We have another wheelchair bound student coming to us in October of '17. Students occasionally injure themselves and are temporarily wheelchair bound as well, remember, many of our students play sports. Additionally, our bathrooms are not ADA compatible and will not accommodate a wheelchair. Also, our stairs are not to code for a public building, they are too small. Several areas do not meet ADA requirements. Such areas are the Stage, second floor classrooms, and some restrooms.

- Interior walls are showing signs of damage from settling. The damage appears to be on non-bearing walls, but is extensive.

- Electrical service and distribution – not configured for additional capacity - the system is constantly overloading and needs to be updated, as it lacks the proper electrical capability to meet today's educational standards. Most classrooms have two to three outlets and are on the same circuit. The breakers constantly trip, and the fire department has pointed out the many code violations we are breaking because of the amount of electrical cords the teachers have to use. The cafeteria has major issues with having adequate power; they also use many extension cords.

- Lighting and branch wiring – the system has exceeded its useful life and is in poor condition. Lighting in classrooms and hallways are poor throughout; natural daylighting is limited. There are multiple interior classrooms that have no natural daylighting, and 18 with very limited natural daylight.

- Nurse's station – is inadequate and consists of a modified area in our elementary SPED room. Typically, the nurse's station is in a separate room, isolated from the main office area.

- HVAC system – the majority is the original system from 1972, and continually has issues. HVAC units- are older with some past their life expectancy. We have radiant gas heaters in the ceilings that are not efficient and do not work properly. Only a few units were replaced in 2008. Poor indoor air quality is one of the most substantial issues in our school. We have had to close school two times this year because so many of our students were sick. This has happened multiple times in the past and continues to happen. Our only solution is to open all the doors and windows and let the building air out. Our building needs some type of ventilation as we cannot leave the doors open in the winter when everyone is sick.

- Classrooms- Most of our class sizes are under 20 students, however, once we start to get over 15 students in our classrooms lack of adequate space becomes a problem. Our Business classroom lacks enough power and we are looking at adding additional circuits. Downstairs in our secondary school we have a cellulose material on the ceiling that falls off the ceiling floating down (snow like) on to our students.

- Band Room- when building a school's band room it is important that there be some separation from the other classrooms because of the singing/music that emulates from the band room. The singing/music from the band room is a disruption to teacher instruction. Unfortunately, the band room is located in the middle of our secondary school disrupting instruction going on in classrooms all around the band room. Additionally, moving instruments/equipment from the Band Room to the

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Big Gym for a concert makes instruments/ equipment susceptible to damage. Currently that move involves one and perhaps two flights of stairs which again are not to code.

- Plumbing fixtures and water efficiency - Fixtures are old and beyond their useful life. The entire plumbing system is outdated as well.

- Library space is small and needs more storage and shelving - technology is not updated. Electrical is outdated and inadequate.

1. There is no access to high speed internet. We offer downloadable books, movies and music and these services are compromised by slow downloads in the library.
2. Our library is not ADA compatible. The children's and teen sections are upstairs and accessible only by stairs.
3. Due to size constraints we cannot install RFID enabled check in machines at the library nor offer credit card payment on the machine, which relies on a strong cellular signal.
4. We do not have a meeting room or separate area in which to hold programs or classes. This hampers our ability to have any more than 4 people for computer classes. We hold storytimes "on the floor" of the library which can be disruptive to patrons who are not attending storytimes.

- There are currently no energy efficient options in place. The current position of the building is not oriented to take advantage of passive solar, wind, natural ventilation green roofs etc. There are no energy efficient fixtures. The mechanical system needs to be recommissioned as soon as possible.

- Lacks Information Technology Compatibility- The building was built before computers were introduced into schools and that presents some problems. One problem is the lack of electrical outlets even in the computer labs. There is a Wi-Fi system; however, there are a number of "dead zones" in the building where the Wi-Fi system can't be picked up. Additionally, the lack of Ethernet nodes means we have to use exposed long wires which are problematic, creating trip hazards. The server room is small and lacks room for further expansion. The lack of space makes it difficult to work on current equipment; also, the lack of a raised floor creates a hazard with all the exposed wiring. The server room is small and the equipment builds up heat within the room, unchecked the buildup of excessive heat will shorten the life of the equipment. Currently an auxiliary cooling unit has been installed to control excessive temperature build up. The Information Technology room itself is small and lacks room to house all the IT equipment.

- Swimming Pool- (currently closed) many problems, the roof supports are badly rusted; rust particles precipitate from the ceiling of the pool falling into the pool and onto the surrounding deck. Some of the rusted pieces can be upwards of three inches long. Inspection of the roof by a structural engineer has led to a recommendation that we not allow people to use the pool and to be careful when snow is on the roof for fear of collapse. The recommendation for this repair is a total replacement of the roof. There is no working ventilation system nor is there a working heating system for the ambient air. The solar panels on the roof are also not working. Additionally, metal surfaces inside the pool area are heavily rusted. Furthermore, there are issues with the brick exterior that has popped out in one area and bowed in another. The community understands the issues and is ok with the demolition of this facility as it has been a headache for some time. The doors do not function properly and need to be replaced.

- Woodshop – Fire alarm system does function properly and routinely goes off when nothing is wrong.

Proposed Solution to Address the Deficiencies Stated Above:

Our school district has not received adequate care for many years. The problems keep piling up year after year, and nobody has ever taken care of them. Being a superintendent from a larger school district that had a great preventive maintenance schedule and capital renewal budget in place, I can see how important it is to have. Deer Trail is a great community with many caring people, who are proud to call our little town home. The students make this community shine, and they deserve the best futures we can give them. Not only for our current students, but all students for generations to come.

After many community meetings, it was decided that we needed to take action. The community rallied together and helped pass a \$6.8 million bond; which maximized our debt limit in hopes of getting a BEST grant. The community knew we would never be able to help our students with such a small amount. Everyone in this community knows there is only one possible

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solution for our community and it was to build a new school. The current site is not adequate to build a new school on. Through our master plan, and many community meetings, it was determined to build on the school's property directly to the south of where we currently reside (1 block over). The site has enough room to accommodate a new facility, with expansion for growth, our FFA program, a football field and track, parking and separate bus loops. Below is a more detailed list of some of our solutions:

Solutions to Site Issues:

Issue: Parking

Solution: Adequate parking will be constructed. Parking stall totals will be based off of gymnasium occupancy which is the largest assembly space in the school.

Issue: Site Lighting

Solution: Site lighting will consist of landscaping lighting, building lighting and parking lot pole lighting. The design will provide the required candle watt per foot.

Issue: Traffic Flow

Solution: The bus loop will be located on the rear of the school, and the parent drop off will be located on the front of the school. This separation will eliminate the traffic issue the school currently faces.

Issue: Main Entrance Location

Solution: The main entry will be the prominent feature of the school. This prominence will serve dual purposes. 1. It will promote a welcoming and embracing first impression. 2. It will leave no doubt where visitors and guests shall enter.

Issue: Detached Vo-Ag/Wood Shop

Solution: The new design will incorporate a new Vo-Ag/Wood shop. This will eliminate class time that is currently lost as students traverse the distance during passing period. This also will eliminate the safety risk of students leaving the building.

Issue: Athletic Field ADA Access

Solution: All new athletic fields will conform to the ADA guidelines. These features would include seating, accessible travel from parking lot to site, & complying restroom facilities.

Solutions to Exterior Issues:

Issue: Inefficient Doors and Windows

Solution: All new windows will have thermally broken frames and the latest in energy efficient glazing. This design feature will make it possible to maximize the amount of glass allowing natural daylighting into the school, while not sacrificing the energy savings.

Issue: Number of Outside entrances/exits

Solution: The design will strive to reduce the number of entrances and exits to eliminate the security concerns and the maintenance of those doors.

Issue: Exterior Maintenance Items

Solution: While the majority of the current facility is brick veneer there are numerous misc. items that need constant painting and maintenance. The new facility will use materials that are pre-finished with the minimal amount of maintenance required. It is essential with the limited staff in Deer Trail to provide a building that will require as little maintenance as possible.

Solutions to Interior Issues:

Issue: ADA Compliance

Solution: As required by code the new facility will ensure that all spaces meet the current ADA guidelines. The school will be accessible not only to students and staff, but to visitors as well. Currently the school has no elevator or lift to reach the second floor. This essentially makes certain areas off limits to special needs students.

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Issue: Flooring

Solution: Flooring can be a significant maintenance and support issue for a small school district. Polished concrete floors throughout the common/circulation spaces will free up maintenance staff to concentrate on other aspects of a new facility. Carpet squares will also be utilized, as their ability to be switched out square for square in the event of a stain is a huge leap forward from the current facility.

Issue: P/A System

Solution: Making sure students and staff can hear and respond to general and emergency messages is vital to a school's ability to operate. The new P/A system will ensure that all students and staff no matter their location will be able to hear any and all messages from the administration team.

Issue: Secure Entrance

Program Plan Efficiencies:

1. Elem. school gymnasium/auditorium: The current facility houses two gymnasiums. The 1963 gym acts as the competition gym while the 1927 Gym is used for PE and practice. The new elem. school gym will be a multi-use facility that can handle PE, athletic practices, music performances, drama, and large school lectures. Telescoping auditorium seats will be used to convert the space from a gym to an auditorium with little effort.

2. The cafeteria will be more than just a lunch room. The cafeteria will be used for several different purposes, such as a large conference area, concession area during sporting events, and an area for teacher in services. The cafeteria will have technology such as projector, televisions, and sound systems.

3. Library/Media Center: Currently the Deer Trail School district shares a library with the Arapahoe County Library System. This partnership is a win-win for the school district. The Arapahoe Library staffs and stocks the library eliminating the need for additional school staff. The new facility will also be designed to take advantage of this arrangement. This does however present security challenges with community members using the facility while school is in session. This challenge will be solved by arranging the library so that no person can exit from the library to the school without proper electronic authentication. All code required exits from the library will lead outside. Some other efficiencies will include a community classroom that will double as the District Board Room.

4. Storm Shelter: The current school facility uses the basement locker room areas as a storm shelter. While this area would more than likely protect students from a severe storm, the ability to quickly access special needs and wheelchair bound students is a major concern. The new facility will utilize the new band/vocal room as a storm shelter. The music room is an ideal space for a shelter, as it has very little furniture to move in the event of a storm. The square footage of the music room will also account for future growth of the school.

This need is increasing at a dramatic rate due to the expansion of the community and major development happening in our community. 80 new homes are scheduled to be built in the next 18 months. 70 new homes have been built in the last year which brought 50 new students. 26 additional houses are currently sold and being built; all within a one mile radius of the school. With 106 new homes being built, we are expecting another 50-75 students to join our school.

While we are not building for this expected current growth (the new design has appropriately sized classrooms), the existing design is able to accommodate building additions if there is large growth in the future.

How Urgent is this Project?

Immediate needs that need to be resolved:

Safe and secure building: There are too many exterior doors that do not latch or function properly. We cannot ensure a safe environment when doors are open all over the building. There are too many areas that we cannot monitor. Poor lines of site are everywhere, the current design of this building is not conducive for our student's safety.

Structural issues: our pool is connected to our building, you have to walk by it when you come in the main entrance, and it is condemned. It is not structurally sound and needs to be torn down. The gym also has structural issues that need to be

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addressed immediately. You can put your finger right through base of the buttresses because they are so saturated.

Roof leaks causing mold issue and probably many more issues that we do not know about. We can hear water dripping through the walls when we get a rain storm, or when the snow is melting. We would prefer to not have to rip out the walls in the classrooms to investigate, as it would be very expensive. We also need the roof replaced immediately – which would be where we should start.

Proper indoor air quality and natural daylighting – we do not have either. We have small windows in the classrooms (some just have particle board). The lack of ventilation is terrible. We have to do something to make this building suitable for our students.

Asbestos in the flooring that needs to be replaced. The floor tiles are ready to come up in places and need to be abated now.

We are unable to communicate efficiently with our staff and students at all times. Our PA system has failed and needs to be completely redone.

ADA compliance – it is embarrassing that we are unable to accommodate students who are in wheelchairs. There are so many issues we need to resolve to fix this that the cost would be huge and it would be imprudent to invest that much into renovating this facility.

Drainage issues and trip hazards – very urgent as water is draining back into the building. You can see the water penetrating through the foundation and wall in our band room. It is not a good situation.

Create separate parent and bus drop off – a top priority; drop off time is a disaster with students having to walk through traffic to get into school in the morning.

Our building has so many issues that it is undeniably absurd. Our students are in dilapidated facilities that are not suitable to be in, let alone learn in. There are so many issues, that it is virtually impossible to keep up with them. We are attached to a pool facility that is ready to collapse, a building that is falling apart, and a location that will never meet the needs of our current students, or our future students.

It is obviously apparent after you walk up to the school how much we need a new school. If you can find the entrance, without walking through ice or a puddle, and actually make it inside, the need is evident. The deficiencies noted all are urgent. They need to be taken care of immediately. Our students need a facility they can thrive in.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

The district will meet all of the construction standards established by the CCAB pursuant to section 22-43.7-107

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The district is going to set up a capital renewal budget and budget yearly for capital and maintenance. This amount is yet to be determined, as we cannot currently maintain any type of budget for our facilities. We are spending so much to keep fixing and replacing parts on our current deficient systems that we cannot adequately plan for the future. We will continue our routine preventive maintenance program and do what is necessary to keep our facilities in the best shape we can for our students. We will set aside the required amount of \$100 per pupil for the renewal of our systems, and even more if we are able to have a new facility that does not constantly drain our budget due to the hundreds of issues we currently have.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

All parts of the current building were new at one time and were constructed specifically for the purpose of providing an adequate education for our students. The current building has several additions built on over the years. All areas were constructed to the building code that was required at the time. All areas met the educational and curricular needs of the

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students at Deer Trail. Here is a list of when each facility was built:

The old gym and part of the cafeteria was built in 1927.

The additions on the high school, including the new gym were built in 1963; and the rest of the high school was built in 1973. The elementary school along with the pool was built in 1977, and the bus barn / shop were built in 2005. Historically the building was added on to as the need arose and as the money was available.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

Roof top units were put into place in 2008 replacing the hot water boiler heat system over a few classrooms, and installed a new roof gutters and drains on a portion of the building in 2008.

Replace existing pool boiler, exhaust fan and solar heating – 2008 - Installed a ventilation system and radiant heat in the both gyms - 2008.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The district received a GOCO grant a few years back. The Deer Trail Elks club donates funds annually to support our facilities and students. We hold a community golf outing for capital campaigning and host a community cleanup day. The district has held several community clean up days in preparation for schools opening. The first year 17 dead trees were removed from the property with community help. Other projects include painting, sweeping, raking, trash removal, and weed removal, and remodeling a teacherage to name a few.

How do you budget annually to address capital outlay needs in your district/charter?

Fixing on an as need basis. We budget \$100,000 a year, but the costs are exceeding this every year. We can only fix important health and safety issues for the time being.

Current Grant Request:	\$28,003,821.13	CDE Minimum Match %:	41
Current Applicant Match:	\$6,800,000.00	Actual Match % Provided:	19.53808455
Current Project Request:	\$34,803,821.13	Is a Waiver Letter Required?	Statutory
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		2016 Bond Proceeds
Total of All Phases:	\$34,803,821.13	Escalation %:	6
Affected Sq Ft:	74,249	Construction Contingency %:	3
Affected Pupils:	196	Owner Contingency %:	7.5
Cost Per Sq Ft:	\$468.74	Historical Register?	No
Soft Costs Per Sq Ft:	\$69.66	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$399.08	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$177,571	Is a Master Plan Complete?	No
Sq Ft Per Pupil:	379	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

BEST FY2017-18 GRANT APPLICATION SUMMARIES

District FTE Count:	172	Bonded Debt Approved:	\$6,800,000
Assessed Valuation:	\$33,467,884	Year(s) Bond Approved:	16
PPAV:	\$194,581	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$606,788	Year(s) Bond Failed:	
Median Household Income:	\$44,444	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	47.90%	Total Bond Capacity:	\$6,693,577
Existing Bond Mill Levy:	0.000	Bond Capacity Remaining:	\$6,693,577



Division of Capital Construction

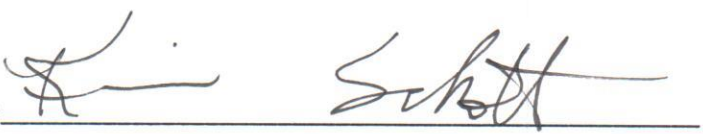
District Statutory Waiver for BEST Grant

A partial / full (circle one) district match waiver is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

A. Applicant required minimum match for this project based on CDE's minimum listed percent (Line items A * C from grant application cost summary)	\$14,867,085.44
B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2016/17 AV x 20%):	\$6,800,000
C. New proposed bonded indebtedness if the grant is awarded:	\$6,800,000
D. Current outstanding bonded indebtedness:	\$0
E. Total bonded indebtedness if grant is awarded with a successful 2017 election (Line C+D):	\$6,800,000

School District: Deer Trail 26J
Project: New PK-12
Date: 3/20/2017

Signed by Superintendent: 

Printed Name: Kevin Schott

Signed by School Board Officer: 

Printed Name: John R. Price

Title: President Board of Education

• Facilities Impacted by this Grant Application •

Englewood 1 - Bishop ES Replacement - William E. Bishop ES – 1956*

School Name: William E. Bishop ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	37,779
Replacement Value:	\$7,510,544
Condition Budget:	\$4,974,039
Total FCI:	66.23%
Energy Budget:	\$0
Suitability Budget:	\$884,700
Total RSLI:	12%
Total CFI:	78.0%
Condition Score: (60%)	3.09
Energy Score: (0%)	2.19
Suitability Score: (40%)	4.37
School Score:	3.60



*2009 Assessment Data

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: ENGLEWOOD 1

County: ARAPAHOE

Project Title: Bishop ES Replacement

Applicant Previous BEST Grant(s): 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|--|--|--|
| <input checked="" type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Englewood is a small, urban community approximately 6.5 square miles in size located near the geographical center of the Denver, Colorado metropolitan area. Nestled between the city of Denver and its suburbs to the south, Englewood Public School District, known as Englewood Schools, allows students to thrive in a unique learning environment. This public school district provides its 3,000 students in one early childhood center, four elementary schools, two middle schools and two high schools, with access to teachers and programs in ways usually only found in private school settings. Bishop Elementary is a K-6 neighborhood school located in the northeast quadrant of Englewood School District. It was built in 1956-57. It is on a 3.4 acre site, and the building itself is and has approximately 40,000 square feet. Currently, it serves the most diverse population of students in the district. At Bishop, 57% of students are Latino, 32% are white, and 7% other races. Bishop also has the highest percentage of students in the district that receive free and reduced-price lunch at 87%. The school provides the significant support needs program for all elementary school special needs students in the district. Bishop is one of the District's top performing schools. It started out as "Turnaround" in 2010, moving to "Priority Improvement" the next year. After receiving a 21st century grant and making creative changes, the school achieved the rating of "Performance" in 2013 and continues to be performance now. Bishop is also cornerstone of the community. The school partners with a community group to offer low-cost English as a Second Language classes to adults, and provides childcare during the classes. Bishop is a true community school that is an integral part of the neighborhood. Based on demographic reports, Bishop is one school in our district that is foretasted to see growth in the next five years. Currently, Bishop has 274 students, but could have is projected to have as many as 291 300 students by 2021.

Deficiencies Associated with this Project:

Bishop Elementary is over 60 years old. As such, it has several outdated safety features that do not meet current code, and many of its systems are well beyond useful life and/or failing. The school is also overcrowded and requires the use of mobile classrooms. As a true community resource as well as a school, the site needs to be updated in order to offer students and the community a safe and pleasant experience. In addition, community members took an in depth tour of the school assessing the current status. In 2015, the state also conducted an assessment and the following items are found to be deficient at Bishop:

Safety Concerns:

- Lack of dedicated bus drop-off
- Lack of safe parent drop-off and pick up areas
- No fire sprinkler system
- Outdated fire system
- The corridors have no fire rated doors or walls
- No designated areas of refuge
- Extension cords and multiple outlet receptacle outlets are used to make up for lack of wall/floor outlets.
- The entrance is near a drop-off and has only a few security features, such as barrier islands and raised stairs, to restrict

BEST FY2017-18 GRANT APPLICATION SUMMARIES

vehicular access

- No front entrance security vestibule
- No lights in the parking area
- Doors are not self-shutting

Other issues:

- Appropriate exterior wall insulation is not present
- Not water efficient – old fixtures
- No safe/secure trash enclosure
- Major electrical equipment is located outside, not in a secure location and not fenced
- Building is located at the top of slope and minor flooding does occur during significant weather events
- ADA Parking is located at a moderate distance from the main building entrance
- Play equipment meets size guidelines but not adequacy guidelines
- Gym and cafeteria share one space, making scheduling for lunch and P.E. challenging
- Ceiling heights in the hallways are 6.5 feet

Specifically, the systems that are deficient and past their useful life total more than \$4 million for repairs.

Site Deficiencies:

Bus Loading Zone

Bus loading zone is directly off the curb and does not include a bus loop.

Estimated cost: \$84,735

Parking Lot

Parking lot needs resurfacing and restriping of parking areas. Parking is not adequate for staff.

Estimated cost: \$155,866

Sidewalks

Concrete sidewalks and pedestrian paving immediately adjacent to the facility are in poor condition. Large sections are in need of repair or replacement.

Estimated cost: \$39,688

Fencing

Site is partially fenced and does not have locking gates.

Estimated cost: \$47,823

Irrigation System

The irrigation system is quite old and should be upgraded to provide adequacy and efficiency. The system was installed in 1956. It has a 10-year service life which expired in 1966.

Estimated cost: \$144,509

Water Supply System

The water supply system has a 50-year service life which expired in 2006.

Estimated cost: \$24,298

Sanitary Sewer System

The sanitary sewer system is beyond expected life. The system was installed in 1956. It has a 50-year service life which expired in 2006.

Estimated cost: \$55,028

Storm Sewer System

The storm sewer system is beyond its expected life. The system was installed in 1956. It has a 50-year service life which expired in 2006. There are drainage problems on site with ponding and standing water.

Estimated cost: \$30,039

Electrical Distribution System

The electrical distribution system is beyond its expected life and needs to be replaced. The system was installed in 1956. It has a 30-year service life which expired in 1986.

Estimated cost: \$69,172

Site Lighting System

BEST FY2017-18 GRANT APPLICATION SUMMARIES

The site lighting system is beyond its expected life. The system was installed in 1956. It has a 30-year service life which expired in 1986. Site lighting is minimal and inadequate.

Estimated cost: \$31,182

Site Communication and Security

The system was installed in 1956. It has a 30-year service life which expired in 1986. Front entry is not protected. Site security is minimal and inadequate.

Estimated cost: \$31,182

Building Deficiencies:

Exterior Windows

Exterior windows are beyond expected life. They were installed in 1955 and have a 30-year service life which expired in 1985. Windows are single paned and should be replaced for both safety and energy efficiency.

Estimated cost: \$79,358

Exterior Doors

Exterior doors are beyond expected life. They were installed in 1955 and have a 30-year service life which expired in 1985.

Estimated cost: \$23,208

Roof Coverings

Roof covering system was installed in 2000 and has a 20-year service life. However, it is currently deficient and should be replaced.

Partitions

The system was installed in 1955. It has a 40-year service life which expired in 2014.

Estimated cost: \$223,824

Interior Doors

The system was installed in 1955. It has a 40-year service life which expired in 2014.

Estimated cost: \$39,830

Fittings

Toilet partitions and other fittings are beyond their useful life. The system was installed in 1955. The system has a 20-year service life which expired in 1975.

Estimated cost: \$86,960

Wall Finishes

The system was installed in 1955. It has a 20-year service life, which expired in 2014.

Estimated cost: \$313,662

Floor Finishes

The system was installed in 1986. It has a 20-year service life which expired in 2006.

Estimated cost: \$864,681

Ceiling Finishes

The system was installed in 1955. It has a 20-year service life which expired in 1975.

Estimated cost: \$208,054

Plumbing Fixtures

The system was installed in 1955. It has a 30-year service life which expired in 1985.

Estimated cost: \$230,853

Sanitary Waste

The system was installed in 1955. It has a 30-year service life which expired in 1985.

Estimated cost: \$24,102

Rainwater Drainage

The system was installed in 1955. It has a 30-year service life which expired in 1985.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Estimated cost: \$7,024

Heat Generating Systems

The system is found to be deficient. Installed in 1988 with a 30-year service life, but still deficient.

Estimated cost: \$121,387

Distribution Systems

The system was installed in 1955. It has a 30-year service life which expired in 1985. Mechanical distribution systems are dated. Units are noisy and a distraction to learning.

Estimated cost: \$299,943

Terminal & Package Units

Currently the only building cooling is provided by evaporative coolers. Installation of conventional air conditioning units is recommended for comfort, indoor air quality, and energy efficiency.

Estimated cost: \$761,541

Controls & Instrumentation

The system was installed in 1955. It has a 20-year service life which expired in 1975.

Estimated cost: \$44,494

Systems Testing and Balance

The system was installed in 1955. It has a 30-year service life which expired in 1985.

Estimated cost: \$4,173

Sprinklers

The system does not exist.

Does not meet current code.

Estimated cost: \$130,921

Fire Protection Specialties

The system was installed in 1955. It has a 30-year service life which expired in 1985.

Estimated cost: \$1,851

Other electrical Systems

The system was installed in 2000. It has a 15-year service life. The system is currently deficient.

Estimated cost: \$17,554

Institutional Equipment

The system was installed in 1985. It has a 20-year service life which expired in 2005.

Estimated cost: \$42,902

Fixed Furnishings

The system was installed in 1955. It has a 20-year service life which expired in 1975. Fixed furnishings such as lavatory counters should be renewed.

Estimated cost: \$53,040

Special Facilities

The system was installed in 1955. It has a 20-year service life which expired in 1975. Perform a detailed study to address non-compliant code items; including fire sprinkler system design, fire rated corridors, additional plumbing fixtures and space requirements, stair handrail construction, and accessibility issues.

Estimated cost: \$32,945

Proposed Solution to Address the Deficiencies Stated Above:

In order to address the deficiencies and concerns at Bishop Elementary, we are proposing a new building and new site configuration that will address all major safety and other concerns.

In order to conceive the proposed solution, a group of community members, parents, teachers, principals and administrators came together to form the Long Range Facilities Planning Committee. This committee discussed the deficiencies at each elementary school, and Bishop in particular, and generated a plan that would address the deficiencies while meeting the needs of the students and community.

The group decided that keeping Bishop as a separate school, but majorly renovating or replacing the school was necessary. The Board of Education then asked an architecture firm to investigate the possible costs of renovating versus rebuilding and the life expectancy of the building afterward.

Given that additional square footage is necessary to address the problem of the shared gym and cafeteria as well as the overcrowding, and also that a site reconfiguration is necessary to allow for parent and bus drop-off areas while maintaining

BEST FY2017-18 GRANT APPLICATION SUMMARIES

play space, the Board of Education decided that a complete rebuild was necessary at the Bishop site.

The rebuild will address all of the outdated systems, as well as bring the building up to code with adequate sprinklers and other current necessities. Englewood will follow the CDE construction guidelines with our replacement project.

Specifically:

Safety Concerns:

- No bus loops – Bus loops will be added
- Lack of safe parent drop-off and pick up areas – Safe parent drop-off areas will be added
- No sprinkler system – A sprinkler system will be added
- Outdated fire system – A new fire system will be added
- The corridors have no fire rated doors or walls – The new school will be built with fire rated doors and walls
- No designated areas of refuge – The new school will have an area of refuge
- Extension cords and multiple outlet receptacle outlets are used to make up for lack of wall/floor outlets – Adequate outlets will be added to the new building
- The entrance is near a drop-off and has only a few security features, such as barrier islands and raised stairs, to restrict vehicular access – The new entrance will restrict vehicular access.
- No front entrance security vestibule – The new design includes a front entrance security vestibule
- No lights in the parking area – Lights will be added to a new parking area
- Doors are not self-shutting – new doors will shut automatically

Other issues:

- Exterior wall insulation is not present – The new school will be built with exterior wall insulation
- Not water efficient – The new school will use advanced technology to be more water efficient
- There is no trash enclosure – Trash will be enclosed
- Major electrical equipment is located outside, not at a secure location and not fenced – Major electrical equipment will be located inside
- Building is located at the top of slope and minor flooding does occur during significant weather events – Building will be on an elevated slab to avoid flooding.
- ADA Parking is located at a moderate distance from the main building entrance – The building will be better-designed to meet the needs of handicapped individuals.
- Play equipment meets size guidelines but not adequacy guidelines – New play equipment will meet both size and adequacy guidelines.
- Gym and cafeteria share one space, making scheduling for lunch and P.E. challenging – Gym and cafeteria will be separated in the new building.
- Ceilings are 6.5 feet high in hallways – ceilings will be built higher in new construction to give the school a more open and airy feel

Site Deficiencies:

Bus Loading Zone

Bus loading zone will be added.

Parking Lot

Parking lot will be new.

Sidewalks

Concrete and sidewalks will be new.

Fencing

Fencing will be added with locking gates.

Irrigation System

Irrigation system will be replaced.

Water Supply System

Water supply system will be replaced.

Sanitary Sewer System

Sanitary sewer system will be replaced.

Storm Sewer System

Storm sewer system will be replaced.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Electrical Distribution System

Electrical distribution system will be replaced.

Site Lighting System

Site lighting will be new and more adequate.

Site Communication and Security

Security will be modern and adequate.

Building Deficiencies:

Exterior Windows

Exterior windows will be new.

Exterior Doors

Exterior doors will be new.

Roof Coverings

Roof will be new.

Partitions

Partitions will be new.

Interior Doors

Interior doors will be new.

Fittings

Fittings will be new.

Wall Finishes

Wall finishes will be new.

Floor Finishes

Floor finishes will be new.

Ceiling Finishes

Ceiling finishes will be new.

Plumbing Fixtures

Plumbing fixtures will be new.

Sanitary Waste

Sanitary waste system will be replaced.

Rainwater Drainage

Rainwater drainage will be improved.

Heat Generating Systems

HVAC system will be new.

Distribution Systems

HVAC system will be new.

Terminal & Package Units

HVAC system will be new.

Controls & Instrumentation

The system will be new.

Systems Testing and Balance

The system will be new.

Sprinklers

A sprinkler system will be installed to bring the building up to code.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Fire Protection Specialties

Fire protection system will be new.

Other electrical Systems

Electrical system will be new.

Institutional Equipment

The system will be new.

Fixed Furnishings

All furnishings will be replaced.

Special Facilities

The building will be designed with ADA accessibility at the forefront.

How Urgent is this Project?

Most systems in Bishop are either already deficient or past their useful life. According to the 2015 assessment, the systems need to be replaced in the next 2-5 years in order to avoid significant multi-system failure.

Site Deficiencies:

Bus Loading Zone

Bus loading zone is directly off the curb and does not include a bus loop.

Needs to be replaced in 2-5 years.

Parking Lot

Parking lot needs resurfacing and restriping of parking areas. Parking is not adequate for staff.

Needs to be replaced in 2-5 years.

Sidewalks

Concrete sidewalks and pedestrian paving immediately adjacent to the facility are in poor condition. Large sections are in need of repair or replacement.

Needs to be replaced in 2-5 years.

Fencing

Site is partially fenced and does not have locking gates.

Needs to be replaced in 2-5 years.

Irrigation System

The irrigation system is quite old and should be upgraded to provide adequacy and efficiency. The system was installed in 1956. It has a 10-year service life which expired in 1966.

Needs to be replaced in 2-5 years.

Water Supply System

The water supply system has a 50-year service life which expired in 2006.

Needs to be replaced in 2-5 years.

Sanitary Sewer System

The sanitary sewer system is beyond expected life. The system was installed in 1956. It has a 50-year service life which expired in 2006.

Needs to be replaced in 2-5 years.

Storm Sewer System

The storm sewer system is beyond its expected life. The system was installed in 1956. It has a 50-year service life which expired in 2006. There are drainage problems on site with ponding and standing water.

Needs to be replaced in 2-5 years.

Electrical Distribution System

The electrical distribution system is beyond its expected life and needs to be replaced. The system was installed in 1956. It has a 30-year service life which expired in 1986.

Needs to be replaced in 2-5 years.

Site Lighting System

The site lighting system is beyond its expected life. The system was installed in 1956. It has a 30-year service life which expired in 1986. Site lighting is minimal and inadequate.

Needs to be replaced in 2-5 years.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Site Communication and Security

The system was installed in 1956. It has a 30-year service life which expired in 1986. Front entry is not protected. Site security is minimal and inadequate.

Needs to be replaced in 2-5 years.

Building Deficiencies:

Exterior Windows

Exterior windows are beyond expected life. They were installed in 1955 and have a 30-year service life which expired in 1985. Windows are single paned and are suggested for replacement.

Needs to be replaced in 2-5 years.

Exterior Doors

Exterior doors are beyond expected life. They were installed in 1955 and have a 30-year service life which expired in 1985.

Needs to be replaced in 2-5 years.

Roof Coverings

Roof covering system was installed in 2000 and has a 20-year service life. However, it is currently deficient and should be replaced.

Needs to be replaced in 2-5 years.

Partitions

The system was installed in 1955. It has a 40-year service life which expired in 2014.

Needs to be replaced in 2-5 years.

Interior Doors

The system was installed in 1955. It has a 40-year service life which expired in 2014.

Needs to be replaced in 2-5 years.

Fittings

Toilet partitions and other fittings are beyond their useful life. The system was installed in 1955. The system has a 20-year service life which expired in 1975.

Needs to be replaced in 2-5 years.

Wall Finishes

The system was installed in 1955. It has a 20-year service life, which expired in 2014.

Needs to be replaced in 2-5 years.

Floor Finishes

The system was installed in 1986. It has a 20-year service life which expired in 2006.

Needs to be replaced in 2-5 years.

Ceiling Finishes

The system was installed in 1955. It has a 20-year service life which expired in 1975.

Needs to be replaced in 2-5 years.

Plumbing Fixtures

The system was installed in 1955. It has a 30-year service life which expired in 1985.

Needs to be replaced in 2-5 years.

Sanitary Waste

The system was installed in 1955. It has a 30-year service life which expired in 1985.

Needs to be replaced in 2-5 years.

Rainwater Drainage

The system was installed in 1955. It has a 30-year service life which expired in 1985.

Needs to be replaced in 2-5 years.

Heat Generating Systems

BEST FY2017-18 GRANT APPLICATION SUMMARIES

The system is found to be deficient. Installed in 1988 with a 30-year service life, but still deficient.

Needs to be replaced in 2-5 years.

Distribution Systems

The system was installed in 1955. It has a 30-year service life which expired in 1985. Mechanical distribution systems are dated. Units are noisy and a distraction to learning.

Needs to be replaced in 2-5 years.

Terminal & Package Units

Currently the only building cooling is provided by evaporative coolers. Installation of conventional air conditioning units is recommended for comfort, indoor air quality, and energy efficiency.

Needs to be replaced in 2-5 years.

Controls & Instrumentation

The system was installed in 1955. It has a 20-year service life which expired in 1975.

Needs to be replaced in 2-5 years.

Systems Testing and Balance

The system was installed in 1955. It has a 30-year service life which expired in 1985.

Needs to be replaced in 2-5 years.

Sprinklers

The system does not exist.

Does not meet current code.

Needs to be replaced in 2-5 years.

Fire Protection Specialties

The system was installed in 1955. It has a 30-year service life which expired in 1985.

Needs to be replaced in 2-5 years.

Other electrical Systems

The system was installed in 2000. It has a 15-year service life. The system is currently deficient.

Needs to be replaced in 2-5 years.

Institutional Equipment

The system was installed in 1985. It has a 20-year service life which expired in 2014.

Needs to be replaced in 2-5 years.

Fixed Furnishings

The system was installed in 1955. It has a 20-year service life which expired in 1975. Fixed furnishings such as lavatory counters should be renewed.

Needs to be replaced in 2-5 years.

Special Facilities

The system was installed in 1955. It has a 20-year service life which expired in 1975. Perform a detailed study to address non-compliant code items; including fire sprinkler system design, fire rated corridors, additional plumbing fixtures and space requirements, stair handrail construction, and accessibility issues.

Needs to be replaced in 2-5 years.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Englewood will meet the minimum Capital Renewal Reserve guidelines for this school. Here is the recent history of our capital reserve funds.

2011-2012 Actual

General Fund budget dedicated to operations & maintenance (including utilities): \$3,206,445

General Fund contribution to Capital Projects fund (Fund 43): \$200,000

Total General Fund dollars dedicated to facility maintenance: \$3,406,445

Pupil Count: 2954

Per Pupil Funding to Capital Projects Fund: \$67.70

Per Pupil Funding for facility maintenance: \$1,153.16

BEST FY2017-18 GRANT APPLICATION SUMMARIES

2012-2013 Actual

General Fund budget dedicated to operations & maintenance (including utilities): \$3,107,746

General Fund contribution to Capital Projects fund (Fund 43): \$678,674

Total General Fund dollars dedicated to facility maintenance: \$3,786,420

Pupil Count: 2981

Per Pupil Funding to Capital Projects Fund: \$227.67

Per Pupil Funding for facility maintenance: \$1,270.18

2013-2014 Actual

General Fund budget dedicated to operations & maintenance (including utilities): \$3,221,326

General Fund contribution to Capital Projects fund (Fund 43): \$650,000

Total General Fund dollars dedicated to facility maintenance: \$3,949,541

Pupil Count: 2835

Per Pupil Funding to Capital Projects Fund: \$229.28

Per Pupil Funding for facility maintenance: \$1,393.14

2014-2015 Actual

General Fund budget dedicated to operations & maintenance (including utilities): \$3,221,326

General Fund contribution to Capital Projects fund (Fund 43): \$900,000

Total General Fund dollars dedicated to facility maintenance: \$4,121,326

Pupil Count: 2866

Per Pupil Funding to Capital Projects Fund: \$314.03

Per Pupil Funding for facility maintenance: \$1,438.01

2015-2016 Actual

General Fund budget dedicated to operations & maintenance (including utilities): \$3,072,074

General Fund contribution to Capital Projects fund (Fund 43): \$400,000

Total General Fund dollars dedicated to facility maintenance: \$3,472,074

Pupil Count: 2854

Per Pupil Funding to Capital Projects Fund: \$140.15

Per Pupil Funding for facility maintenance: \$1,216.56

2016-2017 Actual

General Fund budget dedicated to operations & maintenance (including utilities): \$3,186,168

General Fund contribution to Capital Projects fund (Fund 43): \$200,000

Total General Fund dollars dedicated to facility maintenance: \$3,386,168

Pupil Count: 2775

Per Pupil Funding to Capital Projects Fund: \$72.07

Per Pupil Funding for facility maintenance: \$1,220.24

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

William E. Bishop Elementary was constructed in 1956 and was a great fit for the students in Englewood Schools at the time. It has served our district well for over 60 years. The 2015 CDE report indicated an FCI of 64.85% and a CFI of 77.1%.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

New flooring added in 1986.

The library/media center was added in the mid to late 1980s.

New heat generating system installed in 1988.

New electrical service/distribution installed in 1991.

New lighting and branch wiring system installed in 1995.

New domestic water distribution system installed in 1996.

New roof was added in 2000.

The south wing was added in 2000.

New communications and security system installed in 2000. The district has done everything possible to keep this school in

BEST FY2017-18 GRANT APPLICATION SUMMARIES

usable condition for instruction with available capital funds.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The district will use funds from the \$97.5 million bond to rebuild Bishop Elementary in the event that the matching funds are not available. The district passed the bond with the promise to the community that it would use the funds to replace all four district elementary schools and preschool building. If the district were to receive a BEST Grant, the district would use the additional funds which the BEST Grant would offset, to address other urgent safety needs in the district.

How do you budget annually to address capital outlay needs in your district/charter?

The District annually allocates a lump sum amount from the General Fund to the Capital Projects Fund based on a 5-year needs study performed internally by Operation Maintenance & Transportation departments. The study takes into consideration several factors as well as urgent needs due to safety issues and vehicle fleet life. Additionally, per 2011 BEST grant at CFAHS the District is required to set aside \$100 per pupil count per year starting 2015-16 for maintenance of the building. To date the District has contributed \$200,000 for this purpose.

Current Grant Request:	\$7,444,081.20	CDE Minimum Match %:	47
Current Applicant Match:	\$11,166,121.80	Actual Match % Provided:	60
Current Project Request:	\$18,610,203.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	2016 Bond Funds	
Total of All Phases:	\$18,610,203.00	Escalation %:	6
Affected Sq Ft:	42,000	Construction Contingency %:	5
Affected Pupils:	248	Owner Contingency %:	5
Cost Per Sq Ft:	\$443.10	Historical Register?	No
Soft Costs Per Sq Ft:	\$76.38	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$366.73	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$75,041	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	169	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	2,554	Bonded Debt Approved:	\$147,500,000
Assessed Valuation:	\$465,378,090	Year(s) Bond Approved:	11, 16
PPAV:	\$182,215	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$6,335,573	Year(s) Bond Failed:	
Median Household Income:	\$46,803	Outstanding Bonded Debt:	\$57,903,661
Free Reduced Lunch %:	58.40%	Total Bond Capacity:	\$93,075,618
Existing Bond Mill Levy:	11.846	Bond Capacity Remaining:	\$35,171,957

• **Facilities Impacted by this Grant Application** •

Lotus School For Excellence – K-12 Safety Upgrades - Lotus School for Excellence - 1973

District:	Auditor - Adams-Arapahoe 28J
School Name:	Lotus School for Excellence
Gross Area (SF):	89,510
Number of Buildings:	5
Replacement Value:	\$24,931,245
Condition Budget:	\$8,800,874
Total FCI:	0.35
Adequacy Index:	0.70



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Applicant Name: LOTUS SCHOOL FOR EXCELLENCE

County: ARAPAHOE

Project Title: K-12 Safety Upgrades

Applicant Previous BEST Grant(s): 0

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: Lotus School for Excellence 2016 BEST Grant request, which contains the majority of the same request in this 2017 BEST Grant request, reached the second round, but was not high enough in this round to have received supports from the BEST funding allotment.

Project Type:

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Background:

Founded in 2006, Lotus School for Excellence (LSE) is a tuition-free, K-12 public school chartered through Aurora Public Schools (APS) District (Adams-Arapahoe 28J). Currently in its eleventh year, Lotus School for Excellence has grown from 140 students to 880, due the successful efforts of fulfilling their mission to provide a safe learning environment and a rigorous college preparatory curriculum supported by a diverse, dedicated community. Of the 839 students currently enrolled at LSE, 64% of students participate in the Free and Reduced Lunch Program. Celebrating a cultural diversity student body and administrative staff, LSE has 52% English Language Learners and 80% of the students reflect minority subgroups. The current student waitlist at LSE is 374, up from 241 from last year at this same time.

Academic/Educational Programming:

The vision of Lotus is to create well-rounded and global-minded citizens who are prepared for a college education in order to pursue careers in Science, Technology, Engineering, Art and Math (STEAM) fields and become contributing members of the community. Lotus School for Excellence utilizes the rigorous curriculum and standards of the Project Lead The Way (PLTW) Engineering and Biomedical tracks. LSE students are nationally ranked competitors in many science related opportunities, such as MathCounts, Science Olympiads, FTC Robotics, FLL Robotics, VEX Robotics. LSE also offers 9th-12th grade students over 200 online course offerings. Lotus School for Excellence earned a "Performance" rating in School Year 2015-16, the highest ranking available from the Aurora School District Performance Framework and students have outperformed district averages based on TCAP scores for each of the past five years. In 2014, Lotus School for Excellence ranked #33 in the State of Colorado and #2,025 nationally out of 22,000 high schools according to Washington Post's "America's Most Challenging High Schools" rankings. In 2015, Lotus School for Excellence ranked #8 in the State of Colorado and #526 nationally out of 22,000 high schools according to Washington Post's "America's Most Challenging High Schools" rankings. In 2016, Lotus School for Excellence ranked #1 in the State of Colorado and #101 nationally out of 22,000 high schools in Washington Post's "America's Most Challenging High Schools" rankings. In 2015, LSE was awarded with Bronze Medal recognition from US News & World Report's "Best High Schools" Rankings.

Affected Facilities/Maintenance Programs:

LSE has utilized the general budget and BEST grant funding to support improving the operational/mechanical/plumbing functions within the school facility. All Carrier HVAC units were installed in fall 2014 via BEST Grant funding. One York unit was installed in spring 2014. In alignment with the Preventive Maintenance/Service Agreement, all other HVAC units have been maintained from their original installation dates in the 1980s.

General Capital Improvements:

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Over the past years, the administration has made capital and operational improvements to establish a safer campus for students and staff. LSE has added fences and car gates around the campus, replaced main entrance door locks with magnetic access with a staff key card and upgraded the former surveillance cameras to high resolution High Density (HD) cameras.

Recent capital improvements to the building have included: Partial roof replacement (BEST Grant-Summer 2014), Elementary Gym floor replacement (BEST Grant-Summer 2014), Secondary Gym floor replacement (2015), Painting (Gyms, hallways, classrooms, offices) (2013-2017) and Floor tiles hallways, offices, classrooms (2013-2017).

Deficiencies Associated with this Project:

The capital improvements that Lotus School for Excellence has determined as their highest needs to ensure an academically impactful, safe and secure environment is achieved includes: enhancing of the security abilities accessing the elementary school, improving the health/sanitation and safety of the bathroom facilities throughout the school, increasing the safety and security of science laboratory facilities supporting the rigorous Science, Technology, Engineering, Arts, and Mathematics (STEAM) curriculum which is the academic platform of their Charter status and upgrading the health and safety of their emergency fire and carbon monoxide alerts complying with new state codes.

- Elementary School Entrance Vestibule Safety and Security

Existing conditions and issues:

Currently, the elementary entrance has uncontrolled access to enter the main school building without any monitoring obstacles, thus has immediate ability to gain contact with students, staff and classrooms. The lack of visibility from the main elementary office into the main corridor also provides limited resistance for persons entering the building. The main entrance to the elementary school portion of the building lacks a double-entry door system, a serious deficiency in the safety and security measures of the school. This gap in ensuring a safer school environment operates outside the best practices recommended for security vestibules by CDE's Public School Construction Guidelines, Section 4.1.9.3.

Relevant safety and security issues:

Lotus School for Excellence has procedures to support management of visitors in the schools, yet on the elementary side these procedures are dependent upon visitor compliance and have no ability to be controlled via a recognition and approval process enabling access to the building by school staff.

Lotus Schools for Excellence has been fortunate not to have had any devastating school safety and student endangerment events occur, as experienced by many of our fellow districts across the state and nation. Many of these schools lacked appropriate processes and facilities to prevent or halt these life-threatening student and staff incidences. LSE is located in a region of Aurora that is not free from neighborhood violence, yet LSE staff does not have the ability to implement a timely lock-down process at the elementary entrance. Some of LSE's students are in delicate non-custodial parental issues that could present with the need to limit access to certain students by these parents.

Lotus School for Excellence's Administration and Board considers the safety upgrades to the elementary school entrance vestibule to be a priority one project to prevent an incident and/or to implement timely emergency management processes, if an incident does occur.

- Restroom Facilities Health and Safety

Existing conditions and issues:

Plumbing and bathroom fixtures at LSE have not been renovated or upgraded since the building was constructed in 1980. With plumbing fixtures being close to 40 years old, water and drainage related problems are persistent at the school. Aging fixtures such as overflowing toilets and broken sinks create unsanitary conditions, foul odors and clogged toilets.

Relevant safety and security issues

Since plumbing fixtures are original to the building, broken toilets, urinals and sinks are a reoccurring problem that has also created many secondary safety issues, such as damaged science instruction spaces, computers and equipment. Ceiling leaks create damp carpets, mold opportunities and potential opportunities for student, staff and visitors' slip and/or fall accidents.

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(Examples of this damage have been captured in the photos accompanying this grant request). While LSE does its best to maintain cleanliness in its restrooms, these acute and recurring problems lead to unsanitary conditions and health concerns for all occupants of the school.

Lotus School for Excellence's Administration and Board considers ensuring properly functioning restroom facilities throughout the building as a priority one project to prevent unsanitary and unsafe areas within the school. In worst case scenario, a significant flooding or non-functioning toilets could result in stop gaps for normal school operations or community events housed at LSE.

- Science Laboratory Classroom Capacity Health and Safety

Existing conditions and issues:

Currently, LSE physics, physical science, chemistry, biology, environment science, robotics and engineering classrooms range in size from 450-600 square feet. The classrooms utilized for laboratories at LSE are significantly smaller than minimum size requirements recommended in the Colorado Department of Education's Public School Construction Guidelines- Space Requirements. These guidelines state that a minimum size for "exploratory spaces," including science labs, should be 675 square feet. For high school science labs, space allowance should be 44 square feet per pupil. The National Science Teachers Association's Safety Advisory identified a "statistically significant correlation between space per student and the frequency of incidents and accidents in the science classroom. Students conducting science activities often work with equipment and chemicals/biologicals/physicals that pose safety risks, especially if not handled properly. Handling science equipment and chemicals safely requires sufficient individual work space." With class size averaging 26 students at LSE, the classrooms designated for lab work, which are the largest rooms at Lotus, are posing a higher risk for potentially very serious accidents, due to their small size.

Directly related to space limitations in the science classrooms, a secondary issue is the lack of adequate room/square footage to incorporate eyewash stations, emergency safety showers, fume hoods and safety shield. Currently, teachers have a portable lab deck that enables the instructor to safely preform experiments, yet students do not have the ability to work independently, at their own pace or in teams to safely conduct lab exercises.

A third issue directly associated with lack of physical classroom size is the inability to properly store that quantity and variety of science supplies and chemicals that the curriculum (Advanced Placement) science classes require. LSE struggles to find safe spaces in which to store these potentially dangerous supplies.

Currently, the classrooms that are being utilized for laboratories do not have the ability to be renovated to increase their size without taking away from space of neighboring, occupied classrooms. Coupled with the cost of incorporating the needed safety equipment and storage abilities and the internal infrastructure to support these upgrades (water pressure, fire walls, ventilation systems, etc.), Lotus School of Excellence has deemed this route as too expensive and too impactful to decrease the overall number of current classrooms at the school.

Relevant safety and security issues

Due to these safety concerns, many modifications and limitations are made daily to the rigorous science curriculum to ensure the safety of LSE students and teachers. With the lack of appropriate safety equipment, students are not able to fully participate in lab experiments, thus potentially impacting their academic growth and achievements.

As a STEAM school, the lack of adequate laboratory spaces seriously hinders LSE in its mission to provide applied science and technology education. More importantly, the inadequate lab sizes/spaces have significant health and safety concerns for students and staff. Students and teachers at science labs across the country are injured in laboratory accidents each year. While LSE does everything it can to ensure student safety, including staff training and safe handling of chemicals, it is considered a priority one issue to improve the safety capacities and functions in the laboratory abilities. LSE's science laboratories need to be appropriate in size to ensure the relevant safety equipment and space support every precaution and measure available in preventing and responding to student/staff injury or accidents.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

•Emergency Fire and Carbon Dioxide Detection System Safety and Security

Existing conditions and issues:

The current Emergency Fire Detection system is lacking the new requirements and additional alert abilities recommended by the National Fire Protection Association (NFPA) 72. Lotus School for Excellence does not have any Carbon Dioxide (CO) Detection abilities, thus is in need to add this entire system, in order to comply with NFPA 720.

Relevant safety and security issues:

The purpose of fire detection equipment is to fulfil two general requirements: protection of property and assets and protection of life. Lotus School for Excellence has the upmost diligence in ensuring that any emergency situation that requires mass exodus of the 1000+ students, staff and visitors that are generally in the building at any one time have the earliest warning to move to safety outside the building. With the lack of the additional capacities of newer emergency detection systems, the current fire alert system at LSE does not offer streamlined communication or cohesive interactions throughout the facility and with the other emergency alert requirements, such as weather warnings or carbon monoxide detection.

Often called the 'silent killer', carbon monoxide is colorless, odorless and tasteless deadly gas. Many schools have had encounters of students and staff being exposed to this dangerous gas, frequently linked to a faulty or leaking boiler in the building. Due to their size, children are particularly vulnerable to elevated levels of CO and therefore poisoning can occur more rapidly in a child than adults. It is predicted that without detection system interventions and mandates, the number of CO incidents in schools likely will rise over the coming years, particularly as school buildings and their infrastructure age. The occurrence of this potentially deadly event has prompted the requirement to have carbon dioxide detectors placed near classrooms, CO-emitting sources and/or the building's HVAC systems. Lotus School for Excellence is focused on acquiring this protection and alert system for the safety of all that occupy the building.

Proposed Solution to Address the Deficiencies Stated Above:

•Elementary School Entrance Vestibule

CDE's Public School Construction Guidelines indicate: "Where appropriate, buildings shall employ double entry door designs that provide a secured area for visitors to authenticate and gain clearance. Known as "man traps", security vestibules solve several common security issues such as students opening doors for visitors, visitors bypassing check-in points, direct access to the interior from attackers, piggy-back entrances, and propped doors" (Section 4.1.9.3.) The proposed solution to incorporate a security vestibule will create the recommended "man trap" as indicated in the CDE's Public School Construction Guidelines to keep internal school facilities, students, staff and visitors safer. Office administrative staff will be able to clearly see visitors and approve their entry into the building through the double-entry door system. Staff will also be able to immediately lock these doors remotely in the case of danger or a threatening situation. This entry system will integrate into the current video-monitoring system in place at LSE.

The estimated cost of addressing this safety and security concern is \$80,421.

•Restroom Facilities

The cost to continually repair the persistent restroom plumbing issues, coupled with the time and effort involved from LSE's maintenance staff to address each of these unexpected, impactful events have reached a point of inefficiency in operations and support the need for total renovations in the restrooms.

The solutions proposed in this proposal to address the health and safety concerns in the bathrooms include:

- Upgrades to all plumbing
- Demolition and replacement of floor tiles
- Replacement of all fixtures (38 sinks, 43 toilets and 11 urinals)

The estimated total cost of addressing the health and safety concerns is \$255,000.

•Science Laboratory Classroom Capacity

BEST FY2017-18 GRANT APPLICATION SUMMARIES

In support of proposing a solution for the lack of adequately sized classrooms to accommodate the numerous safety items needed, Lotus School for Excellence has assessed that constructing a new wing of safety-driven laboratories is a more feasible approach to effectively address the lack of laboratory classroom capacity. This project will include the construction of six new laboratory spaces. A total of 9,285 square feet will be added, on two floors, creating six lab spaces which accommodate up to 28 work stations each. These spaces will accommodate instruction in:

- Chemistry and Advanced Placement (AP) Chemistry
- Biology, AP Biology and Project Lead The Way (PLTW) Biomedical Science
- Physical Science, Physics and AP Physics
- Life Science, AP Environmental Science and Earth Sciences
- PLTW Engineering
- Robotics

Each of these lab spaces will be approximately 1,100 square feet and will comply with CDE's Public School Construction guidelines. Labs will contain the necessary safety measures, such as eye wash stations, emergency showers, safe storage, adequate ventilation and fume hoods where appropriate.

This additional instructional space will be made possible by adding an exterior wall to a section of the school that is currently an outdoor courtyard enclosed on three sides. The infill will create new, larger science laboratories to address the significant health and safety concerns that currently exist. Preliminary drawings and architectural renderings have been developed for this infill, and these plans include structural engineering specifications. All preliminary drawings are attached.

In alignment with School Laboratory Safety Storage Guide, recommended by the U.S. Consumer Product Safety Commission, Center for Disease Control and Department of Health and Human Services Centers for Disease Control and Prevention National Institute for Occupational Safety and Health, Lotus School for Excellence understands the significance of safely and properly storing chemicals. Not only are dedicated, locked cabinets a necessity, but also a quantity of these cabinets that can support the separate storage of acids, appropriate labeled toxic chemicals, vented odoriferous chemicals, approved flammable liquid storage cabinet for flammable chemicals and water sensitive chemicals in watertight cabinets in a cool and dry place.

It is proposed that the larger science laboratory rooms include the below safety equipment:

- Eyewash stations: plumbed-in, free-standing or wall-mount eye wash fountain that contains enough water for 15 minutes of copious flow of clean water at a comfortable temperature
- Emergency safety showers: located near an exit away from any chemicals and should be activated by a pull cord or chain accessible to a person of any height or in a wheelchair.
- Fume hoods: contains a sink and well-lit; allows for proper ventilation for chemicals and gasses.
- Safety Shield: free standing, securely fastened screen to be placed between the students and any potentially hazardous demonstration.

The estimated cost for the proposed construction and FFE for the improved laboratory capacities is \$2,748,050.

- Emergency Fire and Carbon Dioxide Detection System

In alignment with the NFPA 72 - provides the "latest safety provisions to meet society's changing fire detection, signaling, and emergency communications demands, in addition to the core focus on fire alarm systems, the Code includes requirements for mass notification systems used for weather emergencies; terrorist events; biological, chemical, and nuclear emergencies; and other threats", LSE proposed that the fire alarm system throughout the entire school facility be in accordance with the proper equipment and communication upgrades required to ensure the maximum degree of safety and protection for students, staff and visitors in the event of an emergency.

In alignment with the NFPA 720 – Standard for the Installation of Carbon Monoxide (CO) Detection and Warning Equipment 2009, Lotus School for Excellence proposes to adhere to the calls for placement of CO detectors on every habitable level and in every HVAC zone of the building. The CO detectors will be distinct from fire alarms and other emergency management

BEST FY2017-18 GRANT APPLICATION SUMMARIES

devices. The devices will have an integral trouble relay that will send trouble conditions to the control panel, such as a sensor failure or sensor end-of-life signal. The code specifies requirements for secondary power supplies for CO detection systems and how that requirement differs depending on whether the notification applications are connected to a supervising station. In relation to fire permits, the estimated costs from JHL Construction carry costs for a fire alarm/CO system and fire sprinkler system. Supports from the selected Owners Representative will ensure that the Division of Fire Prevention and Control approve and permit the new Emergency Detection System. The soft costs associated with permitting will be the responsibility of LSE.

The estimated cost of addressing this safety and protection concern is \$460,000.

How Urgent is this Project?

The scope of the BEST grant project that Lotus School for Excellence has presented have been determined by two categories of urgency, neither category outranks or holds a higher priority. The first category of urgency were items that could threaten student, staff and visitor health and safety, as well as posing a potentially negative impact to school operations. These projects were identified as improving the health/sanitation and safety of the bathroom facilities throughout the school and increasing the safety and security of the science laboratory capacities. The second category of urgency were items that heightened the safety and security of the school building. These projects were identified as enhancing the security abilities accessing the elementary school and upgrading the health and safety of emergency fire and carbon monoxide alerts complying with new state codes.

Many of these items are either non-existent (Secure vestibule, safe laboratory facilities) or outdated and/or are already failing in operations (Restroom facilities, advanced emergency detection systems).

If funded, the BEST Grant timelines for fixing these concerns is approximately:

- Preconstruction/Design duration: July 2017 through February 2018
- Construction duration: March 2018 through July 2018
- Move-In/Close-out duration: August 2018 through mid-September 2018

If the project is not funded via the BEST Grant, the restroom repairs will continue on an 'as needed' basis when the plumbing presents failure issues. This is not ideal, as these failures usually result in other items (walls, floors, carpets, classroom equipment) within the school being destroyed or damaged. If upgrades to the highest need restrooms are imminent, due to continued leaking, the administration and Board will create a long-term phased plan that will gradually address each restroom across the course of numerous years. The improvement of the science laboratories will not be able to be impacted without BEST Grant funding, thus resulting in continued lack of impactful academic opportunities for the science program and students, in order to keep students safe. The safety and security issues of adding a secure elementary vestibule and upgrading the emergency detection systems will be assessed as to required mandated timelines or Board instruction. Any upgrades or enhancements will align with yearly general budget allocations, potential refinancing in 2018 and Board of Director approval processes.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

N/A

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Maintaining Capital Construction Plan

With the funding of the four requested projects, the Facility Maintenance Plan will be updated with each project's construction information, equipment, maintenance schedules and warranties. These projects will then be incorporated into the facilities management staff's responsibly for care according to instruction and maintenance schedules to support prolonged life of the project elements.

Capital Renewal Budget

LSE will maintain a capital renewal budget at the suggested rate of PPR x \$100. The Capital Renewal Budget will be funded by the growth in per pupil reimbursement and other sources of income that make up the general operating budget. Energy expenses and repair and maintenance costs for the past five years are indicated below:

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2012	2013	2014	2015	2016
Lease payment				
\$598,219	\$598,219	\$446,382	\$424,788	\$423,998
Utilities:				
\$88,671	\$68,302	\$75,280	\$78,250	\$76,500
Repair & maintenance				
\$80,733	\$133,490	\$166,947	\$147,169	\$162,678

Typically, costs related to facilities make up approximately 15% of operating expenses. LSE will continue to budget appropriately to ensure that new facilities and upgrades are well-maintained.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Condition of public school facility:

Purchased in 2009 by the Lotus School for Excellence Foundation, the 82,597 SF facility, built in late 1970s, was being used as a church and school facility with an 11.7 acre campus, 1100 seat auditorium, two gymnasiums, restaurant grade kitchen, daycare facility, pre-school wing, and separate K-12 classroom area for 350 + students, 4 playgrounds, newer roofs on entire facility, parking lot repaved and restriped, 80% of the HVAC units had been replaced, new full service cafe installed, all interior hallways, foyer/narthex and classrooms were repainted, 35% of sidewalks replaced and 45% of lawn sprinklers replaced.

Rationale for purchase:

The rationale for purchasing the facility at 11001 East Alameda Avenue by the Lotus School for Excellence's Foundation included:

- the close proximity of the former school location of Lowry Campus (the original location of the school since its inception in 2006) supported current families' transportation and current recruitment efforts.
- the focus to remain centrally located within a socio-economically disadvantaged area of the Aurora community.
- the overall good condition of the facility which supported school operations being transitioned in a timely manner for the start of classes.
- the size of the campus had the space to expand abilities to support academic, athletic and community service growth in the future to better serve students and families.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

Since the facility was already being utilized as a school and public facility (church), there were no immediate issues to be addressed in ensuring the building was safe, up to code or needing major capital repairs to make it suitable for student, staff and visitor occupancy. Over the years of occupancy, Lotus School for Excellence's administration and Board have repaired, upgraded or replaced major equipment, such as HVAC units and plumbing to ensure the facility remains suitable for students.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Due to the priority and impacts of the projects presented, Lotus School for Excellence has investigated several options outside the BEST Grant to resolve their health, safety and security issues. Depending upon the initial feedback of the BEST review process, LSE will determine if:

- Applying for the Gates Family Foundation capital grant program in April would be viable resource- The Gates Family Foundation supports charter schools that serve a substantial proportion of low-income students (generally, at least 50% of the student body will qualify for Free and Reduced Lunch Program), have demonstrated high academic achievement and are utilizing a sustainable financial model. There would still need to be capital match funding and financial securities prior to presenting a request to this Foundation, but if LSE is unsuccessful in the BEST Grant efforts and/or needs to supplement BEST Grant funding, this Foundation guidelines and focus supports LSE submitting a competitive application.
- It has been research that soliciting funding from the Gates Family Foundation to support the match component of LSE's BEST Grant scope could still be an option, but timing and coordination of being awarded these fund to support this purpose is

BEST FY2017-18 GRANT APPLICATION SUMMARIES

not aligned neatly. Yet, LSE could still consider this option, if supported and recommended.

-Incorporating the funds needed to complete phases of the presented project could be considered in the refinancing efforts that will occur for the facility in 2018- this option is not the preferred, as the timeline to address these immediate needs is delayed and the impact from the primary operating budget for payments will impact funds allotted to educate students.

How do you budget annually to address capital outlay needs in your district/charter?

The Capital Outlay would be a lump sum general fund allocation. LSE budgets annually for the facility capital outlay by a cost plus method. Repairs and maintenance from the prior year (actual costs) and forecasting based upon a facility assessment (% increased for inflation) is allocated from the general fund. Determining any surpluses from the prior annual budget, then prioritizing capital needs based on the facility survey/assessment is presented to the Board of Directors for annual budget approvals.

Current Grant Request:	\$3,905,227.71	CDE Minimum Match %:	36
Current Applicant Match:	\$799,865.92	Actual Match % Provided:	17
Current Project Request:	\$4,705,093.63	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	General Fund	
Total of All Phases:	\$4,705,093.63	Escalation %:	4.5
Affected Sq Ft:	9,700	Construction Contingency %:	5
Affected Pupils:	879	Owner Contingency %:	5
Cost Per Sq Ft:	\$485.06	Historical Register?	No
Soft Costs Per Sq Ft:	\$82.47	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$402.59	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$5,353	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	11	Who owns the Facility?	3rd Party
FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):			\$239,952.46

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

In agreement within the charter renewal contract, Section 8.13 Dissolution, "In the event Lotus should cease operations for whatever reason, including the non-renewal or revocation of the charter, it is agreed upon that the (APS) Board shall supervise and have authority to conduct the closure of the business and affairs; however that in so doing, the School District does not assume any liability incurred by Lotus beyond the funds allocated to it by the School District under this contract. The School District's authority hereunder shall include, but not limited to, the return or disposition of any assets acquired by purchase or donation by Lotus during the time of its existence, consistent with any donor conditions." Thus, if the charter ceases to exist, all assets of the School and its facilities revert to the Aurora Public School District.

Financial Data (School District Applicants Only)

District FTE Count:	Bonded Debt Approved:
Assessed Valuation:	Year(s) Bond Approved:
PPAV:	Bonded Debt Failed:
Unreserved Gen Fund 14-15:	Year(s) Bond Failed:
Median Household Income:	Outstanding Bonded Debt:

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Free Reduced Lunch %:

Total Bond Capacity:

Existing Bond Mill Levy:

Bond Capacity Remaining:

Division of Capital Construction

BEST Charter School Grant Waiver Application: **LOTUS SCHOOL FOR EXCELLENCE**

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant’s waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as practicable by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents or other relevant documentation as applicable to support the responses provided.

For questions 4-15

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your charter school.

-
1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your charter school.

An approval of LSE’s match reduction request from 36% to 17% would enable the School to continue to function in a positive fiscal balance that does not required reallocation of resources that are meant for students and classrooms. The difference between the 36% and 17% is approximately an additional \$900,000. This is a substantial amount of money that would have to be pulled from the general fund budget. Having a student population where 64% report qualifying for the Free and Reduced Lunch Program, LSE does cover, from the general budget, many items that the lower income student and family may struggle to pay, i.e. buses to events, college visits, meals, STEM competition travel, etc. With the approval of the requested decreased match %, along with the approval of the BEST Grant scope, LSE educational opportunities in the science curriculum will be significantly elevated in the quality of a STEAM-focus, safe learning environment. The facility upgrades of the vestibule, restroom and emergency detection system will vastly improve the quality of the facility and operations to a higher level of healthy, safe, sanitary and secure learning environment.

2. Please describe why the cost of complying with the matching contribution would significantly limit educational opportunities within your charter school.

The full match (36%) would deplete all of the School's reserves. This would put the School in a non-compliant position with Tabor and 'Best Practices' for ending Fund Balance. If LSE needed to address an educational, emergency or any immediate, unanticipated operations issue, there would be limited or no resources to resolve these issues and an inability to request considerations for financial assistance mechanism.

Currently, LSE is estimated to end the fiscal year with \$1.26MM in Fund Balance. The \$1.26MM includes the Tabor Balance of \$237K. The School does not have sufficient resources to pay for the 36% match amount of @\$1.7MM. This would result in allowing the School to maintain the Tabor Reserve of \$240K and \$220K operating reserve to address any unanticipated expenditures that may occur during the year. The combined amount of \$240K and \$220K or \$460K represents 5.8% of the annual operating budget.

LSE's Board of Directors and fiscal advisors recommends cash match of 17% of the total budget of \$4,705,093.65. Recognizing the fiscal responsibility they have to their students, LSE is able to cash match the BEST Grant project at \$800,000.00.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

Due to the priority and impacts of the projects presented, Lotus School for Excellence has investigated several options outside the BEST Grant to resolve their health, safety and security issues. Depending upon the initial feedback of the BEST review process, LSE will determine if:

- Applying for the Gates Family Foundation capital grant program in April would be viable resource- The Gates Family Foundation supports charter schools that serve a substantial proportion of low-income students (generally, at least 50% of the student body will qualify for Free and Reduced Lunch Program), have demonstrated high academic achievement and are utilizing a sustainable financial model. There would still need to be capital match funding and financial securities prior to presenting a request to this Foundation, but if LSE is unsuccessful in the BEST Grant efforts and/or needs to supplement BEST Grant funding, this Foundation guidelines and focus supports LSE submitting a competitive application.
- It has been research that soliciting funding from the Gates Family Foundation to support the match component of LSE's BEST Grant scope could still be an option, but timing and coordination of being awarded these fund to support this purpose is not aligned neatly. Yet, LSE could still consider this option, if supported and recommended.
- Incorporating the funds needed to complete phases of the presented project could be considered in the refinancing efforts that will occur for the facility in 2018- this option is not the preferred, as the timeline to address these immediate needs is delayed and the impact from the primary operating budget for payments will impact funds allotted to educate students.

4. Weighted average of district matches which comprise the student population.

0

5. Does the authorizing district have 10% or less bonding capacity remaining?

Yes, Adams-Arapahoe 28J (Aurora Public School) has 10% or less of bond capacity remaining.

6. Is the charter school in a district owned facility?

LSE is not a district owned facility. The LSE Foundation owns the building and lease the property to LSE. In agreement within the charter renewal contract, *Section 8.13 Dissolution*, "In the event Lotus should cease operations for whatever reason, including the non-renewal or revocation of the charter, it is agreed upon that the (APS) Board shall supervise and have authority to conduct the closure of the business and affairs..." Thus, if the charter is terminated, all assets of

the School and its facilities revert to the Aurora Public School District.

7. How many times has the charter school attempted or attained bond proceeds from an authorizer's ballot measure for capital needs?

Over the years, there have been numerous meetings with APS (bond process) Teams to advocate for LSE capital improvement supports from Bond funding.

On November 19, 2014, the school had a meeting with the district LRFAC (Long Range Facilities Advisory Committee) and presented capital construction projects and requested to be included in the upcoming (at that time) bond process. This request was denied.

On Jan 11, 2016, LSE met with the school district and presented request for supports, which was the same project as presented in the 2016 BEST Grant project (the elementary vestibule security upgrade, restroom facility renovation and science classroom increased safety capacities), was denied. The APS Bond Team did allot \$300,000/school year from APS' approved Bond for LSE to utilize for technology needs only. This funding was restricted for technology use only and not approved for any capital improvement requests.

The district informed that they were unable to include LSE in the bond process, thus support the capital requests from Bond funds, because of these two statutes:

Colorado Revised Statute 22-30.5-403

"Charter school" means a charter school as described in section 22-30.5-104, and also includes a nonprofit corporation exempt from taxation under section 501 (c) (3) of the federal "Internal Revenue Code of 1986", as amended, that owns a facility used for occupancy by pupils enrolled or to be enrolled in a charter school on behalf of a charter school and that was created for the sole purpose of holding title to such facility.

Colorado Revised Statute 22-30.5-404 (2015)

Notwithstanding any other provision of this section, no bonds shall be issued for the purpose of financing charter school capital construction unless the charter school that is to receive bond proceeds and the district have entered into a contract specifying that, if the charter school's charter is revoked or not renewed, the charter school becomes insolvent and can no longer operate as a charter school, or the charter school otherwise ceases to operate, following payment of all other debts secured by the capital construction, the ownership of any capital construction financed by the bond proceeds shall automatically revert to the school district.

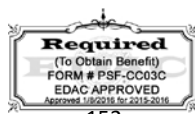
8. How many times has the charter school attempted to do a special mill levy override pursuant to 22-30.5-405 for capital needs?

0

9. How many times has the charter school attempted or attained grant funding through a non-BEST source for capital needs?

Over the past years, the administration has made capital and operational improvements to establish a safer campus for students and staff. LSE has added fences and car gates around the campus, replaced main entrance door locks with magnetic access with a staff key card and upgraded the former surveillance cameras to high resolution High Density (HD) cameras. Yet, these capital improvements were not acquired via grant funding. LSE has increased their attention to create and solicit grant funding opportunities at the school. These State and foundation grant opportunities have been focused on impacting the academic opportunities and supports for the students.

10. How many times has the charter school attempted or obtained funding through CECFA or another type of financing?



LSE has not attempted funding through CECFA. When a refinancing effort was engaged two years ago, CECFA was the most expensive avenue for refinancing the current debt. At the time, Direct Bank Financing options ranged from 2.95% to 3.75%. The School has a restrictive loan covenant (a yield protection clause) contained in the loan with Self-Help. The loan has a balloon payment due in the next couple of years. Due to the nature of this loan, Self-Help will not entertain the School acquiring secured debt through other sources unless the yield protection clause is satisfied. At the time, financing options were being considered the penalty was estimated to be more than \$600K which made the transaction unaffordable. This encourages a non-competitive process and a high interest rate which is contrary to LSE's approved financial policies and procedures, and LSE will not entertain this option. The School has explored opportunities for additional financing through BB&T Capital Markets – Education Finance Group. However, because of the stipulations in the current mortgage, LSE was unable to pursue a viable refinancing plan.

11. Charter school enrollment as a percent of district enrollment.

LSE enrollment is 2% of total district enrollment.

12. Free/reduced lunch percentage in relation to the statewide average charter school free/reduced lunch percentage?

LTE has a 67% Free/Reduced Lunch percentage. The statewide average charter school Free/reduced lunch is 43%.

13. Percentage of PPR spent on non M&O facilities costs.

If M&O Facilities cost are defined as: Building Lease, Custodial, Utilities, Maintenance, Insurance, and Repairs is approximately \$848.7K in FY17.

PPR for FY 17 is approximately \$6,648K. PPR not spent on these items is 87.23%.

14. Unreserved fund balance as a percent of budget.

10.23%

15. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

With the original hard costs of the project being estimated at \$2,800,000, Lotus had allotted \$800,000 of resources to be able to cash match at approximately 28%. As described earlier, this level of match was determined not to place LSE in issue with TABOR and fund balance recommendations. LSE Administration and Board worked diligently to get this match ability very close to the assigned 36% calculated match. Yet, with the new information that the Emergency Detection System code requirements from the State would impact LSE's facility, it was determined that this system and capacity needed to be included in the scope of the project. The addition of this estimated \$510,000 emergency detection project, plus attention to numerous soft costs/fees/permits, puts the match funds of \$800,000 allotted for the BEST Grant now at a lowered percentage of 17%.

• **Facilities Impacted by this Grant Application** •

Vilas RE-5 - K-12 Roof Replacement - Vilas PreK-12 – 1929*

School Name: Vilas Pre-K-12

Number of Buildings:	5
All or Portion built by WPA:	Yes
Gross Area (SF):	39,227
Replacement Value:	\$11,946,852
Condition Budget:	\$7,595,361
Total FCI:	63.58%
Energy Budget:	\$13,729
Suitability Budget:	\$2,076,100
Total RSLI:	10%
Total CFI:	81.1%
Condition Score: (60%)	2.71
Energy Score: (0%)	2.08
Suitability Score: (40%)	3.71
School Score:	3.11



*2009 Assessment Data

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: VILAS RE-5

County: BACA

Project Title: K-12 Roof Replacement

Applicant Previous BEST Grant(s): 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Vilas School District is a small rural district located in SouthEast Colorado. We currently have 42 students enrolled K-12. We are located in one of the more economically depressed counties of Colorado and serve a student population with a nearly 85% eligibility for free and reduced lunch help. Nearly half of our students travel to Vilas from neighboring districts to attend school here. Despite the high poverty rate among our students and the high percentage of transfer students, we pride ourselves on offering a great education while training students to become great community citizens. This focus on the whole education and the preparation for life beyond high school has even led to one of our Jr./Sr. High groups winning recognition as a Youth Philanthropy group of the year in 2016. Our past graduating seniors have averaged over \$100,000.00 each in scholarships. Our children are coming from an economically disadvantaged region and leaving high school with the tools and vision to be successful in our changing world. We are very proud to offer an education with a low student/teacher ratio where every student can get the help they need in order to reach their potential in our classrooms and later in society.

Deficiencies Associated with this Project:

The roof on our main building has exceeded its life expectancy by 12+ years. The roof is a source of ongoing and increasing health and safety concerns. We have been dealing with pooling and leaks for several years. We have diligently worked to extend the life of our system, but have reached a point where we are spending more and more resources with less and less success. The classroom impact has been high, as students and teachers are forced to rearrange the rooms and sometimes relocate class while mitigation work takes place. As a disproportionate amount of time is being spent by our maintenance staff dealing with our roof deficiencies, it has put pressure on other less critical maintenance in our buildings. We have had multiple insurance claims pertaining to our roof failure in the last 3 years, resulting in the application of more patching product, ceiling tile replacement and carpet replacement. Currently, we are not dealing with structural issues to our building but continued leakage could comprise our building's structural integrity.

Proposed Solution to Address the Deficiencies Stated Above:

The proposed solution is to install a framed roof structure over the existing roof structure with a 24 gauge standing seam steel coating. The upper level of our building will have a TPO roof system installed. The International Building Code, The State of Colorado building code and The Colorado Department of Education Guidelines will be adhered to in the design of the new roofing system. The design will be submitted to the Division of Fire Prevention and Control for plan review, permitting and inspections.

How Urgent is this Project?

Due to the fact that roof system failure has already occurred and we have moisture penetration into our building on an ongoing basis urgency is a big issue. Failure to fix this problem could result in considerable structural damage and will expand the disruption of our classes. We hope to have completed the entire project by the time school resumes for the 2018/2019 school year.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

The architectural, functional, and construction standards to be applied to the capital construction project will be consistent with the public school facility construction guidelines established by the CCAB pursuant to section 22-43.7-107.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The district will conduct routine roof checks several times per year to make sure storm debris is cleared and the roof is free of damage. The maintenance staff will continue to check gutter and water redistribution systems regularly to ensure they are free of clogging and debris. Annual inspections of flashing and roof jacks will be conducted. In addition, we will maintain our commitment to capital construction budget allocations. As we are able to pivot the use of those funds from expensive repairs to proactive savings we will be on schedule to replace the roof covering on a 50-year schedule with local funding source assistance (Foundation Grant).

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The building was originally built in 1929, and was built in a manner consistent with the standards of the time.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

Over the years the building received necessary renovations to accommodate the changing needs of students and the district such as adding classrooms, re-purposing rooms, and adding egress for second story.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The district has pursued and been awarded a grant of \$33,000.00 to help with capital facility improvements. However, a sizable percentage of these funds are allocated to a sewer project that is slated for this summer.

How do you budget annually to address capital outlay needs in your district/charter?

We have been budgeting \$300/student per year as funds available to extend the life of our building. This is over and above the funds budgeted for general routine maintenance.

Current Grant Request:	\$253,179.28	CDE Minimum Match %:	25
Current Applicant Match:	\$19,056.51	Actual Match % Provided:	7
Current Project Request:	\$272,235.79	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		Community foundation grant and general fund
Total of All Phases:	\$272,235.79	Escalation %:	2
Affected Sq Ft:	17,360	Construction Contingency %:	8
Affected Pupils:	42	Owner Contingency %:	2
Cost Per Sq Ft:	\$15.68	Historical Register?	No
Soft Costs Per Sq Ft:	\$0.54	Adverse Historical Effect?	Yes
Hard Costs Per Sq Ft:	\$15.14	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$6,482	Is a Master Plan Complete?	No
Sq Ft Per Pupil:	413	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	39	Bonded Debt Approved:	
Assessed Valuation:	\$6,800,299	Year(s) Bond Approved:	
PPAV:	\$174,367	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$143,253	Year(s) Bond Failed:	
Median Household Income:	\$39,375	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	78.40%	Total Bond Capacity:	\$1,360,060
Existing Bond Mill Levy:	0.000	Bond Capacity Remaining:	\$1,360,060

BEST School District and BOCES Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant's waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as possible by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents, or other relevant documentation to support the responses provided.

For questions 4-11

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your school district.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district or BOCES.

If the Vilas School District were to obtain a waiver of the matching contribution associated with this grant the district would be able to apply the associated funds to accelerate the other repairs necessary to preserve our building. Allocating these funds to the other urgent health and safety need of our facility would allow us to complete both projects without further depleting our limited reserves and without allocating funds (in next budget cycle) to repairs which need to be spent for curriculum and technology upgrades. The funds would be used to complete a repair of equal urgency that has a cost that is manageable to the district, and has a significantly shorter timeline (this summer). This repair is a replacement of the main sewer line under a portion of our building which has also experienced failure. The district must make these capital expenditures, but would like to do so while maintaining our commitment to our students and community to provide a modern and high quality education. The full match of \$68,058.95 represents the combined total of: the full projected cost of the sewer project (\$8,000.00), 2017/18 curriculum upgrades (\$10,000.00), and 2017/18 technology upgrades (\$5,000.00), and more than 80% of the funds necessary to replenish our reserves to CDE recommended levels. Without a waiver the district will be forced to choose which of these priorities can be

sacrificed in order to proceed with the capital expenditure. A waiver would allow us to continue upgrading curriculum and technology, thus enhancing the educational opportunities of our students. Additionally, the enhancement most obvious to our students will be the lack of disruption to their classes that the roof failure has caused.

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district or BOCES.

The projected total cost of the Roof Project is \$272,235.79. The required match would be \$68,058.95. Since our district doesn't currently have adequate reserve monies available to meet our match, and because approval of additional taxes is highly unlikely in our district, we will be forced to allocate funds to this project which would be better spent on the curriculum and technology needs of our students. \$50,000 represents roughly 30% of our minimum reserve target. A target which we are currently 30% below. To further deplete our reserves would be fiscally irresponsible and potentially devastating. It would leave us without the capacity to respond to an emergency of any kind, especially in educational programming.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants, or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

The school district has obtained a grant of \$33,000.00 from a local community organization to go toward the facilities improvements we need. Additionally, we have been promised in kind donations from the Baca County Commissioners to provide landscaping rock, mulch and parking lot rock for enhancements needed to our site. The District Accountability and Advisory Committee partners and a group of parents have donated many hours to help with cosmetic work and have committed to the future landscape project as well. The Vilas Recreation District has donated funds to help pay for Field Trips earned as rewards for reading achievement for the last several years. While only one of these examples has directly resulted in funds for this project, the benefits of these partnerships have helped us to protect our budget and will be key to our ability to allocate funds from our general fund toward this project. These community partnerships are very important to our school and our student's academic success as well as their development as citizens in our community. It is critical that we leverage these commitments (no matter how small they are) to get as many capital improvements completed as possible. Our ability to continue receiving support from these community partners is vital, as it is unlikely we will be able to raise further capital through future bond overrides. Our ability to raise money from outside our community and using those dollars efficiently to complete the projects which can't be carried by our local community will greatly enhance the willingness of our community to help even more. The grant funds we have obtained have been committed to our sewer project first, our roof project second, and if the district is able to obtain this waiver the funds remaining after the sewer project, and roof match will be set aside in a reserve earmarked for capital improvements upon the completion of our master plan.

4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

According to the All17Februaryweb Funding spreadsheet obtained from CDE, the district's per pupil funding after the negative factor is \$15,022.88. While this seems inordinately high next to the \$9,500.85 average across all school districts, and the \$7,417.23 base rate. We submit that this surface appearance is skewed by the facts of our case. Due to the lack of scale inherent to our size our recent allocations of \$300 per student to capital construction budget, which is three times the recommendation by CDE, is still dangerously inadequate to provide a timely solution to a problem of this magnitude. Our curriculum needs for next year alone are approaching \$250 dollars per pupil. This lack of scale not only inflates the per pupil allocation of all our funds, it also leaves us at a severe disadvantage when one of our students needs a disproportionate amount of resources. For example, though our district has few students and isn't a geographically huge district, we do have a bus route which is roughly 90 miles per day which last year served only the equivalent of 2 full time kids (3 kids ride each morning, 1 each night) this route still requires a bus, and a driver. When those costs are apportioned on a per pupil basis the district is left with an operational deficit even with the above average funding. This situation is even more pronounced when considering children with special education needs in



our student demographic. Each case whose needs exceed the funding which accompany it, has an escalating effect on the lack of scale in our numbers.

5. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

According to the Census Bureau's 2015 estimates the median household income for Vilas is \$33,333 with 39.5% of the population making less than \$25,000. The median household income for Baca County is \$38,000 with 35.3% of the population making less than \$25,000 annually. These numbers are compared to a statewide median income of \$60,629 and generally speaking, our students are coming from families which earn half of the state median income. Nearly 40% of our households earn less than 40% of that state median income. The respective poverty rates are 20.5% in Baca County and 21.5% in Vilas. These poverty rates are approaching twice the state poverty rate of 12.7%.

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch, the higher the match.

Vilas School District has an 84% free and reduced lunch rate. That is more than double the state average of 36.7% according to the All17Februaryweb Funding spreadsheet obtained from CDE.

7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had, the lower the match.

The school district has not pursued a bond election within the last ten years. A bond election in our economically depressed community is not only unrealistic it would also jeopardize the goodwill, partnerships and engagement we have been able to foster and garner in our community.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

The Vilas School District Property Tax Mill levy is at 27 mills. This is maxed out and is higher than average even among districts of similar size. It would take an increase of more than 7 mills to meet our matching requirement.

9. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

NA

10. The school district's unreserved fund balance as it relates to their overall budget.

The school district's unreserved fund balance is \$134,339.12 which represents about 16% of our budget. This reserve represents about 2 months and 1 week of our 12 month expenditures. Which is about \$50,000 less than our targeted minimum reserve. If the district were to meet our 25% match it would require us to cut deeper into that depleted reserve. This cannot happen.

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

Our district like many in our state has had to make deep and severe cuts to personnel and programs and has still had to dip into our reserves. Our board has committed to build and maintain community partnerships and will continue to do so as a central and integral key to continue our turnaround. We have begun to see increased community engagement and enrollment growth in our "brick and mortar school" over the past two years. This project will insure that our community protects a building and symbol that means a lot to all stakeholders. It is an important part of our efforts to build momentum around our school's journey and this grant and waiver would accelerate the process and insure its quality and success.



• **Facilities Impacted by this Grant Application** •

Buena Vista R-31 - New MS/HS Campus - BVHS/McGinnis MS - 1954

District:	Auditor - Buena Vista R-31
School Name:	BVHS/McGinnis MS
Gross Area (SF):	120,838
Number of Buildings:	4
Replacement Value:	\$28,322,877
Condition Budget:	\$16,420,911
Total FCI:	0.58
Adequacy Index:	



BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: BUENA VISTA R-31

County: CHAFFEE

Project Title: New MS/HS Campus

Applicant Previous BEST Grant(s): 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input checked="" type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input checked="" type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Situated in the northern portion of Chaffee County and located in a beautiful mountain valley setting about 90 miles west of Colorado Springs, Buena Vista is a Colorado community of about 2,500 people with another 5,000 people in the surrounding areas of the town. Nestled in the Colorado Rockies at the foot of Mt. Princeton, one of the 14,000' Colorado peaks, Buena Vista is famous for its western hospitality and its great outdoor recreational activities. The small town atmosphere and mountain vistas provide a safe and scenic setting in which to educate students. Buena Vista School District R-31 is a 1000-student school district consisting of three different campuses.

Beginning fall 2008, a selected group of stakeholders, including the Board of Education, Building Administrators, representative teachers, high school students, parents, and key community members, with student success as the priority, were invited to participate in the Buena Vista School District (BVSD) Strategic Planning Team. After reviewing current research in educational practice, analyzing district achievement data, and identifying essential elements of a high performing school system, the Strategic Planning Team began to envision what the district could be. As a result, these partners agreed on a Mission, Beliefs, and Vision to guide the future work of the District.

Mission: The Buena Vista School District exists to ensure every student reaches the peak of success. The "peak of success" is demonstrated through our 7 C's: curious, connected, collaborative, critically competent, constructive, creative, and character-centered. Our 7 C's allow us to focus on the whole child. Naturally, our facilities need to support a strong academic curriculum.

Curious: Pursuing deeper understanding through persistently asking questions, exploring and wondering.

Connected: Transferring learning to various situations and relationships.

Constructive: Acting with the purpose of building a positive result.

Critically Competent: Skilled at processing and applying information and ideas.

Creative: Skillfully imagining, generating, and communicating ideas to inspire, innovate, connect, and challenge.

Collaborative: Working together for the greater good drawing on each team member's individual strengths towards a shared vision and outcome.

Character-Centered: Understanding yourself and having the courage to act with integrity in the service of others.

Our Educational Programming: The Buena Vista School District has a reputation throughout the state for high academic

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performance, consistent and strong participation and success in athletics and performing arts, and most especially, notable quality of student character. The tightly connected community partners with the school in inspiring and supporting well-rounded students. We believe creating schools in which students are socially connected, actively engaged, empowered to contribute, and experience joy, is the core to each student thriving. The mission of ensuring every student reaching success defined with well-rounded qualities of the 7 C's, means our current facilities can no longer provide what is needed including technology and spaces where students can engage and connect and pursue a variety of activities in both common and classroom settings. We believe we best prepare our students for future endeavors by providing environments designed for youth to learn through experience.

Deficiencies Associated with this Project:

The current layout of the middle school / high school does not provide a safe or secure educational environment for our students. Students have to travel outside multiple times a day to access classrooms and other programs. There are multiple buildings on the site and access points on every side of the main building. A large portion of the parking lot on the southeast side drains back towards the building and has only enhanced our structural issues. The design of the original buildings did not take into consideration simple things like a sloped roof or natural daylighting.

Site Deficiencies:

- Security Issues: due to the layout of our schools and buildings, there is no secure entrance. Students are forced to walk outside to get from class to class. Therefore doors are continuously left unlocked. This has always been a major concern for parents and staff. We do our best to monitor the outside areas, but there are many areas where there are no clear lines of sight.
- Roadways and Parking Lots: The parking lots and roadways around the facilities are in need of serious attention. There are major areas where the asphalt has eroded away. There is a section near the football field that is completely missing, with no drainage available. This area is used for overflow parking and creates major issues year round for students and visitors.
- Site lighting: the lighting for the exterior of the building is very poor, or non-existent. There are many after hours activities and students are forced to walk to their cars in the dark.
- Sidewalks and walkways: There are many areas around the building where the concrete path has shifted causing major trip hazards. Because of the open style campus we have, students must constantly travel outside to get to their classes. We have done our best to maintain these walkways, but it has been a constant battle.
- Running track and field: our running track also has drainage issues because it is made of cinder. Students are unable to utilize the track because of all the little ponds it has. In addition to the water issues, we also have prairie dog holes around the outside of the track and on the field. The running track is uncertified and doesn't allow us to host track meets. Our student's travel to nearby schools for practice and meets. The football field, itself, while undulating rather than true, is a well-maintained natural field.
- We do not have storm sewer so there is no proper drainage on the track and field. The area is constantly flooded.
- We do not have an adequate concession area. The building is old and rotting out.

Building Deficiencies:

- Roof and roof structure: The roof at the high school is the original roof from 1964, and has zero slope. Water does not drain properly and pools up on the roof. Once temperatures drop, the huge amounts of water turn to ice, putting even more stress on the expired roof. We have done our best to maintain it, but after 53 years it has become critical. The roof structure underneath the roof has suffered damage and is also failing in spots. The tectum decking has visible areas of rot. The gym roof is a low-slope metal roof that is also in poor shape. It is continually leaking and needs to be replaced. It is missing gutters and downspouts and water drains right next to the foundation.
- HVAC - ventilation ducts actually run underground at the middle school. The passageways are in constant need of repairs, but are difficult to get to. As water gets into the ducts, it becomes stagnant and the smell is foul. It is a huge distraction for our

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students and staff and not ideal for any learning environment. The HVAC systems at the high school and in the gyms are also inadequate.

- Ceiling finishes - because of the numerous leaks over the years, the ceilings throughout need to be repaired or replaced.
- Plumbing - The plumbing fixtures are all original and highly inefficient. The pipes present continuous multiple challenges: The main supply lines are wearing through. This past year four locations (not on elbows) wore through. All supply line piping is undersized and needs to be replaced throughout. The waste lines are copper piping. Those lines have worn holes throughout. Urinal waste goes inside the walls and has leaked onto the floors leaching out into the bathrooms. Replacing piping requires removing the fixtures; taking down walls, rebuilding walls, replacing the fixtures onto the walls.
- Exterior walls: many of the walls have cracks caused from settling issues over the years. There is a wall next to the middle school gym that can be physically moved when it is pushed on hard enough. The brick walls on the high school are delaminating in many spots.
- Exterior windows: the windows at the high school are the original from 1964. They are single pane, not sealed, and very inefficient. Many of them are unable to open, or lock securely. The windows on the gym are made of corrugated plastic and water is constantly leaking in through them.
- Exterior doors: are original doors and the frame infills are not insulated. Two of the exterior classroom doors on the southeast side of the building do not open. There are also many issues with doors not latching properly and door jambs that need to be replaced.
- Interior doors: are original, with non-ADA hardware.
- Interior flooring: is in immediate need of replacement. The original flooring is well beyond its useful life and the mastic used to glue the flooring contains asbestos. The gym floor is showing signs of buckling in spots.
- Code compliance: the stairs and handrails at the high school do not meet the current code requirements and are not ADA compliant. There is no ADA access to the lower level locker rooms in the gym. The buildings do not have a fire sprinkler system.
- Emergency backup system: is past the end of its useful life. The emergency lights need to be replaced and the school does not have an emergency generator.
- Casework: is original and beyond its useful life. There are doors missing, damaged panels and doors that do not open. Restroom partitions are in poor condition and need to be replaced. Lockers are also original, with some that are unable to open, and our maintenance staff has to constantly repair them.
- Domestic water distribution: the piping is original and failing. The pipes have been repaired multiple times. The entire system needs to be replaced.
- Sanitary waste: this system is original. The lines are made of galvanized steel and cast iron, and are corroded and failing.
- Electrical distribution system: the electrical service and main electrical panels are original and are undersized and past their functional life. Classrooms do not have enough receptacles to meet the educational needs for our students.

Industrial Arts Building

The building is in good shape and is structurally sound. Some components of the building need to be replaced or renovated. The roof has leaks and is past its useful life.

Proposed Solution to Address the Deficiencies Stated Above:

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The district and board of education have been working diligently since November 2016 with the community to determine a solution for our middle school and high school. The community has reviewed over twelve different conceptual design drawings that were put together by H&L Architects. Meetings were held once a month and 3-4 design options were presented each time. We had a great turnout from the community with roughly 50-100 people at each meeting. The community, the district and school board all feel it is necessary to build a brand new consolidated building where our current track and field are located. We would keep and renovate our industrial arts building, and construction could be completed without having to displace any of our students. By doing this, we will actually save a large sum of funds.

At our last meeting, the community asked if there would be a savings by building over the existing footprint and moving the students into portable classrooms. As it turns out, going that route would cost an addition \$2 million in construction costs (because of added premiums and an extended schedule) and roughly \$1 million to pay for temporary classrooms during the construction. The community and school board made the wise choice to go with a plan that would not waste millions of dollars, and instead, invest those funds into our student's future.

The new plan is scaled back over 20,000 s.f. from what we were initially proposing on our bond measure last year. For two new schools, which will have a main gym, a smaller auxiliary gym, an auditorium, an art and music room, a commons area, administration and a library our total new square footage will be 139,249 with 8,205 s.f. being remodeled at the industrial arts building.

The new middle/high school campus is arranged to allow for a safe and secure main entry into the administration zone, which has clear visual access to parking and student drop areas. The classroom wings are properly oriented to maximize natural daylighting along an east-west axis and provides excellent connections to the natural surroundings of the Arkansas River Valley and Collegiate Mountain Range to the west. Two academic wings support 32 classroom spaces and are immediately adjacent to the shared amenities of the main school administration, the media center, and student commons.

The building will be zoned for separation of public and private uses and easily controlled for securing during evening and weekend community events in the athletic and performing arts areas. The athletic and performing arts activity areas are arranged to the northern edge of the site and allow for separation of entry and parking after-hours. The athletic functions are in direct relationship to the multi-purpose practice field and football field and track functions.

How Urgent is this Project?

The high school roof needs to be replaced. Over the years, we have worked to maintain and repair it. With snow storms, maintenance staff spend hours on the roof to shovel snow off the roof to reduce leaking and ice build up. Buckets are used throughout the building where leaks cannot be repaired quickly enough. The roof is now at a point where without a grant to build a new school, the entire roof will need replacing. Not only the roof, but the entire structure underneath will need to be repaired / replaced. It will have to be completely redesigned to allow for proper slope. It is not structurally sound, and needs to be taken care very soon.

We have an exterior structural wall that has deteriorated such that it can be moved. We are working to keep that wall fastened down; however, it will need to be replaced in order to prevent it from falling over. Many other walls are delaminating making them potentially unsafe.

Our open campus has many access point with no lines of sight. If we did not receive the grant to build a new school, our campus would remain unsecured. Adding on to the existing buildings does not make sense because it would not address the security issues.

Our HVAC needs replacing throughout both schools. The stagnant air and poor ventilation make the learning environment substandard for what students should be able to have. Our HVAC system currently requires at least weekly manual mitigation by maintenance staff to keep radon levels at acceptable levels. We want our students to feel safe and welcoming with their surroundings when they are here.

Asbestos - we have worked to remove as much Asbestos as we can. However, Asbestos exists throughout both schools. It is expensive to remove Asbestos. Without the grant to rebuild, we would be looking at a very challenging scenario to remove all

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Asbestos in a safe and timely manner.

Plumbing is another immediate issue. Corrosion of our pipes is progressing throughout the building. We repair leaks as we find them, but to repair large portions of the system would require large renovations / remodels.

Electrical capacity is maxed out in many areas. Specifically our kitchen, as we cannot have all the equipment plugged in at once, and in the middle school gym where our electrical closet is exposed and at capacity. Breakers are constantly tripping and needing to be reset.

Many of the deficiencies noted above are past their useful life expectancy and need to be replaced immediately. The only option for a long term solution is to tear down the existing facilities and build new. It is not worth the cost of renovating the current buildings to bring them up to current 21st century learning standards. The existing buildings would have to be completely gutted, with additional funds for structural upgrades, new HVAC, fire sprinkler systems, asbestos abatement, the list goes on and on. The buildings are literally crumbling on the outside and rotting on the inside. Because of the high cost of construction (which are not expected to drop in the near future), now is the time for us to take action and provide safe facilities for our students.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

NA

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The District currently has budgeted in the General Fund \$28,000 in maintenance supplies, \$5,833 in specific mechanical system consulting services to optimize the system installed in 2009, and \$50,000 in District Repairs and Maintenance.

The preventative maintenance plan encompasses an annual in depth budget meeting with the Maintenance Director. In addition the Maintenance Director keeps the Superintendent and Finance Director informed of any deviations from the budget on a daily basis. The District in conjunction with the Maintenance Director schedules annually all the required inspections and has received very high marks on all their inspections throughout the years.

The District also has a strong financial reserve position relative to other Districts of comparable size to allow for significant one time capital outlay as required to add life to the buildings.

The District will continue to transfer from the General Fund to the Capital Fund using a student ratio approach as noted below in the annual budget which will be funded by reduced energy and deferred maintenance costs.

The Best Board can also use the district's financial health analysis to confirm confidence that not only the District but the community is a great investment of state dollars.

As noted in the Colorado School District Fiscal Health Analysis, Buena Vista Schools have experienced increasing Asset Sufficiency Ratios from 2013 to 2015. We expect to see another increase after the close of 2016. The District has invested in Technology as noted by the OMR ratio but that decline was offset by an increase in Fund Balance at the close of 2016 by another \$309,774 reversing the trend. Even with the investment in technology by using reserves the District is still well over 40 Percent of fund balance as it relates to expenditures within the General Fund. The District as noted by the Moody's rating has strong financial management by being able to generate a surplus operating margin. Also as noted in the Moody's Investor Report dated 10 October 2016, The district has a very healthy economy and tax base. It should also be noted that of the writing of this BEST grant narrative and the Moody's report the District has an "exceptionally light debt burden" of \$4,475,000.

The community of Buena Vista is also a great investment for the State of Colorado. We are one of the few rural communities that can show a constant increase trend in sales tax collections even during one of the worst recessions in history. Included is a trend for the BEST board to prove that Buena Vista is a thriving community with a stable tax base. This trend can be found on the financial transparency page of the Town of Buena Vista www.buonavistaco.gov:

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2009 to 2010 an increase of 1.73%
2010 to 2011 an increase of 5.02%
2011 to 2012 an increase of 3.22%
2012 to 2013 an increase of 3.15%
2013 to 2014 an increase of 5.0%
2014 to 2015 an increase of 7.0%
2015 to 2016 an increase of 10.0%

The state Auditor's assessment of financial ratios, the independent Moody's report and local sales tax trends of the community should give strong confidence to the State of Colorado that the Buena Vista School District is the best investment for the State's dollars.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The Buena Vista High School was constructed in 1964 with a zero slope roof. The original roof remains on the building today. The gym, also new construction, was added/attached in 1966. Both are pre-engineered metal buildings and were adequate for construction and educational standards 53 years ago.

McGinnis Middle School was constructed in 1972 with a zero slope roof. This brick and mortar building met the construction and educational standards 45 years ago.

The Dorthea Willie PE Complex was built in 1977. This structure is a pre-engineered metal building which met the construction standards and was adequate for the physical education and sports needs at the time.

The Industrial Arts building was built in 1990. The ventilation/filter system was installed incorrectly and has never functioned properly. The brick and mortar building met the construction and educational standards required at the time.

The Media Center, which connects the Buena Vista High School and McGinnis Middle School, was completed in 1998. This brick and mortar construction met the construction and educational needs at that time.

A prefabricated modular classroom was placed on the property in 2007 and is used for Special Education services. This building has no plumbing. It was built to construction specifications. Immediately it was determined that it was not adequate for the educational needs of the severe needs special education population largely due to having no restrooms and plumbing.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

- The Dorthea Willie PE Complex was built in 1977.
- The Science and Greenhouse addition was added to the Buena Vista High School science classrooms in 1985.
- The Industrial Arts building was built in 1990.
- A new metal pitched roof was built over the original zero slope roof of McGinnis Middle School in 1998.
- The Media Center, which connects the Buena Vista High School and McGinnis Middle School, was completed in 1998.
- The former Media Center, located at the southern end of McGinnis Middle School, was renovated in 1998 into four classrooms for the special and severe needs student population.
- Two classrooms at the Buena Vista High School were combined and renovated in 2003-2004 to create a Science Lab
- The Boiler system at the Dorthea Willie PE Complex was replaced in 2010.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The District did participate in a bond election in November of 2016 for the full cost of the project but was defeated. During the process the District researched a separate grant opportunity to see if a grant could be written for just the portion of the Auditorium. A community performing Arts group researched the possibility and determined that the grants they uncovered were not for schools.

In addition, the Director of Finance spoke with the Bank President of the local Branch to see if the parent Community Banks Holding Company had the financing capacity for a \$52 million 20 year fixed loan. It was determined that it may not have the

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capacity to leverage enough funds to accommodate a project of this size and would have to broker with other Bank holding Companies. The complexity of the transaction and cost for legal and accounting review out of the current budget became a stumbling block for this type of financing structure. It was determined to pursue other financing options first such as a BEST grant from the State.

In the interim, the District Superintendent has been developing community relationships to see what other community members can contribute to pieces of the project.

How do you budget annually to address capital outlay needs in your district/charter?

As noted in audited annual report a transfer has been budgeted and made based upon \$100.00 per student for the project on an annual basis to the building fund to be used for future outlay of capital improvements. To comply with this internal accounting policy, the District transferred from the General Fund to the Capital Projects Fund \$30,000.00 in fiscal 2016. \$30,000.00 is to cover the Elementary wing that was constructed in 2012 and the older part of the Elementary school. For the new Middle and High School, the intent would be to continue to hold the higher maintenance costs as a placeholder in the budget (\$50,000) and any unused balance can then be transferred to the Capital Projects Fund on an annual basis following the rule of thumb established by the BEST board of \$100 per student per year. Currently the Middle and High School have 541 students. That would equate to \$54,100.00. In addition it is expected that a new middle and high school would also see reduced energy costs in which those savings could also be used to fund the annual transfer of approximately \$54,000.00.

The District is expecting to fund the \$54,000 half from reduced energy use and half from current reduced deferred maintenance costs once the new Middle and High School have been constructed to support major capital outlays required to keep the life of the building extended well into the future. In addition, as noted above the District has a strong reserve position to access in a major capital outlay program.

Current Grant Request:	\$28,929,547.32	CDE Minimum Match %:	54
Current Applicant Match:	\$33,960,772.93	Actual Match % Provided:	54
Current Project Request:	\$62,890,320.25	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	2017 Bond and General Fund	
Total of All Phases:	\$62,890,320.25	Escalation %:	8
Affected Sq Ft:	147,454	Construction Contingency %:	5
Affected Pupils:	503	Owner Contingency %:	10
Cost Per Sq Ft:	\$426.51	Historical Register?	No
Soft Costs Per Sq Ft:	\$53.31	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$373.19	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$125,030	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	293	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	910	Bonded Debt Approved:	\$4,460,011
Assessed Valuation:	\$183,031,961	Year(s) Bond Approved:	12

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PPAV:	\$201,134	Bonded Debt Failed:	\$74,000,000
Unreserved Gen Fund 14-15:	\$1,503,970	Year(s) Bond Failed:	08, 16
Median Household Income:	\$53,056	Outstanding Bonded Debt:	\$5,250,000
Free Reduced Lunch %:	40.10%	Total Bond Capacity:	\$36,606,392
Existing Bond Mill Levy:	5.072	Bond Capacity Remaining:	\$31,356,392

• Facilities Impacted by this Grant Application •

Colorado Springs Early Colleges - HS Roof Replacement - Colorado Springs Early Colleges – 1980*

School Name: Colorado Springs Early Colleges(Leased)

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	19,340
Replacement Value:	\$2,158,259
Condition Budget:	\$75,217
Total FCI:	3.49%
Energy Budget:	\$0
Suitability Budget:	\$1,514,700
Total RSLI:	63%
Total CFI:	73.7%
Condition Score: (60%)	3.57
Energy Score: (0%)	2.61
Suitability Score: (40%)	3.54
School Score:	3.56



*2009 Assessment Data

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Applicant Name: COLORADO SPRINGS EARLY COLLEGES

County: CSI

Project Title: HS Roof Replacement

Applicant Previous BEST Grant(s): 0

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: Colorado Springs Early College's roof project qualified for the Best Grant program, but there were more requests than funds available. CCAB reported concerns with the project's budget and the 10-year warranty presented.

Project Type:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

CSEC is chartered through the Colorado Charter School Institute. The concept is based on motivating students to excel in their academic studies, beginning with taking college courses and completing high school with an Associate degree.

CSEC's mission is: "To prepare a diverse population of students for life by providing an opportunity for them to develop life, body and character through rigorous academic studies. All students regardless of their background or skill will have the opportunity to pursue a growth mindset that will allow them to achieve mastery, and demonstrate they can succeed in school, in college and in their chosen career. No exceptions. No excuses."

In CSEC's college prep program, students prepare for college course. If they test successfully on the Accuplacer tests, they can enroll in college courses offered through either Pikes Peak Community College or the University of Colorado, Colorado Springs. Students in grade nine through 12 are allowed to attend college courses if they pass the Accuplacer test.

Once a student's academic level has been determined, CSEC Academic Advisors interview students and work with them to complete an Individual Career and Academic Plan. This includes the pathway toward a full Associate degree, or beyond. CSEC's program ensures that all students will have taken college course before leaving the school.

In Colorado, nearly 40 percent of all students who graduate from high school need college remediation in either English, reading or math. CSEC's unique program also guarantees that all students will graduate remediation free in English, reading and math. This commitment is called our Postsecondary Workforce Readiness Guarantee.

This makes it possible for a college preparation curriculum that meets or exceeds the requirement for basic skills for any Associate degree at the community college system. It also complies with the higher education admission requirements standards: If a student is proceeding in a bachelor's degree, they will be ready to accomplish this upon leaving CSEC.

Once a student starts taking college courses, they typically take "guaranteed transfer pathway courses" (GT Pathway) which are freshman college course that transfer into any Associates of Arts or Science, Applied Science Associate's Degrees, or Bachelor Degree programs. Students are encouraged to stay at the school until they complete their GT Pathway courses.

Property Management/Maintenance Programs

Colorado Early Colleges Building Corporation Property Management is a very important element to the success of Colorado Early Colleges. Our comprehensive Property Management Principles ensure the following:

-That all of our buildings have a structured maintenance program that provides for all mechanical and operational components of the building be in good working order

- Each building has a detailed maintenance and repair log created by the property management

- The upkeep of the grounds and exterior and interior of the buildings must present a professional image to the public, showing that Colorado Early Colleges takes care of the buildings

- The financial management of the properties will be done in a way that enhances the financial success of the schools

- The financial management of the properties will be done in a way that enhances the financial success of the schools.

In addition CEC's Property Manager oversees and manages all CEC facilities. Some of the Property Manager's responsibilities

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include:

- Overseeing and evaluating the property contractors and getting competitive bids on work performed on an annual basis
- Leading the negotiations on Common Area Maintenance to include HVAC, snow removal, landscaping, windows, roofing, elevator, trash removal, electrical, plumbing, and HOA agreements and sign the agreements
- Require proof of insurance of all contractors before signing annual maintenance agreements.

Deficiencies Associated with this Project:

Colorado Springs Early Colleges has three roof sections: the EPDM (Ethylene Propylene Diene Terpolymer) Section; the TPO Section; and the Metal Mansard Section. Please see additional documents for drawing of the building.

EPDM Roof

According to Cave Consulting Group, the EPDM roof section is over 20 years old and is past its useful life; it should be replaced, as there have been multiple leaks throughout the section.

After the August 2015, rainstorm, CSEC spent thousands of dollars trying to restore the building to a safe condition for students and staff. The EPDM roof is the roof section that experienced the most severe leakage.

CSEC hired a vendor to patch the 41 leaks in the EPDM roof. Carpets were dried and floors were mopped. In addition, some of the sheetrock was cut off to prevent mold.

In February of 2016, a major snowstorm caused more damage to CSEC's EPDM roof. The entry vestibule ceiling was damaged which is the single controlled access to the building the ceiling was damaged, floors were wet and additional damage occurred in the classrooms. As a result, additional damage to this section of the roof occurred. New leaks occurred in the EPDM roof; in addition, new leaks occurred in some of the areas that were patched after the August 2015 rainstorm. Water also leaked through the ceiling and through a window into a classroom. The February snowstorm also caused damages to the gutters and downspouts.

CSEC chose not to file an insurance claim for these repairs because the deductible would have been much higher than the cost of the repairs.

If the EPDM roof is not replaced, CSEC will experience more leaks related to rainstorms and snowstorms.

Proposed Solution to Address the Deficiencies Stated Above:

EPDM Roof

Cave Consulting recommends that as part of the reroofing, all obsolete rooftop equipment be removed from this section. This will reduce the amount of penetrations on the roof, which will help reduce future leaks. This section is about 21,500 square feet.

TPO Roof

This roof section is about 28,000 square feet; Cave Consulting recommends that this section be replaced with fully adhered EPDM.

Metal Mansard Roof

Cave Consulting recommends that the mansards be replaced with new standing seam metal. This roof section is about 5,500 square feet.

A 20 year manufacturer's warranty will be required upon project completion.

How Urgent is this Project?

The safety of CSECs' students and the staff is of utmost importance. It is very important that not another school year goes by without these repairs to the roof, gutters and downspouts.

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Student safety is jeopardized by these falling ceiling tiles as well as water on the carpet, tiles, computers, desks and classroom desks. There is no other safety concern more important right now than the replacement of CSE C's roof.

Another major factor contributing to the urgency of this project is the economic significance of the current roof. During the rainstorm of August, 2015, and now the snowstorm of February, 2016, CSEC has spent in excess of \$25,000.00 on repairs to the roof, to the carpet, to the paint and to the ceiling tile and repairs to the interior of the buildings. CSEC also had to replace much of the existing drain spouts and gutters.

If the roof is not fixed by winter of 2017, weather events will most likely continue to create problems for the school. The school will continue to face patching of the roof, replacing damage to the interior of the school and the interruption of school activities in addition to the financial issues.

CSEC has gone above and beyond to make sure that it can maintain the roof as much as possible with its existing systems. If this project is not awarded, CSEC will continue to hire vendors to patch leaks and fix other damage related to the condition of the roof.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

How Does the Applicant Plan to Maintain the Project if it is Awarded?

At the project's completion, selected school personnel will be trained by the roofing contractor to perform simple roof repairs; large roof repairs will be conducted by a competent roofing contractor. The roof will be methodically inspected on a yearly basis to determine deficiencies that need to be repaired. School personnel will access the roof to remove debris from gutters and downspouts as well as and other areas of the on the roof. This will be performed at least two times a year.

The proposed roofing system should perform for about 25 years before the next replacements occurs. The estimated cost to reroof the school at that time will be about \$665,000, which amounts to \$26,500 a year from now until then.

CSEC's location, near the Garden of the Gods and near its I-25 exit, is an exceptional place for a high school. The facilities themselves are in great condition. CSEC will stay in this location and has no intention of moving to another facility. Thus, school officials want to create and maintain the school's buildings.

CSEC has budget \$200,000.00 a year for its Common Area Maintenance budget, established in January of each year. It takes into consideration all the previous year's expenditures and makes sure that there is enough money in the budget to do the required maintenance of the facilities, the parking lots and all areas of the entire Springs Business Park. The main priority of this maintenance budget will be maintaining the new roof and the associated gutters and downspouts. Optimum maintenance of these items will provide the maximum safety to students, staff and visitors as it will ensure no roof leaks and will also allow water to move away from the buildings.

The Common Area Maintenance also includes the cost of painting the walls of the exterior and interior areas of the building. This will have to be done once we have solved the issue of the roof not leaking and the downspouts and gutters working appropriately.

One of the requirements in order for the Colorado Early College Building Corporation to receive a loan from Sunflower Bank was a necessity for the schools to set aside a Capital Construction Reserve Fund. This fund is required to have \$175,000.00 placed into it every year of the loan until the required reserve equals \$750,000.00. This money is set aside to be used in case of an emergency; it is also set aside to maintain the building in conjunction with the appropriate building codes, to make sure that the building is maintained at the highest quality possible.

It is the desire of the leadership of CSEC and the Colorado Springs Early College Building Corporation to maintain these buildings in the highest quality possible. We believe that if we maintain the buildings appropriately that the repairs will be less expensive and that the maintenance will be able to be covered by the Common Area Maintenance, paid for each year by the school through Common Area Maintenance funding.

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Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

In 2007, when Keith King was in between service of the House and Senate in the Colorado State Legislature, he became interested in starting an early college in the Colorado Springs area. Shortly after, he heard about the location of Colorado Technical University (CTU) located at the Springs Business Park. The university is located in two of the three buildings on the property.

Mr. King approached, CTU and the university invited Colorado Springs Early Colleges (CSEC) to use six classrooms during the day. However, as CSEC began conducting informational meetings to promote the new school, it became obvious that six classrooms would not be adequate for the number of students who wanted to attend the school.

Mr. King began pursuing the third building on the property. The building had been empty for more than five years. After negotiating some of the space to use from the third building, CSEC was able to lease 12,349 square feet from Presidio, the business park owners, beginning in 2007.

CSEC opened its first year in 2007 with 320 students. In the second school year, officials realized they needed additional space in other portions of the facility. In 2008, CSEC leased an additional 6,991 square feet from the third building, bringing its total lease amount to 19,430 square feet.

The school continued to grow. CSEC began negotiation for an additional 23,117 square feet of building space in the park, also from the third building. At the same time, CSEC began negotiations to purchase the facility. It became apparent to Colorado Early Colleges that purchasing the facility was a better option than continuing to lease.

Condition of the Facility at the Time it was Purchased

When CSEC opened in 2007, the facilities, built in 1980, were in average condition. The facilities had been empty and unused since 2000. Prior to 2000, the buildings were used by many different companies, including electronic companies, which left behind a cleaning room in one of the wings of the building.

In 2014, CSEC purchased the entire facility for \$6,638,000 .00 with a loan from Sunflower Bank. In order to obtain the loan, all three went through thorough inspections. CTU became a tenant at that time, renting two of the three building.

When Colorado Early Colleges purchased the third building in 2014, CSEC students were already occupying Suites A, B and C of the building. The condition of these suites were average. However, the unoccupied suites of the building, D and E, needed significant work. In the summer of 2015, we hired contractors to install new electricity, place patches in the floors, install new walls and classrooms and also renovate two large labs into functional classrooms. At this time, school officials recognized that the roof was old and not in the best condition, but they did not realize the state of the roof until a heavy rainstorm in August.

This rainstorm caused 41 leaks in the building. Colorado Early Colleges paid for all 41 leaks to be patched. This is when school officials knew they needed to replace the entire roof because the old one was beyond patching and repair. CSEC has spent nearly \$20,000.00 on repairs to the roof from 2014 to 2015. The following school year, 2016-17, has so far been a drier year and we have not experienced much leakage. We anticipate more leakage once a major snowstorm or rainstorm occurs.

Following the damage from the rainstorm, school officials discovered that they needed to repair a tremendous amount of the roof. They noticed that much of the roof was rubber and that it was old and deteriorated.

Because the building had been used for a variety of causes and projects, its roofs had several problems by the time CSEC opened its school. One of the roofs was, and is still, a storage place for large electrical equipment. CSEC occupies this area.

Rationale for Purchase

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School officials' rationale for purchasing the property at the Springs Business Park was multifaceted. First, the purchase price was extremely reasonable compared to other properties in the Garden of the Gods area. CSEC purchased the park's facilities for approximately \$62.00 a square foot. The going rate for most real estate office buildings in the office park area in 2014 was \$120.00 per square foot. The office park had not been updated with tenant improvements in about 15 years. Each portion that CSEC leased had to be gutted as a school configuration. The expense to remodel the facility was \$40.00 per square foot. In addition, the first lease for the facility in 2007 was at \$5.00 triple-net, for five years. CSEC leased additional space in 2008 at the same lease price because of the growth of the school. The lease price was still lower than any other place in the area because it needed tenant improvements. The office park had enough empty space to accommodate the schools' expansion and ongoing partnership with CTU. CSEC also began partnerships with Pikes Peak Community College and the University of Colorado at Colorado Springs.

School officials, in the beginning, knew the aging building would need extra work. Officials concentrated most of the remodel on the inside of the building. CSEC received an investment from CTU of \$250,000.00 to do the tenant improvements for 12,349 square feet. In addition to that, CSEC spent an additional \$120,000.00 on the space to have it ready for students in 2007.

CSEC agreed to pay tuition to CTU for their courses at the rate of \$80.00 per credit hour, which normally was \$300.00 per credit hour. This was credited against the \$250,000.00. CTU agreed to spend that money on fixing up the facility. CSEC also agreed to allow CTU to use the facility from 5 to 11 p.m. for the extra classrooms CTU needed for its student population. The agreement at the time also split the cost of the utilities and IT infrastructure necessary for classroom instruction. In two-and-a-half years, CSEC paid back the full \$250,000 that CTU lent the school for tenant improvements.

CSEC's final lease was to make the school adequate for students in Suite D, the area the school moved into in August of 2015. This roof is in the most need of being replaced on campus because it has never been replaced.

Another rationale to purchase the facility was to give CSEC a property that it could afford with the per-pupil revenue the school receives from the state. Our decision has been made to continue to fix up this property to make it a first-class facility for our students to pursue a world-class education.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

CSEC had occupied about 20,000 square feet of this space before buying the building in 2014. CSEC bought the building with this space empty. This particular space had been used for blood lab work. CSEC officials knew it had to be gutted to make it suitable for a school.

When school officials began this remodel in the beginning of the summer of 2015, they did not know at the time the severity of the roof's condition. A major rainstorm on Aug. 15, 2015, however, revealed the state of the roof. The storm caused 41 leaks in the roof.

School officials then knew they had a serious problem. CSEC hired a vendor to patch up the 41 leaks, but knew more work had to be done to make the building suitable for students and staff. Money has continued to be put into the facility to fix the HVAC Systems and patch the roof in many places.

Before purchasing the building in 2014, CSEC did not want to invest in a new roof. It was after that time, in 2014, after CSEC had purchased the building and remodeled the interior of the space for classrooms that it became time to fix the roof. During the 2014 remodel of the interior of the building, CSEC spent \$660,000.00 on tenant improvements. The location has made the tenant improvements very valuable. Since occupying the building in 2007, CSEC made over \$1,000,000.00 in tenant improvements on the inside of the property. In 2015, it was time to concentrate on the outside of the buildings to improve the parking lot and landscaping.

Due to a major snowstorm in 2016, CSEC experienced more leaks. A new major problem developed in the flooding of the vestibule at the entrance of the school. This area is very important because it is used every day. For safety reasons, these are the only doors to the school that are left unlocked during the school day. The flooding of the vestibule jeopardizes not only

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the safe of our students but any visitors including parents and small children the might bring to visit the school.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

We have looked at Insurance Claims, but none compare to the Best Grant.

How do you budget annually to address capital outlay needs in your district/charter?

CSEC budgets annually to address facility maintenance needs through a fund for this building called Common Area Maintenance. Any expenditure over \$5,000.00 is typically considered a capital outlay for repair. In our loan that we have for the building through our Colorado Early College Building Corps, we have a requirement to set aside \$125,000.00 per year for any major capital outlay item that we would have to replace. For example, if we have to replace the HVAC system, that expenditure would be considered a capital outlay. We must increase the reserve fund by \$125,000.00 per year until it reaches a total of \$750,000.00. If we don't use the money in the fund, we can let the total remain at \$750,000.000. If we do use money from the fund, we must repay the fund until it totals \$750,000.00.

We also have a reserve in our school budget every year of approximately 9% of our budget. This money is to be used only for contingencies that could happen during the fiscal year; for example, it could be used for an HVAC system replacement, a major repair on a bus or a repair on other item. This also is a reserve that continues to grow. This is our fund balance that we maintain at the end of every year.

Current Grant Request:	\$698,899.15	CDE Minimum Match %:	29
Current Applicant Match:	\$285,465.85	Actual Match % Provided:	29
Current Project Request:	\$984,365.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	CSEC Fund Balance	
Total of All Phases:	\$984,365.00	Escalation %:	5
Affected Sq Ft:	55,000	Construction Contingency %:	8
Affected Pupils:	647	Owner Contingency %:	0
Cost Per Sq Ft:	\$17.90	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.12	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$16.78	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$1,521	Is a Master Plan Complete?	No
Sq Ft Per Pupil:	85	Who owns the Facility?	3rd Party
FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):			\$177,608.74

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

There is no intention for Colorado Springs Early Colleges to relocate.

Financial Data (School District Applicants Only)

District FTE Count:	Bonded Debt Approved:
Assessed Valuation:	Year(s) Bond Approved:
PPAV:	Bonded Debt Failed:
Unreserved Gen Fund 14-15:	Year(s) Bond Failed:
Median Household Income:	Outstanding Bonded Debt:

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Free Reduced Lunch %:

Total Bond Capacity:

Existing Bond Mill Levy:

Bond Capacity Remaining:



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CHARTER SCHOOL INSTITUTE

February 23, 2017

BEST Grant Committee
Division of Public School Capital Construction Assistance
1580 Logan Street Suite 310
Denver, CO 80203

Re: Colorado Springs Early Colleges Grant Application

Capital Construction Grant Committee:

The Colorado Charter School Institute (CSI) is an independent state agency created by statute charged with authorizing and accrediting public charter schools. CSI currently authorizes 39 charter schools across the state.

Colorado Springs Early Colleges (CSEC) is one of the charter schools authorized by CSI. The school is in good standing with CSI producing scores on the most recent state assessments that place it in the top quartile of all schools in the state. In fact, CSEC is currently accredited by CSI with a Distinction rating, the highest possible accreditation rating. In addition to consistently high levels of academic performance, this rating also confirms that the school has met or exceed both financial and organizational measures that are annually evaluated by CSI.

CSEC opened in 2007, replicating its program in Fort Collins and Parker, and with the most recent replication in Aurora scheduled to open this summer. The continued accomplishments and development of the Colorado Early College network marks it as one of the most successful charter networks in the state. CSI fully advocates for the school's identified needs and supports its continued growth.

Please don't hesitate to reach out should you have any questions,

Thank you,

Janet Dinnen
Director of Data and Accountability Systems
Colorado Charter School Institute

• **Facilities Impacted by this Grant Application** •

Custer County School District C-1 - Safety/ Security Renovations - Custer County K-12 – 1953*

School Name: Custer County K-12

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	92,500
Replacement Value:	\$29,565,243
Condition Budget:	\$8,272,088
Total FCI:	27.98%
Energy Budget:	\$32,375
Suitability Budget:	\$5,947,000
Total RSLI:	22%
Total CFI:	48.2%
Condition Score: (60%)	3.47
Energy Score: (0%)	2.29
Suitability Score: (40%)	3.78
School Score:	3.60



*2009 Assessment Data

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Applicant Name: CUSTER COUNTY SCHOOL DISTRICT C-1

County: CUSTER

Project Title: Safety/ Security Renovations

Applicant Previous BEST Grant(s): 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input checked="" type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

I. INTRODUCTION TO SCHOOL DISTRICT

Custer County Elementary, Middle, and High School was built in 1953 and continues to serve the 4,445 residents in Custer County School District as the primary K-12 educational facility. The school district covers 740 square miles and has a small fleet of buses that provides transportation for its students. The district maintains a four-day school week and serves 393 students (187 elementary students in PK-5, 84 attending middle school in grades 6-8, and 122 high school students).

II. ACADEMICS & EDUCATIONAL PROGRAMMING

Academically, the district is accredited on a Performance Plan, but achievement in core content areas has been declining slightly in recent years. Despite these declines in test scores, the school district continues to strive to provide its students with programs that will enhance their educational opportunities. At the elementary and middle school level, the district has implemented the Leader in Me (Covey) program in an effort to transform the school's culture based on the idea that every student can be a leader. At the high school level, the district offers Advanced Placement courses for its high school juniors and seniors in order to help them earn college credit while they are still in high school. As a complement to these academic programs, the school has active arts and athletics programming to provide its students with extracurricular activities.

The district had a Total Program Funding budget of \$3.8 million with 72% coming from district sources (2015 data). It also receives Title I and Title IIA funds and is a member of the South Central Board of Cooperative Services (Pueblo West) which provides exceptional student services in the form of speech pathologists, occupational therapists, and a school psychologist. In addition to these sources, the district is presently participating in an EARSS (Expulsion and At-Risk Student Services) grant aimed at keeping at-risk students from dropping out of high school.

III. AFFECTED FACILITIES

Custer County Elementary, Middle, and High School has grown since its original construction in 1953 through the additions that were added in 1974, 1988, 2002, and 2005. The current 88,323 square foot facility is comprised of classrooms, two gyms, various computer labs, a weight room, a PK-12 library, and several administrative spaces. In addition, a vocational building on the main campus houses the vocational and agriculture program and the wood shop. The district is currently utilizing the building trades class to renovate an unused pre-school building it owns to provide four teacher housing apartments beginning in the summer of 2017.

The district budgets between \$30,000 and \$60,000 per year to fund capital projects beyond routine maintenance efforts. The latest capital construction project was completed in 2005 and consists of a gym, locker rooms, and a weight room located on

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the east side of the high school. This project was funded through a bond program. Apart from this capital construction project, the school has been updated with a security door with video and audio monitoring at the main entrance as well as a 16 camera video-surveillance system that monitors the interior of the building. These updates were paid for through an ambitious donor program that aimed to raise funds to enhance the security of the school building.

IV. CONCLUSION

The district's greatest asset is its people, a multifaceted community known for its friendly, caring atmosphere. A mix of fourth-generation ranchers, longtime locals, and new residents, Custer County is filled with both citizens and students, all of whom have a strong sense of community and a tradition of excellence. It is our hope that a BEST grant would give us the ability not only to continue that tradition, but also to thrive well into the bright future of Custer County School District C-1.

Deficiencies Associated with this Project:

A comprehensive building audit was performed by the engineering firm 360 Energy Engineers during the summer of 2016. This audit emphasized building health and safety and included an assessment of all major building components to identify building deficiencies. These deficiencies were compared to the model codes adopted to verify areas that do not conform to code.

The site audit and master planning effort identified numerous deficiencies related to health, safety, accessibility, security, space functionality, and unreliable building systems that are critical for occupant health and safety and the educational programs. The existing conditions that prompted the requested projects are summarized below.

HEALTH

The poor quality of the air inside the elementary school represents a significant health concern for the children, faculty, and staff of this facility. Currently, this facility lacks a ventilation system for regulating the levels of carbon dioxide within the building by bringing in outside air. Carbon dioxide levels, which is an indication of air quality, were measured in several of these classrooms to be as high as 2000 parts per million (ppm), which is well above normal levels of 1000 ppm for a properly ventilated classroom. In addition to violating code, these high levels of carbon dioxide validate the lack of ventilation air that is needed to promote good indoor air quality. This lack of ventilation air can increase the spread of airborne illness and can lead to "sick building syndrome", a set of physical symptoms that are experienced by spending time in a poorly ventilated building or building with high airborne building contaminants.

Another health concern is the presence of asbestos in the 1953 elementary school and the addition that was added onto this building in 1974. Asbestos is present in the flooring on the multipurpose room in the 1974 addition as well as in the insulation on some pipe fittings on the 1953 and 1974 heating hot water system piping. It is also suspected that some of the original 1953 electrical wiring could contain asbestos.

SAFETY & ACCESSIBILITY

The staff and administration within Custer County Schools are concerned about their own safety as well as the safety of their students. For instance, the high school principal stated "we need to connect the Ag Building to the PA/Fire Alarm system." This comment is related to the lack of communication between the smoke detectors and a centralized addressable fire alarm system. The safety concern relates to the fact that when the smoke detectors are disconnected from a centralized system, it often takes more time to respond to a fire since it is impossible to detect the exact location of the event without conducting a visual inspection of what could potentially be a very large space. Furthermore, the registered school nurse stated "when the electricity has gone out there is no backup emergency lighting or electricity, leaving my office pitch black." This is a major safety concern because lights during an emergency are critical for people to safely exit the building.

The aforementioned quotes from the staff and administrators help to illustrate only a few out of a host of other safety and accessibility issues that are present within the 1953 and 1974 elementary and middle school buildings. Most of these issues relate to emergency egress from the building and have existed ever since the facilities were constructed back when little consideration was given to accessibility, life safety, and fire protection features. These issues include:

A. Corridor doors swing open into the path of egress in the 1953 elementary hallway, which violates code and presents an

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unsafe condition in the event of an emergency that requires building evacuation.

B. Corridor doors are not fire rated in the 1953 elementary and 1974 middle school addition. This is required by code and is needed to maintain a safe egress pathway in case of an emergency.

C. The small gymnasium lacks the proper number of egress exits. This will add critical time by allowing occupants to escape faster in the event of an emergency evacuation when the gym is fully occupied.

D. Egress lighting does not work in the elementary and middle school areas due to the generator being inoperable. Egress lighting in the event of an emergency is critical for the safe exit from the building.

E. The exterior doors in the 1953 and 1974 buildings are not wide enough for code compliant egress. This presents a safety problem in the event of an emergency.

F. The 1974 building does not have a compliant fire sprinkler system by lacking complete coverage. This can lead to less safe existing of the building and unnecessary property loss.

G. The Vocational and Agriculture Building lacks an addressable fire alarm system. Therefore, the fire department does not have immediate notification as to the exact location of a fire.

H. Welding gases in the Vocational and Agriculture Building are currently not stored safely. These cylinders should be located in a separated storage area with a containment wall. Furthermore, each type of flammable gas should be stored separately from the other types of flammable gasses.

I. The exterior doors as well as doors to enter classrooms are not ADA compliant in the 1953 elementary and 1974 middle school addition.

J. The restrooms are not ADA compliant in the 1953 elementary and 1974 middle school addition.

K. The wrestling room on the second floor of the 2006 gymnasium addition is not accessible to handicapped persons.

SECURITY HAZARDS

The security concerns of the buildings are glaring and of grave concern to parents, teachers and staff. One on the elementary staff recently stated "We need a vestibule to the main entrance. That way when a person enters, they don't have direct access to the whole building." Similarly, the high school Spanish teacher stated that it was necessary to "rekey the school in order to gain control over who has keys so that ex-employees and people in the community won't still be able to get in." This is a real concern due to the fact that many community members have their own personal key that gives them access to the building at all times. Also related to building security, the high school counselor recognized that the district needs to "add more security cameras." All of these direct quotes from people who work in the building support the observations stated below as well as give credence to the projects that are being proposed in this application.

If there is one theme that we should take away from the aforementioned quotes, it is that Custer County Schools is vulnerable to outside threats due to a lack of secured doors and video surveillance. At present, only a few exterior surveillance cameras exist, leaving much of the building's exterior hidden from view. Furthermore, access controls are lacking on all exterior doors with the exception of the one that leads to the main office. This single secured entrance, however, is misleading because visitors are not forced through the main office. Rather, they enter the building into the main circulation path.

Not unlike the exterior of the building, the hardware on the interior of the 1953 elementary and 1974 middle school addition is also poorly equipped to deal with potential threats. In the event that a perpetrator would gain access to the building, classrooms cannot be locked from the inside because lockable egress door hardware is currently not installed. This is a not in compliance with 8 CCR 1507-30 to meet the January 1, 2018 mandate. All buildings also lack a uniform announcement system needed to communicate emergency and other important messages to teachers and students. This is particularly an issue in

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the event of a security breach or presence of a building intruder because notification and instructions cannot be effectively communicated to teachers and other staff.

TECHNOLOGY DEFICIENCIES

The current electrical infrastructure is inadequate for meeting the school's current educational needs. In the 1953 elementary classrooms, the lack of electrical receptacles makes it difficult if not impossible to power all of the devices that are part of a modern-day curriculum, which may include computers, tablets, and classroom electronic media. Due to the lack of receptacles, teachers currently rely excessively on power strips to meet the demands of their classroom; this practice may overload circuits and create the potential for fire hazards. Furthermore, insufficient electrical service is provided to the welding stations in the Vocational and Agriculture Building. This results in frequent overloading of circuits, which is a fire hazard and a nuisance due to the frequent electrical outages.

Apart from deficiencies in the electrical infrastructure, the middle school science room also has an antiquated and unsafe fume hood and exhaust system. The current system is unsafe to use and a new fume hood is needed to support the school's science programs.

OVERCROWDING/SPACE NEEDS

Some of the current spaces lack proper room and storage for their current needs. For instance, the elementary school's principal's office is less than 100 square feet, which is too small in comparison to modern administrative space programming standards. The space size limits the principal's ability to meet privately with families or staff and there is no place for storage.

FAILING BUILDING INFRASTRUCTURE

The aging infrastructure of the buildings that make up Custer County Schools is currently failing and is in need of significant repairs or replacements. The sections below describes current deficiencies in the HVAC system, the plumbing, the roof, and, in the case of the HVAC system, how their failure impacts occupants' comfort within the building:

HVAC SYSTEMS

The condition and resulting comfort of the elementary and middle schools' HVAC systems appear to be one of the highest priorities amongst parents, teachers and staff. Many of their complaints are related to being hot during the spring and summer and being cold during the winter. Some quotes from parents and teachers related to failing systems and building comfort are below:

1. An office secretary stated that "There are times we can't do anything about the temperature; the climate control needs repair – big time!"
2. A fifth grade teacher stated "it is hot in spring, no air circulation. Can't adjust the temperature in my room."
3. A math interventionist stated "the temperature is very erratic. A room directly across the hall might be ten or more degrees colder than my room."
4. A parent stated "this fall it was HOT! It was warm and comfortable outside and miserably hot inside!"
5. A high school Spanish teacher stated that she needs a "quieter fan in my room, I can't hear my students speak Spanish in class."
6. A third grade teacher stated "a pipe broke above the ceiling tiles in my classroom and leaked through causing damage to all of my reading materials." She also said, "We need new windows that don't allow the wind to come through."

As supported by the above parent and teacher quotes, the current HVAC system seems to be inadequate for meeting the heating and cooling needs of those who use the building. Below is a summary of existing conditions related to the HVAC that are currently failing:

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A. Heating boilers, piping, and room heating units that serve the elementary and middle school are all 42-years-old or older. The boilers are well beyond their expected service life of 30 years and are in desperate need of replacement. This equipment's current condition does not provide reliable service to the building which can lead to unscheduled school closures.

B. The high school heating and ventilating system is reaching the end of its expected service life. Furthermore, this system utilizes very costly electric heat, making its replacement with a much more efficient system a high priority for the school district.

C. The Vocational and Agriculture Building's heating, ventilation, and air conditioning system has reached the end of its life. Furthermore, the propane tank is located in a hazardous location next to the building. Given the age of the system and the lack of a safe place to locate the propane tank, a new high-efficiency HVAC system is recommended that does not utilize propane.

PLUMBING

The plumbing within several of the facilities is problematic and does not always conform to current codes.

A. The east elementary classrooms have sinks that drain directly to the drainage ditch behind the building, which is not approved by code. This piping should be tied into the building's sanitary sewer.

B. The sanitary sewer and domestic piping in the 1953 and 1984 building areas is original and reaching the end of its expected service life. Problematic sections need replacement.

C. The sanitary sewer system has been having issues with backing up and lacks some code-required cleanouts to maintain the system. More cleanouts are needed.

ROOF

The roof on the 1974 middle school addition, a small area on the high school, and the Vocational and Agriculture Building are in need of repair or replacement.

A. The 1974 middle school addition has a modified bituminous roof that is in poor condition. The roofing membrane was observed to be detached around the building perimeter and significant demineralization of the top sheet has occurred. Given its age and condition, this area of the building is in need of a new roof.

B. A section of the high school roof leaks due to ice damming. Water enters the building causing damage and mold and mildew.

C. The Vocational and Agriculture Building's roof is original. At 31 years old, this roof is beyond its rated life and is need of renewal.

Proposed Solution to Address the Deficiencies Stated Above:

A comprehensive building audit was performed by the engineering firm 360 Energy Engineers during the summer of 2016. This audit emphasized building health and safety and included an assessment of all major building components to identify building deficiencies. Solutions to these deficiencies were derived utilizing the judgment of professional engineers and in accordance with current codes. More detailed economic analysis that includes building energy simulations was performed for recommendations that have energy consumption implications. This analysis greatly informed the master planning process and efforts to arrive at the best long-term solutions.

HEALTH-RELATED SOLUTIONS:

The current antiquated HVAC systems throughout the elementary school, middle school, high school and Vocational and Agriculture Building will be replaced with a new geothermal heat pump system that exceeds code-required ventilation per the 2015 International Mechanical Code and ASHRAE Standard 62.1 2016; provides acceptable indoor comfort, including mechanical cooling; meets all requirements of the 2015 International Mechanical Code; and provides efficient operation resulting in the lowest life-cycle cost. In order to select the best system out of three potential systems, the district employed

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360 Energy Engineers to look at solutions from a clean slate. Geothermal heat pumps, hybrid water-source heat pumps, and four-pipe hydronic were analyzed quantitatively, accounting for all important factors such as annual maintenance and energy cost as well as first cost to provide a solid overall picture of the cost of owning and operating each system. Additionally, qualitative aspects for each system were considered to arrive at the system that would best serve Custer County School District.

The replacement of the HVAC system will also necessitate removing and abating piping materials containing asbestos, which is currently a health hazard.

LIFE SAFETY SOLUTIONS:

Building interior and exterior renovations will be performed to address the life safety needs that directly impact the safe use of the building by both staff and the public. These improvements will bring the building up to 2015 International Building Code, including current NFPA fire and life safety Codes, greatly improving the safety of building occupants in the case of an emergency. Fire and life safety codes were referenced to identify noncompliant aspects of the building and formulate the solutions recommended below:

A. The doors that swing open into the path of egress in the 1953 elementary hallway will be removed and new fire-rated doors will be inset into the classrooms to ensure that they do not interfere with egress. This work will involve significant architectural modifications, including modifying doors and adjacent finishes.

B. The small elementary school gymnasium lacks the proper egress exits. The two west doors will be replaced with egress compliant doors per the 2015 International Building Code (IBC). These additional egress exits will make the gymnasium compliant with the 2015 IBC.

C. The electrical generator will be replaced. A functional unit will ensure proper operation of life safety loads such as egress lighting in the elementary and middle schools.

D. The exterior doors in the 1953 and 1974 buildings will be replaced with wider doors that meet the egress requirements of 2015 IBC. This will ensure safe exiting of the building in the case of an emergency.

E. A new fire sprinkler system will be installed in the middle school that provides full coverage and meets 2015 IBC. This will greatly improve occupant safety and potential damage in the event of a fire in this area of the building.

F. A code-compliant and addressable fire alarm system will be installed in the Vocational and Agriculture building. This system will be integrated into the high school's modern system so that the precise location of a smoke or fire event is immediately known to emergency personnel, greatly improving safety and minimizing potential damage.

G. A proper storage and containment area will be constructed to safely store welding gases in the Vocational and Agriculture Building per 2015 IBC. This will provide lower risk of harm and damage in the event of a tank failure or accident.

ACCESSIBILITY SOLUTIONS:

The project would perform needed modifications to the buildings to make them compliant with the Americans with Disabilities Act and accessible to all persons. The following improvements will be performed:

A. Non-ADA compliant interior and exterior doors – generally due to being too narrow to accommodate a wheelchair – will be replaced with proper width doors having proper hardware so that handicapped persons can more easily enter and exit the building.

B. Restrooms in the elementary and middle schools will be completely renovated so that they are ADA compliant.

C. ADA signage will be added throughout the building for the visually impaired.

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D. A stair wheelchair lift will be installed to provide access to the wrestling room.

SECURITY SOLUTIONS:

The project would perform needed modifications to the buildings to improve building security. The following improvements will be performed:

A. Electronic access controls will be installed on all exterior doors that will allow authorized personnel to enter the building as well as remote control access from the main office.

B. Additional video surveillance will be added to the main building to provide full coverage of the building's exterior.

C. The existing main high school office area and Social Studies classroom will be redesigned and switch places and a new main entrance vestibule will be constructed to require building visitors to enter into the new main front office. The new entrance will provide necessary security for the building, making it simpler for parents, students, and guests to safely enter and exit the school. During times when students arrive at school, the main doors would be open and monitored to allow students to freely enter the building. At all other times, the main doors would be locked, forcing visitors into the office.

D. Add a voice over IP (VOIP) phone system with announcement capabilities.

TECHNOLOGY SOLUTIONS:

The proposed project would update the school's electrical distribution system to meet current demands as well as reduce the possibility of electrical fires. The following improvements will be performed:

A. The elementary school's electrical distribution system would be expanded and additional receptacles would be added to elementary classrooms. . All work will meet the 2014 National Electric Code.

B. Additional panelboards will be installed to add welding station circuits and reduce the load on existing circuits. All work will meet the 2014 National Electric Code.

C. The middle school's science fume hood and exhaust system will be replaced. The new fume hood and its operation will meet OSHA Part 1910.1450 and NFPA 54 requirements.

OVERCROWDING SOLUTIONS:

The proposed project will expand and renovate the principal's office to provide adequate space and storage. All work will meet the 2015 International Building Codes.

BUILDING INFRASTRUCTURE SOLUTIONS:

The proposed project will address failing, unsafe, and inefficient building systems and components that are critical in the support of the educational programs.

A. Failing sanitary sewer and domestic piping in the 1953 and 1974 building areas will be replaced.

B. Code-required cleanouts will be added to sanitary sewer piping to maintain the system and comply with the 2015 International Plumbing Code.

C. The 1974 middle school addition's failing roof will be replaced with a durable, 20 years+ TPO or modified bituminous system. The thermal performance of this system will exceed 2015 International Energy Conservation Code.

D. The leaking section of the high school roof will be replaced and properly flashed to prevent ice damming per SMACNA Architectural Sheet Metal Manual.

E. The 31-year-old roof on the Vocational and Agriculture Building will be replaced with a standing-seam metal roof that

BEST FY2017-18 GRANT APPLICATION SUMMARIES

meets SMACNA Architectural Sheet Metal Manual and the 2015 International Energy Conservation Code.

F. Windows in the 2002 high school addition will be removed, structural support will be added above the window opening, and the windows will be reinstalled. This will properly support the wall above the windows and protect the windows from imminent damage.

How Urgent is this Project?

Custer County Schools does not have the financial capacity to address their long list of building needs without assistance. In the event that this project is not awarded, many of this much needed work simply will not get done. Rather, the district will continue to perform reactive repairs and piece-meal projects that address only the most severe safety and security needs, while much of the buildings' infrastructure continue to deteriorate. The urgency of each major deficiency is described below.

HEALTH: Poor Indoor Air Quality in the Elementary School

Providing acceptable indoor air quality and ventilation is essential in minimizing illness. Although this need is qualitative in nature, this is a high priority for Custer County Schools and is planned to be addressed over the summer of 2018. If this part of the project is not awarded, the installation of a new HVAC system would be significantly delayed, and the health of the building's occupants could suffer.

HEALTH: Asbestos Abatement

Given the health hazards, asbestos removal is well overdue. If the project is awarded, asbestos is planned to be abated prior to the HVAC renovation project in the summer of 2018. If this part of the project is not awarded, the asbestos would remain in the building and continue to pose a significant health risk to the building's occupants.

SAFETY & ACCESSIBILITY: Non-Compliant Egress Pathways and Doors in the Elementary and Middle Schools

Renovating this area for the purpose of providing code-compliant egress is well overdue. If the project is awarded, this will be done in conjunction with the HVAC project over the summer of 2018 to take advantage of synergies between the two projects. If this part of the project is not awarded, then the implementation of this project would not occur in the foreseeable future, and the concerns of safe exit of the building in case of an emergency will remain.

SAFETY & ACCESSIBILITY: Replace Life-Safety Electrical Generator

This system has already failed and is critical to the safety of building occupants, therefore, it will be replaced as soon as funds are available. If this part of the project is not awarded, then the buildings' occupants will continue to be at significant risk in the event of a power outage because they may not have enough light to safely exit the building until the district can raise the funds to replace the generator.

SAFETY & ACCESSIBILITY: Non-Code Compliant Fire Sprinkler System in the Middle School

Given the life safety implications, this system should have been upgraded years ago. In the even the project is awarded, this work is planned for the summer of 2018 given the synergies between this project and the HVAC renovation. If this part of the project is not awarded, this project will be significantly delayed, and then the building will be more likely to suffer from catastrophic damage or loss of life in the event of a fire emergency.

SAFETY & ACCESSIBILITY: Lack of Addressable Fire Alarm System in the Vocational and Agriculture Building

This project is critical to ensure the safety and minimize damage in the event of a fire. If the project is awarded, this will be completed as soon as the funds are available. If this part of the project is not awarded, the district will look for alternative funding sources. Until then, it will be more difficult for firefighters to locate the precise location of smoke and flames in the event of a fire emergency. The lack of precision in locating these fire events makes it more likely that the building could suffer from catastrophic fire damage.

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SAFETY & ACCESSIBILITY: Safe Storage of Welding Gases

The safety implications of this project make it urgent. In the event that funds are awarded, this project will be completed as soon as funds are available because the current storage system is non-code compliant in addition to being very dangerous. If this part of the project is not awarded, the district will look for alternative funding sources. Until then, students and staff in the welding shop may continue to be at increased risk from exploding flammable gasses.

SAFETY & ACCESSIBILITY: ADA Improvements

Renovating these area for the purpose of providing ADA accessibility is well overdue. If the project is awarded, this will be done in conjunction with the HVAC project over the summer of 2018 to take advantage of synergies between the two projects. If this part of the project is not awarded, ADA these non-compliant areas will remain non-accessible for the foreseeable future.

SECURITY: Construction of New Secured Building Front Entrance

Given the security implications, this project is a high priority and needs to be done as soon as possible. If the project is awarded, this will be done over the summer of 2018 along with the other major renovations. If this part of the project is not awarded, this project will not be completed in the foreseeable future. Meanwhile, the building will not be completely secured from unwanted intruders.

SECURITY: Access Controls on Exterior Doors

Given the security implications, this project is a high priority and needs to be done as soon as possible. If the project is awarded, this project will be done as soon as funds are available. If this part of the project is not awarded, the district will look for alternative funding sources. Until then, the building will not be completely secured from unwanted intruders.

SECURITY: Video Surveillance

Given the security implications, this project is a high priority and needs to be done as soon as possible. If the project is awarded, this project will be done as soon as funds are available considering the present risk. If this part of the project is not awarded, the district will look for alternative funding sources. Until then, the building will not be completely secured from unwanted intruders.

SECURITY: Lockable Interior Classroom Door Hardware

This project will be done prior to the January 1st, 2018 mandate. If this part of the project is not awarded, the district will look for alternative funding sources to complete the project by the mandated date.

TECHNOLOGY: Add Electrical Receptacles in Elementary Classrooms

This is a high priority due to these spaces' inability to support the current educational programs. If the project is awarded, this project will be done over the summer of 2018 along with the other major renovations. If this part of the project is not awarded, the implementation of this project will be significantly delayed for the foreseeable future. The elementary classrooms will remain at an increased risk to experience electrical fires since power strips are used excessively and current receptacles are often overloaded.

TECHNOLOGY: Replace Middle School Science Fume Hood

This project should be done as soon as possible to support the middle school Science program. If this part of the project is not completed, the program will continue to lack a needed fume hood due to higher priority projects taking precedence.

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OVERCROWDING: Expand Elementary School Principal's Office

In the event that the project is awarded, this project will be done over the summer of 2018 along with the other major renovations. If this part of the project is not awarded, then the elementary school principal will continue to have limited space to work and to meet with students and their families.

BUILDING INFRASTRUCTURE: Geothermal HVAC System Installation in Elementary, Middle School, High School and Vocational and Agriculture Building

Given the comfort issues, reliability of these current HVAC systems, and excessive energy consumption, this project is a very high priority. If the project is awarded, this will be done over the summer of 2018 along with the other major renovations. If this part of the project is not awarded, students, administrators, and staff will continue to be uncomfortable when they occupy the building until the funds can be acquired to perform this work. The district will also explore a less-comprehensive, less-efficient alternative to get by for the foreseeable future.

BUILDING INFRASTRUCTURE: Sanitary Sewer Code Improvements

This project is overdue due. If the project is awarded, this will be done over the summer of 2018 along with the other major renovations. If this part of the project is not awarded, then the sanitary sewer system will remain non-code-compliant due to higher priority projects taking precedence.

BUILDING INFRASTRUCTURE: Middle School and Vocational and Agriculture Roof Replacements

These roofs are at the end of their expected useful lives and show significant signs of failure. If the project is awarded, this will be done over the summer of 2018 along with the other major renovations. If this part of the project is not awarded, these projects may be delayed for the foreseeable future, leaving the risk of water leaks and building damage.

BUILDING INFRASTRUCTURE: Adding Lintel Support to High School Windows

This project is urgent to avoid further damage to windows. If the project is awarded, it will be done over the summer of 2018 along with the other major renovations. If this part of the project is not awarded, this damaging structural issue will remain due to higher priority projects taking precedence.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The district will update the facilities major maintenance plan every five (5) years so that students and staff perform better in an environment that is appropriate for a high quality educational experience – orderly, clean and safe. The updated plan will focus on access controls, HVAC systems, electrical systems, on-going energy management, fire and intrusion alarms systems, floor coverings, plumbing, roof conditions and repair, as well as hot water and kitchen components. In addition, we will also establish and implement a grounds management plan that maintains the full extent of the school's property on a routine and preventative basis.

Prevention will become a major component of the maintenance operations and will include routine inspections and the corresponding corrective actions. Expectations for routine and predictive maintenance will also become a part of the district's maintenance operation department.

The district will also continue to update its security and technology plan on an annual basis as those areas within the district continue to evolve and change as new systems emerge to aid in keeping the school building secure and the district's technology current.

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In the past, the district has budgeted substantial dollar for capital budget projects – most of which fall into the climate (HVAC), safety, plumbing, and building envelope categories. The district has always had a capital reserve projects budget which addressed all of the above categories. The budget has ebbed and flowed with available resources from year to year. The following is the budgeted contribution to capital projects going back five (5) year:

2012-2013: \$95,500
2013-2014: \$135,000
2014-2015: \$153,500
2015-2016: \$100,822
2016-2017: \$110,960

Examples of capital projects during these years include:

1. Room Air Conditioning Technology: \$10,000
2. Preschool Building and Remodeling Expense: \$32,000
3. Secure Door Project: \$4,885
4. Energy Savings Lighting Project: \$205,000

The district will include a capital renewal budget estimated at a minimum of \$100 per student per year to replace the project (and/or major components) at the end of its useful life. The US Department of Energy issued a report which states, “system life (for ground source systems) is estimated at 25 years for the inside components and 50+ years for the ground loop.” Funds will be set aside to handle the biggest expense of the geothermal project which is the main circulating pumps. Custer County schools realizes the sizable investment in the BEST projects proposed and ensures that it will do its best to not only maintain, but be proactive, in addressing its facilities needs well into the future.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Custer County Schools consist of a single contiguous facility that houses kindergarten through high school and a detached Vocational and Agriculture Building that is adjacent to the main building. The original elementary area of the building was built in 1953. This area's construction is a typical mid-century school building with small classroom spaces, no ventilation to support occupant health, ineffective comfort control, asbestos containing materials, nonexistent security and access controls, and, essentially, no life safety and accessibility features, which are required by today's standards.

The middle school area was added to the elementary school in 1974 and was constructed to conform to the standards at that time. Since it has been 42 years since the building's construction, it does not comply with many of today's standards and its deficiencies could be hazardous to those who occupy the building. In its current state, this building has numerous life safety and accessibility issues, the heating system is failing and very inefficient, the sanitary plumbing is not code compliant, asbestos is present in some of the building materials, and security and access controls are nonexistent. In addition to these facility concerns, the classrooms themselves are also out-of-date. These classrooms are too small and they have too few electrical receptacles to accommodate current program needs.

All of the aforementioned issues for the 1953 and 1974 constructions - plus many more related to aging systems and deferred maintenance - still exist in the building today. Therefore, major renovations are required in order to ensure that the building is healthy and safe for its occupants.

The current high school was added to the building in 2002. This building's construction reflects more modern practices in terms of space layout, life safety, accessibility, ventilation and occupant health, and security; however, several glaring issues have existed since the building was built. The most notable deficiency is that the masonry above the windows lacks support in the form of lintels, which are either steel or masonry bond beams that support the block above. This deficiency has caused severe separation of the block above the windows and excessive stress on the windows below. Apart from these problems caused by the absence of lintels, the presence of efflorescence on the exterior block suggests that water is entering the building through the roof. This is most likely caused by improper flashing and joint sealant, and it can lead to more serious

BEST FY2017-18 GRANT APPLICATION SUMMARIES

structural and health issues if it is not properly addressed. On a final note, the building is plagued with excessive utility costs due to utilizing high-cost electricity to heat spaces in the cold mountain climate.

The high school gymnasium was added onto the high school in 2005 and is generally in good condition. The only concern with this space is that the wrestling room is not currently ADA accessible.

The Vocational and Agriculture Building is a metal building that consists of the original 1986 facility as well as a major addition to that facility in 1996. The building is in good condition structurally; however, there are concerns related to the building's fire alarms, electrical capacity, and HVAC systems. The fire alarm system is a safety concern because it is not an addressable fire alarm system, meaning that it does not have the capability to pinpoint and communicate the exact location of a fire or smoke event to emergency responders. The electrical capacity in this building is also a concern because it is undersized for the current welding program, which leads to frequent breaker trips and power outages. Finally, the building was not built with sufficient room for the building's propane tank so it is unsafely located next to the building and lot line. This issue, combined with the condition and effectiveness of the current HVAC system, necessitates the replacement of the HVAC system with one that utilizes a different heating fuel.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

Custer County School District has made many needed building improvements to keep up with its educational and extracurricular needs. Major projects have included renovating some of the older areas of the building and building new facilities to replace aging and deficient facilities. A chronological history of these capital improvements is outlined below.

1953 - The original elementary school was constructed.

1974 - The middle school addition was built to add classroom space. The central heating plant and electrical service installed in this facility was used to feed and replace antiquated system in the 1953 construction.

1986 - The Vocational and Agriculture Building was constructed to add a vocation trades program.

1988 - The 1974 middle school building was renovated and several classrooms were added. The electrical distribution system - including wiring and panelboards - was replaced during this renovation.

1996 - The Vocational and Agriculture Building was expanded to add more classroom and administrative space.

2002 - The high school addition was constructed to replace the old high school. This project also renewed the roof on the 1953 construction.

2006 - The high school gymnasium was constructed to supplement the existing gym and accommodate larger athletic events.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Several local options have been investigated to address the school's facility needs. Excellence in Education, a non-profit education foundation which operates under the umbrella of the Wet Mountain Valley Community Foundation (WMVCF), is currently providing financial support to the district. This foundation is committed to ensuring that "all children have the opportunity to receive an excellent education at Custer County School". Recent funding from this foundation has included a variety of projects mainly centered around educational programming, but has also impacted our facility through donations of funds targeted toward upgrading technology and technology infrastructure, specialized furniture, and contributions toward keeping our schools secure through the "Secure the Door" campaign.

A recent new addition to the non-profit enterprises of the Wet Mountain Valley Community Foundation is ELF – the Education Legacy Fund whose primary mission is that of "Supporting breakthrough educational endeavors in Custer County". This designated fund was established by a local family and will be under the control of the WMVCF. Funds from this source will be administered through an independent Grant Committee, which consists of five members, each with expertise in and a passion

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for education. The Education Legacy Fund has been formed to build a lasting legacy to supplement the school's needs over the long term. This new fund is in the process of raising capital for ventures including facilities (especially alternative energy sources such as geo-thermal or solar alternatives) and technology and may have a lasting impact on Custer County Schools as a whole.

How do you budget annually to address capital outlay needs in your district/charter?

The district will annually budget on a per pupil basis and will contribute a minimum of \$100 per pupil for purposes of creating our annual capital renewal reserve fund based on the October 1st FTE pupil counts. The budgeted amount will be transferred into the capital renewal fund by the end of each fiscal year beginning in the fiscal year after the construction and modifications have been completed.

Current Grant Request:	\$7,114,333.22	CDE Minimum Match %:	40
Current Applicant Match:	\$4,742,888.81	Actual Match % Provided:	40
Current Project Request:	\$11,857,222.03	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	2017 Bond Election	
Total of All Phases:	\$11,857,222.03	Escalation %:	6
Affected Sq Ft:	111,162	Construction Contingency %:	10
Affected Pupils:	393	Owner Contingency %:	1.5
Cost Per Sq Ft:	\$106.67	Historical Register?	No
Soft Costs Per Sq Ft:	\$13.37	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$93.30	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$30,171	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	283	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	347	Bonded Debt Approved:	
Assessed Valuation:	\$99,495,040	Year(s) Bond Approved:	
PPAV:	\$286,729	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$718,975	Year(s) Bond Failed:	
Median Household Income:	\$31,627	Outstanding Bonded Debt:	\$3,515,000
Free Reduced Lunch %:	50.70%	Total Bond Capacity:	\$19,899,008
Existing Bond Mill Levy:	3.800	Bond Capacity Remaining:	\$16,384,008

RANCHO BENDITO



Custer County Board of Education
Custer County, Colorado

23 January, 2017

I have lived in the Wet Valley for twelve years and have enjoyed being involved with the school over the years. I have been a tutor, mentor, guest lecturer and have tried to keep myself abreast of school activities that would benefit from my life experiences. For over forty years I was an architect working with large complicated building types. Prior to my retirement in 2004, I was for twenty five years partner and principal in charge of production of the largest architectural firm in Denver, Fentress Bradburn Architects. Some of our better known projects in Denver included Jefferson County Government Center, The Colorado Convention Center and the Denver International Airport main terminal.

While involved with the school, it became very apparent to me that the facilities of the school, most particularly the HVAC systems, were in immediate need of repair and upgrade to more efficient equipment. I became a member of the Facilities Committee and began to urge the school administration to select an independent mechanical and electrical engineering firm to make a thorough investigation of the school's HVAC and electrical systems. The administration broadened that scope to include other board interests, most notably security systems. After soliciting proposals from several interested firms, the school board selected 360 Energy Engineers, who produced a report on 7 November, 2016.

I have read the report and am pleased with the result. They performed exactly the type of investigation that I felt the school board needed to make informed decisions that will affect the school's long term viability and proper use of public funds. The report contains options and alternative solutions to some systems, but does give suggestions and recommendations. I believe strongly that their recommendations are correct and based on sound engineering (most notable, the use of geo-thermal as a heat source).

I would urge you to begin the implementation of these recommendations as soon as possible. I realize this involves public hearings and the expenditure of public funds. That's where your leadership is required for the benefit of our children, present and future.

Jim Bradburn, FAIA (retired)

• **Facilities Impacted by this Grant Application** •

Delta County 50(J) - Delta MS Addition/ Renovation - Delta MS – 2004*

School Name: Delta MS

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	65,828
Replacement Value:	\$17,190,415
Condition Budget:	\$4,936,028
Total FCI:	28.71%
Energy Budget:	\$0
Suitability Budget:	\$1,477,800
Total RSLI:	15%
Total CFI:	37.3%
Condition Score: (60%)	2.98
Energy Score: (0%)	3.65
Suitability Score: (40%)	4.35
School Score:	3.53



Delta County 50(J) - Delta MS Addition/ Renovation – Perf Arts-Opps School – 1920*

School Name: Perf Arts-Opp Sch/Applied Learn/Backpack

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	79,511
Replacement Value:	\$28,208,808
Condition Budget:	\$3,753,583
Total FCI:	13.31%
Energy Budget:	\$0
Suitability Budget:	\$7,099,300
Total RSLI:	29%
Total CFI:	38.5%
Condition Score: (60%)	3.47
Energy Score: (0%)	0.74
Suitability Score: (40%)	2.36
School Score:	3.03



*2009 Assessment Data

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: DELTA COUNTY 50(J)

County: DELTA

Project Title: Delta MS Addition/ Renovation

Applicant Previous BEST Grant(s): 3

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: This project was a short listed project for the FY2016-17 Grant

Project Type:

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input checked="" type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Delta County is a small, rural district located 200 miles west of Denver. Delta County School District 50J (DCSD) includes over 1,157 sq. miles of primarily mining and agricultural-based populations. Our county includes Delta, Paonia, Hotchkiss, Cedaredge and Crawford. DCSD provides bus transportation, travelling over 2,300 miles daily with 46 buses, making transportation crucial for our district. DCSD joined with Gunnison, Montrose and Mesa County to service students that geographically are closer to our small towns, highlighting the importance of each community to the western slope. Delta has two elementary schools, one middle school, one high school and one alternative school for high school students, servicing some Mesa County students as well. Hotchkiss offers a K-8 education and Hotchkiss HS services Montrose County students in addition to Delta County students. Paonia has one elementary school and a 7/12 school, servicing Delta and Gunnison County students. Crawford has an elementary school that also serves Montrose County students. Cedaredge has an elementary, middle and high school.

DCSD sponsors a charter school, providing facilities at each community. Delta County is also home to Delta Montrose Technical College, a public institution governed by the DCSD Board of Education. The primary location for this college is in Delta with additional classroom space in the town of Paonia. It is designated by the Colorado State Board for Community Colleges and Occupational Education as the agent for postsecondary vocational training in Western Colorado. The service areas include Delta, Gunnison, Hinsdale, Montrose, Ouray and San Miguel counties.

The geography of Delta County and its five communities creates challenges in our common goals. The Delta community includes 48% of our student population, allowing for more educational opportunities in that community. Our goal is to balance the needs of all communities and create the best possible solutions for all. With decreasing population in the Paonia and Hotchkiss communities, our biggest challenge is servicing the needs of the Delta area without creating anguish in the other schools. DCSD created and maintains the working document of our Master Facility Plan (MFP). In 2001 DCSD contracted with Architect, Michael Jacoby to create a district-wide facility plan. This MFP (a working document) evaluated the entire district and each facility providing a guide to help us address facility deficiencies.

We address our MFP improvements and continue to improve and maintain facilities with our major projects of Garnet Mesa Elementary (addition completed in 2007) and Cedaredge Elementary (completed 2012). Our board continues to commit funding for projects such as our roof maintenance schedule, fire alarm replacements, high efficient boiler and hot water heater upgrades, ventilation systems, intercom/phone systems/security systems. DCSD is innovative in using house employees to perform facility mechanical upgrades, carpeting, mechanical controls, and smaller renovations, making maintenance affordable for the district.

The condition of Delta Middle School has reached a critical point, dictating this project's completion. We have held community meetings over the past three years, seeking support of a bond for this project. Although there is community consensus that we are in dire need of this project, county officials, leaders of the community and DCSD board feel the local economy cannot support any increase in taxes to our already stressed businesses which commit to 29% of their assessed valuation (AV) and 29% of their personal property (AV). Property owner residents pay 8% of assessed property value. Our largest employers have been the coal mines and the railroad. These past two years extensive coal mine layoffs has caused the

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reduction of all services by community businesses, ranging from mine-related businesses to hydraulics, electricians, janitorial supplies to car dealers, grocery stores, and restaurants.

Deficiencies Associated with this Project:

6th Grade 14,850 s.f. Building (to be demolished)

Construction Date: 1964

CDE's FY 2009-2010 Parston Assessment rates this building as a 77.9% FCI

The south building selected for demolition is made up of core classrooms for 6th grade students and computer labs 6-8.

Building Safety and Security

This building does not have a secure check-in point for visitors. The administration area is 253 feet from the building. Because students come in and out of the building to attend classes, the doors remain unlocked. Consequently, the doors to the main building must also remain unlocked to allow for student traffic, compromising safety in both buildings. Because this 6th grade building is isolated from the main campus, security concerns are insurmountable. 6th grade students taking band classes must travel to the music room across the campus for a distance of 680 feet, increasing their exposure to outside elements, including weather and unauthorized visitors. To attend their physical education class, students travel 496 feet to the gymnasium through the potentially dangerous elements of an unsecured site. All students are again required to exit the building for lunch, travelling 566 feet to the cafeteria. Concerning as well, is the fact that the classrooms in this building lack adequate door hardware, making it impossible to guarantee student safety in a building that is unsecurable. Should any safety issue occur ranging from an uncontrollable student to an intruder, an administrator will have to travel through 356 feet and through multiple doors to access the building to provide assistance. That is assuming that the teacher can easily access her telephone to contact the administration office.

Fire Life Safety

The antiquated fire alarm system consists of only pull stations. Even though it has been connected to the existing main building system, it is non-addressable; therefore, it is impossible to determine the location from which the pull station is activated. The building was constructed with a non-rated interior corridor, creating an unprotected evacuation path for the students to exit the building. Although some alterations have been completed throughout the years to the fire alarm system, all wires are stapled to the ceiling and are exposed. Through experience, children have disrupted these low voltage wires, causing our system to be inoperable and requiring repair. The use of multiple lock cylinders, renders first responders unable to use keys, exacerbating emergency situations. Lastly, this building does not have a fire sprinkler system.

Electrical

The electrical distribution system in this building is outdated. The number of existing circuits in the classrooms are far fewer than it is required in today's buildings. In this facility, only one circuit provides power to three classrooms, which is inadequate. The program requires surge protect cord to run on the floor creating trip hazards. The breakers in the electrical panels have been discontinued for years and are not de-rated; therefore, they do not trip as required, causing potential fire danger. Also, due to the age of the building, the electrical wiring does not include ground wires, increasing the possibility of injury.

Building Structure

The building structure is slab on grade, post and beam construction with the ceilings mounted directly to the 2x10 ceiling joists. The exterior walls are CMU block infills with no insulation. The ceilings are hard lid, mounted at 7.6 feet above the floor, making any renovation financially strenuous. The roof was designed with a totally flat framing structure with inadequate live and dead load engineering. Several times throughout the year, maintenance staff is required to remove ice and water that is built up on the roof. This is an ongoing safety concern for us. Because this building is designed slab on grade, it does not lend itself to reasonable renovation requirements. The restrooms in the facility are inadequate in size for proper toilet partition configuration, and do not meet ADA requirements. Our wheelchair-bound students in this building are required to exit the building and use the facilities in the main building approximately 200 feet away.

Severe Weather

We have 500 students housed in five separate buildings, these students are required to brave the elements multiple times throughout the day. They trample through snow, skate on ice, and muddle through drainage as they travel to the different buildings. In fact, less than a week ago, in our weather conditions, our principal slipped and fell, dislocating her shoulder and breaking her elbow. Although she was instructed not to multitask while traveling through buildings, the multiple buildings she is required to manage, limits the time she has throughout the day to perform her duties as required. Her fall is not a rare occurrence at this campus and is not limited to administrators.

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Education

The failing building directly affects student achievement. This building does not provide adequate airflow and high CO levels occur often, causing students to become tired throughout the day. The variation in temperature caused by an antiquated heating system causes a differential temperature with a range of 20 degrees. During the warmer months, the temperature in classrooms exceeds 90 degrees. Even in the winter months, classroom temperatures rise due to the lack of ventilation, causing temperatures to vary dramatically. As mentioned, students travel multiple times throughout the day, this also affects student achievement. Middle school students are easily distracted and difficult to direct to stay focused and on task. Yet, this campus requires students to travel large distances creating an increased gap in instructional time. Equally alarming is the impact that the isolation of the building creates for teachers, whose success hinges a great deal on collaboration with colleagues.

Technology

Over the years, we have installed Cat5 wiring to this building. Due to the structure construction, all wiring is surface-mounted, a network distribution rack has been placed in one of the classrooms with multiple feeds running to every classroom. This rack has coolant fans that cause a distraction to students, furthermore, it creates additional heat in the classroom. The lack of electrical outlets to power technology needs has caused staff to use expensive long-cord surge protectors to power the computers they need to support their application-based technology. These cords lay on the floor causing potential tripping hazards for students and staff as well as the potential loss of data when cords are inadvertently unplugged.

Energy Performance

The building has typical issues of a building this age. Little consideration was taken during that era for building efficiency and air quality. The boiler system is an atmospheric boiler installed in 1964 at an 80% efficient rate at sea level. At our high altitude, the de-rating puts this boiler at 60% efficiency. Again, no fresh air system was provided in this construction. The windows in this building are single pane glass, non insulated, drafty and many are inoperable, the ones that do operate have latch problems and if careful consideration is not done when latching they are left unlocked. The exterior walls have no insulation, and the foundation is uninsulated, causing cold temperatures to transfer into the floor. Students that sit by these walls can feel the cold in the winter months. The building lighting is not energy efficient and provides poor quality lighting causing students difficulty.

Mechanical

The building selected for demolition does not have a mechanical fresh air distribution system or air conditioning. Ventilation is currently provided by opening a single window in the classroom, propping the classroom door opened, and placing a wedge in the exterior doors at the end of the hallway. Although this practice is not standard procedure, the reality is that staff suffers unbearable conditions. The existing boiler system is original and it is an atmospheric boiler from 1964. The efficiency of this boiler is 80% at sea level. Due to the elevation of this site, this boiler must be derated down to an efficiency level of less than 62%. Although the system may not pose a health and safety threat, there is a high probability of failure due to deteriorated distribution lines, which is a safety issue for the building. The hot water heating system is distributed through outdated wall pack units located in each room that are original, and no parts are available for repairs. Over the years we have fabricated motor mounts, had machine shops create shafts and fabricated linkage to keep these units functioning. In 2010 Delta County School District replaced 15 boilers in other buildings throughout the district in four separate communities. The system in this building was not a candidate for boiler upgrades due to the deteriorated distribution system. The boiler replacement project performed throughout the district was funded with capital construction dollars.

Plumbing

The building domestic water distribution system is under the concrete slab with galvanized piping which has reduced flow due to hard water scaling and the buildup of rust inside the pipe. This material causes low flow, flush valve, and faucets malfunctions. Although the domestic hot water heater has been updated several times, and galvanized pipe has been repaired in the boiler room over the years, replacing the pipe would require exposed pipe or cut slab to route new lines throughout the building. The sanitary sewer lines are of equally defective. The exterior clay tile lines have been replaced, but the deteriorated steel pipe under the slab has issues as well. This deterioration creates slow drains, causing waste backups; paper deposits in the drains are snagged in the pipe, requiring reaming of the system several times a year. This health hazard is unacceptable and must be corrected.

Cafeteria Structure

Construction Date: 1965

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CDE's FY 2009-2010 Parston Assessment rates this building as a 61.3% FCI

Building Safety and Security

This building does not have a secure check-in point for visitors. The administration is located in the main building, which is 294 feet from the cafeteria. Because students come in and out of the building to eat, the doors remain unlocked. This cafeteria is isolated from the main campus, therefore, security issues are of great concern. In early morning drop off, students attend this building for the breakfast program. Some students are required to cross between buses, some walk through the parent and staff parking area, and some students dangerously walk from the parent drop off zone, crossing through the bus lane and the teacher parking area to get to the cafeteria for breakfast. This procedure is such an extremely sensitive issue to the school district that all staff is required to monitor student traffic during drop off time. In addition, this building offers no surveillance security. Lastly, the lack of communication systems poses a threat to our students, as the only device is located inside the kitchen.

Fire Life Safety

The fire life safety system that is connected to the BELA Preschool building is limited due to its original design. This system has no detection method, it is non-addressable, and is not adequate for fire life safety. The pull stations in the cafeteria do not activate the middle school alarm system. No smoke detection system is available in the cafeteria.

Electrical

The electrical distribution system is also inadequate and outdated. Here again, the breakers themselves are discontinued and do not provide proper trip safety measures. The circuits that are in the kitchen have been updated with surface mount wiring, but adequate power requirements are not met, causing breakers to trip. This existing branch circuits that have not been updated were not wired with a ground wire, which in turn increases the possibility of injury.

Building Structure

This metal building structure is post and beam construction with exterior uninsulated CMU block walls. Two walls are infills, constructed with a window-wall system that provides no insulation with single pane glass. These walls are extremely uncomfortable for students to sit against during the winter or summer months. The roof insulation is minimal, making the temperature in this building practically impossible to control. Lastly, the restrooms in the this building are inadequate in size, and lack ADA compliance, here again, requiring wheelchair-bound students to brave the elements to use an adequate restroom.

Severe Weather

The cafeteria, being a separate building, requires all students to trample through the snow, skate through the ice and muddle through the drainage to get to this facility. This includes early mornings amid bus traffic and mid day during lunch. Mud is tracked into this facility, making this floor impossible to maintain.

Education

Due to the location of this building and the temperature control issues, the square footage is not used to its potential for educational purposes.

Technology

No networking is available in this building.

Energy Performance

The building has typical issues of a building this age. Little consideration was taken during the 1960s for building efficiency and air quality. This building is no exception, it lacks wall insulation, ceiling insulation, window insulation, it has no fresh air distribution system, and the lighting is inefficient and inadequate.

Mechanical

The heating unit itself has been replaced in recent years, but the distribution ductwork is underneath the slab. This metal ductwork has deteriorated causing air quality and moisture issues in the ductwork. To replace this ductwork will require cutting the slab around the perimeter and into the mechanical room by the kitchen. The kitchen exhaust system is rusted and nearly inoperable. In 1965, construction code did not require makeup units for this high exhaust kitchen hood system. Therefore, when the exhaust system is activated, staff is required to open doors and windows in the kitchen to provide the makeup air needed for the fans to run properly. The structural framing of this building is not adequate enough to support a makeup air unit mounted on the roof.

Plumbing

The building's domestic water distribution system was originally located under the slabs in the CMU walls. This galvanized piping has hard water scaling and the buildup of rust inside of the pipe. The hot water system has been replaced with surface-mounted copper piping due to the flow restrictions of the existing pipe. The cold water system is still restricted. The bottom

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side of the sewer piping has deteriorated throughout this building. Although we have replaced the main line coming into the kitchen restroom, the rest of the lines remain in poor condition. Equally concerning, the grease trap for this building is basically non-existent, causing clogging issues and sewer backup into the kitchen while exposing the kitchen to dangerous bacteria.

Site Safety Issues

The site safety is of significant importance of this grant application, the parking lot, parent drop-off/pick up and bus drop off/pick up conditions are extremely challenging (Please review the sketches provided that highlight these areas). The existing conditions dangerously place pedestrians, bus traffic, parent drop off and staff parking in the same area at the same time. We have installed fences and required teachers to be on duty to control walkways and make these conditions as safe as possible. Throughout the day students must cross the campus to attend class with no real way to control access to the buildings. Staff is as watchful as possible of student traffic. Adverse weather conditions make this transition even more difficult. Students must travel outside the building in subzero weather, snow, rain, and wind to attend classes. This transition in the winter months creates an additional time requirement to transfer classes.

Student Traffic Flow

Students must travel across campus several times per day to attend their required classes and to eat at the cafeteria. The time involved in this transition period affects the instructional time provided in the day. Every day students are placed at risk traveling in an unsecured area as they transfer from building to building.

Stormwater Management

The gravel parking area is flat and does not have adequate drainage. No storm water system has ever been installed, creating snow and ice buildup on uneven surfaces. Without designated pathways, it is difficult for staff to provide ice-melt to locations where students travel. The water drains down the bus loop through the curb and gutter system. The student pathway takes students through this river when they exit the bus, go to the cafeteria, gymnasium or music rooms.

Exterior Lighting

No exterior lighting exists in the gravel parking area, bus loop, parent drop off/pick up area or gymnasium, causing staff to walk to their cars in the dark in the winter months, when they get to work and when they go home. Early sports practice also magnifies this problem with parents dropping off students so they can practice in the gymnasium prior to school. Teachers are arriving to work at this same time, adding to an already perilous situation. Concerning as well, is that students may be traveling to the cafeteria for breakfast during this time.

The music rooms for the middle school students are located in the BELA Preschool building, the furthest point from the main building. The safety issues are communication with the main building, administrative supervision, and unsupervised open access. The location creates a challenge, requiring music students to travel outside through the parking lot. Consider the student that is confined to a wheelchair transporting himself to and from class every day, also consider that four of those months offer extreme winter conditions. By providing these rooms in the new addition, students will not have to cross the campus to attend music class. On a side note, our BELA Preschool program will be able to utilize this space for The Backpack Program. The Backpack Program is a unique free, home-based preschool program that helps support parents in their role as their child's first and most important teacher by providing backpack boxes every month to use at home with their child. This move will free up a space on the main level of BELA for an additional classroom. In fact, this grant affects the students of Delta Middle School as well as the early childhood program for the entire district.

The Gymnasium. Even though our proposal does not include the replacement of the gymnasium, there are serious deficiencies that need to be addressed. First, the lights are heavy high pressure sodium with inadequate supports. The electrical circuit wire needs to be replaced due to the age of the cloth wire. Second, the restrooms are not ADA compliant, we have special needs students that must travel to the main building to use the restroom. Third, the doors into the gym facility are wood with metal frames that are deteriorated, making the doors' latch difficult to secure. Lastly, the ramp into the Gymnasium is non-compliant and the sidewall has been pinned back to the slab to stabilize the ramp. Although this ramp is used by wheelchair-bound students, some require assistance due to its steep slope. In 2015 the exterior windows were replaced in the gymnasium with double thermally broke, high efficiency windows; this project was performed with our capital construction money. This year, one of the scheduled capital construction projects is the roof shingle replacement at the gym,

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we will be replacing the roof with district capital construction funds on June of 2017.

As listed above all of the areas reviewed have major health and safety issues that exceed our ability to correct on the current funding schedule.

Proposed Solution to Address the Deficiencies Stated Above:

The plan submitted has been reviewed by our consultants with extensive research done on the traffic flow and patterns around the Delta Middle School Site. We have received input from our local police department, city officials, district officials, parents, and students. Clearly, the issues of the facility are a potential threat to the entire school staff, city officials and parents as well as students. Delta County School has committed to capital improvement at this site, this year the gym and a portion of the BELA Preschool Roof is to be replaced, and the mechanical controls at the Main Middle School are being updated due to software on they system, this upgrade will then allow for the proposed addition to connect to the existing building. Both of these project are on this site and are scheduled to be completed prior to this grant application. These project are our capital improvement project list and funded through our capital fund.

The proposal includes the demolition of the existing 6th grade building and cafeteria, relocation of the bus loop so that it does not penetrate through the center of the site, separating the parent drop off/pick up from student traffic. The proposal also includes the construction of six regular classrooms, two special education rooms and a band/choral room. Additionally, we would construct a media center for computers and assessment, as well as a new cafeteria and kitchen.

Building Security Solution

The new site is designed to create a designated, secure entry point to the campus. The main entrance point will be moved so that it is accessed from 8th Street, which will help the traffic flow of Grand Avenue (a major street that runs north & south). Steady, controlled flow will assist in preventing stopped traffic on a major road. Once entering the site, the road will split, creating a single, one-way lane into the parent drop off/pick up. The path will then continue through the site in a counterclockwise motion, and will end on 9th Street to the east. This relocation will move all traffic away from bus and pedestrian traffic. A right-turn-only sign will guide the exit traffic off the site. This lane is a conversion of the existing bus loop that runs through the site and separates the cafeteria from the gym and music room. The new site ensures that students will no longer have to cross a bus lane from the parking lot or parent drop off/pick up area. The proposed bus loop will be constructed on the west side of the campus. This loop will be extended so that the exit of the loop creates a four-way stop at the intersection of 9th and Grand. No longer will vehicles or buses travel dangerously in front of the gym or through the site. The demolition of the cafeteria will eliminate students from congregating in the parking lot at breakfast and lunch. A courtyard will be constructed in front of the gymnasium, creating a gathering space that is located in a secure, fenced area. This area will have benches and shade structures for students to gather during breaks; parents and teams will also be able to gather in this area during events.

The construction of the classroom and cafeteria wing will include additional music rooms on the east side. Children will no longer be required to exit and travel outside and across campus in an unsecure environment. The addition also provides the solution to the communication problems throughout the campus. The single intercom system will allow for easy contact between students and staff. The fire alarm system update will make all facilities safer. Emergency responders will be able to identify the area in which the alarm is located, using the panel found in the main entry of the building.

The installation of secure entry doors, auto open, and remote locking components on the main building and the gymnasium will allow authorized office personnel to lock the facility with a touch of a button. Likewise, the security monitors on the fire exit doors will allow administration to know when that door is tampered with. To provide additional secured areas, the courtyard in front of the gymnasium will include locking gates, and privacy fencing will provide a secure courtyard for transitioning students. This design allows us to utilize the existing gymnasium.

With the construction of the classroom and cafeteria building, we will remove the risk of unsafe water supply caused by the deteriorating galvanized pipes. Another risk factor we will be eliminating is the existence of carbon monoxide in poorly ventilated areas. Inadequate airflow causes fatigue in students due to the carbon monoxide in the air. In 2007, after the construction of Garnet Mesa Elementary School, the scores for the 3rd Grade CSP/TSAP showed an increase in performance by 44% in just that first year. That achievement went up an additional 13% the following year. Increase airflow and comfort in a school makes a difference in academic growth (See attached Garnet Mesa Elementary School 3rd Grade CSAP DATA).

The proposed addition also takes into consideration the computer testing areas and computer rooms that today's schools require. The design team for this 1964 facility could not have anticipated the mandates for public education today. The proposed computer labs will be constructed to meet the standards and requirements of today's buildings (reference Energy Star Facility type K12 Schools). This project will utilize the standards for Energy Star and update the technology equipment to

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save energy consumption by the devices. Additionally, new technology will also help in reducing the cool requirement. Meeting the needs of all our students is our priority. Specially-equipped restrooms and special education classrooms are of great impact in today's school. Over the last few years the number of special needs students has increased 10% in our district. The new building will be designed with a severe needs restroom facility and special education classrooms; the current facility forces special needs students to utilize a classroom that is not designed with their needs in mind.

The proposed replacement of the cafeteria will provide many of the same solutions in the facility itself, addressing air quality issues, sewage clog problems and energy conservation.

The Gymnasium. The existing gym is not going to be replaced. The lights will be upgraded for energy efficiency with LED fixtures and new branch circuits. A unisex ADA restroom will be installed. The doors and jambs into the gym will be replaced. The gym will be included in the security locking system with the use of a remote-locking system. The fire alarm system, intercom and phone systems will be extended to include the gym. This will create a central fire alarm system that connects all the buildings located on this site. The area between the gymnasium and the main building will become a secured courtyard with fencing around to the main building.

Pedestrian and vehicular traffic safety

The site plan relocates the bus traffic to the west end of the property with student drop off/pick up running into the property from the north and exiting on the east. The engineering firm, Austin Civil Group has provided us with a plan that illustrates this proposed relocation. Additionally, we have been working with the city of Delta over the past several years on developing additional safety measures, including the use of reduced speed signs, the installation of four-way stops, and the relocation of crosswalks to address safety issues. The proposed relocation ensures that students are protected from incoming and outgoing traffic. Parents will have a single road access into the student drop off/pick up area and will no longer cross student paths to the building. A walkway in front of the preschool building will also assist in student safety for children walking to school. Pedestrians will no longer walk behind parents that are dropping off preschool children at the BELA school. The realigned parking area will separate the walkway from parking area. In effect, the site-work of this project affects students of the BELA Preschool (278 students), Head Start program (68 students), students of the Delta Academy of Applied Learning (22 students) Backpack program (450 students) and the Delta Middle School students of almost 500. The proposed plan creates a safer environment for 1,318 students on this city block.

Security

The Administrative office will be centrally located in the center of the academic wing of the facility. Exterior doors will be sensor monitored to help authorized personnel keep track of exterior door usage. The exterior doors will be equipped with security cameras to show unlawful entry or exit. A signal will be transmitted to the office if a door is opened or even propped. Additionally, an intercom system will be installed throughout the complex, and the gymnasium occupants will be able to have communication with administration in the main building. The gymnasium will also have the capability to be locked down should an emergency arise.

Fire Management

The entire site will provide access for firefighting equipment; new fire hydrants will be placed at the exterior to be within a reasonable reach for defense. A single fire alarm system with addressable locations will notify staff and firefighters of the locations of the incident. In addition, fire doors will automatically close and safely contain the smoke and damage to quadrants. This new system will notify the BELA Preschool of an alarm in the middle school building, keeping staff safely informed of emergencies.

Building Structure

The new building will be designed with adequate live or dead load requirements; the low maintenance exterior shell will provide long term existence with high efficiency standards. The roof system will have adequate drains installed to ensure a safe exit flow from the building to the stormwater drain system. This system is included in our estimate. We are proposing the use of high efficiency glass that will bring natural daylight into the building.

Mechanical Systems

High efficient heating, ventilation and air conditioning will be provided with CO detection systems for air quality. The system will include an integrated building management system that not only provides efficiency but is designed with user friendly technology for sustainability. The system is a Variable Refrigerant Flow (VRF) system with high efficient and flexible cooling and heating. The VRF zoning systems consistently perform at higher efficiency levels than traditional systems. These systems will reduce our natural gas consumption by as much as 48% while lowering electric consumption in cooling months by as much as 33%. An added benefit is that the music rooms and the cafeteria addition will provide cooling, whereas the buildings

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to be demolished had uncontrollable heating issues and no cooling whatsoever.

How Urgent is this Project?

The condition of the multiple deteriorating buildings, along with the site layout, poses a catastrophic threat to our students and staff. Although Delta County School District has made every effort available to provide a safe environment for our students, the risks the site poses are overwhelming. One issue we have found in site development is the limited funding available to address specific needs. Adequate funding is rarely available to address all the crucial student safety needs of the site.

Site and building security demands in today's school are critical factors to consider, but the use of multiple buildings with motor vehicle traffic in and around students' migration paths cannot be acceptable. Unfortunately, the time to offer our students a safer environment has never been more prevalent than today.

Both buildings selected for demolition share similar deficiencies. The existing life safety systems of the buildings is antiquated and is no longer available. These systems are a board or a component away from being inadequate at best. The cost to update one system with our long term plan to address all safety issues is not practical or fiscally responsible when taking into consideration the entire scope of the project submitted for evaluation. It is imperative that we provide our staff with a working communication system, the absence of which is of serious concern. Prioritizing areas of concern, however, is nearly impossible, knowing that the building poses a significant threat to our students and staff.

As mentioned, the mechanical, waste, and plumbing systems are in such deteriorated state that a failure is inevitable. Both buildings lack ADA compliant restrooms, and have roof systems that require constant maintenance. In fact, a new roof is required, but in 2013 we were forced to again coat the roof, which is delaminating today. The boiler system circulator pumps were replaced in 2014, at this time the system was flushed, restrictions and pipe decay were documented. The electrical distribution systems in these buildings are inadequate for the current electrical usage and the outdated breakers do not trip at the proper amperage.

The urgent need for this grant today is that if we cannot come up with the funding for this project, we will be forced to renovate the existing buildings with district funding. We will have a functional building with extreme site safety issues still as our top priority. Having multiple entrances, unsupervised students walking across roads and through open parking lots to attend class and lunch is not the solution. We require an immediate and permanent solution to ensure that student learning takes place in a healthy, safe environment.

The Sewer system of both of these building is failing, last year we were required to spend over \$10,000 on sewer line repairs for the expired cafeteria, time is running out. The roof system on the 6th grade building is damaged- the replacement of the roof coating does not address the damage to the structure itself this project can not be delayed.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

THE STANDARDS ARE BEING USED

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The Delta County School District has a planned program for the maintenance and operation of the school facilities. This comprehensive plan for the maintenance of buildings, grounds, and equipment is designed to provide for the optimum safety and comfort of the occupants. Equally important, this plan is also designed to guarantee maximum efficiency of each building and equipment, and to minimize the need for major repairs or replacements.

The characteristics of this maintenance plan are predicated primarily on prevention, which allows for optimal plant capabilities. It also provides for a more deliberate approach to funding the maintenance and operations sections of the budget.

Objectives of Maintenance

The primary objective of the maintenance program is to have optimal building operations with a vigilant eye on proper conservation of energy and manpower. Corrective maintenance and preventive maintenance during the 40-year life expectancy of the building will be performed to prevent future cost and/or shutdowns. Our objectives include the following.

1. To provide buildings which function at optimal efficiency.
2. To maintain the buildings and grounds and fixed equipment in such a manner as to eliminate or reduce to acceptable levels, fires, accidents, and safety hazards.

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3. To provide continuous use of facilities without disruptions to the educational program.
4. To protect public property by planned, scheduled, and repair maintenance.
5. To conserve energy by ensuring that the maximum results are obtained with a minimal expenditure of energy. An award system is in place for schools that conserve electricity.
6. To provide a maintenance program which will produce the maximum amount of maintenance for the dollars expended.
7. To be vigilant in all facility inspections.

Certification:

Boiler and pressure vessel certification is performed annually by our insurance carrier. The Colorado Pressure Vessel also performs unscheduled, on-site audits to ensure that we maintain a safe environment in compliance with major regulatory requirements.

Environmental matters that relate to indoor air quality, water quality, and other environmental safeguards are managed by the Director of School Facilities, specific maintenance workers, and when needed, independent testing laboratories. When questions regarding environmental issues are presented, the appropriate maintenance workers and/or appropriate testing laboratories are contacted to perform and to subsequently monitor issues that may emanate from specific schools. Reports and findings are returned to the schools and corrective measures are taken.

Delta County Joint School District annual budget for the proposed Delta Middle Complex

Maintenance: \$16,500

Custodian Supplies: \$20,500

Grounds: \$5,900

Inspections: \$1000

Kitchen Maintenance: \$1,900

Delta County Capital Fund consists of a \$300 per student allocation to the District General Capital Construction Fund - 2015/16 total 4978 students \$1,493,400. This fund is allocated to major projects throughout the district. Included in the attachments are the capital projects funded in the past two years: 2015-16: \$1,891,377 and 2014-15: \$1,728,009. As agreed in the documents provided, Delta County School will commit \$100 per student out of this fund for the project.

Delta County School District is committed to the maintenance and upkeep of our facilities.

Today's buildings are constructed differently than they were years ago. In the 1980s and prior, those building systems were relatively simple. Boilers were atmospheric with very little controls, the water was heated and distributed throughout the building with a constant water flow and some type of thermostat that controlled the space. Air quality monitoring was restricted to outside areas, excluding the off gasses in the building. The only source of fresh air was an open window.

The lighting system consisted of ballast and a bulb with a switch at the door. These systems would last a long time with very little money to keep them running. Times have changed and so have maintenance requirements. We installed a high efficiency boiler in 2010 which was one of the top PK boilers with an MV board. This board has been replaced at least two times on every boiler, the boards have changed; the technology since 2010 is far more advanced than it was just seven years ago.

These boilers are soon to be obsolete simply because controls are obsolete. The boiler controls installed into a 2012 building at one facility required update this past year. The new software update required a larger JACE, and in 2015 a \$10,000 update was performed. With regards to the lighting system, years ago we could buy \$13.50 ballasts and fix a light, now we purchase a \$143.00 dimmable DOLI ballast; not that I want to bring up the controls to this monster. New technology includes daylight sensors, computer operating systems and such. Consider how often computers need to be upgraded. Technology updates are a huge factor in today's buildings. No longer are roofs the big deal. Saving for these items is relatively easy, we know an EPDM roof lasts 20-30 years. A heat pump, on the other hand, is a different story, life cycle analysis predict the heat pump to last 24 years.

We understand that maintaining building facilities is even more complex today than ever. Our staff is committed to the continued, effective maintenance of all our facilities. We also understand, however, that the funding needed to properly maintain facilities will continue to increase.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

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This facility was constructed new as a stand alone Junior High School

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

In 2004 Delta County School District constructed a 7th and 8th grade building next to this building. The Middle school was relocated from the Delta Center (1920 constructed High School). The 1920 constructed building went through a two year renovation for our BELA Preschool facility. The cafeteria building has had Heater, hot water heater, and south entry doors replaced. The 6th grade building has had multiple roof replacements throughout the years, lighting in the halls and main clay tile sewer line replace from the building to the sewer man hole.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

This project has been a priority for Delta County Joint School District since before the 2004 Bond election. Our efforts have included the following:

In 2000 a study was conducted by Jacoby to address the needs of the facilities throughout Delta County School District. This extensive study revealed numerous projects of equal or greater need. The bond consultant hired by the school district performed extensive polling, reaching the conclusion that our communities would not support a bond greater than \$25 million. Following the architect's study, which listed the highest priority projects and community needs, it was determined that we were unable to fund 100% of the Delta Middle School project. With the bond funds of the 2004 election, the 43,000 s.f. new 7th and 8th building was constructed, along with several other projects in other communities in the district. The intent was, and always has been, to replace the 6th grade building and the cafeteria.

In 2007 we hired the same consulting firm to assist in the development of phase two of the facilities' plan for the district. The plan would include the demolition of the 6th grade building and the cafeteria, and the addition to the existing 7th and 8th grade building. The bond would also include the Cedaredge Elementary School project, boiler and mechanical upgrades in all the high schools, and roofing projects throughout the district.

The school district conducted extensive marketing, spending over a year in community meetings developing a plan and presenting the concept to the community. But in November of 2008, this \$49.9 million bond was defeated, receiving just 39% of the votes.

In recent years our economy has suffered due to the closing of coal mines and natural gas wells. As a result, a bond election has not been feasible. The district has been forced to reduce staff by setting class-size guidelines, eliminating some elective classes, and discontinuing sports programs. All in an effort to save money in order to address facility needs.

Delta County School District is active is pursues all grant to assist in funding relief of our challenged school funding format this your our grant fund is successful in over \$2 million in relief.

Last year we approached the "BEST Board" for assistance with this project we were considered . We have accumulated \$4 million dollars for this project, last year we had \$3.4 million in the restricted account for this project. Even with this aggressive schedule it would take over 26 years to fund this project.

This project was selected as an alternate project, but due to the ever growing needs of Colorado schools, the BEST funding fell short. This year, out of our general fund, we are able to increase our match to four million dollars.

How do you budget annually to address capital outlay needs in your district/charter?

Delta County Schools facilities the distribution of capital funds referenced in Facilities Plan a working document, along with our Maintenance Standard Operating Procedures. This plan is reviewed and updated frequently, through site inspections, administration input and needs throughout the district.

Annually our school board policy commits \$300.00 per student for capital projects at a minimum this year the allocated fund is \$436.60. This committed funding is used throughout Delta County in our 13 school buildings and other facilities in our 5 communities.

Also funded is our operations general maintenance account, this fund is for general everyday operations and maintenance.

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Each have a line item is separated by task and school . Item include, Custodian supplies, Maintenance supplies, Kitchen repairs, Grounds, Inspections, Trash, water, electric and natural gas, Maintenance and custodian salaries and benefits. This allocation is budgeted based on average use. At the end of the fiscal year the balance of this fund is used for additional capital projects, or transportation bus fleet replacement.
 The allocation of capital funding on only spent on fixed capital assets. General maintenance funds are used for general replacement item.

Current Grant Request:	\$10,517,664.92	CDE Minimum Match %:	56
Current Applicant Match:	\$4,000,072.08	Actual Match % Provided:	27.553
Current Project Request:	\$14,517,737.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		Capital construction fund
Total of All Phases:	\$14,517,737.00	Escalation %:	6
Affected Sq Ft:	30,000	Construction Contingency %:	10
Affected Pupils:	496	Owner Contingency %:	6
Cost Per Sq Ft:	\$483.92	Historical Register?	No
Soft Costs Per Sq Ft:	\$98.73	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$385.19	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$29,270	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	60	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	4,713	Bonded Debt Approved:	
Assessed Valuation:	\$383,729,306	Year(s) Bond Approved:	
PPAV:	\$81,419	Bonded Debt Failed:	\$49,900,000
Unreserved Gen Fund 14-15:	\$6,176,300	Year(s) Bond Failed:	08
Median Household Income:	\$42,709	Outstanding Bonded Debt:	\$14,520,000
Free Reduced Lunch %:	56.10%	Total Bond Capacity:	\$76,745,861
Existing Bond Mill Levy:	4.700	Bond Capacity Remaining:	\$62,225,861

Division of Capital Construction

BEST School District and BOCES Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant's waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as possible by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents, or other relevant documentation to support the responses provided.

For questions 4-11

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your school district.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district or BOCES.

A 56% match on a \$14.5 million project is \$8.13 million The requested 27.5% match results in a \$4.0 million match. If the District had to borrow the additional \$4.13 million it would cost approximately \$300,000 per year on a 20- year COP.

There are many needs in the District in addition to this building project. We do not have to come up with the full 56% match, we have needs can be addressed. The greatest impact on the classroom is teacher retention. These funds would allow the District to address salary issues for our teachers. Teacher retention has become an issue because the two districts that adjoin us are able to pay three to five thousand dollars more per position. We have been losing quality staff to those districts. We must try to become more competitive with the salaries we pay.

The availability of those additional funds could also allow the District to continue to fund updates to our textbooks. In

FY 15-16 the District updated our math program. The cost was \$400,000 and it took two years to save the funds. In FY 16-17 we have begun saving to update our K-10 Science program and texts. The estimated cost is \$500,000. We have \$250,000 in the budget for this right now. The plan is for Social Studies updates to follow. Many of these textbooks are older than the students using them.

There are also physical needs in the buildings that need to be addressed. These include updating roofs, IT servers and switch gear, classroom technology and the Wi-Fi network also need constant improvements.

The District also needs to begin to address security weaknesses at a number of our school sites. Times have changed even in rural Colorado and uncontrolled access to our buildings is no longer acceptable.

The list of other possibilities for the funds is lengthy and would include route buses. We have 46 bus routes. Our newest route buses are 2004 models. We are purchasing one new route bus this year. They are nearly \$100,000 each. We purchased one last year, and must replace two this year.

Other areas that need improvements are: carpeting, classroom lighting, furniture, library materials, band instruments and more.

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district or BOCES.

The only way for the District to come up with the additional \$4.13 million in match referenced in question one is to borrow the funds. The estimated \$300,000 annual payment for 20 years would limit the District's ability to address the many needs described in question number 1.

The sixth grade and cafeteria buildings needs to be replaced. There are not enough funds to do that and to keep addressing the other needs within the District without a reduction in the match requirement.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants, or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

The District participates in quarterly meeting of the local municipalities, the county and the local hospital and other special districts. This project has been presented to this group seeking any assistance possible. All entities are willing to offer a letter of support, but no financial help at this time. All taxing entities in Delta County are still being negatively impacted by the collapse of the coal industry. The sharp decline in severance taxes and mineral leasing payments has been particularly hard on municipal budgets.

The City of Delta (where the project is located) has a revenue stream that is limited to sales tax and fees. They do not have a property tax. They do not have the ability to contribute to this project.

The District has also been active in seeking out grants to help offset costs in other areas in order to save funds for this project. Grants include a GOCO grant for outdoor education, a counselor corps grant which allowed us to hire 8 school counselors this school year, an early literacy grant for two of our elementary schools, a Colorado Community Resource grant to help connect families in need with resources, grants to help build our high school Advanced Placement program, Health and Wellness planning, MTSS and many others.



4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

In 2013, the assessed valuation of the District was \$432,857,229. In 2017 the assessed valuation is \$383,729,306. A decline of nearly \$50 million. We anticipate this trend to continue for a couple more years due to the structure of the property tax system in Colorado. Most of this decline is in the commercial/industrial sector related to coal mining. District enrollment has also declined during this time frame. Though our ratio remains above the median, it does not reflect the ability to pass a bond issue.

5. The district’s median household income relative to the statewide average – The higher the median household income, the higher the match.

The newest data estimates from the State and Federal Government concerning household income are for the year 2015. The state median for 2015 was \$66,596 and the county median was \$42,452. There were more mining layoffs and layoffs in mining support industries after 2015 that will continue to impact these numbers in a negative fashion.

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch, the higher the match.

We do not know what the statewide average is, so comparison is difficult. We can see the impact of the mine layoffs in our free and reduced numbers. In the 12-13 school year, the percentage of Free and Reduced lunch eligible students was 36%. As the mine layoffs hit, that number has increased to 61 % in the October '16 count. We also feel that there are a number of our eligible families who have not applied because of pride. The other factor is that few high school students apply. We feel the true number may closer to 70% of our students eligible for free and reduced lunch.

7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had, the lower the match.

The District had a failed bond issue of \$49.9 million in 2008. The local economy has been in a deep recession for years as a result of the collapse of the coal industry and the decline of the natural gas industry. The School Board has not felt that any additional attempts would pass until the economy stabilizes and starts recovering.

The demographics of the District also add to the difficulty of passing a bond issue. According to the state demographer’s estimates for 2016 nearly 40% of the population is over the age of 55 and 25% of households are retirees.

The last successful mill levy elections in the county were for a fire district and a recreation district nearly 15 years ago. All other increases since then have failed. In 2016, the Town of Crawford and the Ambulance District both asked for mill levy increases. Both failed.

The School District’s General Fund mill levy of 22.656 and the bond fund levy of 4.9 mills represents 50% of the average property tax levy in the District.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

The District Bond levy this year is 4.9 mills. A poor economy makes the chance of the electorate approving a new bond issue extreme unlikely. An aging demographic also contributes to this. In 1990 the median age of the county was 40.9. In 2017 the median age is estimated to be 47.7. Senior citizens on fixed income do not tend to vote favorably for



increased taxation. Because of this, the district has been forced to use certificates of participation to fund or to provide the match for needed projects. This practice relies on General Fund dollars rather than the dedicated stream of a bond issue.

9. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

The 20% test of assessed valuation results in \$76.7 million of bonding capacity. The District has \$13.6 million in outstanding GO bonds. The assessed valuation numbers are skewed with the value of the operating mine, the idle mine and the railroad spur accounting for nearly 30% of the assessed valuation of the District. With more of the tax burden shifting to the homeowners and small business owners, a successful bond election becomes even less likely. The changing Gallagher numbers also do not help as more mills would be required to raise the necessary funds for a bond issue.

10. The school district's unreserved fund balance as it relates to their overall budget.

The unassigned fund balance as reported in the June 30, 2016 audit was \$2,771,620. The District has a committed fund balance of \$3,500,000 for the match for this project. The Board also intends to commit an additional \$500,000 to the project in the 17-18 budget.

The District transfers \$300 per student to the capital budget annually and some additional transfers for specific needs such as buses. On average capital represents 8% of the overall budget. This year, on a per pupil basis Delta Middle School would receive \$125,000 of capital funding.

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

We feel that this is the most favorable time to complete this project. The economic opportunity for completion of this project in the future are reduced by several factors: **1.** The projection for state revenues is flat at best due to increased Medicaid costs, Tabor refunds and Gallagher complications. If the project is delayed any further, the Board may be forced to use the funds committed to this project to meet other capital needs such as school buses and building security improvements. **2.** The costs of the project will continue to rise in the future. Our ability to pay those increased costs is not rising. **3.** While District-wide enrollment is declining, enrollment in Delta is more stable and does not offer the possibility of moving students to another location and closing this building.



• Facilities Impacted by this Grant Application •

Colorado High School - Colorado HS Safety & Security Renovation - Colorado HS - 1915

District:	Auditor - Denver County 1
School Name:	Colorado HS Charter
Gross Area (SF):	11,780
Number of Buildings:	1
Replacement Value:	\$2,507,610
Condition Budget:	\$1,316,698
Total FCI:	0.53
Adequacy Index:	0.63



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Applicant Name: COLORADO HIGH SCHOOL

County: DENVER

Project Title: Colorado HS Safety & Security Renovation

Applicant Previous BEST Grant(s): 0

Has this project been previously applied for and not funded? No

If Yes, please explain why: NA

Project Type:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

The mission of Colorado High School Charter is to transform alternative education by igniting the potential within each of the diverse young people we serve. CHSC ensures students' personal and academic growth by creating tailored curricula, a supportive school environment, and community partnerships. We empower our students to succeed in life and positively contribute to their families and communities by offering them the freedom and resources to pursue a post-secondary path aligned with their individual goals. Colorado High School Charter serves young people who have not found success in traditional settings, many have dropped out or been kicked out of their previous schools. We serve Denver's most vulnerable youth: single parents, victims of bullying, harassment, and/or abuse, participants in the juvenile justice system, and survivors of trauma in all its forms including mental, physical and sexual abuse. Over 80% of our students qualify for free and reduced lunch. On average, students arrive at CHSC 3-5 grade levels behind in both reading and math. Over 40% of our student population are English Language Learners and/or require special education services. Students come to CHSC seeking a safe space away from their often unpredictable home lives, many travelling over an hour on public transportation to attend. CHSC helps young people develop and sustain feelings of self-acceptance and self worth; to develop and support the talent and skills of each individual; and to build and support skills needed for twenty-first century work and post-secondary environments. Academic curriculum is aligned to the common core standards and relevant to the lives of the young people we serve. Students are provided with a diverse array of academic opportunities in the classroom, through community partnerships, and concurrent enrollment. We enroll new students every six weeks in order to provide multiple entry points to support our young people's changing life circumstances in and outside of school.

CHSC is the longest standing Charter school authorized through Denver Public Schools, sustaining a successful partnership for over 20 years. We are currently the highest performing Alternative Education Campus in the district as measured by the School Performance Framework (SPF). 100% of graduating seniors have been accepted into a post secondary option of choice for six consecutive years. Student achievement data on the ACT and NWEA MAPS tests are among the highest for Alt Ed Campuses in the district. Student engagement data has remained consistent over the past five years, averaging 86% attendance and under 10% truancy. We are extremely proud of our success and are working diligently to sustain and continue to improve our practices.

Our building location is perfectly situated in the La Alma-Lincoln Park Neighborhood, providing immediate access to partnerships with community agencies such as the La Alma Recreation Center, Denver Housing Authority, Osage Cafe Culinary Academy, Art Street, Youth On Record, and Emily Griffith. The La Alma-Lincoln Park neighborhood is a mixed use, urban community with parks, several health services, an arts and culture district, proximity to downtown and public transportation. The neighborhood provides homes, jobs and services for a wide variety of ages, lifestyles, economic circumstances, ethnic groups, and family types. Much of the the housing is low-income. We currently own the 1st floor of our building and the 2nd and 3rd floor tenants are other community-based and private agencies or individuals.

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As part of our strategic long term plan we recognize that while there are immense strengths in our central community location, we must improve our building's physical safety and security so that we can continue to provide our young people with a safe and secure space to maximize learning, personal growth, and positive community involvement.

Deficiencies Associated with this Project:

La Alma Lincoln Park is an ideal location for Colorado High School students for the following reasons:

Currently, approximately ½ of our students live in or in close proximity to the La Alma Lincoln Park Neighborhood

Access to multiple RTD bus and light rail stations provides students travelling from different areas of the city and beyond to access the school

Access to strong community partnerships that expand our educational and post secondary readiness opportunities: Students have access to the following community resources: Physical Education classes at La Alma Lincoln Park Recreation Center across the street; social justice focused music classes at Youth on Record located one block away; Career-oriented art classes at Art Street located one block away; Career preparation classes at Osage Cafe Culinary Academy located one block away; Technical Certification and Degree Programs at Emily Griffith Opportunity Technical College located next door; Accrue college credits at the Auraria Campus schools including CCD, UCD and MSU.

Students have access to rich cultural and health services: The neighborhood is home to the Santa Fe Arts District, the Colorado Ballet, Lincoln Park, Sunken Gardens Park, the Denver Health hospital complex, cultural facilities, a major grocery store, and provides easy access to Denver's theater district, museum district, and major sports and concert venues.

Blueprint Denver 2002 of the City & County of Denver designated this neighborhood as an area of change, resulting in fresh perspectives bringing together residents of the past, and a new generation of businesses, homeowners and renters. More recently, La Alma/Lincoln Park received a "Best Neighborhood Award," in 2014 from the American Planning Association specifically praising the neighborhood's ability to unite and overcome some of the highest poverty and crime rates experienced in the country during the 70s and 80s, its strong ties to a Hispanic and Latino cultural heritage, a thriving Santa Fe arts district, and forward looking transit-oriented planning.

The strengths of our location make clear the reasoning for us to remain in this neighborhood and to work to address several health, safety, security and technology concerns:

Unwanted intruders have easy access into our building, a direct threat to the safety and security of students and staff on a daily basis.

The following incidents highlight the threats to the health, safety and security of CHSC students and staff:

In the 2016-2017 school year we had a student who was part of a witness protection program. We had to move this student's academic plan homebound due to imminent threats to her safety and our inability to secure school entrances.

In May of 2016 a staff member saved someone's life at Lincoln Park. The staff member identified a person lying on the ground, immobile. The staff member performed CPR on the individual until paramedics arrived on the scene. The individual had overdosed on heroine, but survived.

In December 2016 when a staff member exited the building they reported witnessing an individual (non student) shooting heroin on school grounds.

Throughout the 2016-2017 school year CHSC received 6 orders from Denver Police Department or Denver Public School's Safety and Security to go on Lockouts due to police activity in the immediate neighborhood.

In January 2017 after Parent Teacher Conferences concluded and the principal exited the building at approximately 6:00PM, a man standing against the back entrance wall startled and asked the Principal to call an ambulance. The man was overdosing on heroine.

In February 2017 a staff member reported an individual she had a restraining order against circling the school in his car.

Our neighborhood crime reports highlight safety concerns: The La-Alma Lincoln Park Neighborhood is location to a high

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volume of drug related activity, including the distribution and usage of heroin. According to the "Crime in Lincoln Park Reported Offenses" police report, drug and narcotic violations increased by 33% from 2015-2016. Violent crimes are also a real concern. Aggravated assault offenses increased by 81% from 2015-2016, forcible sex offenses increased by 47% and weapon law offenses increased by 95%.

Our geographic location presents potential safety and security threats: we are bound by West Colfax Avenue on the north, 6th Avenue on the south, Cherry Creek on the east, and South Platte River on the west and access to multiple RTD bus and light rail stations creates a high volume of non school related individuals who have easy access to our neighborhood and school.

Our physical building presents several safety and security deficiencies:

Currently, anyone can enter the building. We share the building with several other community and private agencies and individuals. The north entrance to the building is a shared door that remains unlocked from 7:30AM-5:00PM. This door cannot be quickly locked in the case of a lockout or lockdown. In order to lock it we must contact the Condo Association who then automates the lock system, this process typically taking 10-15 minutes. Our south entrance remains unlocked from 7:30AM-3:45PM and is monitored by our Office Manager. We must manually lock and unlock this door.

Visitors can access the north wing lobby, hallway, and elevator/staircase used for the 2nd and 3rd floor free of any security measures.

Our building technology and security systems are outdated and unreliable:

We currently have 8 security cameras located in the hallways and main office of the school. There are no exterior, classroom, or stairwell cameras. The locations of the cameras provide a very limited site view with many blind spots. The system often crashes and we have to wait on our IT team to fix bugs, often taking over 24 hours.

One of our intercom systems does not work and we currently cannot use it.

The intercom system that we use is through the phone lines. This system does not reach every classroom or office. These school spaces cannot hear announcements made over the intercom and in the case of an emergency, require that a staff member walk to designated spaces in order to make important announcements.

Doors to offices and classrooms must be manually locked using a master key.

We have a motion detected alarm system set up in both the North and South Wings. Because the North wing is accessed by non school related personnel this alarm is often set off after school business hours. Because it is so frequently and inadvertently set off police no longer respond to the calls.

Our unique population is at a higher risk to participate in behaviors that are potential threats to their health and safety.

Because we often serve students who are over age and under credited AND students who have been flagged at traditional schools as needing extra supports and who are often true 9th graders, we have students ranging from ages 14 to 21.

Interactions between students of these different ages increases the likelihood of illegal sexual relationships and underage substance abuse.

Because many of our students have experienced trauma they require wraparound services that support their social/emotional development. More specifically, many students have difficulty managing their anger often resulting in physical conflicts.

Administrators and Support staff are not currently distributed evenly throughout the building creating areas of vulnerability if/when student conflict erupts or there is an all school crisis requiring immediate emergency protocols.

CHSC's interior design presents some deficiencies that impact student learning. Our lighting system is not energy efficient and potentially inhibits student performance in the classroom. Interior paint is old and dirty and there are various holes in walls in classrooms and hallways.

Proposed Solution to Address the Deficiencies Stated Above:

CHSC's proposed solution involves a detailed renovation plan that prioritizes the physical safety and security of the building. The plan includes an updated security and intercom system and an improved entrance and exit design with an emphasis on preventing unwanted intruders from accessing the building. The renovations will significantly improve CHSC's emergency preparedness plan and align with best practices in school safety readiness. The specific plans include the following:

Relocation of the main entrance at the South wing of the building to the North wing: The current south entrance will be redesigned to be an exit door and will remain locked to outside visitors. The new North wing entrance will require all visitors

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to buzz in through a locked interior door with secured access to the school. Non school visitors will be able to access the 2nd and 3rd floor offices via the elevator and staircase but will no longer be able to access the school. A wall will be installed that separates the elevator from the school so that visitors can only access the school through the front office. The front office will be secured through a counter, glass window, locked door, and wall. Our Office Manager will have clear site view of all visitors and require proper ID and verification prior to permitting access.

A state of the art key card security system will be installed so that staff members are able to gain access to the school and classrooms through a key card swipe. All classroom and office doors will be automatically locked and only permit entry through the key card system. The key card system will include an emergency button that automatically enables the school to go on an immediate lockout or lockdown with a touch of a button.

The intercom system will be replaced so that all spaces in the school receive and can make announcements and/or emergency announcements.

The security camera system will be updated so that there are interior and exterior cameras that capture all movement in and out of the building. This security camera system will be monitored during school hours by identified school personnel.

The new design and relocation of entrances creates vacancies in the building that must be filled. Because we are designing these vacant spaces to be classrooms we are able to designate a 9th/10th grade wing and an 11th/12th grade wing. These wings will separate students by age groups, assign teachers to teach classes with similar age ranges, and distribute our current administrators and support staff in order to provide coverage throughout the entire building. This renovation will alleviate the following safety concerns: 1) Students who are 14 will have very little contact with students who are up to 7 years older than them. 2) Administrators and support staff will be equally distributed between both wings of the building allowing us to more efficiently conduct emergency procedures such as lockouts, lockdowns and evacuations. Support staff will have a stronger presence throughout the building to support the high social/emotional needs of our students.

How Urgent is this Project?

A school is never able to fully predict when the next crisis or emergency will occur. It is imperative that schools spend time and resources developing a thorough emergency preparedness plan. As the highest performing Alternative Education Campus in the City of Denver more and more families are entrusting their children in the physical space of CHSC. The need, therefore, to improve the physical safety and security is immediate and must be completed by August 2017. The increase in drug activity, violent crime, and possession of illegal weapons in the La Alma-Lincoln Park Neighborhood are immediate potential threats to our student's safety. The ease of access through our North and South entrances makes everyone in the building vulnerable to an outside threat. Our students are travelling from their home neighborhoods because they believe they can find safety, security and academic success sometimes a two hour bus ride away. It is not enough that we offer exceptional academic and personal opportunities, we must also control as many variables as possible in order to secure our school building from outside threats.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

NA

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The school is part of a larger building complex. The building's HOA has its own reserves to cover shared building expenses such as: parking lot, roof, HVAC and structural repairs to the building. All general fund surpluses have been budgeted for the purchase, renovations and maintenance of our building space. Major maintenance costs such as roofing, structural repairs, HVAC, parking lot, and major electrical and plumbing are covered by the building's HOA. Monthly dues are budgeted annually.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Colorado High School Charter purchased Suite 100 in June 2014. At the time of purchase the wing had been a fully functioning high school since 1996. CHSC purchased the North wing, previously owned by CEDCO in June 2016. The CEDCO

BEST FY2017-18 GRANT APPLICATION SUMMARIES

space is approximately 2000 square feet and is in ideal condition to convert into a high school space. CHSC decided to purchase the CEDCO space when we learned that CEDCO was seeking alternative office locations. CHSC identified the purchase of the space as an opportunity to renovate the entire first floor of the building in order to increase the safety and security of our school. We recognized that if we owned the north end of the building we could have more control over visitors entering the building and minimize the opportunity for unwanted intruders to enter into the school.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

NA

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Use of our general fund reserves.

How do you budget annually to address capital outlay needs in your district/charter?

All general fund surpluses have been budgeted for the purchase and renovations of our building space. Major maintenance costs such as roofing, structural repairs, HVAC, parking lot, and major electrical and plumbing are covered by the building's HOA. Monthly dues are budgeted annually.

Current Grant Request:	\$408,110.42	CDE Minimum Match %:	57
Current Applicant Match:	\$540,983.58	Actual Match % Provided:	57
Current Project Request:	\$949,094.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	General Fund	
Total of All Phases:	\$949,094.00	Escalation %:	0
Affected Sq Ft:	10,300	Construction Contingency %:	10.5
Affected Pupils:	180	Owner Contingency %:	0
Cost Per Sq Ft:	\$92.15	Historical Register?	No
Soft Costs Per Sq Ft:	\$0.00	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$92.16	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$5,273	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	57	Who owns the Facility?	Charter School

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only): \$77,686.45

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

If applicant relocates we would look for another educational program to take over the space and pay rent.

Financial Data (School District Applicants Only)

District FTE Count:	Bonded Debt Approved:
Assessed Valuation:	Year(s) Bond Approved:
PPAV:	Bonded Debt Failed:
Unreserved Gen Fund 14-15:	Year(s) Bond Failed:
Median Household Income:	Outstanding Bonded Debt:

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Free Reduced Lunch %:

Total Bond Capacity:

Existing Bond Mill Levy:

Bond Capacity Remaining:

• **Facilities Impacted by this Grant Application** •

Atlas Preparatory School - MS Roof Replacement - Atlas Prep MS - 1975

District:	Auditor - Harrison 2
School Name:	Atlas Prep MS
Gross Area (SF):	52,039
Number of Buildings:	2
Replacement Value:	\$15,040,358
Condition Budget:	\$3,108,700
Total FCI:	0.21
Adequacy Index:	



BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: ATLAS PREPARATORY SCHOOL

County: EL PASO

Project Title: MS Roof Replacement

Applicant Previous BEST Grant(s): 0

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: Atlas applied for a 2015-16 BEST grant for the middle school roof and was approved for potential funding, but did not make the short list for funding.

Project Type:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Atlas Preparatory School opened with its first class of fifth graders in 2009. Since then, Atlas has annually added another class of students and this May will graduate its first class of scholars. Currently, Atlas serves over 900 students in the 5th through 12th grade that are 91% free and reduced lunch, 18% African-American, 12% Caucasian and 70% Hispanic. Atlas aims to retain these low-income students through graduation and provide a rigorous academic program and quality enrichment opportunities, which will sharpen their ability to think, understand and communicate. Our institution embraces self-fulfillment through education, character, and community so that, one day, thousands of our city's bright young minds can grow up to pursue their best self.

Over the years, as the student body has grown, so have the facilities to serve students. In 2009, we started with one 28,980 sq ft building. Since then, Atlas has acquired two additional facilities. A 26,000 sq ft building directly behind the original property (South Middle School building) was purchased and renovated in January 2012, and lastly, the 68,182 sq ft high school building was acquired and renovations began in December 2012.

Deficiencies Associated with this Project:

The South Middle School building is a pre-manufactured metal building with a low slope corrugated metal roof. The roof has been an ongoing maintenance issue and there are multiple leaks reported. About two years ago the school hired a roofer to strip in several seams on the roof which cost over a thousand dollars. The repairs worked for a short time but it did not take long for the leaks to reappear. As structural standing seam metal roofs age, the seals in the seams of the roof panels dry out and fail which results in ongoing leaks which are nearly impossible to remedy with maintenance alone. It is recommended to install a new roof over the existing metal roof.

Proposed Solution to Address the Deficiencies Stated Above:

Install a new roof over the existing corrugated metal roof. After consultation with a mechanical engineer and the concern for the structure to hold a new EPDM roof, it has been determined that a multiple coat elastomeric coating is the best and safest option for the building. The work will include the following:

1. Remove all abandoned equipment, patch all openings, strip penetrations and caulk exposed fasteners.
2. Thoroughly clean the roof then apply a multiple coat elastomeric coating to the entire roof.
4. Install new fully adhered EPDM flashings and sheet metal to the south parapet wall where there is existing EPDM.
5. Replace the existing gutter and downspout system.

The International Building Code, The State of Colorado and The Colorado Department of Education Guidelines will be adhered to in the design of the new roofing system.

How Urgent is this Project?

BEST FY2017-18 GRANT APPLICATION SUMMARIES

This project is urgent as the school has exhausted all of their maintenance options for this roof and the roof continues to leak which is a disruption to the learning environment. Based on the BEST Grant cycle timeline, the most realistic time frame for the application of the elastomeric coating is the end of summer 2017.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

How Does the Applicant Plan to Maintain the Project if it is Awarded?

At the project's completion, Atlas' Facility personnel will be trained by the roofing contractor to perform simple roof repairs, large roof repairs will be conducted by a competent roofing contractor. The roof will be methodically inspected on a yearly basis to determine deficiencies that need to be repaired. Atlas' Facility personnel will access the roof to remove debris from gutters and downspouts as well as and other areas on the roof. This will be performed at least two times a year.

The proposed roofing system should perform for about twenty years before the next coating application occurs. The estimated cost to reroof the school at that time will be about \$400,000 which amounts to \$20,000 a year from now until then. In order to prepare for this future capital expenditure, Atlas annually contributes \$55,000 into a capital reserve maintenance fund and allocates \$100,000 to a major renovations expense category in the annual budget. These funds grow over the years in preparation for anticipated capital expenses and major renovations.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Constructed in 1984, the property was previously used for another business and not for a public school facility. Therefore, the property was in an acceptable condition, but needed to be cosmetically renovated to properly accommodate for classroom, office and cafeteria spaces. We purchased the South Middle School property in 2011 and began renovations immediately. It became of functioning facility in July 2012. Atlas chose to do a remodel, rather than new build because the property's location was immediately behind our original middle school facility and the price was very affordable.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

The South Middle School property was purchased in Fall 2011. It was originally 6 independent store front units. Over the course of several months, the entire interior of the building was gutted, restructured and renovated in order to create 12 classrooms, 2 computer labs, 13 office spaces, 4 sets of bathrooms, a counseling center, staff lounge and a cafeteria space. The building now has the capacity to serve 280 students. Since the initial remodel, we have made not done any major renovations to the building. We have, however, paid a local roofing company to pour tar at certain locations on the roof to mitigate some of the holes and leaking issues.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Atlas continually seeks to fundraise additional funds annually to support general operating and facility needs. We have applied for capital funds to other foundations including Gates Family Foundation and Dakota Foundation to support facility projects.

How do you budget annually to address capital outlay needs in your district/charter?

The School budgets for capital outlay through an annual per pupil allocation of Charter School Capital Construction assistance funds. In addition, in accordance with bond covenants, the School is required to reserve an amount equal to one half of one percent of annual operating expenses in a restricted repairs and replacement fund, until an amount equal to two percent of operating expenditures is deposited. This restricted account is budgeted to be funded from annual per pupil funding.

Current Grant Request:	\$174,509.91	CDE Minimum Match %:	38
Current Applicant Match:	\$106,957.69	Actual Match % Provided:	38
Current Project Request:	\$281,467.60	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		Major Renovations fund and Matching Grant
Total of All Phases:	\$281,467.60	Escalation %:	5
Affected Sq Ft:	26,000	Construction Contingency %:	8
Affected Pupils:	500	Owner Contingency %:	5
Cost Per Sq Ft:	\$10.83	Historical Register?	No
Soft Costs Per Sq Ft:	\$0.66	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$10.17	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$563	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	52	Who owns the Facility?	Charter School
FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):			\$250,986.99

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

In March 2015, Atlas entered the bond market and issued a 30 year bond through BB&T Capital Markets that will mature in 2045. This financing method was pursued to ensure Atlas will be an enduring institution that will continue to serve the surrounding community for many years to come. Therefore, Atlas is committed to these properties indefinitely. However, if Atlas were to relocate, we would sell our current properties. If Atlas were to cease to exist, the properties would serve as collateral on our bonds, so they would be liquidated/sold and the proceeds would be distributed to investors.

Financial Data (School District Applicants Only)

District FTE Count:	Bonded Debt Approved:
Assessed Valuation:	Year(s) Bond Approved:
PPAV:	Bonded Debt Failed:
Unreserved Gen Fund 14-15:	Year(s) Bond Failed:
Median Household Income:	Outstanding Bonded Debt:
Free Reduced Lunch %:	Total Bond Capacity:
Existing Bond Mill Levy:	Bond Capacity Remaining:



SCHOOL DISTRICT TWO
HARRISON

*Character Through Diversity,
Challenge & Accomplishment*

February 21, 2017

BEST Grant Committee
Division of Public School Capital Construction Assistance
1580 Logan Street, Suite 310
Denver, CO 80203

Dear Members of the BEST Grant Committee,

I am writing to you on behalf of Harrison School District Two and as the authorizer for Atlas Preparatory School. As the Superintendent, I am acknowledging Atlas Preparatory School's 2016-17 BEST Grant application for a new middle school roof and I am writing to state the District is in support of the project.

All the best,



Dr. Andre Spencer
Superintendent
Harrison School District Two

• **Facilities Impacted by this Grant Application** •

Community Prep Charter School - HS Safety Upgrades - Elevator Systems - Community Prep Charter School – 1886*

School Name: Community Prep Charter School

Number of Buildings:	1
All or Portion built by WPA:	
Gross Area (SF):	26,188
Replacement Value:	\$7,608,392
Condition Budget:	\$5,152,328
Total FCI:	67.72%
Energy Budget:	\$0
Suitability Budget:	\$2,421,600
Total RSLI:	4%
Total CFI:	99.5%
Condition Score: (60%)	2.91
Energy Score: (0%)	0.63
Suitability Score: (40%)	3.54
School Score:	3.16



*2009 Assessment Data

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: COMMUNITY PREP CHARTER SCHOOL

County: EL PASO

Project Title: HS Safety Upgrades - Elevator Systems

Applicant Previous BEST Grant(s): 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | Safety -- Elevator Upgrade |

General Information About the District / School, and Information About the Affected Facilities:

Community Prep School (CPS) is a charter alternative education campus, authorized by Colorado Springs School District Eleven. Open July through May, CPS expects to serve approximately 410 students during the 2017 fiscal year ending June 30, 2017. CPS students range in age from 14-23, typically having enrolled in multiple high schools prior to attending CPS. CPS has created a niche for students who have tried/failed/dropped from school.

CPS's program engages students in a deliberate academic pathway that is aligned with the developmental education program at Pikes Peak Community College. In addition, CPS leverages arts education, vocational interests, entry-level employment, volunteer service, community learning projects, and and post-secondary concurrent enrollment to position its graduates for successful engagement in the adult world.

CPS is housed in the former Garfield Elementary building, built in 1886. The facility has been continuously maintained and upgraded and is in very good condition. Recent upgrades include a science laboratory, type III retail food establishment/culinary arts training facility, outdoor classroom, renovated art studio, music performance and recording studio, and a bicycle repair and renovation shop.

Deficiencies Associated with this Project:

CPS houses an 80 year-old pneumatic, 3-floor elevator. The elevator no longer stops evenly at the floor level. Many repair parts for the elevator are no longer available and both the maintenance provider and the inspector advise replacement of the main elevator control system as soon as possible. The maintenance provider services numerous similar elevators throughout the region and views this upgrade as a necessary, common procedure for elevators of this era.

Proposed Solution to Address the Deficiencies Stated Above:

CPS brought together a team of expert providers to evaluate the safety and function of our elevator system and to create a plan for all aspects of a complete renovation of the elevator controller system. All parties are working together and have the plan in place to upgrade the elevator system in a thirty day time frame.

How Urgent is this Project?

Community Prep School relies upon its elevator for accessibility and safety within the school environment. The elevator system has exceeded its useful life. Community Prep School has been advised that possibly the next significant maintenance issue with the elevator system may not be repairable. We would like to have the elevator renovated between June 5 and July 1, 2017 if possible.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

BEST FY2017-18 GRANT APPLICATION SUMMARIES

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Community Prep School has an ongoing maintenance service contract with ThyssenKrupp Elevator. <https://www.thyssenkruppelevator.com/> Community Prep School pays a quarterly charge of \$674.81 for maintenance of the elevator system in addition to periodic added maintenance costs which average approximately \$500.00 annually. Community Prep School will continue to budget annually for maintenance of the elevator system. ThyssenKrupp Elevator has advised Community Prep School that the proposed elevator system upgrade will ensure far fewer unforeseen maintenance costs.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The facility is in good condition. Community Prep School plans to remain in the current facility far into the foreseeable future.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

Since 2009, the facility has been upgraded in the following areas:

- Classroom spaces
- Office areas
- Reception/common areas
- Kitchen/cafe
- Gymnasium
- HVAC
- Roof
- Windows
- Lighting

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

None.

How do you budget annually to address capital outlay needs in your district/charter?

Each year, CPS completes ongoing and annual facility needs assessments prior to April 1. CPS's Governing Board Finance and Facilities Committee submits an annual maintenance and facility upgrade plan that is reflected in CPS's annual budget submitted prior to May 1.

Current Grant Request:	\$49,262.07	CDE Minimum Match %:	61
Current Applicant Match:	\$77,050.93	Actual Match % Provided:	61
Current Project Request:	\$126,313.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	Capital Reserve Fund	
Total of All Phases:	\$126,313.00	Escalation %:	1
Affected Sq Ft:	400	Construction Contingency %:	0
Affected Pupils:	296	Owner Contingency %:	0
Cost Per Sq Ft:	\$315.78	Historical Register?	No
Soft Costs Per Sq Ft:	\$25.00	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$290.78	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$427	Is a Master Plan Complete?	No

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Sq Ft Per Pupil: 2 **Who owns the Facility?** Charter School

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only): \$80,882.85

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

The facility will revert to the ownership of Colorado Springs School District Eleven.

Financial Data (School District Applicants Only)

District FTE Count:	Bonded Debt Approved:
Assessed Valuation:	Year(s) Bond Approved:
PPAV:	Bonded Debt Failed:
Unreserved Gen Fund 14-15:	Year(s) Bond Failed:
Median Household Income:	Outstanding Bonded Debt:
Free Reduced Lunch %:	Total Bond Capacity:
Existing Bond Mill Levy:	Bond Capacity Remaining:

• **Facilities Impacted by this Grant Application** •

Ellicott 22 - School District Safety and Accessibility - Ellicott HS – 1986*

School Name: Ellicott HS

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	64,038
Replacement Value:	\$20,675,169
Condition Budget:	\$11,610,998
Total FCI:	56.16%
Energy Budget:	\$0
Suitability Budget:	\$2,350,100
Total RSLI:	11%
Total CFI:	67.5%
Condition Score: (60%)	2.78
Energy Score: (0%)	2.40
Suitability Score: (40%)	4.26
School Score:	3.37



Ellicott 22 - School District Safety and Accessibility - Ellicott ES – 1999*

School Name: Ellicott ES

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	56,019
Replacement Value:	\$14,440,702
Condition Budget:	\$1,865,935
Total FCI:	12.92%
Energy Budget:	\$0
Suitability Budget:	\$1,107,100
Total RSLI:	34%
Total CFI:	20.6%
Condition Score: (60%)	3.67
Energy Score: (0%)	2.81
Suitability Score: (40%)	4.33
School Score:	3.93



*2009 Assessment Data

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: ELLICOTT 22

County: EL PASO

Project Title: School District Safety and Accessibility

Applicant Previous BEST Grant(s): 2

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Ellicott School District is interested in updating the safety, security, and accessibility of their campus and facilities. This grant application is to help procure funds to support that effort. District facilities, overall, have been well maintained and are in good repair, however, the campus and the majority of the facilities do not meet contemporary safety, security, and accessibility standards.

This application was informed by and includes elements outlined by the Ellicott Campus Master Plan dated May 2015. In addition to the site safety and security items, building specific safety and security items are also included in this application.

The three primary school buildings share a campus that is bisected by South Ellicott Highway. Students are required to cross the highway regularly to move between classroom buildings, the location of the vo-tech program is of particular concern.

The district has approximately 18 buses that transport students of mixed grade levels to and from the campus. All buses currently drop off students at the Elementary School. Each school has its own parent drop off area and parking.

The Elementary School and High School do not have secure entrances.

Deficiencies Associated with this Project:

Relevant deficiencies below are described in reference to the Colorado Department of Education Division of Public School Capital Construction Assistance Public School Facility Construction Guidelines

Campus

4.1.15 Site Pedestrian and Vehicular Traffic -

Currently all modes of transportation are combined and intermixed at the elementary school location. This creates congestion and serious safety concerns. Buses pick up and drop off students going to all three schools at the elementary school.

Students cross parent traffic, Ellicott Highway, and unpaved dirt paths to get to either the Middle School or High School, and through the line of buses to get to the Elementary School.

No dedicated bus staging area away from students staff and visitor parking.

No sidewalk connecting the bus area to the High School, students currently walk on a dirt path

No sidewalk connecting the Middle School to the High School. The Vo Tech building is adjacent to the Middle School. Most of the students enrolled in the Vo Tech programs are in the High School. These students take a dirt path and cross Ellicott Highway everyday to get to and from their Vo-Tech classes

No accessible routes to the fields / bleachers , students currently walk on dirt paths

Insufficient and unsafe parent pickup drop off area at the Elementary School. Currently the buses are located against the curb at the front door. Cars drop off students left of the buses in a second lane and then pass through teh buses to get to the

BEST FY2017-18 GRANT APPLICATION SUMMARIES

school. Queuing length is also insufficient.

Insufficient Site Lighting

Elementary School

4.1.11.9 Main Entry Physical Security - The school does not have a secure vestibule and the main office is not directly adjacent to the main entrance. This configuration does not afford direct line of sight from the main office to the main entrance, and makes controlling and monitoring access into the building very difficult and creates serious safety concerns.

Unsafe parent pick-up drop off area (students are currently dropped off one lane left of the curb and pass through busses in the adjacent lane to get to the curb) Stacking is of inadequate length.

High School

4.1.11.9 Main Entry Physical Security - The school does not have a secure vestibule. This configuration makes controlling and monitoring access into the building very difficult and creates serious safety concerns.

Vo-Tech

The Vo-tech building is currently adjacent to the Middle School, while the majority of students enrolled in the program are in the High School. These students are forced to cross the highway daily to attend class. This is a major safety concern for the District

The Vo-tech program currently offers two major areas, woods / carpentry, and metal fabrication / welding. Neither of these programs has a dedicated, clean, instruction / technology / classroom area. Students are being taught directly in the shops.

Students engaged in book or computer / technology related tasks are forced to do those in the shop areas. This is both an academic and a safety concern for the District. Both programs are also interested in investing in more contemporary, higher technology equipment. This type of equipment, such as a virtual welding machine, needs to be in a clean space.

Neither the woods / carpentry, nor the metals fabrication / welding programs have separate finishing or grinding areas. Both programs need an isolated and properly ventilated space for students to do work that produces fumes, sparks, etc. This work currently takes place outside adjacent to the service drive for the Middle School. This is a major safety concern for the District.

Proposed Solution to Address the Deficiencies Stated Above:

Campus

The proposed solution for site deficiencies described above is to:

Create a new dedicated bus area

Create a safe parent drop off area at the main entrance with sufficient stacking length.

Create new accessible paths between all campus buildings and fields

Relocate the Vo-Tech program to the high school building to eliminate need for students to cross the highway

Elementary School

The proposed solution calls for relocating the main office and staff work room to be directly adjacent to the main entrance vestibule. In this area, there are currently three kindergarten classrooms, which would be relocated into the areas the office and staff rooms currently occupy. The existing vestibule would be modified to direct visitors directly into the new relocated office.

High School

In the proposed solution, the existing vestibule would be modified to direct visitors into the office. The existing office would be reconfigured to support this new operational sequence.

Votech

The Vo-Tech program would be relocated to a new addition at the High School. This would eliminate the need for the majority of enrolled students to cross Ellicott Highway to attend classes.

The new Vo-Tech addition would contain clean safe space for instruction and associated technology that should not be in the shop rooms.

The new Vo-Tech addition would contain isolated and ventilated spaces for finishing, grinding, etc. - Students would no longer be required to do this work outside

How Urgent is this Project?

These District health and safety improvements should take place as soon as possible. The District cannot wait to remedy

BEST FY2017-18 GRANT APPLICATION SUMMARIES

these issues until it is too late. Near misses have occurred repeatedly, and the District cannot afford to wait to remedy these issues.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The District is willing and able to set aside at least \$10,000 / year into a capital renewal fund that will grow over time to repair and maintain these improvements as they age. The District will track the condition of the exterior improvements as they age, in order to perform preventative maintenance as necessary. The interior spaces will be maintained along with the District's maintenance plan for finishes and systems.

The District plant management plan shall incorporate the following:

1. A bi-annual physical audit to identify maintenance/repair requirements in the planned/maintenance program
2. A bi-annual facility condition report
3. An annual 5 year projection of capital renewal costs of equipment and systems life cycles
4. An annual deferred maintenance estimate, exclusive of the annual capital renewal projection costs
5. A bi-annual audit and listing of maintained equipment, including:
 - a. Nomenclature
 - b. Location
 - c. Maintenance tasks and frequencies
 - d. Condition
 - e. Maintenance schedule
 - f. Cost data
 - g. Life cycle
 - h. Warranty coverage
6. A bi-annual review of equipment identified for replacement
7. A computerized work order system to carry out identified maintenance tasks and which will reasonably account for total allocated resources
8. A current comprehensive schedule for all maintenance and capital renewal work through a computerized work order system

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The District has three primary buildings; The High School was built in 1986, re-constructed in 2001, and had a systems and envelop upgrade in 2009. The Middle School / Pre School / District Administration Building was constructed in 2014, and the Elementary School was built in 1999 with an addition completed in 2006.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The District has recently received a GoCo grant to help further improve the campus and site facilities. Primary outcome of this is a new high volume well and a soccer field that will all be constructed in the summer of 2017

How do you budget annually to address capital outlay needs in your district/charter?

The Ellicott District Office in conjunction with the maintenance department is responsible for implementing and maintaining a comprehensive maintenance and capital renewal program. Currently for the 2016-2017 SY, Ellicott has \$445,313 budgeted for Capital Projects. With the addition of this grant, Ellicott would at a minimum budget \$8,000/year for maintenance and upkeep of the project. The amount would grow with years to be able to improve as necessary.

Current Grant Request:	\$3,481,336.83	CDE Minimum Match %:	34
Current Applicant Match:	\$1,793,415.95	Actual Match % Provided:	34

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Current Project Request:	\$5,274,752.78	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	2017 Bond Election	
Total of All Phases:	\$5,274,752.78	Escalation %:	4
Affected Sq Ft:	13,715	Construction Contingency %:	5
Affected Pupils:	808	Owner Contingency %:	10
Cost Per Sq Ft:	\$384.60	Historical Register?	No
Soft Costs Per Sq Ft:	\$81.12	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$303.48	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$6,528	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	17	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	957	Bonded Debt Approved:	\$2,373,000
Assessed Valuation:	\$29,745,270	Year(s) Bond Approved:	11
PPAV:	\$31,082	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$2,596,631	Year(s) Bond Failed:	
Median Household Income:	\$54,295	Outstanding Bonded Debt:	\$2,125,982
Free Reduced Lunch %:	69.70%	Total Bond Capacity:	\$5,949,054
Existing Bond Mill Levy:	10.000	Bond Capacity Remaining:	\$3,823,072

• **Facilities Impacted by this Grant Application** •

The Vanguard School - Building A MS - Roof Replacement - The Vanguard School – 2006*

School Name: The Vanguard School

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	82,260
Replacement Value:	\$25,215,495
Condition Budget:	\$454,247
Total FCI:	1.80%
Energy Budget:	\$0
Suitability Budget:	\$2,121,900
Total RSLI:	46%
Total CFI:	10.2%
Condition Score: (60%)	3.99
Energy Score: (0%)	2.92
Suitability Score: (40%)	4.00
School Score:	3.99



*2009 Assessment Data

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Applicant Name: THE VANGUARD SCHOOL

County: EL PASO

Project Title: Building A MS - Roof Replacement

Applicant Previous BEST Grant(s): 2

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Cheyenne Mountain Charter Academy (CMCA) was established in 1995. The name was changed in 2015 to The Vanguard School with a student population of 1,300 students.

The first facility purchased is at 1832 S. Wahsatch Ave. and now houses grades K-3. It is thirty-three years old and has been remodeled four times in 1998, 2000, 2006, 2015).

In 2006 TVS expanded by adding a 33 acre site at 1605 S. Corona Ave. Construction started in 2006 with Building "A" (JH) & "B" (4/6 grades.) and then "C" (GYM). Building "D" (HS) was constructed in 2008 and a Track and Field in 2015.

The student body comes from 14 different school districts in the area and is not demographically typical of District 12 to which it is chartered. The students are very diverse and from many different backgrounds. The school and students are nationally recognized among the highest in all areas academically.

Deficiencies Associated with this Project:

The building and roof were constructed new in 2006. The date stamped on the PVC membrane indicates the material was manufactured in 1990 and possible stored until installed at TVS. Over the years, ultraviolet light has deteriorated the PVC membrane down to the reinforcing scrim. There have been many leaks throughout the entire roof area and at the scuppers. Many repairs have been performed but the issues continue to multiply. These leaks have caused structural damage to the deck causing soft areas. Damage has accrued to the interior framing, insulation, ceiling tile and contents; creating the possibility of mold and mildew, and threatening the air quality for the students and staff. A elastomeric coating was applied to the membrane last year which has ameliorated the leaks for now. The coating application cost about \$50,000 and is a short term band-aid fix at best. As the PVC membrane continues to deteriorate the coating will split and the leaks will return. Also see Cave Consulting Group- Survey.

Proposed Solution to Address the Deficiencies Stated Above:

We propose removing and disposing the existing PVC membrane, slip sheet, wood decking, cap metal, flashings and overflow scuppers. Replace the roof deck as needed with new 5/8" CDX plywood decking. Install polyisocyanurate insulation to achieve the required R-30 and install one layer of 1/2" DensDeck. Install new fully adhered 60-mil EPDM roof membrane, coping cap metal, overflow scuppers, counterflashings, and associated sealants for complete roof assembly. The siding on the building will be reattached as need and caulking joints resealed. The International Building Code, The State of Colorado and The Colorado Department of Education Guidelines will be adhered to in the design of the new roofing system.

How Urgent is this Project?

The roof has numerous leaks at metal cap, scuppers, and throughout the field of the roof. Numerous soft spots indicate damage to the deck with the possibility of falling thru the roof. Scuppers are leaking causing damage to the interior walls, framing and ceiling tile. The structure and interior show water marks creating possibility of mold and mildew and threatening the air quality for student and staff. Several places were tested for mold or mildew and repaired. The roof has exceeded its

BEST FY2017-18 GRANT APPLICATION SUMMARIES

useful life, it has become dangerous and needs to be replaced as soon as possible.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

None

How Does the Applicant Plan to Maintain the Project if it is Awarded?

All roofs must be maintained to prolong the useful life. The new roof will carry a three year contractor warranty and a twenty year manufacturer's warranty. The contractor will be required to perform annual inspection to maintain the serviceability of the roof. This type of roof is easy to maintain and repair. The addition of the polyisocyanurate insulation will increase the R-Value of the building and decrease energy usage and costs to the school.

Furthermore, at the project's completion, selected school personnel will be trained by the roofing contractor to perform simple roof repairs, large roof repairs will be conducted by a competent roofing contractor. The roof will be methodically inspected yearly to determine deficiencies that need to be repaired. School District personnel will access the roof to remove debris from drains, drainage scuppers and other areas on the roof. This will be performed at least two times a year.

The proposed roofing system should perform for about twenty five years before the next replacement occurs. The estimated cost to re roof the school at that time will be about \$440,000 which amounts to \$22,000 a year from now until then.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The facility is a modular building constructed installed in 2006. The building is in good condition and has many useful years remaining.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

Inspections of the roof, HVAC, electrical, plumbing, security, and fire systems are performed annually. The roof was coated to try and prolong the life in 2016.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Annually, the school requests donations from parents and community members. Donors have the option of their donation going to specific projects including capital needs. The school also applies for other grants including Home Depot and Lowe's annually.

How do you budget annually to address capital outlay needs in your district/charter?

Lump sum general fund allocation.

Current Grant Request:	\$137,374.17	CDE Minimum Match %:	54
Current Applicant Match:	\$161,265.33	Actual Match % Provided:	54
Current Project Request:	\$298,639.50	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	General Fund	
Total of All Phases:	\$298,639.50	Escalation %:	5
Affected Sq Ft:	14,200	Construction Contingency %:	8
Affected Pupils:	210	Owner Contingency %:	0
Cost Per Sq Ft:	\$21.03	Historical Register?	No

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Soft Costs Per Sq Ft:	\$1.32	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$19.71	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$1,422	Is a Master Plan Complete?	No
Sq Ft Per Pupil:	68	Who owns the Facility?	Charter School
FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):			\$355,050.70

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

The facility reverts back to the school district.

Financial Data (School District Applicants Only)

District FTE Count:	Bonded Debt Approved:
Assessed Valuation:	Year(s) Bond Approved:
PPAV:	Bonded Debt Failed:
Unreserved Gen Fund 14-15:	Year(s) Bond Failed:
Median Household Income:	Outstanding Bonded Debt:
Free Reduced Lunch %:	Total Bond Capacity:
Existing Bond Mill Levy:	Bond Capacity Remaining:



CHEYENNE MOUNTAIN SCHOOL DISTRICT 12
Dr. Walter C. Cooper, Superintendent of Schools

February 10, 2017

Jim Owens, Director
Division of Capital Construction Assistance
Colorado Department of Education
1525 Sherman St. (B17)
Denver, CO 80203

Dear Mr. Owens,

This letter is offered in support of The Vanguard School's application for a BEST grant in the 2017-18 grant cycle to address safety needs pursuant to CRS 22-43-7-109 (a).

Respectfully submitted,

Walter C. Cooper, Ed.D.
Superintendent

• Facilities Impacted by this Grant Application •

Canon City RE-1 - Multiple Schools Upgrades - Canon City HS - 1951*

School Name: Canon City HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	209,762
Replacement Value:	\$72,750,210
Condition Budget:	\$28,820,496
Total FCI:	39.62%
Energy Budget:	\$0
Suitability Budget:	\$11,270,300
Total RSLI:	25%
Total CFI:	55.1%
Condition Score: (60%)	2.85
Energy Score: (0%)	3.54
Suitability Score: (40%)	4.10
School Score:	3.35



Canon City RE-1 - Multiple Schools Upgrades - Harrison K-8 - 1951*

School Name: Harrison K-8

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	125,475
Replacement Value:	\$40,308,410
Condition Budget:	\$582,648
Total FCI:	1.45%
Energy Budget:	\$0
Suitability Budget:	\$1,862,200
Total RSLI:	41%
Total CFI:	6.1%
Condition Score: (60%)	3.65
Energy Score: (0%)	3.65
Suitability Score: (40%)	4.46
School Score:	3.98



Canon City RE-1 - Multiple Schools Upgrades - Lincoln ES - 1961*

School Name: Lincoln ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	36,824
Replacement Value:	\$8,989,511
Condition Budget:	\$4,882,831
Total FCI:	54.32%
Energy Budget:	\$0
Suitability Budget:	\$1,423,200
Total RSLI:	11%
Total CFI:	70.1%
Condition Score: (60%)	2.70
Energy Score: (0%)	3.23
Suitability Score: (40%)	4.00
School Score:	3.22



*2009 Assessment Data

• **Facilities Impacted by this Grant Application** •

Canon City RE-1 - Multiple Schools Upgrades - McKinley ES - 1987*

School Name: McKinley ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	36,172
Replacement Value:	\$9,541,522
Condition Budget:	\$4,448,633
Total FCI:	46.62%
Energy Budget:	\$0
Suitability Budget:	\$1,657,500
Total RSLI:	14%
Total CFI:	64.0%
Condition Score: (60%)	2.72
Energy Score: (0%)	2.81
Suitability Score: (40%)	4.15
School Score:	3.29



Canon City RE-1 - Multiple Schools Upgrades - Skyline ES - 2006*

School Name: Skyline ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	42,400
Replacement Value:	\$11,324,625
Condition Budget:	\$5,565,410
Total FCI:	49.14%
Energy Budget:	\$14,840
Suitability Budget:	\$709,800
Total RSLI:	23%
Total CFI:	55.5%
Condition Score: (60%)	3.02
Energy Score: (0%)	1.56
Suitability Score: (40%)	4.42
School Score:	3.58



*2009 Assessment Data

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: CANON CITY RE-1

County: FREMONT

Project Title: Multiple Schools Upgrades

Applicant Previous BEST Grant(s): 3

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input checked="" type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input checked="" type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

The Fremont County RE-1 School District is located in Canon City. Our economic base centers around corrections, retirees, tourism, farming and ranching, and an emerging technology industry. We educate a total of 3,947 students in grades PK-12 in 9 facilities. 574 of these students are charter, PK special education, CPP preschool, and Gateway to College students, leaving the district directly responsible for instructing 3,373 students. Our most recent District Performance Framework score was 58.8%-Accredited. RE-1 parents value choice and so we offer two neighborhood elementary school options, an elementary science and technology magnet, a choice-in K-8 exploratory, a large traditional K-8 school, a small K-8 core knowledge charter school, a traditional middle school, a high school that is transitioning to a pathways education model, and an online grade 6-12 school. Our most recently constructed facilities are Harrison K-8 (population 745, completed 2006), and portions of Canon City High School (population 1037, originally built 1961, with newer portions completed in 2006).

Canon City's total assessed valuation is \$229,321,679 and our mill rate is currently set at 27.13 with an additional 8.044 mills set aside each year through 2024 to pay off the construction of Harrison K-8 school and the high school addition.

Canon City Schools is one of Colorado's floor funded districts (meaning it receives the lowest per pupil funding in the state), and one of only two such districts that so far have been unable to pass a mill-levy override. As a result of the application of the negative factor applied to the Colorado School Finance Act our total program funding shrunk by approximately 3.4 million dollars per year after hitting a high of just under 26 million dollars total program funding during fiscal year 2010. We bottomed out at 22.5 million dollars per year total program funding during fiscal year 2013. Because we have had to make many hard financial choices related to educating our children, we have fallen behind on numerous facilities upgrade projects. Total funding for fiscal year 2016-17 is 26.79 million dollars, but we still have a 3.4 million dollar negative factor applied to our formula on an annual basis.

The Canon City School District currently has ample bond and mill override capacity, but our most recent attempt at passing each in November 2013 resulted in a loss by 300 votes (bond) and 120 votes (mill override) out of approximately 8,000 cast on questions totaling a value of around 6 million dollars.

Additional information is included in the following exhibits:

Exhibit -A-: Project Budgets

Exhibit -B-: District School/Site location map

Exhibit -C-: Floor plans - Lincoln, McKinley, Skyline-CES, CCHS and Harrison

Exhibit -D-: QZAB Lease/Purchase agreements (4) - NOT ENCLOSED - on CD

Exhibit -E-: District-wide Facilities Study Revised 2016 - NOT ENCLOSED - previously sent

Exhibit -F-: District-wide 2001 Roof Survey - NOT ENCLOSED - on CD

Exhibit -G-: Enclosure - CD with the above listed Exhibits, the completed application, project photographs and other

BEST FY2017-18 GRANT APPLICATION SUMMARIES

information

Deficiencies Associated with this Project:

In 2012 the Cañon City School District conducted a comprehensive facilities review resulting in the creation of a district facilities master plan. As a result of this effort a large number of building envelope, health, safety and security, and learning environment issues were identified. Since developing this plan in 2012 the district has methodically addressed many of the issues identified in it, including closing and selling two facilities, and combining several school populations into one building an effort to save operations dollars. Thanks to prior BEST grants and strategic use of available capital reserve funding, we have also upgraded and repaired large swaths of roofing deficiencies, while increasing the safety of several facilities by upgrading obsolete fire alarm systems and installing panic alarms.

This original facilities master plan was reviewed and updated in 2014, 2015, and again in fall 2016.

A major problem for the district is that it still has a significant number of pressing building envelope, health, safety and security, and learning environment deficiencies. We have come to the conclusion that the only way we will be able to address all of these issues in a timely fashion will be by asking our community to approve a bond to do so. By submitting this project application we hope to offer our community an economic incentive to support a significant tax increase by providing BEST grant dollars to support the cost of these much needed repairs and upgrades.

In hopes of making sense of this extensive list of proposed projects we have divided them into the categories of (1) building envelope, (2) health, safety and security, and (3) learning environment needs. Such deficiencies need to be addressed at Cañon City High School, Cañon Exploratory School (formerly known as Skyline Elementary), Harrison K-8 School, Lincoln Elementary School of Science and Technology, and McKinley Elementary School.

Building Envelope Needs

Based on a comprehensive district-wide analysis of current roofing, skylight, exterior window, and exterior door quality, we have identified the need to address the following building envelope upgrade projects at the following schools:

Cañon City High School

We need to replace all outside single pane windows located on classroom wings originally constructed in 1961. Additionally, we need to upgrade leaky and cracked skylights located on the roof of the high school gymnasium, and we need to finish replacing 129,389 square feet of significantly aged and inadequate roofing material.

Cañon Exploratory School

The only building envelope issue we have at this school is the need to replace 2,878 square feet of inadequate metal roofing.

Lincoln Elementary School of Science and Technology

Originally constructed in 1951, Lincoln still has its original wooden entry doors, frames, and sidelights, wood classroom entry/exit doors, and asbestos laden single pane windows. These all need to be upgraded.

McKinley Elementary School

Constructed in 1951 as well, McKinley also has original asbestos laden single pane exterior windows, and wood core and framed outer entry doors that need to be replaced. In addition to this, McKinley still has 4,120 square feet of roofing that is beyond its useful life.

Health Safety and Security Needs

Cañon City High School

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Cañon City High School has a wide variety of health, safety, and security deficiencies that were identified through our facilities master planning process. Though many have been addressed over the years, those that remain include the need to install EPO switch controls in the vocational metal shop, to restore the facility's only emergency backup generator, to install emergency gas control switches in the vocational culinary arts classroom, to replace significant sections of an aged galvanized metal water distribution system, to ventilate a vocational flammable liquid storage cabinet, to repair a damaged 1200 amp electric switchboard, to increase the safety of both the main and rear entries of the building, to upgrade the obsolete fire alarm system and install a panic alarm system, and to upgrade aged, moldy, unsafe, and outdated physical education locker room facilities.

Cañon Exploratory School

Cañon Exploratory School needs a new fire alarm system, a new classroom intercom/emergency communications system, and to increase the safety of its main building access point. We also need to abate and remove an asbestos laden modular building located on the property that is no longer useable.

Harrison K-8 School

Though constructed in 2005, the main entry of Harrison K-8 school was, unfortunately, not designed to be safe and secure as is common in modern construction. We need to remedy this issue. We also need to upgrade the original fire alarm system and add an emergency panic alarm system.

Lincoln Elementary School of Science and Technology

We need to replace Lincoln's aged, unsafe, and ineffective galvanized steel potable water distribution system, increase the safety access at the building main entry, and refurbish and make ADA accessible student restrooms.

McKinley Elementary School

We also need to replace McKinley's aged, unsafe, and ineffective galvanized steel potable water distribution system, increase the safety access at the building main entry, and replace its obsolete intercom/safety communications system.

Improved Learning Environment Needs

Cañon City High School

In order to improve the learning environment at Cañon City High School we need to replace dangerous non-safety interior windows in older hallway sections, upgrade restrooms to make them ADA accessible, repair currently inoperable gym HVAC units, and upgrade several remaining HVAC rooftop units on the wing that was constructed in 1980.

Proposed Solution to Address the Deficiencies Stated Above:

Building Envelope Needs

Cañon City High School

To address all remaining building envelope needs we will replace all outside single pane windows located on classrooms originally constructed in 1961 with modern 1" aluminum framed low E insulated glass windows. We will remove 28 leaky and cracked skylights on the high school gymnasium and replace them with new plastic ones and new roof curbs. We will also replace 129,389 square feet of significantly aged and leaky roofing with a Duro-Last 80 mil single ply roofing system.

Cañon Exploratory School

To address all remaining building envelope needs we will replace 2,878 square feet of damaged EPDM roofing with Duro-Last 80 mil single ply roofing system.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Lincoln Elementary School of Science and Technology

To address all remaining building envelope needs we'll remove all old wood and metal core and wood framed outer entry doors and replace them with aluminum framed insulated doors and sidelights that contain tempered-insulated glass. We'll also abate asbestos and remove single pane exterior windows, replacing them with modern 1" aluminum framed low E insulated glass windows and trim.

McKinley Elementary School

To address all remaining building envelope needs we'll abate asbestos and remove single pane exterior windows, replacing them with modern 1" aluminum framed low E insulated glass windows. We'll also remove all wood core and wood framed outer entry doors and replace them with new aluminum framed insulated doors and sidelights that contain tempered-insulated glass. Finally, we'll replace 4,120 square feet of roofing that is beyond its useful life with a new Duro-Last 80 mil single ply roofing system.

Health Safety and Security Needs

Cañon City High School

To address Cañon City High School's remaining health, safety, and security deficiencies that were identified in our facilities master planning process we'll install 5 Emergency Power Off (EPO) switch controls in the vocational metal shop, we'll restore the emergency backup generator by installing a new automatic transfer switch and replacing wiring, we'll install emergency gas control switches in the vocational culinary arts classroom at the gas range and at the control panel, we'll replace 108,744 feet of old galvanized water distribution pipe with modern polyethylene pipe, while also installing 30 isolation valves, we'll move our vocational flammable liquid storage cabinet to a safer location and install proper ventilation on it, we'll close all uncovered gaps and install appropriate covers on our damaged 1200 amp electric switchboard, we'll install a keyless automatic entry system and ADA button, along with access surveillance cameras at the building main entry, and we'll extend our rear school entry canopy to enclose the access area between our art room and rear hallway, we'll upgrade our obsolete fire alarm system with a new Simplex system that includes a Blue Button panic alarm system, and we'll upgrade physical education locker rooms by removing and replacing tile, lockers, and shower fixtures.

Cañon Exploratory School

To address Cañon Exploratory School's remaining health, safety, and security deficiencies we'll replace the obsolete fire alarm system with a Simplex system that can also handle a Blue Button panic alarm system, we'll install a brand new classroom intercom/emergency communications system with a brand new Rauland ICS Series intercom system, including ceiling mounted speakers/microphones and new administrative handsets, we'll increase the safety of the main building access point by installing a keyless entry system with an ADA button and surveillance/access request camera, and we'll abate and remove the asbestos laden modular building located on the property.

Harrison K-8 School

To address Harrison's remaining health, safety, and security deficiencies we'll increase the safety of the main entry by installing a new storefront, buzzer, card access system, electric strikes, and surveillance/access camera, and we'll upgrade the original fire alarm to a Simplex system that can also handle a Blue Button panic alarm system throughout the entire school.

Lincoln Elementary School of Science and Technology

To address Lincoln's remaining health, safety, and security deficiencies we'll replace the entire galvanized steel potable water distribution system with modern polyethylene pipe, including isolation valves, and we'll increase the safety access at the building main entry by installing a keyless entry with camera, buzzer, strike plate, and ADA button. We'll also demolish current

BEST FY2017-18 GRANT APPLICATION SUMMARIES

stalls and fixtures in student restrooms, replacing them with ADA accessible fixtures and stalls.

McKinley Elementary School

To address McKinley's remaining health, safety, and security deficiencies we'll replace its galvanized steel potable water distribution system with modern polyethylene pipe, including isolation valves, and we'll increase the safety access at the building main entry by installing a keyless entry with camera, buzzer, strike plate, and ADA button. We'll also replace the obsolete intercom/safety communications system with a brand new Rauland ICS Series intercom system, including ceiling mounted speakers/microphones and new administrative handsets.

Improved Learning Environment Needs

Cañon City High School

To address all remaining Cañon City High School learning environment upgrade needs we'll replace 2,750 square feet of dangerous, non-safety glass interior windows in older hallway sections with painted and framed drywall, we'll upgrade non ADA restrooms by completely demolishing and removing old stalls and fixtures and replacing them with ADA accessible toilets, stalls, and sinks, we'll remove 2 inoperable and 2 operable HVAC units from the gymnasium and replace them with 2 new larger capacity ones, and we'll remove 2 outdated HVAC rooftop units from the 1980 wing and replace them with 2 new 25 ton DX cooling units.

How Urgent is this Project?

Except for our above proposals rooted in increasing the safety of the accessibility of each of these buildings, every building envelope, health, safety and security, and learning environment project we are addressing was originally identified as a pressing need through our 2012 facilities master planning process. The only reason we have not already addressed each of these items is because we have been unable to secure the funds necessary to do so.

In regard to remaining roofing projects, based on the Cañon City School District's historic (2007) and most recent (2016) roofing analysis, the lifespan of those we are asking for assistance to replace ended in 2010. Each of these areas already show tremendous aging from the outside, and have been leaking on occasion. Our facilities staff constantly troubleshoots and patches these remaining areas. As these roofs continue to leak we will deal with serious structural issues such as rusting of steel beams, rotting of wood, and environmental issues related to mold infestation.

Back in 2012 our facilities master plan also recommended replacement of all wood and metal outer entry doors. Over time many of these have experienced water infiltration, begun to swell, and now pose a very serious danger to students and staff members when they need to exit buildings in times of emergency.

The sections of our facilities that retain original single pane windows, both inside and outside, some insulated with asbestos, are both an immediate health hazard because they do not contain safety-glass, were assembled using hazardous materials, and remain an operations burden for the district regarding cost to maintain and inefficiencies related to heating and cooling.

Lincoln Elementary School for Science and Technology and Cañon City High School each serve many of our mildly to severely handicapped students and continuing to not have ADA accessible restroom facilities is a burden on them and outside visitors with special needs.

Our facilities that still contain aged galvanized piped potable water delivery systems have already been experiencing water discoloration and significantly low flow. Many sections we have repaired in recent years show massive corrosion inside, limiting flow intended to go through 1 ½ inches of space to that of an area less than the diameter of a standard number 2 pencil. As a result of this corrosion, during the past several years the district has had to run these water systems for several days straight before the start of school in order to turn the water clear once again.

It is hard to argue against the need for a well functioning fire alarm system in a school. Unfortunately, some of the systems originally installed in our buildings are now obsolete, and not all can handle expansion to include a Blue Button panic alarm

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system. Our current standard practice when it comes to ordering obsolete replacement parts has been to stalk the Ebay sales website until what is needed can be located and bid upon. Our hope to add to our soon to be updated systems a Blue Button panic alarm system is simply a desire to leverage the work we will already be doing in walls while upgrading our fire alarms in support of our local Standard Response Protocols related to instances when we identify an internal threat in a school.

There are myriad other health, safety, and improved learning environment projects listed in this application that we hope speak for themselves, such as the need to repair a damaged high power electric panel, the need to install emergency power and gas shut offs in vocational classrooms, the need to effectively ventilate dangerous fume storage areas, the need to effectively heat, cool and recirculate healthy air into daily learning environments, and the need to provide reliable emergency backup energy to a school occupied by more than 1,200 students and adults on a daily basis. All of these items have already been on our radar for repair or upgrade since we first conducted our 2012 facilities assessment. We have simply not been able to secure the funds to address them.

The only items newly added to our facilities master plan high need projects list during the past few years center around our need to increase the safety and security of the main access points to all our buildings. Unfortunately, most schools designed from the early 1950s through the early 2000s were not constructed with safe, secure and highly controlled building access points. A prime example of our urgency here is that a visitor to Cañon City High School, after entering unlocked front doors, must actually trek across the entire school commons/cafeteria facility in search of the main office to seek assistance or be screened for entry. In a community that highly values student safety, and is located very close to 5 federal and state penitentiaries, this is simply not acceptable.

Upon the receipt of this grant, and a successful matching bond election in the fall of 2017, we intend to formally solicit bids for projects immediately and address all matters during the summer of 2018. Without such grant and bond support we will only be able to tackle approximately \$250,000 worth of these projects on an annual basis, thereby pushing the existence of these unsafe conditions far into the future.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

The established specifications for these projects were prepared by professional and reputable architects and builders and meet or exceed standards established under the Public School Facility Construction Guidelines. Project specifications attached hereto as Exhibit C.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Our annual capital renewal budget allocations for the past four fiscal years were as follows: 13-14 = \$399,996, 14-15 = \$600,000, 15-16 = \$700,000, and 16-17 = \$800,000.

Unfortunately, over this period of time our ending unrestricted capital reserve fund balance has dropped from 2.196 million dollars in 13-14, to 1.172 million dollars in 14-15, and down to \$908,954 in 15-16.

With our current capital reserve transfers set at \$800,000, and our goal being to increase that transfer to \$900,000 for fiscal year 2018, and then to \$1 million in fiscal year 2019, we will soon approach a nearly \$296 allocation per student we directly serve.

Because we are a floor funded school district without a mill-levy override, we believe our greatest opportunity for a long term facilities solution for our students can only be achieved by pursuing BEST grants, with a community match acquired through a successful bond election.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

All buildings were constructed new.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

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These health, safety, envelope, and technology upgrade projects are aimed at improving the learning environment in Cañon City High School, Cañon Exploratory School (listed as Skyline Elementary in our financial information), Harrison K-8 School, Lincoln School of Science and Technology, and McKinley Elementary School.

Canon City High School was originally constructed in 1961 with various additions added through 2006 and major renovations being made in 1965, 1966, 1967, 1988, 2003, 2004, and 2006. After conducting community meetings as a part of the process of creating our 2016 facilities master plan, after extensive analysis of the quality of the facility, and based on current and future district population patterns we are committed to making use of this facility for the foreseeable future. The building currently houses 1040 students in grades 9-12, and soon with addition of an alternative school pathway in the fall of 2017 should be operating at 94% of its capacity.

Canon Exploratory School was originally built as Skyline Elementary School. As a result of shrinking student population, and because of the need for more local choice in education, our old Madison Elementary School program was closed in 2012 and joined with Skyline to form Canon Exploratory School, a choice school. The facility was built in 1987 with renovations taking place in 2003, 2004, and 2006. After conducting community meetings as a part of the process of creating our 2016 facilities master plan, extensive analysis of the quality of the building, and based on district population patterns and parent desires, we have committed to making use of this facility for the foreseeable future. The building currently houses 360 students in grades K-8 and is operating at 88% of its capacity.

Harrison K-8 School was built in 2006, and is our newest school facility. After conducting community meetings as a part of the process of creating our 2016 facilities master plan, extensive analysis of the quality of the building, and based on district population patterns, we have committed to making use of this facility for the foreseeable future. The building currently houses 750 students in grades K-8 and is operating at 88% of its capacity.

Lincoln School of Science and Technology was built in 1951 with an addition added in 1980 and various major renovations conducted in 1968, 1981, 1985, and 1986. After conducting community meetings as a part of the process of creating our 2016 facilities master plan, extensive analysis of the quality of the building, and based on district population patterns, we have committed to making use of this facility for the foreseeable future. The building currently houses 266 students in grades K-5 and is operating at 88% of its capacity.

McKinley Elementary School was also built 1951, with an addition added in 1980, and with various major renovations conducted in 1959, 1969, and 1981. After conducting community meetings as a part of the process of creating our 2016 facilities master plan, after extensive analysis of the overall quality of the building, and after extensive board consideration to consolidate and/or eliminate various buildings in the district to save operation costs, we have committed to making use of this facility for the foreseeable future. The building currently houses 222 students in grades K-5 and, though it is currently only operating at 72% of its capacity, it is in a geographic area of our district that needs a neighborhood school, otherwise transportation costs would increase significantly for district.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

After developing a facilities master plan in 2012 the Canon City School District went through a process to consolidate the use of facilities and this resulted in the closure and sale of Madison Elementary School and Garden Park High School. In November 2013 the District ran a 5.5 million dollar bond question aimed at addressing many of the most important needs remaining in its master plan. However, this election was lost by 300 votes after a total of approximately 8,000 were cast. We now view this election loss as a blessing, as successful passage of this bond question would have only resulted in the District being able to address some roofing and communications needs, while many of the building deficiencies described above would have been left unaddressed.

In the past CCSD has also engaged the use of QZAB loans for the purpose of upgrading facilities, and currently has 2.4 million dollars in such loans to repay. Our annual capital renewal budget allocations for the past three fiscal years were as follows: 13-14 = \$399,996, 14-15 = \$600,000, 15-16 = \$700,000, and 16-17 \$800,000. Over this time our ending unrestricted capital reserve fund balance has dropped from 2.196 million dollars in 13-14 to 1.172 million dollars in 14-15, and then down to an anticipated \$868,028 in 15-16.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Our capital reserve balance predicament is clearly the result of significantly decreased overall operations funding due to the application of the negative factor in the Colorado Public School Finance Act, coupled with tough decisions having been made to keep as many services available to students as possible despite significant funding decreases.

The reason we are submitting this comprehensive health and safety, instructional environment, and building envelope grant in the same cycle as a separate 2 new school grant is because we believe it highly unlikely that our community would support multiple tax questions over a several year period. We only have one shot at a long term facilities solution for our district, and so we have taken our time and due diligence to ensure we are addressing all our health and safety, instructional environment, and building envelope needs, along with the need we have for 2 new schools, in one application-match requirement cycle.

Through our planning process we have even considered longer term solutions. If we can win this grant award, and follow it up with a successful bond campaign, our logical next step would be to begin planning for additional school replacements and comprehensive building upgrades again around 2025, when our 24 million dollar bond for a new Harrison School and significant upgrades to Cañon City High School will be paid off and we can seek to leverage those dollars in the future.

How do you budget annually to address capital outlay needs in your district/charter?

We allocate funds from our General Fund to our Capital Reserve Capital Projects fund each fiscal year. The majority of funds are used to service multi-year obligations for lease purchases for buses and other capital items and QZAB projects. Remaining available funds are used for various district projects and/or to provide matching funds for grants, including BEST grants for individual projects such as partial roof replacements and fire alarms.

Our annual capital renewal budget allocations for the past four fiscal years were as follows: 13-14 = \$399,996, 14-15 = \$600,000, 15-16 = \$700,000, and 16-17 = \$800,000.

Unfortunately, over this period of time our ending unrestricted capital reserve fund balance has dropped from 2.196 million dollars in 13-14, to 1.172 million dollars in 14-15, and down to \$908,954 in 15-16.

With our current capital reserve transfers set at \$800,000, and our goal being to increase that transfer to \$900,000 for fiscal year 2018, and then to \$1 million in fiscal year 2019, we will soon approach a nearly \$296 allocation per student we directly serve.

Because we are a floor funded school district without a mill-levy override, we believe our greatest opportunity for a long term facilities solution for our students can only be achieved by pursuing BEST grants, with a community match acquired through a successful bond election.

Current Grant Request:	\$4,966,038.12	CDE Minimum Match %:	32
Current Applicant Match:	\$2,674,020.53	Actual Match % Provided:	35
Current Project Request:	\$7,640,058.65	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		2017 Bond Election
Total of All Phases:	\$7,640,058.65	Escalation %:	8
Affected Sq Ft:	449,089	Construction Contingency %:	5
Affected Pupils:	2,616	Owner Contingency %:	5
Cost Per Sq Ft:	\$17.01	Historical Register?	No
Soft Costs Per Sq Ft:	\$2.47	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$14.54	Does this Qualify for HPCP?	No

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Cost Per Pupil:	\$2,921	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	172	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	3,626	Bonded Debt Approved:	
Assessed Valuation:	\$231,719,231	Year(s) Bond Approved:	
PPAV:	\$63,905	Bonded Debt Failed:	\$5,450,000
Unreserved Gen Fund 14-15:	\$627,699	Year(s) Bond Failed:	13
Median Household Income:	\$40,496	Outstanding Bonded Debt:	\$15,590,000
Free Reduced Lunch %:	56.90%	Total Bond Capacity:	\$46,343,846
Existing Bond Mill Levy:	8.044	Bond Capacity Remaining:	\$30,753,846

• **Facilities Impacted by this Grant Application** •

Canon City RE-1 - New ES and MS - Canon City MS – 1925

District:	Auditor - Canon City RE-1
School Name:	Canon City MS
Gross Area (SF):	103,898
Number of Buildings:	2
Replacement Value:	\$20,342,619
Condition Budget:	\$7,217,228
Total FCI:	0.35
Adequacy Index:	



Canon City RE-1 - New ES and MS - Washington ES – 1950

District:	Auditor - Canon City RE-1
School Name:	Washington ES
Gross Area (SF):	44,800
Number of Buildings:	1
Replacement Value:	\$12,755,391
Condition Budget:	\$7,331,527
Total FCI:	0.57
Adequacy Index:	



BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: CANON CITY RE-1

County: FREMONT

Project Title: New ES and MS

Applicant Previous BEST Grant(s): 3

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

The Fremont County RE-1 School District is located in Canon City. Our economic base centers around corrections, retirees, tourism, farming and ranching, and an emerging technology industry. We educate a total of 3,947 students in grades PK-12 in 9 facilities. 574 of these students are charter, PK special education, CPP preschool, and Gateway to College students, leaving the district directly responsible for instructing 3,373 students. Our most recent District Performance Framework score was 58.8%-Accredited. RE-1 parents value choice and so we offer two neighborhood elementary school options, an elementary science and technology magnet, a choice-in K-8 exploratory, a large traditional K-8 school, a small K-8 core knowledge charter school, a traditional middle school, a high school that is transitioning to a pathways education model, and an online grade 6-12 school. Our most recently constructed facilities are Harrison K-8 (population 745, completed 2006), and portions of Canon City High School (population 1037, originally built 1961, with newer portions completed in 2006).

Canon City's total assessed valuation is \$229,321,679 and our mill rate is currently set at 27.13 with an additional 8.044 mills set aside each year through 2024 to pay off the construction of Harrison K-8 school and the high school addition.

Canon City Schools is one of Colorado's floor funded districts (meaning it receives the lowest per pupil funding in the state), and one of only two such districts that so far have been unable to pass a mill-levy override. As a result of the application of the negative factor applied to the Colorado School Finance Act our total program funding shrunk by approximately 3.4 million dollars per year after hitting a high of just under 26 million dollars total program funding during fiscal year 2010. We bottomed out at 22.5 million dollars per year total program funding during fiscal year 2013. Because we have had to make many hard financial choices related to educating our children, we have fallen behind on numerous facilities upgrade projects. Total funding for fiscal year 2016-17 is 26.79 million dollars, but we still have a 3.4 million dollar negative factor applied to our formula on an annual basis.

The Canon City School District currently has ample bond and mill override capacity, but our most recent attempt at passing each in November 2013 resulted in a loss by 300 votes (bond) and 120 votes (mill override) out of approximately 8,000 cast on questions totaling a value of around 6 million dollars.

Exhibit -A-: Project Budgets

Exhibit -B-: Concept Drawings

Exhibit -C-: Washington Structural Review

Exhibit -D-: District School/Site location map

Exhibit -E-: QZAB Lease/Purchase agreements (4)

Exhibit -F-: District-wide Facilities Study Revised 2016 - on CD - previously sent

Exhibit -G-: Enclosure - CD with the above listed Exhibits, the completed application, project photographs and other information

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Deficiencies Associated with this Project:

During the winter of 2015-16 we considered submitting an BEST application to address general building envelope and health and safety issues for all the facilities in our district. At that time we were developing a plan that would have resulted in an application for a total 12 million dollar project to repair roofs, upgrade windows and entries, increase safety access, and address water delivery systems in every building where this was necessary.

As we got deeper into the proposed project we came to the realization we have too much classroom space for the number of students enrolled. We also identified potential structural issues at Washington Elementary (capacity just over 400) and came to the conclusion that paying for upgrades to Cañon City Middle School may not be the best long term facilities investment, in light of that building being used at approximately half its capacity.

At that time we made the decision to pare our 2016 application down to a 1 million dollar request for roofing repairs at all buildings where needed, except for Washington and CCMS. Regarding Washington and CCMS, we then stepped back to spend more time determining what the best long term solution for each of these facilities would be.

In the spring of 2016 we conducted a structural and use analysis of Washington. The result of the structural analysis was the identification of a long list of significant concerns that must be addressed in the next 5 years. They include the following:

The weight of solar panels on the roof are causing glass block walls to sag and crack.

Ceiling steel is beginning to rust and this is causing significant water penetration.

The corridor wall between the auditorium and offices is "significantly out of plumb." This could be a sign of serious foundation issues.

There are quite a few masonry cracks in classrooms near the auditorium and in the auditorium itself. This is another sign of foundation issues.

Because of roofing structure issues, classroom roofing slopes to cause puddling, exacerbating our attempts to keep the roof from leaking.

The north side gym steel deck canopy is badly rusted.

Basement floor drains have moved and are now at high points. More evidence pointing toward foundation issues.

Shifting soil is causing the north end sidewalk to significantly increase in elevation.

The south octagon pod has roof leaks and the floor has shifted to where it now has a 1 inch slope.

Lintels above the restrooms are undersized and now only have a 30 PSI snow load rating.

Steel channel mullion between classroom exterior doors and glass block is overstressed, causing more glass block to crack and causing classroom exit doors to stick. This is extremely dangerous for students and staff members.

Wood joists above classrooms are starting to creep, meaning they are separating from structural walls.

There are questions about whether or not the foundation was designed for the actual soil p.s.f. rating.

Washington School also has a significant potable water delivery problem, as old galvanized pipes are corroding, causing flow problems, and even discoloring the water.

We have also come to the conclusion that Washington school was just not designed for modern educational use, such as providing breakout spaces for small group instructional intervention, teacher collaboration spaces, and having dangerous access to extremely busy streets. Because of all this we determined back in the winter of 2015 that our future instructional needs would be best met by no longer investing in the upkeep and not committing to using the current Washington facility.

During the spring of 2015 the district also deeply analyzed the functionality and long term sustainability of the Cañon City Middle School facility. As a result of this analysis we came to realize just how inadequate a learning environment the building, whose core section was built in 1925, is for students. In fact, over the years the district has done all it can to move classroom instruction out of the aged section to precious areas that are a bit less dated.

Through this process we also identified 4 million dollars worth of basic health and safety issues needing to be addressed to simply keep the building operating. Preliminary estimates related to bringing the building up to modern code top 12 million dollars.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Extensive window replacements needed throughout all parts of the building.

Public restrooms needing to be updated to ADA standards, but that would remain located in places where a handicapped person would have to climb or descend stairs in order to access them. These are, unfortunately, located in spots where our current elevator system simply cannot provide access them.

Multiple access points that make it nearly impossible to keep the building secure.

Front office access located an unreasonable a distance away from the main entry, at which nearly two stories of steps must be scaled prior to entry. This makes controlling and monitoring such access nearly impossible.

The need to replace original steam heating lines imbedded in walls still operating in the 1925 core of the building. Many of these have had small leaks for many years and this has led to significant wall and structural foundation corrosion.

Upgrades need to be made to auditorium ventilation system, space we only use occasionally and that would be able to serve multiple purposes in a newly built facility.

Gas lines in classrooms that need replacement.

A complete lack of modern equipped science instructional places

Large swaths of asbestos floor and ceiling tile needing to be abated and replaced.

Deterioration of external walls located on the vocational annex building currently used for a computer lab, music room, and technology instruction.

More than a million dollars in roofing repairs that are still needed on parts of the facility.

Difficulty installing and making useable instructional technology

Addressing all the items listed above was deeply considered. However, doing all of this work would still leave us operating a facility originally designed to house more than 800 students, but currently filled with only around 380. This, of course, would leave us with tremendous long term operations inefficiencies.

Proposed Solution to Address the Deficiencies Stated Above:

As a result of the issues described above, the district considered a variety of options to address the facility needs at both Washington and CCMS. We first sought a way to eliminate enough square footage to account for the roughly 400 student overcapacity we have calculated in the district, in order to save future maintenance and operations dollars.

An obvious option was to close Washington due to its structural issues and costs related to needed upgrades. We considered moving Washington (K-5) children to the Harrison K-8 facility (built in 2006), then moving Harrison's 6th through 8th grade students (roughly 350) to CCMS to make use of unused classroom space there. Unfortunately this would have resulted in the district losing a highly valued neighborhood school option, while adding a long-term expensive commitment to transporting children to distant points in town.

Another option explored was closing Washington, tearing down Canon City Middle School, and building a brand new facility. Variances to this option included turning this new building into a K-8 facility (by just moving Washington K-5 students there), or moving all CCMS students to Harrison to create a much larger middle school, and then building a new larger elementary school for the remaining Washington and Harrison K-5 students on the CCMS site. This solution would also add a long-term expensive commitment to transporting students to far points in our town.

We also explored building a replacement Washington on its current site, then shaving off a significant amount of excess square footage from Cañon City Middle School. The major drawback to this option is that the least educationally functional portion of CCMS would be what remained, and we feel this would not be appropriate for 21st century instruction.

After communicating all of these options through digital media and local newspaper stories, conducting parent and public surveys, holding well attended informational meetings, and inviting public comment, a new option emerged to build a replacement Washington AND a replacement Cañon City Middle School (but only for approximately 400 students), while tearing down all sections of the CCMS building that were added after 1925. The district will then seek to repurpose the 1925 historical core of CCMS. Current options along these lines include moving administration, online, alternative to expulsion, and early childhood programs there while selling current facilities that house these programs and services. However, we also have interest expressed from the folks who operate our local senior center, the local boys and girls club, and a technology industry incubator operated by the Fremont Economic Development Corporation called Tech Start.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Since making the decision in October 2016 to pursue the building of two new school facilities on their current property, the Cañon City School District has closely engaged its long time architectural partner CRP, as well the GE Johnson Construction Company, and RLH Engineering in the process to make sure construction can in fact take place while our current schools operate.

Through this process design elements for each school were carefully considered, from key issues surrounding durability of finishes and cost of long term maintenance, as well as elements related to how each school will function, what programs will be supported, how many students will be served, how students will flow through the facility, and how visitors and parents will access the campus. This work was truly exciting for our community as the solutions applied will create safer, more functional instructional spaces, better use of overall square footage, and access to more opportunities for students to utilize modern instructional technology. Though this work can only be conceptual at this point, it provided enough guidance by which accurate costs could be calculated by our master planning partners.

Thus we have prepared this application and budget calling for the building of a brand new Washington Elementary School on its current site, then demolishing the original one, and a brand new Cañon City Middle School on its current site, with the partial demolition of all historically insignificant sections of its original.

How Urgent is this Project?

Based on the recent structural analysis of Washington Elementary School, with its continued movement of foundations and creeping of joists, the Cañon City School District feels it simply can not commit to educating children in the facility beyond the 2021-22 school year.

The same sense of immediacy surrounds the need to replace Cañon City Middle School. If we don't acquire this grant we will need to find other ways to address the significant building deficiencies listed earlier. This means, at minimum, we will need to find a way to pay for nearly 4 million dollars in basic health and safety upgrades, while also working toward actually bringing the building up to modern code at a cost of more than 10 million dollars. The end result will be an inadequate educational environment geared toward for 21st Century instruction. Additionally, the result of such effort would result in us continuing to waste precious annual maintenance and operations dollars maintaining a facility we do not use to capacity.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

The established specifications for these projects were prepared by professional and reputable architects and builders and meet or exceed standards established under the Public School Facility Construction Guidelines. Project specifications attached hereto as Exhibit C.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

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Because we are a floor funded school district without a mill-levy override, we believe our greatest opportunity for a long term facilities solution for our students can only be achieved by pursuing BEST grants, with a community match acquired through a successful bond election.

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Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Washington Elementary School was built in 1949 with additions and renovations applied in 1960, 1968, 1969, 1994, and 2002.

Canon City Middle School was originally constructed in 1925 to serve as the community's centralized high school. It has undergone various additions and renovations spanning from 1935, 1949, 1969, 1970, 1974, 1978, 1980, 1988, 1989, 1992, 2003, 2004, and 2006.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

Washington Elementary School was built in 1949 with additions and renovations applied in 1960, 1968, 1969, 1994, and 2002. Washington has long provided quality education in our community, and the current facility is actually the second building so named. It's location adds tremendous value to the district because not a single student has to be transported to it, saving precious operations dollars on an annual basis. In the spring of 2016 a structural inspection of the building was completed which raised significant concerns about the long term usefulness of the facility because roofing steel is beginning to rust, and because settling issues are causing walls to crack and move out of plumb, floors and sidewalks to rise, and ceiling joists to creep away from structures that hold them up.

After hosting numerous community engagement sessions, conducting surveys, and inviting the public to hearings at board meetings, and in conjunction with the process of creating our 2017 facilities master plan, the district determined its the best path forward would be to replace this facility by building a new one on its current site and demolishing the old one.

Canon City Middle School was originally constructed in 1925 to serve as the community's centralized high school. It has undergone various additions and renovations spanning from 1935, 1949, 1969, 1970, 1974, 1978, 1980, 1988, 1989, 1992, 2003, 2004, and 2006. The facility became the district's sole middle school in 196, and though several other grade 6-8 programs now exist in the district, has been operating as our only traditional grade 6-8 middle school since 2006. After soliciting community input via parent survey and a series of public hearings at board meetings during the process of creating our 2016-2017 facilities master plan, after extensive analysis of the condition and quality of the facility (especially as it relates to its instructional environment), and based on current use and future district population patterns, we have determined our most effective path forward is to replace this facility by constructing a new one on its current site, demolishing parts of the old one, and either demolishing, repurposing, or selling the historically significant section that remains. Cañon City Middle School currently serves 380 students which means it is only operating at approximately 50% of capacity. Our brand new grade 6-8 middle school will be designed to serve approximately 400 students.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

After developing a facilities master plan in 2012 the Canon City School District went through a process to consolidate the use of facilities and this resulted in the closure and sale of Madison Elementary School and Garden Park High School. In November 2013 the District ran a 5.5 million dollar bond question aimed at addressing many of the most important needs remaining in its master plan. However, this election was lost by 300 votes after a total of approximately 8,000 were cast. We now view this election loss as a blessing, as successful passage of this bond question would have only resulted in the District being able to address some roofing and communications needs, but the building deficiencies described above would not have been addressed.

In the past CCSD has also engaged the use of QZAB loans for the purpose of upgrading facilities, and currently has approximately 2.4 million dollars in such loans to repay. Our annual capital renewal budget allocations for the past three fiscal years were as follows: 13-14 = \$399,996, 14-15 = \$600,000, 15-16 = \$700,000, and 16-17 \$800,000. Over this time our ending unrestricted capital reserve fund balance has dropped from 2.196 million dollars in 13-14 to 1.172 million dollars in 14-15, and then down to an anticipated \$868,028 in 15-16.

Our capital reserve balance predicament is clearly the result of significantly decreased overall operations funding due to the application of the negative factor in the Colorado Public School Finance Act, with tough decisions having been made to keep

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as many services available to students as possible despite significant decreases in funding.

We believe a long term facilities solution for our district can be achieved by pursuing a more comprehensive BEST grant for new schools, and going to our voters to provide the required match.

In this planning process we have even considered longer term solutions. If we can win this grant award, and follow it up with a successful bond campaign, our next step would be to plan for additional school replacements and comprehensive building upgrades once again in 2024, when our original 24 million dollar bond for a new Harrison School and significant upgrades to Cañon City High School will be paid off.

How do you budget annually to address capital outlay needs in your district/charter?

We allocate funds from our General Fund to our Capital Reserve Capital Projects fund each fiscal year. The majority of funds are used to service multi-year obligations for lease purchases for buses and other capital items and QZAB projects. Remaining available funds are used for various district projects and/or to provide matching funds for grants, including BEST grants for individual projects such as partial roof replacements and fire alarms.

Our annual capital renewal budget allocations for the past four fiscal years were as follows: 13-14 = \$399,996, 14-15 = \$600,000, 15-16 = \$700,000, and 16-17 = \$800,000.

Unfortunately, over this period of time our ending unrestricted capital reserve fund balance has dropped from 2.196 million dollars in 13-14, to 1.172 million dollars in 14-15, and down to \$908,954 in 15-16.

With our current capital reserve transfers set at \$800,000, and our goal being to increase that transfer to \$900,000 for fiscal year 2018, and then to \$1 million in fiscal year 2019, we will soon approach a nearly \$296 allocation per student we directly serve.

Because we are a floor funded school district without a mill-levy override, we believe our greatest opportunity for a long term facilities solution for our students can only be achieved by pursuing BEST grants, with a community match acquired through a successful bond election.

Current Grant Request:	\$32,832,236.78	CDE Minimum Match %:	32
Current Applicant Match:	\$17,678,896.72	Actual Match % Provided:	35
Current Project Request:	\$50,511,133.50	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	2017 Bond Election	
Total of All Phases:	\$50,511,133.50	Escalation %:	8
Affected Sq Ft:	110,377	Construction Contingency %:	5
Affected Pupils:	733	Owner Contingency %:	5
Cost Per Sq Ft:	\$457.62	Historical Register?	No
Soft Costs Per Sq Ft:	\$61.15	Adverse Historical Effect?	Yes
Hard Costs Per Sq Ft:	\$396.47	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$68,910	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	151	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

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Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	3,626	Bonded Debt Approved:	
Assessed Valuation:	\$231,719,231	Year(s) Bond Approved:	
PPAV:	\$63,905	Bonded Debt Failed:	\$5,450,000
Unreserved Gen Fund 14-15:	\$627,699	Year(s) Bond Failed:	13
Median Household Income:	\$40,496	Outstanding Bonded Debt:	\$15,590,000
Free Reduced Lunch %:	56.90%	Total Bond Capacity:	\$46,343,846
Existing Bond Mill Levy:	8.044	Bond Capacity Remaining:	\$30,753,846

• **Facilities Impacted by this Grant Application** •

Cotopaxi RE-3 - Districtwide Safety/Security Upgrades - Cotopaxi ES/Jr/Sr HS – 1925*

School Name: Cotopaxi ES/Jr/Sr HS

Number of Buildings:	3
All or Portion built by WPA:	Yes
Gross Area (SF):	78,393
Replacement Value:	\$24,724,592
Condition Budget:	\$14,860,074
Total FCI:	60.10%
Energy Budget:	\$0
Suitability Budget:	\$8,340,800
Total RSLI:	11%
Total CFI:	93.8%
Condition Score: (60%)	2.57
Energy Score: (0%)	2.61
Suitability Score: (40%)	2.75
School Score:	2.64



*2009 Assessment Data

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Applicant Name: COTOPAXI RE-3

County: FREMONT

Project Title: Districtwide Safety/Security Upgrades

Applicant Previous BEST Grant(s): 0

Has this project been previously applied for and not funded? No

If Yes, please explain why: N/A

Project Type:

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | Access Control/Improvements |

General Information About the District / School, and Information About the Affected Facilities:

The Cotopaxi School District has served this rural part of Colorado since 1925. Our small campus is nestled just out of town to the north of Highway 50 and contains the District Offices, ES, Jr HS, HS and Pre-K. For this Grant, we are considering limited safety and security improvements to all our buildings.

Our buildings have consistent video surveillance equipment but offer only limited audio connection to the main office; some entrances have no equipment at all. While locked doors can prevent unwanted access, our building connections themselves are not well controlled; student exchange is not monitored and often, our staff doubles as entry door managers; not a very good use of their time and talents. The main public entry to our admin offices is not accessible (wheelchair compliant) and often (during the winter months) the entry plaza to the main office is covered with ice. There is limited public signage and way-finding in place at any of our buildings. We offer no reader/message board for addressing public information on campus; we rely on students carrying the news home. Our local news is published weekly.

Our Admin. office has inconsistent communication connection (our intercom) to much of our school classrooms and offices. Reliable communication is a must in today's education environment and we must make repairs to offer 100% communication all day and every day.

Our proposed safety and security upgrade will focus on the daily activities of our students and staff access and improve the building entry conditions necessary for today's challenges. None of our perimeter access points are connected to a system that would alert an open position; a slightly propped door could go unnoticed. After school, we rely on our maintenance staff to "check the doors" before they leave for the night. We need to protect our students, staff and facility with a higher level of electronic support proposed with this application.

Cotopaxi SD has a very high percentage of students eligible for a free and reduced lunch; at 46% and nearly 10% of the students receive special education services. An additional 1% are identified as English language learners and nine percent (9%) received mental health services. If all referrals made by our schools were granted by parent permission the percentage would be as high as 12%.

The community we serve is one of nature's beautiful valleys and though small and rural, we are flanked by many of the state correctional facilities. There is always the potential for lockdown due to a prisoner escape or high-speed chase along the community highway.

The District's location can create a security challenge due to the inconsistent response time of "roaming" emergency responders in a crisis. Currently the District has part/time benefit of a local SRO from cooperation with the Fremont County Sheriff's office, but in times when that SRO is not on campus, we are often 20-30 miles from law endorsement support. While

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there may be a sheriff or deputy in the area, there is no structured schedule. We recognize that creating a more secure school may not deter or prevent a lockdown event from happening, but it may allow additional time for help to reach our District.

Our small/compact District supports a rural population that is far less compact. Unlike a larger/urban district, we must rely on our limited mil-levy dollars to maintain the quality of education demonstrated daily by the staff/students in our District. These larger improvement projects stretch those dollars, suggesting we make this request to improve the safety and security systems, enhance the control/communication/accessibility of entrance points in each facility as well as bringing vital information to our public with a street side reader/message board.

Deficiencies Associated with this Project:

Based on the General description, The Cotopaxi School District proposes to improve the general safety/security/communication throughout the campus.

Our main plaza that serves the public access to our District Office/ES and JrHS areas must be improved to offer ice-free and barrier-free passage to students/staff and public. We will provide structured vs. sheet flow drainage and a limited heat system to prevent ice accumulation.

At the perimeter doors that serve the periodic communication of student exchange, we will provide controlled electronic access tied to the timing of the school bell/period exchange. In addition, we will provide audio communication at these same doors. We also propose to offer audio and video communication at the main doors of our off-campus PreK building.

We will make full testing and necessary repairs to the public address/intercom system throughout the campus and provide formal connection to our off-campus PreK building.

Many of our classroom doors are original construction as are the locks and latches. We propose to replace those devices with security compliant as well as ADA compliant hardware to offer safe lockdown control for our staff.

District's level of communication will be improved with the addition of a general reader board at the street level to allow for better District to Parent communication of events and information.

Proposed Solution to Address the Deficiencies Stated Above:

The District's plan (with success of this BEST Grant) is to complete the perimeter security and make each building's primary entry a safe, secure and communicative entrance. We will bring active communication and perimeter access control to our PreK building which is separate from our main/compact campus.

Our primary campus plaza will be replaced and improved to remove the risk of slip and fall. Adequate slope/drainage and storm water management systems, will be implemented. These changes will also allow us to bring accessibility compliance to the main entrances of our District Offices and JrHS.

In addition, the classroom hardware will be replaced with code-complaint locksets as mandated by other state agencies. Our remote location supports that we bundle work (like hardware) together to achieve cost efficiency and we have suggested that in our Grant efforts.

This work associated with our classroom hardware exchange is approx. 7.50% of the overall construction budget. Since similar work is being completed elsewhere with this grant (exterior door hardware upgrades and replacement), it is most efficient to complete this work at the same time.

The result is that this will keep both our students and staff safe in the event of an active shooter lockdown. Our doors and hardware on most of this request are well beyond service life, so we believe this request is warranted.

Our level of communication within the building will be upgraded so all areas can be covered. We will carry that same level of communication outside the campus. Both local and school events currently rely on "word-of-mouth" or take home fliers from our students. A new reader board located at the front of our campus will allow the District the flexibility to post active news

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and current events to our parents and community members that rely on our building often.

How Urgent is this Project?

Our facilities currently lack complete perimeter access protection and our public-address system is not 100% reliable. The main entrances to our District Office and Jr. HS hallway are not accessible compliant and our main plaza can become a skating rink risking slip and fall injury to both student/staff and public.

The District has been serving this quiet community without major incident for decades. However, the world around us is changing and we must adapt. With a National increase in school violence reaching headlines monthly, our District is running on "borrowed" time and should be protected. Should a major security event become local to our facility, the damage could be catastrophic.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

Our grant request proposes to return the existing construction back to PSCG conformity under the following Articles.

Art. 3.1.16. The District acknowledges that the work proposed within the application must be submitted and approved by CDPS and will meet/comply with the code(s) criteria current for that agency.

Art. 4.1The District structures lack adequate and common security measures in all buildings. Each structure has partial levels of security protection, but none are complete and fully compliant.

4.1.7The main entrance plaza serving our District staff/students/public lacks adequate storm water system utility connection to remove storm water including that moisture that can freeze and increase significant risk of slip and fall.

4.1.11 The District structures lack adequate and common security measures within all buildings. Each structure has partial levels of security protection, but none are complete and fully compliant. All primary school building entrances will be upgraded to offer a managed voice and video connection to the Main Office admin staff. There are several doors currently that rely on individual staff or student support for building entry.

4.1.11.5.2 All of our interior classroom doors lack the ability of lockdown from within the classroom itself. This grant will correct that measure on all applicable interior doors.

4.1.11.11.6Our new plaza design will contain bollards to prevent vehicle intrusion from the site to the building. Several will contain removable capabilities for emergency and scheduled deliver access.

4.1.11.11.7New exterior signage is proposed with a common reader board for public and student announcements in addition to improved wayfinding to the District Office.

The District conditions offer an incomplete security system as well as safe exterior systems to protect the students, staff and general public. The intended general construction and electronic improvements throughout the District will improve and correct these deficiencies. It will allow the District to comply with the safety needs expected of the vital element serving this rural community.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Our rural District has maintained a self-sufficient level of maintenance for decades, especially with the continued reduction in available school funding offered by the State. When the level of maintenance exceeds our staff capacity we have gone outside of staff and hired construction support.

The level of work here is beyond the capacity and expertise of our staff. The complexity of today's security system supports such trained professionals and we intend to expand our limited "district wide" system to the non-compliance current conditions. We want to complete the district level of security vs, provide a fix here and a fix there. The level of work needed for correction of the plaza area is above and beyond the capacity of our maintenance staff; warranting this request for

BEST FY2017-18 GRANT APPLICATION SUMMARIES

financial support and having the work out-sourced.

It is the intent of the District to provide adequate resources necessary to sustain these new improvements. Through cooperation with the primary product manufacturer and system warranties as well as those independent warranties from the misc. installers, the District staff will be an active part of the required general maintenance.

The District will commit to following the preventative maintenance measures recommended by these systems manufacturers and installers. At the conclusion of construction, a full Owner's Manual and training will be requested by the District. The systems manufacturer, installer, designer and District staff will require and perform a warranty-walk and inspect the completed project after the first (and second) year of service.

The equipment provided with this grant should support our needs for the future ahead. With the ever-increasing demand for improved technology, the "backbone" components will most likely operate through its projected service life, but the "bells and whistles" will need to be upgraded during that lifespan. With at least a minimum of 5-years before technology improvements overcome what is installed, the District will begin at year Six, to perform another evaluation of the current system and prepare a level of financial commitment to ensure adequate funds are allocated to upgrade and extend the system's "service life" before expiration.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The original building was built in 1939 with a small portion of one building built in 1925. The District has remained at this building campus since inception.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

As noted above, the original building was built in 1939 with a small portion of one building built in 1925. The next major improvement/expansion came in 1960. This part of our building was our main facility. That was sufficient for the student population at the time. With growing numbers in the early 1970's two other buildings were tied into the original buildings. The placement of those building created the Plaza area that we are currently working to improve. With the student population growth, technology, electrical, and plumbing demands over time, classrooms were added in 1983 and 1987. 1996 was the last major upgrade to our campus; A new high school and several elementary classrooms were built to alleviate overcrowding.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Two years ago our school district went to the voters for a mill levy override and was successful in that endeavor. That brings in approximately \$100,000.00 a year in extra money for our general fund. We use a large portion of that to maintain our buildings. That and the wise use of our Beginning Fund Balance is how we currently build/maintain our facilities. We have not sought out help with our projects lately and just paid for them out of our budget. Recently (within the last year) we spent over \$40,000 dollars on a library roof and \$100,000 dollars on new boilers. Both of these projects were emergencies and could not be put off until we obtained grant monies.

How do you budget annually to address capital outlay needs in your district/charter?

Our Beginning Fund Balance is healthy because we are frugal with every dollar we get. In conjunction with the BEST Grant we do have the funds to do this project. However, it will take us down significantly. We do set aside money to do long-term expensive projects (buy buses, emergency projects, and facility improvements) but it is a part of our Beginning Fund Balance.

Current Grant Request:	\$208,109.62	CDE Minimum Match %:	46
Current Applicant Match:	\$177,278.56	Actual Match % Provided:	46
Current Project Request:	\$385,388.18	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	

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Future Grant Requests:	\$0.00	Capital Reserve Funds	
Total of All Phases:	\$385,388.18	Escalation %:	3.25
Affected Sq Ft:	78,393	Construction Contingency %:	10.00
Affected Pupils:	200	Owner Contingency %:	0.00
Cost Per Sq Ft:	\$4.92	Historical Register?	No
Soft Costs Per Sq Ft:	\$0.56	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$4.36	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$1,927	Is a Master Plan Complete?	No
Sq Ft Per Pupil:	392	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

N/A

Financial Data (School District Applicants Only)

District FTE Count:	187	Bonded Debt Approved:	
Assessed Valuation:	\$57,687,245	Year(s) Bond Approved:	
PPAV:	\$308,488	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$1,169,589	Year(s) Bond Failed:	
Median Household Income:	\$39,160	Outstanding Bonded Debt:	\$105,000
Free Reduced Lunch %:	48.70%	Total Bond Capacity:	\$11,537,449
Existing Bond Mill Levy:	0.000	Bond Capacity Remaining:	\$11,432,449

• **Facilities Impacted by this Grant Application** •

Roaring Fork RE-1 - Safety and Security at 2 HS, 3 MS, & 1 ES - Basalt ES - 1992*

School Name: Basalt ES

Number of Buildings:	2
All or Portion built by WPA:	
Gross Area (SF):	102,309
Replacement Value:	\$29,059,212
Condition Budget:	\$5,123,525
Total FCI:	17.63%
Energy Budget:	\$0
Suitability Budget:	\$2,113,400
Total RSLI:	20%
Total CFI:	24.9%
Condition Score: (60%)	3.35
Energy Score: (0%)	2.84
Suitability Score: (40%)	4.57
School Score:	3.84



Roaring Fork RE-1 - Safety and Security at 2 HS, 3 MS, & 1 ES - Basalt HS - 1996*

School Name: Basalt HS

Number of Buildings:	1
All or Portion built by WPA:	Yes
Gross Area (SF):	93,684
Replacement Value:	\$31,293,809
Condition Budget:	\$7,358,913
Total FCI:	23.52%
Energy Budget:	\$32,789
Suitability Budget:	\$523,400
Total RSLI:	28%
Total CFI:	25.3%
Condition Score: (60%)	3.57
Energy Score: (0%)	2.27
Suitability Score: (40%)	4.79
School Score:	4.06



*2009 Assessment Data

• Facilities Impacted by this Grant Application •

Roaring Fork RE-1 - Safety and Security at 2 HS, 3 MS, & 1 ES - Basalt MS - 1974*

School Name: Basalt MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	84,428
Replacement Value:	\$26,200,571
Condition Budget:	\$11,382,103
Total FCI:	43.44%
Energy Budget:	\$29,550
Suitability Budget:	\$165,700
Total RSLI:	20%
Total CFI:	44.2%
Condition Score: (60%)	3.59
Energy Score: (0%)	2.05
Suitability Score: (40%)	4.79
School Score:	4.07



Roaring Fork RE-1 - Safety and Security at 2 HS, 3 MS, & 1 ES - Carbondale MS - 1975*

School Name: Carbondale MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	52,443
Replacement Value:	\$12,930,412
Condition Budget:	\$1,075,022
Total FCI:	8.31%
Energy Budget:	\$18,355
Suitability Budget:	\$1,422,900
Total RSLI:	35%
Total CFI:	19.5%
Condition Score: (60%)	3.74
Energy Score: (0%)	2.05
Suitability Score: (40%)	4.37
School Score:	3.99



*2009 Assessment Data

• **Facilities Impacted by this Grant Application** •

Roaring Fork RE-1 - Safety and Security at 2 HS, 3 MS, & 1 ES - Bridges HS - 1936*

School Name: Bridges HS

Number of Buildings:	1
All or Portion built by WPA:	
Gross Area (SF):	52,443
Replacement Value:	\$16,703,317
Condition Budget:	\$9,183,864
Total FCI:	54.98%
Energy Budget:	\$18,355
Suitability Budget:	\$749,100
Total RSLI:	5%
Total CFI:	59.6%
Condition Score: (60%)	3.10
Energy Score: (0%)	2.27
Suitability Score: (40%)	4.62
School Score:	3.71



Roaring Fork RE-1 - Safety and Security at 2 HS, 3 MS, & 1 ES – Glenwood Springs MS - 1991*

School Name: Glenwood Springs MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	78,208
Replacement Value:	\$23,510,015
Condition Budget:	\$10,420,512
Total FCI:	44.32%
Energy Budget:	\$0
Suitability Budget:	\$551,500
Total RSLI:	10%
Total CFI:	46.7%
Condition Score: (60%)	3.39
Energy Score: (0%)	2.73
Suitability Score: (40%)	4.67
School Score:	3.90



*2009 Assessment Data

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Applicant Name: ROARING FORK RE-1

County: GARFIELD

Project Title: Safety and Security at 2 HS, 3 MS, & 1 ES

Applicant Previous BEST Grant(s): 2

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

RFSD formed in 1958 and its boundary area is 1118 square miles stretching through three municipalities and three counties. The mission of the district is “Roaring Fork Schools will ensure that every student develops the enduring knowledge, skills and character to thrive in a changing world”.

RFSD has four elementary schools, three middle schools, two K-8 schools and four high schools serving approximately 5600 students with 610 full time staff and 381 part time staff. The district maintains over 1 million square feet of facilities.

Local economic drivers include oil & gas, resort tourism, ranching and building trades, all of which are subject to cyclical economic booms and busts. Our student population is racially and economically diverse. Hispanic students account for 55% of the student population. English language learners are 34%, higher than the state average. The percentage of our students to qualify for free & reduced lunch is 43%.

Our maintenance program is led by facilities staff equipped with HVAC, electrical, carpentry and general maintenance skills. Detailed inventory of mechanical equipment and related preventative maintenance schedules are tracked and implemented. The staff is comprised of 60 employees who handle maintenance and custodial duties across the district. RFSD is committed to keeping their assets in the best possible condition.

Glenwood Springs Middle:

GSMS serves 543 students in grades 6-8. RFSD was excited to announce the transition of this school to an Expeditionary Learning (EL) curriculum so that students matriculating from EL elementary curriculums in Glenwood Springs could continue their curriculum through the middle school years. The percentage of this school whose students qualify for free & reduced lunch is 40%.

Carbondale Middle School:

CMS takes pride in knowing each and every student personally. CMS is committed to rigorous academics, arts, language and technology enrichments, and CREW experiences. CMS’s commitment to academics has resulted in the school’s math program ranking in the top 1% in the state for growth. CMS’s commitment to enrichment offers students opportunities to play in a full band alongside Aspen Music School and Jazz Aspen; to produce authentic artwork that is shared throughout the Roaring Fork Valley, and to engage with 3D printers, computer coding, and design with Science, technology and engineering projects. CMS’s commitment to CREW creates a collaborative community where students can overcome challenges, work towards personal goals, and strengthen their character. CMS serves 326 students in grades 5-8. The percentage of students who qualify for free & reduced lunch at the school is 56%.

Basalt Middle School:

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BMS's enrollment is 502 students in grades 5-8. BMS has been recognized for countless awards from music education, athletic coaching, art, robotics & spelling bees in the past five years. BMS has been designated a two-time national & Colorado "Trailblazer School to Watch". The percentage of students who qualify for free & reduced lunch at BMS is 41%.

Basalt Elementary School:

BES serves 621 in students PK-4. The free & reduced lunch percentage for K-4 at BES is 42%.

Basalt High School:

There are 447 students attending BHS. Students have the choice to enroll in Advanced Placement courses, concurrent enrollment with Colorado Mountain College and the Univ. of Colorado. Along with other statewide recognition, a BHS teacher was awarded the Colorado State Teacher of the Year in 2015. The percentage of students who qualify for free & reduced lunch is 34%.

Bridges High School:

Bridges High School provides the district's only alternative high school diploma program and enrolls 73 students. Students have opportunities for concurrent enrollment with Colorado Mesa University and Colorado Mountain College. Starting in the 2017-18 school year, Bridges will also provide a Life Skills program called Ready for the World within the facility.

Deficiencies Associated with this Project:

All of these six facilities are located within a 1/2 mile from major Colorado interstates and highways. Consequently, all of these schools have had multiple lock down events because of dangerous situations on or near the roadways such as high speed chases with law enforcement, bank robberies, reports of individuals carrying firearms and a homicide in an adjacent neighborhood.

RFSD schools were constructed prior to current strategies employed for safety and security. There is no structured access system in these schools. The front office staff has a lack of visual to the front of the school to see individuals approaching. There are no security windows or sally port entries from the vestibules into the front office for visitors to check in prior to being granted access to the school. Doors remain unlocked during the school day. There is a lack of security cameras throughout the buildings. Phone systems are outdated and in need of an upgrade to integrate with the intercom system. Often, exterior doors to various locations within the school are propped open or unlocked. These facilities do not have a "panic button" for front office staff to quickly alert the school about a security situation and alert law enforcement. Classroom hardware on the doors require keys to lock from the inside. There is a lack of card readers in the schools for access by staff. Additionally, the way finding signage is poor in the buildings and not standardized. During a safety event, staff, students and visitors could be confused by the lack of signage.

Currently all the schools operate somewhat differently with protocol for visitors and security situations. If a front office staff member were to float throughout various district schools, they could become easily confused in the event of a safety breach.

Bridges High School shares a facility with administrative offices and office space for area non-profits. There is no separation between students and the access the public has to the administrative areas of this building.

Proposed Solution to Address the Deficiencies Stated Above:

RFSD has highly prioritized security and safety of students and staff. During the winter of 2016, the formulated a Design Advisory Group (DAG) consisting of community members, parents, staff, fire department staff and law enforcement to set the vision and identify the standards by which RFSD would implement security.

The outcomes of the DAG meetings provided the district with core values to guide the design of all new security vestibules and safety protocols. These core values were:

1. To provide a safe, secure, yet welcoming entrance to each school
2. Entries into each school would be standardized so that students, staff, parents and community follow the same procedures upon entering
3. One point in and one point out for all students and community. All other doors will be outfitted with door position sensors

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and key doors will also have electronic card readers for staff entry.

4. Visitors shall check in at a security window inside the first set of entry doors prior to being allowed access into the second set of security doors leading into the school
5. Way finding signage will be consistent and clear in each school and all schools will have signage in both English and Spanish
6. Administrative staff will communicate the priority of implementing this system with consistent staff training and expectations.

Additionally, the DAG agreed a panic button to be integrated with the security alarm and phone intercom to notify the school of a lockdown, while also notifying law enforcement, should be placed in each administrative office. These safety improvements would necessitate upgrades to network switches and phone/intercom systems. Additional security cameras would also be necessary in the vestibules.

Finally, the district recognizes these safe and secure entries and systems are only fully effective when staff properly implements their use. The district is entirely committed to ensuring each principal is enforcing the priority of the use of these tools properly and the principals are 100% supported in these efforts by the district administration. Front office staff will be fully trained on the systems and protocols. Teaching staff will receive proper communication on implementation of the systems. Training on these systems will be video recorded so that new staff can be properly trained as turnover occurs in the district.

How Urgent is this Project?

Schools are currently without the security and safety attributes outlined in the deficiency section. Given our climate of national school violence, a single event could cause injury to our students, staff and community members utilizing these facilities. Preventing just one event that could cause harm, is well worth the investment in these improvements. This project has the ability to better secure 2512 students with these upgrades.

If the project were not awarded, RFSD would attempt to implement some security measures at these schools, but would not have the funding to implement all of them at each facility. In order to attempt to have a fully secure facility, all of these strategies should be employed simultaneously.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

NA

How Does the Applicant Plan to Maintain the Project if it is Awarded?

RFSD prioritizes and commits to regular maintenance of our facilities to extend their value to our students, staff and community for as long as possible. These upgrades will be first under warranty by the general contractor and then maintained on our regular schedules. The contractor will also provide training and operation/maintenance information to our facilities department for all new components such as doors, hardware, windows and flooring. IT software upgrades will be the responsibility of the district over time to continue system functionality. Any software replacement costs over time will be budgeted by the district.

Maintenance of these improvements will be budgeted appropriately with each facility's larger maintenance funding as part of the District's annual operating budget. Renewal and replacement will be funded through the District's Capital Reserve Capital Projects (CRCP) Fund. The District's CRCP Fund will provide for renewal and replacement of security components included in this application. The District's budget plan calls for annual transfers to this fund of \$250 per pupil. The amounts transferred may actually exceed this threshold depending on the requirements for fund the District's 5-year capital replacement plan. In recent years, these transfers have been as high as \$750 per pupil.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

GSMS was originally built in 1990 by RFSD.

CMS was originally built in 1975, and first served the community of Carbondale as the High School.

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Similarly to CMS, BMS first served the community of Basalt as the High School and was built in 1975 by the school district.

Basalt Elementary School was built originally in 1967 by RFSD, as a supplement to the adjacent Red Brick School Building, which was originally constructed in 1938.

BHS was newly constructed by RFSD in 1996.

Bridges High School was constructed in 1936 by the school district. It originally served the Carbondale community as the K-12 school. Then it served as a high school before converting into a middle school. Currently it serves the RFSD Bridges High School Program, the district's only alternative high school.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

GSMS: In 2006 a covered open-air front entry shade awning was added to the facility.

CMS: In 1996 the building received an addition of a library and several classrooms through a bond initiative. In 2008 the building was converted to a middle school and went through extensive hazardous materials abatement through a bond initiative.

BMS: With financing through a successful bond, the current Basalt High School was built in 1996 and the 1976 building was converted into a middle school. In 2006, through a bond initiative, the building received a small classroom addition. The building has gone through hazardous materials abatement as part of these past bond initiatives.

BES: A large addition/renovation project for this school was completed in 2006 as a portion of a bond initiative. This left approximately 20% of the original 1967 building, which was upgraded aesthetically.

BHS: As part of a bond initiative, the building received an academic wing addition in 2006.

Bridges High School: In 1953, 1967, 1986 and 1990 it received renovations and/or additions as part of bond programs. The building was converted to house the alternative high school program and some central support functions for the district in 2008. While this conversion for programming changed in 2008, no renovations or additions were performed at that time. Therefore, the last time this facility received any upgrades was in 1990.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

As part of the successful 2015 bond campaign, the district committed to the tax payers they would use the bond proceeds as match dollars in grant programs available to maximize the value of the bond to increase the value of the facilities functionality for students, staff and community members. The district has applied for Federal Mineral Lease grant funding for facilities not included in this application and has been unsuccessful. The district did receive a GOCO grant for a play yard at a facility not included in this grant scope.

How do you budget annually to address capital outlay needs in your district/charter?

Although the legislature has eliminated the annual minimum funding requirement for the Capital Reserve Capital Projects (CRCP) Fund, RFSD has continued to transfer funds annually. The current capital renewal plan calls for minimum transfers from the General Fund to the CRCP Fund of \$250 per pupil. Some years call for transfers in excess of that amount depending on needs identified in the plan. Transfers to cover large repairs or replacements are typically covered by general fund reserves, which are maintained at strong levels as a result of conservative budget assumptions. For example, during the last 5 years, transfers to the CRCP Fund ranged from a low of \$418 per pupil to a high of \$750 per pupil based on needs identified in the plan including replacement of roofs, boilers, other HVAC components, sidewalks, carpet, telecommunications infrastructure, other equipment, etc. Even at the minimum transfer of \$250 per pupil, the plan far exceeds the minimum transfer required by the BEST program of \$100 per pupil.

Current Grant Request: \$531,909.26

CDE Minimum Match %: 44

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Current Applicant Match:	\$1,032,529.74	Actual Match % Provided:	66
Current Project Request:	\$1,564,439.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	2015 Bond Funds	
Total of All Phases:	\$1,564,439.00	Escalation %:	1.1
Affected Sq Ft:	491,028	Construction Contingency %:	3
Affected Pupils:	2,512	Owner Contingency %:	8
Cost Per Sq Ft:	\$3.19	Historical Register?	No
Soft Costs Per Sq Ft:	\$0.92	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$2.27	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$623	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	196	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	5,410	Bonded Debt Approved:	\$122,000,000
Assessed Valuation:	\$1,027,661,840	Year(s) Bond Approved:	15
PPAV:	\$189,956	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$6,048,864	Year(s) Bond Failed:	
Median Household Income:	\$64,214	Outstanding Bonded Debt:	\$204,859,984
Free Reduced Lunch %:	40.30%	Total Bond Capacity:	\$205,532,368
Existing Bond Mill Levy:	15.592	Bond Capacity Remaining:	\$672,384

• Facilities Impacted by this Grant Application •

La Veta RE-2 - ES Gymnasium HVAC-Bleacher Upgrades - La Veta ES - 1985

District:	Auditor - La Veta RE-2
School Name:	La Veta ES
Gross Area (SF):	33,133
Number of Buildings:	1
Replacement Value:	\$6,905,239
Condition Budget:	\$2,245,176
Total FCI:	0.33
Adequacy Index:	



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Applicant Name: LA VETA RE-2

County: HUERFANO

Project Title: ES Gymnasium HVAC-Bleacher Upgrades

Applicant Previous BEST Grant(s): 2

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

La Veta Re 2 is a rural district that provides educational programming for 220 students in pre-school through 12th grade. In 2014 the district was recognized as "Accredited with Distinction," having met or exceeded the rigors of the State's performance indicators. Success in academic areas can be attributed to the focus of the district on maximizing available resources to provide students with every opportunity to succeed and excel. Academic programs are introduced at the earliest opportunity with a district managed pre-school program and full day funded kindergarten. In addition to core academic subjects, all students are provided instruction in internet safety, material access and library, extracurricular activities, and opportunities for civic or community engagement. High School students can enroll in career and technical education classes in a work force readiness program or receive both high school and college credits for successfully completing concurrent enrollment classes. To provide diverse tracts for students requires that the staff be extremely flexible on the subject matter they teach. The need for diversity and the traditional struggle of small, rural districts to recruit and retain teachers is represented by the 94.82% of classes taught by Highly Qualified instructors as compared to 99.19% for the State. Student enrollment varies, a high enrollment of 226 occurred in 2012/2013, with a drop to 191 in 13/14 and a recovery to 215 in 14/15. The past two years has seen a stabilization to 219 in 15/16 and a current count of 220. These fluctuations mirror the adverse economic environment and reality of double digit unemployment (10.7%) experienced throughout Huerfano County. Financial hardship is reflected in a continued increase in the percentage of families that qualify for the Free and Reduced Lunch program. Program eligibility in 2011/2012 was 43% a high in 2015/2016 of 64% and this year reporting a 51% eligible percentage however, of the total number of eligible students 95% qualified for free status. Economic challenges at the local and state levels have had an adverse effect on district financial revenues. To balance a budget has required the district to make the choices to reduce educational and maintenance programs in cost control measures and to aggressively seek other resources to offset revenue deficits. The end result of deferred maintenance of facilities is that what was once thought to be a short term financial crisis has now extended to long term implications. Any remodeling or renovation has only been accomplished in the past five years by leveraging nominal Capital Project funding with state and federal funding requests. Priorities for these funding requests, as is the case with this application, have been determined utilizing state facility assessment data and matching those with funder priorities. Tier I educational facilities are positioned in both sides of a public thoroughfare, Garland Street. There are six buildings that vary in age and condition that comprise the campus. High School programs are conducted in three buildings: the main building constructed in 1911, the science annex and the VoAg building, both built in 1971. Elementary was constructed in 1952, with additions in '83 and '85 of classrooms, cafeteria and gymnasium. Pre-school and kinder classes are in a building originally constructed in 1983 but remodeled in 2001. All structures are maintained by district custodial/maintenance employees. Recent high cost maintenance issues and ongoing maintenance concerns associated with aging infrastructure have forced the district to evaluate the best approach for buildings. State facility assessment data raises the question of whether to renovate or build new. Colorado Facility Index (CFI) has the elementary/Junior High Building at 72%, a 2002 renovation on the High School Building has improved that CFI rating to 49.3% and the pre-school/kindergarten building rating is 98.7%.

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Deficiencies Associated with this Project:

La Veta Re2 constructed a district gymnasium/junior high building in 1986 as an addition to a 1983 addition that was attached to the 1952 elementary building. This facility serves all functions for the school district including athletics, physical education, honors, assembly and meeting space as well as the needs of the community from funerals, weddings, dinners, meetings and emergency services. The intense use, and high demand for the facility has forced the district to identify the documented health and safety deficiencies with the forced air heat system and the spectator bleacher systems in the District Gymnasium as the facility priority requiring immediate attention and funding assistance through a BEST Grant. A school facility assessment report, updated in 2015, identified cooling, distribution and terminal & package units as systems that were either missing or were of an age that exceeded the mechanism expected life or that does not meet the intended performance under the Guidelines. The gymnasium is heated with three (3) forced air, 45,000 BTU, propane gas fueled furnaces originally installed with the construction of the building in 1986. The 30 year expected life for the units was exceeded in 2009 but a diligent maintenance and repair program has managed to bandaid the system together to continue operation as there were other issues of greater priority and need. That evaluation changed this past winter after an extensive inspection revealed that a heat exchanger in one of the units was probably cracked and rather than risk operation was permanently red tagged and decommissioned. Readings of CO2 levels in the gym show levels that hover at the maximum range of 15 ppm before sufficient amounts of outside make up air can reduce the level. Prior to decommissioning the one unit the readings would climb to greater than 20 ppm. Further investigation as to the possible cause of increased levels revealed that the two remaining units were operating at a calculated efficiency of 45% or less with the maximum unit rating of approximately 65%. In February of this year, a failed heat unit in the vicinity of the gym caused the carbon monoxide exhaust to be returned to the building as makeup air. The ensuing exhaust buildup reached a point, prior to detection, that it caused physical discomfort with headaches and nausea. The elementary and junior high building was evacuated until the unit could be fixed and air quality corrected. Knowing the same opportunity presents itself with a gymnasium full of students, parents and community the District has chosen to correct the heat unit deficiency.

Currently the three Reznor units are mounted in a mezzanine type of location over office space and the stage/weight room in the gymnasium. Access for maintenance and repairs is from a 20' propped against the double doors 12 feet off the ground. Personnel are required to climb the ladder, open the door then step across to the landing inside the mezzanine. If this location is maintained for units safety requirements mandate that a landing and permanent steps be constructed to remediate access.

La Veta Re2 reflects the core values of its rural, economically conservative community so when it came time to build an addition the selection of construction materials reflect a practical, monetarily conscious approach. Bleachers in the 1986 Gymnasium are steel structured, wood seats, plywood steps and risers, collapsible units that are operated manually. While the units met the safety requirements for their period they are no longer in compliance for handrails, steps, proximity to the playing surface and athletes nor do they meet any ADA requirements introduced in 1990. Continual manual operation from an open to closed status places excessive wear on welds, bolt connections and alignment. The district spent over \$8000 in 2010 with a complete overhaul of the operating systems including pulleys, locks, wheels, alignment and locations where units were attached to the wall and bolts and plates had pulled away. Tread markers and signage were added at this time in an attempt to remediate safety concerns with inadequate handrails and steps. Maintenance personnel have continued and inspection and general repair process since the repair in 2010 however maintenance staff imitations, general use, dated design and age have again become major factors. An inspection by an independent company found that the bleachers, as they currently existed, failed safety code requirements for 4" gap code requirements for guards/rails and deck gaps and failed ADA requirements by not having wheelchair spaces. Further safety concerns were identified with the manual setup that added wear and tear and increased maintenance on row and section alignment and a lack of an aisle rail system to meet egress requirements. When the bleachers are at full extension the sides are open to foot traffic which is a path by necessity as much as by choice. The design of the units places the first rows of seating on courtside rather than back from the sidelines to allow for foot traffic to move back and forth. Cost estimates to meet safety concerns totaled \$17,669 an additional \$10,310 to add an automated power system and the ADA wheelchair spaces were not addressed. The total cost would be \$27979 or about 46% of the cost of for new units. Budgetary constraints and an indecision by administration as to the best course of action, forced the district to consult with its insurance provider. The response from the Colorado School District Self Insurance Pool recommended repair or replacement because of the identified failure and their potential impact on "student, staff and general public safety." An additional concern, with greater economic is with the "School Entity Liability (General Liability) because you now have known unsafe conditions, which exist in the gymnasium. This report also notifies the district that they are not compliant with ADA, which they should address as soon as possible to meet reasonable accommodations in the

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gymnasium.”

Proposed Solution to Address the Deficiencies Stated Above:

Proposed solution for the heat deficiency in the gymnasium is to replace the three units with two (2) Carrier, or like model, 5 ton RTUs. The district is proposing to locate the two units on the roof of the gymnasium rather than utilize the mezzanine space and have to construct stairs and landing for access. Preliminary design of the system calls for the units to be placed over two of four relieve dampers. Utilizing the existing relieve dampers eliminates the need for additional roof penetrations that might further compromise aged materials. This approach also allows for the use of the existing duct work with only slight modifications for closing off the ends once the existing units are removed and duct work is fabricated to attach the units to the duct work in the gym. Multiple structural engineers have been consulted on whether the existing structure of the building is sufficient to support the RTU's or if major modifications would be required. Two independent engineers have concurred that the structural design and materials exceed requirements. Preliminary thoughts were that they might recommend addition of an angle iron across purloins but little modification would be required. A cost estimate for structural engineer services has been added to the budget to meet state permitting requirements and district/state concerns. Specifications for the RTU's have been written to address deficiencies with efficiency, economy, safety and air quality and include economizers, barometric dampers, smoke detectors and hail guards. Ultimately we would be replacing three 45% efficiency rated units with two 90% efficiency rated units.

To remediate the deficiencies with the bleachers will require one of two courses of action. Options are either to repair the existing units or to remove the existing units and replace with new units that meet all current safety and accessibility requirements. Preliminary cost estimates for repair were obtained from the firm who completed the inspection report. They could provide estimates for all remediation with the exception of the addition of wheelchair spaces for ADA compliance. Total cost for this option is \$27,979. Given this cost when added to the repair cost 5 years ago of another \$8000 the district has selected replacement as the more economically responsible option as it corrects existing deficiencies with railings, aisles, spacing, accessibility and safe operability for personnel for a period of time that should greatly exceed 5 years before costly repair or remediation would be required.

Specifications for new bleacher units that would specifically remediate concerns include:

reducing the number of rows of seats to allow adequate space from the bleachers to the court to increase player and spectator safety and allow for movement from one side to another.

Addition of safety end closure panels to eliminate people from accessing or walking under the bleachers without authorization.

Addition of wheelchair spaces with companion seating to meet accommodation requirement for Americans with Disabilities Act.

Wall attached units that are fully mechanized allowing for controlled operation of the units to prevent unauthorized use, improved safety as one operator can open and close an entire bank and decreased maintenance and repair costs due to ease and control of operation.

bleacher units that incorporate designated aisles with safety rails to meet egress requirements. End rails will conform to IBC gap standards for no greater than 4" for any unit that exceed 55" in height.

engineered design for attaching to wall surfaces, unit details and understructure diagrams for submission to state fire safety for approval.

How Urgent is this Project?

A timeline for the repair of the RTU system is based upon weather conditions and seasons. Continued operation over the remaining winter months places a continued strain on the aged system to the point that failure could be imminent. If the units can be sustained through this school year then the district would press to have the new system installed and operational by November.

The timeline to replace the bleachers is immediate. The district has received notification of deficiencies and been advised by the insurance company of the significant liability that the knowledge presents and the need for appropriate measures to be taken to remediate them. Failure would not necessarily have to be a catastrophic collapse of all the units but could be as simple as someone falling and injuring themselves while trying to access seating. A lawsuit claiming negligence is potentially one the district would bare alone potentially to the extent of financial bankruptcy.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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4.1 Health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law. Public school facility accessibility.

The remediation of the district gymnasium is intended to correct health and safety issues identified with the mechanical heat system and the deficiencies with a bleacher system. Replacement of dysfunctional furnaces will address air quality, and building temperature as required by state and federal law. Replacement of a non-compliant, hazardous bleacher system corrects safety issues, code non-compliance, and one public school facility accessibility issue by providing wheelchair locations with companion seating.

4.1.4 Mechanical systems. A safe and efficient mechanical system that provides proper ventilation, proper sound levels and maintains the building temperature and relative humidity. The mechanical system shall be designed, maintained and installed utilizing current State and Federal building codes, and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

Replacement of the existing heat system with new RTUs will insure a safe efficient system capable of proper ventilation, minimal sound levels, and control of temperature and relative humidity. The proposed system will be designed to meet all applicable codes, permitted and inspected through the Colorado Division of Fire Prevention and Control.

4.1.4.1 - Healthy building indoor air quality (IAQ) through the use of the mechanical heating, ventilation and air conditioning (HVAC) systems or operable windows and by reducing air infiltration and water penetration with a tight building envelope. Scope of the project includes the installation of a mechanical heating, ventilation and air conditioning system designed to provide a healthy building air quality.

4.1.4.2 - Mechanical systems shall comply with: ASHRAE Standard 62.1-2013 Ventilation for Acceptable Indoor Air Quality, ASHRAE 90.1-2013 Energy Standard for Buildings Except Low-Rise Residential Buildings, and ASHRAE Standard 189.1-2014 Standard for the Design of High Performance Green Buildings.

Design and installation of the mechanical HVAC system will adhere to current ASHRAE standards for acceptable air quality, energy efficiency and be a small step towards conversion of a an existing structure to a more compliant green building.

4.1.7 Paths of egress. A continuous and unobstructed path of egress from any point in the school that provides accessible routes to an area of refuge, a horizontal exit, or public way. A facility code analysis shall be conducted to determine all code requirements.

To meet this guideline requirement a component of the project includes the replacement of an existing 1985 bleacher system that does not have aisles and handrails for points of egress with a new system that meets all safety requirements including egress, end rail design and ADA accessibility.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

La Veta Re 2 has a multi-tiered maintenance response based upon the condition and need of the system component. This same approach will be utilized to maximize the equipment life and insure efficient operation. Tier one maintenance are those issues that can be resolved by district personnel with backgrounds and expertise as licensed electrician and HVAC technician. These individuals can address day-to-day concerns with operation and maintenance of the system including scheduled maintenance of belts, filters, and motors. Maintenance personnel have the ability to maintain and repair all door system components including push bar hardware, hinges and locks. Tier two maintenance are those issues that require specialized skill not available at the district level. A Few examples of this level would include independent inspections of structural features or fire code compliance.

Funding to support maintenance and repair costs can utilize the maintenance budget depending upon the nature of the issue. Budget line items support equipment repair, purchased professional services, and non-capital equipment. The District anticipates that the potential impact to these resources will be minimized initially due to extended equipment system warranties and the documented reliability and durability. A life cycle projection for the heat system is anticipated to be approximately 20 years with a 2 year parts and 1 year labor warranty. The bleachers would have an anticipated life of a minimum of 25 years with a standard manufacturer's warranty for parts and labor at 5 years. A replacement cost analysis and capital project budgetary set aside will be established utilizing the calculated useful life of each component and the initial acquisition cost. That process would begin at the conclusion of year five for the bleachers and year three for the RTU units. Beginning the process ahead of the potential expenditure allows for budgetary adjustments over multiple years to minimize an impact at point of replacement.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

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La Veta Re2 constructed the gymnasium, locker rooms and middle school classrooms as an addition to the elementary building in 1985. Design and steel building construction were selected for functionality and economics and met code requirements for that period.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

The gymnasium/junior high classroom addition represents the newest facility on the La Veta Re 2 campus. Prioritizing health/safety and suitability of facilities have predominantly focused on facilities that are of a much older age and deteriorated condition to retain functionality. Financial constraints have limited the district's ability to repair and remediate to grant funded projects. A BEST/DOLA funded project in 2005 replaced heating units for the junior high classrooms and locker rooms but did not address the heat system for the gymnasium. In 2010 a BEST funded roofing replacement project on the high school and elementary buildings included the maintenance of fasteners and roof penetrations on the standing seam system of the gymnasium. A CDOT/DOLA funded project in 2015 redesigned and replaced the roadway, curbs and sidewalks on Garland Street. These improvements impacted all buildings on campus, particularly the gymnasium as it redefined parking patterns, established crosswalks, widened sidewalks and addressed storm water drainage issues.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Prior to the submission of this BEST funding application the district has worked to leverage limited capital projects funding with other local, state and federal programs that focus on prioritized needs including the remediation and repair of facility deficiencies. The district has been successful in obtaining funds from local sources including agencies and individuals to match requests to other state agencies for projects ranging from the construction of the district playground to replacement of technology and student transportation vehicles. Successful applications to Great Outdoors Colorado, Colorado Department of Local Affairs, USDA Rural Development, Colorado Health Foundation, Colorado Department of Transportation, BEST, capital projects funding and a bond election have all been paired over the past twenty years to maintain and improve facilities that range in age from 1910 to 1985. This particular application will require the district to allocate all of its capital projects resources in the next fiscal year to meet the required BEST match. A total allocation of funds removes the district's capability to respond to any potential emergency for the coming year. District administrators and board of education recognize that this course of action and funding practice can neither be sustained indefinitely nor does it address the overarching question of facility "fit for purpose".

A Facility Task Force (FTF) was formed in December of 2016 to begin a comprehensive facility assessment and masterplan development that would define the district educational programs, existing facilities, gaps in service and tools and identify a course of action administratively, educationally and financially to meet the objectives. The FTF is comprised of fifteen members representing administration, board, community, teachers, parents and partner agencies. Data from the School Assessment Report (updated in 2015), engineer studies and the anticipated 2017 Assessment report will be used to determine existing facility conditions. What has become apparent is that even utilizing the condition budgets of the 2015 updated assessment the cost to remediate the deficiencies exceeds the debt limit of the district and remaining debt capacity of \$6.7 million. The simplified questions that must be answered are what are the programs now and in the future, do existing facilities support those programs, can the facilities be made to support or are new facilities required, what is the will of the people to financially support a repair or replacement, and is there state funding available to backfill the financial gap for either decision. The district and task force recognize that answers and ensuing solutions are three to four years in the future. What remains to be resolved now is how to maintain and work with immediate needs until the future picture can be clarified. Board and administration's philosophy and course of actions are with a three year timeline. Facility deficiencies are being prioritized with health and safety being the top concern with an ongoing approach to be to maintain. This application represents that philosophy, priority and need to remediate health and safety concerns of a facility that meets district and community demands.

How do you budget annually to address capital outlay needs in your district/charter?

The district has attempted to budget \$40,000 to the capital project budget on an annual basis. This exceeds the funding allocated in the general fund for maintenance and operation of buildings and grounds. The objective is to try to have a carryover balance at the end of the year to allow for building this reserve.

Current Grant Request:	\$130,781.99	CDE Minimum Match %:	33
Current Applicant Match:	\$64,415.01	Actual Match % Provided:	33

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Current Project Request:	\$195,197.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	Capital Reserve Fund.	
Total of All Phases:	\$195,197.00	Escalation %:	0
Affected Sq Ft:	12,384	Construction Contingency %:	5
Affected Pupils:	220	Owner Contingency %:	0
Cost Per Sq Ft:	\$15.76	Historical Register?	No
Soft Costs Per Sq Ft:	\$6.78	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$8.89	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$887	Is a Master Plan Complete?	No
Sq Ft Per Pupil:	56	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	214	Bonded Debt Approved:	
Assessed Valuation:	\$35,874,742	Year(s) Bond Approved:	
PPAV:	\$167,639	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$623,753	Year(s) Bond Failed:	
Median Household Income:	\$40,476	Outstanding Bonded Debt:	\$525,000
Free Reduced Lunch %:	65.20%	Total Bond Capacity:	\$7,174,948
Existing Bond Mill Levy:	2.225	Bond Capacity Remaining:	\$6,649,948

• Facilities Impacted by this Grant Application •

North Park R-1 - Safety, Security & Technology Upgrades - North Park ES/MS/HS – 1963*

School Name: North Park ES/MS/HS

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	97,200
Replacement Value:	\$31,541,919
Condition Budget:	\$12,235,859
Total FCI:	38.79%
Energy Budget:	\$0
Suitability Budget:	\$5,646,800
Total RSLI:	20%
Total CFI:	56.7%
Condition Score: (60%)	2.99
Energy Score: (0%)	2.40
Suitability Score: (40%)	3.71
School Score:	3.28



*2009 Assessment Data

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Applicant Name: NORTH PARK R-1

County: JACKSON

Project Title: Safety, Security & Technology Upgrades

Applicant Previous BEST Grant(s): 2

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

The mission of the North Park School District R-1 is to provide education programs of superior quality in a safe environment enabling students to live responsibly in a culturally diverse, economically diverse and mobile society. These programs will be sensitive to local needs and resources, and will change to effectively meet future needs.

The district's school board of directors are committed to guiding the district through the board's one employee, the superintendent; engaging constituents; ensuring alignment of policy with action and resources; measuring and celebrating progress and achievements; and modeling excellence.

The district's goals for 2016-2017 include the following: promote increased student achievement; promote clear communication at all levels; promote district-wide instructional focus; invest in safe facilities; and reward excellence.

The district, located in rural Walden, Colorado, serves the entire Jackson County. The district has 190 students in PK-12. The elementary (K-5) is traditional, with only one class per grade level. The middle school (6-8) includes core courses in language arts, mathematics, science and social studies. In addition, students may choose agriculture shop, art, career and technical education, music (band and choir) and publications.

The high school (9-12) requires students to meet or exceed the district's academic standards in 24 credit hours in English (4), mathematics (3), science (3), social studies (3), physical education (1), technology (1), financial literacy (.5) and electives (8.5) prior to becoming eligible to graduate. Seniors are required to pass English 12, a year-long course that includes the "Senior Project," the district's capstone, and they are required to pass Government, a year-long civics course on the civil government of the State of Colorado and the United States. The course load for high schools students is a minimum of 6 credits per school year. Students demonstrate mastery of the curriculum through daily classroom assignments and assessments, classroom projects, district and state assessments, and national exams.

The North Park Career and Technical Education program is an essential path for some students who learn life and vocational skills. The department offers general courses in agriculture, as well as agriculture business, agriculture carpentry, agriculture mechanics, horticulture, welding and on-the-job training.

While the NPSD facilities have been well-maintained, they are aging and dated, showing wear and tear from over fifty years of use. Colors are faded, the walls have holes, and there are add-on technology wires hanging in every room.

Deficiencies Associated with this Project:

The parking lot has been an ongoing issue for over a decade. It is the original lot installed in 1963, and it was never graded (installed) correctly. There is no drainage system and because of the slope of the lot coming down off the hill, water drains right to the front of the building, primarily the front entrance. Because of the large amount of snow we get and the freezing

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temperatures, it is impossible to control. We do our best to plow and shovel the snow, but water continues to settle close to the front entrance and creates a huge ice pond. It is a major slip hazard for the majority of the school year, and we have had multiple incidents over the last few years. There are many potholes that we have patched, but they continue to get worse. The lot has no lighting and when we have after school functions, everyone has to walk back to their car in the dark. There are no street lights anywhere close to the school, so everyone walking in our pothole filled / icy lot, creates a recipe for disaster.

Another problem the poor drainage in the parking lot causes, is with our sidewalks. The water has damaged all of our south and west sidewalks. Water has infiltrated the concrete, causing it to crack and deteriorate. So when the ice is not present, we have huge pits in our concrete at the front walkway and front entrance of our building. The water damage is so extensive, that the concrete cannot be repaired and must be replaced.

Once you finally make it past the ice and potholes, there are issues trying to get in the building. Our Medeco key fob system does not work properly and sometimes administration cannot get into the building, especially on cold days which are very frequent. The Medeco key system is an electronic key system that uses a rechargeable key that has three small points of contact on them to engage the locking mechanism, that lets doors be unlocked. The problem with this system on the exterior doors, is that condensation builds up and freezes on the points of contact and the doors will not unlock. This system is installed throughout the entire building. Many of our staff members have had trouble entering their classrooms and recently the key fob the fire department uses did not work on multiple doors. These doors do not have any traditional key locking system, so if there was an emergency, the fire department would have to break down the doors to get into the building. All of our classrooms do not have exterior exits and are centrally located in the building, so there could be a situation where we would not be able to get into a classroom in the case of an emergency.

Once you are in our building, it is easy to notice all of the issues we have. There are wires running all over the interior of the building. There are holes drilled in the door frames and walls, abandoned phone cables and many other wires that serve no purpose anymore. Because of how our building was designed, there are no plenums or areas to conceal the wiring. The wiring has become such an issue, that there is no way to trace the cables to determine where they are going. So many wires have been deserted and rerouted, that the only solution is tear it out and have a fresh start. Many years ago, the previous administration had a new server/switch and cabling installed and took over a classroom for the new master switch and technology room. Now we have four tech rooms; two of which should not have cables in them (the boiler room and an old storage closet) a half room that is our original technology room, and the classroom to the south of the old techroom. The classroom that was used for the new technology set up five years ago only utilizes $\frac{1}{4}$ of the room. There is no ventilation or air conditioning in this room and the servers are constantly overheating.

Our school also has issues with ventilation, especially in the winter time. Each classroom is equipped with an exhaust fan and the only air movement comes from exhaust fans mounted on our built-up asphalt roof. This is tolerable in the summertime months when we are rarely in school, but the designer did not take into account that we get over 70 inches of snow annually and our average high temperature is 52 degrees, with an average low of 21 degrees. What this means is that once it snows, it does not melt quickly. The snow builds up on our roof higher than our exhaust fans sit, sometimes feet at a time. Because our curbs sit so low, water and snow enter the building in most classrooms and hallways throughout the school year. It is a huge design flaw that has caused us many issues over the years. The water intrusion has damaged ceilings, walls, floors and led to mold in some places.

There are many other issues with our building, but the last of the most needy are new windows and new exterior doors. The exterior windows were installed in 1963 and are beyond their useful life. They do not function properly when we need them to. There are a number of exterior doors that have the same issue. Hardware is broken, along with warped frames. About half of our exterior doors are rusted out and do not latch properly. The emergency exit door in the wood shop does not open and has been jammed shut for a while. The frame and door need to be replaced in case there is ever an emergency. The gym door is in such poor shape, that we have had to abandon it and chain it shut.

Proposed Solution to Address the Deficiencies Stated Above:

There are two options for fixing the parking lot. The first removes approximately half of the north lot and re-grading it (on the north side). A concrete drainage channel and repave of the lot would be completed, so water would flow to the lower grade grass area to the east of the parking lot. The other solution is to remove all of the existing pavement and regrade the entire

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area. This would be the ideal solution because it would fix the entire lot, rather than just a portion. If we were going to take care of this site issue at this time, we would also replace the exterior light poles (at a minimal cost) that no longer work to ensure safe passage way for our students. The sidewalks that have been damaged from the poor drainage issues would have to be replace and re-graded to ensure proper drainage away from the building as well.

We need a solution for our interior key system. Visitors are buzzed in at the front entrance (thank you previous BEST grant), but as noted our hi-tech solution keying system is not ideal for our climate, or in general. The system is not reliable and must be replaced. Our district does not need individual rechargeable key fobs for every user. We need our secure entrance, which we have, and locks that work on the doors at all times. A traditional master key, or mechanical key system will provide this. A system like this is true and tried and will meet the needs of the district. The current key fob system is expensive to maintain and creates an unsafe environment for our students when it does not work correctly.

We plan to relocate all servers into the original technology office and remove all the unused cables that are strung throughout the entire facility. We will re-wire and consolidate all cabling, switches and servers into one central location in the original server room. We will install a new split system cooling unit to properly keep the room cooled so our servers do not overheat.

The existing fan curbs will be removed, curb modifications will be made to add metal flashing so that the curb is extended roughly 12-18 inches. The fans will be re-installed with additional electrical to extend the service of the fan.

All exterior windows (except in the cafeteria) roughly 25, will be replaced with a double pane aluminum storefront product. The hollow metal exterior doors that are not functioning will also be replaced with new hardware and frames as needed.

How Urgent is this Project?

Parking lot, sidewalk and new parking lot light poles - this is a never ending issue. There is no way to create a safe entrance to our school unless we take care of this immediately. The crumbling sidewalk has created trip hazards and people have been injured walking through our lot during the day, and at night. This is a very urgent need that we need to resolve.

Replace Medeco key system with mechanical masterkey - not being able to access our facilities, or enter a classroom is not acceptable. The current key system has some benefits, but those do not out-way our student's safety. We need a key system that works properly every time. This is an urgent need needs to be taken care of immediately.

Relocate I.T. server, re-wire & add cooling - there are so many wires strung across the ceiling, dangling through the middle of classrooms that is an eyesore. The bigger issue is that we do not have a central location for our server room, or a room that is cooled. We have spent a great deal of money on technology over the years, and we need to consolidate all our I.T. infrastructure in a central location that can be kept cool so we do not keep overheating. Adding multiple cooling units to multiple rooms does not make sense. It is also urgent, because we need our classroom back for our students. The way the room is now, is not acceptable for teaching or learning in.

Extend exhaust fan curbs is also a high need, that we have had for sometime. Water infiltration is causing other problems throughout the facility and needs to be resolved immediately.

Replace existing hollow metal doors & hardware, replace all exterior windows. Again the windows have had issues for years. They needed to be replaced a long time ago. The exterior doors that do not open, or function must be fixed promptly. If there was ever an emergency situation and someone needed to escape the room, they would not be able to.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Per the independent auditor's report for the year ended June 30, 2016, North Park School District "is in very good financial condition." At present, our district's carry forward in the General Fund and Capital Reserve total five months of operating expenses, and our goal is to achieve six months in the 2017-2018 budget. During the current year (2016-2017) NPSD continues to perform better than budget targets. Our board approved the school's 2016-2017 amended budget, which shows

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the organization outperforming its original projection by nearly \$300,000.

The NPSD annual budget is the financial plan for the operation of the school system, providing the framework for both expenditures and revenues for the year and future years and translates into financial terms the district's educational programs and objectives.

NPSD's budget process is regulated and controlled by statutes and by requirements of the Colorado State Board of Education that prescribe the form of district budgets to ensure uniformity throughout the state.

The NPSD budget is presented in a summary format that is understandable to any layperson, and the district itemizes expenditures by fund and by student. The budget describes expenditures and shows the amounts budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year. When NPSD budgets for any enterprise funds, the district uses the full accrual basis of accounting. The NPSD budget summarizes revenues by revenue source and expenditures by function, fund and object.

The NPSD budget includes a uniform summary sheet for each fund administered by the district that details the beginning fund balance and anticipated ending fund balance for the budget year; the anticipated fund revenues for the budget year; the anticipated transfers and allocations that will occur to and from the fund during the budget year; the anticipated expenditures that will be made from the fund during the budget year; and the amount of reserves in the fund. The NPSD budget also discloses planned compliance with spending limitations outlined in Article X, Section 20, of the Colorado Constitution, including holding TABOR reserve funds in an unrestricted general fund or in cash funds.

The Board assigns to the superintendent overall responsibility for annual budget preparation, budget presentation and budget administration. As part of the superintendent's budget responsibility, the superintendent causes to be prepared a budget preparation calendar that ensures all deadlines established by law for budget presentation, hearings and adoption and for certification of amounts to be raised by school tax levies are met by the school district. The budget calendar takes into consideration the possible need to submit a request to raise additional local revenue to a vote by the district's electorate. The superintendent has the authority to delegate portions of his or her budget responsibility to the business manager of the district. The budget prepared and presented by the superintendent is consistent with the budget priorities of the Board.

Maintaining a fiscal year-end fund balance as an operating reserve in the general fund is a beneficial and sound financial management practice. The Board of Education assigns to the superintendent or designee the responsibility of accumulating and maintaining a general fund balance amounting to at least 20% of the district's current fiscal year adopted budget as an operating reserve. Accumulation of the full 20% general fund balance must be completed by the end of each fiscal year, unless otherwise approved by the Board. This amount is in excess of the emergency reserve required by Article X, Section 20 of the Colorado Constitution (TABOR). The operating reserve is intended to serve as a "rainy day" fund and is used only for an unexpected loss of revenue or an extraordinary expenditure. Expenditures from this reserve are reported to the Board. If any part of the operating reserve is used in any fiscal year to cover an unexpected loss of revenue or an extraordinary expenditure, funds are reallocated to restore the year-end fund balance in the operating reserve before any other budget allocations in the subsequent fiscal year, unless the Board of Education approves otherwise.

While maintaining a set amount in the capital reserve fund is no longer required by law, NPSD considers doing so to be best practice. The NPSD Board transfers unrestricted moneys into or out of the capital reserve fund during a budget year to meet its obligations.

NPSD recognizes that maintaining resources in the capital reserve fund is a beneficial and sound business practice and protects the public's investment in school district facilities. The Board directs the superintendent or designee to budget an amount up to the amount of carry forward in excess of six months of reserves each year to the capital reserve account for capital outlay expenditures authorized in state law. This amount is transferred from the general fund to the capital reserve fund. The amount transferred from the general fund may be reduced by any money collected from the sale of land, buildings or both or any payments collected from the dedication of lands or voluntary contributions from a developer.

Over the past three years, NPSD has maintained an average "total revenue and beginning fund balance" in our capital reserve

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fund of \$350,514; an average of "total expenditures" of \$149,347; and an average "appropriated reserves" of \$201,167.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The school building was constructed in 1964 and at that time, met the construction and educational standards required.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

The gymnasium was added in 1973.

The vocational/agricultural building was added in 1978.

The telecommunications center/library was added in 1998.

A maintenance garage was added in 2006.

Classrooms and the preschool room were redesigned for district building consolidation in 2006.

The cafeteria was added in 2007.

The secure entryway and breezeway were added in 2014

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

1% Sales Tax: This tax, good for the next five years, was reapproved by Jackson County voters on Tuesday, November 8, 2016. The language of the tax allows NPSD to seek matching grant funds like those of the BEST program.

Colorado Department of Local Affairs: NPSD is exploring a DOLA Community Development Block Grant to help with slum and blight.

Anonymous Donors: NPSD is working with three potential donors to support playfields, playgrounds and athletics renovations. Gifts in these areas allow NPSD to focus on instructional facility needs.

Budget Tightening: NPSD has a goal of trimming expenditures by over \$400,000 since the 2015-2016 budget.

US Dept of Health and Human Services: NPSD has applied to receive funding for a 0-3 Early Childhood Care Center.

How do you budget annually to address capital outlay needs in your district/charter?

Specifically, the school board provides carryover and maintenance of an existing fund balance designated for capital expenditures as well as lump sum general fund allocations to the capital reserve fund.

In general, the school board is responsible for adopting a budget that provides the financial basis for facilities, materials, staff, etc. that enable the district to carry out the educational program. The board exercises control over the district's finances to ensure proper use of, and accounting for, all district funds. The board directs the development of the annual budget of the school district; reviews and recommends programs and supporting data for funds to be included in the annual budget of the school district; provides for the overall management of the school district's financial activities and takes appropriate action to ensure that expenses are kept within the approved budgetary limits of the school district; assists staff in maintaining economy and efficiency in the operation of their administrative units; develops facilities management plans and procedures and supervises improvement; maintains an active contact and familiarization with all local, state, federal and philanthropic programs that provide or could provide financial assistance to the district.

The school board recognizes that money and money management comprise the foundational support of the whole school program. To make that support as effective as possible, the board requires advance planning through the best possible budget procedures; explores all practical and legal sources of revenue; studies and guides the expenditure of funds so as to achieve the greatest educational returns; requires maximum efficiency in accounting and reporting procedures; provides adequate resources to enable all students to meet or exceed state and district standards. As trustee of community, state and federal funds allocated for use in local education, the board has the responsibility to protect the funds and use them wisely.

With respect to the actual, ongoing financial condition and activities of the district, the superintendent does not cause or allow fiscal jeopardy or a material deviation from the annual budget or any budget policies adopted by the board, or any fiscal

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condition that is inconsistent with achieving the district's objectives. The superintendent takes reasonable steps to ensure that only funds that have been received in the fiscal year to date are expended, unless authorized by board resolution. Importantly, all district funds and accounts are audited by an independent auditor annually in accordance with state law and board policy concerning the annual audit. All district funds and accounts are audited internally on a quarterly basis. Timely and appropriate corrective actions are taken in accordance with any internal or external audit findings.

The superintendent or designee prepares and submits to the Board a monthly cash receipts and disbursements report as well as a quarterly fiscal actions report of all district funds. The quarterly report includes the actual amounts spent and received as of the date of the report from each of the funds budgeted by the district for the fiscal year, expressed as dollar amounts and as percentages of the annual budget; the actual amounts spent and received for each fund for the same period in the preceding fiscal year, expressed as dollar amounts and as percentages of the annual budget; the expected year-end fund balances, expressed as dollar amounts and as percentages of the annual budget; a comparison of the expected year-end fund balances with the amount budgeted for that fiscal year; and details on the district's major tax and revenue sources, with variance analysis that shows the factors that are affecting revenue inflow. The format and basis for reporting is consistent with the adopted budget and the past year's generally accepted accounting procedures results.

The superintendent or designee prepares for the board an itemized reconciliation between the fiscal year-end fund balances based on the budgetary basis of accounting and the modified accrual basis of accounting. The reconciliation includes, but is not limited to, the liability for accrued salaries and related benefits. The reconciliation is included with the final version of the amended budget and the annual audited financial statements. The board receives all financial reports in a timely manner and is informed of all corrective actions taken.

The superintendent assures that immediate verbal notification is given to the Board regarding any potential financial problem or any matter that may affect the district's financial condition or ability to achieve its mission. Importantly:

All financial and audit reports are made available to the public and are posted online in accordance with the Public School Financial Transparency Act.

Reports and filings required by state and federal law and agencies are accurately and timely filed.

Complete and accurate financial records are kept for all district funds and accounts.

The superintendent, as well as all fund directors, program directors, department heads and school principals, take all reasonable steps to identify funds, programs, departments or schools that may end the fiscal year with an operating loss or deficit. A corrective action plan is developed and implemented within 30 days of such identification. The superintendent, as well as all fund directors, program directors, department heads and school principals, develop and implement processes whereby variations or deviations in cash flow, revenues or other important financial indicators are identified and dealt with in a timely manner.

The superintendent develops and implements procedures to encourage all district employees to report suspected financial problems or wrongdoing. No adverse employment decisions are taken in response to a good faith report by an employee.

The superintendent or designee are continually aware of the financial and political landscape both internally and externally and develop contingency plans against possible events.

All resources of the district are directed toward ensuring that all students reach their learning potential, including that they meet or exceed state and district content standards. In order to fulfill its trustee obligation with regard to district resources, the board understands how resources are allocated, whether such allocation is effective and what changes should be made to achieve the greatest educational returns. The superintendent develops a comprehensive and ongoing system to collect and analyze resource allocation information. The analysis of this information forms the basis for the budget prepared by the superintendent for presentation to the Board. The system determines how resources are currently allocated by school, grade and program; links specific inputs with results for students and determine whether the current allocation of resources is effective in raising student achievement; identifies ways to better use resources to achieve the district's educational objectives and improve teaching and learning.

As part of the budget preparation process, each school-level accountability committee makes recommendations to the principal relative to priorities for expenditures of district funds by the school. The principal considers these recommendations when formulating budget requests to be presented to the superintendent. The superintendent also considers the

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accountability committee recommendations when preparing the budget to be presented to the Board of Education. A copy of the school-level accountability recommendations is sent to the district accountability committee and to the Board.

The district accountability committee makes recommendations to the board relative to priorities for expenditures of district funds and provides a copy of the recommendations to the superintendent. The board considers these priorities when it adopts the annual budget. The superintendent considers the district accountability committee recommendations when preparing the budget to be presented to the board. Accordingly, the budget prepared and presented by the superintendent:

1. is derived from a five-year plan
2. includes contingency plans in the event budget assumptions prove erroneous
3. is in a summary format understandable by a lay person
4. itemizes district expenditures by fund
5. includes information regarding school-level expenditures
6. adequately describes proposed expenditures
7. shows the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year
8. considers recommendations made by each school-level accountability committee relative to priorities for expenditures of district funds
9. contains enough information to enable credible projection of revenue and expenses
10. discloses budget planning assumptions
11. does not excessively rely on nonrecurring revenues
12. does not provide for expenditures, interfund transfers or reserves in excess of available revenues and beginning fund balances
13. does not include the use of beginning fund balance unless the board has adopted a resolution as described in state law specifically authorizing such use
14. does not reduce without approval of the board, the current cash reserves at any time to less than the minimum amount required by the spending limitations set forth in the state constitution
15. provides adequate and reasonable budget support for board development and other governance priorities, including the costs of fiscal audits, board and committee meetings, board memberships and district legal fees
16. takes into consideration fiscal soundness in future years and plans for the building of organizational capabilities sufficient to achieve the board's goals in future years
17. reflects anticipated changes in employee compensation including inflationary adjustments, step increases, performance increases and benefits
18. achieves a minimum 20% general fund balance reserve
19. complies with state and federal law
20. provides sufficient resources to address the district's facility needs

In accordance with state law, all funds and accounts of the district are audited annually, following the close of the fiscal year. The board issues a request for proposal (RFP) or uses some other similar process for selection of an independent auditor licensed to practice in Colorado and knowledgeable in government accounting to conduct the audit. The independent auditor also audits the activities accounts of the district for report to the Board of Education.

The audit report contains among other information:

1. Financial statements prepared insofar as possible in conformity with generally accepted governmental accounting principles. The financial statements are the representation of the district whether prepared by the district or by the auditor.
2. Disclosures in accordance with the Financial Policies and Procedures Handbook. The supplemental schedules of receipts and expenditures for each fund are in the format prescribed by the State Board of Education and are in agreement with the audited financial statements of the district.
3. All funds and activities of the school district.
4. A budget to actual comparison for each fund and activity.
5. The auditor's opinion on the financial statements. If the opinion is anything other than unqualified, the reason must be explained. The opinion includes general fixed assets.
6. Disclosure of all instances of noncompliance with state law, including the Public School Finance Act of 1994, irrespective of

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materiality.

7. A supplemental listing of all investments held by the district at the date of the financial statement.
8. A calculation of the school district's fiscal year spending in accordance with the state constitution.

The auditor meets with the board to discuss the audit report, make recommendations to the board concerning its accounting records, procedures and related activities as may appear necessary or desirable and performs such other related services as may be requested by the board. The Board reserves the right to request an audit at more frequent intervals if desired.

The board accepts its ultimate responsibility for the academic accomplishments of district students. Consistent with this responsibility and as required by law, the board adopts and maintains an accountability program to measure the adequacy and efficiency of the educational program. The board and the district accountability committee, at least annually, cooperatively determine the areas and issues, in addition to budget issues, that the district accountability committee shall study and the issues on which it may make recommendations to the board. Prior to adopting the budget for the fiscal year, school-level accountability committees make recommendations to the board, district accountability committee and superintendent relative to prioritization of expenditures of district moneys by each school.

Current Grant Request:	\$752,482.38	CDE Minimum Match %:	45
Current Applicant Match:	\$405,182.82	Actual Match % Provided:	35
Current Project Request:	\$1,157,665.20	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	General Fund	
Total of All Phases:	\$1,157,665.20	Escalation %:	5
Affected Sq Ft:	86,900	Construction Contingency %:	10
Affected Pupils:	192	Owner Contingency %:	10
Cost Per Sq Ft:	\$13.32	Historical Register?	No
Soft Costs Per Sq Ft:	\$0.35	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$12.98	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$6,030	Is a Master Plan Complete?	No
Sq Ft Per Pupil:	453	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	170	Bonded Debt Approved:	
Assessed Valuation:	\$45,978,060	Year(s) Bond Approved:	
PPAV:	\$270,459	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$876,915	Year(s) Bond Failed:	
Median Household Income:	\$46,014	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	52.80%	Total Bond Capacity:	\$9,195,612

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Existing Bond Mill Levy: 0.000

Bond Capacity Remaining: \$9,195,612

BEST School District and BOCES Grant Waiver Application

North Park School District – Required Match = 45%, asking for a 10% reduction to 35% or \$115,766

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant’s waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as possible by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents, or other relevant documentation to support the responses provided.

For questions 4-11

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your school district.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district or BOCES.

North Park School District (NPSD) is a small, rural school with fluctuating enrollment numbers. Just this week, a migrant ranching family moved leaving us with seven fewer children than we had yesterday. Seven students represents nearly 3.5% of the 197 students we had in preschool through 12th grade this school year, and will negatively affect our 2017 October count. In June of 2015, we inherited a budget that included over \$3 million in expenditures. Our current budget expenditures are down about \$375,000 to reach our goal of six months of operating reserve by the end of next school year. A waiver/reduction of the matching contribution will significantly enhance our ability to best ensure we are able to survive unpredictable enrollment numbers without borrowing money and, thereby, enhance educational opportunity and quality within our school district. A reduction would allow us to do all of the safety, security and technology enhancements that we outlined in our grant application. The reduction we are requesting reduces our match by \$115,766 which represents 4% of our 2017-2018 budget.

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district or BOCES.

Complying with the match contribution will require NPSD to dig into a reserve that exists to ensure our ability to survive unpredictable enrollment numbers. The school has declined each decade from a high of nearly 700 students forty years ago to its current number, and there is little to suggest this downward trend will reverse. Our goal has been to use careful planning and natural attrition to avoid forced staff reductions; a lower match will help us toward that goal. When we break down the amount we are asking to be reduced (\$115K) vs. what that cost is per pupil, it equates to \$603 per pupil. While this may be viewed as a small amount to some, it is actually a very significant amount for our small district.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants, or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

To gain an understanding of North Park, it is important to know that there are very few local government and community-based organizations, and those that exist are under dire financial stress. For example, the school district donated \$62,000 to the town last year to help pave a badly damaged street that serves the school. Jackson County Road and Bridge employees, in turn, donated a day's worth of their time to help fill potholes in our parking lot. In terms of leveraging financial assistance, NPSD is doing all it can.

While the school board does not believe NPSD would be able to pass a bond election, they did ask the community to approve a continuation of the 1% sales tax to support the school. The North Park Education Fund and school district have a history of responsibly managing the 1% sales tax proceeds to pay for the school's utilities. These dollars now provide the district with opportunities to pursue competitive matching grants, like the BEST grant; fill the gap created by the state's negative factor that has cost NPSD nearly \$2 million since 2009; help keep the school's reserve at six months; and provide a cushion against unpredictable enrollment changes.

4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

To understand the per pupil assessed value we must first look at the realities of our overall assessed valuation. The overall assessed valuation is grossly skewed by out-of-district and out-of-state landowners who own massive properties worth tens of millions of dollars. The school rarely serves the children of those landowners, nor does the school usually benefit financially from those properties. Drill that down to the small amount of students, and their families in town, who are actually attending school in North Park and you can see how the PPAV is not representative of the actual financial capacity to equitably go for a large scale bond. In general, PPAV adversely affects smaller districts, especially ours, which has gas and oil. Unfortunately, we do not receive any additional funding as a small school for having a higher assessed value per student.

5. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

The median household income is again driven by the massive amount of wealth tied up in out of district absentee landowner properties. The large ranches are not owned by the people who work on them. Silver Spur Ranches and Buffalo Creek Ranches were bought for tax deductions. They make far more income in other businesses, but their income still affects our reported numbers. The average income of the residents and parents of children who attend North Park is significantly smaller. North Park is a small town with few commercial properties and public service agencies. We are largely an agricultural community and do not experience household incomes consistent with larger mountain towns or the greater Denver Metro area.

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch, the higher the match.

This number is accurately reported by the school; however, there are many more North Park families that would qualify for free and reduced cost lunch, but they do not complete the paperwork or wish to participate.



7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had, the lower the match.

We have held many discussions about potential bond elections with our school board. No one on the board believes it is possible to pass a bond election in Jackson County. We should also mention that, for a project of this size, it does not make financial sense to go for a bond election. The costs associated with running a campaign, selling bonds and the interest rates to pay the debt down over a long period of time would be extremely costly. We do not need a new building, as we have done a wonderful job of maintaining our building. We just need to keep up with some of the very urgent deferred maintenance items noted in the grant application.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

For the same reasons noted above, no one believes it is possible to raise the bond mill levy in Jackson County. The amount of land that is privately owned is only about 30% of the total land in Jackson County. Almost 70% of the land in the county is owned by the State of Colorado and the Federal Government. Increasing the mill levy would not increase the 70% that is owned by the State. The State share would actually decrease, and the local share would roughly triple. Our community is financially strained and cannot support paying more taxes at this time. As also stated above, while we do not feel a mill levy override makes sense, we were successful in passing a 1% sales tax increase to help fund operations and maintenance at the school. If anything, this demonstrates that we do look for creative ways to fund our school without attempting to raise taxes to an unreasonable level.

Also, the classification of the county has severely reduced the Secure Rural Schools funding. The low population in the county made the payments decrease from about \$700,000 to the county for schools. This reclassification was also partly based on incomes from out of county landowners.

9. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

This number is accurate, but it has been known to take dramatic turns based on minerals and energy extraction which was significantly lower this year than the prior year. For example, this year's gross total taxable assessed valuation dropped \$8.6 million from the prior year.

10. The school district's unreserved fund balance as it relates to their overall budget.

Our school district works vigorously to retain six months of reserves to avoid borrowing money or employing forced staff reductions due to enrollment fluctuations. Our school district should not be downgraded for being responsible and conservative with our finances.

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

There is nothing else we would like to add. Everything has been addressed above, thanks.



• **Facilities Impacted by this Grant Application** •

Eads RE-1 - Main Electrical Service Upgrade - Eads ES/MS – 1928*

School Name: Eads ES/MS

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	30,919
Replacement Value:	\$11,311,127
Condition Budget:	\$6,768,991
Total FCI:	59.84%
Energy Budget:	\$10,822
Suitability Budget:	\$1,060,200
Total RSLI:	5%
Total CFI:	69.3%
Condition Score: (60%)	3.10
Energy Score: (0%)	1.70
Suitability Score: (40%)	4.37
School Score:	3.61



Eads RE-1 - Main Electrical Service Upgrade - Eads HS – 1963*

School Name: Eads HS

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	49,127
Replacement Value:	\$15,599,763
Condition Budget:	\$9,502,795
Total FCI:	60.92%
Energy Budget:	\$0
Suitability Budget:	\$750,600
Total RSLI:	10%
Total CFI:	65.7%
Condition Score: (60%)	3.12
Energy Score: (0%)	2.61
Suitability Score: (40%)	4.66
School Score:	3.74



*2009 Assessment Data

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: EADS RE-1

County: KIOWA

Project Title: Main Electrical Service Upgrade

Applicant Previous BEST Grant(s): 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Kiowa County School District Re-1 has had a rich tradition of both academic and athletic successes. Over the past 15 years, the school district has received many awards such as: John Irwin's "Excellence Award", Title One "Distinguished School Award", and Standard and Poor's "Outperforming District". Eads Elementary was just named one of two schools in the state of Colorado to be awarded the "National Title One Distinguished School" award for 2016.

Not only has the Kiowa County School District been recognized for its academic performance, but its extra-curricular accomplishments as well. Eads High School has won 16 state titles in team sports and 37 champions in individual sports. The vocational programs and knowledge bowl teams have enjoyed many successes as well.

Kiowa County School District Re-1 has maintained its facilities very well over the past 25 years. There have been approximately 1.5 million dollars of upgrades and repairs utilizing grant funds from Capital Construction at CDE, Go-Co, DOLA, and local funds. It is imperative to upgrade our electrical power system not only to get up to modern standards, but to address code violations that are present. Southeast Colorado Power will be responsible and fund the costs associated with bringing the upgraded primary electrical supply into our district.

The scope of our project is to hook the existing buildings with secondary feeds that will be run underground. There will be panels designated for each building which will allow for shutoffs during emergencies. There is concern about existing equipment and motors being compatible with the upgraded primary electrical. These motors and equipment will need to be replaced to avoid damage. Upon being awarded the grant, we will have an electrical engineer draw stamped plans to ensure all issues and concerns have been addressed before going out to bid. Our intent is that this will ensure contractors have a solid plan to consider, when submitting their proposals.

Deficiencies Associated with this Project:

The electrical service at Kiowa County School District Re-1 is currently a 120/240/3ph Delta (High Leg) system. Our electrical provider, Southeast Colorado Power has proposed to update this system to a 120/208/3ph-4w Wye system. This upgrade would allow for more power capability and to eliminate overhead secondary system which is outdated and poses safety concerns. One of the power poles that holds the transformers is leaning toward our elementary playground and there is concern of it falling down. The secondary power lines that connect the cafeteria are out code as they are inches from contacting the metal roof. As you can see from the photo named "clutter pole", it is becoming more and more difficult to maintain and work on issues due to the condition of the overheads.

We have suffered several outages due to the level of power we have and how it is structured. Currently, fuses are located on the overhead pole so the power company has to come on site with a bucket truck to fix the fuse. This causes prolonged time that we do not have power. With the new system, these defaults can be remediated on the ground.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

We also have suffered several power outages that are suspected to be caused by the lower power electrical system we currently have. During these outages, we have had equipment and motors destroyed due to low power surges.

Proposed Solution to Address the Deficiencies Stated Above:

The solution to the above-mentioned deficiencies is to upgrade the current outdated Delta (High Leg) electrical system, to a modern Wye System and to eliminate dangerous overhead feeds to existing buildings. The scope of our project is to run secondary feeds underground to eliminate overhead lines and the dangers they pose. This would also allow for power disconnects at each building, which would be advantageous in cases of emergencies.

How Urgent is this Project?

Southeast Colorado Power plans to move forward upgrading the primary electrical system in June 2017. There are several concerning dangers if this is not complete.

First and foremost, the electric pole that holds the transformers is leaning toward the elementary playground. This is an obvious deficiency that must be remediated. The overhead feed into the cafeteria is out of code as the power lines have sagged to within inches of the metal roof. This has created an unsafe situation. The length of time we are out of power will continue to be longer with the current system as the power company has to come on site in a bucket truck to reset the fuses.

We are concerned that we will continue to have equipment and motors destroyed by low power surges. It is very difficult to continue to replace a/c condenser motors, computers, and any other equipment we lose due to these surges. These surges will be reduced and/or eliminated by a new electrical system.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

How Does the Applicant Plan to Maintain the Project if it is Awarded?

There will be very little maintenance concerning this project upon its completion. The electrical feeds will be underground, so as long as they are not dug through, little to no maintenance is required. The district will continue to allocate money to its Capital Reserve fund for future maintenance, if necessary.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

All facilities are in good shape and have been well maintained. Every year capital construction needs are prioritized, and the areas of most concern are mitigated.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

There have been many capital improvements made over the past 16 years. In 2002-2003 all windows and exterior doors were replaced in the high school, as well as exterior walls remodeled to ensure energy efficiency. In 2004-2005, the plumbing in Eads Elementary was completely replaced. In 2005, the district received a Go-Co grant to upgrade the lighting, build a tennis /basketball court, and to upgrade a regulation dirt track on the athletic facility. The HVAC system at the high school was replaced in 2005-06 as well. All roofs were replaced on every building in 2006-2007. In 2015-16, a new softball facility was installed using grant and local funds. Currently, we are remodeling the Elementary Gymnasium by replacing the HVAC system, upgrading the electrical panel and wiring, rehabilitating historical windows, and updating the lighting.

As you can see the Kiowa County School District re-1 has been very progressive in updating both athletic and academic facilities.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

We are currently utilizing DOLA and the State Historic grant funds on our Elementary Gymnasium Restoration project. We did not feel it pertinent to inquire about these funds as they are currently being utilized. The BEST grant seemed to be the best avenue as we have not utilized this opportunity for several years, and the project was deemed to qualify.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

How do you budget annually to address capital outlay needs in your district/charter?

We budget according to projected future needs of the District. Every Spring the superintendent of the district prioritises budget and maintenance issues. He then recommends projects and proposed budget considerations to the school board.

Current Grant Request:	\$54,781.00	CDE Minimum Match %:	42
Current Applicant Match:	\$39,669.00	Actual Match % Provided:	42
Current Project Request:	\$94,450.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	General Fund	
Total of All Phases:	\$94,450.00	Escalation %:	5
Affected Sq Ft:	81,197	Construction Contingency %:	10
Affected Pupils:	192	Owner Contingency %:	0
Cost Per Sq Ft:	\$1.16	Historical Register?	Yes
Soft Costs Per Sq Ft:	\$0.03	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$1.13	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$492	Is a Master Plan Complete?	No
Sq Ft Per Pupil:	423	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

N/A

Financial Data (School District Applicants Only)

District FTE Count:	176	Bonded Debt Approved:	
Assessed Valuation:	\$21,550,210	Year(s) Bond Approved:	
PPAV:	\$122,444	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$932,636	Year(s) Bond Failed:	
Median Household Income:	\$40,341	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	40.50%	Total Bond Capacity:	\$4,310,042
Existing Bond Mill Levy:	0.000	Bond Capacity Remaining:	\$4,310,042

• **Facilities Impacted by this Grant Application** •

Plainview RE-2 - PK-12 HVAC and Safety Improvements - Plainview ES/Jr/Sr HS – 1962*

School Name: Plainview ES/Jr/Sr HS

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	35,023
Replacement Value:	\$12,662,103
Condition Budget:	\$8,094,613
Total FCI:	63.93%
Energy Budget:	\$12,258
Suitability Budget:	\$124,700
Total RSLI:	5%
Total CFI:	65.0%
Condition Score: (60%)	3.19
Energy Score: (0%)	1.77
Suitability Score: (40%)	4.74
School Score:	3.81



*2009 Assessment Data

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: PLAINVIEW RE-2

County: KIOWA

Project Title: PK-12 HVAC and Safety Improvements

Applicant Previous BEST Grant(s): 1

Has this project been previously applied for and not funded? No

If Yes, please explain why: N/A

Project Type:

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input checked="" type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input checked="" type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | N/A |

General Information About the District / School, and Information About the Affected Facilities:

Plainview School is a small, rural school about 4.5 miles east of the town of Sheridan Lake and 9 miles west of the Kansas border on Highway 96. The school currently has an enrollment of 66 students, Pk-12. The District was created by consolidating three rural schools. The Plainview School was built new in 1962.

As a community, Kiowa RE-2 School District instills in each student the life skills, positive attitudes, and self-esteem to be successful as students and adults through the beginning of preparation for life and living. We strive to provide a safe environment, encourage positive relationships, meaningful opportunities and innovative education programs for all students so that they reach their learning potential, including that they meet or exceed state and district content standards, through partnerships between home, school and the community.

Plainview School is a Preschool through 12th grade school, serving 62 students. Plainview offers several extracurricular activities for JH and HS students, including HS Football, Volleyball, Basketball and Track; JH Volleyball, Football, Basketball and Track; JH/HS Knowledge Bowl and Cheerleading. The school mascot is the Hawk!

We have recently implemented a program we call "Block Studies" that integrates various life skills and areas of interest that the students are passionate about and which will give them skills for the future. The activities range from Rocketry to Restaurant Management, Cooking to Outdoor Survival Skills, among others. This is unique and valuable for rural communities like ours!

To serve the broader community, and to mitigate the issues caused by our distance from others, we offer Distance Learning classes with other schools to provide classes that we may not offer at the time. Finally, we offer Concurrent Enrollment classes through the local college for students.

The building is original with some major renovations completed since it was originally built, including:

- Installation and upgrades of a pitched metal roof
- Installation of internal sewer lines
- Installation of new windows
- Construction of new sidewalks
- Installation of some new sun shading
- Some upgrades to interior features and fixtures

Over the last 58 years since construction, we have had years of excellent maintenance (both preventive and reactionary) and years of sub-standards performance. Some of the issues, in years past, have been as a result of our remote location. For instance, over the last year, even after contacting nearly a dozen HVAC contractors, no one is willing to make the drive to our

BEST FY2017-18 GRANT APPLICATION SUMMARIES

school and work on our rapidly failing HVAC equipment and piping infrastructure. We have worked to address this by reaching deeper into our community finding locally available resources, while not professionally employed in the trades. While designing a new solution for our HVAC system, Iconergy (our design and construction partner) has designed the most cost effective AND easy to maintain mechanical system. Our team could perform the preventative maintenance and we have already heard from local contractors that once the system is installed, they would be willing and able to provide service support to what we are not able to do ourselves.

Deficiencies Associated with this Project:

This project has four (4) distinct elements:

- (1) Design and installation of a completely new mechanical Heating Air Condition and Ventilation System (HVAC) to replace the failing piping and boilers providing heat to our school
- (2) Install egress doors to our classrooms to meet the requirements of the existing fire code
- (3) Kitchen upgrades for the safe preparation, storage of food and to meet existing fire codes
- (4) Demolish and Replace existing back-up electric generation sized for the new HVAC system. Installation of a bi-fuel generation to replace the failed back-up generator on site. This generator will serve the school and local community in case of power failure and/or community disaster. Currently, no emergency facility is available in the entire county to serve the 1,622 citizens.

Details:

(1) New HVAC Mechanical System:

- From the Plainview District commissioned report by Leffingwell Consulting Engineers (LCE) and from the CDE Facility Assessment both completed in 2014, the following information has been provided to the District. These conclusion were once again verified by Iconergy Ltd., an Energy Service Company, hired by Plainview to support this application.
- A single boiler and pump, nearing the end of their estimated service life, provide all heating for the buildings. The current boiler plant is in poor condition, is well past its useful life, and is an immediate priority. A failure of the lone working boiler and pump or a rupture in a pipe will shut down the heating system and could lead to serious damage if the outage is prolonged during cold weather.
- The condition of the underground piping could not all be reviewed, but suspected to be corrosive and damaged. Since the 2014 report by LCE and CDE, two significant leaks have been found by District staff and repaired. The facility is just one pipe break away from significant damage and outage.
- The current boiler room does not meet code requirements for fire rating, exiting or combustion air. There is no shut down system.
- The boiler room walls and roof should be 1-hour fire rated to meet current code requirements, and is not.
- The boiler room piping is not insulated and there are areas with extensive corrosion.
- The venting system contains asbestos and is connected to atmospheric and induced draft appliances. There are no air separation devices and no chemical addition devices in the current piping system, creating potential health issues.

In conclusion: all expert parties recommends replacement of the existing boiler plant, including boilers, pumps, compression tank and piping. Photos, mechanical plans and detailed budgets are included in the jump drive provided.

(2) Fire Code Requirements for Egress Doors:

Due to the building type and construction, additional egress and fire rated doors are required per current design standards

BEST FY2017-18 GRANT APPLICATION SUMMARIES

and it is also the recommendation of the Authority Having Jurisdiction (AHJ) for the Plainview School District. The proposed solution is removing the existing classroom doors and hardware and installing new one hour fire rated wood doors with ADA complaint hardware. In addition, the proposal adds one exterior egress door to each classroom in the designated areas. Due to the lack of a fire suppression system or fire rated door assembly there is a potential that a student or staff could be trapped in an event.

(3) Kitchen Upgrades

The vast majority of our students have lunch in our cafeteria. These four areas are serious defects and are compromising the health and safety of our students and our school.

For brevity, a summary of the issues and the solutions are listed below:

- Currently, the main natural gas service line is located immediately above the cooking areas in the kitchen. It is obvious to see why this is a concern but it also is required to be moved because of fire code. The solution is to move the natural gas line out from near combustion to under the floor.
- Currently, there is no way for maintenance and kitchen staff to clean the grease and debris collected inside the kitchen hood, which vents all kitchen exhaust into the sub-roof space. This creates a high potential for a catastrophic kitchen fire since there is no way to remove the materials and it is collecting in the hood and attic. The solution is to add in a hood access panel to allow for cleaning by kitchen staff and annual maintenance by the maintenance team.
- Currently, the vent for the kitchen hood does not penetrate the roof and ends in the space between the original roof and the new metal roof. When the new roof was added, the penetrations were not extended out of the new roof. This creates a potential dangerous fire risk since exhaust, grease and debris is collecting in the attic, as well as concern about potential indoor air quality. The solution is to extend the hood vent through the roof so not to dump it into the attic.
- The kitchen casework (cabinets) are residential quality, installed with the construction of the school. This type of cabinets are mainly a compressed wood material. While it has withstood 58 years of service, it has begun to crumble and disintegrate. They are used to store food and clean dishes etc. and are hung above where food is prepared for each meal. As a result, cabinet materials are contaminating food, food preparation areas and clean dishware. Since the exact brand of cabinet is not known but they are suspected to be original, it can be deducted that potentially hazardous materials could be present in the cabinets. The solution is to install commercial grade cabinets, appropriate for a school kitchen.

(4) Replacement of Failed Backup Generator

The building is equipped with a backup generator located to the northwest of the school building. The generator is no longer functional and the maintenance staff indicated that the engine block is cracked and full of water/antifreeze. Iconergy confirmed that it has completely failed and is beyond repair. Given that the typical life of a well-maintained generator is 20 years (as reported by BOMA), it is not only past its useful life but also past its life expectancy. There is a second generator on-site, but it serves the housing units to the south of the school building, not the school. The second generator is undersized to carry the school load properly and safely. Details and pictures of the generator serving the school are provided in the jump drive.

The school had been established as an emergency management site when the generator was working properly. Best practices in emergency management is to have such a facility located near the population base and to have backup power to that facility, have the ability to shelter large number of people, provide food and water and have ample space for emergency workers and required supplies. We believe that the Plainview School is an ideal candidate to serve as an emergency management shelter for our community and could be again with a replacement of the generator. To do so, we are requesting a bi-fuel (natural gas and diesel) generator. This generator will serve to match the electrical load of the school so to maintain lighting, water, food storage equipment, food storage, heating and cooling and communication during an emergency or just a power failure.

To the best of knowledge, Plainview nor the hired subcontracts believe that an AHERA plan exists for this facility. An asbestos

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survey was completed on this facility, although the data is no longer current and a new survey would need to be completed prior to implementation. For the purpose of generating the project budget, the existing report was utilized and it is assumed the presence of asbestos in common locations. The intent of the project is to abate the areas where asbestos would be encountered during the execution of the work. All other non-friable and non-impacted locations where asbestos exists will be protected to mitigate the potential for contamination.

Proposed Solution to Address the Deficiencies Stated Above:

1)Mechanical Summary: Construction of New Heating Ventilation and Air Conditioning System (HVAC) with Variable Volume and Temperature (VVT) Rooftop Air Handling Units and Single Zone AHUs

Scope of Work:

1.Complete a full hazardous material survey

a.Abate any potential hazardous materials impacted by the proposed upgrades.

2.Boiler Plant Demolition

a.Remove and dispose of the two (2) existing boilers, pumps, hot water distribution piping, and boiler gas piping located in the industrial building. Cap the hot water piping where it enters/exits the concrete slab.

b.Demolish existing boiler combustion air duct and exhaust flue.Patch and seal the roof penetration. The exhaust flue joint compound may have asbestos containing material.

3.Baseboard Convect and Cabinet Unit Heater Demolition

a.Remove and dispose of all the existing baseboard convectors, cabinet unit heaters, piping, piping components, and controls from the building.

4.Air Handling Unit and Unit Heater Demolition

a.Remove and dispose of the four (4) air handling units, piping, and piping components that serve the gymnasium, administrative offices, and weight room.

b.Remove and dispose of the three (3) unit heaters, piping, and piping components that serve the kitchen and the industrial building.

5.VVT Rooftop Air Handling Unit Installation

a.Furnish and install eight (8) packaged (indirect gas-fired, DX) Variable Volume and Temperature (VVT) rooftop air handling units equipped with 100% outside air economizers, powered exhaust, and demand controlled ventilation for the classrooms, administrative offices, library, and weight room.Size the heating section for 150 MBH and the cooling section for 7.5 Tons.Include modulating gas valves and variable speed compressors.The units shall be located on a steel platform on the roof above the spaces they serve. Contractor shall be responsible for fabricating and installing the platform, which shall provide adequate maintenance access for the units.

b.Furnish and install all new galvanized, internally insulated sheet metal supply and return air ductwork from the rooftop air handling units down through the sloped metal roof and the old built-up roof into the spaces they serve. Contractor shall be responsible for making roof penetrations and sealing around all ductwork to make water-tight. Return air path from the spaces shall be plenum return.

c.Furnish and install twenty-eight (28) variable air volume (VAV) boxes above the ceiling grid (one per space) and connect to the supply air ductwork. Size the VAV boxes for 1,500 CFM.

d.Furnish and install new supply air diffusers and return air grills in the existing ceiling grid for each space. Connect the

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supply air diffusers to the main supply air ductwork with flexible spiral duct and collar clamps. Include manual volume dampers for balancing for each supply air branch takeoff and for each return air grill.

e. Install transfer air boots between spaces to allow for a return air path back to the associated VVT rooftop air handling unit.

f. Provide DDC controls for the rooftop air handling units and VAV boxes. The rooftop air handling unit controllers and VAV controllers shall communicate with each other through BACnet MS/TP (RS-485). The rooftop air handling unit controllers shall be equipped with a communication interface (i.e., BACnet MS/TP) for monitoring and control. Any software tools needed to access and program the controllers shall be provided to the school district.

g. Furnish and install natural gas piping with gas regulators for all VVT rooftop air handling units and make final connections at the units.

h. Provide Test, Adjust, and Balance to set the total supply/return airflow, minimum outside airflow, and proportional supply and return air balance for the VAVs.

i. Provide factory start-up of the VVT air handling units.

j. Provide comprehensive training and a 1-year warranty for all work.

6. Kitchen Make-up Air Unit Installation

a. Furnish and install a packaged (indirect gas-fired, DX) make-up air unit equipped with a return air damper for the kitchen. Size the heating section for 250 MBH and the cooling section for 10 Tons. The unit shall be located on a steel platform on the roof above the kitchen. Contractor shall be responsible for fabricating and installing the platform, which shall provide adequate maintenance access for the units.

b. Furnish and install all new galvanized, internally insulated sheet metal supply and return air ductwork from the make-up air unit down through the sloped metal roof and the old built-up roof into the kitchen. Contractor shall be responsible for making roof penetrations and sealing around all ductwork to make water-tight. Return air path shall be ducted from the space to the make-up air unit. Furnish and install new supply air diffusers and return air grills in the existing hard-ceiling. Connect the supply air diffusers to the main supply air ductwork with flexible spiral duct and collar clamps. Include manual volume dampers for balancing for each supply air branch takeoff and for each return air grill.

c. Provide communicating, electronic programmable thermostats with digital display, setpoint adjustment, and keypad lockout for schedule, setpoint, and night setback control of the make-up air unit. Thermostats shall be wired to the make-up air unit's control terminal strip and control the fan, economizer, heating, and cooling. Communication protocol shall be BACnet MS/TP.

d. Furnish and install natural gas piping with gas regulator for the make-up air handling unit and make final connection at the unit.

e. Provide Test, Adjust, and Balance to set the total supply/return airflow, minimum outside airflow, and proportional supply and return air balance.

f. Provide factory start-up of the make-up air handling unit.

g. Provide O&M training and a 1-year warranty for all work.

7. Cafeteria Single Zone Air Handling Unit Installation

a. Furnish and install a packaged (indirect gas-fired, DX) single zone air handling unit equipped with with 100% outside air

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economizer, powered exhaust, and demand controlled ventilation for the cafeteria. Size the heating section for 150 MBH and the cooling section for 7.5 Tons. The unit shall be located on a steel platform on the roof above the cafeteria. Contractor shall be responsible for fabricating and installing the platform, which shall provide adequate maintenance access for the units.

b. Furnish and install all new galvanized, internally insulated sheet metal supply and return air ductwork from the rooftop air handling units down through the sloped metal roof and the old built-up roof into the spaces they serve. Contractor shall be responsible for making roof penetrations and sealing around all ductwork to make water-tight. Return air from the spaces shall be plenum return.

c. Furnish and install new supply air diffusers and return air grills in the existing ceiling grid for each space. Connect the supply air diffusers to the main supply air ductwork with flexible spiral duct and collar clamps. Include manual volume dampers for balancing for each supply air branch takeoff and for each return air grill.

d. Provide communicating, electronic programmable thermostats with digital display, setpoint adjustment, and keypad lockout for schedule, setpoint, and night setback control of the air handling units. Thermostats shall be wired to the air handling unit's control terminal strip and control the fan, economizer, heating, and cooling. Communication protocol shall be BACnet MS/TP.

e. Furnish and install natural gas piping with gas regulator for the single zone air handling unit and make final connection at the unit.

f. Provide Test, Adjust, and Balance to set the total supply/return airflow, minimum outside airflow, and proportional supply and return air balance.

g. Provide factory start-up of the single zone air handling unit.

h. Provide comprehensive training and a 1-year warranty for all work.

8. Gymnasium Single Zone Air Handling Unit Installation

a. Furnish and install two (2) packaged (indirect gas-fired, DX) single zone air handling units equipped with 100% outside air economizer, powered exhaust, and demand controlled ventilation for the gymnasium. Size the heating section for 250 MBH and the cooling section for 15 Tons. The units shall be located outside on a raised steel platform on the west side of the gymnasium. Contractor shall be responsible for fabricating and installing the platform, which shall provide adequate maintenance access for the units.

b. Furnish and install all new galvanized, internally insulated sheet metal supply and return air ductwork from the air handling units through the west gymnasium wall and into the gymnasium. Remove and dispose of the existing supply and return air ductwork. Furnish and install new supply air ducts in place of the existing supply air ductwork located within the gymnasium. Contractor shall be responsible for making wall penetrations and sealing around all ductwork to make water-tight. New ductwork located outside shall be internally lined and wrapped in a weather-protective jacket.

c. Provide communicating, electronic programmable thermostats with digital display, setpoint adjustment, and keypad lockout for schedule, setpoint, and night setback control of the air handling units. Thermostats shall be wired to the air handling unit's control terminal strip and control the fan, economizer, heating, and cooling. Communication protocol shall be BACnet MS/TP.

d. Furnish and install natural gas piping with gas regulator for the single zone air handling units and make final connection at the units.

e. Provide Test, Adjust, and Balance to set the total supply/return airflow, minimum outside airflow, and proportional supply and return air balance.

f. Provide factory start-up of the single zone air handling unit.

g. Provide O&M training and a 1-year warranty for all work.

9. Electric Cabinet Unit Heater Installation

a. Furnish and install five (5) electric cabinet unit heaters to serve the main entrance, northeast entrance, gymnasium back entrance, kitchen back entrance, and the south entrance. Size the heating section for 3 kW. Include integral thermostat with setpoint adjustment.

10. Industrial Building Radiant Heater Installation

a. Furnish and install three (3) gas-fired radiant tube heaters for the industrial building. Size the heaters for 100 MBH. Include electronic, programmable thermostats with digital display, setpoint adjustment, and keypad lockout for schedule, setpoint, and night setback control.

b. Furnish and install natural gas piping with gas regulator for the radiant heaters and make final connection at the units.

c. Furnish and install a new combustion air inlet duct and exhaust sidewall vent for each unit. Include wall patching associated with duct/vent installation.

d. Provide O&M training and a 1-year warranty for all work.

11. Building Automation System

a. Furnish and install a DDC network controller with open-source software (i.e., non-proprietary) and built-in web server for remote access. Integrate the communicating thermostats for the single zone AHUs and make-up air unit and the DDC controllers for the VVT rooftop air handling units into the network controller through BACnet MS/TP. Furnish and install BACnet MS/TP wire (RS-485) from the thermostats and DDC controllers to the network controller in a daisy-chain configuration.

b. Provide BAS graphics (HTML5) with the network controller to be accessed remotely through a web-browser and include equipment scheduling, equipment graphics, and floor plans with locations of equipment and thermostats. Provide monitoring of equipment status and space temperatures and control of schedules and setpoints. Assume that the school district will provide the LAN drop for the network controller.

c. Provide O&M training and a 1-year warranty for all work. Any software tools needed for accessing and programming the network controller shall be provided to the school district.

Due Diligence:

The existing piping and heating plant is past its useful life and failures are starting to occur regularly. Plainview and contractors are proposed to try to re-pipe and replace the existing equipment. This proposed solution will allow for easier maintenance and improved space comfort. At initial design, a variety of manufacturer options were reviewed and the most appropriate solution for the application was selected.

Codes:

2015 International Building Code

2015 International Plumbing Code

2015 International Mechanical Code

2015 International Fuel Gas Code

2015 International Energy Compliance Code

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NEC 2014

NFPA

2)Fire Rated Doors to Meet Existing Fire Code Summary: Due to the building type and construction, additional egress and fire rated doors are required per current design standards and it is also the recommendation of the Authority Having Jurisdiction (AHJ) for the Plainview School District. The proposed solution is removing the existing classroom doors and hardware and installing new one hour fire rated wood doors with ADA complaint hardware. In addition, the proposal adds one exterior egress door to each classroom in the designated areas.

Scope of Work:

- 1.Remove (26EA) the existing classroom doors and hardware
- 2.Provide (26EA) new doors and hardware
- 3.Layout and demolish the exterior wall section for (17EA) new openings
- 4.Provide and install (17EA) new doors and frames with hardware
- 5.Provide (17EA) steel headers for masonry support
- 6.Provide masonry patch and repair
- 7.Provide (17EA) new exterior concrete stoops/pads
- 8.Provide (17EA) new exterior egress light

Due Diligence:

With the noncompliance of the school, two solutions were presented and costed. First, providing a new fire suppression system for the building, but unfortunately, due to the limited domestic water service size a new service line is required and the costs for this solution are high (exceeding \$800,000). The second option is to upgrade the existing classroom doors and hardware, and provide egress door for classroom designated spaces. This solution is more cost effective and meets code requirements from the AHJ.

Codes:

- 2015 International Building Code
- 2015 International Plumbing Code
- 2015 International Mechanical Code
- 2015 International Fuel Gas Code
- 2015 International Energy Compliance Code

NEC 2014

NFPA

3)Kitchen Hood Improvements Summary: The kitchen exhaust hood is not currently being used by kitchen staff because there is a natural gas line that runs through the hood for the ovens and range. There is an exhaust fan that the hood is ducted into, but the exhaust fan is located in the attic space between the old flat roof and the new sloped metal roof that was installed more recently. There is an exhaust grill installed in the side of the roof.

Scope of Work:

- 1.Relocate the natural gas line outside of the exhaust hood to meet code and reconnect to the ovens and range.
- 2.Remove and dispose of the existing exhaust fan and roof curb.

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3. Extend the exhaust ductwork through the metal roof. Furnish and install a new roof curb. Seal the ductwork penetrations through the kitchen ceiling and roof.

4. Furnish and install a new exhaust fan (roof upblast or sidewall) rated for heavy grease exhaust applications.

5. Contractor is responsible for all electrical connections and upgrades as necessary to meet code.

6. Provide comprehensive training and a 1-year warranty for all work.

Due Diligence: All options were reviewed and Plainview was provided the most cost effective solution that utilizes as much of the existing equipment as possible. A variety of manufacturer options were reviewed and the most appropriate solution for the application was selected.

Code:

2015 International Building Code

2015 International Plumbing Code

2015 International Mechanical Code

2015 International Fuel Gas Code

2015 International Energy Compliance Code

NEC 2014

NFPA

4) Replacement of the Failed Backup Generator Summary: The building is equipped with a backup generator located to the northwest of the school building. The generator is no longer functional and school staff indicated that the engine block is cracked and full of water/antifreeze.

Scope of Work:

1. Remove and dispose of the existing backup generator.

2. Demolish the existing backup generator building.

3. Furnish and install a new 600AMP backup generator fueled by diesel and natural gas (bi-fuel) for redundancy and include a NEMA 3R enclosure and storage tank to allow for 24 hours of run time on diesel. Install new generator near or in the same location as the existing generator.

4. Construct new concrete pad.

5. Provide new Automatic Transfer Switch.

6. Provide all new conduit conductors and trenching.

7. Provide factory start-up of the generator.

8. Provide comprehensive training and a 1-year warranty for all work.

Due Diligence:

Since the existing generator has already failed and cannot be repaired, there is not an opportunity to utilize any existing equipment. The costs for providing an enclosure for the generator or providing a NEMA 3R assembly were reviewed. The proposed solution is the most cost effective solution for the Plainview. A variety of manufacturer options were reviewed and the most appropriate solution for the application was selected.

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Code:

2015 International Building Code

2015 International Energy Compliance Code

NEC 2014

NFPA

How Urgent is this Project?

1) Mechanical System Replacement: High. The existing mechanical system is past its useful life and the building has already started to experience system failures with the boiler plant and piping. Due to the age of the heating plant failure is imminent and the building will not be functional without heating. Without funding we would anticipate a complete system failure within the next year to two years. A replacement of the boiler system is not possible since the piping and other critical HVAC infrastructure is also failing and past its useful life.

2) Fire Code Requirements and Egress Doors: High. The existing building design doesn't meet current Code egress requirements. Due to the lack of a fire suppression system or fire rated door assembly there is a potential that a student or staff could be trapped in an event.

3) Kitchen Upgrades: Relocation of natural gas pipe, hood access for cleaning, and proper kitchen hood exhaust venting: High. The kitchen exhaust hood is not currently being used by kitchen staff because there is a natural gas line that intersects the hood servicing the ovens and range. The hood must be operable to meet current design standards and to ensure proper ventilation of exhaust for staff and students. There is an exhaust fan that the hood is ducted into, but the exhaust fan is located in the attic space between the old flat roof and the new sloped metal roof that was installed more recently. There is an exhaust grill installed in the side of the roof. The potential for a fire or re-entrainment of air could happen at any time if the staff were to utilize the hood in its current state.

4) Replacement of Backup Generator: High. The existing electrical generator has already failed leaving the rural area school without a secondary means of power which could result in freeze up issues. In addition, this school is utilized as an emergency shelter for the community increasing the need for a functional system.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

Yes, the proposed improvements were developed with the local governing Codes and the Codes referenced in the CCAB. The areas impacted will meet dictated Code requirements upon the execution of the work.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Plainview does not have a capital reserve type fund, but rather, has a Building Repair and Maintenance fund starting with \$35,000 annually. Plainview maintains a Building Purchased Services fund with an annual amount of \$10,000. Plainview has an agreement with Honeywell for annual preventive maintenance, inspection and constant monitoring of our current boiler system. This cost \$9,300 per year. This service agreement will no longer be necessary with the new HVAC system. Plainview has a Building Supplies fund of \$7,500 annually for purchasing parts and supplies for the building. While some annual, low cost maintenance will be needed over the course of the next five years, and such costs will increase slightly there after, In 10 years time, Plainview will have saved moved \$168,000 in maintenance alone. All of these funds will be used to extend the useful life of our proposed project.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Plainview School District is a small, rural school about 4.5 miles east of the town of Sheridan Lake and 9 miles west of the Kansas border on Highway 96. The school currently has an enrollment of 66 students, Pk-12. The was created by consolidation between 3 rural schools in 1961. The school was built new in 1962 and has adequately served the population of the communities for decades. In the 58 years since being built, the school's mechanical system has performed as expected, until recently. In addition, since 1961, fire codes have changed significantly and we find ourselves outside of code compliance on a number of items that will be addressed with this project. Finally, the original backup generator has failed and is no longer

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serviceable and is no longer available to the school and the community.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

The school was built in 1962. The roof has been replaced at least 3 times. The skylights and vents were removed in 2007. Window air conditioning units were placed in all classrooms to make them comfortable for students to work. All the bathrooms were made handicap accessible. The gym floor was partially replaced with new wood. Plumbing in the hallways beneath the cement was replaced. During the plumbing replacement, there was asbestos removal. Carpet was laid in all the halls and in all the classrooms except the home economics room. Other improvements include: Installation and upgrades of a pitched metal roof; Installation of internal sewer lines; Installation of new windows; Construction of new sidewalks; Installation of some new sun shading; Some upgrades to interior features and fixtures. Maintenance is performed as needed to hopefully prevent capital improvements being made but if they are needed the school administration is committed to making them. Student safety always comes first.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Many efforts have been made to coordinate with other entities to secure the funds needed for this project. Plainview's Superintendent researched programs through Colorado's Department of Local Affairs (DOLA) but the school was not eligible for any of their grant programs. A DOLA representative advised that a possible solution could be that the school partner with an incorporated town or city for the Community Development Block Grant (CDBG). The town or city would have to be the primary applicant and the main factor being the CDBG would have to benefit the low and moderate-income persons of the community and not the school. There is only one incorporated township in the Plainview School District. The Superintendent discussed this possibility with the mayor of Sheridan Lake. He stated the town did not have the time or availability to pursue the CDBG grant at this time, but it may be a possibility in the future. He stated the money would have to go to benefit the town, so this did not seem to be an adequate match for this project. The Superintendent contacted the Kiowa County Emergency Coordinator. She was unable to provide assistance as she only receives \$37,000 for the whole county and these funds are allocated to the rural fire department needs first. The Superintendent has researched available grants on Grant Station's national database and the Colorado Department of Education's website. The Superintendent was unable to find any grants matching the school's needs. With the lack of industry in the area, the school does not have any private donations being given to the school. Plainview's Superintendent has had numerous discussions with another Colorado Superintendents in a small rural school districts that built a new school this past year. The boilers from his old school building are available, and he has offered to sell them at a reduced cost. However, these boilers are not big enough to supply heat to all areas of the Plainview building, does not address the issues concerning the costs of all new pipes and these boilers may only last another 3-5 years. This option is very expensive for a short term, potentially limited bandaid fix. This option is shared to show how intensely and actively the Superintendent and leadership are pursuing grant support and other options.

How do you budget annually to address capital outlay needs in your district/charter?

Plainview does not have a capital reserve type fund. Plainview has a Building Repair and Maintenance fund starting with \$35,000 annually. Plainview maintains a Building Purchased Services fund with an annual amount of \$10,000. Plainview has an agreement with Honeywell for annual preventive maintenance, inspection and constant monitoring of our current boiler system. This cost \$9,300 per year. This service agreement will no longer be necessary with the new HVAC system. Plainview has a Building Supplies fund of \$7,500 annually for purchasing parts and supplies for the building. Over the course of the next ten year, approximately \$168,000 will be saved. All of these funds will be used to extend the useful life of our proposed project.

Current Grant Request:	\$2,730,214.50	CDE Minimum Match %:	37
Current Applicant Match:	\$143,695.50	Actual Match % Provided:	5
Current Project Request:	\$2,873,910.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		Capital Reserve Fund

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Total of All Phases:	\$2,873,910.00	Escalation %:	0
Affected Sq Ft:	32,343	Construction Contingency %:	4.6
Affected Pupils:	63	Owner Contingency %:	4.6
Cost Per Sq Ft:	\$88.86	Historical Register?	No
Soft Costs Per Sq Ft:	\$7.83	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$81.03	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$45,618	Is a Master Plan Complete?	No
Sq Ft Per Pupil:	513	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

N/A

Financial Data (School District Applicants Only)

District FTE Count:	58	Bonded Debt Approved:	
Assessed Valuation:	\$16,610,480	Year(s) Bond Approved:	
PPAV:	\$286,388	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$876,403	Year(s) Bond Failed:	
Median Household Income:	\$38,750	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	56.10%	Total Bond Capacity:	\$3,322,096
Existing Bond Mill Levy:	0.000	Bond Capacity Remaining:	\$3,322,096



Division of Capital Construction

BEST School District and BOCES Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant’s waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as possible by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents, or other relevant documentation to support the responses provided.

For questions 4-11

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your school district.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district or BOCES.

According to recent research by Bruce Baker at Rutgers, aggregate measures of per-pupil spending are positively associated with improved or higher student outcomes. Schooling resources that cost money, including smaller class sizes, additional supports, and early childhood programs are positively associated with student outcomes. Plainview offers all of these to its students. Plainview is a small rural school with enrollment that has held steady for the past three years at approximately 65 students. Plainview offers distance Learning Courses taught by Highly Qualified instructors at other schools when the class is not offered on campus. Plainview also provides concurrent Enrollment classes through Lamar Community college. Plainview’s teachers provide college and career readiness skills on a daily basis. Plainview offers a high quality preschool program three full days each week. Plainview graduates 100% of the seniors ready for college or their chosen career path by offering high quality teachers with a rigoreess, engaging and challenging curriculum. Reduction of the 37% match would leave funds available to continue to provide these resources as well as make it possible to include more Concurrent Enrollment classes for certifications to comply with

CDE Pathways of Graduation.

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district or BOCES.

With budget revenue decreasing each year, it requires Plainview to dip into the reserve fund. Over the past three years, Plainview's revenue has decreased from \$1,023,053.74 to the current amount of \$614,663.07. Plainview's reserve fund is less than the required match which at 37% is \$1,133,496.11. Plainview has required reserves of approximately \$244,000. The average overage of the budget for the past two years has been around \$200,000. This leaves less than \$200,000 in spendable reserves. Plainview's biggest budget item is salaries which is holding steady at \$581,417. Grade levels are combined and every teacher has the maximum number of classes in a day that can be taught as well as numerous other duties such as class, activity, or group sponsor. It is virtually impossible to cut a teacher's salary from the budget. If the 37% match is required, Plainview would have to reduce the equity of opportunity to the free, quality preschool, high challenging standards, engaging teaching, and the supportive, well-resourced school. Activities and programs that are currently enhancing our students learning, improving social and emotional skills, making it possible for students to be competitive with other schools and students, as well as be exposed to the various aspects of life in general, will have to be down sized or eliminated completely if Plainview is required to meet the 37% match.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants, or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

Many efforts have been made to coordinate with other entities to secure the matching funds. The Superintendent researched DOLA (Department of Local Affairs) but the school was not eligible for any of their grant programs. A DOLA representative advised that a possible solution could be that the school collaborate with an incorporated town or city for the Community Development Block Grant (CDBG). The town or city would have to be the primary applicant and the main factor being the CDBG would have to benefit the low and moderate-income persons of the community and not the school. There is only one incorporated township in the Plainview School District. The Superintendent discussed this possibility with the mayor of Sheridan Lake. He stated the town did not have the time or availability to pursue the CDBG grant at this time, but it may be a possibility in the future. He stated the money would have to go to benefit the town, so this did not seem to be an adequate match for this project. The Superintendent contacted the Kiowa County Emergency Coordinator. She was unable to provide assistance as she only receives \$37,000 for the whole county and these funds are allocated to the rural fire department needs first. The Superintendent has researched available grants on Grant Station's national database and the Colorado Department of Education's website. The Superintendent was unable to find any grants matching the school's needs. With the lack of industry in the area, the school has not had any private donations given to the school. Plainview's Superintendent has had numerous discussions with another Colorado Superintendent in a small rural school that built a new school this past year. The boilers from his old school building are available, and he has offered to sell them at a reduced cost. However, these boilers are not big enough to supply heat to all areas of the Plainview building.

4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

Plainview is classified as a declining enrollment district but, actually, the enrollment is holding steady. The low number of students attending Plainview are not mobile and usually graduate from here. Based on the CDE definition of Small Rural School, Plainview qualifies for a higher Per Pupil Assessed Valuation. However, Plainview School would have to



almost double for us to reach the required number of students to receive the lower PPA. The current PPVA does not fully cover the expenses of running the school. Due to the school's rural location, consolidation with another school would require Plainview students to ride a bus over an hour or more to attend a neighboring school. Plainview is one of the two schools in Kiowa County.

5. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

According to CDE match calculations, the median household income was \$38,750 but when the census was researched, that amount was for all of Kiowa County. The median household income for Sheridan Lake (all of zip code 81071) is \$27,670, which is \$11,080 lower than the amount used by the CDE. Sheridan Lake has had a small steady increase in median household income since 2000 when the median household income was \$23,750. Plainview School is located on the east end of Kiowa County. This end of the county is classified as a "frontier" due to the population density. Most of the population and median household income statistics come from the west end of Kiowa County. The population of Kiowa County is 1398 but only 284 of those live in the Plainview School District.

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch, the higher the match.

According to the school's Child and Adult Care Food Program documentation, 72% of our students qualify for Free and Reduced Meals this year. 35% of our students are receiving some sort of Public Assistance through the Department of Human Services. Plainview's official October 1 percentage was 64.7% compared to the 42.1% statewide average, which is a 22.6% difference. Plainview had 17 students whose parents did not complete the application. Out of those 17, it is believed that 6 of those students would qualify for at least reduced lunches.

7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had, the lower the match.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

9. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

10. The school district's unreserved fund balance as it relates to their overall budget.

The schools reserve is going down each year to cover the over budget amount. Salaries are not based on an experience or education scale but our teachers are required to complete ongoing training and continuing education courses to maintain a Highly Qualified status. Three years ago, the unreserved fund balance was equal to about one-fourth of the overall budget but currently the unreserved fund balance is equal to about one-sixth of the overall budget. Meaning the unreserved balance has fell from \$502,410.01 to \$251,596.77 in the past three years while the amount of available funds has fell from \$2,028,353.78 to \$1,609,770.56.

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

Our heating system is beyond its usable life span. If it fails, the school does not have the money to replace it. This would leave the school in a unique position of having to decide how to get by without heat or obtain the necessary funds to replace our antiquated system. Replacing the system after failure is not a viable option. As assistance has been searched for in many areas the BEST grant is the only option available to the school at this point.



• **Facilities Impacted by this Grant Application** •

Durango 9-R - ES Asbestos Abatement - Fort Lewis Mesa ES – 1961*

School Name: Fort Lewis Mesa ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	53,254
Replacement Value:	\$14,645,395
Condition Budget:	\$6,179,404
Total FCI:	42.19%
Energy Budget:	\$0
Suitability Budget:	\$296,900
Total RSLI:	21%
Total CFI:	44.2%
Condition Score: (60%)	3.44
Energy Score: (0%)	2.84
Suitability Score: (40%)	4.62
School Score:	3.91



*2009 Assessment Data

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: DURANGO 9-R

County: LA PLATA

Project Title: ES Asbestos Abatement

Applicant Previous BEST Grant(s): 2

Has this project been previously applied for and not funded? No

If Yes, please explain why: NA

Project Type:

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input checked="" type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Fort Lewis Mesa Elementary takes pride in their strong sense of community. They encourage programs that bring all grade levels together and strengthen the bond between students, parents and staff members. As a learning community, they provide our students with life-long learning skills, strong academics, and an understanding of respect for self and others, in a collaborative and nurturing environment. This has helped them become a top-performing school in closing the achievement gap, and to be recognized two years in a row with the Governor's Distinguished Improvement Award, an award given to schools that demonstrate exceptional student growth.

Distinguishing Characteristics of Our School:

- High Performance Colorado Power Library
- Community center
- One track school, teachers and staff know every student
- High Growth and High Achievement ratings from CDE
- Recipient of the Governor's Distinguished Improvement Award in 2013 and 2014.

The school building is maintained by the Durango School District Facilities Department with a work order system that manages both reactive and preventive maintenance. Fort Lewis Mesa Elementary was awarded a BEST grant in 2014/2015 that helped install an emergency generator for the fire suppression pump. Fort Lewis Mesa Elementary is the most remote rural school in our district.

Deficiencies Associated with this Project:

There remains a large amount of asbestos containing materials. Some of these are in areas that may be disturbed by workers or building occupants. In particular, there is linoleum with ACM mastic that is both on the floor and walls of four older classrooms. There is a high potential that someone will drill through this linoleum at some point and release asbestos dust into the air. Also, the gymnasium ceiling has asbestos containing acoustical material. When a ball is kicked in the gym, there have been instances of friable acm falling onto the floor.

Proposed Solution to Address the Deficiencies Stated Above:

We intend to remove all furniture and other items from rooms according to the asbestos abatement plan. An asbestos abatement contractor will then take over the site and prepare the area for the safe removal of asbestos materials. After abatement, inspection and testing we will replace the tile with non-asbestos containing VCT and finish the affected wall areas with drywall patch and paint. The Gymnasium will need to have new acoustical material applied as well.

How Urgent is this Project?

During our last 3-year asbestos survey it was brought to my attention that the gymnasium ceiling and the linoleum on the wall surfaces at Fort Lewis Mesa Elementary are the most urgent abatement need in the school district. There have been instances

BEST FY2017-18 GRANT APPLICATION SUMMARIES

when friable material from the ceiling of the gym have come down around students and were cleaned up by custodians. It is also not uncommon for teachers to move pictures or hang more material on the wall spaces, even if we give notices about asbestos containing materials on the walls. Since this is the most likely place for exposure to asbestos, we feel it should be abated as soon as possible.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

NA

How Does the Applicant Plan to Maintain the Project if it is Awarded?

All areas of this school will be maintained according to our normal maintenance plan that includes both reactive and preventive maintenance. The new flooring will be stripped and re-finished each year as a part of our regular summer project schedule. Any facilities problems in these abated areas will be documented and corrected as work orders in the normal way. Maintenance will be easier because there won't be any concerns about disturbing the asbestos containing material in these areas.

We spend over \$220 per student for facilities maintenance, and an additional \$377 per student on custodial care. We have a \$900,000 per year capital renewal budget at this time and we intend to continue investing in our buildings.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The building was new in 1961.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

The building was remodeled in 1981 to add the solarium, music rooms and classrooms, and in 2002 to add classrooms, library, office and cafeteria.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The District put a mil levy proposition to vote last Fall and the measure won. With this money we will be addressing staffing concerns and shoring up our infrastructure needs.

How do you budget annually to address capital outlay needs in your district/charter?

Our Capital fund has been around \$900,000 for the past few years. We intend to increase this amount to stay ahead of the needs of our aging buildings.

Current Grant Request:	\$76,360.60	CDE Minimum Match %:	63
Current Applicant Match:	\$130,019.40	Actual Match % Provided:	63
Current Project Request:	\$206,380.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	Capital Construction Fund	
Total of All Phases:	\$206,380.00	Escalation %:	5
Affected Sq Ft:	7,820	Construction Contingency %:	5
Affected Pupils:	150	Owner Contingency %:	0
Cost Per Sq Ft:	\$26.39	Historical Register?	No
Soft Costs Per Sq Ft:	\$22.73	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$3.66	Does this Qualify for HPCP?	No

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Cost Per Pupil:	\$1,376	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	52	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	4,895	Bonded Debt Approved:	
Assessed Valuation:	\$1,326,636,540	Year(s) Bond Approved:	
PPAV:	\$271,019	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$1,001,743	Year(s) Bond Failed:	
Median Household Income:	\$59,632	Outstanding Bonded Debt:	\$52,185,000
Free Reduced Lunch %:	30.50%	Total Bond Capacity:	\$265,327,308
Existing Bond Mill Levy:	5.730	Bond Capacity Remaining:	\$213,142,308

• **Facilities Impacted by this Grant Application** •

Durango 9-R - ES Partial Roof Replacement - Needham ES – 1955*

School Name: Needham ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	70,308
Replacement Value:	\$19,132,994
Condition Budget:	\$7,645,927
Total FCI:	39.96%
Energy Budget:	\$0
Suitability Budget:	\$1,445,900
Total RSLI:	21%
Total CFI:	47.5%
Condition Score: (60%)	3.60
Energy Score: (0%)	3.44
Suitability Score: (40%)	4.48
School Score:	3.95



*2009 Assessment Data

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: DURANGO 9-R

County: LA PLATA

Project Title: ES Partial Roof Replacement

Applicant Previous BEST Grant(s): 2

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | NA |

General Information About the District / School, and Information About the Affected Facilities:

Durango School District 9-R is a high-performing school district located in western La Plata County in Southwest Colorado. Its seven elementary schools, two middle schools and two high schools serve approximately 5000 students. The mission of Durango School District 9-R is to ensure each student develops the skills and attributes for lifelong learning. Through leading instructional models, globally minded learning programs and engaging teaching and learning methods, the district aims to instill in each student the ability to compete and contribute in the global community. Furthermore, the district encourages supportive and safe school environments, guaranteeing equitable educational opportunities for each and every student. 9-R prides itself on its strong academic programs, and as a result the district has adopted academic goals for students that exceed state and federal standards. It has developed academic programs to ensure that students meet those standards, and it has a comprehensive assessment program that allows teachers to determine how they can modify instruction to meet the needs of individual students. As a result of the district's comprehensive approach to student achievement, over all the district scores above state average on the Transitional Colorado Assessment Program (TCAP) tests. We have an active maintenance program that utilizes a work order system for both reactive and preventative maintenance. And in spite of tight budgets we have been able to continue to fund our Capital Renewal program. We face many challenges, but we feel that we are improving our facilities every year.

Deficiencies Associated with this Project:

In 2004 roofing materials were applied over the multi-purpose room and newer classroom areas with a cold adhesive process. Over the past 13 years this area of roof has shown evidence of "creeping" which has resulted in large blisters, uneven seams, and roof leaks. This roof is no longer under warranty. With the large blistered areas and questionable seams, this roof has become more and more difficult to repair.

Proposed Solution to Address the Deficiencies Stated Above:

We want to replace this roof with our specified 20-year warranty roof system. The roofing membrane, base sheets, curb flashing, penetration boots and flashing, cap metal, and any damaged insulation will be removed. The deck will be inspected and upgraded if needed. A new 2" layer of approved insulation and 1/2" gypsum core cover board will be installed with joints staggered will be mechanically fastened. Slope to drains will be improved with cricks. And a fully adhered 45 mil Ketone Ethylene Ester membrane that meets ASTM D6754-02. System will be installed per FM class A 1-90, UL Class A.

How Urgent is this Project?

This roof is deteriorating faster every year. The more we get on the roof to repair it, the more we stress the blistering and loose areas. Classes can be disrupted when our maintenance team responds to leaks on rainy days. And there will be much less potential for damage to the interior of the building if this roof can be replaced this summer.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

BEST FY2017-18 GRANT APPLICATION SUMMARIES

If not, provide an explanation for the use of any standard not consistent with the guidelines:

NA

How Does the Applicant Plan to Maintain the Project if it is Awarded?

We will enter this roof system into our normal preventive maintenance plan. This includes yearly inspection as well as cleaning any leaves, toys, or sports equipment off of the roof membrane. We will also make certain that, in the case of unusually heavy snows, any clearing efforts will not remove the bottom three inches of snow. We intend to get a 20 year warranty with the roof system, so any problems or leaks will be dealt with by the manufacturer and their representatives while under warranty. We have a \$900,000 per year capital renewal budget at this time and we intend to continue investing in our buildings.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Original Building was built in 1955. It has had several upgrades and remodels since then.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

There have been many upgrades. The most notable was a major addition/renovation in 2004 that included demolition of original classrooms, adding new classrooms and a multi-purpose room, and remodeling the wing built in the 1960s. Most recently (2015) the district has replaced the aging boilers in the east boiler plant.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The School District pursued and were awarded a 1.7 mill levy in the last election. Most of those funds will be used for staffing shortages, but some of additional funding will help maintain our buildings.

How do you budget annually to address capital outlay needs in your district/charter?

We have had a Capital Construction Budget of around \$900,000 annually for the past few years. The Mill Levy will allow that number to go up somewhat in an attempt to keep up with ageing infrastructure.

Current Grant Request:	\$48,921.44	CDE Minimum Match %:	63
Current Applicant Match:	\$83,298.66	Actual Match % Provided:	63
Current Project Request:	\$132,220.10	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	Capital Construction Fund	
Total of All Phases:	\$132,220.10	Escalation %:	5
Affected Sq Ft:	11,395	Construction Contingency %:	5
Affected Pupils:	457	Owner Contingency %:	0
Cost Per Sq Ft:	\$11.60	Historical Register?	No
Soft Costs Per Sq Ft:	\$0.77	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$11.48	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$289	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	25	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

BEST FY2017-18 GRANT APPLICATION SUMMARIES

NA

Financial Data (School District Applicants Only)

District FTE Count:	4,895	Bonded Debt Approved:	
Assessed Valuation:	\$1,326,636,540	Year(s) Bond Approved:	
PPAV:	\$271,019	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$1,001,743	Year(s) Bond Failed:	
Median Household Income:	\$59,632	Outstanding Bonded Debt:	\$52,185,000
Free Reduced Lunch %:	30.50%	Total Bond Capacity:	\$265,327,308
Existing Bond Mill Levy:	5.730	Bond Capacity Remaining:	\$213,142,308

• **Facilities Impacted by this Grant Application** •

Limon RE-4J - Partial K-12 Roof Replacement - Limon K-12 – 1979*

School Name: Limon K-12

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	136,614
Replacement Value:	\$44,585,046
Condition Budget:	\$23,308,392
Total FCI:	52.28%
Energy Budget:	\$0
Suitability Budget:	\$2,034,700
Total RSLI:	14%
Total CFI:	56.8%
Condition Score: (60%)	2.82
Energy Score: (0%)	2.40
Suitability Score: (40%)	3.67
School Score:	3.16



*2009 Assessment Data

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: LIMON RE-4J

County: LINCOLN

Project Title: Partial K-12 Roof Replacement

Applicant Previous BEST Grant(s): 2

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: It was the second alternate but was not funded in the last grant cycle.

Project Type:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Limon is a small rural district that is on the eastern plains along I-70. The community of Limon has always been supportive of the school and the programs in the school. Limon has a strong tradition of being the best in whatever they have done. This has given the community great pride in their school and students. Limon has had a long history of strong athletics, but many people do not know that they have also been one of the top academic schools and received Accredited with Distinction from Colorado Department of Education this year. Limon has had several Boettcher Scholarship winners over the last several years. Limon's Industrial Arts and Music programs are also very strong and both of these always take top placements in competition.

Deficiencies Associated with this Project:

The west gym is a pre-manufactured metal building with a low-slope standing seam metal roof. The roof has been an ongoing maintenance issue and there are multiple leaks reported. The leaks were exasperated when the new addition was constructed in 2015. As structural standing seam metal roofs age, the seals in the seams of the roof panels dry out and fail which results in ongoing leaks which are nearly impossible to remedy with maintenance alone. With a year old, newly refinished gym floor under this roof, we have concerns of a leak ruining the floor. If this happens, we would have another expense to refinish the floor.

Proposed Solution to Address the Deficiencies Stated Above:

* Install a new roof over the existing corrugated metal roof. The work is planned to include the following.

1. Remove all abandoned equipment and patch the openings.
2. Install 4" tall, 16 gauge Z-metal perpendicular to the slope fastened into the existing purlins every 24". Any replacement of damaged insulation, decking, or other surfaces during the project.
3. Infill between the Z-metal with 3 1/2" polyisocyanurate insulation, cut around the flutes of the metal deck, install 1/2" plywood deck to Z-metal, and fully adhere 60 mil EPDM.
4. Replace the existing gutter and downspout system.

* The International Building Code, The State of Colorado and The Colorado Department of Education Guidelines will be adhered to in the design of the new roofing system.

How Urgent is this Project?

* This project is urgent, as the school has exhausted all of their maintenance options for this roof and the roof continues to leak. This is a disruption to the learning environment. Based on the BEST Grant cycle time line, the most realistic time frame for a full replacement is the summer of 2018. Our concerns are when people are not in the building, whether at night or weekends, if a severe storm hits during these times, it may take several hours before someone can check the school to make sure water is not getting on the gym floor. It has also become a problem with water to continue to drip from the ceiling during school hours. Students are drawn to the noise of water dripping into trash cans. We have had only one instance of

BEST FY2017-18 GRANT APPLICATION SUMMARIES

students tipping the trash can over and spilling the water.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Limon School District Re-4J maintenance staff will check the roof routinely and make sure the roof is clear of obstacles or material that could cause damage to the roof. District maintenance staff will also make sure that any warranty issues are addressed in a timely manner. The district will appropriate \$18,500 a year to help maintain the roof.

Furthermore, at the project's completion, selected School District personnel will be trained by the roofing contractor to perform simple roof repairs, large roof repairs will be conducted by a competent roofing contractor. The roof will be methodically inspected yearly to determine deficiencies that need to be repaired. School District personnel will access the roof to remove debris from drains, drainage scuppers and other areas on the roof. This will be performed at least two times a year.

The proposed roofing system should perform for about twenty five years before the next replacement occurs. The estimated cost to reroof the school at that time will be about \$440,000 which amounts to \$22,000 a year from now until then.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The gym was built by the school district and was to code at that time.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

The district has built a new BEST Grant funded K-12 building and kept the two gymnasiums that they had previously and combined them with the new K-12.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

With our new school we were able to receive a GOCO Grant along with local donations to help complete and enhance our new playground.

How do you budget annually to address capital outlay needs in your district/charter?

Limon School District Re-4J budget \$57,000 in it's capital reserve.

Current Grant Request:	\$316,909.32	CDE Minimum Match %:	32
Current Applicant Match:	\$35,212.15	Actual Match % Provided:	10
Current Project Request:	\$352,121.47	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	General Fund	
Total of All Phases:	\$352,121.47	Escalation %:	5
Affected Sq Ft:	15,500	Construction Contingency %:	8
Affected Pupils:	479	Owner Contingency %:	5
Cost Per Sq Ft:	\$22.72	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.49	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$21.23	Does this Qualify for HPCP?	No

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Cost Per Pupil:	\$735	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	32	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	479	Bonded Debt Approved:	\$6,973,015
Assessed Valuation:	\$74,132,145	Year(s) Bond Approved:	13
PPAV:	\$154,764	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$766,087	Year(s) Bond Failed:	
Median Household Income:	\$38,393	Outstanding Bonded Debt:	\$8,187,353
Free Reduced Lunch %:	37.50%	Total Bond Capacity:	\$14,826,429
Existing Bond Mill Levy:	9.184	Bond Capacity Remaining:	\$6,639,076

BEST School District and BOCES Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant's waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as possible by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents, or other relevant documentation to support the responses provided.

For questions 4-11

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your school district.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district or BOCES.

Limon School District Re-4J has been hit hard by the budget cuts over the last several years, like all districts in the state. We are currently looking to upgrade textbooks and computers. These are two areas' that have been neglected over several years and if we spend money from the general fund for a new roof we would not be able to upgrade computers or purchase new text books.

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district or BOCES.

Limon School District Re-4J has had to cut staff, programs, reduce classroom resource budgets and other significant decisions to do the best for students of Limon. If funds were to be used as a match for capital purposes, further cuts would be necessary, likely resulting in additional program and resource cuts. The district asked for a bond to build the new school and it would be hard to get them to support another bond for a gym roof at this time.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants, or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

Limon School District Re-4J has asked a lot of the community with our BEST project, already passing a bond to fund our original match. We received GOCO funds to help with the playground for the elementary. The playground budget was cut because of increased costs.

4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

5. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch, the higher the match.

7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had, the lower the match.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

9. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

10. The school district's unreserved fund balance as it relates to their overall budget.

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

In the last several years we have seen an increase in the number of leaks that we have in the gym roof. We were fortunate in getting the gym floor sanded down and repainted this year. This is an area of concern since the roof is developing more leaks.



• **Facilities Impacted by this Grant Application** •

Buffalo RE-4J - HS Water Intrusion Mitigation - Merino K-12 - 1951

District:	Auditor - Buffalo RE-4
School Name:	Merino K-12
Gross Area (SF):	92,335
Number of Buildings:	1
Replacement Value:	\$20,391,504
Condition Budget:	\$3,650,481
Total FCI:	0.18
Adequacy Index:	0.70



BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: BUFFALO RE-4J

County: LOGAN

Project Title: HS Water Intrusion Mitigation

Applicant Previous BEST Grant(s): 1

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: We had applied for an emergency grant. We withdrew our application prior to being told that it did not meet the statutory language for an emergency.

Project Type:

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | Filling in the basement to mitigate ground water |

General Information About the District / School, and Information About the Affected Facilities:

The Buffalo School District is a small district of 306 students located in Logan County. We are very well known for our academic excellence as well as our athletic excellence. Merino High School is a part of a combined elementary and junior/senior high school building complex located in the small town of Merino, Colorado about midway between Brush and Sterling. Approximately 45% of our student body are out of district students. Our largest group of out of district students reside in the Valley School District in Sterling. We cap our classes and have created a system to allow out of district students to apply to attend. We currently have approximately 50 families with over 70 students that are on our waiting list to be admitted. We are somewhat a school of choice in our area.

We are very student centered. We have joined a pilot to re-write the way small rural districts are accredited. We are also very well known for our student lead wellness team.

Over time, the elementary and a new gym were added to round out the current complex. Various building renovations, including the most recent modifications in 2010, have occurred over time. Of the various structures that make up the school complex, only the high school building includes a basement. The basement has concrete floors and walls and is comprised of two rooms divided east to west, totaling approximately 1,440 square feet (ft²). The northern room (about 600 ft²) was historically accessed via a stairwell which has been blocked off such that the only access is via a locked vertical hatch with a metal ladder. The southern room (about 840 ft²) is the larger of the two and can only be access by a doorway from the northern room.

Historically, the basement has provided storage for various equipment and memorabilia as well as providing access to crawl spaces under portions of the school complex to the north and east. Most utilities in the basement are located at ceiling level including electricity with numerous locations where metal conduits mounted on the concrete walls bring wiring to light switches and outlets about 2 feet and 4 feet above the concrete floor.

Deficiencies Associated with this Project:

Available history is limited as to when groundwater was first observed in the high school basement. Anecdotal information suggests that such observations date back at least 30 years with the most direct evidence being water marks on the wall and a sump pit in the middle of the northern room. The original concrete floor in the north room is now overlain by about 20 inches of additional free flow concrete which was placed in hopes that the new floor elevation would remain above the high groundwater surface.

In 2014, approximately 4 years after Mr. Sanders became Superintendent, the foundation in the north room was penetrated to allow a 2-inch PVC pipe routed to near the ceiling level to carry pumped groundwater from the sump pit approximately 700

BEST FY2017-18 GRANT APPLICATION SUMMARIES

feet to the southeast (below ground level outside the building) where it discharges to a stormwater detention pond constructed in 2007. Numerous sump pumps have been used and worn out in the ongoing efforts to maintain a water level below the current basement finished floor elevation. This ongoing and costly task of purchasing, maintaining and operating these pumps has been a burden on the school. In the months of the year with the highest local groundwater elevations, these pumps have been insufficient in maintaining an acceptable water level. As a result, some storage equipment and memorabilia has been lost and the available space identified as unusable.

Although the groundwater observations have been above the finished floor elevation since 2013, it seems likely that the basement has suffered from damp conditions (as a minimum) and periodic flooding for decades. Most school personnel that worked in Merino in the earlier years are no longer here to report accurate information. Current conditions are such that they represent a potential health risk (i.e., mold or bacteria) and serious safety concern for anyone that may gain access to this area (i.e., drowning or electrical shock).

As a result of an insurance claim for water and mold damage, an Industrial Hygienist was brought to the junior/senior high in December of 2016. It was discovered that black mold in the hallways was present (however, in very low levels). In the basement, the black mold levels present in the air were the highest that the Industrial Hygienist had ever experienced. Blu Sky restoration company was brought in over Christmas break in order to clean the basement and scrub the air.

In May 2016, Wright Water Engineering was asked to visit the school to observe the current conditions and potentially assist in preparation of a plan that could be forwarded to BEST as a granting source to mitigate the unwanted conditions in a more permanent manner that would be acceptable to the District.

Mr. Gary Witt (Vice President and Sr. Hydrogeologist with WWE) visited the property on May 25, 2016 with Mr. Sanders as a guide. At the time of the visit, there was approximately 30 inches of standing water in the basement. Mr. Witt observed the sump pit and multiple discarded sump pumps and various discharge pipes all of which were no longer in service. Mr. Witt also made measurements and obtained photographs of the basement conditions. Available water marks on the wall suggest that groundwater level had never reached the height of the wall outlets and light switches but reached nearly 3.5 to 4 feet above the current floor slab elevation.

During the visit, Mr. Sanders noted that the basement currently serves no purpose other than access to crawl spaces under other portions of the building. Mr. Sanders further stated that a limited height basement could serve the school in a similar capacity and even potentially allow for some limited storage.

Proposed Solution to Address the Deficiencies Stated Above:

Per the visit and discussion with Mr. Sanders, WWE concluded that an acceptable mitigation for the groundwater issues associated with the high school basement conceptually include the following:

1. Temporary installation of sump pumps and discharge pipes large enough to maintain a water level in the basement below the current finished floor slab elevation. The discharged water associated with the dewatering of the basement will be temporarily directed to the existing stormwater detention pond.
2. Constructing an extension of the sump pit walls to an elevation approximately four feet higher than the current finished floor slab elevation to match the new floor elevation discussed in Items 5 and 6 and to leave sufficient room for future permanent sump pumps and discharge piping.
3. Removal and reconfiguration of the existing electrical wiring and conduits to raise all light switches and outlets to an elevation that is no greater than two feet below the lowest ceiling elevation. This should place such electrical features safely above the apparent high groundwater conditions except those that might occur during surface flooding.
4. Demolition (without removal) of the current concrete floor slab either by mechanical jackhammer methods, core-drilling or other means. This will relieve excess pressure on the spread footers beneath the basement walls that are believed to currently support the concrete floor, especially when additional weight is added per item 5.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

5. Installation of approximately three feet of ¾- to 1½-inch gravel (or equivalent) on top of the broken concrete floor slab throughout the basement. This material should be sufficiently permeable to minimally displace the water during placement. Approximately 160 cubic yards of material is assumed.

6. Installation of approximately one foot of finer-grained transitional material over the gravel (preferably above a geomembrane that limit movement of the overlying fines into the gravel). The fine-grained layer will serve as a working surface on which material may potentially be stored and access can be maintained to the crawl spaces under other portions of the school complex. Approximately 55 cubic yards of material is assumed.

7. Installation of an exhaust fan with automatic controls that can move air from the new crawl space when conditions exceed certain humidity thresholds. It should be noted that capillary rise will likely require that only water-proof containers (not cardboard boxes) be used as storage vessels in this new space. An appropriately-sized exhaust fan should be sufficient to maintain a dry surface on which to store some equipment and materials and provide the needed access to pre-existing crawl spaces.

8. Installation of two new sump pumps and discharge pipelines to the existing stormwater pond as appropriately sized and outfitted with float controls to maintain a water level at least one foot below the new basement (i.e., crawl space) floor elevation. These pumps should not operate under all conditions but only those when the groundwater elevations are within a few feet of the newly established crawl space elevation.

Other solutions that were discussed included finding the end of the "French Drains" that were installed in the basement and filling them with concrete. It was assumed that by cutting off the supply of water going into the basement that the amount of water that accumulated would be less and making the sump pumps more able to keep up. We felt that this solution was not the way to go as the drain pipes themselves were more than likely perforated along the entire distance of the pipes. Merely filling the ends of the pipe would not stop the water from coming in from underneath the basement nor would it stop the water from coming in through the perforations in the pipe.

The other solution that was explored was trying to do a larger scale project that could potentially mitigate water around the entire building. In speaking with Gary Witt, we determined that this would not be a viable solution as the water is coming from the ground up. He didn't feel that this was a viable option either.

How Urgent is this Project?

Timing is important with this project. The water table levels rise during the spring, summer and early fall. The basement has 2-3 feet of standing water in it through this time period so no work can be completed.

In the winter months the water table recedes and the basement dries up with the exception of standing water in the sump pit. We would like to schedule all of the electrical work to be completed in late October or early November of 2017. The remaining work to be done over Christmas Break of the 2017/2018 school year and if necessary to be completed during spring break in March of 2018. We would like as little disruption to the teaching and learning process as possible so we would schedule any work that will make a great deal of noise when there are not any students in the building.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The project appears to have very little maintenance requirements. However, if a sump pump goes out and needs replaced or a fan quits, we annually budget \$297 per pupil for capital reserve projects which equates to approximately \$30,000 per year. We currently have the dollars earmarked for bus replacement, furniture needs, lawn mower replacement etc. If there was a year that the dollars needed to be spent maintaining the basement, we would reallocate those funds to address the situation.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

BEST FY2017-18 GRANT APPLICATION SUMMARIES

The condition of the facility is very good with the exception of the basement.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

The main building was built in 1953. There have been various additions over the years. Science classrooms were added, a library was constructed, and most recently a major remodel was completed in 2010 using a BEST grant. Two classrooms were added, a wrestling room and a performance room were added, hallways were remodeled, rooms were moved around and remodeled, asbestos was removed. As far as the basement is concerned, we have had two sump pumps working nonstop, we added 20 inches of free flow cement in order to bring the floor level up with the idea that the water would be contained in the sump pit, we installed new pipe to evacuate the water and have it exit in our water retention pond. None of the attempted solutions have worked to date.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

We are currently in communication with Greg Etl from the Colorado Department of Local Affairs.

How do you budget annually to address capital outlay needs in your district/charter?

Again, we have consistently budgeted \$297 per pupil and fund our capital reserve account.

Current Grant Request:	\$366,099.09	CDE Minimum Match %:	39
Current Applicant Match:	\$30,026.31	Actual Match % Provided:	7.58
Current Project Request:	\$396,125.40	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	General Fund	
Total of All Phases:	\$396,125.40	Escalation %:	4
Affected Sq Ft:	1,440	Construction Contingency %:	20
Affected Pupils:	306	Owner Contingency %:	10
Cost Per Sq Ft:	\$275.09	Historical Register?	No
Soft Costs Per Sq Ft:	\$71.53	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$203.56	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$1,295	Is a Master Plan Complete?	No
Sq Ft Per Pupil:	5	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

N/A

Financial Data (School District Applicants Only)

District FTE Count:	306	Bonded Debt Approved:	\$2,200,000
Assessed Valuation:	\$22,253,001	Year(s) Bond Approved:	07
PPAV:	\$72,722	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$1,171,289	Year(s) Bond Failed:	
Median Household Income:	\$49,118	Outstanding Bonded Debt:	\$1,625,000

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Free Reduced Lunch %:	31.40%	Total Bond Capacity:	\$4,450,600
Existing Bond Mill Levy:	7.670	Bond Capacity Remaining:	\$2,825,600

BEST School District and BOCES Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant's waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as possible by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents, or other relevant documentation to support the responses provided.

For questions 4-11

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your school district.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district or BOCES.

We are applying for a waiver because school finance is so volatile. This is my seventh year in Merino serving as the Superintendent of Schools for the Buffalo School District. Since I have been in Merino, I have not been able to present my board with a non-deficit spending budget. In those seven years we have seen the dollar amount continue to decrease while costs continue to increase. We feel that with a waiver of the funds we can continue to offer the programs and activities that we offer for another year. We all know that with the state of school finance that we are not going to get any better so it is a matter of time before the money runs out. We also know that the cuts to education hit the small rural districts harder than the larger urban districts. We currently have approximately 5.5 months in reserve for operating expenses. We have made cuts in the past, but due to an increase in our special education population we are in need of a second special education teacher for the upcoming school year that we do not have the money to cover. In December of 2016, I presented my board with a budget that projects over \$400,000 to be spent out of reserves next year.

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district or BOCES.

Complying with the 39% match would force us to have to make some very difficult decisions regarding staffing. We are trying to be good stewards of the taxpayer's dollars. If we spend the 39% matching funds (\$161,970.65) it would all come out of our reserve. We project that we will spend \$400,000 out of reserves this year just to balance the budget. Every penny we spend out of our reserves puts us closer and closer to cutting more programs and staff members when we feel that we are already at a bare bones minimum. When the time comes for cutting we are not sure where we are going to cut. We are a one track districts which means that there is one teacher per grade level in the elementary and we have enough students in the secondary to need 1.5 FTE per subject but have to employ 2 in some areas as nobody will take a job or move to Merino to hold a part-time job. By spending this money we will have to cut services to students. And, as I stated in the previous section, we are currently in need of an additional Special Education teacher in order to meet the hours mandated in the IEP's.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants, or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

Greg Etl from the Division of Local Affairs has been contacted and presented at the February school board meeting regarding the opportunities from DOLA.

4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

Our per pupil Assessed Valuation is below the state average and our ability to raise revenue through a mill levy increase would not be adequate to address the problem. One mill would only raise approximately \$22,000. Even if we did go to 40 mills we could not raise enough revenue.

5. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

The Logan County median household income is \$42,319 as compared to the state average of \$60,629. Our median income is approximately \$18,000 less than the average of the state. People in our community are already struggling to make ends meet. The average median income is approximately a third of that of the state. The burden on the local taxpayer would be overly taxing based on the income of the community. Therefore, asking for and passing a mill levy increase or asking for and passing a bond would be extremely difficult.

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch, the higher the match.

Our free and reduced percentage is 35% and the state average is 42.2%. We have several families that would qualify for free and or reduced lunches but they will not apply. They tend to be too "proud" to apply.

7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had, the lower the match.

We have had one bond election in to build a new elementary school. It passed and the school was completed in 2009. However, since becoming superintendent 7 years ago, I have heard from several farmers and community members that the increase on their property taxes were high and that they would not support an additional ask.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

Our mill levy is currently 27.072 and our bond is an additional 7.670 for a total of 34.742 mills. The state average is 25 for mill levy. One mill in Merino will raise approximately \$22,000. In order to pay for the match, we would have to either raise our bond mill levy to 40 mills or pass a bond which will not happen in our community. Our community is made up of small cash strapped farmers and ranchers that would have to shoulder the burden of any increase in property taxes. It would be an unrealistic ask to raise the number of mills to get to 40. One mill raises very little compared to what we need for the repairs.



9. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

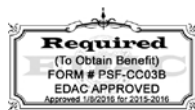
N/A

10. The school district's unreserved fund balance as it relates to their overall budget.

We currently have approximately 5.5 months of operating revenue in reserve. That is somewhat misleading. We have to keep a larger reserve due to the fact that our ability to pass a mill levy override or a bond is very small so all large expenses come out of reserve. Also, due to the fact that one mill would raise approximately \$22,000 and that we are already at 27 mills it would be very difficult to raise the mill levy high enough to support any project of substance.

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

I have enclosed a copy of our most recent audit. In exhibit 3 it shows the general fund balance. In the chart it shows that prior to last year we were deficit spending. We have been as conservative as we can be in our purchasing. From 2012-2015 it shows a downward trajectory of our reserve. There is a slight uptick in 2016. That was due to the fact that the rural superintendents advocated and received an additional \$10 million. Our portion of that was approximately \$84,000. That was one-time money and we treated it as such because we knew that the dollars were going to shrink in upcoming years while costs increase. Even with the additional one-time dollars we still presented a \$400,000 deficit spending budget for the 2016-2017 school year and that will increase in the 2017-2018 school year. We have a 16% increase to our insurance for our employees (additional \$40,000 next year for a total of \$326,000 for insurance alone). The minimum wage going to \$12 an hour is going to cost us an additional \$140,000 over the next 4 years as it is stair stepped in. The increases in PERA will also continue to rise. We simply do not have the money to address the issue. We have put off many capital projects due to lack of funding. Our community is extremely supportive of our schools. We actually are the district of choice in the area. We have capped our class sizes throughout the district which allows us to require out of district students to apply to get in. 45% of our student body does not live inside our boundaries. They choose to drive to Merino to attend school. We currently have approximately 50 families with over 70 students on a waiting list to be accepted in our district. However, when you see that our median income is approximately \$18,000 less than the state average and the fact that a mill is only worth \$22,000 it would be nearly impossible to raise enough money to even cover the 39% match.



• Facilities Impacted by this Grant Application •

Independence Academy - Modular HVAC Replacement - 2014

No Statewide Facility Assessment Information Available



BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: INDEPENDENCE ACADEMY

County: MESA

Project Title: Modular HVAC Replacement

Applicant Previous BEST Grant(s): 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | Replace old, cost prohibitive Electric HVAC units |

General Information About the District / School, and Information About the Affected Facilities:

Independence Academy Charter School was first chartered and opened as Deep River Charter School (DRCS) in the fall of 2003 in Mesa County SD51. The original charter school application was a grass roots effort brought together by a group of parents and staff that wanted educational options for their children. There were growing pains and changes. The school moved twice. They experienced problems with staff, new program, turnover, and mobility. In 2006 more changes were made, including a new director, school name, and modified curriculum. The school became Independence Academy and the board adopted an educational model incorporating traditional methods and coursework combined with an "Experiential" approach. Students excelled, and the school grew. That year the school rented Jubilee Church, sharing space with the church. IACS had significant facility issues with the site. Communication was very difficult without intercom--and safety, supervision, and programming in shared spaces was not conducive to learning. Many students were successful despite the issues, and working. The IACS Board made the decision to relocate again.

IACS began negotiations with SD51 in December of 2007 in regards to the 2008 Bond Issue and Mill levy override. IACS wanted to participate in the referendum. SD51 offered a vacant, old Lincoln Park Elementary to IACS as a possible location for the growing school--in lieu of IACS participating in the 2008 Bond issue. IACS accepted the offer and entered a 5 year agreement with the district. IACS flourished and the students performed well. IACS grew from a 157 student K-12 school in 2008, to a 294 student K-8 school by August 2012. The addition of All-Day Kindergarten classes was very popular with the community.

In October of 2012 SD51 announced they would need to reoccupy the building, and asked us to find finding another building. We worked as hard as we could to find a building for remodel. The board decided to write a Best Grant. We applied in 2013 for a \$9 million project to build our school, working with Blythe Group and FCI. We were successful in being approved on a 9-0 vote, and 8-1 vote for a partial waiver. We were ranked at 11 out of 15 on the shortlist, but the funding didn't make it. We then applied, and were accepted for the CECFA bonding program and moved forward in building a new school and an 18,000 SF modular school purchased from another charter school. The total project was a \$5.7 million bond issue. The project was fast paced and the budget very tight. The modular school was remodeled with new fire-sprinkler system, roof membrane, carpets, some plumbing and electrical, and was painted inside and out. New aluminum steps were added, along with sidewalks and an engineered foundation. Minimal landscaping and playground was in the budget, and paving was not included. The project was successful and we are grateful to have our school functioning for our students.

IACS completed additional landscaping, installation of playground equipment and purchased necessary FFE in the beginning of the first year. We completed the paving project last summer, which cost approximately \$130,000.

IACS students perform well on state assessments, and the SPF has us as a Performance School for the past 5 years. Our elementary scores consistently in the top 3 schools in SD51. Our enrollment is up to 405 students with an FTE of 387 students. We have had waiting lists for the past 5 years in every grade level. Next year we will be at full capacity, limited by space.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Deficiencies Associated with this Project:

IACS is seeking a BEST Grant to address a specific problem with the Electric fired HVAC RTUs on the 18,000sf modular school. The cost was \$66,627 for 2016. In comparison to the new building, which has natural gas fired RTU's, the gas bill for 2015 and 2016 were \$3,587 and \$4,163 respectively—for 18,074sf. In analyzing usage, KW hours gas bills, and other extrapolation methods, the electrical RTUs run constantly and are cost prohibitive. They have also become very expensive to maintain. We have had to hire an electrician to fix 3 burnt contact and disconnect boxes, as well as fuses (see pictures). After finding the 3rd one, we had all of the disconnect boxes replaced. We employed Fischer Electric to do this work and test these units, providing important feedback in regards to the huge KWH load requirements when these units call for heat or air each morning. Fischer Electric is continuing to monitor to get even more precise data on the system at time of submission of this grant.

We are working closely with Blythe Group Architects and Bighorn Mechanical Engineering on this project, and have had multiple contractors looking at the systems to trouble shoot, and provide estimates. The units were designed to be 10-15 year units, and are wearing out. They did sit idle for 3- 4 years, unused in the elements, before we purchased them. They were re-set on the units by a local commercial HVAC contractor as part of our overall project in 2014.

In looking at savings more specifically, the average electrical cost per day is \$176 for both buildings, and the cost to run the RTU's on the modular is between 67% and 73%-- or \$118-\$128 per day, on average. The cost of the gas RTUs to heat the same sized space in the new building is \$11. 01 per day on average. The cost of electricity to run these units is extreme.

Proposed Solution to Address the Deficiencies Stated Above:

After many hours of consulting with other professionals and contractors, the most cost-effective overall solution is the replacement of the 21 electrical RTUs with high efficiency natural gas-fired RTUs, with a 15 year life expectancy to match the projected useful life of the building. Through this analysis, a range of electricity cost savings per year would be between \$33,000 and \$43,000, conservatively. As we continue to analyze loads, these figures could rise.

We believe the recouping of investment period on this project will range between 4 to 5.5 years, and the return on investment will show responsible use of funds trusted to us. After the realization of the investment, additional savings on these units will be able to be spent for other important educational needs. Based on a 15 year projected useful life of this project, we believe we will save over \$650,000 dollars of unnecessary electrical expense. This project is fairly simple and straight forward. Please see the various estimates, and engineering opinion in relation to cost of the project. Given all of the investigative, consulting, maintenance and trouble shooting involved with this project, we believe the cost will be \$192,000.

How Urgent is this Project?

With the data we have at this time, we believe the project has a high level of urgency. We have had concerning faults with the system that we addressed as they presented themselves, specifically the burnt contacts, fuses, and disconnect boxes. Please see Fischer Electric invoice. We are using huge amounts of electricity for these units, and believe continued use is not good use of resources--from any perspective. The quicker this project is completed, the sooner we can begin to realize a responsible cost-effective system that has huge potential payback, as well as remove failing, faulty equipment and significant maintenance costs. We would like to complete this project at the earliest date possible.

We have asked SD51 to include us in their proposed November 2018 Bond election, but are not confident we will be included. We are hoping to begin work as soon as this project is approved.

In the event this project is not approved, we will attempt to figure out how to fund this project and complete it as soon as we can. Having old equipment that is this expensive is not being a good steward of our funding. We are hoping for CCAB agreement in seeing the urgency of this project from both a safety and a financial urgency viewpoint.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

NA

How Does the Applicant Plan to Maintain the Project if it is Awarded?

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Our plan for maintaining this project is very straight-forward and consistent with our current practices for maintenance of HVAC systems. We have a full-time maintenance employee who performs all schedule maintenance schedules in excess of manufacture's recommendations. He inspects belts, pulleys, filters, motors, and all maintenance points every month, and replaces parts as needed, making notes for any follow up. He calls in subcontractors as needed to perform any other more technical work that is required. He changes all filters at required times, unless he sees the need earlier. He oils all pulleys or lubricant points when he changes the filters. Filter changes are scheduled quarterly.

Independence has always saved in a capital reserve fund, at minimum, \$100.00 per student. When specific projects are in a 2-4 year window, we reserve at a higher rate. In regards to this project, we will continue to fund our regular maintenance budget(which should decrease), as well as continue with our reserve. With new equipment warranties and stellar maintenance, we believe the units will reach their useful life expectancy of 15 years, which matches the building. We will also continue our search for funding capital upgrades through other sources, always maintaining our reserves.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Facility was set as new in 2008, used for 2 years, vacant 4 years, sold and moved in 2014, re-set and remodeled in 2015 on current site. Upgrades in carpeting, wall coverings, ceiling tiles, some electrical and plumbing upgrades, New Fire Safety System, New roof membrane, New data and technology wiring, and complete exterior painting was completed in 2015.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

All new sidewalks, ramps and aluminum steps were added in addition to the above remodeling.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Requests to district for shared mill levy override inclusion, Best Grant application in 2013 (successful on shortlist-alternate project, ran out of funding.) General fund budget--would have to take from other instructional needs.

How do you budget annually to address capital outlay needs in your district/charter?

We allocate a minimum of \$100.00 per pupil to the reserve fund for capital/maintenance needs. We have some latitude with our student activity fund on some capital projects like playground equipment for all students. We also budget capital projects to keep in line with the CECEFA requirements for the bonding indebtedness, and escrow requirements with the Trustee.

Current Grant Request:	\$201,793.64	CDE Minimum Match %:	56
Current Applicant Match:	\$20,006.36	Actual Match % Provided:	9.02
Current Project Request:	\$221,800.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	School reserves	
Total of All Phases:	\$221,800.00	Escalation %:	4
Affected Sq Ft:	18,000	Construction Contingency %:	4.6
Affected Pupils:	408	Owner Contingency %:	4
Cost Per Sq Ft:	\$12.32	Historical Register?	No
Soft Costs Per Sq Ft:	\$0.19	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$12.13	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$544	Is a Master Plan Complete?	No
Sq Ft Per Pupil:	44	Who owns the Facility?	3rd Party

BEST FY2017-18 GRANT APPLICATION SUMMARIES

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

\$107,510.26

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

CECFA would remediate bonding through Trustee and Trust Indenture.

Financial Data (School District Applicants Only)

District FTE Count:

Bonded Debt Approved:

Assessed Valuation:

Year(s) Bond Approved:

PPAV:

Bonded Debt Failed:

Unreserved Gen Fund 14-15:

Year(s) Bond Failed:

Median Household Income:

Outstanding Bonded Debt:

Free Reduced Lunch %:

Total Bond Capacity:

Existing Bond Mill Levy:

Bond Capacity Remaining:



BEST Charter School Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant’s waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as practicable by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents or other relevant documentation as applicable to support the responses provided.

For questions 4-15

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your charter school.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your charter school.

A reduction of the matching contribution would significantly enhance educational opportunity at IACS by directly giving students access to much needed access to the **purchase of 90 new laptop computers** and software, which will be purchased with the match reduction of \$104,200. We believe this access to laptops will have a direct and significant impact on student performance and growth. It would increase our current ratio of computers per student from 1 to every 5 students, to 1 for every 2.5 students. We have an eventual goal for every student to have regular access to a computer throughout each day. This waiver would be spent 100% on technology for students.

2. Please describe why the cost of complying with the matching contribution would significantly limit educational opportunities within your charter school.

The cost of compliance with the full amount of the matching contribution would be a direct limitation of students’ access to a laptop for a significant portion of the day. With our investment in ebook libraries, collections, and other applications of curriculum, our efficiency (time engaged) of students would be limited without the computers.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

We have applied for a number of other grants—Lion's Club for past two years, as well as other local institution fundraising, but have only been successful with one bank award of \$3,000. The Lions club grants for \$20,000 last year was, again, very competitive and eventually unsuccessful. Because we are significantly leveraged with \$29,000 per month lease payments on our CECFA backed bonds, we are very limited with our ability to perform needed capital improvements without directly impacting opportunity costs of providing technology opportunities for students.

4. Weighted average of district matches which comprise the student population.

The weighted average is 63%.

5. Does the authorizing district have 10% or less bonding capacity remaining?

No, Mesa County SD51 has a bond capacity of \$333,478,008 of which \$245,278,008 is remaining. However, IACS has never been allowed to participate in any bonding or mill-levy override ballot questions in the past 13 years.

6. Is the charter school in a district owned facility?

No. We rented an old building from the district until 2014, when the district decided to start a new blended program in the building we had occupied. With few options available, we applied successfully with CECFA to issue bonds and complete our current school building in 2015. We have \$29,000.00 per month lease payments for our building.

7. How many times has the charter school attempted or attained bond proceeds from an authorizer's ballot measure for capital needs?

Never. In 2008 we asked to participate, but were offered an old building that would be available. The district has never included us in any bond election questions. Statutes do not require them to include us.

8. How many times has the charter school attempted to do a special mill levy override pursuant to 22-30.5-405 for capital needs?

Again, we have never been included in a mill levy override question by our district. We currently do not receive approximately \$420.00 per student override revenue from past (1996, 2004) successful overrides in our district. This equates to approximately \$162,000 per year that we do not receive based on our enrollment. There is no sunset provision on either of the past overrides.

9. How many times has the charter school attempted or attained grant funding through a non-BEST source for capital needs?

We were successful with one \$3,000 grant through a local bank that helped us pay for a school sign for our school site. We attempted two Lions club grants for \$20,000 two years in a row, but were unsuccessful.

10. How many times has the charter school attempted or obtained funding through CECFA or another type of financing?

After our 2013 attempt at the BEST Grant and Waiver (we made the alternate short list, but funding did not make it to our project) we applied for CECFA in 2014 and were successful with \$5.7 million bond issuance which allowed us to build our current school. We are very grateful to have our school, and built as much as possible for our students. We currently have a \$29,000 per month lease payment and are working hard to deliver all we can to students within the restraints of our trust indenture and requirements of our trustees.

11. Charter school enrollment as a percent of district enrollment.

IACS enrollment represents 1.98% of SD51 enrollment.

12. Free/reduced lunch percentage in relation to the statewide average charter school free/reduced lunch percentage?

We do not have a lunch program for students—all of our students bring their own lunch. Historically, we have not had

the money to afford a kitchen or lunch program, and parents have provided lunches. In our last building the kitchen would not pass health inspections, and we could not afford a kitchen in our new space, opting for classroom footage. Without the lunch program, it is difficult to have parents fill out forms. Instead of Free and Reduced Lunch forms, we give a Family Economic Data Survey Form—which we received 64% participation on with 40.9% who would qualify for Free or Reduced.

13. Percentage of PPR spent on non M&O facilities costs.

Independence Academy 2016 Audit as submitted to CDE showed a total of \$663,366 of total expense on non M&O facilities costs of PPR total of \$2,855,441, which equates to 23.23 % spent. (Statement of Revenues, Expenditure and Changes in Fund Balances Government Funds, 2016 IACS Audit) by John Cutler and Associates.

14. Unreserved fund balance as a percent of budget.

Unreserved fund balance as a percent of budget is 23.2 % of budget

15. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

Extenuating circumstances around this project is the timing. The high cost of the electricity to heat and cool the modular portion of our school is a direct opportunity cost that could be spent on computers and technology for the students. The sooner we can get the project completed, the sooner we will be able to spend the “savings” realized on technology, the sooner students will benefit.



Independence Academy

600 N. 14th St.

Grand Junction, CO 81501

Phone: (970) 254-6850

Fax: (970) 241-2064

February 19, 2017

Colorado Department of Education
Capital Construction Assistance Board

Re: Waiver Request for Reduction of Required Match

Independence Academy Charter School (“IACS”) respectfully requests a waiver of the matching funds required while applying for funding from the BEST Grant. The current required matching funds from IACS is 56% (\$124,208) of the overall \$221,800 project. We are asking for approximately \$104,280 to be waived with our match contribution of \$20,000. Though the Charter School Match Calculation Worksheet brings us to that level, we believe our circumstances will demonstrate our ongoing commitment to serving students at a high level, while fiscally, saving and conserving in any way we can. We think the \$104,280 reduction in match could be applied to the purchase of 90- 100 much needed laptops and software for students, improving the ratio of computers per student from 1 to every 5 students, to 1 for every 2.5 students. We have an eventual goal for every student to have regular access to a computer throughout each day. Our Capital needs have become very tough hurdles for us as we honor our compliance regulations in regards to our budget requirements and commitments to the CECFA program bonds issued, while keeping the focus on improving instructional experiences for our students.

Background

Independence Academy did not foresee the need to move or need to build a new school until August of 2012. In fact, in fall of 2012, we were in the process of trying to renegotiate another 5 year agreement on a district-owned building Lincoln Park Elementary. It had been vacated by the district when they built a new school, and had been offered to us. To our surprise, they told us that they needed to reoccupy the building, and that our lease was up in June 2013. We negotiated a short-term lease extending the period that included an \$11,500 per month usage agreement charge, while we desperately searched for options. We worked with various realtors, contractors, and architects and concluded we should attempt a BEST Grant application. Our attempt was successful as the CCAB approved 9-0 for our BEST Grant project for a new school, and were approved 8-1 for a waiver reduction—making the short list as number 11 out of 15 of the approved projects. Unfortunately, the funding did not reach our project that year. We continued to search and eventually were successful in the CECFA program Bond issuance in 2014. Through a very tough and tenuous process, we can say we

are very grateful to have our school functional, and are working hard to improve education for students—and work within the restraints of our trust indenture associated with CECFA issuance.

Bond Elections and Mill Levy Overrides:

It is very important to note, in a positive, yet truthful manner, **that IACS has never received, nor been included in any SD51 Bond Election elections or Mill Levy overrides in its 13 year history.** We have overcome many obstacles with less money, hard work, and focus on students. IACS was not included, nor did we receive any funding from the 2004 \$109 million bond, or the \$4,000,000 annual override for operating and technology expenses, both of which passed. The existing mill levy overrides, that have no sunset provisions, are retained by the district, yet we have the students who generate this money in our programs. We receive approximately **\$420.00 per student less**, or approximately \$162,000 less per year based on this alone. We have asked to be included in a proposed Bond election and Mill Levy override planned by SD51 in November 2018, but do not know if we will be allowed. If we are allowed, and were awarded funds, we would gladly pay back the waiver reduction if you should decide to honor our request. In this project, I believe timing is savings for kids' benefit.

Enrollment:

The enrollment at Independence Academy has grown tremendously over the past 5 years, nearly doubling. We have had the demand to more than triple in size over this period, based on applications and waiting lists of students whom we could not accommodate due to our facility and controlled growth restrictions.

Fundraising:

We continually work diligently to secure other sources of financial support for our school. We are applying for funding through the Lion's Club, Grand Junction area Chamber of Commerce, City of Grand Junction, and numerous other grants being identified through grant writers and RFPs. We also have numerous fundraising efforts underway including an Art Auction, Silent Auction, and ongoing smaller efforts, all of which our families take pride in. Our Fundraising Committee is working closely with many local businesses, service organizations, and marketing specialists to help us secure funding.

Conclusion:

We are grateful, thankful, and appreciate having a school to grow and learn in. With our growth is the need to make sure we have a safe, secure, adequate facility that is responsive to the student's needs. We completed our current school at under \$200sf, and the modular at much less, a very hard thing to do when there are so many needs. In comparison to our 2013 Best Grant proposal for \$9.5 million at \$290sf, we were able to obtain 36,000sf for \$5.7 million. Given, the modular space is not optimum, but it was what we could afford. The monthly lease payment on our bonds is \$29,000. Last June we paved the road into our school and finally paved the parking lot, with a cost of approximately \$130,000. We try to make the best decisions possible—always trying to keep the students at the center of those decisions. Our school has moved four times in ten years, never received any bond election or mill levy

funding, found a way to build, despite obstacles, and the students are performing very well. The families and staff believe in our school and children. Thus, the board and the entire school “Family” is invested in our future, and is hoping and praying for an award. We have been good stewards of State money, as can be seen by 8 years of excellent audits, and excellent credit ratings through CECFA and our bonding Trustee. We respectfully request this waiver with the guaranty that we will, again, be good stewards of any funds awarded. Should you need any further information, please let me know. We believe we are becoming a model Charter School, one which will others will try to duplicate. Thank you for your consideration of our request to waive the above portion of our match.

Sincerely,

Damon Lockhart
Business Manager IACS

• **Facilities Impacted by this Grant Application** •

MESA COUNTY VALLEY 51 - Orchard Mesa MS Replacement - Orchard Mesa MS - 1960

District:	Auditor - Mesa County Valley 51
School Name:	Orchard Mesa MS
Gross Area (SF):	62,015
Number of Buildings:	4
Replacement Value:	\$21,101,875
Condition Budget:	\$11,303,582
Total FCI:	0.54
Adequacy Index:	0.55



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Applicant Name: MESA COUNTY VALLEY 51

County: MESA

Project Title: Orchard Mesa MS Replacement

Applicant Previous BEST Grant(s): 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input checked="" type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input checked="" type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Mesa County School District was formed in 1951 from a number of small, independent school districts in Grand Junction, Colorado. The major purpose of the District is to provide K–12 public education for those who reside within the boundaries of the District, which cover about one-half of the county's land area, which is approximately 2,200 square miles, and about 95% of the County's population. To accomplish this purpose, the District operates (24) elementary schools, (8) middle schools, (1) 8/9 school, (5) high schools, (1) career center, (4) alternative schools and (1) remote K-12 mountain school. The District is the largest employer in Mesa County, employing 2,483 full-time and 711 part-time and substitute employees during fiscal year 2016. The District served approximately 22,105 students during the 2016-17 school year.

Orchard Mesa Middle School serves 486 students; 64.2% qualify for free and reduced designation. The school site is located in the southern edge of Grand Junction. There are four elementary schools in the OMMS attendance area, and the school is a feeder school for two separate high schools.

Why is Mesa County School District 51 transforming into a 21st Century school district?

The world around us is rapidly changing at historically unprecedented rates especially in technological advances. Schools have the tremendous task of preparing our students for jobs that don't exist yet, where they will need to solve problems that have not yet emerged, and use technologies that have not been invented. In addition to a strong background in academics, our students will also need a strong growth mindset and 21st Century skills that are essential for success in the world of work, college, and life.

As part of District 51's transformation process, teachers and administrators have been studying the future and why transforming into a 21st Century school district is imperative. Three big changes have occurred that make the Industrial Age public education system, which was designed primarily to develop a labor workforce, obsolete. The Internet has made knowledge a commodity that is free and easily accessible. As a result, knowledge is not enough and what really matters is what you can do with what you know. Second, the onset of the new machine age is causing many labor jobs to be automated, shipped overseas, or soon to be replaced by robots. Finally, the third big change is that transformative technology is now making our world and just about every industry more customized. Today's digital native students are growing up in a world that is increasingly getting more customized and it is time for public education to move in that direction.

Performance Based Learning (PBL)

School District 51 is one of the largest districts in the United States to implement PBL. This innovative way of delivering education to more than 22,000 students began in 2015 and will take several years to take shape and reach maximum potential. PBL allows students to learn at the pace that is right for them. This prevents learning gaps and ensures that students build on a solid foundation of knowledge throughout their K12 career. Students in a PBL environment get to learn and prove their knowledge in multiple ways. Students take ownership for their learning by proving they've mastered a concept via

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projects, papers, tests, and presentations.

PBL focuses less on a student's age and more on a student's comprehension as the main determinant of their learning pace. Students no longer have to grow bored waiting for the rest of the class to catch up or risk becoming confused and frustrated when the rest of the class moves on before they truly grasp a concept. PBL drives every action and decision made by adults and children within the school district. Everyone operates on the premise that intelligence is not something we are born with or not, anything is possible with enough time and hard work, and there are practices and habits that can help us all succeed.

Deficiencies Associated with this Project:

Orchard Mesa Middle School (OMMS) is currently considered to be the Mesa County Valley School District 51's (District 51) facility most in need of replacement or large additions and renovations. The open campus consists of 8 different buildings. The building that houses the gym, lockers, music program (any others) is connected to the Orchard Mesa Community Pool, which is operated by the city, and is not included in this grant request.

In 2014 our district hired a consulting firm, Western Demographics, to perform an assessment of the age and condition of our school facilities. As part of Mr. Shannon Bingham's presentation of his firm's findings to our Board of Education he included a one to five scaled ranking of all our schools – 5 being excellent and 1 being bad. Orchard Mesa Middle School was the only school ranked as a 1, and the recommendation was to replace the facility. All of our other schools were ranked 3 - 5. We do an excellent job of maintaining our facilities, but Orchard Mesa is beyond saving. We have done our best, but the issues keep piling up.

The school property is bordered on the north with Eagle Rim Park, a city park which includes a pedestrian bridge connecting to a popular river-front trail. The south portion of the site has a roller skating rink and basketball courts that are open to public use. The gym building shares a lobby with an indoor public swimming pool operated by the city. Due to the close proximity of the numerous public venues, OMMS has a continuous flow of non-school traffic onto the site. Many of these visitors are exempt for the mandatory "check in at the office" requirements that are enforced at all of the other schools in our district. Signage requiring the office check in is posted on the doors to the school, but with the high volume of entry points and all of the outdoor visitors, the policy is unenforceable.

In 2016 we worked diligently with the Blythe Group Architects firm to update Orchard Mesa Middle School facilities master plan. This was accomplished by using the Orchard Mesa Middle School portion of our existing 2008 district wide facilities master plan. The consultants inspected the facility, met with staff and district representatives, and prepared a document based on current conditions and facility needs. The findings of the master plan showed almost \$29 million of needs identified for OMMS, of which are listed below:

Security:

Security and accessibility are two of the main problems. These are very difficult to resolve at this site. The open style campus does not have a security system and has over 30 exterior doors. There is a minimal amount of security cameras and many areas where there are no lines of sight. Staff does their best to supervise the site, especially during passing periods, but it is an ongoing problem.

Communication: The fire alarm system, call, telephone, public address and clock systems are from original construction. Each system is recommended for upgrade based on life cycle, age, and current condition as they are beyond their useful life.

Circulation: The main classroom building has six auxiliary buildings around it and students use over a dozen separate entrances to travel in all directions to and from the main building during the class day. It is nearly impossible for staff to supervise student traffic with the existing open campus design. Students are required to approach and enter several of the buildings through many different points of the site. The administration office is located on the southeast side of the campus. Students can enter through the gym area, and then walk outside for roughly 250 yards to get to the office. The cafeteria is so undersized, that students line up outside to get their lunch year-round.

Security between the school building with the locker rooms, gym and band room and the public swimming pool is a concern, because a common lobby that serves all of these spaces. Students enter the lobby from the school side, and the public has

BEST FY2017-18 GRANT APPLICATION SUMMARIES

unrestricted access to the lobby from the public street side.

Lighting - Security lights on the exterior of the building not of the cut-off type per Grand Junction Code, and there are no battery backed lights outside building egresses.

Health and Safety:

There is network of underground duct and access points for the original mechanical systems. These have been an ongoing source of bad smells and moisture problems in the buildings. Since these are under the existing buildings, they cannot be filled in or mitigated in a cost effective manner. Without removal of the existing slabs and new slabs poured inside. The removal of this system would also require asbestos abatement to remove the existing floor coverings and would be very labor intensive and expensive. This duct has also caused other odor issues in our administration building and cafeteria building. The underground ductwork has rusted through and collapsed in some spots.

Main Classroom building exposed exterior edges of concrete grade beams have cracked and spalled. Main Classroom building wall between mechanical room and the utility tunnel has significant cracking. Kitchen / Cafeteria building has cracked brick at gas meter recess.

HVAC - The current configuration of ceilings and mechanical units are disruptive to the learning environment due to noise. There are no ceiling plenums for installing duct work, so the RTU's feed directly through the roof into each classroom. Even though units were replaced in the 2004 bond program, the 12 year old RTUs are nearing the end of their life expectancy of 15 years. To replace the units again would not be a desirable option.

Carpet is worn out, stained and fraying in spots; duct tape is used to prevent trip hazards for students and staff. Carpet replacement is expensive and needed throughout most areas of the buildings. The major problem is the worn carpet is glued to asbestos floor tile. This adds the cost of asbestos abatement to the cost of the new carpet.

Wall coverings (vinyl) in classrooms are pulling loose in most classrooms. Replacement of the vinyl wall covering is difficult and expensive because of the asbestos containing drywall joint compound under the vinyl.

Ceilings are in poor condition and always a problem for us. Much of the ceiling is 12" x 12" tile glued to drywall substrate. The glue used to attach the tile is asbestos containing and the drywall joint compound is also asbestos containing in many areas. Last week we had a heavy rainstorm and a portion of the ceiling fell down in one of the classrooms. We did not know if it was the tiles that contained asbestos, so we had to shut down the HVAC system and block off the room during school hours. Luckily, the portion that fell did not contain asbestos, but it always a major concern for us.

Roof is showing signs of wear and it is a 20-year roof set to expire in the next two years. There are a few more years left in it, but it is leaking in spots. The HVAC equipment that had to be added to the roofs is actually causing them to sag, which has created ponds in many areas.

Site:

Vehicular circulation is a huge issue. There is a very small area that the buses and parents use to drop off students.

Security: Traffic to the public park (located to the north of the school) and the school travels on public roads on two sides of the south play field. Portions of the field are unfenced and open to public use, so there is non-school parking and access at the south end.

Drainage: is very poor between buildings. Ponds form in the grassy areas and sidewalks, and sidewalks are eroding away in many spots.

Pedestrian circulation: perimeter sidewalks are missing. The sidewalks that connect the open campus are in poor shape and constant need of attention.

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The athletic fields, goal posts, tennis courts and basketball courts are in poor condition.

Site signage: is in poor shape or does not exist.

Parking lots are beyond their useful life and need to be replaced.

Code compliance:

The locker room shower drains are not up to code, and have continuous problems of backing up.

The sewer line extending from the building south to C Road is almost flat and should slope to permit gravity drainage. It is a source of past problems and likely future problems with blockages and smells in the buildings will continue. There are also odors in the restrooms that are caused from possible broken sewer or vent lines under the floors and in the walls.

ADA – there is non-compliant door hardware on all interior doors.

Kitchen floor is made of tile. Federal mandates require a seamless floor for all school kitchen facilities.

Electrical system is at capacity and there are not enough receptacles in the classrooms to meet the technology needs of the students / staff.

There are no fire protection systems in place at the original building. There are no fire rated corridors, the school needs additional plumbing fixtures, space requirements are not being met, stair handrail construction is missing, and there are many accessibility issues.

Other facility issues:

Problems with failing or inadequate building systems (plumbing, electrical, HVAC, thermal) that are inaccessible are hard to replace leave us with sub-standard systems when replacement is attempted.

Mechanical equipment had to be abandoned in the gym boiler room, under the floors in the classroom building, under the cafeteria floor, and in the kitchen mechanical room.

Kitchen area – there are plumbing issues here as well. The exhaust system and make-up air are inadequate. Some major work would be needed to address these issues.

The special education classes are inadequate and have no plumbing. The rooms are dark and dingy, not suitable for any students to learn in. Our home economics program was taken away because we needed the space for a traditional classroom.

Casework: there are multiple issues in all buildings. Classroom counters and cabinets, lockers and counters in the library are worn, damaged and need to be replaced. There is also a severe lack of storage in the art, music and classrooms.

The existing classrooms at OMMS are spaces with low levels of natural light, low ceilings, exposed utilities and aging systems and materials. The lighting is very inefficient and the fixtures are dated and need to be replaced.

Exterior windows throughout are an issue. The seals are failing and they are original windows from 1960 on the main building. Some of them leak when it rains and since they are not sealed in spots, they let cold air in throughout the winter.

Plumbing fixtures are original and outdated. They are replaced on an as need basis, but are unable to be repaired due to their age. The fixtures are highly inefficient.

Technology - The library equipment, theater and stage equipment, and audio-visual equipment is from the original construction of the school. The systems are beyond the expected life for this application and upgrades are warranted.

Proposed Solution to Address the Deficiencies Stated Above:

While the cost estimates for all listed additions and renovations do not exceed the total cost of a new facility, the overall

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recommendation/ finding is for facility replacement. This is due to the following:

Money well spent: At a certain point, it makes a lot more sense to spend a little more money to get something new than it does to spend a little less money on improvements that are still a 'band-aid' solution. This building is one of those cases. We believe the best long term value would be to spend money on a replacement facility that meets current standards and provides a proper learning environment. While it is possible, on paper, to add sufficient square footage and improve aging systems, there are still items not possible to correct. These items have a negative impact on the learning environment present in the school and maintenance and repair for the aging facility will continue to increase the long term costs of the aging facility.

Security and Safety: The existing layout of the campus makes it nearly impossible to meet security standards. While it may be possible to connect all buildings with additions and hallways, this would be an expensive way to expand the size of the school. Additionally, the layout would be inefficient and existing spaces still in use would be substandard learning spaces to meet current needs and standards. Additions/ renovations are not recommended because of high initial cost, high operational cost, ongoing high maintenance cost, inability to achieve proper security, and inefficient layouts.

Sub-Standard Learning Environment: The existing classrooms at OMMS are spaces with low levels of natural light, low ceilings, exposed utilities and aging systems and materials. While some issues are possible to improve through renovations, some are difficult (expensive), if not impossible, to improve in the existing facility. An example includes:

Additional windows or skylights can be added to improve the amount of natural light available in the learning space. This would improve the learning environment and probably be fairly cost-effective. However, a low ceiling with no interstitial space between the ceiling and the structure above is not something that can be changed in a cost-effective manner.

Maintenance concerns: The current building has ongoing maintenance issues not feasible to correct or repair. These issues detract from the learning environment.

Sewer line issue: Due to distance from the building to the road, it cannot be properly repaired and will continue to cause maintenance issues. The issue could be solved by addition of a sewage ejection pump or lift station, but would be an expensive repair and would require regular maintenance and energy consumption.

Vehicular circulation: a new drop off loop needs to be constructed to separate buses and parents.

Drainage: the site needs to be regraded, and a drainage system needs to be installed.

Security: create a closed campus, with one main entrance. Install perimeter fencing around the entire site. The new site will have an up to date security monitoring system, double entry vestibule known as a "man trap".

The existing site (over 18 acres) will accommodate a new facility without removing the existing facility first. We believe this is a good solution as construction on a new facility could occur, then the existing facility could be demolished with minimal impact to ongoing school use. With District 51 moving toward a performance based learning (PBL) model, it would be appropriate to design and construct a replacement facility focused on PBL. The existing facility does not easily accommodate this model due to multiple buildings, non-collaborative layout and isolation of certain learning environments (physical education/ music, career technology education/ science).

How Urgent is this Project?

Due to the design of the facility, the condition of the buildings, and the nature of the materials impacted, remodeling would be very expensive and renovation will not resolve many of the major problems with this school. Security and access concerns would still exist following a major renovation, and it would be nearly impossible to resolve all of the problems with the mechanical, plumbing, and electrical systems in this school. Our district believes the most fiscally responsible action is to replace this school, and we will keep that as our goal, even if we are unsuccessful in our quest to receive a BEST grant.

Many of the deficiencies noted have needed to be addressed for some time. Having an open campus with so many safety and

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security issues is not acceptable for our students. We have done our best to diminish risks, but there is only so much we can do. It does not make sense to try and fix these issues for a short term period, and it is not a good investment of funds. The school needs to be replaced immediately so that we can support our students, and give them the education they deserve.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

We will be meeting all of the standards outlined in the Public School Capital Construction Guidelines.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Our Maintenance Department is funded with an operating budget of \$3,201,466. The department staff includes licensed HVAC technicians, fire alarm technicians, plumbers, and electricians, as well as non-licensed carpenters, painters, roofer and grounds keepers. At all of our district's schools custodial and office, staff sends in electronic work orders for trouble calls. The Maintenance Department generates the majority of the work orders as part of a preventative maintenance program. The maintenance staff performs the required fire alarm inspections, services the plumbing systems from faucets to backflow prevention devices, programs and monitors the building automation systems, and follows the recommended filter replacement and cleaning schedule on the HVAC equipment. The Maintenance Department contracts with qualified vendors for inspection and maintenance services on the fire suppression systems, elevators, emergency generator systems, gym floors, and roofing systems that are under warranty. The buildings are painted on an average of every six years.

The average age of our schools is 43 years old. The Maintenance Department has demonstrated over the years that it maintains our district's facilities in a clean, healthy, and comfortable condition. Our newer facilities take a lower proportion of our resources to maintain in good condition, but they are cared for with the goal of keeping them in a "like new" condition. The annual fire department and health department inspections of our facilities typically find few, if any, violations with the buildings or systems at our schools.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The original buildings at Orchard Mesa Middle School were constructed in 1960. Original construction consisted of three separate buildings. The three buildings were a classroom building, a cafeteria and kitchen building, and a gym and music building. These three buildings met the construction and educational standards required at this time.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

In 1967 an additional 4,126 square feet was added. The new construction included a storage room for the gym and an administrative building for school offices. At this same time there was also a major remodel of the classroom building to restore the building from fire damage.

In 1986 the administration building was remodeled. In 1987 a modular building was added to the campus, and a second modular building was added in 1989. The total area added with the two modular classrooms was 2,400 square feet.

In 1998 a new stand-alone Tech Ed. building was added. This building is 6,872 square feet and includes a science room, tech shop, and a computer lab.

The roof was replaced on the main classroom building in 2003 to stop the ongoing problems with roof leaks.

In 2006 new HVAC units were installed on the roofs of the cafeteria building, classroom building, and office building. These units are only marginal at heating and cooling these spaces, but they allowed us to abandon the rusted out under-slab duct work that served these areas.

The asphalt shingle roof on the gym has been replaced several times. In 2007 we replaced the shingles with a TPO roof system.

In 2010 we replaced the roof on the remainder of the gym/music building. Following installation of the new roof HVAC

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equipment was installed to replace the original under-slab ventilation system.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Our district was awarded a \$100,000.00 matching grant from the Federal Mineral Lease Board to address school security. Funding for new locks on interior classroom doors at OMMS is included in this grant.

The 1998 Tech Ed building was built with bond funds. Roofing replacement projects in 2003 and 2007 were paid for with district's capital maintenance budget. The 2006 HVAC upgrade and remodel were performed with bond funds.

Money from this year's budget helped fund an updated masterplan for the facility to help us inform our community of the needs at the school. We hope this will help us be successful with any upcoming bond that is targeted toward replacement of this school.

How do you budget annually to address capital outlay needs in your district/charter?

Funds are allocated from the General Fund for Capital requirements:

Capital Expenses

FY12-13 - \$983,838

FY13-14 - \$1,892,663

FY14-15 - \$2,230,336

FY15-16 - \$800,596

FY16-17 - \$2,977,892 (budgeted)

Current Grant Request:	\$14,751,135.95	CDE Minimum Match %:	63
Current Applicant Match:	\$25,116,799.05	Actual Match % Provided:	63
Current Project Request:	\$39,867,935.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		2017 Bond Election
Total of All Phases:	\$39,867,935.00	Escalation %:	8
Affected Sq Ft:	98,759	Construction Contingency %:	6
Affected Pupils:	486	Owner Contingency %:	8
Cost Per Sq Ft:	\$403.69	Historical Register?	No
Soft Costs Per Sq Ft:	\$84.14	Adverse Historical Effect?	Yes
Hard Costs Per Sq Ft:	\$319.55	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$82,033	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	203	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	21,373	Bonded Debt Approved:	
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Assessed Valuation:	\$1,667,390,041	Year(s) Bond Approved:	
PPAV:	\$78,014	Bonded Debt Failed:	\$184,935,000
Unreserved Gen Fund 14-15:	\$10,848,001	Year(s) Bond Failed:	08
Median Household Income:	\$49,184	Outstanding Bonded Debt:	\$88,200,000
Free Reduced Lunch %:	49.20%	Total Bond Capacity:	\$333,478,008
Existing Bond Mill Levy:	6.659	Bond Capacity Remaining:	\$245,278,008

• **Facilities Impacted by this Grant Application** •

Moffat County RE:NO 1 - ES MS HS Safe and Accessible Schools - Maybell ES - 1948

District:	Auditor - Moffat County RE-1
School Name:	Maybell ES
Gross Area (SF):	5,910
Number of Buildings:	1
Replacement Value:	\$1,754,726
Condition Budget:	\$1,260,072
Total FCI:	0.72
Adequacy Index:	



Moffat County RE:NO 1 - ES MS HS Safe and Accessible Schools - Moffat County HS - 1981

District:	Auditor - Moffat County RE-1
School Name:	Moffat County HS
Gross Area (SF):	179,858
Number of Buildings:	2
Replacement Value:	\$54,783,714
Condition Budget:	\$31,089,360
Total FCI:	0.57
Adequacy Index:	



Moffat County RE:NO 1 - ES MS HS Safe and Accessible Schools - Sunset ES - 1955

District:	Auditor - Moffat County RE-1
School Name:	Sunset ES
Gross Area (SF):	39,867
Number of Buildings:	1
Replacement Value:	\$12,624,379
Condition Budget:	\$6,795,457
Total FCI:	0.54
Adequacy Index:	



Moffat County RE:NO 1 - ES MS HS Safe and Accessible Schools - Sandrock ES - 1964

District:	Auditor - Moffat County RE-1
School Name:	Sandrock ES
Gross Area (SF):	45,597
Number of Buildings:	1
Replacement Value:	\$11,644,114
Condition Budget:	\$4,365,507
Total FCI:	0.37
Adequacy Index:	



• **Facilities Impacted by this Grant Application** •

Moffat County RE:NO 1 - ES MS HS Safe and Accessible Schools - Ridgeview ES - 1981

District:	Auditor - Moffat County RE-1
School Name:	Ridgeview ES
Gross Area (SF):	36,140
Number of Buildings:	1
Replacement Value:	\$9,900,450
Condition Budget:	\$4,603,204
Total FCI:	0.46
Adequacy Index:	



Moffat County RE:NO 1 - ES MS HS Safe and Accessible Schools - East ES - 1959

District:	Auditor - Moffat County RE-1
School Name:	East ES
Gross Area (SF):	38,539
Number of Buildings:	3
Replacement Value:	\$12,504,415
Condition Budget:	\$5,526,785
Total FCI:	0.44
Adequacy Index:	



Moffat County RE:NO 1 - ES MS HS Safe and Accessible Schools - Early Childhood Ctr/Admin - 1938

District:	Auditor - Moffat County RE-1
School Name:	Early Childhood Ctr/Admin
Gross Area (SF):	16,560
Number of Buildings:	1
Replacement Value:	\$6,472,859
Condition Budget:	\$3,957,886
Total FCI:	0.61
Adequacy Index:	



Moffat County RE:NO 1 - ES MS HS Safe and Accessible Schools - Craig MS - 2009

District:	Auditor - Moffat County RE-1
School Name:	Craig MS
Gross Area (SF):	97,863
Number of Buildings:	1
Replacement Value:	\$35,617,347
Condition Budget:	\$3,497,109
Total FCI:	0.10
Adequacy Index:	



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Applicant Name: MOFFAT COUNTY RE:NO 1

County: MOFFAT

Project Title: ES MS HS Safe and Accessible Schools

Applicant Previous BEST Grant(s): 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

MCS D serves 2,219 preschool-12th grade students throughout Moffat County's 4,751 square miles in the Northwest corner of Colorado. The low-income rate of our student population is calculated according to qualification for free and reduced lunch, and 43% of our students are considered to be low-income. MCS D provides a comprehensive preschool through 12th grade educational program that is compliant with state and federal regulations. MCS D is Accredited with Improvement Plan: Low Participation through Colorado Department of Education (CDE) with our academic growth approaching CDE standards and our academic achievement approaching CDE standards. Staff, students, and community take pride in our schools. As a district, we have invested significant resources in recent years into curriculum alignment work to ensure that all grade levels at all schools receive consistent and reliable standards based education. The school district has over 500,000 square feet of facilities to serve our students.

Moffat County High School (MCHS) is a 9-12th grade educational setting with over 600 students. Students are able to take Advanced Placement, dual enrollment and other college preparatory courses to ensure college readiness. MCHS, also, offers Vocational Technology courses such as horticulture, welding, and agricultural mechanics. We partner with Colorado Northwestern Community College to offer dual enrollment and certification in Auto Mechanics, Cosmetology and other trade specific programs. Vocational education programming and courses are available on the MCHS campus in a separate facility. Students have the availability to graduate with an Associate's Degree as a senior. Moffat County High School campus also includes an online alternative program located in the vocational building. Our students are encouraged to participate in the variety of academic, athletic and other extra-curricular activities offered. Athletic facilities are located at the MCHS campus including football field, track, and practice fields.

Moffat County High School prioritizes instruction that improves academic achievement according to state standards. Academic growth toward meeting standards at MCHS meets the expectations of CDE according to the current 2016 School Performance Frameworks. Academic Achievement and Postsecondary & Workforce Readiness indicators are Approaching CDE expectations. Overall, MCHS is assigned a Performance Plan rating, which is the highest Plan type.

MCS D building maintenance is managed by the Facilities Director. Preventative maintenance systems are in place and these systems help the district meet necessary maintenance and custodial objectives. For example, MCS D has scheduled filter changes and services on our HVAC systems. MCS D breaks down the boilers to clean them during summer months. A regular schedule is maintained for replacing parts like belts, bearings, sensors and valves before they break. Yearly safety equipment inspections and annual building inspections from state divisions are also critical to maintaining this facility. The high school includes 150,000 square feet of building space. The high school has four FTE in custodial staff in addition to the supervision and support of the Facility Director. Capital improvements at the high school over the past 37 years have included routine replacements and upgrades as systems have reached the end of useful life (i.e. boiler, HVAC, flooring, pool liner, asphalt, hardware etc.). Renovations of an existing space to include a weight room and a alternative school are a few an examples of

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capital projects previously funded by the district. Many of these projects, such as the weight room and alternative school renovations, were accomplished in-house by MCSD employed licensed maintenance personnel.

Deficiencies Associated with this Project:

Several MCSD deficiencies are identified for the BEST Grant scope of work. The project components include safety, security, and accessibility issues related to both ADA compliance and technology.

During the 2016 school year, MCHS was randomly selected for an ADA review provided by the the Office of Civil Rights through the Colorado Community College System's monitoring of Career and Technical Education program sites (see attached document). It revealed a number of deficiencies needing correction to comply with the 2010 ADA standards, which are designed for accessibility and safety. The school district facilities department has already or will complete an estimated 580 hours of work prior to May 2017 to remedy several ADA deficiencies identified through the Office of Civil Rights survey. These already addressed deficiencies include renovations of handrails, Vo-Ag building bathrooms, special education classroom bathroom, and drinking fountains. The proposed BEST Grant scope of work includes mitigation of the final ADA compliance deficiencies, which we are mandated to complete.

*Parking Lot: The first deficiency is the high school's south parking lot located in the front of the building (See Photo 2). The south parking lot does not meet 1991 ADA compliance standards, which compromises the safety of persons with physical disabilities. The 1980 design required that standing water flow 150 feet south to a drain system that removes the water from the parking lot. This design led to the existing slope of the ADA parking spots, which is too steep. The south parking lot was repaved in 2009, but the repaving project did not include any renovations to the original design of the parking lot. The current parking lot lacks sufficient signage, level parking spaces, and the appropriate number of access aisles. The school district has mitigated the signage issues at the current ADA parking locations; however, the slope and access aisles issues remain as deficiencies. All eight of the accessible parking spaces at the front of the parking lot have cross slopes that are too steep, ranging from 2.5%-4.5%. All three of the accessible spaces near the back of the lot, by the football field, have cross slopes that are too steep ranging from 4.1%-4.5%. Per 1991 ADA 4.6.3, slopes in parking lots should not exceed 2%. Therefore many of our parking spaces have slopes more than twice what is deemed safe and allowable. Slope and access aisle deficiencies impact the safety of disabled persons as they exit vehicles and travel through the parking lot.

*Exterior Ramps: The ADA study also identified deficiencies in the ADA accessible ramps that lead from the ADA parking spots to the school's main entrance. These ramps compromise the safety of physically disabled students and public who access the school. The exterior ramp from the main entrance of the building to the parking lot is 67'5" long and has a rise of about 52" and does not have a landing midway down the ramp. ANSI 5.1.7 requires that any ramp over 30' long have a landing midway down the ramp for the safety of ramp users. The design of the ramp does not allow the user an area to rest midway up the ramp. The ramp also does not have handrails on at least one side, as required by ANSI 5.1.2, which is also a safety concern. The ramp from the accessible parking spaces to the drop off area in front of the school has a landing at the top with a cross slope of 3.7%, which is not level (See Photo 3). ANSI 5.1.7 requires that ramps have level platforms at the top and bottom. Additionally, the top and middle portions of the ramp (before reaching the landing in between ramp runs) has cross slopes of 3.5% and 3.7% respectively. Slopes should not exceed 2.1%. The cross slope, lack of level platforms, and lack of midway landings do not allow users to safely navigate a wheelchair on the ramps.

The condition of MCHS main entrance ADA parking and ramps is deficient in providing disabled students, parents, and community members safe access to the school. Safe access to the school is critical to carry out educational programming, and the parking lots are considered to be necessary components of a school facility.

Many of our restroom and drinking fountain facilities in the high school campus are also deficient in meeting ADA standards. This impacts the health and safety of disabled individuals as they do not have adequate access to facilities that serve basic needs. Several common deficiencies are found in the restrooms/locker rooms described below that lead to safety issues for disabled students and community members. Uninsulated and uncovered pipes under sinks are safety hazards as persons in wheelchairs have the potential to be burned or otherwise injured on the pipes. Height of toilets and urinals along with the proper grab bars are required for safe transport from wheelchair to the facility and for support use by persons with physical impairments who are not in a wheelchair.

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*2nd and 3rd Floor Bathrooms: (See photo 4 for example of 2nd/3rd floor bathroom.) There are centrally located men's and women's bathrooms on each of the three academic floors. The 2nd and 3rd floor bathrooms are deficient in health and safety features for ADA compliance. Per 34 C.F.R. § 104.21 and 28 C.F.R. § 35.150, access must be provided, which would include the provision of an appropriate number of restrooms to students with disabilities. To meet this mandate, the men's and women's restrooms that are centrally located on each floor of the school must meet ADA requirements. The following describes the 2nd and 3rd floor bathroom deficiencies in meeting ADA standards for safety and accessibility:

2nd Floor Men's restroom: The pipes underneath the sink are not insulated or covered as required by ANSI 5.6.3. The mirror above the sink is too high at 48" above the floor. ANSI 5.6.4 requires mirrors be no more than 40" above the floor. Additionally, the stall is too wide at 38". ANSI 5.6.2(1) requires ambulatory accessible stalls to be 36" wide. The urinal rim is also too high at 20 ½" above the floor. ANSI 5.6.5 requires urinal rims not exceed 17" above the floor. There is no wheelchair accessible stall with grab bars.

2nd Floor Women's restroom: The pipes underneath the sink are not insulated or covered as required by ANSI 5.6.3. The mirror above the sink is too high at 47" above the floor. ANSI 5.6.4 requires mirrors be no more than 40" above the floor. There is no wheelchair accessible stall with grab bars.

3rd Floor Men's restroom: The pipes underneath the sink are not insulated or covered as required by ANSI 5.6.3. The mirror above the sink is too high at 50" above the floor. ANSI 5.6.4 requires mirrors be no more than 40" above the floor. Additionally, the stall is too wide at 40". ANSI 5.6.2(1) requires accessible stalls to be 36" wide. The toilet is too low at 16" above the floor. ANSI 5.6.2(5) requires toilets be 19" above the floor. There is no wheelchair accessible stall with grab bars.

3rd Floor Women's restroom: The pipes underneath the sink are not insulated or covered as required by ANSI 5.6.3. The mirror above the sink is too high at 50 ½" above the floor. ANSI 5.6.4 requires mirrors be no more than 40" above the floor. Additionally, the stall is too wide at 38". ANSI 5.6.2(1) requires accessible stalls to be 36" wide. There is no wheelchair accessible stall with grab bars.

*Locker Room Facilities: (See photo 5.) The doors to the locker room facilities are too narrow and do not have a door handles or closure mechanisms to meet ADA compliance. The restrooms inside the men's and women's varsity locker rooms do not comply with ANSI Standards. Per 34 C.F.R. § 104.21 and 28 C.F.R. § 35.150, access must be provided, which would include the provision of an accessible restroom inside an accessible locker room. In both restrooms, the pipes underneath the sink are not insulated or covered as required by ANSI 5.6.3. The mirror above the sink is too high at 48" above the floor. ANSI 5.6.4 requires mirrors be no more than 40" above the floor. The stalls also lack grab bars. Per ANSI 5.6.2(4), grab bars are required on both sides of the stall. The doorways to enter the stalls are too narrow at 24" wide. ANSI 3.1(2) measures an open wheelchair at 25" wide. Additionally, the stalls are too narrow at 34" wide. ANSI 5.6.2(1) requires accessible stalls to be 36" wide. The women's locker room latch on the stall door is not operable with a closed fist and requires tight grasping and twisting. ANSI 5.6 requires that facilities are usable by the physically handicapped. Also, the door swings into the stall and into the clear floor space. ANSI 5.6.2(3) requires outward swinging stall doors. The toilet in the stall in the men's locker room is too low at 16" above the floor. ANSI 5.6.2(5) requires toilets be 19" above the floor. The showers in both the men's and women's varsity locker rooms have a fixed spray unit at over 76" and 73" above the floor, respectively. According to ANSI 3.3.4, the average diagonal reach of a person in a wheelchair is 48", making it difficult for a student to reach the controls. The shower areas have no grab bars and no seats to provide safety and stability. Additionally, there is a 4" concrete curb between the shower area and the rest of the locker room that would be difficult for a person in a wheelchair to traverse. Program access and benefits must be provided per 34 C.F.R. § 104.21 and 28 C.F.R. § 35.150. In the men's locker room, the bench is 37" wide and does not provide back support. The large width of the benches as well as the lack of back support would make it difficult for an individual with a disability to change clothes. In the women's locker room, the bench in the women's locker room was 9" wide. The narrow width of the bench makes it difficult for an individual with a disability to change clothes. All of these deficiencies make use of the locker room facility unsafe for students with physical disabilities.

*Drinking Fountain: Per 34 C.F.R. § 104.21 and 28 C.F.R. § 35.150, access must be provided, which would include the provision of an appropriate number of drinking fountains for students with disabilities. The drinking fountains on the third floor of the main building are structured so that the spouts are not at the front of the fountain and are 9" from the front of the fountain

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and 10" from the back of the fountain. This creates an obstacle for a student in a wheelchair, who needs to lean over the spout from a sitting position. Students and community members with physical disabilities are not able to safely access drinking water.

*Elevator: (See Photos 6 and 7.) The MCHS elevator is an ADA deficiency. This existing elevator is original to the building (1979) and the same elevator company has serviced this unit for 38 years. The elevator must be modernised as parts are now obsolete and being adapted in the field. The current elevator control panel is not ADA accessible, which is a deficiency in ADA compliance for both student and public use. Most students do not have access to this elevator and it is locked for use. However, several instances occur in which students are allowed access to the elevator such as during pregnancy, on crutches, or physical disabilities. The elevator is a critical component of our school as we have three floors that are accessed by students for academic purposes. Elevator failure has been experienced many times in our high school building. The failure is due to mechanical issues related to the hydraulics. When the elevator becomes stuck, the person in the elevator must use the emergency phone to call out, and the fire department is automatically called. The fire department must respond to these calls, and this occurred 5 times during the 2015-2016 school year. At times, the facilities staff are unaware that someone is stuck in the elevator until the fire department arrives. To release the elevator, a staff person must go to the elevator's mechanical room and hit a valve that releases the hydraulics so the elevator can safely descend. Then, a key is used to open the elevator. The company that services the elevator is facing significant challenges in making adequate repairs due to the parts becoming obsolete. For example, the service provider recently had to find a non-compatible circuit board and solder together parts from it to create a fix for an issue with the elevator.

*Phone and Paging Systems (See photo 8): Technology surrounding safety and security are significant deficiencies throughout district. MCSD's phone system and camera system are obsolete, so as phones stop working, we are unable to repair or replace them with our current system. MCSD has experienced not being able to call 911 during an emergency from specific phones. Also, if 911 is called from a school phone, the system is supposed to notify other phones that 911 was called. This is not 100% reliable. The phones sometimes do not transfer calls or incorrectly transfers calls, which can pose safety concerns if it is important that a teacher's classroom or administrator is reached in a timely manner. The phones also pose confidentiality concerns as many of the headsets no longer work, about 50% of teachers must put the phone on speaker phone and broadcast the conversation. There is not an immediate solution to this problem because this is a dysfunction of this current model, and this model is now obsolete. Also, the phones in the main office periodically shut down on their own so that a five minute reboot is needed to get them working again. This is also a safety concern if they need to be used in an emergency. Our current paging system in all schools is from 2007, and it is also expired and obsolete. It's functionality is inconsistent and unreliable. The paging system is an important safety component as it is used during lockdowns and other safety protocols to communicate messages throughout the school in a timely manner. These components are extremely important to the safety and security of the school population.

*Cameras (See photo 9): MCSD has a total of 82 security cameras in the school district, which is an inadequate number. About 8 of those 82 cameras are not working on any given day. Rarely do we have all cameras working to identify emergencies or suspicious activities when needed. As well, during police investigations, we often do not capture enough camera information to get a conviction. The system was originally built for 68 cameras, and 14 have been added. The existing camera server is unable to handle our current camera capacity, so all cameras are unable to record at one time. Our current system is ONSSI from 2007. It includes the cameras and the camera management system, such as the monitoring screen to view images from the cameras as they are constantly recording. The server for the existing camera system will only store data electronically on site. The data storage runs continuously 24 hours per day and saved data remains on the server for 7-10 days. The useful life of this system model is short. The maintenance on this server after 5 years is more expensive than replacement.

Proposed Solution to Address the Deficiencies Stated Above:

*Parking Lot and Ramp Solution (See Photo 10): The solution to the parking lot and ramp deficiencies was considered by MCSD administration and consultants. It was determined to be more cost effective to add a new parking lot at the north entrance (back of the school) to accommodate proper handicap access than reconstruct the existing facilities in the south parking lot (front of school). It would be extremely costly to renovate the south (front) lot to meet ADA compliance as the entire section of the lot and the ramps would need to be torn out and redone. This reconstruction would also need to include our drop off/pick up area as that is located between the two deficient exterior ramps. There is not space to reconstruct the

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exterior ramps to meet length, slope, and landing compliance. The leveling, signage and ramp deficiencies identified in the south lot will be addressed by relocation of ADA parking spots to a newly constructed north parking lot, which will comply to 2010 ADA standards. A new lot will be constructed to accommodate 10-15 accessible parking spaces to meet code requirements for the necessary number of spaces. At the site of the new lot, there are already 3 handicap parking spots. The parking lot will be extended along the north side of the building to increase the number of handicap parking spots to meet the requirements for the number of ADA parking spots. Please see Photo 10 to see the existing parking spots and the area for expansion. All accessible parking spaces will be designated with vertical signage that is at least 60" above the ground (2010 ADA 502.6). The accessible parking spaces cross slopes will not exceed 2.1% per 2010 ADA 502.4 and will be served by an access aisle that is at least 5' feet wide, per 2010 ADA 502.3. van accessible. The existing sidewalk between the parking spots and the north entrance is ADA compliant, so it will not need to be rebuilt. However, the north entrance doors will require a new secure entrance and ADA accessible features added as there are not currently ADA accessible entrance features. This will include new hardware for ADA accessibility that fits into the main frame of the existing doors including pneumatic door operations, which includes both the exterior and interior doors of the entrance vestibule. This solution eliminates the need to reconstruct the two exterior ramps for the south parking lot. In order for these two ramps to be compliant with ADA standards, a much longer amount of space would be needed to add the platforms mid-way on the ramp and to decrease the slope, which is not feasible due to space limitations. The proposed solution's north parking lot entrance is on the 2nd floor of the high school, and it is very close to the special needs classroom and the auditorium. Therefore, the new north ADA parking lot will increase ease of access to high priority areas of our school. Our current wheelchair bound student starts the day in the special education classroom. And, community members with physical disabilities often attend events at the auditorium. A 2nd story ADA entrance is a beneficial solution for students, special education teachers who assist students, and widespread community use access to school based programming. This solution recognizes the need for safe access to the school for all students and community members who engage in educational programming.

The bathroom, locker room, and drinking fountain alteration needs were considered, and it was decided by the MCSD administration that these deficiencies could best be corrected by the district licensed maintenance staff as opposed to hiring a contractor to complete the work. This is the most cost effective solution, and our staff has the capacity and qualifications to complete the work. We are able to provide the labor to correct these issues, but we request grant funds toward the needed material to bring these areas up to current ADA standards. Federal guidance states that the School's programs should be accessible to and usable by individuals with disabilities in the most integrated setting appropriate. Our bathroom, locker room, and drinking fountain solutions will provide safe access to basic needs and respond directly to the Office of Civil Rights findings.

*2nd and 3rd Floor Bathroom Solution (See Photo 11): The men's and women's bathroom on the 2nd and 3rd floors will be renovated similar to how our 1st floor bathroom was recently renovated to meet ADA compliance. (See Photo 11 of the 1st floor bathroom renovations already completed by MCSD facilities staff). The 2nd and 3rd floor restrooms are centrally located on the floor and the only public restrooms available for all to use on each floor. The restrooms are situated adjacent to a faculty restroom. The door at the end of the restrooms, as seen in the photos of the 2nd and 3rd floor restrooms, are doors to a faculty restroom. The last stall in these restrooms will be extended into the faculty restroom to make room for a larger, ADA accessible stall. New ADA stalls will be installed by removing the walls and creating a new space that meets 2010 ADA standards. The pipes underneath at least one of the sinks will be covered or insulated. (2010 ADA 606.5) The mirror above the sink will be moved so that it is no higher than 40" above the floor. (2010 ADA 603.3) Stall dimensions measuring 60" wide X 59" deep will be constructed, which require moving walls and rebuilding stalls. (2010 ADA 604.3.1) Grab bars will be mounted on the back wall and the side wall of the one handicap accessible stall that will be constructed in each restroom. The grab bar on the back wall will be 36" long and installed 33"-36" from the ground. The grab bar on the side wall will be 42" long and installed 33"-36" from the ground. (2010 ADA 604.5, 604.5.1, 604.5.2) Urinals in the men's restrooms will be installed so that the rims do not exceed 17" above the floor. (2010 ADA 605.2) The bathroom entrances are open concept so ADA doors are not a necessity. ADA signs will be posted at the entrance.

*Locker Room Facilities: A set of locker rooms with accessible restrooms will be provided so students with disabilities can safely use facilities when changing for physical education classes or extracurricular activities. This will include proper and accessible entrance to the locker areas with an accessible latch is operable with one hand and does not require tight grasping, pinching, or twisting of the wrist. Pipes under the sink will be covered and mirrors will be lowered. Stalls will be reconfigured

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to accommodate required clear floor space with the required dimensions (60" wide x 59" deep) with doors that will swing out to eliminate the obstruction of the clear floor space in the stall. The ADA stall will include Toilets mounted 17" - 19" above the floor. (2010 ADA 604.4), A stall door width of 32" min between face of door and stop at 90°. (2010 ADA 404.2.3) and grab bars mounted on the back wall and the side wall that are installed according to ADA compliant measurements. A set of ADA lockers will be provided in both restrooms along with accessible changing benches and showering stations that meet the 2010 standard.

*Drinking Fountain Solution: An appropriate number of drinking fountains should will provided for students with disabilities. An ADA compliant drinking fountain will be added to the 3rd floor. The drinking fountains will include a lowered spout that is 36". Drinking fountains on other floors have already been replaced for ADA compliance.

*Elevator Solution: Mechanical components of the existing elevator will be replaced. This includes components in the machine room, which is the mechanical room located directly behind the elevator shaft that houses the elevator mechanisms. The comprehensive elevator modernization will include replacing the pump unit, control system, car door equipment, new main elevator car fixtures (i.e. operating panel, fire control service features, key switch package, braille plates, ADA phone system, emergency lighting), hall switches, hoistway equipment, hoistway door equipment, hoistway wiring, and other miscellaneous but critical features. Additional work will be done to ensure that the elevator modernization is up to code including electrical system, fire suppression systems, emergency communication, and ventilation to ensure temperature regulation, etc.

Safety and Security of all students, staff, and community members will be increased through replacement of obsolete technology features. With the replacement of phones, paging system, cameras, and camera software and serves, we will be able to communicate throughout the school and with emergency personnel during emergencies. We will also be able to monitor activity throughout the school district and utilize video footage.

*Phones and Paging System: We will replace a total of 285 phone handsets throughout the school district. They will be replaced by Cisco phones, which have the capacity for school based needs. This will solve all issues related to successfully dialing 911, automatically notifying other phones (i.e. superintendents and other school administrators) during 911 calls, the need for periodic but lengthy system reboots, and the need for teachers to have their phones broadcasted on speaker due to nonfunctioning headsets. The phone servers were replaced as part of a network upgrade during the summer of 2014, and they do not need to be upgraded or replaced at this time. The paging system will include a server rebuild which includes standalone hardware for the Sync Apps paging system. This rebuild is determined to be the best solution as engineers and voice specialists have indicated that the current system is beyond a new software setup.

*Cameras: We will replace the existing 82 security cameras with Axis Cameras, and we will add 10 additional cameras in strategic locations. The Axis Cameras are a fixed dome model that includes forensics quality images. There is a remote focus and zoom feature available through the monitoring screens. The Genetec Security Center is included in this package, which is the main system monitoring screen and software for each of our schools. This provides the camera quantity and quality needed to monitor security throughout the day and to identify persons involved in safety and security related incidences. The servers purchased will provide the option to store the data onsite and also in the cloud. The ability to store data offsite in the cloud will extend the useful life of the server to be longer than our server that has reached the end of its useful life.

How Urgent is this Project?

MCSD takes seriously the urgency of addressing deficiencies related to the safety and security of students and members of our community. We currently have one wheelchair bound student at MCHS whose safety and accessibility to the school building and basic needs within the school building are compromised. We typically have several students at the high school with physical mobility constraints due to injury or pregnancy whose safety and accessibility to the school and within the school are also compromised. The ADA compliance deficiencies are mandated to be remedied. In recognition of this urgency, MCSD has already taken significant steps toward remedying ADA safety and compliance concerns that were presented to the school in August 2016. MCSD has funded or will fund all of the renovations completed through May 2017, which includes about 580 hours of staff time and the following projects: Interior ramp handrails, Vo-Ag building bathrooms, special education classroom bathroom, and some drinking fountains. We are requesting BEST grant funds toward completing the remaining ADA safety and compliance projects and the critical technology upgrades for safety and security. MCSD is obligated to

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mitigate the ADA safety and compliance issues, and it is our responsibility to have functioning safety and security technologies.

Funding for these proposed projects is an urgent need as MCSD has already expended unplanned funds to meet ADA compliance. The remaining ADA projects along with the safety and security technology come with significant costs that cannot be carried by the district alone at this time.

*ADA Parking lot project: This project must be completed as soon as possible as we are currently out of compliance, which creates safety issues for students and members of the public who require handicap parking. The Department of Justice approved schedule for the completion of the parking lot project is the summer of 2018

*Restrooms and drinking fountain: These features are currently out of compliance, and the project must be completed as soon as possible for the accessibility and safe usage of students and public with physical disabilities. The soonest we will be able to have all restrooms, locker rooms, and drinking fountains in compliance is the summer of 2018. MCSD is committed to bring these standards up to code following the approved schedule each year supporting the needs of our students, staff and community.

*Elevator Modernization: This project is scheduled for completion in the summer of 2017. If this is not completed, we will not be able to transport physically disabled students or public to different levels of the building if system fails. Each time the system fails, we pull critical fire and police resources from the community as they must respond each time there is a call from a person stuck in the elevator.

*Phone, Paging & Camera systems: We will put our students and staff at risk if we continue to use these current systems past the summer of 2017. We must have the ability to call 911 and have the rest of the district administrators notified of 911 calls in case their school needs to go into lockdown. We must have the ability to identify suspects who are involved in safety and security related incidents through high quality camera feed. And, we must be able to page our whole school at once during emergency situations such as a lockdown.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

NA

How Does the Applicant Plan to Maintain the Project if it is Awarded?

All components of the proposed scope of work will be maintained through general funds budgeted toward maintenance and with funds allocated toward capital projects. The school board will continue to allocate funds toward these budgets similar to previous years as revenue amounts allow. The 2016-2017 adopted budget included \$932,000 dedicated to operations and maintenance including salary, benefits, utilities, supplies, and purchased services. For the 2016-2017 budget, an additional \$225,000 was allocated to operations and maintenance for improvement projects and to maintain existing facilities and vehicles. The average expenditures from the capital projects fund over the last four years has been \$1,015,000.

The facilities will be reassessed every year by the Facilities Director and maintenance staff to determine maintenance needs. Preventative maintenance measures will be taken, such as repairing and resealing the parking lot, as appropriate. Restrooms and drinking fountains will be cleaned and inspected on a daily basis by custodial staff. An elevator inspection will occur every month with follow-up repairs and maintenance as identified by the contractor. The maintenance staff consist of a state licensed plumber, state licensed electrician, class "A" contractor, licensed HVAC contractor and a state licensed groundskeeper. Combined, they have 135 years of experience. They are well qualified to assess and implement maintenance initiatives under the supervision of the Maintenance Director. The district currently has a "MOU" with the Moffat County building department to conduct inspections as required.

Moffat County High School District maintains 3 full time staff members in the Technology Department. The Technology Department 2016-17 adopted budget was \$652,000. This amount has grown in recent years as MCSD now leases fiber optic cable that reaches all of the facilities (except Maybell, 30 miles west of Craig.) The district currently maintains the outdated and unreliable phones as well as the inadequate cameras. For the ensuing years, a significant increase in funding for the

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technology projects is not expected. Given that both projects will partner with the fiber optic cable already in place, MCSD believes upkeep of both systems will be able to be maintained through current allocation of budget to the Technology Department.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

All Moffat County School District (MCSD) school facilities located in Craig, CO are included in this proposal for safety and security technology upgrades. These buildings include Moffat County High School, Craig Middle School, East Elementary School, Ridgeview Elementary School, Sandrock Elementary School, Sunset Elementary School, and Yampa Administration Building (Early Childhood Center). All of the school buildings were originally constructed as public school facilities.

Extensive accessibility and safety projects are proposed for Moffat County High School (MCHS), which was constructed in 1979. The building was designed as a high school to meet the needs of the school district at the time it was constructed. The building is still used as a high school. The building is designed for a capacity of 900 students. There are currently 608 students using the facility. It is 150,000 square feet and includes spaces for classrooms, arts, vocational technology, alternative school, weight-room & wrestling facility, swimming pool & district kitchen. It is constructed of metal, concrete & masonry with three floors for academic use and a fourth mechanical floor. The high school was designed and built to meet the anticipated 9th-12th grade capacity needs of the entire Moffat County School District for the foreseeable future. Please see photos 1.a - 1.d. for general overview of the building's features.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

There have been many capital improvements over 37 years that the high school building has been in use. Eighty-percent of the metal roofing has been replaced. Asbestos has been removed. Flooring has been upgraded, including new carpet and tile, and the gym floor has been sanded and refinished twice (1994-2004). The tile was replaced in the cafeteria area in 2006. Photo 1.b. shows original tile in school entrance. The pool had a new liner installed in 1997, the roof of the pool room was replacement in 1999, the pool was converted from a chlorine system to a ozone/bromine system in 2000, and pool valves and upgrades were installed in 2015. The high school building interior and exterior have been re-painted. A weight room renovation has been completed.

The most recent district-wide capital improvements were the result of a facilities bond approved in 2007. In addition to building a new middle school, the 2007 bonds allowed the district to complete many projects. These included new boilers and HVAC systems in all buildings. Asphalt replacement, bleacher upgrades, security system upgrades, intercom/phone systems, lighting upgrades, and fire systems upgrades were also included. Preschool classrooms were added at each of the four elementary schools, Capital improvement projects in MCSD are prioritized by safety, health, and function.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The ADA considerations identified above came specifically from a facility audit by the Office of Civil Rights and were not accounted for in long term planning. Camera and phone concerns have arisen as a result of years of deferred upgrades and shrinking capital budgets. A bond was considered as a means to finance the entire project cost. However, the safety, security, and accessibility needs are urgent. We have the capital funds available to match the proposed BEST grant, therefore we are moving forward with the BEST grant option to most efficiently move toward compliance with these ADA safety and accessibility standards. We are reducing the amount of our BEST grant request as our licensed maintenance staff are completing the bathroom and locker room renovations instead of hiring outside contractors.

How do you budget annually to address capital outlay needs in your district/charter?

In the recent past, MCSD has budgeted for capital outlay through a combination lump sum general fund allocation and existing fund balance designated for capital expenditures.

Current Grant Request:	\$249,216.64	CDE Minimum Match %:	65
Current Applicant Match:	\$249,216.64	Actual Match % Provided:	50
Current Project Request:	\$498,433.28	Is a Waiver Letter Required?	Yes

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Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		Unreserved fund balance
Total of All Phases:	\$498,433.28	Escalation %:	0
Affected Sq Ft:	474,328	Construction Contingency %:	10
Affected Pupils:	2,219	Owner Contingency %:	6
Cost Per Sq Ft:	\$1.05	Historical Register?	No
Soft Costs Per Sq Ft:	\$0.48	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$0.57	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$225	Is a Master Plan Complete?	No
Sq Ft Per Pupil:	214	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	2,064	Bonded Debt Approved:	\$29,500,000
Assessed Valuation:	\$409,697,812	Year(s) Bond Approved:	07
PPAV:	\$198,497	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$6,612,508	Year(s) Bond Failed:	
Median Household Income:	\$51,387	Outstanding Bonded Debt:	\$22,229,233
Free Reduced Lunch %:	42.00%	Total Bond Capacity:	\$81,939,562
Existing Bond Mill Levy:	4.984	Bond Capacity Remaining:	\$59,710,329

BEST School District and BOCES Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant's waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as possible by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents, or other relevant documentation to support the responses provided.

For questions 4-11

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your school district.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district or BOCES.

\$283,036 of the total cost of proposed project will address accessibility needs identified through an Office of Civil Rights audit in fall of 2016. A reduction of the matching contribution will allow MCSD to address these issues in a comprehensive and timely manner. The remaining portion of the request will directly impact the safety and security of all students in MCSD. Without a reduction in the matching contribution, this work will take multiple years to complete.

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district or BOCES.

Without compliance to the Office of Civil Rights audit, students with disabilities may not have equal access to educational opportunities in MCSD. The burden of costs would be spread out over at least 3 fiscal years. Granting a reduction in the matching contribution would allow MCSD address the issues more quickly. Our current phone system and security cameras are out of date and ineffective. Most concerning is the fact that our phones' connection to the local 911 system is not 100% reliable. The cost to upgrade both the phones and cameras exceeds our ability to address

these issues in the near future.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants, or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

This year, MCSD entered into an agreement with the local hospital to provide health services for our students. This will allow the district to deliver health services more efficiently. The district is currently partnering with other key entities in Moffat County to bring broadband service to the community at a reduced cost with greater reliability. The district has committed to bringing an evidence based, comprehensive reading program to the elementary schools. To help offset those costs, the district has submitted an Early Literacy Grant to CDE. To recapture operational costs, the district is investigating closing an elementary school. Finally, the district is considering moving to a 4-day school week.

4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

As reported by CDE, the statewide average Per Pupil Assessed Valuation is \$265,925.00. Moffat County SD PPAV is significantly lower: \$198,497.00.

5. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

According to the United States Census Bureau, for Colorado, the median household income was \$63,909 in 2015. The median household income in Moffat County is significantly lower: \$51,387.

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch, the higher the match.

For 2016-17 school, MCSD reports a Free/Reduced lunch percentage of 42.8. This is higher than the state of Colorado average which is reported 42.2%.

7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had, the lower the match.

The previous Bond election was held in 2007 and was successful. This bond financed the building of a new middle school. Due to the prevailing economic factors in Moffat County, the Board of Education has not placed any other initiatives on the ballot.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

The current bond mill levy for MCSD is 5.610. The state average is 6.06.

9. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

Based on current assessed valuation and bond obligation, MCSD has \$61,110,767 in bonding capacity.

10. The school district's unreserved fund balance as it relates to their overall budget.

For the end of FY16 budget, MCSD had a 33% unreserved fund balance. However, the BOE authorized spending \$1,020,749 to account for an increase in staff salary, reinstating 4 classified positions, and to account for a \$408,000 shortfall in county revenue.

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

Over the past 10 years, MCSD has seen approximately 10% drop in enrollment. Since 2009, the assessed valuation for MCSD has fallen over 20%. This combination of factors has caused the district to make significant cuts. Specifically, cuts been made to the maintenance and operations budget. Earning this BEST grant is critical to ensuring student accessibility, safety, and security.



• **Facilities Impacted by this Grant Application** •

Mancos RE-6 - K-12 Campus Major Renovations - Early Learning - 2012

District:	Auditor - Mancos RE-6
School Name:	Mancos Early Learning Center
Gross Area (SF):	3,700
Number of Buildings:	1
Replacement Value:	\$1,160,033
Condition Budget:	\$74,053
Total FCI:	0.06
Adequacy Index:	



Mancos RE-6 - K-12 Campus Major Renovations – Mancos ES/MS/HS – 1909 & 1951

District:	Auditor - Mancos RE-6
School Name:	Mancos ES/MS/HS
Gross Area (SF):	101,900
Number of Buildings:	5
Replacement Value:	\$31,046,992
Condition Budget:	\$18,371,872
Total FCI:	0.59
Adequacy Index:	



Mancos RE-6 - K-12 Campus Major Renovations – Mancos HS Performance Ctr – 1992

District:	Auditor - Mancos RE-6
School Name:	Mancos HS Performance Ctr
Gross Area (SF):	13,240
Number of Buildings:	1
Replacement Value:	\$3,963,304
Condition Budget:	\$1,750,439
Total FCI:	0.44
Adequacy Index:	



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Applicant Name: MANCOS RE-6

County: MONTEZUMA

Project Title: K-12 Campus Major Renovations

Applicant Previous BEST Grant(s): 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | Athletic Fields |

General Information About the District / School, and Information About the Affected Facilities:

The Mancos RE-6 School District is located in the Town of Mancos in Montezuma County.

The Mancos School District was organized in 1880-1881 to provide for a growing homestead population built up around cattle raised to feed and supply the booming mining communities in the San Juan Mountains.

The Mancos School District has four schools, with Pre-K to 12th grade student school facilities located on one campus, within and encompassing one town block. The physical arrangement of space allows for unique cross grade level learning and teaching opportunities provided by a contiguous school campus and the school community of children, youth and young adults together. There are 77 total faculty and staff members, with 34 certified employees, 39 classified employees and 4 administrators.

The present class of 2016-2017 consists of 501 students with the District serving Pre-K to grade 12, with concurrent college enrollment and dual credit opportunities available.

Fifty seven percent (57%) of our students qualify for free or reduced lunch, ten percent (10%) are Native American, seventeen percent (17%) are Hispanic, and seventy percent (70%) are White. We had 73% of our 2016 graduating seniors enroll in post-secondary education. The median income in town is below the national average at \$40,000.

The Mancos District population trend is growth; we have had an increase in student population from 368 in 2008, to 501 for the 2016-2017 academic year. Presently, we have a disproportionately large elementary class, which will soon impact the middle school and then impact the high school—which are both also busting at the seams with children and young adult learning and activities.

The Mancos RE-6 School District adheres to the State of Colorado Academic Standards for all subject areas in which the State of Colorado delineates Academic Standards.

Deficiencies Associated with this Project:

The Mancos RE-6 comprehensive project will positively impact the safety, security and health of students in every building as a result of a wide ranging and interrelated plan of renovation and construction across the entire K-12 campus. The simultaneous implementation of the entire project is necessary because each component impacts one or more of the other components, as facilities are upgraded, embellished and rearranged to make the campus more secure, safer, less crowded and provide more cohesive academic programming for our students. An integrated alarm and intercom system for all buildings K-12 is included in the plan.

Deficiencies described are corroborated in the Colorado Department of Education (CDE) Statewide Facility Assessment, which was conducted for Mancos RE-6 in 2009.

DEFICIENCIES

1. Pre-School Turn-around/ Playground Deficiency:

The Mancos Pre-School is located across narrow S. Walnut Street to the east of the elementary school and next to an alley.

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South Walnut Street has no sidewalks, no curbs and no gutters. The drop off for the preschool is greatly deficient and a source of constant concern and “near misses” involving children, cars, trucks and parents.

There is no continuous flow of traffic on the street and parents are required to go into the preschool and sign their children in and out for the day. Parents park in front of the preschool every which way—parallel, perpendicular and diagonally—as they dash in and out with their children. The narrow street is made even narrower by cars parked along its length because of the lack of designated staff parking.

South Walnut Street is a dead-end, and in order to leave parents have to back out into the tight and congested area where pedestrians and on-coming vehicles are moving. Farm vehicles like duallys, as well as cars and regular passenger trucks are coming into and backing out of the narrow street. It is a small, congested area with large and extra large vehicles mixing it up with vulnerable 3-5 year olds.

A disproportionate amount of District personnel are needed on a daily basis to monitor the street and children and traffic for safety every morning and afternoon because of the chaotic congestion and limited visibility on S. Walnut Street.

Furthermore, there is no safe crosswalk from the Preschool to the elementary school and there is no route to get children from the preschool to the elementary school without being in traffic. Students have to walk the full length north on S. Walnut to Grand Avenue to enter the elementary school on the west side of the building. Our Administrator’s regularly announce and send notices and pleas for parents to drive safely in the dangerous area, and we have tried staggering drop-off times for 3, 4 and 5 year olds, but many parents have children in other grades and aren’t able to comply.

Our elementary playground was last upgraded over 30 years ago. The kindergarten-1st grade playground is separated from the elementary playground. The separated yards are not safe for supervision and visibility of students because the spaces are disjointed. Furthermore, the yards are connected by an uneven walkway, a set of stairs and a ramp. The walking surfaces are a tripping hazard, and with ice they become treacherous. The play equipment is well past its expected life span, some over 30 years old, outdated, and unsafe: There is a non functional tire swing which consists of a horizontal bar with vertical supports; there is a 20+ year old ball funnel, which students don’t utilize because of lack of interest; there are three non-functional tether ball poles, that are so old we can’t obtain parts to repair them; there are two 1950’s era metal monkey bars which have been re-welded in numerous places, and have bolts and nuts exposed, which catch on clothes and can scratch students; and, there is a 1950’s era metal swing.

Additionally, much of the play space is taken up with stairs and ramps to navigate down the site slope. On the southwest corner of the Elementary Building there is a basketball court, various pieces of play equipment, and a large, level grass field. No play equipment specifically designed to be handicap accessible is available, with the exception of a basketball hoop on the basketball court.

2. Bus Loop Deficiency:

The majority of students arrive to school by bus and car, and small percentage of students arrive on bicycles. Bus loading and unloading is on Grand Avenue (Business Hwy 160), mixed with the parent drop off. There are currently five bus routes for the 2016-2017 academic year, serving a total of 232 children across all grades K-12. School busses pick children up and drop them off in front of the high school on the street without a pull out lane. Parent drop off occurs on Beach Street, Walnut Street and Grand Avenue.

There are several crosswalks in front of the school, along with appropriate signage. Blinking lights associated with this signage have been added.

As previously noted, the staff parks on N. Walnut Street and other surrounding streets, which adds to the vehicle congestion on the streets and reduces visibility for traffic moving through the vicinity. ADA accessible parking spots are available, but they are not located conveniently, and may require travel across gravel roads to access all buildings. There is no student parking available on site.

A disproportionate amount of District personnel are needed on a daily basis to monitor the street and children and traffic for safety every morning and afternoon because of the severe congestion and limited visibility on Grand Avenue where the busses pick up and deliver children.

There is 150 feet of activity in front of the elementary school going west to where the busses are parked and then the busses take up another 150 feet of sidewalk. It is a small and high-density area of busses, and cars and people on both sides of the street. We experience “near misses” with children on a regular basis. Cars travelling east past the school on the south side of Grand Avenue have restricted visibility when five busses are lining the street to their right. They can’t see the cars parked in front of the busses. They can’t see the children on the south sidewalk. Students dart out from between busses to reach their parents parked across the street. Drivers are stopping abruptly—at 20mph—for children and for other cars that are pulling in

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and out behind each other where students are unloading and loading.

In winter conditions the danger is greater with berms of snow in the middle of the street, making it slippery to cross the street and further restricting visibility. Semi trucks at times also cross through the parent drop/bus drop off area to make deliveries to the kitchen and exacerbate the congestion and danger.

3. New Cafeteria Connected to the Elementary school Includes 3 additional classrooms and Administrative Offices—Deficiency Health and Safety:

There is no secure entrance to the elementary school. A potential intruder has 3 entrance points to cause harm, and would be halfway down the hallway without anyone knowing it. There is no safe way for children to enter the elementary school with visitors differentiated. In addition there are numerous structural issues, which require immediate attention:

Elementary School

The Elementary School was built in 1968, with an addition in 1997. It is constructed of masonry walls and a steel structure. The roof is BUR, and is beyond its expected service life. It should be replaced, as the cost of repairs will continue to grow over time with eventual failure inevitable.

The corridor is fire rated, and the total square footage of the building does not require area separation walls. Classrooms are double loaded along the corridor. Doors open directly into the corridor. This does not meet current code.

Safety and Security

Proper safety and security measures for this building are not in place. Visitors pass by the administration, but nothing requires them to check in with the front desk. Cameras are well positioned around the exterior of the building, but the computer displaying the camera feeds is not in the administration area; it is down the hall in tiny crowded nurse's office. Furthermore, classroom door hardware needs to be upgraded to provide keyless locking from the interior. The building alarm system is beyond its expected service life.

Fire extinguishers are located throughout the building, but there is no automatic sprinkler system. All of the classrooms have exits directly to the exterior; they don't all meet ADA requirements, and the door hardware needs to be upgraded.

There are numerous utility boxes and meters around the site, which are not fenced off or otherwise secured from students, including electrical and natural gas. Of the few that are secured, the fences are in poor condition and in need of replacement.

Fire hydrants are available within

200 LF of the building, although there is no designated /signed fire lane.

Mechanical, Electrical, Plumbing

Heating is hot water baseboards in the original portion of the building, and RTUs in the addition. No cooling is provided, but fresh air is provided by operable windows. While the electrical utility lines and service equipment are in good repair, and have spare capacity, branch wiring inside the building is at or beyond its expected service life. There aren't adequate outlets in classrooms, and extension cords and power strips are also in use. Lighting levels do not meet code. With proper maintenance, the building's expected life span will extend well into the future. The well-designed addition will address the safety and security issues identified above.

Multi-Purpose Building

The multipurpose room is disconnected from the elementary school and presently being utilized as an eating area, a gym area and a multipurpose activity area. We are not able to carry out best practices for children to eat in a designated area without risk of cross contamination between the spaces where all of the different activities are taking place. The room does not have an actual gym floor, which renders it unsuitable for many athletic activities including varsity play and therefore adds to the overcrowding of the other existing practice areas.

Differing levels of concrete and slopes on the east and south sides of the building where children walk toward the cafeteria make for tripping hazards, and slipping on ice hazards. The elementary building and multipurpose building and cafeteria will be connected and children will walk access via a hallway and bypass the hazards.

Roof repair: The existing roof was installed in 1986, and is desperately beyond its expected service life. Every rain and every snow we are chasing leaks, placing buckets all over the floor. The last time the repairmen came out they told us: "there is no fix left, you gotta replace it." The cost burden of repairing the roof and the likelihood of failure will continue to grow. The cost of replacing the roof will be far less than the cost of repairs to the building when/if the roof eventually fails.

Security / Technology

Currently there is no restriction to the free flow of people through the building, with the exception of locking exterior doors. The need for groups of students to access the building throughout the day, for P.E. and for lunch, however, makes it impractical to fully secure the building. The existing communications system is nearly a decade past its expected life span.

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Mechanical, Electrical, Plumbing

Overall, the domestic and sewer systems have reached the end of their expected service life. The heating and cooling systems are well past their expected service life. The costs of maintenance and repairs will soon outpace the cost of replacement. In addition, the cooling tower does not meet current codes and should be replaced. The RTUs have exceeded their expected life by over 15 years and should be scheduled for replacement. When this is done, the controls should be evaluated for repair or replacement.

Fire Suppression

The building does not have a sprinkler system, and the provision of one is a high priority for the safety of the students and the preservation of property.

Food Service Equipment

Most of the food service equipment was recently replaced. The kitchen itself, however, is too small to accommodate the equipment. As a result, some of it is temporarily stored around the perimeter of the cafeteria/gymnasium space. The freezer, cooler and dry storage are inadequate to support the student population.

The cafeteria currently occupies half of the multi-purpose room, which is intended to be used primarily for large motor skill activities such as P.E. The cafeteria limits the use of the room for those uses, and the P.E. use limits the seating capacity and efficiency of the food service function.

When the kitchen is renovated and enlarged, additional space should be provided to separate these activities. A separate cafeteria would allow for larger seating at lunch, more efficient service, and provide an after-hours space for the school/community with interior finishes that are more appropriate for food consumption. The new cafeteria space should also be designed to provide proper acoustics; current noise levels between the cafeteria and gymnasium are causing distress in the youngest students and the SPED population.

The current food-service program has changed over from an existing heat and serve kitchen into preparing nutritionally rich menu items that require from scratch cooking. A 2015/16 Colorado Health Foundation equipment grant allowed the district to purchase new equipment for modern, from scratch cooking however the kitchen blueprint does not allow for the best use of equipment. This means that the buildings old electrical sources are limited when impacted by newer higher voltage equipment limiting the use of all equipment at once, as well as efficient kitchen layout. Cooling, freezing and dry storage space is insufficient and not compliant with the county health department due to lack of space and modernized storage. Lack of space limits our small cafeteria's buying power. When ordering large quantities of food our insufficient storage situation requires vendors to make multiple trips, which increases the food and delivery costs for the district as well as limits the amount of fresh products that can be brought in, putting limits on menu planning.

3. New Cafeteria Connected to the Elementary school Includes 3 additional classrooms and Administrative Offices—Deficiency Overcrowding:

The Elementary School is out of space. The Special Education room is hosting/sharing space with special services—Occupational Therapy, Physical Therapy, Speech, and the Social Worker—those services require Individual Educational Programming (IEP) meetings. At this time there is only use of the principals office or an empty classroom for staffing these meetings. There is no dedicated space to staff IEP meetings in private—which is required by law.

The Nurses office is in the middle of the elementary school and housed in a closet—it was actually a network closet that housed phone switches, network switches, and a camera system—and has no bathroom and no room for cots. The nurse serves the entire District PK-12 and all students have to walk through the elementary school to get to the nurses office. The cafeteria is not only designated for eating, there are other activities held regularly: drama practices; elementary PE; after school activities; junior high basketball and volleyball practice; town recreation programs; and a community meeting space. The room does not have an actual gym floor, which renders it unsuitable for varsity athletic activities. Our Kitchen Director is constantly concerned with contamination from non-eating area uses into the eating area.

The kitchen is too small to adequately serve the needs of the District. It is crowded, old, outdated and cannot accommodate new equipment either in space or infrastructure. The acoustics are very difficult in the cafeteria/multipurpose room and negatively impacts our high population of special needs students. The space is super noisy and loud and fosters a lunch situation where it is hard to let kids speak freely in a normal volume voice because of the acoustics. There is a safety issue as well—a whistle is required to get students attention because you cannot hear when something is going wrong e.g. a child choking, and you cannot control the environment. The noise level makes it a chaotic area and a safety issue in terms of securing the children.

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4. West Wing -Middle School Connection Deficiency:

The Middle School is housed in two buildings—the West Wing and the Middle School—which are separated by a breezeway that is not roofed in and is completely open to the elements. There is no secure designated entrance and check in with locked doors in either building, or central access to the entire school because of its disunion. In addition, classroom space is badly needed for our secondary Science program and an incipient Agriculture program and to accommodate the record number of students in the elementary school coming over soon.

Right now, the breezeway doors are kept locked and students have to go around the West Wing building to enter at the front of Administration, and then all the way back down the hall to open the door for those waiting outside to enter at the breezeway doors. Students stand in inclement weather while they are waiting to be let in and waste passing time between classes by having to walk two lengths of the building to let each other inside.

High School and Middle School students both use the West Wing because the two high school Science classrooms are located there, and the K-12 Art room is located in the West Wing as well. Elementary students enter the middle school through the east-facing door on Beech Street.

With the connection of both buildings the secretarial offices and entrance will be placed in a central location and the entry doors will be monitored and open during school time, and the District Administration offices will be moved to the High School.

Our school population trend is growth and we don't presently have enough middle school classroom space to accommodate the coming elementary student population.

Middle School-West Wing

The Middle School was built in 1968, and the addition was built in 1992. The existing foundations, walls and roof structure still have decades of service in them, and are not a significant burden to the District for maintenance and repairs. The exterior doors however, are well past their serviceable life, and the door hardware is no longer code compliant. While most of the doors can be repaired and kept in service, the door hardware needs to be replaced immediately. The same is true of the interior doors; the doors can be repaired but the hardware should be replaced immediately.

Roof Covering: Both roofs require regular repair, we are constantly chasing leaks when it rains and snow is melting. A new contiguous roof over the united buildings will solve the problem.

Communication and security: The communications and security systems are beyond their expected service life and should be replaced immediately.

Mechanical, Electrical, Plumbing: The domestic water system, and many fixtures, is beyond its expected service life, and needs to be upgraded; this should be scheduled for upgrade immediately as it directly impacts the health and well being of the students. Domestic pipe and older fixtures should be upgraded immediately. At the same time, the sanitary waste system should also be upgraded.

The natural gas distribution system is decades past its expected service life, and is in need of immediate upgrading.

Furthermore, the main supply into the campus cuts through the middle school, resulting in the middle school occupying two separate buildings. When the system is upgraded, the main line should be rerouted so that the middle school can become one building. This will improve the academic functionality of the middle school dramatically.

The heating system is also well past its expected service life. Not only are the on-going repairs and maintenance a burden, but the equipment is inefficient. The equipment should be scheduled for replacement immediately. The building does not have cooling: provision for cooling should be incorporated into this scope of work. Controls for these systems are relatively new and do

not need to be replaced.

Related, there are individual components supplying heat to the wood shop and weight rooms; these are also well past their expected service life and should be replaced as soon as possible. The dust collection system in the wood shop is showing its age, and needs to be repaired as soon as possible and then could remain in service until it can be replaced in the next 5-10 years.

The electrical system is well past its expected service life, including branch wiring. Furthermore, there are water supply and return lines for the heating systems located above main electrical panels. This is a code violation and a potential disaster should the lines leak over the panels. The lines should be rerouted, or at a minimum have drip pans installed.

Fire Suppression: The building does not have a sprinkler system, and the provision of one is a high priority for the safety of the students and the preservation of property.

The addition to the middle school also needs to have its HVAC systems upgraded and a fire sprinkler installed.

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5. Inside High School Deficiency:

In order for the Middle School West Wing to be completed, the District office must move to the high school, therefore we are compelled to make renovations in the high school in order to meet health and safety needs of students at the middle school, as well as in the high school.

Also of importance, the high school office, secretary, and counselor are currently spread throughout the high school building and do not share spatial proximity, which impacts their ease of collaboration and serving students more efficiently.

The High School was built in 1909, and is on the National Register of Historic places.

While the age of the building exceeds 100 years, the expected service life of the building, the foundations, walls and roof structure still have decades of service in them, and are not a significant burden to the District for maintenance and repairs.

They will, in all likelihood outlast the adjacent buildings built 50 years later. As a historic landmark, the building should be maintained, and should not be considered for replacement.

When the historic gymnasium to the west was built in 1954, it was connected physically to the high school. Information concerning this connecting hallway and stairwell is included in the narrative for the Historic Gymnasium.

Building Envelope: The foundations and slab are concrete, the exterior walls are load-bearing masonry, and the roof structure is wood. Rehabilitation of portions of the masonry was undertaken in 1999. There is evidence of water infiltration in the basement/mechanical area; this should be investigated and steps taken to address the problem. The exterior windows are historic and currently in good condition. When they do need work, they should be rehabilitated, not replaced. Rehabilitated windows can easily be as energy efficient if not better than replacement windows.

Mechanical, Electrical, Plumbing: The plumbing fixtures throughout the building are in need of upgrading. The domestic water and sanitary waste systems are past their expected service life. The gas distribution system is also beyond its expected service life, and should be upgraded. The controls system is past its expected service life and should be updated.

Fire Suppression: The building does not have a sprinkler system, and the provision of one is a high priority for the safety of the students and the preservation of property.

6. Performance Center Deficiency:

The Performance Center was built with a bond passed in 1992, promising a performance center auditorium for the community with varsity facilities. While the building is in compliance with the code in force at the time it was built, there are numerous Code and ADA issues when compared to the current building codes. Furthermore, the building is not serving its intended function in its current configuration. The original performance aspects of the design were value engineered out of the project during construction.

Currently there are no facilities on campus to host music, drama or other live performances. There are limited facilities within the community of Mancos, but renting out space

in an on-going fashion is an economically and educationally unsound solution. The locker rooms and restrooms are only partially ADA compliant. The heating unit is outdated and inefficient.

We have a space that fits the needs of a junior varsity athletic facility, and for basketball and volleyball the space is inadequate for participants in relation to the close proximity of the bleachers, spectators and walls. We do not have an actual "performing venue" or facilities to house a Drama program in one location. Scene backdrops are painted in the high school hallways and stored wherever they are least in the way between productions.

What's more, Drama can only be scheduled at the end of the second semester because we need athletics to be finished for the season in order not to have a conflict of interest with use of the space. Security is also an issue because the entry way is too small in proportion to the building and becomes too crowded.

Mechanical, Plumbing, Electrical:

These systems are currently in good repair, but will reach the end of their expected service life within the next ten years. Their renovation and or replacement

should be scheduled in 10 - 12 years. The exception to this is the terminal & package units, which should be scheduled for replacement in 1-2 years. If left in service, the expense of on-going repairs will become an increasing burden on the District.

7. Historic Gym Deficiency:

The Historic Gym in its present state does not have a secure entrance for public access, is in need of major repair and the District is urgently in need of athletic program space.

The District has two indoor athletic practice spaces, the Performance Arts Center and the Historic Gym and as well utilizes the

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multipurpose room/cafeteria, which does not have an athletic floor. The Historic Gym is not varsity regulation and therefore all of the high school girls and boys Junior Varsity and Varsity programs must practice in the Performance Arts Center. The middle school athletic programs practice in the Historic Gym. Our practice schedules are complicated and exceedingly inconvenient for students and families. We have to stagger teams and days as follows in the diagram below:

Girls and Boys Varsity Sports Performance Center Practice Schedule 2016-2017

Time	Mon	Tue	Wed	Thu	Fri
4-6 pm	Girls Practice	Boys Practice	Girls Practice	Boys Practice	Girls Practice
6-8 pm	Boys Practice	Girls Practice	Boys Practice	Girls Practice	Boys Practice

To add to the complexity the above schedule reverses every other week.

The historic gymnasium was built in 1954, and features a beautiful, single barrel vaulted wood roof structure over the basketball court. The foundation, exterior walls and roof are all in good condition. An exception to this are the buttresses supporting the lateral loads of the roof; they are showing signs of deterioration and settling. These issues should be addressed immediately or they will compromise the structural integrity of the rest of the building.

Building Envelope: The Entry Addition received extensive repairs in 1999, including application of stucco, replacement of the roof, and reconstruction of the fascia and eaves. There is evidence of movement in the foundations, exhibited by cracks in the concrete floor, and these should be monitored to see if additional movement occurs. It is possible that the movement happened in the first decade or two of the building's life and has since stabilized. The roof covering is relatively new and should last at least until 2026.

Building Interior: The building originally was designed to have a stage on the south end of the building; the proscenium has since been in-filled and the stage converted to a wrestling room. The wrestling room is not ADA accessible, and has various electrical panels and equipment exposed to students.

8. Athletic Field Deficiency:

The current athletic track is not safe and both the track and field are not CHSAA approved. The District is unable to hold track meets because we have a cinder track and a 440-yard track instead of a meter track. The District needs CHSAA approved facilities for the students to be competitive for athletic scholarships. In addition, the bleachers are a safety hazard and the lighting is sorely inadequate.

The football field is located to the south across the river from the school and is surrounded by a cinder running track and several track and field facilities. The field is adequately sized to accommodate traditional 11-man football, but is currently configured for 8-man football. The field is irrigated with a sprinkler system, which is nearing its expected life span. There are lights for evening games, and they are past their expected life span. The scoreboard is operational, but reaching the end of its expected life span. There are bleachers on the west and east sides of the field. The bleachers on the west side are older and are deteriorated and unsafe. The bleachers on the east are aluminum and in good repair.

The track and field venues are in poor condition and in need of replacement. There are four buildings associated with the football field: a press box; concessions/restroom building; and two storage buildings. The press box is in disrepair and is not currently safe for occupation. The restrooms are currently non-operational, and the concession building encroaches on the clear space of the running track. The larger of the two storage buildings is in regular use and functional. The smaller is in poor condition and should be demolished.

Proposed Solution to Address the Deficiencies Stated Above:

SOLUTIONS

1. Pre-School Turn-around/ Playground Solution:

The option will provide: a designated staff parking area where the present K-1 playground exists; a vehicle turn-around for the Early Learning Center traffic dropping off and picking up children; improvement for South Walnut Street; a designated crosswalk which accesses the elementary school secured entrance (see # 3); and, a new multi age community playground to

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replace the decrepit elementary playground. The project will provide a safe route either walking or driving, for parents to drop off and pick up their children before, after and during school hours.

We are applying for a 2017 GOCO Play Yard grant, which will, if awarded, fund \$147,000 of the new playground costs. The new playground will include access to the Mancos River walk and greatly increase opportunity for outdoor education for the entire pre-k-12 school community. The crosswalk to include a sidewalk, curb and gutter, will provide a safe pre-k student route to enter the elementary school and cafeteria and access the greater campus, and increase educational access from the pre-school to the elementary school for programming and meals.

Currently our elementary students read to preschoolers, and high school students work as aides in the preschool classrooms. The pre-k students do not regularly eat in the cafeteria and lunch is carted to them. The project will make it safer to increase collaboration across buildings and programs, especially with the Kindergarten. The pre-k students walk over to the Kindergarten building regularly in April and May to begin the transition process to elementary school the next fall.

The project will eliminate a physical barrier to District pre-k-12 access, embellish programming and foster more collaboration. The new designated entrance from the pre-k crosswalk to the elementary school will ensure that visitors can't enter into the campus from just anywhere on the street and will designate the community entrance into the community play yard after hours.

2. Bus Loop Solution:

The option will provide modification to Grand Avenue to provide a pull out for busses to park off of the street for student pick up and drop off. The project will move students off of Grand Avenue (Business Hwy 160) and closer to the school buildings. Drivers in cars heading east and west will be able to see children better and be farther away from them on the street. There will be no more lack of driver visibility when the busses are lining Grand Avenue, and there will be no more children jumping out into the street from in-between busses with no time for cars to stop! The project will eliminate children mixed with busses and cars in a small space densely populated during drop off and pick up and radically increase safety. The traffic on Grand Avenue and adjacent streets will be impacted and safety will increase for drivers. Vehicle traffic will flow better and students will be less exposed to vehicles and for less amount of time. The project will also remove barriers to maximizing education because currently a disproportionate amount of staff have to adjust their schedules in the morning and afternoon to supervise the comings and goings of busses, and less teaching time is a barrier to education.

3. New Cafeteria Connected to the Elementary school Includes 3 additional classrooms and Administrative Offices—Safety and Overcrowding Solution:

The option will provide a secured entrance to the school, three additional classrooms, additional administrative offices, a full service Nurse Office/Clinic area, expansion of the kitchen with a new eating /cafeteria area, which will be connected to the elementary school by an inside hallway, and the resurfacing of the multipurpose room with an athletic floor which can be used by any of the sports programs.

The option will remedy serious security issues by providing a state of the art designated and secured entrance and check in, with no easy access to the rest of the school. It will alleviate overcrowding issues by providing a designated eating space and a designated multipurpose room, which are not competing with each other for use. The additions connected to the elementary school will all be under one roof. By connecting the two buildings there will be less exposure for students traveling from the elementary school to eat in the cafeteria and to PE and other activities in the multipurpose room. The connection will serve as an additional buffer between the students and outside.

The new classrooms will add space for special service providers and will allow for the EL and Title I programs to have their own classroom and serve more children. Expanding the Nurse Office/Clinic area and moving it to front entrance will allow for older students and parents not to have to walk half way through the school to access their children waiting in the office.

Pre-school children will have a safe crossing from their school to the cafeteria with the new crosswalk and entrance from the preschool to the elementary school and will be able to eat in the cafeteria with the elementary students, given the expanded kitchen and eating facility. Pre-school children will be included in the Elementary teaching specials because there will be more classroom space to accommodate multi grade children together.

A new cafeteria/eating area will allow the present multipurpose room to be a dedicated multipurpose room, with the resurfacing of the floor for athletics and designated P.E. use.

The storage of tables and eating will no longer take place in this space and will alleviate the District scheduling conflicts for facilities and use—the multipurpose space is presently used for elementary PE and secondary athletic practice and community functions and community performances.

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The new cafeteria and connection to the elementary building and new classrooms will change the physical configuration of the school to serve students health, safety and security, and take sport and play equipment away from tables where children are eating.

Another benefit of the modifications is an increase in the amount of time students are receiving direct instruction. Right now students have to put on coats and boots to walk outside to get to the cafeteria in the winter. Instructional time is significantly decreased when you have to get young students ready to go outside, and more so the younger the children.

The addition and expansion to cafeteria and kitchen area will benefit students and staff by increasing food safety, staff safety and efficiency. It will allow for more flexibility in scheduling mealtimes for student age groups and will avoid overlaps of age groups in the schedule—right now even though our high school students have 23 minutes designated for lunch in the meal schedule, they leave five minutes early because the kindergarten through second graders have to come into the cafeteria right after their recess and need to use the same tables.

Student participation in the federal meal program has increased from serving approximately 45% of the student body in 2012 to serving 76% of the student population now, while still using the same amount of square footage for kitchen, storage and office space.

Lastly, the modifications will include fixing the walkway to the cafeteria from the outside, which presently has a steep grade and is dangerous in the winter.

4. West Wing -Middle School Connection Solution:

The West Wing Middle School connection option will unite two buildings that are separated by an uncovered breezeway and provide a designated entrance and check in with locked doors, which is centrally located, to the entire school.

The connection will join the Middle School into one building and will also provide two new classrooms, one of which is an urgently needed state-of-the-art Science room with safety lab equipment and eyewash stations. The new Science classroom will significantly increase our capacity for secondary Science Education, and allow us to better meet our responsibility to prepare students to compete academically for entrance and scholarships to postsecondary programs. The second classroom will accommodate the growing student enrollment, which is trending, as indicated by the elementary school enrollment. A new contiguous roof over the united buildings will solve the problem of both roofs, which presently require regular repair because of leaks when it rains and snow is melting.

The Band room will be moved from its present location in the West Wing to the Performing Arts Center, opening up space in the Middle School building for the District's incipient Agriculture program and the Future Farmers of America program—which is highly relevant and needed given our community's historical and present farming and ranching economy.

The District Administration offices will be moved to the remodeled high school and afford additional classroom space as well as ample area for a designated IT server room with adequate space and cooling. Our current cobbled mess of servers located throughout the District will be consolidated and moved to a central place in the Middle School and will be housed in a specific server room with cooling (right now we have an AC unit on the floor in a closet). This will in turn increase the effectiveness of technology delivery to all of the other buildings on campus, and the longevity of our technical equipment.

5. Inside High School Solution:

The High School will be renovated and the Middle School West Wing will be able to be completed. An integrated offices complex will be built and staff will be able to work together in proximity more easily. Classroom space will be increased to better serve children. The District office will move from the West Wing to the high school and centralize the location to make it closer to the elementary and pre-k schools—currently, the District offices are located on the west edge of campus in the Middle School building and teachers, staff and administrators have to travel across the entire campus to conduct business. Time is a non-trivial educational resource. Time not traveling keeps people in their programs working with their students and not crossing the entire campus to take care of mundane business.

Also, the modifications will have a positive impact on the community with the District offices housed in the high school, which places the focus of the campus on our historic landmark high school building.

6. Performance Center Solution:

The footprint of the Performance Center will be expanded, and within that expansion we will accommodate the performing arts side of the deficiency, and we will solve the entrance/exit deficiencies and update the heating. The option will provide: a new entrance with ticket booth, concessions and public restrooms; upgraded bleachers; a Music and Drama classroom with practice spaces; support spaces including dressing rooms and a scene shop;

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The three athletic practice spaces throughout the District, which this option, plus the Historic Gym and the Multipurpose Room renovations will provide, will alleviate the overcrowded practice scheduling crunch and the inconvenience for parents who have more than one child in school playing different sports.

Presently we have two staggered practice times available for athletics, 4-6 pm and 6-8 pm. The late practice time negatively impacts student homework time and family time. This option will allow for holding a 4-6pm practice for all sports at the same time so students can then be home at a reasonable hour for family and homework time —especially in the winter.

The District will be able to offer more advanced instruction in the Dramatic Arts and Music and expand the elementary music program because there will be more practice space and facilities. Band instruction and Choir instruction will also include classroom space, practice space and instrument storage.

The option will allow for drama production on campus with a designated stage, a scene shop, dressing rooms and storage. Currently students have a set-up take-down stage and have to build scenes in hallways in the high school or wherever they can find room to work. Storing the scenes is always an issue during production, and they crowd hallways and they have to be transported back and forth across campus.

The option will allow for year-round Drama programming with the designated stage. The new stage will make for a smaller more intimate theatre than the big performance center and would also be available for community use and/or rental. Athletics and Dramatic Arts tie into a well rounded academic program, which the District will be able to carry out with improved and designated teaching, learning, practice and performing spaces. A new parking lot to be constructed on the corner of Grand and Beech will provide parking for the Historic Gym and Performance Center events.

7. Historic Gym Solution:

The Historic Gym option will provide a secured entry addition on the front for public restrooms, tickets and concessions, a trophy case and monument wall display, varsity regulation play space with expanded bleacher seating on north, and south walls, varsity boys and varsity girls locker rooms, coaching offices, a regulation size wrestling room which will also be a weight room, and more health and wellness classroom space—strength and conditioning, yoga, dance, cheerleading, and gymnastics. These Historic Gym modifications are in integral part of the interrelated building modifications and additions throughout the campus: The new locker rooms free up the old locker room space in the High School to be made into District Maintenance headquarters, which will move from the Middle School, freeing up space for the FFA program.

A new safer and varsity regulation weight room is built and the weight room in the middle school moves to the Historic Gym complex, freeing up space for the FFA program; Elementary students stop using the old gym for PE and the multipurpose room becomes the new elementary PE room with a resurfaced athletic floor; A designated cafeteria is built and the multipurpose room becomes a designated athletic space.

The availability of Colorado High School State Athletic Association (CHSAA) regulation ball play space will also have a domino effect—the varsity program will move from the performance center to the gym, and the middle school athletic program will move to the Performance Center

8. Athletic Field Solution:

This option will provide a new Colorado High School State Athletic Association (CHSAA) regulation all-weather track, a crowned and re-sodded football field, upgraded lights, safe seating, a crows nest, a field house for visitor and home locker rooms, a concession stand and public restrooms. The Field House addition will move athletics out of the performing arts space and to its own location, alleviating overcrowding. District PE programs will be able to expand and utilize the complex, and more people will utilize a better facility more.

In addition, the community will also utilize the track when it is safer to walk around, making our school a public access community campus—the option will open the track and field up for the community. We intend to apply for a GOCO LPOR grant in 2017 to help fund the renovation.

How Urgent is this Project?

URGENCY

1. Pre-School Turn-around/ Playground Urgency:

The urgency for the vehicle turn around for the Early Learning Center traffic dropping off and picking up children, and a designated crosswalk which accesses the elementary school secured entrance is Critical. Presently, with cars and trucks backing up in the narrow street where three and four year old children are crossing, we believe it is not a matter of “if” a car will injure a student, but rather a matter of “when.”

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2. Bus Loop Urgency:

The need is critical because we are unleashing hundreds of students in a densely crowded area that is no longer than 300 feet in length. All busses, cars, trucks and foot passengers are moving around in a tight area. Our District is growing and as we get more students the quantity of people in the small space will become increasingly dense and harder to manage.

3. New Cafeteria Connected to the Elementary school Includes 3 additional classrooms and Administrative Offices Urgency:

The need is critical because our number one priority as a public school is to ensure that when parents drop their children off in the morning they know their children are safe and secure.

Currently there is no restriction to the free flow of people through the building during school hours. In addition, the building does not have a sprinkler system, and the provision of one is a high priority for the safety of the students. These modifications will allow us to make sure our children are safe and secure on our campus. The overcrowding and lack of classroom, office and kitchen and eating space are also urgent liabilities which impact student safety and learning and need to be addressed as soon as possible.

4. West Wing -Middle School Connection Urgency:

The need is Critical because the electrical system is well past its expected service life, including branch wiring. There are water supply and return lines for the heating systems located above main electrical panels, which are a code violation and a potential disaster should the lines leak over the panels. What's more the domestic water system, and many fixtures, are beyond their expected service life, and need to be upgraded immediately as it directly impacts the health and well being of the students. In addition, the building does not have a sprinkler system, and the provision of one is a high priority for the safety of the students.

The Middle School is not secured and is housed in two buildings, which are separated by a completely exposed breezeway.

The less we have students exposed to the outside the better. Our technological infrastructure will have a designated space, be safeguarded and our IT Director will be able to work much more efficiently because he won't be running around the whole campus to access IT hardware.

Our Secondary Science program needs to be able to fully prepare students to compete academically and is limited. Our school population trend is growth and we don't have enough middle school classroom space to accommodate the elementary student population presently being served and headed over soon.

5. Inside High School Urgency:

The need is critical because of the deficiency in systems and because in order for the Middle School West Wing to be completed, the District office must move to the High School.

The interior doors and partitions are in some cases decades past their expected service life, and are showing considerable wear. The door hardware will not be compliant when the new guidelines go into effect in 2018 and replacement of all interior door hardware should be scheduled immediately.

The domestic water and sanitary waste systems are past their expected service life and should be repaired and upgraded as needed to prolong their life. The gas distribution system is also beyond its expected service life, and should be upgraded. The controls system is past its expected service life and should be updated. The building does not have a sprinkler system, and the provision of one is a high priority for the safety of the students and the preservation of property.

In addition, the High School remodel will allow the Music room to move to the updated performing arts building, and the locker rooms, coaches, trainers and athletic storage will move to the addition on the Field House—which will house the Wrestling program and other support spaces that go with athletic programs. The urgency is further exacerbated by the interrelated domino effect of the projects.

6. Performance Center Urgency:

The need is Critical because our interrelated projects impact each other and the Music and Drama Classrooms will be located in the Performance Center building and alleviate the overcrowding of the Middle School and High School. As well, the terminal & package units need to be replaced or else the expense of on-going repairs will be an increasing burden on the District.

We will be able to host more athletic tournaments in wrestling and volleyball and move basketball to the Historic Gym, which will be made into a regulation Varsity space with option #7. Right now Basketball is in the Performance center, which is an inadequate and unsafe PE/JV space and definitely not adequate as a Varsity space.

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The entire student body, pre-k-12, will fit together in one space for assembly. Currently assemblies and performances must be staggered to accommodate all grades.

Finally, the option provides performance space for community events, less running around by parents with children who have various combinations of sports, drama and other practices, and more family and homework time for student athletes.

7. Historic Gym Urgency:

The need is critical because the buttresses supporting the lateral loads of the roof are showing signs of deterioration and settling. These issues should be addressed immediately or they will compromise the structural integrity of the rest of the building.

The need is also urgent because the Historic Gym modifications are in integral part of the interrelated building modifications and additions throughout the entire campus, which will alleviate overcrowding. We also have an urgent need to add the Varsity venue to our sports programming, especially as our District student population grows and community members desire the venues.

8. Athletic Field Urgency:

The need is Critical, the facilities are old, they are outdated and they are unsafe.

The football field is surrounded by a 440-yard cinder/dirt running track, and several decrepit track and field facilities. The field is adequately sized to accommodate traditional 11-man football, but is currently configured for 8-man football. In addition it needs to be crowned in the center, and is consistently uneven throughout. The field is irrigated with a sprinkler system, which is nearing its expected life span. The lights for evening games are past their expected life span. The scoreboard is reaching the end of its expected life span. The bleachers on the west side of the field are older and are deteriorating. The track and field venues are in poor condition and in need of replacement. Of the four buildings associated with the football field, the press box is in disrepair and is not currently safe for occupation, the restrooms are currently non-operational, the concession building encroaches on the clear space of the running track, and the smaller of two storage buildings is in poor condition and should be demolished.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The general upgrade and maintenance of the current facilities and the upgraded results will come out of the District general fund maintenance budget, which is allocated each year during the preparation of the next fiscal year budget. In addition, large repair needs will be addressed by the allocation of general fund money into the Capital Reserve Budget to cover the identified needs. The District also will budget yearly in advance for the eventual replacement of the All-Weather Track.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The Mancos RE-6 School District was organized in 1881. The oldest building is the Historical High School built in 1909 and every subsequent addition to the campus since then has occurred without a master plan or a vision of how all of the school facilities fit and work together.

Our Master Plan when carried out will: secure entrances at every building, connect buildings, modify the movement of students from the front of the campus along a major road (Business Hwy 160) to a secured area behind the campus; include doors that can lock from the inside to comply with the state fire code; add an intercom PA system in each building in case the phones go down; and, eliminate the amount of time that students are exposed to potential danger both outside and inside each building.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

Campus Name	Asset Name	Asset Size	Yr. Constructed	Yr. Renovated
Tier 2	ES Storage Garage	288	1950	
Tier 2	ES Storage Shed 1	65	1997	
Tier 2	ES Storage Shed 2 (south)	120	2002	

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Tier 2	Maintenance Storage	800	1985	
Tier 2	Press Box	144	1950	
Tier 2	Sports Complex	2044	1997	
ES	Site	11.8	1968	1997
ES	Main	16555	1968	1997
ES	1997 Addition	1800	1997	
ES	Gym/Cafeteria	8518	1986	
HS	Site	11.8	1909	1993
HS	Main	23700	1909	1993
HS	Gym	10361	1965	
HS	Performance Center	9575	1993	
JHS	Site	11.8	1960	1993
JHS	Main	16357	1960	1993
JHS	Classroom/Admin	2345	1993	

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

We would be utilizing funds from Capital Reserve but due to the 2008 Finance Act and the lack of state funding that has occurred over the past 8 years the District has not had the opportunity to fund a Capital Reserve which can contribute significantly to the needed renovations. Therefore we are applying for BEST and will propose a Bond to the community. We have applied for a GOCO grant: The School Yard, which was submitted in January, 2017 and will help fund a multiage playground which features nature based play and outdoor education and will be a community resource; and we will apply for a GOCO LPOR which will be submitted in November, and will help to fund the renovation of the Athletic Field and make it a community resource.

How do you budget annually to address capital outlay needs in your district/charter?

Due to the 2008 Finance Act and the lack of state funding that has occurred over the past 8 years the District has not had the opportunity to consistently fund a Capital Reserve based on PPR. Our approach has been to prioritize need on a yearly basis and utilize monies from the General Fund, which are then transferred to fund our Capital Reserve for the specific projects identified.

Current Grant Request:	\$19,770,130.45	CDE Minimum Match %:	46
Current Applicant Match:	\$4,978,773.80	Actual Match % Provided:	20.11714842
Current Project Request:	\$24,748,904.25	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		2017 Bond Election
Total of All Phases:	\$24,748,904.25	Escalation %:	3
Affected Sq Ft:	152,000	Construction Contingency %:	5
Affected Pupils:	501	Owner Contingency %:	5
Cost Per Sq Ft:	\$162.82	Historical Register?	Yes
Soft Costs Per Sq Ft:	\$21.10	Adverse Historical Effect?	Yes
Hard Costs Per Sq Ft:	\$141.72	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$49,399	Is a Master Plan Complete?	Yes

BEST School District and BOCES Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant's waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as possible by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents, or other relevant documentation to support the responses provided.

For questions 4-11

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your school district.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district or BOCES.

The Mancos School District is requesting a reduction in our matching contribution. We require a reduction for two reasons:

1. Through the processes of the CDE's Facility Assessment findings, creating a BEST Master Plan, and community and staff input, we have identified the specific needs and solutions to carry out a comprehensive project, which is urgently needed, that will positively impact the safety, security and health of all of our students in every building K-12 for the cost of \$25,000,000.

The formula match of 46% for the project would require a district match of 11.4 million dollars. Our district bonding capacity is limited to 9.4 million. We understand that by Statute we automatically qualify for a reduction in our match, however even 9.4 million is an unrealistic amount of bond liability for our community based on the assessed valuation in our District.

To raise 9.4 million would require a 16 mill levy bond, which would equal a tax increase of \$127. per each \$100,000 of property value for our District residents.

The average home sale price in 2016 in Mancos was \$255,000. Using that approximation we conducted a comparative analysis with two local neighboring Districts to understand their proportion of tax liability compared to what ours would be for a 9.4 million dollar bond and for a 5 million dollar bond.

Comparison of Tax Liabilities for School Bond Projects in Mancos, Cortez and Bayfield			
School District	Bond Amount in Millions	Amount levied per \$100,000. of property value	Tax Liability in each Community for a \$250,000 Home
Cortez RE-1	21.25	\$ 23.40	\$ 58.50
Bayfield 10JT- R	27.6	\$ 71.00	\$177.50
Mancos RE-6 w Waiver	9.4	\$127.00	\$317.00
Mancos RE-6 w Reduction in Match	5.0	\$ 63.00	\$157.00

Cortez and Bayfield passed bonds for much larger amounts than we require, which their communities are able to pay for because of their property valuations.

Given our community, District population, demographics, and our valuation of property, the current formula for match and match waiver effects a situation where improving our community school infrastructure to the degree necessary for the health, safety and security of our children is impossible without substantial help. We are not able to raise enough revenue for construction even with the waiver, which reduces our portion of cost from 11.4 million to 9.4 million, as our population will not be able to approve and sustain a \$317.00+ yearly tax increase, and business will be impacted for 3x the amount. Therefore, we are compelled to request a reduction in our matching contribution in order to carry out the urgently needed project.

Without the additional reduction in our district's match, our community will not be able to support the number of mills needed to generate 9.4 million dollars. Given the inter-connectedness of our project, lowering the scope of work to lower the budget enough for 5 million dollars to to equal the 46% match required by BEST would severely affect the overall function of our master plan. If our district passes a 5 million dollar bond to fund a significantly reduced scope of our master plan it would—in effect—eliminate our ability to do any further (much needed) renovation and upgrade for 20 years.

Given the current financial/school-funding crisis that has gripped our state for the past 10 years, we have been operating on a bare-bones budget and all construction needs have been unaffordable. Unfortunately this is true for not only our district, but also every district across our state. Our community is simply not able to afford a 9.4 million dollar bond at the rate of \$127.00 dollars levied per \$100,000. of property value. Without a further reduction in our match we will be unable to carry out the renovation and upgrade necessary to ensure the health, safety and security of our children.

I want to assure everyone that our board of education has carefully weighed all factors, listened intently to our community, and carried out the due diligence required to request the CDE to support our cause for a maximum bond of 5 million dollars.



2. Through our process of creating a BEST Master Plan, we have identified the specific needs and solutions to carry out a comprehensive project, which will positively impact the safety, security and health of all of our students in every building as a result of a wide ranging and interrelated plan of renovation and construction across the entire K-12 campus. The simultaneous implementation of the entire project is necessary because each component impacts one or more of the other components, as facilities are upgraded, embellished and rearranged to make the campus more secure, safer, less crowded and provide more cohesive academic programming for our students.

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district or BOCES.

Given our community, District population, demographics, and our valuation of property, the current formula for match and match waiver effects a situation where improving our community school infrastructure to the degree necessary for the health, safety and security of our children is impossible. We are not able to raise enough revenue for construction even with the waiver, which reduces our portion of cost from 11.4 million to 9.4 million, as our population will not be able to approve and sustain a \$317.00+ yearly tax increase, and business will be impacted for 3x the amount.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants, or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

All efforts have been made to coordinate the project with our local Town government, who will be waiving applicable Town Fees for construction. In addition we have two potential GOCO grants: The School Yard, which was submitted in January, 2017 and will help fund a multiage playground which features nature based play and outdoor education and will be a community resource; and, the LPOR which will be submitted in November, 2017 and will help to fund the renovation of the Athletic Field and make it a community resource.

4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

Statewide per pupil assessed valuation is \$115,806, Mancos per pupil assessed valuation is \$102,623. The size of our district boundaries affects our assessed valuation. Our district in geographic size is smaller than other surrounding school districts and a large percentage of the property located within our district continues to be used—as the valley was historically settled—for ranching and agriculture, compared to surrounding areas. There are very few businesses located in town and zero revenue coming from gas/oil or coal production. Assessed valuation in Cortez and Bayfield is significantly higher because of gas and oil revenue, which we don't receive.

5. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

The Mancos District median household income is \$38,716, approximately 60% of the State of Colorado median household income of \$63,909. The Mancos per capita income is \$19,173, approximately 57% of the State of Colorado per capita income of \$33,563. The cost of living in Mancos is approximately 10% higher than the national average. We are using median income taken from the US Census site: <https://www.census.gov/search-results.html?q=mancos+colorado+81328&search.x=0&search.y=0&search=submit&page=1&stateGeo=none&searchtype=web&cssp=SERP>

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch, the higher the match.

The District percentage of pupils eligible for free or reduced cost lunch is 57%, which is 15% higher than the Colorado statewide average of 42%.



7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had, the lower the match.

There have been no Bond Election measures in the past 10 years.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

The Mancos District Bond mill levy is currently at 23, with the statewide average being 39. We would require a 16 mill Bond to raise 9.4 million dollars.

9. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

The Districts current available remaining bond capacity is 9.4 million dollars.

10. The school district's unreserved fund balance as it relates to their overall budget.

The Districts unreserved fund balance as it relates to the overall budget is 1.4 million dollars.

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

Even with the opportunities afforded us through BEST, the 46% match prohibits us from carrying out the much-needed capital improvement on our campus. While we automatically qualify for a reduction of our match from 11.4 million to 9.4 million, the 9.4 million still would require a mill increase that our community simply cannot afford.

We are asking to be responsible for a 20% match (or 5 million of our project) as this is a number we are confident our community can afford, and will support us to provide the same health, safety and security opportunities to our students that are available to others across the state. We have sought, identified and applied for all outside financial support available to us, including the BEST grant, the GOCO School Yard initiative grant and intend to apply for a GOCO LPOR grant for the athletic field. There are no dollars available within our current budget, which could be freed up to help support our match.

Given that the negative factor total for the Mancos School District is in excess of \$550,000.00 we are already operating with a budget that has zero margin for reduction. We have already eliminated many personnel positions over the past 10 years and are operating with a minimal staff that is just meeting student needs. Cutting any more positions would gravely affect academic opportunities afforded to our students. Our board has considered every possible funding solution as well as all possible ways to lower the overall cost of the proposed project and it always comes back to where we find ourselves now. Eliminating any part of the current master plan causes a ripple effect across the entire master plan. Each part is reliant upon another part for the maximum health, safety and security of our students and facility usage.

For \$25,000,000.00 we can up-grade the entire K – 12 campus. When you compare that to other projects where \$25,000,000.00 may affect only one school building, we are deeply gratified that we can actually accomplish what we need through this building project. I can say with 100% certainty that without the BEST grant affording us a 20% / 80% match, construction and improvement in the health, safety and security for the children in our district will not, and cannot occur.

A neighboring district is able to raise the same amount we are asking for our community for approximately a third of the cost to its constituency. Asking our community for a 5 million dollar bond is the absolute maximum our community can afford. We have no other recourse but to ask for a 20% district match, and 80% BEST match.





Division of Capital Construction

District Statutory Waiver for BEST Grant

A partial / full (circle one) district match waiver is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

- A. Applicant required minimum match for this project based on CDE's minimum listed percent (Line items A * C from grant application cost summary) \$ 11,384,495.00
- B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2016/17 AV x 20%): \$ 9,400,000.00
- C. New proposed bonded indebtedness if the grant is awarded: \$ 9,400,000.00
- D. Current outstanding bonded indebtedness: \$ 0
- E. Total bonded indebtedness if grant is awarded with a successful 2017 election (Line C+D): \$ 9,400,000.00

School District:

Project: Mancos RE-6 Comprehensive Health, Safety and Security Facilities Improvement Plan

Date: March 29, 2017

Signed by Superintendent:

Printed Name: Brian E. Hanson

Signed by School Board Officer:

Printed Name: Blake Mitchell

Title: Board of Education President, Mancos RE-6 School District

• Facilities Impacted by this Grant Application •

Montrose County RE-1J - CMS Roof Replacement - Centennial MS – 1973*

School Name: Centennial MS

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	100,800
Replacement Value:	\$31,925,062
Condition Budget:	\$18,221,317
Total FCI:	57.08%
Energy Budget:	\$35,280
Suitability Budget:	\$5,038,400
Total RSLI:	13%
Total CFI:	73.0%
Condition Score: (60%)	3.33
Energy Score: (0%)	2.40
Suitability Score: (40%)	3.98
School Score:	3.59



*2009 Assessment Data

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Applicant Name: MONTROSE COUNTY RE-1J

County: MONTROSE

Project Title: CMS Roof Replacement

Applicant Previous BEST Grant(s): 2

Has this project been previously applied for and not funded? No

If Yes, please explain why: N/A

Project Type:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Montrose County School District (MCSD) RE-1J is located in rural southwest Colorado, covering 1,121 square miles. Montrose County is located on the southwestern side of the state and has a population of just under 41,000 citizens (U.S. Census Bureau, 2015). MCSD was initially founded in 1883 and consolidated with other smaller districts in 1962 to become what is currently known as MCSD. Since that time there have been several new initiatives that the district has implemented. MCSD currently provide services beyond the scope of just education in the four core areas (Reading, Writing, Math & Science). Additional services include behavioral and emotional health, physical health, extracurricular clubs and activities, student safety, and preparing students for post-secondary education or the workforce. MCSD currently serves any student three years of age to adulthood through our continuum of services from early childhood to adult education. The Montrose County economy has not rebounded as fast as Colorado's overall, with the county experiencing a higher than state average of unemployment rates, and lower wages; the housing market is just now beginning to recover. Montrose is a community with a current unemployment rate of 5.1% and a median household income of \$45,718 compared to the state at \$58,433 (USCB, 2015). These economic indicators are indicative of MCSD's 3,158 or 51% of students that qualify for free and reduced lunch.

There are encouraging indicators in the community, as well:

Graduation rates are increasing, and the number of graduates and adults seeking post-secondary education and/or training continues to rise.

Median sale price of homes has increased in the last year, with 75% of homes owner-occupied. The average homeowners have lived in their home for at least five years, and the vast majority of residents (85%) both live and work in Montrose County (city-data.com, 2015)

MCSD consists of two (2) high schools, three (3) middle schools, six (6) elementary schools, three (3) early childhood centers, two (2) charter schools, and (1) blended learning academy as well as District offices, Maintenance and Warehouse facility and Bus Garage facility.

MCSD Maintenance Department utilizes SchoolDude as a work order/repair processing system. In a 12-month period, 209 general maintenance requests were submitted for Centennial Middle School. This represents 16.75 maintenance requests per month for this facility alone. The current MCSD maintenance staff consists of eight employees who take care of twenty campuses. MCSD buildings totals 715,319 square feet plus grounds. Maintenance prioritizes their budget based on health and safety issues.

Deficiencies Associated with this Project:

The current roof consists of a JP Stevens 45 mil TPO Roof Membrane System. The TPO membrane is prematurely failing due to "crazing" (roofing industry recognized terminology) There are leaks that are coming in through the membrane's crazing,

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where the membrane has degraded allowing water to get into the building. Currently there is no warranty on this roof and we are faced with the early cost of replacement. The problem this TPO is that the deterioration of the roofing membrane is accelerating. Signs of crazing are showing at the seams, creases, and areas in the middle of the sheet. If the crazing goes any further, we will have to perform a complete re-roof which will cost approximately two third's more than the solution we propose below. Additionally, if we let this go we will be facing a lot more water in the building. The sensitivity of the contents of the building and the areas that are currently being affected cannot tolerate water damage. This is affecting the gym area, wood shop equipment, computers, communication systems, loss of class space, water hazards and potential of biological growth.

Proposed Solution to Address the Deficiencies Stated Above:

The district issued an RFQP for a Roof Consultant On Call Services and hired Armstrong Group Inc. (AGI) a third party Roofing-Building envelope consultant firm to help analyze conditions, set standards, master plan building envelope issues, designing and perform quality assurance observation. The District and AGI have analyzed the roofs with the most issues in the district. Based on the accelerating deterioration of the Centennial Middle School TPO roof membrane and available funds we have decided in the best interest of the District that other re-roofs will have to be put on hold to address this roof. We looked at all the various options to resolve the issues on this roof and we have come up with the follow solution to give the district the best long-term warrantable solution. AGI has had a lot of experience with these types of failures. AGI's studies and investigations of TPO membrane have found that TPO is a very difficult product to make something adhere to it. In the many roofs they have had to deal with they have found that the silicone family of products have answered the issues. The silicone coating has an elongation property that handles the long-term movement that the crazing in the membrane creates. Also these products have good bonding properties to the TPO membrane. There are 4 main manufacturers that allow us not to have proprietary specifications and give us competitive bidding. The following is the scope of work:

Clean and power wash the roof

Repair all voids, holes, open seams and all old caulking's and coatings

Remove all pitch pans and install membrane boots and clamps

Raise curbs and install taller flashings on low curbs

Install proper overflow drains, replace any broken main drain parts, clean and water test all drains

Perform a moisture scan (infrared-Electrode diode) scan

Remove all membrane that has wet scrim and replace all wet insulation

Install a base coat and top coat of the silicone membrane achieving a 30 mil dry mil thickness.

All penetrations, metal edges

Require a 15-year warranty

This specified scope of work will provide our district a long-term solution for two thirds' the cost of a complete replacement. It also allows us to immediately eliminate the leak risks that water infiltration brings with it.

How Urgent is this Project?

Based on AGI's District roof assessments we need to address this roof this year. If we don't we will experience additional water events that will cause damage to the contents of the building and allow further deterioration of the TPO membrane, eliminating a viable, cost effective long term coating solution. Also the water that is getting through the membrane is affecting the performance of the insulation and will directly effect how much insulation has to be replaced. Based on the funds available and other major priorities the district has; if the award is not given we will only be able to address smaller section of the roof.

Does this Project Conform with the Public School Facility Construction Guidelines? No

If not, provide an explanation for the use of any standard not consistent with the guidelines:

After analyzing the 1 CCR 303(1) Facility Construction Guidelines we see currently that there is not a standard for the above solution. We understand with the onset of the TPO material failure this type of solution is something new. Based on AGI's involvement on over 312 TPO failures, talking with TPO manufacturers regarding the chemistry and properties of the silicone coatings, we see this as the best solution compared to other coatings like acrylics, urethane and other polymers. Again this will give us the best, long-term, cost effective, warrantable solution. This is only a choice because we were able to catch this issue ahead of complete scrim exposure that would have forced us to completely replace the roof, deal with water damage and insulation replacement.

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How Does the Applicant Plan to Maintain the Project if it is Awarded?

MCS D believes in a strong preventative maintenance program. This commitment is evident in the fact that many of the original buildings systems still function even though they are aged well beyond their life expectancy. The District budgets for maintenance and repairs in two different funds. Maintenance Discretionary Budget which is funded from General Fund and the Capital Reserve Fund. Per Board policy, the District may continue to allocate up to \$298 per pupil into Capital and Insurance Reserve, even though this is no longer required by state law. The District is prepared to continue to budget the Capital Reserve allocation, as well as the same operating costs historically budgeted in the General Fund for maintenance of facilities.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The original campus was constructed in 1973. Current enrollment is approximately 554 students. Centennial Middle School has two major buildings for instruction, plus a shop building. All buildings were constructed in 1973; one as a junior high and the other as an elementary school.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

In 2004-05 the Montrose County School District was able to relocated the elementary children to a new elementary school. The building was then remodeled and currently houses the 8th grade students and administrative facilities. Montrose County School District replaced the HVAC systems on the original 1973 middle school building. Also the middle school campus was completely re-lamped during an ESCO project completed in 2014. The campus site contains additional improvements including storage sheds.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Currently none.

How do you budget annually to address capital outlay needs in your district/charter?

MCS D believes in a strong preventative maintenance program. This commitment is evident in the fact that many of the original buildings systems still function even though they are aged well beyond their life expectancy. The District budgets for maintenance and repairs in two different funds; Maintenance Discretionary Budget which is funded from General Fund and Capital Reserve. Per Board policy, the District may continue to allocate up to \$298 per pupil into Capital and Insurance Reserve, even though this is no longer required by state law. The District is prepared to continue to budget the Capital Reserve allocation, as well as the same operating costs historically budgeted in the General Fund for maintenance of facilities.

Current Grant Request:	\$171,724.07	CDE Minimum Match %:	62
Current Applicant Match:	\$280,181.38	Actual Match % Provided:	62
Current Project Request:	\$451,905.45	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	Capital Reserve Fund	
Total of All Phases:	\$451,905.45	Escalation %:	6.6
Affected Sq Ft:	77,713	Construction Contingency %:	5
Affected Pupils:	554	Owner Contingency %:	8
Cost Per Sq Ft:	\$5.82	Historical Register?	No

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Soft Costs Per Sq Ft:	\$0.55	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$5.27	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$816	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	140	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

N/A

Financial Data (School District Applicants Only)

District FTE Count:	5,966	Bonded Debt Approved:	\$21,700,000
Assessed Valuation:	\$477,035,579	Year(s) Bond Approved:	16
PPAV:	\$79,959	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$5,524,932	Year(s) Bond Failed:	
Median Household Income:	\$44,201	Outstanding Bonded Debt:	\$5,340,000
Free Reduced Lunch %:	50.40%	Total Bond Capacity:	\$95,407,116
Existing Bond Mill Levy:	1.670	Bond Capacity Remaining:	\$90,067,116

• Facilities Impacted by this Grant Application •

Brush RE-2(J) - MS Replacement & HS Renovation - Brush MS – 1975

District:	Auditor - Brush RE-2(J)
School Name:	Brush MS
Gross Area (SF):	71,413
Number of Buildings:	3
Replacement Value:	\$17,915,091
Condition Budget:	\$13,436,040
Total FCI:	0.75
Adequacy Index:	



Brush RE-2(J) - MS Replacement & HS Renovation - Brush HS - 1971

District:	Auditor - Brush RE-2(J)
School Name:	Brush HS
Gross Area (SF):	140,915
Number of Buildings:	2
Replacement Value:	\$37,593,670
Condition Budget:	\$23,838,016
Total FCI:	0.63
Adequacy Index:	



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Applicant Name: BRUSH RE-2(J)

County: MORGAN

Project Title: MS Replacement & HS Renovation

Applicant Previous BEST Grant(s): 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input checked="" type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input checked="" type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Brush School District is located an hour and a half northeast of Denver. We have two elementary schools, a middle school and a high school with over 1,540 students and 5,500 residents. Agriculture and ranching make up a large part of our local economy. The Brush Rodeo, known as the largest amateur rodeo in the world, is held each July. The Morgan County Fair showcases the community's 4-H projects and livestock. The Brush High School mascot is the Beetdigger, signifying the importance of the annual sugar beet crop. The football team, winner of multiple state championships, plays its games at Beetdigger Stadium.

The community, steeped with pride and tradition has responded by passing a \$38.5 million bond up to our bonding capacity for this project. They have also passed an MLO to ensure that once the facility is built, we have the means to maintain it (and our other district facilities) well into the future. We will put approximately \$500,000 towards our maintenance and facilities budget to ensure that repair/replacement/maintenance cycles can be followed and proactive care can be taken for our roofs, parking lots, HVAC, boilers, lighting, flooring and other components. We have developed two revolving 5-year plans - one with and one without the BEST grant. These will be reviewed and revised each year to guide our priorities and address issues that fall into or out of the projected time frames. Most of these plans have been in place but have been deferred due to lack of funding and the debilitating cuts the district has incurred over the last decade. The combination of the passage of our Bond and MLO initiatives, in conjunction with the BEST Grant creates a new optimism that will help propel our district and community well into the future.

The negative factor has decimated our district's financial condition. Due to the conservative nature of the community, the school district has historically operated on a "Use it up, wear it out, make do - or do without" mentality. When rescissions were needed, maintenance items were deferred, salaries frozen and "non state assessed" programs were dismantled. Supports for the changing demographic nature of this district have not been readily available. Unified Arts, Industrial Arts, FACS, and other "elective" programs were significantly reduced or eliminated. Our maintenance program was decimated and the district operated on a truly "only as absolutely necessary" basis. Thus, we have fallen millions of dollars behind in maintenance, particularly at the MS and HS campuses as older buildings often need more attention and preventative maintenance is all the more critical with older systems. The district hired a new superintendent in 2015 and part of his charge is to move the district toward a learning environment that is more aligned with millennial mindsets, more conducive to individualized learning and needs, and more readily able to leverage technology in order to better serve our changing population.

Deficiencies Associated with this Project:

Brush School District has faced major issues with its buildings for a number of years. Many systems have expired and need to be replaced. We have done our best to maintain these items, but the costs to keep putting band-aids on our outdated equipment are becoming a major issue. Our current middle school and high school are in need of some serious attention; so

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much that our community has stepped up and offered to pay for a solution to fix them. In 2016, the school district passed a bond which maximized our bond capacity to address our facility's needs. The community spent a lot of time working with the district to outline possible solutions and quickly realized that maxing out our bond capacity would not be enough to address the facility needs of the district. Below is a detailed list of all the major issues that we must take care of to provide safe, secure and suitable learning environments for our students.

Middle School Interior:

- Asbestos – the school has VAT floor tile, wall and ceiling plaster that have asbestos containing material that need to be abated (14,500 s.f. of wall and ceiling plaster, 11,340 s.f. of VAT floor tile)

Gymnasium

- The bleachers are a hazard and not ADA compliant. They are beyond their useful life expectancy and due to their construction are not able to be retrofitted. The space is not air conditioned and gets extremely hot.
 - The acoustics are extremely poor due to metal ceiling panels. The ceilings sit lower than what is recommended, and they have damage from being hit by balls so frequently.
 - Lights – are dated and do not provide enough light when needed. More fixtures need to be installed with more energy efficient.
 - Flooring – all of the flooring needs to be replaced. 90% of the flooring is beyond its useful life. The majority of the carpet is spotted and stained. The VCT and VAT flooring is starting to crack due to settlement issues on the floor slab. If VAT tile continues to crack it could make the asbestos friable, creating a much larger issue.
 - Secure Entrance – school personnel are unable to clearly view who is entering the building, or when they are approaching due to the limited lines of site. The main entrance is not clearly marked, or easy to find.
 - Security - with several additions over the years the school now has many blind hallways with many points of entry/exit. This poses an issue with administration to monitor students in passing periods and secure entries.
 - HVAC – The existing single-zone, constant-volume rooftop air-handling units were installed in 1976, and are well beyond their service life-span. The pneumatic control devices are old and exhibit poor performance and the constant-volume system with hydronic reheat is antiquated and inefficient. All of these issues are causing high utility costs due to poor efficiency. There are rooms from the 1952 building that do not have heat, and the gymnasium has no cooling.
 - Ceilings – certain areas have major damage to the acoustical ceiling grid, primarily due to roof leaks. Many of the tiles need to be replaced and the metal grid should be as well. It was noted that in several areas of the building water from roof damage was noted to be leaking directly in the vicinity of electrical equipment.
 - Communications – the PA system is antiquated and beyond its useful life. This failure is also a security concern when we have to announce emergencies to our staff and students.
 - Emergency exits - The two upper classrooms above the lobby do not meet current fire code because they are metal exterior fire escapes that are no longer allowed.
- Code Deficiencies – There is no fire sprinkler system. The building would require an automatic fire sprinkler system if any significant renovations were to occur.
- The interior doors and corridors are not fire rated and are in poor condition.
 - Restrooms are undersized for the size of the student population and plumbing fixtures are not adequate.
 - No eyewash stations in the science rooms.
 - In the laboratory areas it was noted that the code required gas and electric shutoffs were either not present, not accessible or not functional.
 - Casework – the majority of casework in the older portion of the building is damaged and unrepairable. Other casework throughout is beyond its useful life and needs to be replaced.
 - ADA - Several areas do not meet ADA requirements. Such areas are the Stage, second floor classrooms, and some restrooms. There is no lift or elevator to reach the second-floor classrooms and there is no ramp to reach the elevated stage in the commons/cafeteria.
 - Plumbing Fixtures – they are dated and not efficient, and the school is rated as inefficient when it comes to water efficiency.
 - Domestic hot water is provided by multiple gas fired heaters, they are outdated and do not always function properly. We have spent a lot repairing them, but it is time for them to be replaced.
 - Sanitary Waste is made of cast iron and has rusted out in some spots. We have been able to patch and repair them, but it will not be long before a potential disaster happens.
 - Electrical distribution systems – GFCI outlets in areas of water or equipment use. Several areas were noted to not have code

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required GFCI protection on receptacles. Areas of particular concern were the kitchen, metal shop, wood shop and any area within 6' of a sink. Improper ground at receptacles. It was noted that in the gym and in the lower mechanical room adjacent to the gym that there was not a proper ground.

- The current electrical configuration does not allow for additional capacity throughout the building. The majority of teachers have to string extension cords and power strips around their rooms to adequately supply power as needed.
- Configuration issues: The stage, chorus room and music rooms are all separated.
- Woodshop - We have attempted to use it this year but the age of the building and the costs associated with bringing it up to safety standards are prohibitive.

Middle School Site:

- Main Entrance – due to the square and fragmented layout, there are poor lines of site for administration. This is a major safety and security. There are no sight lines to allow for viewing approaching visitors. Intruders or other individuals that could potentially compromise the safety of students who are already inside the entrance vestibule before sightlines can be established.
- Covered Connector Canopy is infested with bats and we have been unable to find a solution as they keep returning.
- Site Lighting – the exterior lights are in poor condition, and non-existent in many areas. The parking lot does not have any lighting as well.
- Parking Lot is failing. It is beyond its useful life and needs to be replaced. There are many potholes, inadequate drainage; which leads to a lot of water retention when there is a storm. There are also ADA issues associated with the parking lot: there is no parking close to the main entrance, and there is not an identifiable path of egress.
- Site Flow – The parent drop off is in the rear of school in the staff parking lot. The drop off area is not large enough accommodate all of the cars and traffic issues occur frequently. This has led to major safety issues as students are trying to get to school on time, are walking through the congestion and in some cases, causing longer delays for other students.

Middle School Exterior:

- Exterior Doors are original and most of them do not close properly or open, it is hard for us to provide a safe environment our students.
- Exterior Windows are beyond their useful life and need to be replaced. They are original, aluminum single pane and very inefficient.
- Exterior walls are not insulated. The brick is spalling and has deteriorated in some spots.
- Roof – the roof was installed in 1988 when the new building addition was put on. The original roof had a 20-year life expectancy, and expired in 2008. There are major leaks, especially where the additions were put on. We have done our best to extend the life of the roof, but it is in need of immediate attention. 1995 roof expired in 2015 and needs to be replaced as well. There are tears in it that are exposing the building to water damage.

High School Site (24 acre site):

- Parking Lot - the east parking lot built in 2005 has a severe drainage issue. During a rainstorm the lot fills with water and becomes unsafe. The drains are constantly plugged or were installed properly.
- Site Flow – visitors are often confused as to where the main entry is. The site has five main points of entry posing obvious safety concerns as well as leading to confusion of visitors as they attempt to navigate to the main office.
- Site and Parking Lot Lighting - There is no parking lot lighting in the main student lot or the staff lot.
- Kitchen Delivery - There is no dedicated kitchen delivery loop. Kitchen deliveries occur through the staff parking lot. This makes deliveries problematic when lot is full.

High School Exterior:

- Exterior Doors and Windows are the original doors and windows from 1971. They are well past their useful life. Many of the windows do not lock or stayed lock stayed locked due to the age of the windows.
- Roof – the 1998 section of the roof is approaching the projected 20 years life expectancy and needs to be replaced. Areas above the classrooms from the 1971 project are failing and need to be replaced.

High School Interior:

- Asbestos – there is over 50,000 sq. ft. of VAT floor tile and associated mastic glue that needs to be abated.

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- Gymnasium - Bleachers in the 1971 portion are not ADA compliant, and do not work well. They need to be updated or replaced.
- ADA – There is no lift/elevator to reach the gymnasium mezzanine seating area.
- Casework – the majority of casework in the older portion of the building is damaged and unrepairable. Other casework throughout is beyond its useful life and needs to be replaced.
- Secure Entrance - the school has been retrofitted with a secure entrance it does not allow the school personnel to clearly view the person and determine if they are carrying a weapons or bags. The school also can't see the visitors approaching.
- Structure- The majority of the roof structure in the original 1971 building is wood construction. To bring this portion to code you would either have to install a fire sprinkler system that delivers water above and below ceilings, or install a fire rated gyp. Board cap above all ceilings to protect the structure. This would be extremely expensive. Currently there is also plate glass windows in all classrooms that clerestory into the hallways. This is a major safety concern as in the event of a fire the corridor would not provide safe passage out of the building.
- Security - The layout of the original school and the new 2005 addition has many external exits. This large number of exit doors becomes difficult to secure and monitor. Some of the fire doors do not close or function properly as well.
- Code Deficiencies – There is no fire sprinkler system. The building is “grandfathered” in to meet the current codes. The building would require an automatic fire sprinkler system if any significant renovations were to occur.
- Electrical – many of the branch panelboards that are installed are made by a company that went out of business because the breakers fail to trip under an overload situation. The main switchgear is also outdated and beyond its useful life. The back-up generator is also very old and does not function adequately. GFCI outlets in areas of water or equipment use. Several areas were noted to not have code required GFCI protection on receptacles. Areas of particular concern were the kitchen, metal shop, wood shop, science/lab rooms and any area within 6' of a sink.
- Classroom receptacle outlets - The classrooms do not have enough duplex receptacles to keep up with the demand of today's education requirements. Not having the needed receptacles forces the teachers to add extension cords and multi outlet assemblies to add additional receptacles. This could be considered a fire risk if too many multi outlet assemblies are used.
- Ceilings - Potential water damage to ceiling electrical apparatus including lights, fire alarm, mechanical connections and technology equipment. It was noted that in several areas of the building water from roof damage was noted to be leaking directly in the vicinity of electrical equipment and lighting.
- Communications – the PA system is antiquated and beyond useful life.
- HVAC - Existing single-zone, constant-volume rooftop air-handling units were installed in 1971, and are well beyond their service lifespan. Some equipment still utilizes pneumatic control components with a digital control overlay. Pneumatic control devices are old and exhibit poor performance. Components are antiquated and are difficult and costly to maintain, and replacement does little to improve system performance.
- Hydronic piping for heating system is all original construction. The piping will eventually begin to fail and leak. This could cause damage to ceilings, walls, and floors.
- Most of the existing switchgear and panelboards are original construction. Replacement parts and circuit breakers will be tougher and more expensive to find as they get older.
- Branch panel boards are maxed out on circuit space. The school district will be unable to add any additional circuits moving forward.

Proposed Solution to Address the Deficiencies Stated Above:

The proposed scope of services is to include the design and construction of an approximately 129,000 sq. ft. new MS/HS building while retaining/renovating approximately 41,000 sq. ft. of the existing HS building on the current site. The original 1971 portion of the high school building will be demolished with the exception of the existing competition gymnasium and associated locker rooms. The 2005 additions, including the weight room, wrestling room, locker rooms, and gymnasium will remain and be incorporated into the new MS/HS plan. The plan also calls for the demolition of the existing MS building, as well as the HS metal/woods shop. This solution was derived from a multi-month master planning effort in the spring/summer of 2016 by GMCN and A&P Construction.

Security:

- The vision of the security vestibule is that our guests can enter the vestibule without waiting outside. Once in the vestibule the guests can talk, either over a phone or other communications device with staff on their intentions. If the staff feels comfortable they will allow the individual to enter the office and sign in. Once in the main office the guest will be given

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permission to enter into the school. All these layers of security will be controlled from the main receptionist's desk. The receptionist can "lock-down" all doors in the event of an emergency, and notify local dispatch immediately if an issue occurs.

- The office layout will have direct sight lines to the main entrance and view visitors and guest as they approach the school and these sight lines will give our staff time to evaluate guests to better make judgment on their intentions.
- All exterior doors will have door position switches so they cannot be propped open without notification to the staff.
- Security cameras will be placed on the exterior and interior of the school.

The number and location of outside entrances and exits will be limited to the greatest extent possible to eliminate security threats.

Sustainability:

- Natural daylighting and window placements, orientation of the new facility, and energy efficient HVAC systems, will all be incorporated into the new facility. We are currently in conversation with XCEL Energy regarding rebates and programs for new construction and renovations that seek energy efficiencies.

Spaces Involved:

- The New Brush School will now be a 6- 12th grade attendance center. It will be very important with this broad range of students to give each group a place of their own so they can feel comfortable. With this in mind, each "pod" which will contain the 6-8th grades and the 9-12th grades will have a common/collaborative learning area. This area will allow the students to utilize a multitude of learning options.
- Even though we are separating the different levels of grades, it is import to create efficiencies by sharing the common spaces. These spaces include media center, family and consumer sciences, art, counselor, special education, band, choir, and athletic spaces.
- The cafeteria will be more than just a lunch room. The cafeteria will be used for several different purposes, such as a large conference area, concession area during sporting events, and an area for teacher in services. The cafeteria will have technology such as projector, televisions, and sound systems.
- Storm Shelter: The band room will double as a storm shelter. The shelter will be designed to FEMA Standards for wind loadings, but will not seek a FEMA rating.
- Vo-AG and Wood Shop: Currently at the middle school, due to funding cuts, the district is unable to offer Vo-Ag or Woodshop in the curriculum. Bringing these students to the HS setting will allow many education opportunities that they wouldn't have otherwise. The Vo-Ag and Wood shop is another example of a shared space.

Overall Building Size:

The square footage of the new facility is primarily driven by the areas that are being salvaged from the existing school. These areas include two gymnasiums, wrestling room, and weight room. In addition to these areas the program includes the construction of a new HS competition gymnasium. Currently between the ex. MS and HS there are three gymnasiums. These three gymnasiums are busy 12-15 hours per day 6 days/week - sometimes 7 days, all year long. It is imperative to maintain at least three gyms in the new plan. We need the space to maintain current physical education, health, and conditioning classes. Additionally, the space will be used for our Robotics program and serves well as educational space for cross-curricular projects and collaboration/meeting spaces for students.

Exterior Building Lighting:

All existing and new exterior doors will be provided with exterior lighting to provide adequate lighting to the exit discharge area. This lighting shall meet the requirements of the International Building Code Section 1006.2 for means of egress illumination. This lighting shall also provide increased safety and security around the perimeter of the school building. The new fixtures shall comply with dark-sky compliant requirements and provide no up-light.

Exterior Parking Lot Lighting:

All new and existing parking lots will be provided with exterior LED pole lights. These lights will provide light levels in the parking lot that will comply with recommended light levels by the Illuminating Engineering Society (IES). These levels will be uniform and consistent across the parking lot. The new fixtures shall comply with dark-sky compliant requirements and provide no up-light.

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Additional Information:

The interior of the salvaged portions of the building will receive cosmetic updates as the bulk of the square footage was built in 2005 and is in very good shape. The exterior on the other hand will need some major renovations to fix roof leaks, and to make the older portions look and feel like they belong with the new addition.

How Urgent is this Project?

Major Health and Safety issues that need to be addressed immediately:

- Having a secure entrance that is clearly marked is one of our top priorities. The limited lines of sight have always been a concern for staff and parents.
- ACM abatement for our VAT floor tile is needed immediately. The flooring is cracking in spots, which will eventually expose friable asbestos.
- Providing an environment with adequate indoor air quality is a must. Poor ventilation and heating throughout is not conducive to our students learning environment. Our exterior walls are not insulated, and deteriorating.
- Being able to communicate to with our staff and students is a must. Our communications system needs to be replaced immediately to ensure the safety of our students. This system has become a major issue over the last few months.
- Code issues are abundant. We are missing a fire sprinkler system, restrooms are undersized and we are out of ADA compliance in many areas.
- The roof is leaking into the building in many spots and has become a major issue for some of our classrooms. We have had to move children out of their rooms during school to address these issues.

All of the items above are extremely urgent. Many of them should have been addressed years ago. We believe that to give our students a proper education now and for the next 50+ years, they must have a 21st century learning environment. There are too many distractions and inadequate learning areas for our students. All of our district staff know this, and our community knows this. This is why we maximized our available bond capacity as a community; so that we can provided a safe and secure, 21st century learning environment for our students for years to come.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

All the architectural, functional, and construction standards that are to be applied to the capital construction project are consistent with the public school facility construction guidelines established by the CCAB pursuant to section 22-43.7-107

How Does the Applicant Plan to Maintain the Project if it is Awarded?

In conjunction with the passage of our bond (contingent upon receipt of a BEST Grant) we were able to pass an MLO in which we will dedicate an additional \$500,000 per year to ensure that our maintenance plans and care of facilities can be restored to ensure this building can be used for at least the next 50 years. Typical budgeting in this area has appeared sufficient but many of the items budgeted were not completed and subsequently pushed to the succeeding year...or the following year...or the next year. The Board and administration has committed during the election process to delineating for our public (through our DAAC) the exact expenditures in this area. This will further ensure that deferred maintenance is practice that will only exist in our past.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The current Middle School building was constructed as a high school for the district in 1954 and at that time it met the construction and educational standards required.

The current High School was constructed for the district in 1971 and at that time met the construction and educational standards required.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

Capital improvements to the current Middle School: one section of roof in 2004 (just patching since then - although multiple sections are overdue);

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Capital improvements to the current High School: 2005 addition included 4 classrooms, an auxiliary gymnasium, a wrestling room, locker rooms, weight room and restrooms. upgrade insulation in the AG Shop at the HS back in 2011; preventive maintenance on gym floors.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The district recently passed a MLO (the measure failed in 2014) intended to address three major areas: Maintenance, Recruiting/Retention (salaries & benefits), and Programs/Operations. The district has also further delayed some larger ticket items this year (parking lots, replacement of systems at MS) to both better position the district financially and to avoid costly expenditures that are hopefully not needed at the MS or HS campuses. We have also updated our 5-year plan according to life moving forward with and without a BEST award.

*** We are also in discussion with XCEL Energy regarding partnership in developing a state of the art S.T.E.M. Center within the new school.

*** Most importantly, it should be noted that we know this is a large project, essentially for two new schools (a portion of the high school is just being renovated) and that we have made the decision to contribute more than our required match. Instead of the minimum amount of 47%, we are going to contribute 54%, or \$4.35 million extra to the project. By doing this, we are leveraging our share of the financial contribution, that is already secure, and freeing up a large amount of funds to be awarded to other projects if we are awarded.

How do you budget annually to address capital outlay needs in your district/charter?

Our budget number for District-Wide Facilities and Maintenance each of the following 5 years is a minimum of \$600,000. Additionally, there are building specific budget items accounted for under different line items. We also plan to use proceeds from our recently passed bond to collaboratively fund the building project.

Current Grant Request:	\$27,637,690.04	CDE Minimum Match %:	47
Current Applicant Match:	\$32,444,244.84	Actual Match % Provided:	54
Current Project Request:	\$60,081,934.88	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	2016 Bond Proceeds	
Total of All Phases:	\$60,081,934.88	Escalation %:	6
Affected Sq Ft:	171,211	Construction Contingency %:	5.3
Affected Pupils:	780	Owner Contingency %:	9.4
Cost Per Sq Ft:	\$350.92	Historical Register?	No
Soft Costs Per Sq Ft:	\$47.71	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$303.21	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$77,028	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	220	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	1,472	Bonded Debt Approved:	\$38,500,000
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Assessed Valuation:	\$229,656,295	Year(s) Bond Approved:	16
PPAV:	\$156,017	Bonded Debt Failed:	\$1,300,000
Unreserved Gen Fund 14-15:	\$2,494,662	Year(s) Bond Failed:	07
Median Household Income:	\$46,790	Outstanding Bonded Debt:	\$7,590,000
Free Reduced Lunch %:	60.10%	Total Bond Capacity:	\$45,931,259
Existing Bond Mill Levy:	6.495	Bond Capacity Remaining:	\$38,341,259

• Facilities Impacted by this Grant Application •

Wiggins RE-50(J) - ES Secure Entrance - Wiggins ES/MS/HS - 1964

District:	Auditor - Wiggins RE-50(J)
School Name:	Wiggins ES/MS/HS
Gross Area (SF):	124,606
Number of Buildings:	6
Replacement Value:	\$31,866,220
Condition Budget:	\$11,640,068
Total FCI:	0.36
Adequacy Index:	



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Applicant Name: WIGGINS RE-50(J)

County: MORGAN

Project Title: ES Secure Entrance

Applicant Previous BEST Grant(s): 2

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

The Wiggins Elementary School facility was originally built in 1964. There have been minor renovations that have converted some spaces, but the main areas still correspond to their original use. There was a classroom wing added in 1974. The Wiggins School District RE-50J includes several facilities on a single campus in Wiggins, Colorado, located about 60 miles northeast of Denver. The district currently serves approximately 565 students from throughout the Wiggins area. The campus consists of a Preschool building, an Elementary School building, a Middle School and a High School building, plus an Events Center with gym, cafeteria and stage. There are multiple smaller support buildings, including a vocational shop. None of the buildings are currently physically connected to one another, therefore students move between them several times a day, crossing a parking lot and passing through uncontrolled doors.

The community of Wiggins has recently invested in the campus by approving a \$31 Million 2016 Bond for replacing the middle and high schools, as well as improving site circulation, traffic routes, and providing a secure, gated perimeter allowing safe passage between all buildings. The elementary school will specifically benefit from this district-funded project by having better, more organized drop-off lanes, closer parking, and by having many of its exterior doors contained within the secure perimeter enclosure of the site. The project funding falls just short of completing security improvements for Wiggins Elementary, and so the district is requesting this grant assistance in order to finish securing its entire campus.

Wiggins School District has been in existence since 1946 and the current high school was first completed in 1949. The newest building was completed in 2003 (the Events Center). The population of the town of Wiggins is approximately 900, though the school draws students from surrounding Morgan County as well. The district enrollment has seen relatively steady, but not significant, growth since its inception. Over the past three years, Wiggins has seen fluctuations in its student enrollment of about 10% at each grade level. With the promise of a new 100-home housing development immediately south of the school, some amount of growth is being anticipated in the coming years.

Deficiencies Associated with this Project:

SAFETY & SECURITY

Wiggins Elementary School currently has uncontrolled, unmonitored front entry doors which allow visitors to enter and leave without anyone in the main office being aware. Signs directing visitors to the main office have been posted in an attempt to encourage visitors to check in, yet on regular occasions, parents have entered the building, gone to the classrooms, and left with their children without notifying the main office. Five years ago a high school student pulled a knife on two middle school students. The high school principal expelled the student from school and placed a restraining order on him from being on school grounds. A few weeks after being expelled the student was walking the hallways of the elementary school. The elementary principal noticed him in the halls and the police were called to escort the young man off school grounds and charges were later filed.

Also, on the last day before winter break the district received a phone call that a child was bringing a weapon to school. In an attempt to create a safe environment our SRO contact the state patrol, Wiggins PD and the Sheriff's department. More than 10 officers showed up on campus and monitored every child going into the school before school began. Backpacks were

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checked and the school was placed on lockout. Hearing the news, local parents began infiltrating the school, going directly to the classrooms and pulling their children out of class. Again there was no communication to where the children had gone, causing for some uneasiness until each child was accounted for.

On one occasion a father of a kindergartner felt his son was being bullied by another kindergartner. This man talked to the principal about the situation but felt the district was doing nothing to address the problem. One day the man decided to take matters into his own hands. He walked into the school and toward his child's classroom. Upon realizing the class was at recess he went through the classroom, through the outside door, walking directly to the kindergartner child he felt was bullying his son and began to verbally assault the child. The recess teacher contacted the building principal immediately, who in-turn went to the playground and called the police to help escort the father off school grounds.

There are 24 separate exterior entry doors distributed around the perimeter of the school building, making the supervision and control of visitors and students coming and going somewhat difficult. Most of the classrooms have exterior doors, many of which do not latch correctly, which only adds to the likelihood of an intruder incident at the school.

Due to the building layout, the main office of the school has no direct supervision of any of the building entries, as it is located at the core of the building, with very limited lines of sight to the main entry.

Each building corridor has a separate exterior entry, and most of the classrooms have exterior doors.

SCHOOL SITE

The main entry doors are not protected from forced vehicle entry by bollards or other protection.

Proposed Solution to Address the Deficiencies Stated Above:

SAFETY & SECURITY

Immediate goals for the school include improved safety and security through creation of a secure vestibule entry, a main office with exterior windows, protective bollards at the main entry, and securing the classroom exterior doors.

A 1,260-square-foot addition will provide spaces at the front of the school for a receptionist, a clinic, and a principal's office. These spaces will be better able to supervise those approaching the school's entry from Main Street and during student drop-off / pick-up. The receptionist will adjoin a new secure entry vestibule which will force visitors to pass through the main office before entering the school.

The exterior classroom doors which are not functioning properly will be outfitted with new hardware, latches, weather-stripping and trim so as to prevent security breaches directly into 12 of the classrooms.

The improvements will allow for the principal, the receptionist, and the nurse to have windows at the main entry to supervise the approach to the school. The new vestibule will be lockable so that all visitors must check in through reception before entering any part of the school. The clinic will be located at the front, off of reception, so that parents picking up sick children are not admitted to the rest of the school. New site bollards will protect the main entry vestibule from any vehicular approach from nearby Main Street. Finally, the door hardware improvements will ensure that the exterior classroom doors are all secure, latch properly, and will not blow open, but remain as functional emergency egress options during an incident.

SCHOOL SITE SECURITY

Concrete benches or bollards will be added to prevent vehicular approach to the main entry vestibule of the school.

How Urgent is this Project?

SAFETY & SECURITY

The poor entry control and supervision leads to a risk of security issues or intruders in the school. The urgency is high and should be corrected within one year. Parents and visitors already frequently neglect to check in with the office before leaving with their children. The importance factor is high with regards to life safety. Many exterior doors to classrooms do not latch properly and present an ongoing risk to those students on a daily basis.

SCHOOL SITE SECURITY

The fact that the school faces Main Street in Wiggins exposes it to higher traffic than normal. With a new housing development nearby, traffic will increase and the entry will be more exposed to vehicles.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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N/A

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The Wiggins School District has budgeted \$40,000 for replacement of an aging Heating, Ventilation and Air Conditioning (HVAC) system and \$9,500 for the replacement of deteriorating window frames. These two capital reserve projects are planned to take place during the 2017-2018 school year.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The facility was originally constructed as an Elementary school as has remained in use continually as such.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

The building was considered suitable for students upon construction completion.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The district has held a successful \$31 Million bond election in order to fund the replacement of the Middle School and High School as well as to provide general site traffic improvements, on-site parking, and a secure, fenced central courtyard connecting all district buildings. The elementary school directly benefits from the security and traffic flow improvements generated by this bond project. The BEST grant request is intended to assist the district in completing the full safety and security upgrades to the campus as a whole. The full 53% match for this request has been set aside from the bond proceeds.

How do you budget annually to address capital outlay needs in your district/charter?

Since the funding cuts of 2010 the Wiggins School District has not placed per pupil money into capital reserve. The school district has been saving 2% on each line item allowing money to be placed into the general fund. When maintenance projects are needed the money is moved to capital reserve or paid out of the general fund. Each year the district creates a budget within the general fund to cover the costs of any required maintenance.

Over the past three years the Wiggins School District has been placing anywhere between \$12,000 and \$35,000 into the Capital Improvement Account. \$70,000 per year is budgeted for maintenance, materials and supplies, and purchase services. Most of this budgeted money goes towards capital improvements throughout the entire school district. The BEST grant will help the district create a safe entry while not putting unneeded stress on the financial stability of the school district. To provide required maintenance of the school building the district is fully intending to place \$100 per student into the capital reserve as soon as funding permits.

Current Grant Request:	\$362,276.94	CDE Minimum Match %:	53
Current Applicant Match:	\$408,525.06	Actual Match % Provided:	53
Current Project Request:	\$770,802.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	2016 Bond Proceeds	
Total of All Phases:	\$770,802.00	Escalation %:	6
Affected Sq Ft:	1,260	Construction Contingency %:	3
Affected Pupils:	249	Owner Contingency %:	5
Cost Per Sq Ft:	\$611.75	Historical Register?	No
Soft Costs Per Sq Ft:	\$94.89	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$516.86	Does this Qualify for HPCP?	No

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Cost Per Pupil:	\$3,096	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	5	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

N/A

Financial Data (School District Applicants Only)

District FTE Count:	530	Bonded Debt Approved:	\$31,000,000
Assessed Valuation:	\$181,138,490	Year(s) Bond Approved:	16
PPAV:	\$341,771	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$1,546,048	Year(s) Bond Failed:	
Median Household Income:	\$50,789	Outstanding Bonded Debt:	\$2,305,000
Free Reduced Lunch %:	45.80%	Total Bond Capacity:	\$36,227,698
Existing Bond Mill Levy:	6.200	Bond Capacity Remaining:	\$33,922,698

• Facilities Impacted by this Grant Application •

East Otero R-1 - Primary School Addition/ Renovation - La Junta Primary – 1975*

School Name: La Junta Primary

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	37,782
Replacement Value:	\$8,888,267
Condition Budget:	\$4,841,796
Total FCI:	54.47%
Energy Budget:	\$0
Suitability Budget:	\$3,567,000
Total RSLI:	18%
Total CFI:	94.6%
Condition Score: (60%)	3.19
Energy Score: (0%)	2.71
Suitability Score: (40%)	3.13
School Score:	3.17



*2009 Assessment Data

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Applicant Name: EAST OTERO R-1

County: OTERO

Project Title: Primary School Addition/ Renovation

Applicant Previous BEST Grant(s): 8

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input checked="" type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | NA |

General Information About the District / School, and Information About the Affected Facilities:

The EOSD Primary School has been serving the community since 1975. The school district is located in a high poverty region and is made up of about 75% free/reduced lunch population and approximately 70% minorities. The primary school was one of multiple elementary schools and was known as West School. The school underwent a major addition of classrooms in 1985. Through the years, the district now has one building per grade level group. The Primary School serves all La Junta students grades K-2, the Intermediate School serves grades 3-6 and the Junior-Senior High School serves grades 7-12. East Otero School District has an active maintenance/preventative maintenance program. This program is tracked by issuing work order numbers. These work orders include job type and labor & parts cost. We are averaging 25 completed maintenance work orders per month for the Primary School. Our preventative maintenance schedule includes all monthly, semi-annual, and annual maintenance/service/inspections.

Academically, the primary school provides intense focus on the core subjects, but also offers art, music, and character education through the counselor. The facilities are utilized for youth sports in the evenings as well as a practice gym for the high school cheer team. Again, there are safety concerns with practicing in a space with the lunch tables and cafeteria equipment in the area. The local PTO and accountability committee meetings are held in the building during the evenings and the building hosts parent activities periodically including parent teacher conferences and concert/art performances.

Deficiencies Associated with this Project:

•Building Safety:

oClasses in Modular Buildings: Currently the music program and one classroom are in a modular building on the north side of the site. Students must walk approximately 150 feet from the main building throughout the day to access this facility. This passing of students outside creates a situation that is less than ideal from a safety and security standpoint given that this is a K-2 school. Passing periods must be monitored by staff. On the occasion that students move between building during class periods it leaves students potentially unsupervised outside the buildings. Additionally, the modular buildings are not secure, have poor heating and cooling and provide generally poor educational environments.

oGym/Cafeteria Safety: Another source of concern is the school's Gym/Cafeteria. This singular space is being used for both activities, but is not efficient for either activity. During lunch the space accommodates lunch tables, as well as gym equipment in a space that is not easily controlled and monitored by staff. During gym class, the tables are pushed to either side of the room (no sufficient space to store tables) leaving a space that is dangerous for physical education.

oInterior School Environment: The building interior conditions in this 1960's era building has been found to be generally poor and do not support an effective educational environment. The classrooms have exposed concrete tee roof structure which provides for very poor room acoustics. Mechanical systems are due for replacement, are noisy and make it difficult for students to hear instruction. Recent testing indicated high CO2 levels in classrooms. The district has modified HVAC units to address CO2 levels, but now the units must run continuously leading to excessive noise and energy consumption. Lighting is provided by outdated T12 fluorescent lights which flicker, provide inadequate light and create ballast noise. The casework is original to the building and has been deteriorated by years of use and water damage. The carpet in the rooms is past its

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expected life and should be replaced to remove years of dust, pollen and other harmful particulates from the rooms. Windows are single pane aluminum and are poor for energy performance and thermal comfort. Exterior doors are drafty, rusted in some areas and provide poor insulating value. Furthermore, there is no appropriate art room in the building causing art to be taught in typical classrooms without the benefit of proper ventilation, sinks, or flooring.

•Parking and drop off Safety

The current visitor parking and bus drop off is disordered and hazardous. The parking lot spaces are too tight and too few, and the community has issue with parents parking on the surrounding streets because it causes unsafe traffic congestion. The path for the bus traffic runs through the parking spaces with little to no space for pedestrian traffic. During parent drop off and pickup times this layout is unsafe for drivers and especially children.

•Play area Safety

All the play areas are currently covered in pea gravel, a surface that is inconsistent as it can shift and cause level displacement, which in turn can change the minimum fall height requirements for fall protection. The pea gravel has been in place for over 40 years and is full of sediment which reduces the fall protection even further. Play equipment is original to this 1960's building and does not provide handicap accessibility, modern safety certifications, or adequate variety to the needs of the school. The play areas have no security containment and thus the site gets a continual flow of residents from the area passing through during the day creating a security issue for kids on the playground.

•Failing Roof System

The present roof on the primary building is 11 years old. In 2005 when this Tremco cold applied built up roof system was installed it appeared to be adequate. However, in the first rainy season of that year the leaks started, and every four months since then La Junta primary has sent in work orders because of leaking issues. To date there are over 50 work orders on leaks from the roof. This proves that there is clearly something fundamentally wrong with this roofing system to be enduring reoccurring leaks to this extent. The owner has continued to press the issue with the original installer who has been unable to provide a long term solution to the problem.

Tremco built-up roofs are made from asphalt blends, polymer modifiers, and engineered reinforcing fabrics. Improperly formulated adhesives and improper application procedures could contribute to system failures. It may be the case that these materials were applied when there was a chance of precipitation, as these adhesives and coatings may have washed away before properly curing. There could have also been a drastic change in temperature when the materials were applied, which could have also interrupted the curing process.

A majority of the leaks occur where this cold applied roofing system meets a single ply PVC flashing. The chemical make-up of these two elements have not bonded, and hence is yet another source of infiltration for precipitation. Evidence of this is seen as bulging and deformation at the edges of the roof.

These roof leaks lead to other damages that the district must pay for. The leaks produce water damages to the acoustic paneling and the light fixtures. Perhaps most concerning, is the damage that has been occurring to the spray applied asbestos containing acoustic material on the bottom of the roof structure. Each time the roof leaks additional asbestos material is disturbed which must be removed at the district's expense. There are also costs in paint job for water damage marks left on interior walls and partitions.

The staff fear that these reoccurring leaks and continuous moisture in the ceiling and walls will lead to sickness from mold spores. With new leaks every 4 months for the past 11 years, this situation is the perfect breeding ground for mold to flourish. Concern for this health hazard does not make a safe learning environment for worried staff and parents.

Proposed Solution to Address the Deficiencies Stated Above:

Through the Master Plan process, a series of Design Advisory Committee meetings were held with school district staff and design professionals from RTA Architects. Several different options were evaluated with pros and cons to arrive at a solution that addressed the primary facility concerns and provided the most advantage to the district. The first option considered was to construct a new K-2 building that would address the facility concerns and provide a 21st Century educational environment. Although this option was attractive to the committee, the recommended option includes an addition and renovation to the existing building. It was felt that the building could be renovated and the problems could be solved at the current location at far less cost than constructing a new facility.

•Safety

The proposed solution provides a music room and stage inside the existing gymnasium to provide a much-needed music program inside the building while also addressing a need for a performance space at the school. Classrooms have been added

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to get all core educational programs inside the building to eliminate the need to have K-2 students passing outside in unsecure areas during the school day. The classroom addition provides the ability to have a dedicated Art room equipped with the necessary features such as sinks, paint traps, storage and appropriate floor surfaces.

The addition of a gym will allow the present gym/cafeteria be used as a cafeteria and will provide a safe environment for PE and other physical activity in the new gymnasium space. By placing the music room inside this existing gym, the net result is a room that is of the correct size for student cafeteria and the present kitchen can be preserved in place. A performance space inside of the existing cafeteria will open to the new gymnasium to allow for more spectator seating without adding any area to the building.

- Safer drop off and parking

This design option addresses the need for a dedicated drop off lane for parent traffic. Adequate and clearly marked pedestrian pathways for students to get into the building safely are provided. Visitor parking is separated from the drop-off traffic and is convenient to the front door. These improvements eliminate random pedestrian crossing and create an organized system. Staff parking will be provided on the north side of the site to eliminate the need for staff to park in the front of the building and to reduce parking in the neighborhood.

- Play area Safety

A fence will be provided at the perimeter of the play area to contain students and prevent the public access during school hours. Fall surfaces will be replaced with engineered fiber and engineered rubber surfaces as needed. Play areas will be provided with handicap access and play equipment will be replaced with new equipment (provided by owner through separate means) to meet current safety standards.

- Interior Environment

Our proposed project addresses the interior environmental quality of the building through an extensive renovation. New mechanical units will provide adequate outside air and will reduce mechanical noise. Light fixture replacement will include full spectrum LED lights to reduce energy and provide superior light quality. New acoustic ceilings will provide a better acoustic environment for education. Restrooms will be renovated to provide new low flow fixtures and replace aged finishes while also providing full ADA compliance. Classroom casework will be replaced to provide adequate storage and sinks in each classroom. Exterior windows will be replaced with new thermally broken windows for improved energy performance and thermal comfort. Exterior doors will be replaced to provide better security and reduce air infiltration.

- Roof system

The existing roofing system is to be completely removed and replaced. The new roof system will provide R-30 insulation that will be tapered to achieve the proper roof slope and will provide superior insulating value. The new roof system will be a hot applied asphaltic built up roof system that will provide a tried and true system that often provides more than 50 years of service. This system is easily maintained and can be repaired successfully in the event of future leaks.

How Urgent is this Project?

- The school is currently operating with significant traffic issues on the front side (west) of the school. The school has moved parent drop off to the rear parking lot, but this is a temporary solution since visitor parking and the building entry is on the other side of the building. Parking and drop off issues are a serious safety consideration and should be addressed as soon as possible.

- Safety should always be a top priority for any school, but this school presents deficiencies that are fundamental to the basic safety of students. The district is concerned about having their youngest students pass between classes outside. Additionally, holding PE classes in a gym that has tables stored in it (with no other place to put them) is a situation that should be addressed.

- Playground security fencing is critical to provide a safe and controlled environment for kids. Fall protection should be upgraded as soon as possible to prevent playground injuries.

- This roof has been evaluated by a roofing specialist and repair is not going to solve the problem. There is tangible evidence that speaks to the urgency, of this matter. For the past 11 years, the district has continually been required to address roof leaks and this is simply not reasonable for the school district to keep up with. These leak repairs are not only to the roof but to they also affect other building elements that the school continuously must pay for. With prolonged moisture infiltration for the past 11 years, there is also the concern for indoor air quality. This environment has the potential to become detrimental

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to the health of students and staff with mold spore development. Prolonged moisture exposure to the structural substrate can cause severe corrosion, which will impact the structural integrity of the building. Ongoing roof leaks have disturbed asbestos containing acoustic spray on the ceiling/roof structure which should be completely removed from the building. If the roof leaks are not addressed soon, there will be additional damage done to the school.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

The proposed capital construction project intends to comply with all architectural, functional, and construction standards referenced in the public School Capital Construction Guidelines established by the CCAB. We do not anticipate the use of any standard not consistent with these guidelines.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

EOSD currently maintains a contractual agreement with GCG, Inc. for the district's maintenance needs. John Canaday, with GCG, Inc., oversees the maintenance department of the district. Mr. Canaday has been in the position for 11 years and keeps up with the annual scheduled maintenance of the buildings, as well as any other capital improvements. The district budgets annually for capital improvements for the buildings. The ongoing need for paint, carpet and other wear and tear improvements are included in this budget. Upon completion of the projected improvements, the district will continue to include capital improvements in its annual budget as well as a contingency budget for unforeseen issues that may arise.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The La Junta Primary (formerly West School) was built in 1975. It is a tilt-up concrete building with 37,382 square feet. The building was adequate for the needs of the district at that time. The building was built with a flat roof which has proven not to be the best system as it has leaked throughout the history of the building. In 2010-11 the district consolidated the elementary schools. In order to adequately serve the students the district utilizes two modular buildings for classroom space. This creates a number of safety and security issues and it would be in the best interest of the students and staff for everything to be in the main building while still being able to meet classroom ratios of 18-20 students per classroom.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

The district provided a major addition to the building in 1985 and also recently renovated and updated the kitchen through a BEST grant in 2014-15.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

We are considering other grants like GOCO and Colorado Health Foundation for the playground and recreational facilities outside of the school building.

How do you budget annually to address capital outlay needs in your district/charter?

The district operates with a 5 year plan for capital improvements and budgets between \$175,000-\$225,000 per year. The district also accounts for ongoing repairs and maintenance in the general fund budget as well. The ongoing yearly budget for the Primary School building maintenance averages \$20,000 per year.

Current Grant Request:	\$8,207,468.23	CDE Minimum Match %:	28
Current Applicant Match:	\$3,191,793.20	Actual Match % Provided:	28
Current Project Request:	\$11,399,261.43	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		2017 Bond and Capital Reserve Fund
Total of All Phases:	\$11,399,261.43	Escalation %:	8

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Affected Sq Ft:	44,107	Construction Contingency %:	9
Affected Pupils:	313	Owner Contingency %:	10
Cost Per Sq Ft:	\$258.45	Historical Register?	No
Soft Costs Per Sq Ft:	\$49.00	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$209.45	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$36,419	Is a Master Plan Complete?	No
Sq Ft Per Pupil:	141	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	1,355	Bonded Debt Approved:	\$4,300,000
Assessed Valuation:	\$65,828,395	Year(s) Bond Approved:	08
PPAV:	\$48,582	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$3,245,724	Year(s) Bond Failed:	
Median Household Income:	\$30,862	Outstanding Bonded Debt:	\$4,205,000
Free Reduced Lunch %:	76.70%	Total Bond Capacity:	\$13,165,679
Existing Bond Mill Levy:	10.801	Bond Capacity Remaining:	\$8,960,679

• **Facilities Impacted by this Grant Application** •

Manzanola 3J - New PK-12 School - Manzanola ES - 1975

Executive Summary

District:	Auditor - Manzanola 3J
School Name:	Manzanola ES
Gross Area (SF):	22,807
Number of Buildings:	1
Replacement Value:	\$4,495,887
Condition Budget:	\$2,341,455
Total FCI:	0.52
Adequacy Index:	



Manzanola 3J - New PK-12 School - Manzanola Jr/Sr HS – 1925*

School Name: Manzanola Jr/Sr HS

Number of Buildings:	5
All or Portion built by WPA:	No
Gross Area (SF):	53,491
Replacement Value:	\$16,084,436
Condition Budget:	\$6,866,533
Total FCI:	42.69%
Energy Budget:	\$18,722
Suitability Budget:	\$2,939,800
Total RSLI:	10%
Total CFI:	61.1%
Condition Score: (60%)	3.13
Energy Score: (0%)	2.40
Suitability Score: (40%)	4.05
School Score:	3.50



*2009 Assessment Data

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Applicant Name: MANZANOLA 3J

County: OTERO

Project Title: New PK-12 School

Applicant Previous BEST Grant(s): 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|---|---|---|
| <input checked="" type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Manzanola is located in Otero County, situated along the Arkansas River 50 miles East of Pueblo Colorado. The total population of Manzanola in 1910 was 428, it rose to a peak of 578 in 1930, but came back down in the seventies, and has been holding steady a little over 400 since. In 2015 the population was 421.

The area is agricultural, and not wealthy. 2015 Per Capita Income for Otero County was \$34,590. As points of comparison, 2015 Per Capita Income for Denver County was \$68,299, and for the State it was \$50,899.

In recent years, the Community of Manzanola has been actively engaged in discussions and planning efforts to reinvest in and revitalize the health and viability of their town. A grant was received for investments in Manzanola from Colorado Trust. A "Resident Team" has been meeting since early 2016 to plan how that money will be invested.

The Resident Team identified the School District as playing a central role in the health and vitality of the community. The condition of the school facilities were identified as an area of concern by this committee. Health, safety, and security were identified as of particular concern, and a decision was made to allocate money from the Colorado Trust Grant to the Manzanola School District to review and update their existing Facilities Master Plan. The task of the 2017 update was to identify options for investing in the school buildings. This BEST grant application is the byproduct of that Facilities Master Plan Update. A letter from Kris Hughes, Project Leader of the Manzanola Resident Team, is included in the appendix.

During the 2016-17 planning process, the group expressed strongly that the school plays a central role in the Manzanola community. In addition to educating their children, the school supports community gatherings and serves as the town library. Many community members went so far as to express that without the school, the town might even disappear. It is felt that the condition of the facilities is in decline, and there is genuine concern that the facilities are affecting the District's ability to attract and retain both students and staff. Little to no major investment in the school facilities has taken place since their initial construction, as the District and town does not have the financial capacity to undertake these investments. The District is unable to keep up with maintenance and repairs

The Community and District wants to prepare, educate and enable students to stay in Manzanola after graduation if they want to. The district would like to expand and update their Vo Tech and Ag programs, with an emphasis on current technology and entrepreneurial mentalities / skills that they see as essential for economic viability in the area. This will require investment in their current CTE equipment and facilities

The district would like to further partner with Otero Junior College to provide articulation programs that lead to certifications in the trades and the health industry - This will require facilities investment.

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The District would like to provide School Based Health Care for its students and staff. Conversations are underway with Valley-Wide Health Systems, an organization interested in staffing a physician's assistant or nurse practitioner in the school at no cost to the District.

The planning process also involved considerable discussion about the 1925 Jr / Sr High School building. It is an attractive building designed by Temple Buell. The group discussed the value of the building, and its role / impact on the mission of the District. It is aging and in need of constant repair. The Group discussed at length options for the building, especially as it would factor into an effort to consolidate facilities. Due to annual maintenance and repair costs, lay out and adjacency issues and significant site constraints, the group decided it was in the best interest of the District to vacate the building and seek a new owner who could find a new use for the building.

Deficiencies Associated with this Project:

This project would address the building and site deficiencies which have the highest need and pose the greatest risk to students and staff.

This project would consolidate these seven aging academic buildings into one secure 21st century facility. This would reduce total District footprint by more than 35%, significantly increasing operational and programmatic efficiency.

All seven classroom facilities have significant deficiencies that require investment greater than Manzanola can provide with current financial resources. The state facility assessments, completed in February of 2010 (converted to 2017 dollars) indicate: Total District Deficiencies and Suitability updates: \$19,074,730.

Facility Replacement Value: \$25,695,064

Deficiencies pose real threats to the safety of students and staff. There have been several incidents in recent years where areas of the Jr/ Sr High School have been shut down due to ceiling collapses, flooding from roof leaks, and flooding associated with failed plumbing fixtures and backed up sanitary lines. The FCI# for the Main Jr / Sr High building does not accurately reflect these safety concerns or interruptions to school operations. It has the lowest FCI of all the District buildings, yet it demands 60-70% of a annual maintenance costs.

In the past year and a half, there have been five facilities related insurance claims 3 for roof issues at the Jr / Sr High, 1 for a fire in the gym boiler room caused by an electrical problem, and 1 for an issue with the water heater in the elementary school kitchen.

Currently secondary students walk across town every day to eat lunch at the elementary school. All students move back and forth repeatedly, throughout their school day, between multiple unsecured buildings across the poorly drained, frequently icy, deteriorating staff parking area. There are no security cameras, no line of site from the office to the main entrance or any of the additional buildings. In addition, more than one disabled student has been forced to attend school in another district due to the inaccessibility of the sites and facilities.

The issues and concerns facing Manzanola School District are the result of the age of the facilities and the way the campus has grown over time. These issues cannot and should not be addressed independently. It would be a misuse of funds to invest significantly into repairing systems deficiencies without addressing the glaring adequacy, security, and operational issues.

FCI

CFI

District Total

48.6

84.9

Elementary School Totals

63.0

95.0

Site

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44.8

Main

62.1

Butler Barn

70.1

Jr / Sr High School Totals

43.2

62.1

Site

56.0

Main

33.6

Gym

56.8

Science

52.0

Bus Barn / Welding

53.1

Vo Tech

53.9

Primary Facilities Deficiencies - Described here in reference to the 2016 Adopted Construction Guidelines:

4.1.1 Sound Building Structures - Both main buildings have significant structural cracks due to settling. Though the cracks have not grown in recent years and do not appear to represent immediate danger of collapse, they represent a major concern and must continue to be monitored. Changes and movement are noticed when there are significant changes in soil moisture levels. Staff who have been in the District for several decades indicate that movement occurs when the area goes through prolonged periods of drought or unusually high precipitation.

4.1.2 Classroom Acoustics - Classrooms in the Elementary school do not have acoustic ceilings. concrete tees are exposed, and floor surfaces are hard. Teachers report difficulty due to poor acoustics.

4.1.3 Roofs - Portions of the high school have been replaced since the 2010 facilities assessment, but work is incomplete. Damage to the interior has occurred and continues due to leaks. Ceiling collapses have occurred, and areas of the school building have had to be shut down until repairs were completed.

4.1.4 Electrical Systems - The electrical service to the Main Jr/Sr High was upgraded in 2003 and is of adequate size, but branch circuit panelboards downstream of the main service within the buildings have not been updated and are nearing the end of useful life. They should be replaced in the next 5 years. Most panelboards have no spare capacity for additional branch circuits. The main service for the Elementary School is undersized. Panels in both buildings have 2 pole circuit breakers in single pole spots as additional circuits have been added over the years. Electrical equipment that is original to the school is nearing the end of its useful life and should be replaced in the next 5 years.

4.1.5 Lighting Systems - At the Elementary School, light fixtures are in fair to poor condition. Emergency lighting coverage is not code compliant, and some exit signs are not backed-up with batteries. At the Jr/Sr High, light levels in the gym are poor. Emergency lighting coverage is not code compliant, and some exit signs are not backed-up with batteries. - All District buildings and campuses have insufficient or no exterior lighting.

4.1.7 Plumbing Systems - The water in Manzanola is very hard and has elevated levels of both radium and Uranium with levels consistently above EPA standards, and additional water treatment is advised. There are insufficient cleanouts in the

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sanitary system throughout the district, and backups occur frequently, particularly in the gymnasium and the elementary school modular building. At the Jr/Sr High, hard water has led to ongoing issues with plumbing fixture damage and failure. In several instances failures have led to flooding and further damage to interior finishes. Galvanized piping was observed in the building and is in need of replacement per code requirements. At the Elementary, fixtures are original to the building and there are no mixing valves at the faucets to reduce temperature during hand washing. These should be replaced to reduce risk of scalding. Replacement of water heater is suggested with sealed combustion air to avoid flame out from high winds.

4.1.8 Fire Protection Systems - The fire alarm system in all buildings are manual systems with no smoke or heat detection. Visual notification devices are deficient in many areas. The fire alarm system is obsolete and is not compliant with current codes and should be replaced. None of the Buildings have a fire protection system

4.1.9 Means of Egress - District wide egress deficiencies include hardware, no compliant stair landings and ramps, and insufficient exit signs. There is a dead end corridor (greater than 20') at the elementary school, and a need for reconfiguration of doors at the Science/ Accounting Building for code compliance.

4.1.10 Hazardous Materials - Asbestos, and other hazardous materials are present in both buildings in existing deteriorating finishes and mechanical systems that have been abandoned in place. At the elementary school, exposed concrete roof "T"s have been sprayed with a coating that contains asbestos. This coating is not encapsulated, and comes down in flakes and dust when contacted. Due to the age of the buildings, lead based paints are present. As interior finishes fail due to plumbing and roof leaks, there is danger of students coming in contact with these materials. As mentioned previously, town water has elevated levels of both Radium and Uranium with levels consistently above EPA standards, and additional water treatment is advised.

4.1.11 Security -

Buildings: There are multiple entries into both schools / campuses. Due to the fact that classes are currently held in seven different buildings, many of these exterior doors must remain unlocked throughout the school day. Neither school has a secure entrance, and in both cases the main office is located away from the main entrance. It is not possible to visually monitor any of the entrances to any of the school buildings from the main offices, and neither school has a security camera system. There is not a card reader/ electronic access system. Calls for lockdown occur through a PA system run through the phone system. The phones are in turn run through the computer system. If either the phones go down or the computers, the PA system does not function. In addition there is no PA broadcast to the exterior, so if a student is outside, they will not be alerted to the lock down situation. The Jr / Sr High does not have a cafeteria or a kitchen. Currently students walk across town to eat lunch at the elementary school. This is a major security concern for the District and community.

Sites: Utilities are located in unsecured and unprotected areas at multiple locations at both campuses. In several instances gas mains are located directly in front of parking areas with no bollards or protective fencing. The roofs at both schools can be accessed easily by climbing on adjacent fences or utilities, and there is insufficient perimeter and pathway lighting.

4.1.15 Site Pedestrian and Vehicular Traffic - At the both campuses, there is no formal or structured parking lot, no formal bus area, and no formal parent pick up and drop off area. All modes of transportation are mixed. Students park their cars on the adjacent County road. Event parking is problematic and also takes place informally on the adjacent County road. Existing sites are significantly smaller than what would be required to accommodate improvements to these issues. Even if funds were available, there is not room.

Accessibility & Safety

The Main Jr / Sr High is a two (2) story building with a basement. All three levels are used for instruction, and the school does not have an elevator. There is a ramp connecting the main entrance to the main level that is steeper than code, and there is not room for the length of ramp that would be required to correct this. The accessible path into the auditorium requires leaving the building and entering from the outside. There are classrooms that require a step up or down to enter them, there is not an accessible restroom for students - the only accessible restroom is located in the staff room. Students with disabilities have been forced to attend school in another district, as the facility is inaccessible to them.

The Elementary School is generally accessible but most restroom facilities are not.

Operational Inefficiencies

Energy use and associated annual costs are a burden for the District. Both main school buildings have uninsulated exterior walls, and the elementary school has the original single pane windows. Engineers have estimated that a new consolidated school with efficient systems and fixtures could reduce energy use and cost to the District by 30-40% per year

The District is currently paying to staff, heat and cool, and maintain excess square footage. By consolidating all seven existing

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buildings into a single consolidated PK-12 school, eliminating redundant offices, classrooms, and other support spaces, the District could reduce their total footprint by over 30,000 square feet.

Proposed Solution to Address the Deficiencies Stated Above:

Manzanola School District has gone through a facilities planning process multiple times; in 2003 , 2010 and again in 2016-17. The existing Facilities Master Plan is the product of these three efforts. Options for school replacement(s), additions, and major renovations have been considered each time. At the conclusion of 2003 and 2013 evaluations, the District decided to make some updates to their facilities, but not to make significant investment in their facilities due to insufficient funding. The District was not confident that the community would support a bond referendum and chose to make repairs using existing funds.

In 2016, the District formed a committee of community members and staff to review and update the master plan and to make a new recommendation to the Board. Architects & Engineers went through the buildings to verify what had changed since previous assessments.

The group reviewed and discussed existing deficiencies and needs.

The group generated a list of planning criteria to inform their recommendation.

The group compared the planning criteria to multiple options that had been previously considered.

Primary Planning Criteria (see meeting minutes and attachments for greater detail)

Support Community Use

Support Safe, Secure, and Welcoming Sites

Support Safe, Secure, and Welcoming Facilities

Support Long-term District Financial Sustainability

Support District Educational Programs

All Sites to be Fully ADA Accessible

Maximise Available Grants / Funding Sources

Options Considered:

Wait, Repair and Update as Possible (this was the previous recommendation)

Do a major addition to one or both schools

Replace an existing building (or both) on a new site

Replace an existing building (or both) on the existing site

Build a new PK-12 school on a new site

After discussion within the planning group, and two advertised and open community input meetings, the following recommendation was made to the Manzanola Board of Education

The 2017 Facilities investment plan - Final Recommendation:

Demolish the Elementary School facilities and clear the site for sale and future development

Decommission and mothball the Main Jr / Sr High School facility and seek a buyer who can repurpose the building.

Demolish all other outbuildings and facilities at the Jr / Sr High School campus and clear the site

Purchase new land adjacent to town to support a new consolidated school.

Build a new consolidated PK-12 facility

How Urgent is this Project?

The Manzanola School District Facilities have been in urgent need of repair for many years. The District has been contemplating this major investment since 2003, reconsidered this again in 2010, and now in 2017. This has been postponed previously for lack of funding. As more time goes by, deficiencies are increasing and so is the risk of incident.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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How Does the Applicant Plan to Maintain the Project if it is Awarded?

Manzanola School District 3J spends at or about \$230,000.00 per year on custodian repairs, supplies and utilities. By building a Pre-K-12 consolidated school we will save at or about 40% (\$90,000) on staff reduction, custodial supplies, utilities and repairs.

This figure is an estimate based on being able to reduce staff by two ½ time employees employed at the elementary school and reduction in utilities on a 21st Century cost effective building. We will move from the use of 7 buildings down to 2 buildings, one pre k-12 school and one auxiliary building (a bus barn).

Included in the 40% savings is a reduction in custodial supplies, repairs and equipment. At this point in time we are forced to spend enough dollars to supply and repair all 7 buildings. I expect significant savings.

The overall savings is estimated between 50K and 90K per year. Based on this savings the school district will be able to set aside a minimum of 50K per year.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Manzanola School District has a current enrollment of 130 students and conducts classes in seven different buildings on two separate campuses; one Elementary School and one Junior/Senior High School. The District owns and operates 81,781 square feet of academic and administrative space, or 629 square feet per student.

The Elementary School campus includes the main building and a modular classroom building. The Junior/Senior High School campus includes the main building, a gymnasium, science building, vocational technology building, and the bus barn which contains the welding classroom.

The District has been actively engaged in facilities planning since 2003 when a Facilities Master Plan was completed. Since then the District updated their master plan in 2010 to include the CDE assessment reports, and has updated the Master plan again in 2017.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

Over the past several years, the District has been able to invest an average of approximately \$230,000.00 per year on custodian repairs, supplies and utilities. Buildings are old and the district is managing issues as they become urgent. The District is doing all that it can afford to maintain their facilities, but this annual maintenance expense is a burden, and the District does not have the financial means to increase this investment. At this rate of investment, it is not possible to keep up with or ever correct all deficiencies and inadequacies. A bond election to raise capital funds would be required to make significant investment in the facilities, however, with a tax capacity of approximately \$1.9 million, the community is unlikely to be able to address the facility needs without CCAB assistance.

Elementary School:

The main building was built in 1975, on-going maintenance and repairs are taking place, no significant re-investments have been made in this building since it's construction

The modular building was built in 1963, on-going maintenance and repairs are taking place, no significant re-investments have been made in the facility since its construction.

Jr / Sr High Building

The Main building was built in 1925. This is an attractive building designed by Temple Buell. The community values the building and the District has been doing on-going maintenance and repairs every year. The building exterior was repaired / tuck-pointed in 2002, and an interior remodel was done in 2003 to update restrooms and other interior areas. The HVAC system was partially updated since 2010, though thermal issues and ventilation inadequacies continue. Portions of the roof have been repaired since 2010.

The Gym was built in 1963. An accessible restroom was added since 2010, no other significant re-investments have been made in the facility since its construction.

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Bus Barn / Welding Facility was built in 1963. No significant re-investments have been made in the facility since its construction.

Industrial Arts building was built in 1993. No significant re-investments have been made in the facility since its construction.

Science / Accounting building was built in 1998. No significant re-investments have been made in the facility since its construction, condition is good.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The District has recently received a GOCO grant for site improvements to the fields. The District has received a grant from the Colorado Trust for the most recent review and update to their facilities master plan, and for support in submitting this grant application.

How do you budget annually to address capital outlay needs in your district/charter?

The District is willing and able to set aside \$50,000 / year into a fund that will grow over time and can be used to make repairs later down the road as the building begins to age.

Current Grant Request:	\$21,450,029.93	CDE Minimum Match %:	29
Current Applicant Match:	\$1,958,351.00	Actual Match % Provided:	8.366025
Current Project Request:	\$23,408,380.93	Is a Waiver Letter Required?	Statutory
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	2017 Bond Election	
Total of All Phases:	\$23,408,380.93	Escalation %:	7
Affected Sq Ft:	53,130	Construction Contingency %:	5
Affected Pupils:	129	Owner Contingency %:	6
Cost Per Sq Ft:	\$440.59	Historical Register?	No
Soft Costs Per Sq Ft:	\$84.23	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$356.36	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$181,460	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	412	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	127	Bonded Debt Approved:	
Assessed Valuation:	\$9,791,755	Year(s) Bond Approved:	
PPAV:	\$77,100	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$1,122,402	Year(s) Bond Failed:	
Median Household Income:	\$33,750	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	69.50%	Total Bond Capacity:	\$1,958,351
Existing Bond Mill Levy:	0.000	Bond Capacity Remaining:	\$1,958,351



Division of Capital Construction

District Statutory Waiver for BEST Grant

A partial / full (circle one) district match waiver is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

A. Applicant required minimum match for this project based on CDE's minimum listed percent (Line items A * C from grant application cost summary)	<u>\$6,788,430.47</u>
B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2016/17 AV x 20%):	<u>\$1,958,351</u>
C. New proposed bonded indebtedness if the grant is awarded:	<u>\$1,958,351</u>
D. Current outstanding bonded indebtedness:	<u>\$0</u>
E. Total bonded indebtedness if grant is awarded with a successful 2017 election (Line C+D):	<u>\$1,958,351</u>

School District: Manzanola School District 3J

Project: Manzanola New PK-12 School

Date:

Signed by Superintendent:

Printed Name:

Tom Wilke

Signed by School Board Officer:

Printed Name:

DAMON CARROW

Title:

Board President

MANZANOLA HIGH SCHOOL

Career & Technical Education Department

301 Catalpa Street

Manzanola, Colorado 81058



To whom it may concern,

I am writing in regards to the developing Career and Technical Education Department of the Manzanola School District and the necessity for a new school. In a rural community especially, the value of career-based learning is paramount, many of our students will directly enter the workforce upon completion of high school or even before.

As a school district Manzanola realizes the importance of career preparation in a time where trades such as welding, construction, plumbing and heating, graphic design, computer programming and culinary arts are in high demand even in our depressed economic area of Colorado. Small businesses are the key to keeping rural Colorado viable, especially in our part of the state that provides much of the beef, vegetables, fruit and natural resources that keeps the cities functioning.

Unfortunately, we face an even bigger challenge than a depressed economy here in Manzanola. Our community is in the fight of its life to survive, and our aged and patched school buildings are a prime example. We teach career skills in rooms that have chipping plaster, inadequate electricity and plumbing; we are trying to run twenty first century technology on nineteenth century breakers and pipes. Students are unable to complete projects in a timely fashion because our internet is patchy at best. A single power pole tries to hold together five buildings and the machines housed within them. Students with disabilities must meet in a room on our main floor, as our facilities do not permit them to access many of our classrooms. Our students are being left behind because our tiny community cannot afford to build new facilities and can barely afford to keep the repairs up on the old one, but we refuse to give up.

One thing Manzanola has is a proud and rich history and a will to survive. We will overcome and we will prepare our students with the knowledge and abilities to save our little school, our town and our valley. Please join us in this fight by allowing us to break down the barriers of time and bring our district and our students into the future.

Thank you,

A handwritten signature in black ink that reads "Becky Ball". The signature is written in a cursive, flowing style.

Becky Ball

Manzanola School District CTE Director

To whom it may concern,

My name is Christine Padilla, I am writing this letter in regards of my daughter Ana Padilla. Ana is 13 years old and in the 7th grade. She has been recently diagnosed with Ataxia in August of 2016. Ataxia is a neurological sign consisting of lack of voluntary coordination of muscle movements that includes gait abnormality. Ataxia is a lack of muscle coordination which may affect speech, eye movements, the ability to swallow, walking, picking up objects, and other voluntary movements. If the ataxia progresses, other symptoms may also appear:

- Swallowing difficulties, which may sometimes result in choking or coughing.
- Facial expressions become less apparent.
- Tremors - parts of the body may shake or tremble unintentionally.
- Nystagmus - involuntary, rapid, rhythmic, repetitive eye movement. Movements may be vertical, horizontal, or circular.
- Cold feet - because of a lack of muscle activity.
- Problems with balance.
- Walking difficulties - in severe cases, the patient may need a wheelchair.
- Vision problems.
- Hearing problems.
- Depression - as a result of having to live and cope with the symptoms.

As of right now, Ana is using a walker and a scooter to get around from place to place in the school and around the campus. The reason for this is because she loses her balance a lot and is constantly falling. Ana is using the walker thru out the day to help her get around the school to the lower floor classes, because she cannot go to basement for art or to the 2nd and 3rd floors for her other classes. She is using her powered scooter to get to the outer building for her other classes. She uses the scooter to get back and forth to the elementary for lunch and that is about four blocks, if the weather permits. She cannot use the scooter if it is raining or snowing so that it won't mess up her scooter. Before she got the walker and scooter on Feb 10, 2017 she was staying down stairs in the bobcat room for all her classes during the day and someone would bring her lunch to the high school and she would stay in that same room alone eating her lunch. She would come home on a daily basis and tell me that she was tired of being alone during her class hours and eating by herself every day. This has been going on from August till now. Right now she has more freedom to move around with the help of her walker and scooter and now the classes meet in the bobcat room downstairs to go to her which is probably a inconvenience for the teachers because they have to move the whole class and only their textbooks.

Ana was a normal child as she was growing up. She was very active as a little girl, running around, going on bike rides with her dad on a daily basis. She played T-ball and just loved being outdoors. As the years went by and Ana started getting older, I noticed that she would fall more often as usual, she would come home from her bike rides crying as her and her dad was walking along side of her bike with both her knees bleeding and scrapped up. Her symptoms got worse when she started the 6th grade. Her grades declined, she had a short attention span, her writing was not readable, and she was going to the bathroom more often. Her teacher would come to me on a daily basis and tell me that Ana was asking the same questions over and over thru out the day, going to the bathroom more frequently, not paying attention in class, her hand writing was not readable, and that she was just getting worse. I would get mad at her daily and tell her that she needs to do better on her work and her writing and to take her time and not be messing around in class or in the hall ways. I would get mad at her and yell at her so that she can do her best. I pushed and pushed her to do her best not

knowing that my daughter had a situation that she had no control over. When she played volleyball and basketball, she got hurt during both sports. The doctor put her on crutches during basketball and she fell forward breaking her front tooth in half as she was walking with her crutches. The P.E. teacher then came to me and told me that she had a concern with Ana falling all the time. I took her to the doctor and told her our concern and she sent her to physical therapy thinking that she didn't have enough strength in her ankles. That's when the therapist did his evaluation and noticed things that we didn't. That night when I got home he called me and told me that Ana needed different types of test to be done and that she needed to see a neurologist. I then took her back to the doctor and the doctor put in a referral to see Dr. Coleman the neurologist. Dr. Coleman did his evaluation and I saw the reaction on his face that something was wrong. He told me that she needed to have an MRI done along with other testing and blood test. She had the MRI done and I asked the nurse how long it would take to get the results and she said if it was good news they wouldn't call me but if it was bad they would let me know. The next morning at 7:00 a.m. the phone rang (my heart dropped) I knew it was him because of the number, he tells me "I'm sorry that I have some bad news for you. Ana has Ataxia. He explained everything to me and told me that it was going to be a long process and a long road ahead of us". After talking to him I just laid back down in bed rolled up in my blankets and cried for hours. My daughter has been going thru so much, she goes to Physical Therapy, Occupational Therapy twice a week, counselors for depression, Rehabilitation Doctor Dr. Pearce, neurologist Dr. Coleman and an Ataxia doctor Dr. Collins. Ana has been put on an IEP at school where she also get PT and OT once a week and the extra help that she needs.

I am very concerned for the safety of Ana at school, she is going thru so much, and she should not feel that she is a burden to anybody. She should be able to get a quality education like any other child her age not worrying about how she is going to get to her classes, how she is going to get her lunch or even how and who is going to get her to the bathroom. With the school that we have right now that is not possible because it is not ADA assessable. It's not fair to my daughter that she cannot do the things that the other students are doing because of the school not being ADA assessable. If there would be a fire one day, I would not want my daughter being trapped in a fire because of this problem. The school staff has done so much for Ana, but they can only do what they can because they have other students to educate as well. If Manzanola would get the opportunity to get a new school, not only will it help my daughter with getting a quality education but also other students that get hurt during sports that cannot go up the stairs because of their injuries, and also other students that come to our school with the same or even different disabilities that Ana has.

Sincerely,

Christine Padilla

To whom it may concern:

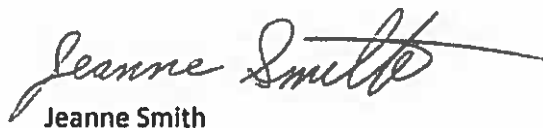
How are the deficiencies of our current school facilities affecting our senior and disabled residents?

The quick obvious answer is physical access. 90% of our current facilities are inaccessible or can only be accessed with difficulties. Restrooms, classrooms, auditorium, cafeteria, offices and the library are just some of the areas of the school that are not easily accessible.

We have a large number of aging and disabled residents many of whom are raising grandchildren and other extended family members of school age and the limited access to the buildings make it almost impossible for them to have an active role in the education of the children they are raising.

However physical access to the buildings is not the only problem. Our community is geographically isolated there is no health care, fitness center, physical therapy, library, computer access, auto maintenance and repair or technical assistance available without driving 30 mins or more and we also have limited access to affordable foods such as fresh produce and eggs. Most of our aging and disabled community members do not have the ability to drive themselves or the means to arrange for regular transportation.

Another barrier our community is facing is inadequate housing and lack of professionals with skills to maintain our ageing homes. A new school would address these problems with a community fitness center and health clinic, as well as programs such as a green house, agriculture, electrical, plumbing, carpentry, heating and air as well as several other trade programs that would allow for students to learn the skills needed to correct the problems in our community and promote community growth.


Jeanne Smith

2/16/17

Kris Hughes

**interim Community Coordinator/Project Leader
Manzanola Resident Team (Colorado Trust)**

► **Capital Construction Assistance Board**
Colorado Department of Education

Phone (landline): 719 462 5059
email: kris.in.manzy@gmail.com

February 12th, 2017

Dear Board Members,

I have been asked to write a short description of the state of the Manzanola community, with reference to its continued viability and its enthusiasm for education and for a pre K-12 school. Like most very small, rural towns, Manzanola is struggling with the problems of an aging population and low income and employment rates. However, the commitment that the people of Manzanola have shown to their schools, their youth and their survival as a community over the past eighteen months has impressed me.

In 2015 The Colorado Trust approached many communities in Colorado with offers of help with equity issues, through projects they call Community Partnerships. They made these approaches directly to the residents of communities, rather than through municipalities, or existing entities. Manzanola residents responded enthusiastically, with early meetings attended by around a hundred people in several cases. Through this process, a demographically representative Resident Team was chosen to take this work forward, which they have done with great dedication for over a year now. In my opinion this says more about the will of the community for change than saying that a few people applied for a grant and got one.

It is also worth noting that The Colorado Trust has stated its intention to make a minimum ten year investment in Manzanola, and that they are actively assisting the Resident Team in assessing the equity needs within Manzanola, and making sure that they frame their applications for continuing grants in a way that ensures their success and best use of money received.

The Manzanola Resident Team has placed a high value on the school district, on youth, and on education for all community members. Their gift to the school of the fees for the master plan is the largest single grant that they have so far approved, and most of the other money they have spent in the community so far has been on educational initiatives. By the same token, the school district has been very generous in offering the use of its facilities to the Resident Team, and providing space for things like evening classes. I also note that when the Resident Team is working toward solutions to other issues in Manzanola, such as lack of housing, the conversation inevitably circles around to the importance of not only keeping the schools viable, but of improving them.

Yours faithfully,
Kris Hughes

My name is Niki Liddle and I currently work as the District Nurse for Manzanola Schools. I am writing this letter today to inform you about what a School Based Health Center (SBHC) is and why we wish to include a SBHC in our new school building in which we are proposing your help in obtaining.

A SBHC is a health clinic which is located inside of a school building and has health professionals working in it such as Doctors, Nurse Practitioners, Nurses and/or Health Aides. These clinics are becoming more and more common throughout Colorado and offer a wide array of services from routine checkups and physicals, to flu shot and vaccine administration, to treatments for chronic illnesses, to dental, vision, reproductive and behavioral services and many more.

SBHC's generally serve students and staff at the school, although Manzanola Schools are trying to open the proposed clinic up for the entire community. SBHC's run majorly on Medicaid funded dollars and other state or federal grants and can also charge private insurances. It is the purpose of these clinics to provide the community with accessible and affordable care and is geared for children. SBHC's can help fill critical gaps in health care services and will be greatly beneficial to our community that is ranked 341 out of 350 towns in the state on per capita income.

There have been countless situations in which children that attend (or have attended) this school were not able to receive the health care they needed. Many barriers are seen for parents to be 100% effective in obtaining the children's much needed health care. We have a few parents with no running vehicle. Other households have only one running vehicle which often leaves a parent and their children unable to make the trip to a doctor's office (the closest one is 11 miles away) while the other parent is at work. I and other staff members have personally given students and parents rides to doctor's offices so the children may get dental care, physicals, and immunizations within and outside school hours.

I have an instance where I, as the nurse, have called a parent to find out why the child hasn't been in school, and the parent informed me they thought the two children had Measles but they had no car to go the doctor's office. I have threatened to exempt children from school for not being compliant with their immunizations (per state law) only to find out that the parent's had no insurance or no vehicle. I have a handful of children in this school district who haven't seen a dentist in many years. There are not any traveling dentists anymore (Smiles for Miles Bus) as they have all lost their funding or cannot come to this rural area anymore.

As the school nurse, I have sent many children home for fear of having a contagious illness or disease. I always recommend to the parents that they should take the children to a doctor's office to find out if they are contagious or need medicine to get better. Countless times the children never made it to a doctor's office. A SBHC would be able to quickly diagnose these children while at school and either send them back to class or give them the prescriptions they need to go home with. The clinic would help to increase the health of the community and thus fore help to eliminate the inequity of health that is currently taking place.

Manzanola School District is requesting funds for a new school building and has also unanimously decided that a SBHC would be greatly beneficial to the children that attend our schools and also the entire community. If we are accepted for the BEST Grant, we would love to team up with them in utilizing our facilities in a community partnership. Your consideration in this request is much appreciated.

Sincerely, on the behalf of Manzanola School District,



Niki Liddle RN, BSN

Manzanola School District 3]

PO Box 148

Manzanola, Colorado 81058

02/13/2017

A typical day in Manzanola School District includes the following issues related to the health and safety of students and staff.

On a typical day I, Tom Wilke, district superintendent, travel between two schools located about 3 blocks distance from each other. In the morning I attempt to visit each school to make sure all is in place and up and ready for students to learn. Numerous times we have backed up plumbing, electrical problems, or seeing a student/staff on crutches that cannot move from the main floor to one of the 3 floors inside the High School or an unattached building located in different areas in the district. I just received a phone call from the High School administrative secretary asking about an ADA audit and how we can meet the needs of students with mobility issues. One of our students came down with a disease that attacked her nervous system and she will soon be wheelchair bound. Two other students, last week, were on crutches from sports injuries. I have two staff members who have difficulties walking the stairs to get to their classrooms. In December of 2016 a parent attended our Winter music/art show and was not able to get to the ADA bathroom without leaving the auditorium, travel to the back of the school, go up the ramp (NON ADA COMPLIANT), and enter through the back of the school. This was embarrassing. The costs associated with making our building ADA compliant is well beyond what the district can afford.

Each day the MS/HS students walk 3 blocks to eat lunch. This takes place no matter what weather conditions are. Our lovely student who will soon be wheelchair bound has an electric scooter who will attempt the trip on her scooter to the elementary cafeteria. She feels isolated from the rest of her peers. We are making as many accommodations as we can for her and her teachers. We do this by moving the staff and students to a location on the first floor of the school (4 class periods a day). If the student is able to move to the second floor for her assigned classes (depending on how she feels and mobility) she needs to use the boys restroom after staff makes sure it is clear. Our only ADA/girls restroom is located on the first floor of the school. She needs to use the restroom often.

Last year, since the district is not ADA accessible we sent a student to another district and paid all costs associated with the services. This included daily transportation. The cost exceeded 25K. The student and her parents wanted her to attend Manzanola High School. She did not graduate.

The list goes on. Earlier this year Otero County Sheriffs Department called and reported a man was seen walking down the highway with, what appeared to be a gun, strapped across his shoulder. I conducted a "lock down" until the investigation was completed. Thankfully it was cleared before lunch where 60% of the districts students walk to the elementary school for lunch.

One day in the first week in February our handicapped student that I was writing about earlier took a nosedive down the handicapped ramp (Not ADA Compliant) as she attempted to enter our gymnasium. She sustained multiple injuries requiring a trip to the emergency room.

My contract started on July 1st 2015. Since I started the district has made 3 insurance claims due to electrical issues and deteriorating roof conditions. Twice during normal rains the roofs leaked into the schools down to the basement, 3 floors below. Time after time due to poor drainage systems ice forms in an area in front of two of our buildings where custodial staff use a mining pick to chip off the ice. Last year one of my staff members fell before the ice was chipped and removed and sustained a knee/ankle injury that continues to be a workers comp issue. Another staff sustained the same type of injury at the elementary building. This is all due to poor drainage. I was not able to have custodial staff remove the ice in time before classes started.

I conducted a building walk through with the town's volunteer fire department on February 6th. During our walk through firefighters mentioned they would not enter this building if there were a fire unless they knew someone was inside. This is due to the structure of the building and lack of sprinkler systems. Most of our classrooms in the High School have one way in and one way out other than windows.

On several occasions staff have encountered strangers in the High School building not knowing who they are. There are multiple ways to enter our buildings without us being able to lock all doors or assigning a person to one of the doors during school times.

I deal with the issues I presented to you on a daily basis. Most people in the town say, "Well that is the way it has always been". I do not want to say the same thing after a significant loss takes place or sending another student to another school because we cannot accommodate their needs.

Tom Wilke, Superintendent

• **Facilities Impacted by this Grant Application** •

Swallows Charter Academy - Modular Replacement - Brick & Mortar - Swallows Charter Academy - 1995

District:	Auditor - Pueblo Rural 70
School Name:	Swallows Charter Academy
Gross Area (SF):	48,834
Number of Buildings:	5
Replacement Value:	\$7,190,503
Condition Budget:	\$2,142,912
Total FCI:	0.30
Adequacy Index:	0.59



BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: SWALLOWS CHARTER ACADEMY

County: PUEBLO

Project Title: Modular Replacement - Brick & Mortar

Applicant Previous BEST Grant(s): 0

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: For the past 5 years, we have been told that our project qualifies for the BEST program however there were more requests than funds available.

Project Type:

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | Total modular replacement |

General Information About the District / School, and Information About the Affected Facilities:

SCA in Pueblo West, Colorado is a community school, celebrating it's 20th anniversary as it was established in 1996 . SCA is authorized under Pueblo Rural School District No. 70 and started with 49 middle school students, in one modular building. SCA has grown into a 586 student, K-12 program housed in 6 different buildings. SCA serves approximately 8% of the entire District 70 population and has 250 students on the waiting list. The K-3 students are housed in a renovated grocery store built in 1995. Three modular buildings (total of 6 units) house 4th, 5th, and 6th grader students. The 7th-12th grade programs are primarily housed in 13 modular classrooms, together in one building. SCA desperately needs to replace ALL the modular buildings to address the health and safety needs as well as decrease the entry/exit points for security purposes. SCA students are among the highest performing and SCA has a successful early college program, along with the highest graduation rate, lowest dropout rate and the highest ACT composite scores; above the state and district average. SCA has been successful despite the fact that our facilities do not meet current construction guidelines, and are generally speaking, a community eyesore and an embarrassment to our students. The 7th-12th grade students must walk at least 450 feet door to door between two buildings to attend lunch and elective classes. In fact, all of our students must walk to the 6 different buildings throughout our campus. There is no access to one central secure entry and exit point and students are exposed to the unsafe environmental factors and inclement weather on a daily basis. SCA lacks sufficient security, landscaping and vegetation. We continually deal with welfare and safety issues, including, health and safety concerns (mold issues), major structural issues, roofing and flooring problems, poor air circulation and ventilation, inadequate electrical service, and a lack of capacity. The modular buildings are set on concrete blocks and the perimeter walls rest unprotected on the earthen berms and have suffered considerable rot from ground to structure wicking of ground moisture. Moderate to severe mold growth exists in these areas. The security and life safety deficiencies illustrated throughout this application, master plan, and the updated school assessment reports include 16 unsupervised entry/exit points at the 7th-12th modular building, 6 unsupervised entry/exit points at the 4th-6th modular building, recurring roof problems, poor building/campus layout for even basic security, dangerous walkways and exposed site hazards, all of which are unable to be addressed without major capital revenues beyond the scope of SCA's budget. Items beyond their normal life expectancy include: modular building structures, roofs of modular buildings, fire protection specialties, electrical systems, communication and security systems, the HVAC units in each classroom, and exterior lighting. SCA's contract with the District 70 is based on receipt of PPR. District 70 is one of the lowest funded districts in the state of Colorado. The district can withhold up to 5% of funding from charter schools, thus making SCA one of the lowest funded schools in the entire state of Colorado. SCA does not receive ESS, GT, or ELL funding yet we provide these services. With a starting budget of \$3,927,546.25 and salaries and benefits taking 70% of the budget, SCA is only left with 30% of the budget. 7% goes toward the loan payment for the building, 7% is allocated for books and supplies, and 6% toward college tuition for our early college program. This leaves 10% of the budget for utilities, insurance, operations and maintenance. This fiscal year SCA allocated \$120,000 for the addition of another modular and building maintenance. As of January 2017, only 2% of this budget remains. SCA's facility manager handles everyday maintenance.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Deficiencies Associated with this Project:

The students, teachers, administrators, and parents who make up the Swallows Charter Academy community are proud of their accomplishments, but are embarrassed of our facility and remain focused on taking the next step in the inevitable growth cycle by constructing a 21st century facility that is sustainable in every sense of the word. Unfortunately, today schools face security threats, turning what was once seen as a financially responsible growth model into a liability that no school can afford.

Additionally, the “one size fits all” nature of temporary modular buildings has proven unresponsive to the intensity of use expected in a school and unable to endure the harsh realities of an extreme Pueblo West climate. Designed and produced for repetition, versatility and cost effectiveness, temporary modular units for education limits healthy, mind expanding opportunities of the students by depriving them of adequate, quiet, well conditioned space, as well as natural light and fresh air. Temporary modular units intrinsically creates deficiencies in fire safety due to lack of a sprinkler system, lack of electric capacity, failure to comply with ADA, overcrowding, adjacencies, lighting and acoustics which negatively impact the health and safety of occupants and contribute to an uninspired environment.

The 19 modular units on campus are deficient in the following areas:

1. Lack of foundation (modular structures sitting on blocks).
2. Lack of proper ventilation.
3. Moderate to severe mold growth exists in these areas.
4. Ongoing structural movement both vertically and horizontally (continuous flooring and roofing repairs).
5. Damaged roofs need total replacement.
6. Lack of fire safety (no sprinkler system).
7. Lack of electrical service (lack of capacity has limited our science and other curriculum).
8. Lack of true security system, due to many exit/entry points.
9. Lack of proper lighting (interior and exterior).
10. Lack of communication system.
11. Compromised vision for a 21st century school. We simply do not have a safe, healthy, or inspiring learning environment!

Our students are lacking a secure, well lit, and worry free learning environment. Poor windows and poor air circulation contributes to asthma exacerbations. The fact that students must walk over 450 feet from one building to the other, in all weather conditions, multiple times per day is unacceptable. The desert dust blows into the building through vents and through the doors, which often causes our staff and students with asthma and allergies to stay home.

Temporary modular buildings are designed to serve as a “transitional” building; to be versatile and cost effective, but our time of transition is past due. We cannot provide a safe and secure learning environment for our student body without a significant financial commitment. Our only hope lies with the BEST Grant Board.

The following is a summary list of our existing conditions at SCA. All deficiencies affect the health, safety, accessibility, and/or functionality of our learners, staff, and families.

SAFETY AND SECURITY

1. 26 entry and exit points that cannot be sufficiently controlled.
2. The school needs a greater number of security cameras and devices, due to the layout of the campus and the distance between the buildings.
3. SCA lacks one secure controlled entrance.
4. Site supervision is difficult due to the separation of the buildings.
5. In the event of an active shooter, there is no place for students to run and hide due to the layout of the buildings and the

BEST FY2017-18 GRANT APPLICATION SUMMARIES

open campus. Please see the letter from Captain Lucero of the Pueblo County Sheriff's Office, and Greg Keasling from Pueblo Rural District 70. They have outlined the many challenges we faced during a coordinated multi agencies crisis exercise held on January 18th. We had 2 intruders on campus. It was very difficult for law enforcement agencies to neutralize the threat due to the layout of our campus and the multiple buildings getting attacked at once. In this drill we lost several teachers and students because the facility was not safe.

6. No vegetative landscaping or natural barriers exist for several hundred feet in any direction.
7. Door and door locks are not sufficient for lock down situations or meet fire code. Many of the doors can be opened even when locked.
8. The mold in the MS/HS temporary building is a huge issue. If and when the mold spreads it will cause major health and safety issues for our students and staff. SCA cannot afford the high cost of mold abatement, in which the building would have to be condemned and our students will have no place to go.

FIRE SAFETY

1. No fire sprinklers anywhere in the transitory modular buildings exist.
2. The modular buildings lack smoke detectors and are not equipped with fire extinguishers in all the classrooms.
3. The limited electrical service, including the lack of outlets in each modular, has led to overloading circuits with the use of linked power strips and numerous extension cords.

STRUCTURE

1. The modular building structural supports are stacked concrete block piers with wood shims used for leveling. Many of the shims have rotted and are missing or broken.
2. The concrete block structural supports are in an 18-inch deep excavated crawl space. This configuration causes the modular perimeter walls to sit directly on the ground, as opposed to being elevated 18 inches above the ground, which is more common. This direct contact between the perimeter walls and the ground has led to ground moisture wicking into the wood structure causing rot and mold issues.
3. The vapor barrier present in the crawl space was damaged and compromised during the process of bolting the 13 modular units together, which makes up our 7th-12th grade school building.
4. Moisture in the crawl space, particularly at the perimeter walls, has created a perfect environment for mold, rot, and rust.
5. Settlement and heaving amongst the many concrete block supports have caused doors and windows to not operate or seal correctly. This same vertical and horizontal movement has led to numerous roofing and flooring cracks which has led to the infiltration of dirt, molds, rodents and other contaminants.

SEVERE WEATHER

1. Due to the open campus, students are not sheltered from inclement weather.
2. There is no safe place to put students and staff in the event of a tornado due to the modular buildings not having a concrete foundation or adequate tie downs.
3. Students and staff with asthma and allergies are forced to stay home due to exposures to wind, dust, and bad weather and the fact that the temporary buildings do not adequately block out those harmful elements.

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4. Due to shifting and separation, it often rains and snows inside the classrooms.

TECHNOLOGY

1. Modular structures do not have a stable network connection.

2. Increased buildings and separation between the buildings make for a difficult network situation.

3. Wireless does not work in the modular buildings.

4. The school's network is pieced together through a Comcast modem connection, routers, and wireless access points.

5. Lack of Internet capacity hinders any addition of much needed technology.

6. Server is over 15 years old.

7. Lack of cabling infrastructure, thus only allowing the max Internet speed provided through Comcast.

8. The school cannot be on one network due to the building separation, which causes lack of communication between staff and students.

9. Internet resources, activities, and learning opportunities often cannot be provided to our students due to our limited infrastructure.

TRAFFIC AND EXPOSURE

1. The SCA campus is accessible by an open public alleyway that backs up to 15 businesses as well as the public main road through Pueblo West.

2. The pick-up and drop-off loop has limited capacity causing traffic issues on the main McCulloch Blvd and Civic Center Dr.

3. The pick-up and drop-off lanes double as the fire lane and delivery lane, which are not separated by sidewalks or buildings or any other protective measure.

4. The parking lot entrance and student drop-off is located much too close to the intersection of McCulloch Blvd and Civic Center Dr. The present location creates traffic congestion at both intersections as well as automobiles being stacked up in both drop-off loops.

5. The recent land purchase agreement with Pueblo West Metro District stipulates that SCA must re-route traffic off of McCulloch within 5 years of purchase or we could face financial penalties. This deadline is approaching in January 2018.

ENVIRONMENTAL HEALTH AND SAFETY

WATER DAMAGE

1. The 16 modular buildings all have relatively flat roofs. The horizontal and vertical movement between the modular units causes continuous cracking between the roof seams. This has led to considerable water leaks throughout the building, which has destroyed ceiling tiles, technology, and produced mold and mildew.

2. Settlement and heaving between the modular units has caused ill-fitting doors and windows, which allow the outside elements to enter the building. On a particularly snowy and windy day a teacher reported snow on her desk coming in through an ill-fitting window.

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3. The lack of building/structure integrity has caused ceiling tiles to routinely be blown out of the ceilings on windy days.

AIR QUALITY

1. Poor ventilation, lack of adequate air filters, and ill fitting doors and windows has led to a considerable infiltration of dust and other allergens which contributes to an unhealthy building. Each of the 16 modular buildings, has its own wall mounted supply and return forced air HVAC system. There is no whole building ventilation system, as one would find in a normal freestanding school building.

2. The lack of a whole building ventilation system means a lack of fresh air. As a result, we have increased illnesses amongst students and staff, especially during the months of November through March when we average 50 student absences a day due to sickness.

3. The 16 modular buildings having individual HVAC units require a significant amount of service, with each classroom having 2 separate filtering systems.

TEMPERATURE

1. The inadequate individual heating and air conditioning units cause inconsistent and often uncomfortable heating and cooling extremes, which distract from the learning environment.

2. The individual HVAC systems leave many individual spaces within the building without adequate temperature control. IE: corridors, restrooms, offices.

3. Most staff members use individual space heaters in offices and classrooms which are both inefficient and a safety concern.

SANITATION

1. The two restrooms in the MS/HS building, which serve the entire 7th-12th grade building for all staff and students are very difficult to keep clean with over 300 users daily. Toilets are clogged daily. There is only one ADA accessible stall in each restroom.

2. The two restrooms are not age appropriate as they frequently serve all age groups from kindergarten to high school age groups who utilize the building.

3. Only one men and womens restroom for all of middle school, high school, staff, and visitors to share.

SCHOOL GROUNDS AND OUTDOOR FACILITIES

1. The entire campus is open and exposed to any type of visitor, transient, or intruder.

2. All students must walk between the elementary and secondary buildings for lunch and some elective classes, exposing them to the elements.

3. Gravel and dirt walkways between buildings are difficult to maintain and cause safety hazards. Any precipitation causes muddy, slippery, and hazardous conditions within the buildings. Several students, parents, staff, and visitors have fallen or been injured this year alone.

4. The entire campus lacks landscape and vegetation. Students must walk, and play in dirt and weed infested grounds with harmful rocks and other dangerous natural elements.

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BUILDING EXTERIOR

1. Lack of adequate landscaping around the building does not allow for good drainage away from the building. This poor drainage has contributed to the moisture problems at the perimeter walls and in the crawl space.
2. Exterior lighting fixtures have far outlived their life expectancy and the fixture covers are cracked and broken from sun and weather making it near impossible to keep working bulbs.
3. The structural movement from lack of foundation has created numerous cracks in exterior walls and along roof seams.
4. Ill-fitting doors and windows along with deteriorating weather stripping provide access for weather from the outside to the inside of the building.

BUILDING INTERIOR

1. The building lacks adequate handicap accessibility from the parking lots to the building and throughout making us open to discrimination complaints from students, staff, and the community as a whole.
2. The aluminum sliding windows, which are standard in modular construction, are low quality and feature un-insulated glass.
3. The 26 exit/access points (modular units only) pose a constant security concern.
4. The building fixtures, furnishings, walls, ceilings, flooring and all painted surfaces show considerable age and wear.

LIGHTING

1. Poor to low lighting levels in the building cause headaches and other vision issues.
2. There are no lighting occupancy control sensors in the building. All of the on/off light switches in each classroom are very inefficient.

LIMITATIONS OF SPACE

1. Health: the SCA campus does not have space for a nurses' station. In case of an emergency or illness, there is no place for students to lie down or receive medical care. Medications are kept in a cupboard alongside office supplies.
2. High school science lab: The lack of space in the room does not allow for adequate chemical storage or fume hoods. Therefore the school cannot offer chemistry classes or certain other lab activities. It is not a lab, just a modular classroom.
3. Middle school science lab: The lack of space and lack of adequate electrical and water service severely limits our science curriculum. It is a modular classroom, not a lab.
4. K-8 students use the same restroom facilities as 9-12 grade students at the same time. This creates an inappropriate age mix in the confines of the restrooms.
5. There is a general lack of storage space for teaching supplies, and no workplace for teachers outside of the classroom. We have added storage sheds outside of the building, which are not heated or lighted to accommodate numerous supplies and excess textbooks.

COMMUNICATION

1. The buildings do not have an intercom/paging system. Staff is using the phone system, the School Safe radios, and personal cell phones to communicate.

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2. School facility does not have a bell system in place due to lack of an intercom system.
3. In an emergency situation, the school does not have the capability to communicate school wide.

EFFICIENCY AND COST-EFFECTIVENESS

1. The individual electric heating and cooling units are more expensive to operate than similar gas-fired units or a central gas-fired heating and cooling systems. There is no gas in either building. Since July 2015, the individual HVAC units have cost the school approximately \$10,000 to maintain thus far.
2. The building is not well insulated. At critical areas such as ceiling roof seam connections it is worse. Upgraded insulation is needed to improve comfort and reduce energy use.
3. The location of a single thermostat serving multiple spaces does not allow adequate control. Thus, the spaces are being overheated, which is detrimental to the computer labs, or over cooled based on the needs of a single space. This results in higher energy usage.
4. The cabling that exists between buildings for Internet and phone have become exposed due to settlement and weather, making for constant repairs, and increased expenses. Internet and phone service is unreliable and inconsistent for all modular buildings.

For a detailed description and photographs of the deficiencies, please reference the Swallows Charter Academy master plan as well as the updated assessment report and photographs.

Proposed Solution to Address the Deficiencies Stated Above:

In order to bring these deficiencies to resolution, the SCA community is pursuing the BEST grant to provide a safe, permanent two-story building for our students. The Design Advisory Group (DAG) convened to study various options, which included remodeling existing facilities, adding to the existing facility, and building a new facility to replace all and/or parts of the facility. All viable scenarios were evaluated. The DAG evaluated all of the options with the following criteria in mind:

1. Safety and security of the students and staff
2. Life safety and code violations
3. Educational program adequacies and deficiencies as it relates to the existing facilities
4. Immediate and anticipated maintenance and repairs needed for each building
5. Facility maintenance and operations costs
6. Efficiency of the buildings: energy, LED lights, etc.

The rationale and evaluation of each option is explained in the master plan with the updated project plan (2017). In addition, deficiency solutions and costs are described in detail in the Updated School Assessment Report (February, 2014). We have not been updated yet with the new assessment program, which would include even more deficiencies. Thus, the current school assessment report is not the most current and should not be valued as accurate. The DAG has determined that the deficiencies will continue to deplete the schools' budget and deter our focus from our children and their educational goals. Thus, it was determined that a complete modular classroom replacement with a connection to the main building would be the BEST option to pursue.

According to the CDE Capital Construction House Bill 08-1335, projects that address safety hazards, health concerns, relieve overcrowding, and move students from temporary facilities to permanent facilities are a priority. Swallows Charter Academy has had at least 350 people at one time, in temporary facilities for over 9 years, which has presented many health and safety hazards as outlined above. SCA has a total of 586 students that deserve a safe and protective environment in which to learn.

A new permanent facility that replaces all the modular units will solve the following problems:

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STRUCTURE

According to the public school facility construction guidelines, addressing health and safety issues, including security needs is paramount. A new sound building would provide a stable support structure and would eliminate the absorption of water into the walls and wood structure. A masonry building is the only resolve. A new building with a solid foundation would eliminate a crawlspace infested with mold and excessive moisture. A new sound structure would eliminate excessive heating and cooling bills, as well as roof repairs. A new building would be supported on a new solid foundation, eliminating excessive settling issues. The current bid for mold abatement, water extraction, and excavation has been presented to SCA in the amount of \$125,000. Air samples have shown safe levels within the building, but the mold underneath will eventually become a health and safety concerns along with major financial burden. SCA feels that this would be throwing good money after bad, when a new facility would solve and prevent future occurrences.

SAFETY AND SECURITY

A new facility would eliminate the 26 entry and exit points that cannot be sufficiently controlled. A new building would create one secure entry point and provide greater security, eliminating much of the need for students to travel outside between the buildings. One building would allow security cameras to be used more efficiently and effectively. Restrooms for staff and students would be separate, increasing the level of student safety facility wide.

FIRE SAFETY

A new facility would be fire code compliant with a sprinkler system ensuring that the building is compliant with fire sprinklers, alarm horn/strobes in the corridors, smoke detectors, and fire extinguishers in all the classrooms. It would also ensure that our outlets are code compliant within the entire school.

ENVIRONMENTAL HEALTH AND SAFETY

New mechanical systems would eliminate poor ventilation, lack of air filters, and permeable doorways and windows. It would decrease dust and allergens, leading to higher quality of health. A new mechanical system in a new building would eliminate individual HVAC units and provide a high quality system for everyone.

A new roof that is not flat and is engineered to accommodate the Pueblo West high winds and year round weather conditions will practically eliminate the regular repairs and maintenance issues for many years.

A solid structure eliminates alignment issues, gaps, and settlement problems with the doors and seam gaps in the flooring, as well as needing to replace ceiling tiles regularly due to high winds.

SEVERE WEATHER

A masonry building would provide a solid structure for students in the event of a tornado, replacing the unsafe metal panel modulars. Students and staff with asthma and allergies will no longer be forced to stay home due to exposures to wind, dust, and bad weather and would attend a school with proper ventilation.

TEMPERATURE

A new building would have energy efficient, climate controlled systems installed and would eliminate the use of space heaters and fans, creating an even climate throughout the building.

BUILDING EXTERIOR

Proper drainage for water flow away from the building and eliminating wood rot long term can only be addressed by a new building structure. A new facility with the sufficient amount of electrical capacity to maintain proper lighting will allow us to provide safe passage to and from the parking lots. Building a foundation with a new solid permanent structure is the only

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solution to not having a foundation.

Deteriorating weather stripping is around all doors. This will be addressed when the foundation is corrected with a new building.

BUILDING INTERIOR

ADA compliance regulations can fully be remedied. We would no longer be forced to turn away disabled students, unable to meet their needs because of facility limitations. BEST grant funds would install energy efficient windows, fixtures, carpet, 21st Century learning classroom furniture, plumbing, HVAC and LED lighting. A new building will design extra storage space that is needed for educational programs. Science classrooms would be equipped with the proper safety protocols as well as storage for chemicals in order to offer classes such as chemistry and advanced biology. A new facility would provide an area in the administration offices for the school nurse so students can lay/sit down and to be cared for by staff.

COMMUNICATION /TECHNOLOGY

Construction of a new facility will allow for upgraded network cables, such as T1 and communication lines that can increase capabilities for technology as well as communication on campus. An intercom/paging/bell system would be state of the art and staff would be specifically trained on the system itself and new crisis management protocols to go with the new facility.

EFFICIENCY AND COST-EFFECTIVENESS

The individual electric heating and cooling units are more expensive to operate than modern heating and cooling systems. Adequate controls over indoor spaces, classrooms, and restrooms are necessary to control energy usage.

How Urgent is this Project?

The SCA Board of Directors, and administration, with input from Pueblo Rural District 70, Pueblo County Sheriff's Office, and the Pueblo West Fire Department, have all agreed that our facility deficiencies have risen to a level where safety and health is being compromised and should be considered immediate! Time will not fix the vast amount of wide-open space that remains unprotected while our children are exposed to unforeseen events such as threats of physical harm and daily exposure to the environmental elements. In fact, SCA's school resource officer has observed that the building arrangements and placement on the site has several security defects, which cannot be addressed without major renovations and replacement of the modular buildings.

Considering the recent events of countless acts of violence against schools and innocent children, the safety and the security of our children are of the utmost importance. Serious and life safety deficiencies have been outlined throughout the application, the amended master plan, and the updated school report. Our students are the highest performing students in all of Pueblo County and they should have a high performing facility in order to grow even further, and also be rewarded for their hard work and persistence.

The life safety deficiencies are too great to ignore or delay any further. As a community school it is our responsibility to provide a safe learning environment for our students and staff and we believe our only hope lies in being awarded a BEST Grant. SCA cannot wait another year! Our students and staff must be in a permanent building as soon as possible. Further delay will cause more financial hardships for the school, by throwing good money after bad. Delaying this project would result in stealing away a safe learning environment and a quality education for 586 students (K-12). We have now surpassed the life expectancies of the building structures and their operations. It is obvious from the photos and the application that the time is now!

It is SCA's goal to continue to inspire and instruct our students to be innovative leaders of the 21st century in spite of their surroundings. We teach about having a positive attitude no matter what – and to continue being relentless in the pursuit of goals, no matter what. We lead by example, as we submit this BEST grant application for the 5th year in a row.

If SCA does not receive the BEST grant, then we would be forced to increase our debt services, increased maintenance and

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utility costs for a longer period of time; with no real means for SCA to increase its revenue to keep pace with the needs. This includes the probable purchase of more modular units as the years continue. SCA's current classrooms are already at capacity. Eventually, the current facility will not be able to sustain our population or our student needs, putting the wellbeing of every person at risk and getting worse each year that passes.

SCA is at a defining moment in its existence and decisions as to how to approach the future are upon us. Our modular units are quickly deteriorating and absorbing more and more of our time and money. SCA has two available paths to the future. Down one path lies the opportunity presented by the BEST grant to remedy all deficiencies, to fix maintenance and utility costs far into the future, to provide inspired spaces in which to learn, and to create a sustainable structure that is symbolic of our achievements and position of education in our culture. Down the other road lies a roundabout, which causes us to deploy our resources on systematically replacing our modular units with newer ones, taxing our finances, increasing our debt reserve, and enduring continued life exposure to life safety and security threats, only to end up back at this point in 5 to 10 years. Whichever path SCA finds itself on, waiting is not an option.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

SCA intends to fully comply with the public school capital construction guidelines.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

SCA has developed a capital replacement plan that sets aside and earmarks funds for the purpose of replacement of each of the major systems in the new facility as they reach the end of their service life. SCA acknowledges that replacement costs may take an unexpected path over the coming years and decades, as the economy and school funding priorities vary from year to year. We also understand that constant analysis of the components and systems through the facilitation of the maintenance plan will help keep capital replacement costs lower than normal, perhaps over a longer period of time. In preparation of this replacement plan, SCA determined for each of the categories an estimated replacement cost and an annual amount based on a straight-line method to be earmarked in capital reserves in order to cover the expenses of replacement.

SCA's maintenance plan for the proposed new addition will be based on best practice of "predictive" maintenance and the goal of avoiding the practice of "breakdown" maintenance. The predictive maintenance plan will include:

1. A maintenance schedule: The plan should extract timelines from manufacturers' maintenance manuals and create schedules for the frequency of preventive maintenance, including dates of occurrence and projected cost.
2. Operations manuals: Maintenance and operations manuals containing maintenance procedures for scheduled tasks and descriptions of properly operating systems will be created for each system, component, or product scheduled to be maintained. The manuals will contain repair standards and work order procedures should they be necessary.
3. Commissioning: After installation, it is important to have professionals verify that building systems/components, as well as their functionality and operations, meet the intent of owners and designers. Final adjustments should be carefully documented and consulted if changes need to be made.
4. Records: Over time, actual maintenance on the various systems should be accurately tracked including both the date of occurrence and cost. These records will be used to predict the accuracy of future projections and costs.

The key building systems and their integral components that will be part of the plan include, but are not limited to:

1. Heating system: All mechanical systems/HVAC should be inspected and maintained regularly; performance is to be maximized through proper maintenance.
2. Air handling equipment: Fans, ductwork, dampers, and louvers should be inspected and maintained regularly; performance is to be maximized through proper balancing.
3. Roof system: Surfaces should be inspected regularly, with proper removal of snow and water; leaks should be repaired upon discovery.

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4. Plumbing system: Sprinkler systems, water fountains, pumps, expansion joints, and drains should be regularly inspected.
5. Electrical system: Regularly scheduled analysis by professional engineers and electricians, with thermographic scanning and motor current analysis used to identify common faults.
6. Fire alarm and public address system: Regular testing and maintenance.
7. Finishes: Painting should be done on a regular schedule to avoid disturbances of planned occupancy of the school flooring is to be cleaned, waxed and/or sealed regularly, depending on the materials and location in the school, whether classroom or bathroom.

The following forecasted maintenance spreadsheet describes the frequency of anticipated maintenance per year, the estimated cost for each occurrence and the total estimated annual maintenance cost for each system.

Annual maintenance and operations is anticipated to be in the estimated amount of \$3.50 per square foot based on approximately 37,861 square feet for a total of \$132,513.50. This amount includes custodial services and other professional services needed to maintain facilities. This information was based on information gathered from local contractors and they are believed to be feasible, but better projections can be determined after specific systems and materials are specified in the final plans, and actual operating information becomes available.

The following forecasted maintenance spreadsheet describes the frequency of anticipated maintenance per year, the estimated cost of each occurrence and the total annual maintenance cost for each system. SCA has employed a facilities manager such that he performs most of the onsite maintenance, plumbing, janitorial, internal repairs, and grounds repairs. His salary with benefits is estimated at \$56,000 per year. Major problems that extend beyond his skill set are contracted out to local vendors.

System/Component	Times per Year	Estimated Cost per Maintenance	Estimated Annual Cost
HVAC (LEED)	1	\$25000	\$25000
Misc. Plumbing(LEED)	1	\$25000	\$25000
Electrical	1	\$1500	\$1500
Internal Repairs	1	\$7000	\$7000
Janitorial Supplies	1	\$65000	\$65000
Ground Repairs	1	\$5000	\$5000
Low Volt/IT Maintenance	1	\$1500	\$1500

TOTAL\$118,000

SCA acknowledges that maintenance numbers during the initial years of the new school will be lower than at a later date as the facilities age. This proves to be true based on our analysis of the actual repair costs for certain other schools for which we obtained information. We obtained actual operating cost data for all Pueblo West area District 70 schools. The information was obtained directly from the Pueblo Rural District 70 Chief Financial Officer. SCA believes the estimates are feasible. The estimates will be replaced with better projections after specific systems and materials are specified for the new addition and also after operating information become available for a historical cost analysis.

CAPITAL REPLACEMENT PLAN

SCA's capital replacement plan is to set aside and earmark funds for the purpose of replacement of each of the major systems of the new school as they reach the end of service lives. Foreseeing the expenditures that will ultimately be required to replace these major systems will allow the school to plan for the future and be prepared as capital expenses arise. SCA plans to allocate approximately \$55,000-\$65,000 annually in a separate capital reserve account based on the capital replacement plan.

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To prepare the capital replacement plan, SCA determined for each category the estimated service life of the item, the estimated replacement cost, and the annual amount based on a straight line method to be set aside in capital reserves in order to pay for the cost of replacing the item at the end of its useful life. The information set forth below.

Description	Life	Cost	Annual
Roofing Standing Seam	50	\$800,000	\$16,000
Air Handlers	25	\$50,000	\$2000
VAV's	0	\$15,000	\$600
Misc. Plumbing	25	\$20,000	\$700
Light Fixtures	15	\$20,000	\$1500
Painting	10	\$8,000	\$1,000
Flooring	15	\$150,000	\$10,000
Landscaping/irrigation	20	\$5,000	\$250
Hardscapes	25	\$20,000	\$800
Joint Sealant/weather strip	10	\$3,000	\$300
Visual display boards	10	\$20,000	\$500
Low Voltage Cabling/Equip	20	\$35,000	\$1,500
Doors and hardware	30	\$5,000	\$200
Windows/Glazing	30	\$30,000	\$1,000
Window Treatments	10	\$15,000	\$1,500
Fire Sprinklers	50	\$70,000	\$1,500
TOTAL		\$1,266,000	\$51,050

Based on our analysis, SCA feels setting aside this amount is more than adequate to have funds available when replacement is necessary, without taking into account the idea that rehabilitation will be a possible solution instead of replacement with respect to many of the components under this plan. Of course, this capital replacement plan will need to be modified for the actual systems, which are specified in the actual construction of the school.

FINANCIAL RESPONSIBILITY FOR MAINTENANCE AND CAPITAL REPLACEMENT PLAN

The total annual estimated amount for costs under the maintenance plan and capital plans as described above is approximately \$65,000. In order to assure that SCA can be financially responsible for these amounts, SCA analyzed its historical and projected sources of revenue. SCA has been allocating between \$50,000 - \$65,000 every year for capital improvements and this amount has been sustainable within our budget. Thus, SCA is confident that we can financially support the maintenance and capital replacement plan.

SCA has been fundraising and creating reserves, including a separate educational foundation and a capital reserve in excess of \$500,000. Each year, SCA and the SCA educational foundation solicit voluntary contributions and sponsorships for various activities throughout the year, such as SCA's annual 5K run and golf tournaments. The SCA Educational Foundation was founded and operates solely for the purposes of capital improvements and facility needs. The current amount in the SCA Educational Foundation is \$15,000.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

1. No Permanent Location Until 1999

Swallows Charter Academy was founded in 1996 and was housed in modular buildings behind a Pueblo Rural District 70 middle school, with 49 students. SCA moved into its current location, an old grocery store, in 1999. SCA purchased the Bulldog Market building and renovated it for educational purposes and the mortgage for this building was paid in full in 2007. At the time, Pueblo West did not have many viable options large enough to accommodate and meet the needs of the school. Thus, the Bulldog Market was the only viable option and was renovated to include 13 classrooms and administrative offices along the interior perimeter of the building, with a cafeteria/commons at the center. In 1999, the school expanded to a full K-8 and has been in its current location for over 16 years. Enrollment was limited to 22 students per classroom due to facility size. The

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addition of a 9-12 program in 2008 prompted the purchase of 15 additional modular units, which are still being used today. This year celebrates SCA's 20th anniversary!

2. Growth

SCA started only as a middle school but quickly expanded to a full K-8. In 2008, the SCA Board expanded its educational programming, doubling grades 6-8 and adding a 9-12 program all at once. The Board determined that this was the most viable and cost effective solution for expansion. The Pueblo West area did not have a vacant facility available to lease or buy to serve as another viable option. The intention was to use the modular buildings temporarily and either build a new building or move into another building at a different location. The Pueblo West Metropolitan District entered into a short-term lease agreement with SCA for a 4.1-acre site owned by the metro district, at that time. As of January 13, 2014 the property is owned by SCA, which we purchased for \$150,000. These modular units were manufactured in 1996, purchased in fair condition, and installed on the SCA campus in 2008 intended to be a temporary facility for a maximum of one to two years. The now 4th, 5th, and 7-12th grade modular units were installed to accommodate this expansion. The SCA Board and director at the time had plans to build off site, which obviously did not happen due to finances and administrative turnover.

3. Slow and Stead Growth

In 2008, administration doubled the middle school and added the high school in one year. SCA's current administration needed to match that growth from the lower grades to filter into the middle school and high school. Thus, in 2010, SCA grew one grade level per year to meet the educational needs of our students. SCA continues to grow and service the Pueblo West community. In 2016, the purchase of an additional modular was necessary to accommodate students, which is now the 6th grade modular. It was purchased in good condition.

4. Temporary Buildings Need Replacement

With a total K-12 population of 586 students and measured against the CDE construction guidelines, SCA's modular unit classrooms are now considered unsafe, unhealthy, and undersized. All of Swallows Charter Academy modular buildings are in urgent need of replacement. Currently these modular buildings have exceeded their expected life span and continue to deteriorate exponentially and put economic strain on the budget. SCA does not have a sound building structure for all K-12 students.

The modular buildings have now been in place for 9 years and they have reached their maximum life span. In 2008, the temporary buildings served the purpose of allowing the school to extend its programming to more students. However, the temporary buildings have outgrown their original function and now serve over 340, 4th-12th-grade students, 7 periods per day.

As seen in our photos, the halls in the MS/HS modular building are extremely crowded subjecting students to possible injuries and harm, which is a major safety concern. Out of all the issues that administration handles on a daily basis, 95% of them are related to facilities. We are constantly struggling with safety and security due to our campus layout and size. Inclement weather presents another set of problems with ice, snow, and wind, not only being unsafe but also require custodians to work overtime for clean up and maintenance. In fact, we have had students fall outside during passing periods on the slick sidewalks even though we had salted them constantly through the day. Roof leaks, doors not closing, and poor ventilation are just a few problems we deal with on a daily basis.

When charter schools were first permitted and during the course of the subsequent acquisition of the various SCA modular structures, the current form of school facility construction guidelines did not exist. Each modular now located on the SCA campus was purchased to be suitable for SCA's needs for a temporary time only.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

The following is a list of capital improvements made to the facility since 2008, with the year improvements were made, and approximate dollar amounts spent on the repairs/upgrades.

1. 13 Modular units were installed, 2008 = \$900,000

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2. Modular units needed additional work to connect them together as there were major gaps in floors and ceiling, 2008 = \$50,000
3. Constructed for use with upgrades to carpet, paint, and utilities, 2008= \$100,000
4. Security system installed, 2011= \$30,000
5. New phone system installed, 2011= \$20,000
6. New technology labs installed with upgrades to the network 2011-2014= \$90,000.
7. Various plumbing issues: sinks, toilets, and drinking fountains replaced and repaired, 2011-2015= \$20,000
8. Annual roof repairs, 2010-2015= \$5,000
9. Annual replacement of various ceiling tiles, 2011-2015= \$5,000
10. Rock and landscaping, 2012 and 2015= \$20,000
11. Purchase of school property in 2014= \$150,000.
12. Controlled access system installed, 2015= \$10,000
13. Annual repairs and maintenance to the HVAC units, 2010-2016= \$12,000
14. Additional exterior lighting, 2010 and Spring, 2016= \$30,000
15. Additional storage shed, 2011= \$10,000
16. Entire sewer system had to be replaced, 2015= \$20,000
17. Purchase/install of modular, 2016= \$68,000
18. New firewall install and computer carts, 2016= \$30,000
19. 2 Roof replacements on old modular units, due to high winds, 2016= \$10,000
20. Bathroom upgrades in old modular, due to sinks falling off the wall, 2016= \$3,000
21. Additional security cameras and door access installed (key fob system), 2016= \$8,000
22. Parking lot repairs, 2016= \$8,000
23. Tile repairs, 2010-2016= \$3,000
24. Annual Painting, 2011-2016= \$5,000
25. Carpet repairs, 2011-2016= \$3,000
26. Exterior lighting repairs, 2016= \$10,000
27. Door repairs due to unstable building, yearly 2010-2017, = \$7,000
28. Parking lot restriping, 2017 = \$3500

Total repairs and maintenance since 2008 = \$1,627,500. All these improvements had to be performed for the overall operation of the school. SCA is one of the lowest funded schools in the state of Colorado and aside from salaries the majority of our budget goes towards the facility. It is nearly impossible to save money for a new building or for a 35% match, of \$5,585,590, as this money is used to keep the facility as safe as possible with the budget we have.

The following is a list of maintenance and repairs, which have been performed on the modular units, including the 4th, 5th and 6th Grade units as well as the 13 modular units conjoined to make up our MS/HS and office building within the last year. (A total of sixteen 24' x 60' modular classrooms are currently in service on our campus).

1. Modular unit purchase and install= \$68,000

2. Roofs - Three types of roofs make up the roofing of the modular buildings on our campus; Composite shingles, vertical seam metal roofing, and aluminum sheeting.

The relatively flat aluminum roof on the MS/HS building causes the most on-going expenses. Each year two men spend approximately 5 full days on the aluminum roof patching and performing other repairs. The shifting of the 13 modular units below this roof causes the seams in the aluminum to separate. The excessive shifting is because the modular units are not set up on any kind of conventional foundation such as a spread footer or slab on grade. Instead, the thirteen modular units are set on CMU blocks stacked below the frames on soil. We spent approximately \$2000 repairing and maintaining this roof. The other roofing expense is the composite shingle roofs on two of our modular buildings. \$8000 was spent replacing the entire composite roofs because of wind damage, caused on Christmas Day.

3. Flooring - The floor coverings in our modular classrooms are a mixture of VCT tile and carpet. This year we spent approximately \$2000 in patching and replacement. The VCT tile is an on-going repair item, particularly at locations where the modular units are joined together. The lack of a conventional foundation mentioned in the roofing section also affects the

BEST FY2017-18 GRANT APPLICATION SUMMARIES

floors in much the same way as the roof seams. The movement breaks up the VCT tile where the modular units are seamed at floor level. Each year, large sections of VCT tile are replaced along those seams. Annual expenses average \$3000 for the floors and floor coverings, but can soar much higher when more than one unit requires new carpet in any one year.

4. Annual Paint/Carpet = \$5,000.

5. Separate security camera units in different buildings = \$30,000 (this would be cheaper and more effective if we were on one system for the entire school and not in temporary buildings)!

6. HVAC Wall Packs - Each modular unit has a wall pack that supplies heating and air conditioning to that particular unit. This equipment is now 15 or more years old, and individual parts within each unit (IE: contactors, switches, fan motors, coolant valves, compressors, etc.) have exceeded normal lifetime service expectancy. Each year, the cost of replacing these parts has increased as they age. We have spent approximately \$3000 in repairs of this nature in addition to the \$2000 spent each year in normal maintenance. (i.e.: filters, coolant, condenser cleaning, etc.)

7. Door replacement and realignment (this is a yearly cost due to shifting grounds) - The doors that come from the manufacturer in modular classrooms do not meet the normal standard for commercial applications, as evidenced by the number of both interior and exterior doors requiring repair and replacement each year. This year expense, \$1000.

8. Re-key campus (bad doors and locks) = \$5,000

9. Rock for paths around modular units (yearly) – Due to the separate buildings and outside crossing paths in a dirt field, we have tried to minimize mud and dirt to provide a safe path for students to travel outside their classrooms = \$5,000

10. Mold Report/Inspection and ongoing monitoring- Of the 16 modular units on the campus, 15 are set over three foot deep excavations which serve as crawl spaces. This type of installation lowers the modular eliminating the need for skirting and stairs to enter the mods, but lends itself to other problems related to having the walls set in soil. In particular, we have developed extensive mold on the underside of the modular units. We spent a significant amount of time and money doing mold mitigation and testing to measure the extent of mold spores, which may have migrated to the classrooms and offices above. This year we spent approximately \$800 testing for mold migration, which is part of an on-going annual expense. SCA continues to monitor the mold spore count every 6 months, costing the school an addition \$1000 a year. We have bid the cost of mitigating the mold from the crawl space and have received several bids to perform the work, all in excess of \$100,000. The school simply does not have the resources to have this work done.

11. Glass - This year expense, \$200.

12. Plumbing - (only in MS/HS Building Restrooms). Replaced sinks falling off walls \$3,000. Annual average expenses for other issues (drinking fountain and toilets) = \$1,000.

13. Pest Control - There is an increased level of pest control needed when modular units are set on the ground in an excavation as described above in the mold section for obvious reasons = \$1,000 per year.

14. Electrical - (breakers, outlets, switches, etc.) This year expense, \$500.

15. School Safe Radios - School safe radios had to be purchased due to the fact we do not have a school wide communication system = \$40,000

The total cost for modular repairs and technology = \$174,700. SCA has spent large amounts of money on maintaining and upgrading temporary buildings to the best of our ability for our students' safety and operational use. We have to continue to put money into failing temporary buildings.

This year's budget for capital improvements, maintenance and repair was set for \$120,000. We had also allocated at least

BEST FY2017-18 GRANT APPLICATION SUMMARIES

\$110,000 for technology and radios. As a charter school we receive less funding (5% less) than our authorizing school district, which is Pueblo Rural District 70. Pueblo Rural District 70 is the second to the lowest funded district in the entire state of Colorado, which makes Swallows Charter Academy the lowest funded school in the state!

As displayed above, it is obvious that a large portion of our budget is used on facility repairs and maintenance. Due to the fact that the modular buildings are temporary, they are in need of yearly costs and major repairs for operational use. Continuing to throw good money after bad buildings, which are literally falling apart is not being fiscally responsible and it deprives SCA students of a quality education. The only solution is to replace them with a sound stable structure, as proposed in our application!

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The following capital grants were denied to SCA in recent years:

2008 – The Packard Foundation grant, \$30,000

2008 – New School Startup Grant \$500,000

2012 – Shell Science Classroom grant, \$20,000

2012 – Clorox grant, \$50,000

2013 – Shell Science grant, \$20,000

2012, 2013, 2014, 2015 - BEST grant, approximately \$15 million or less

2007-08, Pueblo Community College offered land and building space to house the early college program. This proposal was rejected at the time by the District 70 School Board for unknown reasons. Efforts have been made to secure in-kind donations if/when the project is funded. In 2004, SCA received \$100,000 for parking lot improvements. No monetary contributions have been committed from community partners such as the YMCA, the Pueblo West Metro District, Pueblo Community College, or CSUP. Three bond measures have been attempted since 2004 and two were awarded to District 70. The voters defeated a measure in 2010. The voters approved a \$60 million bond in 2013 and SCA received only \$22,000 for a controlled access entry system. Recently in 2016, District 70 went for a mill levy override and failed.

How do you budget annually to address capital outlay needs in your district/charter?

This year, SCA budgeted approximately \$110 per pupil to a capital outlay fund. SCA also budgets for maintenance and operations in the general fund, which was \$55,000 this year. Any funds left over roll over into the reserve fund and can be reallocated for the following year. Per SCA financial policies and our bond holder obligations, SCA must keep 45 days cash on hand in this reserve fund. At the beginning of every fiscal year, money is allocated to the capital outlay fund. However, in the years past this money has had to be used for additional modulars and major capital improvements preventing us to save for a new building or a match.

Current Grant Request:	\$15,711,467.15	CDE Minimum Match %:	35
Current Applicant Match:	\$247,361.85	Actual Match % Provided:	1.55
Current Project Request:	\$15,958,829.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		Educational Foundation and Capital Reserves.
Total of All Phases:	\$15,958,829.00	Escalation %:	7.5
Affected Sq Ft:	37,861	Construction Contingency %:	5
Affected Pupils:	585	Owner Contingency %:	5
Cost Per Sq Ft:	\$421.51	Historical Register?	No
Soft Costs Per Sq Ft:	\$60.32	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$361.19	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$27,280	Is a Master Plan Complete?	Yes

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Sq Ft Per Pupil: 65 **Who owns the Facility?** Charter School

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only): \$155,873.21

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

In the event the charter school facility ceases to exist, it will revert back to Pueblo Rural District 70.

Financial Data (School District Applicants Only)

District FTE Count:

Bonded Debt Approved:

Assessed Valuation:

Year(s) Bond Approved:

PPAV:

Bonded Debt Failed:

Unreserved Gen Fund 14-15:

Year(s) Bond Failed:

Median Household Income:

Outstanding Bonded Debt:

Free Reduced Lunch %:

Total Bond Capacity:

Existing Bond Mill Levy:

Bond Capacity Remaining:

BEST Charter School Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching monies requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant's waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as practicable by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents or other relevant documentation as applicable to support the responses provided.

For questions 4-15

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your charter school.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your charter school.

As outlined in our grant application, SCA would benefit tremendously from receiving a BEST grant. Given the overall safety and welfare needs of students and staff, the only viable solution is a total modular replacement of our existing campus. Temporary modular buildings are not designed for long-term learning and SCA's modular units are well beyond their shelf life. Our students need to be in a safe learning environment that is well ventilated, well lit, and designed with 21st century learning in mind.

A partial waiver of the matching contribution is necessary to enhance both the educational opportunities and safety and well being of our students. Educational opportunities would flourish with new science labs, integrated technology, and unite the school into one building with one secure entrance. Our slogan, "From Crayons to College," could be a completely realized vision under one roof, if granted the waiver. The waiver would support SCA's mission and allow SCA to provide a safe learning environment for our students with a facility that is designed with learning in mind. If SCA does not receive the waiver then we would be forced to proceed with unforeseen budget cuts that would affect not only our students, but our staff as well. If SCA does not receive the waiver, SCA may be forced to turn away students who want a good education, which is unthinkable! SCA has continued to throw good money after bad facilities and we

cannot continue to financially support this vicious cycle. We cannot continue to “put a chandelier in an outhouse” so to speak.

2. Please describe why the cost of complying with the matching contribution would significantly limit educational opportunities within your charter school.

If SCA were required to contribute 35% of the grant request, which is \$5,585,590 it would drastically and negatively impact the school. SCA’s starting overall budget does not even come close to this amount! SCA would be forced to seek a loan for the match, in which the only way SCA could repay that loan is with increased enrollment. Our campus is already overcrowded, which would mean adding more modular buildings and creating the vicious cycle all over again! According to our financial advisor, Russ Caldwell, the only way that SCA can obtain this large sum of money is through refinancing our current loan and increasing our enrollment of over 100 kids. We simply do not have the space or the finances to support this plan. SCA has already been aggressively fundraising for the past 5 years and more recently has created an educational foundation in the past 3 years. The SCA Educational Foundation has raised approximately \$25,000 dedicated only for the construction of a new building for the safety of our students. Obviously this amount is nowhere near the 35% match, and if we continued at this pace we would never be able to raise enough funds to support this huge match amount. As one of the lowest funded schools in the state of Colorado receiving 5% less in PPR than Pueblo Rural District 70 schools, it is nearly impossible to save this amount on our small operating budget.

If SCA were required to contribute 35%, the school would have to turn students away, cut staff, and continue to operate in unsafe facilities. None of these options are conducive to 21st century learning. In fact, it would steal educational opportunities from students in the Pueblo West community. Students would still not be able to experience science labs, especially, Chemistry or Physics, or participate in collaborative learning for group projects due to the limitations of space in a modular classroom. Students would still be in ill ventilated and poorly lit facilities that are not conducive to innovation and learning. SCA test scores would decline as our facilities continue to decline. This is the exact opposite of what we as a society want for all students.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants or other organizations to more efficiently or effectively leverage the applicant’s ability to contribute financial assistance to the project?

Efforts to work with the Pueblo West Metro District Board began nearly 5 years ago, centered on the purchase of this property. Several joint board meetings were held to facilitate the transition of the land over a period of time. After several meetings, the Pueblo West Metropolitan District sold us the current property in the amount of \$150,000. SCA has the support of our authorizer, Pueblo Rural District 70, however their budget is also limited. SCA has become a member of community-based organizations, such as the Pueblo West Chamber of Commerce, Pueblo Latino Commerce, and the Pueblo Business Women’s Network, in order to promote our school and secure community partnerships for years to come. Local businesses have supported SCA through donations to SCA’s Educational Foundation by purchasing banners for the gym and through sponsorships in SCA’s 5K runs and golf tournaments. SCA has researched grants, locally, and have not been successful in finding or obtaining any money for our building needs.

In addition, we have maintained a strong relationship with Pueblo Community College and Colorado State University at Pueblo, since the inception of the Early College Program in 2008. Part of our vision, with PCC is to offer college courses on our new campus, not only for our own early college students but also for the Pueblo West community at large. We understand that students desiring to take college biology at PCC are often told that all the sections are full and they are at capacity. Being able to offer additional science classes in our new labs, through a joint facility usage agreement would provide additional opportunities for our early college students, specifically for those students who may face transportation issues or work conflicts. We have discussed several times with our own staff members about becoming adjunct professors. In fact, a SCA middle school teacher taught a college course on our campus, just last year and continues to do so. This was the first of many courses we expect to offer over the coming years, once we have an active partner with us in building the vision for the new facility.

4. Weighted average of district matches which comprise the student population.

5. Does the authorizing district have 10% or less bonding capacity remaining?

No. According to Pueblo District 70 Chief Financial Officer, the district does have more than 10% bonding capacity remaining.

6. Is the charter school in a district owned facility?

The charter school is not a district owned facility. Swallows Charter Academy is owned out right and paid in full by SCA.

7. How many times has the charter school attempted or attained bond proceeds from an authorizer's ballot measure for capital needs?

Four times. In 2004, \$100,000 was received from the bond measure for parking lot improvements. SCA received \$22,000 of a \$60 million bond initiative in 2013. SCA used the \$22,000 for security upgrades in the existing old grocery store. A bond measure failed in 2010. More recently, the district attempted a mill levy override, in 2016, and it also failed.

8. How many times has the charter school attempted to do a special mill levy override pursuant to 22-30.5-405 for capital needs?

Once (with the district) and it failed.

9. How many times has the charter school attempted or attained grant funding through a non-BEST source for capital needs?

At least 8 times:
In 1996, SCA received charter school grants totaling \$53,336 in start-up monies the first year the school was open with 46 students in grades 6-8. In 1997, the charter school received \$8,840.
In 2008, a \$30,000 grant was denied from the Packard Foundation and in 2012 and 2013.
The \$20,000 Shell Science classroom grant was denied 2 years in a row.
A \$50,000 Clorox grant was also denied in 2012.
Except for the charter school capital construction assistance fund monies, no other capital grants have been awarded. However, SCA continues to campaign for raising funds for our new facility.

10. How many times has the charter school attempted or obtained funding through CECFA or another type of financing?

Two times:
In 2008, SCA approached CEFCA for funds for the new high school early college program, but the application process failed somewhere along the lines. In 2014, SCA did secure \$3,680,000 from CECFA, for the start of building our master plan, which was the gymnasium, kitchen, and cafeteria area.

11. Charter school enrollment as a percent of district enrollment.

8% of Pueblo District 70 students are enrolled at Swallows Charter Academy K-12.

12. Free/reduced lunch percentage in relation to the statewide average charter school free/reduced lunch percentage?

The free and reduced lunch percentage for Swallows Charter Academy K-8 is 23.08% and 9-12 is 30.72%.

13. Percentage of PPR spent on non M&O facilities costs.

With a starting budget of \$3,927,546 with salaries and benefits taking 70% of the budget, SCA is only left with 30% of the budget. 7% goes toward the loan payment for the building, 7% is allocated for books and supplies, and 6% goes toward college tuition for our early college program. This leaves 10% of the budget for utilities, insurance, operations and maintenance.

14. Unreserved fund balance as a percent of budget.

13% Our bond obligation and SCA financial policies require us to maintain at least 45 days cash on hand.

15. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

Swallows Charter Academy is requesting a partial waiver of the requirement of the BEST grant of the remaining matching funds of 33.45% of our project costs. SCA has already borrowed \$3,680,000 on our own to begin moving forward with our master plan. The loan repayment of this amount is \$263,000 per year. Therefore, the remaining 30.6% of the match leaves us with no choice but to request a waiver for the remaining amount of \$5,335,590. There have been a series of unfortunate events in the past 13 years during the time SCA has tried to develop a new safe campus. \$150,000 was recently spent to purchase the land. No other school in this region has had to buy property to educate children. They all have received deeds of land. Over \$265,000 was wasted on failed attempts over a number of years in pursuit of a safe haven for Swallows. Moreover, as described in our application the deficiencies to our modular buildings have been a financial strain on our budget. The 4th and 5th grade modular roofs had to be replaced this year due to high the winds, often experienced in Pueblo West, and on Christmas day blew them off, costing \$8,000 to replace. SCA had to replace the entire sewer system last year costing over \$16,000. Big issues are occurring and will continue to be a problem as these facilities are past their expected life span. The money that SCA sets aside for these problems will continue to go towards a dying facility and NOT towards the solution of providing a safe facility for our students. This money that we set aside for facilities is spent on issues and therefore, cannot be saved for the match. Other grant attempts have failed as well, including the past 4 years of failed BEST grant attempts. SCA will continue to pursue any and all opportunities for grant money, although we have been continually denied.



ADMINISTRATIVE SERVICES CENTER

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Greg Keasling
Director of Student Services
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719-295-6534
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MaryLou Menegatti
Secretary to the Director of Student Services
E-mail: mmenegatti@district70.org

February 6, 2017

Colorado Department of Education
BEST Grant Review Committee

RE: Swallows Charter Academy Application

Dear Sirs,

I am the Director of Student Services in Pueblo School District 70. In this role, it is my responsibility to work and train with the schools in the District on Emergency Preparedness and Crisis Response. Swallows Charter Academy is one of the District Charter Schools that I have been working with and training with respect to the issues addressed above. On January 18, 2017, I launched an intruder crisis exercise at Swallows Charter Academy the utilized first responders from the Pueblo County Sheriff's Office and Pueblo West Fire Department. This exercise took two months of intensive training and preparation with all parties. We have spent the last three years performing such exercises in all 19 non-charter public schools in our district.

The Swallows Charter Academy exercise took no less preparation than any of the other schools in the District. It became quite obvious early into the exercise that Swallows Charter School had issues quite unique to their campus that complicated and compromised the safety of their students and staff. The Swallows campus has 6 separate buildings that houses students at any given time. The separate facilities complicated communication between instructors and administration throughout the exercise, even after a major financial investment was made in radios and a school safe bridging system for the campus. The separate facilities caused the Sheriffs Office response teams to separate and become fragmented during the exercise. Our Intruder (Actors) had the run of the campus and evaded Law Enforcement for more than 57 minutes before they could be apprehended. One Intruder/Actor was able to move from building to building while watching and keeping track of Law Enforcements movements.

The greatest concern focuses on the fact that even with outstanding communication resources and foundations, the reality of 6 separate facilities on the same campus could not be overcome for 57 minutes. In reality, that is a great deal of time for someone, intent on doing harm, to have unrestricted movement across a school campus.

With this reality in mind, I am writing you this letter of support for the Swallows Charter Academy BEST Grant request. We now know from the data gathered at the Crisis Exercise that the current campus structure and configuration places the students, staff and community at great risk if a person is intent on entering their campus and doing harm. This grant request would allow for major campus an building construction and changes to existing facilities that provide for the immediate and long term safety and security of students, staff and community members.

Thank you for your time and consideration of the information contained in this letter. If you have any questions please contact me at (719)295-6534.

Sincerely,

A handwritten signature in black ink, appearing to read "Greg Keasling", written over a horizontal line.

Greg Keasling, Director
Student Services
Pueblo County School District 70



Pueblo County Sheriff's Office

Kirk M. Taylor Sheriff
J.R. Hall Undersheriff

Mark A. Mears
Bureau Chief
Emergency Services

David J. Lucero
Bureau Chief
Law Enforcement

Jeffrey S. Teschner
Bureau Chief
Detention

January 24, 2017

To the BEST Grant Committee:

On behalf of the Pueblo County Sheriff's Office, please accept this letter of endorsement for Swallows Charter Academy (SCA) as they seek funding for a new campus structure for their operational needs. As the Law Enforcement Bureau Chief for the Pueblo County Sheriff's Office, I, along with members of our tactical SWAT team have recently conducted active shooter trainings at the current site and we have experienced the challenges the campus faces.

As you may or may not know, the campus is located directly off of one of our busiest streets in Pueblo West, Colorado and a high volume of traffic travels directly in front of the school during regular school business hours. In addition to traffic concerns and as stated above, recent active shooter training revealed other concerns for the existing physical structure of Swallows and the many modular buildings that the school has had to utilize for student growth.

The main elementary building was a former grocery store. It is possible that because it is primarily metal in composition that ballistics, even from a distance, would not necessarily be prevented from penetration. Drywall, insulation and metal offer little resistance to gunfire in my experience. This would indicate that the main building and the "temporary" modular style classrooms are vulnerable to active shooter issues, with or without the shooter actually entering the building.

Because the school was built as a retail grocery store the front entrance to the elementary portion has undergone retrofitting to improve security however the high school modular style building cannot be retrofitted to accommodate a reasonable security measure like the elementary building. Once inside, someone would have access to all of the classrooms.

The high school portion consists of assembled modular type buildings and this also presents challenges as the students walk back and forth between the two buildings, near the busy roadway which has limited physical barriers between the students and the roadway. In fact, as the students walk between the two buildings, there is a considerable distance between the two providing no protection for them in a wide open area.

SCA is a tested valuable resource as an institution of learning, one that is well attended and well instructed. I whole heartily recommend SCA for much needed funding from the Best Grant so they may construct a facility that promotes safety and security and also encourages the learning environment and culture that is Swallows Charter Academy.

Sincerely,

A handwritten signature in blue ink that reads "David J. Lucero". The signature is written in a cursive style with a long horizontal flourish at the end.

David J. Lucero
Bureau Chief



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C. Edward Smith
Superintendent

February 1, 2017

Dear BEST Grant Committee Members

As the superintendent of School District 70, it is my privilege to write this letter of support for Swallows Charter Academy, in the pursuit of a BEST Grant. Swallows Charter Academy is one of two charter schools in District 70, in fact, one of the most established charter schools in the state of Colorado. Swallows Charter Academy is located in Pueblo West, in six separate buildings; one a renovated grocery store, and the others are a collection of modular buildings spread throughout the campus. Even though the facilities and grounds are inadequate, Swallows Charter Academy continues to be one of our top performing schools in the district. With a new facility designed with learning in mind, I can only imagine what achievement might look like at Swallows Charter Academy.

I can assure the BEST grant committee that the relationship between Swallows Charter Academy and its authorizer will continue to grow well into the future, and we fully support their mission and vision, their long-term plans for incremental growth over time, and a new facility.

In my years in District 70 both as the assistant superintendent and the superintendent, I have known the Swallows Charter Academy Board and administration to be exploring several options for a new facility, on several sites in Pueblo West. Extensive and expensive research was conducted on a site near Avenida Del Oro, which proved not to be feasible for several factors. The Board also looked seriously at an existing facility behind the Pueblo West Walmart, and that was not a viable option due to asbestos and other hazards. The Swallows community also did not support the proximity of being so close to Walmart. Therefore, when the SCA Board began discussions with the Pueblo West Metro Board to purchase the land the modular buildings currently sit on; it was no surprise that this option was well received by the community, the school district, and the metro district. The current location has housed Swallow Charter Academy for the past 20 years, and it has become a landmark in this community. It seems the perfect location to establish a permanent and safe home for Swallows.

The safety and security of the students and staff at Swallows Charter Academy has always been a top priority for the district. We are dedicated to ensuring the best protections and welfare of our students at all of our schools, and Swallows Charter Academy has some substantial safety issues, with students traversing an open campus throughout the school day and being housed in expired temporary modular buildings. A new facility would provide the ability not only to deliver the highest quality instruction, but also ensure the safety and security every child in District 70 deserves. Please consider funding the Swallows Charter Academy master plan for a new facility through the BEST grant option and giving these students the BEST possible education.

Sincerely,

A handwritten signature in blue ink that reads "Ed Smith".

Mr. Ed Smith
Superintendent

February 2, 2017

BEST Grant
The Colorado Department of Education
1580 Logan Street, Suite 310
Denver, CO 80203



Dear Grant Reviewer;

It is with great pleasure that Pueblo West Parks and Recreation Department supports the pursuit of a BEST grant by Swallows Charter Academy. The Pueblo West Parks and Recreation department and Pueblo County School District #70 have enjoyed an intergovernmental agreement for many years, allowing for each entity to utilize the fields and facilities in Pueblo West for the mutual benefit of the programs provided to the citizens of Pueblo West. Along with the school district we work with the private sector in partnership to provide a better quality of life for our community.

The population surge in Pueblo West has created a shortage of fields and facilities to meet the recreational demands of the community. Additionally, because of the necessary growth of program offerings, the current facilities have been over used and some are in desperate need of repair. Swallows Charter Academy is in the process of developing their school needs by prioritizing them in phases. Phase 1 was the gymnasium which has made the school now a community school. Phase II is to replace current modules for the middle and high school and Phase III would be the replacement and renovation of the entire campus which would allow for more educational opportunities for those students as well as the community. This grant will be a benefit to both entities in that we can provide educational tools for all ages in programs such as: foreign language classes, computer classes, music and art offerings, etc. When the words parks and recreation appear everyone thinks sports. Due to the size of our community and department we must incorporate all aspects of life and sports is just a small part of what we provide. This partnership would incorporate what the grant is all about "Building Excellent Schools Together", opportunities beyond the physical sport, Strong mind and Body.

Swallows Charter Academy is in walking distance of our "Cattail Crossing" park where many classes could be held, the tennis courts, and a new community park that could be used by the school for extra-curricular activities and classroom learning.

We feel the effort in pursuing this grant opportunity would be in the best interest of the citizens of Pueblo West, and the resulting facilities will meet the needs of the Pueblo West constituents for subsequent generations. As stated above this grant would provide a community school.

Sincerely,

A handwritten signature in blue ink that reads "Carol Cosby". The signature is fluid and cursive.

Carol Cosby
Pueblo West Parks and Recreation Director



Swallows Charter Academy K-12

SCA (K-8)
278 S. McCulloch
Pueblo West, CO 81007
719-547-1627

SCA (High School)
101 Civic Center Drive
Pueblo West, CO 81007
719-547-7230

February 8, 2017

To the BEST Grant Committee:

We, the faculty and staff of Swallows Charter Academy, ask you to approve our application for a BEST Grant so we can build a campus which will meet the needs of our students now and in the future.

Our physical structure has never been the ideal setting for a school, but we have made the most of it. We were granted one of the first charters in Colorado and began our school in an old grocery store. Our elementary classes are housed in that building, and the rest of the campus is comprised of modular structures. The modulares were never meant to be permanent, and those are the buildings we are planning to replace with the BEST Grant.

Our modular buildings have been in use far too long and need to be replaced now. We are asking for money to construct classrooms, a media center, and a secured front entry. One of the many problems with our modular structures is that each of them has an outside door, which is a security concern. The new classrooms would give our teachers not only security but the space to conduct class in a true learning environment, not a building that once sold produce and frozen foods.

Our students and teachers have excelled in spite of the limitations of the buildings. Our test scores continue to lead our school district and much of the state. Our high school boasts the highest graduation rate of any school in our area, and our ACT scores are the highest in the region and above state averages. Our early college program is the most successful in the state. Imagine what we could do in a secure, energy efficient structure designed with learning in mind.

A new building will address our safety and security needs. It will also give our students an environment designed for learning. We have shown we can do great things in an old grocery store and an assortment of modular buildings. We need these classrooms to take our students into the future. We have a vision and mission for our school with a master plan to execute them. What we need is money. The BEST grant would allow us to do what we do best, help our students learn. You would be giving us the means to create a safe and secure environment. Every student deserves that.

Sincerely,

The Faculty and Staff of Swallows Charter Academy

*Mr. Walker Perry
358 W. Morning Glory
Pueblo West, CO 81007*

February 17, 2017

Dear BEST Grant Board Members

I, Walker Perry, am writing on behalf of Swallows Charter Academy that they may receive the BEST Grant to assist in funding the construction of a new facility. As a former student at SCA, I can wholeheartedly say how beneficial a new, permanent facility would be to the continued success of the school and its students.

I attended this school for the vast majority of my educational experience from kindergarten through graduation, as valedictorian from SCA in May 2016. The thirteen years spent at this institution played an enormous role in shaping who I am today, causing me to strive to succeed academically and pushing me to now continue to further my education. The teachers, faculty, staff, and administration all clearly work toward the betterment of each and every student in an effort to provide them with the best possible educational experience. This is no easy task, but after the many years spent at SCA, I believe that they have succeeded in achieving that goal with hundreds of students.

When I began attending kindergarten, SCA only served K-8 students, but since 2008 it has offered a 9-12 high school experience, which provides a very successful concurrent enrollment program. The continued development of the high school and its college program allowed me graduate with 62 credit hours from Colorado State University-Pueblo. Not only is SCA one of the few schools in the area to offer its students this opportunity, but also I believe it is unrivaled in preparing its students to be successful as the college level no matter when they start. As SCA has continued to thrive and meet the needs of the families and students, it was necessary to add numerous modulars to serve as classrooms to house an expanding academic program. In fact, all students in grades 6-12 are taught in modular unit buildings.

Up to this point, SCA has done all it can to give as many students as possible the same exceptional experience that I received in my years there. However, they have now reached a point where, in order to continue to best serve its students, a new facility is needed to replace the current modulars. It is not a safe campus because of constant exposure and unsafe facilities. A new facility would allow for a more cohesive educational experience in a safe environment. Having an actual, permanent school building for teachers and students alike to work and learn in would create an environment in which students can succeed even more. Receiving this grant would make this possible, and allow students to receive the very best in education in one cohesive and safe location. Thank you for your consideration.

Sincerely,



Walker Perry
SCA Class of 2016 Valedictorian

To Whom it May Concern,

On behalf of the student body, I would like to first thank you all for your consideration of Swallows Charter Academy for the Building Excellent Schools Today (BEST) grant. My name is Paul Rose, and this year I am a sophomore here at Swallows. I have attended Swallows since the fourth grade. Having the privilege of attending Swallows for so long has given me the opportunity to develop a love and appreciation for the school, staff, and students. At Swallows, you are encouraged to learn, to grow, but most importantly it is a place where they inspire the students to reach their full potential. Swallows Charter Academy is an outstanding school with terrific staff and great students. By attending this school, I have been able to participate in their music program, join in many student clubs and organizations, and above all, take part in their early college program. However, our facilities are far from ideal. Currently our school is made up of a gym, three modular buildings, a large modular split for both the high school and middle school. Our current elementary school is an old grocery store. Swallows Charter Academy is an amazing school that deserves an equally amazing facility.

In recent years, the elementary school has expanded. Another class was added to each grade from kindergarten to fifth grade. Although this gave many children the opportunity to come to Swallows, it also meant that more space was necessary to keep up with a rapidly growing school. Consequently, every year, teachers were moved from room to room trying to compensate for the new classes. Currently the fourth and fifth grade classes are outside in the two modulares. A third modular was added this school year to accommodate the six grade class. This presents many issues for the students, the main one being the weather. In sunshine, rain, and snow, students must walk back and forth to the main building numerous times a day, even if it is just to use the restroom. Having a new building for these modulares would solve this problem for the school. Students would always be inside, protected from the weather. New buildings would greatly increase the wellbeing of the students at our school.

There is also the issue of the safety of the students. Due to the fact that the kids constantly walk from building to building, they are put into an extremely vulnerable position. Although the school does everything in its power to keep the children on campus safe, there are only so many precautions that can be taken. For example, although there is a chicken wire fence lining one side of the modulares, it isn't adequate in protecting the students. Having a permanent facility that is attached to the rest of the school would provide much needed safety for the students of Swallows Charter Academy. The students would not have the problem of having to walk to different buildings and therefore, safer in the long run. Safety should be the top priority of any school, and with the chance to build a new building, Swallows could be a very safe learning environment for these children.

From the perspective of a student who has attended Swallows for seven years, nothing would make me happier than to see the school grow. I believe that students should learn in an environment that is safe and productive. New facilities would allow them to do so. As previously stated, I have attended school here since I was in fourth grade. Even back then, the school dreamed of having a gym and a new facility to provide its students with the best learning experience possible. Now that I am in high school, we finally built the gym, but the new facility has not yet been obtainable. Over the past several years, our school has been trying its best to obtain the funds required to start construction on a new facility. Now with several new students and the majority of grades full, the dream has turned into a necessity. As students, we need better facilities that can supply us with all of the tools needed to learn and get the most out of our education. As a student body, we ask that Swallows Charter Academy be given the grant so that our needs as a school can finally be fulfilled.

Once again, thank you for your time and consideration of Swallows Charter Academy.

Sincerely,

A handwritten signature in blue ink that reads "Paul Rose". The signature is written in a cursive style with a large, stylized 'P' and 'R'.

Paul Rose
Student at Swallows Charter Academy

Del Norte C-7 - New PK-12 Consolidated – Del Norte ES – 1942 & 1956

District:	Auditor - Del Norte C-7
School Name:	Del Norte ES
Gross Area (SF):	47,338
Number of Buildings:	3
Replacement Value:	\$10,743,874
Condition Budget:	\$6,301,501
Total FCI:	0.59
Adequacy Index:	



Del Norte C-7 - New PK-12 Consolidated – Del Norte MS – 1958

District:	Auditor - Del Norte C-7
School Name:	Del Norte MS
Gross Area (SF):	37,535
Number of Buildings:	1
Replacement Value:	\$8,229,753
Condition Budget:	\$4,746,686
Total FCI:	0.58
Adequacy Index:	



Del Norte C-7 - New PK-12 Consolidated – Del Norte HS – 1969

District:	Auditor - Del Norte C-7
School Name:	Del Norte HS
Gross Area (SF):	70,169
Number of Buildings:	4
Replacement Value:	\$19,944,988
Condition Budget:	\$10,745,449
Total FCI:	0.54
Adequacy Index:	



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Applicant Name: DEL NORTE C-7

County: RIO GRANDE

Project Title: New PK-12 Consolidated

Applicant Previous BEST Grant(s): 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|--|--|--|
| <input checked="" type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

The Del Norte Consolidated School District C-7 was founded in 1902, in the city of Del Norte. The city of Del Norte is centrally located, and serves as the county seat in Rio Grande County. Del Norte is situated between Alamosa and Pagosa Springs, on Highway 160, in the heart of the San Luis Valley.

The Del Norte School District is comprised of the communities of Del Norte and South Fork. Del Norte is a diverse agricultural community primarily comprised of farmers and professional commuters. South Fork, located on the western side of the community, is well situated near Wolf Creek Ski Area, and is a bustling resort town in the summer months.

Population in the Del Norte area is stable, and growing. Recent community information strongly suggests that while the population is growing in the district, the rate of growth in the school population is not equivalent. Meetings with members of the community have highlighted that part of the cause of this trend is the aging facilities of Del Norte Schools. Meetings and discussions with Home-School students and parents, and students and parents who are using the Colorado Choice law to attend school elsewhere, corroborate this information. All other districts in our proximity have new, safe school buildings.

There are six school buildings that are currently in operation. The K-8 program uses four different buildings, the High School uses two different buildings, and one building is used only for storage due to its condition being entirely unsafe for students.

The four K-8 buildings are separated by a maze of city streets, which means students and staff must cross well traveled roads to access places like the cafeteria, offices, the gymnasiums, and exploratory classrooms. The K-4 grades are housed at both of the old elementary schools. The Mesa building houses Kindergarten, the elementary cafeteria, the district nurse (who must travel quite a distance if there is an emergency in another building), and the District Administrative offices. The other classrooms in the building are not suitable for classroom use, and the restrooms in the building are not capable of functioning for a larger population of students. The Underwood building houses classrooms for grades 1-4, and the elementary office.

The High School uses its main building for classrooms and the auditorium, and the Fieldhouse for the gymnasium, cafeteria, and Science classrooms. Students must walk across a city street extension, with regular traffic, to access the Fieldhouse. The High School student parking lot is also the Transportation Department parking lot, which causes regular problems with traffic and safety.

Over the past several years, the district has made attempts to close all or portions of both the Mesa building, and Underwood building. The Underwood building has no cafeteria, and is entirely non-ADA compliant. The Mesa building does not have enough classrooms, and those it does have are not suitable and safe for daily use.

The Middle School building was constructed in the mid 90's, and was attached to the oldest gymnasium in the district. The

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building design was intended to be safer, as a front door and foyer was to lead the public directly to the main office. However, upon completion of construction, the designed front door could not be used due to water drainage issues, and the originally designed back door is now the main entrance. The well-designed “front” door is not ever used, and instead, the public and visitors enter the building through the cafeteria and gymnasium, and must cross those large spaces before even seeing the front office.

The Del Norte School District does not provide one well-designed, modern, technology efficient, safe and secure classroom, gathering space, or building. Our children and community are suffering the consequences of these poor conditions, and expect that the district will find a solution.

Deficiencies Associated with this Project:

Del Norte School District is comprised of seven educational buildings that no longer meet basic health, safety, education, or technology needs. We have tried to keep students out of the worst areas but can't and have our elementary students crammed in a 1942 building that has poor air quality, smells, and lacks emergency egress. Our newer buildings are poorly constructed creating many issues that cannot be repaired. Beyond the numerous health and safety issues at the buildings, navigating our open campuses is the biggest safety concern and leaves too much at risk for our students and staff.

HEALTH CONCERNS FROM RADON, LEAD PAINT, ASBESTOS, MOLD, AND SEWER BACK-UPS

- Radon: Acceptable levels of Radon are 0.4 pCi/L. All of the Del Norte schools are higher, averages are 2.36 at Underwood Elementary, 3.3 at Mesa Elementary, 1.9 at Del Norte MS, and 2.5 at Del Norte High School.

- Asbestos: Found at Underwood ES, Mesa ES, MS Gym, and Del Norte High School.

- Sewer problems: In 2014, the sewer backed up into Underwood ES causing four days of closures at the ground floor classrooms and all restrooms. Students are shifted to other buildings which hurts education and creates safety hazards when K-3 students have to walk to another building to use the restroom. Since then, sewer back-ups occur 2-3 times per year causing restroom closures and shifting classes due to sewer smells. The Del Norte MS foundation is on top of the original clay sewer line so it cannot be fully repaired, this school also has frequent sewer smells which is an indication of piping drainage and ventilation issues. The clay sewer line is so old that the original clean-outs can't be found with locates or professionals. The middle school gym has sewer back-ups into the boiler rooms twice a year causing closures, the showers are permanently closed due to sewer smells and two games have been moved this season due to sewage in the locker rooms.

- Leaks and Mold: Mold problems persist at the field house, and Underwood ES. Roofs leak at all buildings. The field house foundation is constructed of precast concrete panels with caulked joints, the only way to prevent the steady leakage would be to excavate the entire building and repair the waterproofing system. The roof on the field house also leaks causing damage to the ceiling tiles and creates falling debris, ultimately forcing closure of the building on rainy days. Sandbags are added to the elementary school mini-gym's exterior door to prevent flooding due to poorly designed site drainage. Once the gym was closed for a week to fumigate and disinfect mold. The kitchen at Mesa ES serves the entire district and is currently having issues with the roof leaking that can't be repaired due to ice on the metal roof. When the kitchen is forced to close all students in the district eat sandwiches rather than cooked food.

- Mechanical Systems: Boiler at Del Norte MS has to be manually controlled because the school gets too hot. Staff will turn the boiler off every night and turn it back on in the morning. The boiler system at the field house has controls that can't be repaired, the system doesn't work when temperatures drop below 20deg, which causes staff to run it manually. The boiler rooms at Mesa ES have been flooded, shorting the compressor and creating a dangerous situation with water and electricity. The breakers in Del Norte HS blow with power surges because the electrical system was not designed to take the electrical loads, which causes education to pause.

- Plumbing Systems: All schools have issues with hard water, it has very high PH (13-14 at times), causing frequent well-pump replacements, daily repairs to copper lines, calcification of drinking fountain filters, and shut-downs of the district's only dishwasher. There is mineral deposit build up in the pipes, reducing flows below acceptable levels in restrooms for sink and toilets. At Underwood ES, the plumbing is inside concrete walls so a jackhammer is required to make repairs. While these repairs are done in the evening to prevent educational distraction, the students and staff have to travel across a public street

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to use the restrooms at Mesa ES.

- Electrical Systems: Underwood ES still has original 1942 circuit breakers which electrocuted a custodian in 2008, the system can't be improved, and is a concern to the state fire marshal. This electrical system inhibits learning because only 1/3 of the computer labs can operate at once, each classroom has just two outlets, and lights can't be replaced without shorting the system.

EMERGENCY EXITING, FIRE MANAGEMENT, AND ADA NON-COMPLIANCE

- Code Non-Compliance: Originally built in 1942, 1956, 1958, 1977, 1997, and 1998 these facilities do not conform to most applicable codes adopted by the Colorado Division of Fire Prevention and Control, Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools.

- Aging Structures: Cracks in exterior walls indicating possible structural failure are regularly monitored by the District's maintenance department. Buildings have heaved foundations and sidewalk surfaces causing foundation leaks and uneven walking surfaces.

- Lockdown System: At Underwood ES and Mesa ES, the doors have wood frames so metal plates were added for door locks. In the event of an emergency, you have to pull a magnetic strip on the locks to exit the classroom which is very confusing for students and staff. The state fire marshal says the door locking system at Underwood ES and Mesa ES must be replaced in 2018. At Del Norte MS and HS, people have to go through other rooms to exit in an emergency which is a code violation. The maintenance director was once locked in a MS closet due to a jammed door lock. Due to stuffy classrooms and poor ventilation in the school, security doors at Underwood ES, Mesa ES, and Del Norte MS are being propped open, effectively disabling the lockdown system.

- Fire Management: There are no second and third story fire escapes or emergency exits in the basement for students at Underwood ES. No fire sprinklers at Underwood ES, Mesa ES, MS Gym, or Del Norte HS. For the buildings that have fire sprinklers, the water pressure is very low at 570 psi (about 1/3 of the code required pressure). No fire notification system to alarm administration. When the alarm went off at Underwood, the fire crew beat the Superintendent (who was 100 yards away) to the building because he didn't get an automatic notification.

- ADA Non-Compliance: Our buildings aren't ADA accessible or compliant, all special needs students attend school in Monte Vista. Beyond non-compliance students and staff must travel between buildings, navigate stairs and heaving sidewalks on a daily basis.

UNSAFE STUDENT AND STAFF TRAVEL ACROSS ICY CAMPUS INTERSECTED WITH PUBLIC ROADS

- Daily Travel between Buildings: All students have to travel between multiple buildings on a campus that's intersected with city streets. Travel between buildings has been stopped and buildings locked down due to mountain lions. 10 major student and staff injuries have been documented since 2012 due to falls on ice, incidents with cars sliding, etc. No contiguous sidewalks and poor designation for student path to and from schools, building to building paths are not ADA compliant and are not secure paths from non-school staff for students to travel.

- Public Street Intersects the Four Building Campuses: Public streets are the main pedestrian thoroughfare to the buildings on each campus. The district has barricades set up each day during pick-up and drop-off, but students have still been hit and people drive through the barricades. The city streets don't have crosswalks or signage to alert drivers to student walking or general school traffic, and students must cross them daily to access parking lots and other buildings. Student drop-off is a city street which provides no separation of students from vehicle traffic.

- Travel to Nurse's Office: For medical events, all students must travel to the nurses' office in Mesa ES.

UNSECURE CAMPUS AND BUILDINGS

- Open to the Public: In January 2017, a parent kidnapped a kindergartener without the school's immediate knowledge due to the lack of site and building security. This highlights a larger problem of many buildings without visual control, unsecured entries, and no staff control of doors.

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- Unsecured Entries: Each building has multiple entries and none of them have visual control by the front office. There's not door alarms or monitored entrance/exit paths.
- Poor Interior Visibility: Within the schools, many areas are hard to supervise which creates concerns for intruders. Poor line of sight for staff to monitor buildings Students have been caught using hidden areas to engage in inappropriate behavior including fights.
- Exterior Lighting: No site lighting and minimal exterior lighting creates safety concerns early in the morning and after sports practices.
- Key Access: Almost every weekend, there's signs of someone entering the school facilities without our knowledge. It seems as if every former coach and staff member had a key that's made its way through town. This creates numerous safety concerns.

REDUCED CURRICULUM BECAUSE OF FACILITY AND TECHNOLOGY LIMITATIONS

- De-motivating and Discouraging Space: Students spend time traveling between buildings rather than learning, they sit in classrooms that smell funky, and receive partial course offerings. Students and staff should enjoy school but our facilities make 21st century education and school pride a struggle.
- No exploratory spaces: Standard classrooms are used for 5-12 grade art and K-4 don't get art due to facility constraints. No vocational tech space or curriculum which is popular in the region. No technology infrastructure: The electrical system at Underwood ES inhibits learning because only 1/3 computer labs can operate at once and each classroom has just two outlets. Other buildings lack electrical systems, and connectivity for a 1 student/1 computer ratio which is grossly inadequate for teaching in the 21st century. IT is in a portable building and has to stream radio to know if the internet is working.
- Inadequate Classrooms: All classrooms lack proper daylighting, thermal comfort, and fresh air (even on days without sewer smells). Classrooms are too small and the length/width ratio is incorrect in all buildings.
- Performance Space: No performance area for ES or MS students. The HS auditorium has outdated lighting and sound, poor acoustics and isn't adjacent to music classrooms for practice.

Proposed Solution to Address the Deficiencies Stated Above:

Based on the deficiencies at our current facilities, they cannot be salvaged to provide 21st century education. Del Norte School District plans to consolidate from 167,000 SF of fragmented and unsafe buildings to a single 110,000 SF K-12 school on a new 12.3 acre site, part of which is currently home to athletic fields. This single campus will house all 500 students in a school that's designed and built for optimal health, safety, and learning. The district is planning to keep the existing bus barn and demolish the remaining school buildings.

HEALTHY ENVIRONMENT

This 50-year solution will meet LEED Gold standards and reduce district operation expenses with more efficient systems and staffing. Radon, asbestos, mold, carbon monoxide, and sewer back-ups will all be prevented/mitigated. All classrooms will have daylight, fresh air, and improved thermal comfort. New mechanical, electrical, and plumbing systems will improve the learning environment and work at cold temperatures.

SECURE BUILDING AND CAMPUS

Students and staff will be in one building with a controlled entry rather than seven. The facility will provide both passive and active security that meets today's school security requirements. Passive security features include a clear view by administration to visitors entering the building; a reduction of the number of entrances; and simple, supervisable circulation. Active security features include electronic locks at the entry vestibule, requiring visitors to check into the office; and an intercom system that allows for ample communication in emergency situations.

Designated drop-off lanes, parking, and pedestrian access will reduce injuries currently experienced on icy paths between buildings. Moving to a new location, city streets will no longer bisect the school site. The fully-fenced campus will have site

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lighting and eliminate the need to use city streets as sidewalks during the school day.

EMERGENCY EXITING, FIRE SAFETY, AND ADA ISSUES

Clear egress, fire alarms, and fire sprinklers will be in the new school in accordance with state requirements. A new water storage tank and pump system will provide adequate water pressure for fire suppression. In addition, the school will comply with the American's with Disability Act to serve all of Del Norte's students so they aren't required to attend school in Monte Vista.

EDUCATION BENEFITS

Based on community input, wings will be allocated for elementary, middle, and high school students. The wings have adequately sized classrooms, technology infrastructure, and project centers for exploratory education that's currently limited. The wings will have collaborative teacher workspaces to enhance classroom efficiency and create a collegial work environment.

The cafeteria, library media center, auditorium, and athletic spaces will be shared for flexibility and to create an accessible community hub. The building is designed to ease future expansion and keep programmatic zones.

DECISION TO BUILD NEW

A major conclusion of this 2017 Master Plan amendment is that every educational facility of the District has an unsafe entry and is significantly larger in size than needed by the current enrollment of the District. With increased health risks due to radon, carbon monoxide, and injuries it's no longer safe to continue using our current schools. Our enrollment has stabilized and this right-sized school facility will save significant utilities, maintenance, operations, while dramatically improving safety and security of the school.

How Urgent is this Project?

Urgency Narrative

The longer we delay replacing our unhealthy and unsafe schools, the greater risk we have for another kidnapping, students leaving school in an ambulance, accidents on ice, or worse. Our youngest students are in a 1942 building without proper egress, ADA accessibility, adequate air quality, and frequent sewer back-ups. We have been fortunate but how long can we rely on a building constructed at the start of World War II?

Beyond the gross health and safety issues at our elementary schools, our district is comprised of four school campuses that are incomplete, causing daily travel between buildings which is completely unsecure. Students and staff navigate between six buildings, none of which have secure entries, across icy city streets and without sidewalks. This daily shuffle is dangerous, inefficient, and impedes quality education. A campus lockdown is nearly impossible in the event of an emergency, active shooter, or another roaming mountain lion.

Tremendous time and expense are devoted to increasing safety and mitigating health concerns like mold and sewer problems. We believe that this effort and money should be devoted to increasing educational opportunities and investing in our students. We can't effectively teach students in wheelchairs, have minimal exploratory spaces and clunky technology, as a result we are losing nearly 100 students to surrounding schools.

Because of the in-depth assessment needed to properly complete the BEST application, we have been forced to consider the closing of Underwood Elementary for the upcoming 2017/2018 school year. It is no longer possible to safely house elementary students, and will need hundreds of thousands of dollars in temporary repairs just to get us through the next two to three years, when the building will be completely unusable, regardless of repair.

The community of Del Norte sees the need to invest in our students and future, we are prepared to pursue a bond for our limit of \$18 million. While this is a significant amount of money, it's not enough to create a consolidated campus that's healthy and safe for all students. With BEST funding, we can create a single K-12 campus that will serve our students and community for decades to come.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

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If not, provide an explanation for the use of any standard not consistent with the guidelines:

This project is a K-12th grade school building to house the entire Del Norte School District. This project closely conforms to CDE Public School Facility Construction Guidelines 1 CCR 303(1) for a traditional K-12 School building.

4.1 - Construction of a new facility will allow for complete compliance with all guidelines of section 4.1: Health and safety issues. The "Urgency" section of the application provides detail of how the existing facilities cannot meet the safety and security guidelines. A new facility is the only way that the school can adequately meet and exceed health and safety requirements.

Specifically:

4.1.1. Sound building structures: The new building will be constructed according to IBC requirements.

4.1.2 Classroom Acoustics: Classrooms will be designed according to ANSI/ASA standards.

4.1.3 Roofs: The new building has been budgeted as a low slope roof and will use an appropriate membrane roofing.

4.1.4 Electrical and distribution systems: The new building will meet current codes and standards.

4.1.5 Lighting Systems: The new building will incorporate appropriate light levels, energy efficiency, and lighting control.

4.1.6 Mechanical Systems: The new building will meet current codes and standards.

4.1.7 Plumbing Systems: The new building will meet current codes and standards.

4.1.8 Fire Protection Systems: The new building will be equipped throughout with a fire notification and fire suppression system.

4.1.9 Means of Egress: The building will meet emergency exit requirements.

4.1.10 Facilities with safely managed hazardous materials: by demolishing the existing buildings, the District would remove the danger of hazardous materials in the building components. In the new building, science storage rooms and custodial rooms with chemicals would be in separate, ventilated spaces.

4.1.11 Security: The new building will incorporate video surveillance, controlled access, emergency notification, and secure sites.

4.1.12 Health Code Standards: Labs, shops, vocational areas, and any other area with hazardous substances in the new school will meet CDPH requirements.

4.1.13 Food preparation equipment and maintenance: The new school will have a new full service kitchen that will meet CDPH requirements.

4.1.14 Health Care Room: The new school will have a care room that will meet CDPH requirements.

4.1.15 Site Safety: The new building location, parking, and drop off configuration will provide safe and separate areas for pedestrian and vehicular traffic. A dedicated bus drop off is planned separate from students, staff and visitors. The new site would allow all traffic to be on one school property, rather than having to walk across public streets to get to the school entry. The new school site would allow students to access the playground directly from the school on pedestrian walkways, rather than having to cross public streets.

4.1.16 Severe Weather Preparedness: This project does not intend to have a designated emergency shelter.

4.2 - Construction of a new facility will allow for complete compliance with all guidelines of section 4.2, Technology, whereas retrofitting the existing facility with adequate technology infrastructure would be cost prohibitive.

4.3 - The proposed project meets the CDE Public School Facility Construction Guidelines section 4.3: Building site requirements, including functionality and capacity. The master planning team collaboratively developed a program for the school to meet the overall goals of the district vision. The proposed plan is based on this program, and will provide learning environments that meet and exceed state model content standards.

The project fits the description of the Traditional (K-12) education model in section 4.3.1 of the Public School Facility Construction Guidelines.

4.3.1.1 – Minimum occupancy requirements: The new facility will house 460 students. Interpolating the Median GSF per pupil chart of a standard K-5 school, the minimum total square footage is recommended to be 71,310 square feet. The proposed plan is for 109,424 square feet. The GSF per pupil and total SF appears higher overall due to the full education program required despite smaller student population, the requirement of 2 classrooms for each grade level, and the district-wide facilities that are needed. Due to the remoteness of the school district, the school will house all of the specialty rooms to

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provide an adequate and diverse educational opportunity for students including science, career and technical shop, business education, art and music. Due to the average of 36 students per grade level, the school needs to provide 2 classrooms per grade. Classrooms larger than the minimum size per CDE guidelines causes sq ft per student to rise. Due to this being the only planned school district facility, this building will house the district offices, school district auditorium, High school gym and Middle school gym and associated spaces.

The cafeteria is planned smaller than Assembly Square Foot Values by taking advantage of open hallway areas for flexible configurations rather than separated cafeteria space.

The Auditorium is sized for the school population.

The school typically has class sizes of 16 to 24 students. Classrooms are sized smaller than a recommended fully utilized classroom of 30 students (960 SF primary, 900 SF secondary, 840 SF middle and high school) and are larger than the minimum classroom size of 675 SF. Planned classroom sizes are 875, 875, and 800 SF respectively.

In addition to standard classrooms, and following the minimum recommendations, the program includes (4) science rooms, (2) music rooms, (2) art rooms, a business/distance learning classroom, Vo/tech career shop, special education rooms, gymnasium, and media center.

The building will house (3) "maker spaces" in lieu of computer lab, flex classroom, and lecture room to fulfill the goals of the district and provide more flexible spaces for education. These spaces can be shared among pods of classrooms and provide space for messy projects, innovation, collaboration, team work and presentations.

The program also includes administrative areas, offices, clinic, bathrooms, conference room, reception area and building support areas to accommodate the educational program. These are centrally located for students and staff.

4.4 – Building performance standards: The proposed project will meet the Performance Certification Program (HPCP) policy adopted by the Office of the State Architect.

4.5 – Historic Significance: The historical significance of the existing school buildings have been evaluated and are described in the district master plan. The existing building does not have the ability to meet the programmatic needs of students. The building would be difficult to rehabilitate in order to meet current safety and health standards. The cost to rehabilitate has proven to be close to the cost of replacement.

In summary, based on the overall goals of the district to provide adequate education opportunities within their district, the desired local programming of the proposed project does not conform to CDE Public School Facility Construction Guidelines 1 CCR 303(1) in the following ways:

- The full education program required despite smaller student population causes the total building square footage to be higher than a minimum K-12.
- The requirement of 2 classrooms for each grade level, despite averaging only 36 students per grade level, causes the GFS per pupil to appear higher than a median K-12 school.
- The inclusion of district-wide facilities such as a competition gymnasium, career/tech shop, and auditorium causes the total building square footage to be higher than a minimum K-12.
- The 2nd-3rd grade classrooms are 875 square feet rather than the recommended 960 square feet for lower grades, but shared space is allocated to enlarged hallway breakout and intervention spaces adjacent to the classrooms that provide more flexibility for the staff and students.
- The 4th-6th grade classrooms are 875 square feet rather than the recommended 900 square feet for secondary grades, due to smaller class sizes
- The 7th-12th grade classrooms are 800 square feet rather than the recommended 940 square feet for middle and high school grades, due to smaller class sizes

How Does the Applicant Plan to Maintain the Project if it is Awarded?

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The District makes annual allocations to the Capital Reserve/Capital Projects Fund. Over the past three years, the district has transferred an average of \$70K per year into this fund. All capital expenditures and primary maintenance, including significant repairs and safety concerns, will come from this fund. Upon completion of this project, the District will continue to transfer and maintain these funds for ongoing preventative maintenance and future facility needs, and the District will comply with the capital renewal requirements of the grant.

The District maintenance staff performs regular inspections and preventative maintenance, though our current building conditions make this task nearly impossible. Daily custodial work is performed, and summer work focuses on deep cleaning and major repair.

Over the past five years, the District has spent an average of \$550K annually for maintenance and custodial costs. We expect the costs of maintaining a new facility to decrease drastically, due to the extraordinary needs of our grossly outdated and aged buildings. The costs for natural gas, electric, and water, are expected to decrease dramatically as well, given that our current facilities are costing the District an average of \$2.00 per square foot.

Future capital renewal plans will address the need to replace equipment and structures over time. The ultimate replacement of the facility, at the end of its useful life, will require financial resources beyond what the District can allocate in its general operating budget. We will need to once again ask the community for an issuance of general obligation bonds.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The school district built all facilities using the best design and construction methods available at that time within our budget. The schools have outlived their useful lives. Our newest buildings are 20 year old metal buildings that are inefficient and don't hold up in our cold climate. We have a hodge podge of facilities across four campuses that force daily student travel across public roads.

Mesa ES built in 1956
Underwood ES built in 1942
ES Mini-Gym built in 1995
Del Norte MS built in 1998
Del Norte HS built in 1969
Tiger Field House built in 1997

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

It is with diligent maintenance and preventative measures that we are still using schools more than 70 years old. Mechanical, electrical, plumbing, and roofing systems have all received upgrades. In 1997-98, we constructed a new middle school to replace our 1919 facility and a field house to accommodate athletic events.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The District has considered alternate funding options, but the costs are simply too high without BEST assistance. We will be maximizing our debt capacity of around \$18 million, and there are no other grant solutions we can find which might provide the remaining \$20+ million. We are working with the City of Del Norte, and with Rio Grande County, neither of which currently provide effective youth recreational services, so that this project may lead to a full redevelopment and re-thinking of child and student services in the community.

How do you budget annually to address capital outlay needs in your district/charter?

The District makes annual allocations to the Capital Reserve/Capital Projects Fund. Over the past three to five years, the District has transferred an average of \$70K annually into this fund. These amounts are used for capital expenditures and may also be used for any major maintenance that may become needed for any new or renovated facilities, including significant repairs and health and safety concerns identified by ongoing facilities assessments. When this project is completed, the District will continue transferring these funds for ongoing preventative maintenance of systems and infrastructure for the proposed facilities and will comply with the capital renewal requirements of the grant.

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Current Grant Request:	\$27,168,587.83	CDE Minimum Match %:	47
Current Applicant Match:	\$17,913,517.00	Actual Match % Provided:	39.73531641
Current Project Request:	\$45,082,104.83	Is a Waiver Letter Required?	Statutory
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	2017 Bond Election	
Total of All Phases:	\$45,082,104.83	Escalation %:	5
Affected Sq Ft:	110,000	Construction Contingency %:	5
Affected Pupils:	489	Owner Contingency %:	5
Cost Per Sq Ft:	\$409.84	Historical Register?	No
Soft Costs Per Sq Ft:	\$74.86	Adverse Historical Effect?	Yes
Hard Costs Per Sq Ft:	\$334.98	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$92,192	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	225	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	440	Bonded Debt Approved:	
Assessed Valuation:	\$89,567,583	Year(s) Bond Approved:	
PPAV:	\$203,563	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$2,006,280	Year(s) Bond Failed:	
Median Household Income:	\$35,965	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	64.30%	Total Bond Capacity:	\$17,913,517
Existing Bond Mill Levy:	0.000	Bond Capacity Remaining:	\$17,913,517



Division of Capital Construction

District Statutory Waiver for BEST Grant

A partial / full (circle one) district match waiver is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

- A. Applicant required minimum match for this project based on CDE's minimum listed percent (Line items A * C from grant application cost summary) \$ 21,188,589
- B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2016/17 AV x 20%): \$ 17,913,517
- C. New proposed bonded indebtedness if the grant is awarded: \$ 17,913,517
- D. Current outstanding bonded indebtedness: \$ 0.00
- E. Total bonded indebtedness if grant is awarded with a successful 2017 election (Line C+D): \$ 17,913,517

School District: Del Norte School District C-7
Project: Del Norte K-12 School
Date: 3/29/2017

Signed by Superintendent: 

Printed Name: Chris Burr

Signed by School Board Officer: 

Printed Name: Neal Walters

Title: School Board President

• **Facilities Impacted by this Grant Application** •

Hayden RE-1 - JrSr HS Replacement and ES Renovation - Hayden MS/HS – 1948

District:	Auditor - Hayden RE-1
School Name:	Hayden MS/HS
Gross Area (SF):	93,961
Number of Buildings:	2
Replacement Value:	\$21,789,932
Condition Budget:	\$15,512,599
Total FCI:	0.71
Adequacy Index:	



Hayden RE-1 - JrSr HS Replacement and ES Renovation - Hayden Valley ES – 1979

District:	Auditor - Hayden RE-1
School Name:	Hayden Valley ES
Gross Area (SF):	38,500
Number of Buildings:	1
Replacement Value:	\$9,233,170
Condition Budget:	\$6,277,447
Total FCI:	0.68
Adequacy Index:	



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Applicant Name: HAYDEN RE-1

County: ROUTT

Project Title: JrSr HS Replacement and ES Renovation

Applicant Previous BEST Grant(s): 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | Renovation and addition |

General Information About the District / School, and Information About the Affected Facilities:

The Hayden School District RE-1 in western Routt County contains all active school facilities in the community of Hayden. Previously, 12 separate school districts representing 24 individual schools served the families of western Routt County. Consolidation occurred between 1883 and 1960, and these school systems united to form the Hayden School District RE-1. Hayden has a population of approximately 1900 with an additional 1000 within a 10-mile radius. The ethnic makeup of western Routt County is primarily of Anglo and Hispanic descent. Historically, the local economy has revolved around farming, ranching, and coal mining. Today's primary employers within the Hayden community include the Hayden Power Plant, Peabody Coal Company, the resort based industries of Steamboat Springs, and the local Hayden School District. Hayden also contains the Yampa Valley Regional Airport which is the only TIER1 runway in Northwest Colorado and one of six in Colorado. The business section of the community is located along highway 40 which doubles as the Main Street thoroughfare. Hayden schools have maintained their prominence on Main Street since 1921, undergoing several additions and renovations, and as of January 2017 it serves 434 students in preschool through 12th grade. Since 2002, enrollment declined until 2015 at which time it stabilized. For the past three years we have experienced consistent growth to its present level. Hayden school system has an "Accredited" rating and is only five points away from the highest rating of "Accredited with Distinction". The District is spread over two campuses with multiple free-standing structures. The Hayden Middle/High School, the Babson/Carpenter Career and Technical Education Center, and the bus garage are grouped on a site located along West Jefferson Avenue (Highway 40) and Hayden Valley Elementary School is located approximately ½ mile away on Breeze Basin Boulevard. The school system has strong dual credit connections with two higher education partners. New capital construction in the district occurred in 2007 to build the Babson-Carpenter Career Vocational Center. It contains the vocational programs of auto body, auto mechanics, construction, and welding. This program boasts the only High School certified welding program in the state where students can obtain their American Welding Society's "Structural Welding Certificate" and the American Petroleum Institute's "Pipe Welding Certification". Research indicates a correlation between athletics and academic achievement. We feel that an upgrade to the athletic facilities would show a commitment by the district towards the improvement of the athletic experience for the student athletes, while also creating a well-rounded student experience both academically and athletically. The district encourages accountability and commitment in their academic and athletic programs and strive to provide facilities that accommodate these goals. A Facility Master Plan led by a Design Advisory Group consisting of administrators, teachers, community members, and architecture & engineering professionals was completed in December 2016. It was determined during this process that while the facilities have been well maintained, there are numerous deficiencies and non-compliant aspects per current building and energy codes, Colorado Department of Education's guidelines, and the needs of 21st century learning. Without substantial funding assistance from the BEST Grant, the District cannot remedy unsafe, deteriorating structures and systems which ultimately impair the students' ability to learn. The members of this hard-working community understand the importance of spending wisely, and the proposed renovations accomplish a balanced solution that provides lasting value while being the most responsible investment of construction funds.

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Deficiencies Associated with this Project:

BUILDINGS:

The following deficiencies across both campuses and the commitment to provide a safe and healthy environment for Hayden students are the incentives for applying for a BEST grant.

In addition to numerous issues regarding life safety and security, health, technology, and the overall learning environment, the dual campus configuration was identified as a major inefficiency for district operations and longevity. The disassociated sites result in administrative, educational, maintenance, and food service inefficiencies, lead to duplicated curriculum offerings, create an amplified safety and security effort between the two campuses. Community recreational and educational needs, competition of surrounding districts, diminishing enrollment, and lack of pride in school facilities are also catalysts for change within Hayden School District's facilities. Both schools lack collaborative learning, meeting, and breakout areas for students and staff, as well as community centered spaces for after hour recreation and educational opportunities. These conditions and others hold Hayden students back from current and future learning opportunities.

Hayden Valley Elementary requires numerous upgrades to comply with CDE guidelines for safety and security, to meet indoor air quality code requirements for indoor air quality for the health of the occupants, and technological infrastructure enhancements to ensure 21st century learning and teaching capabilities.

Hayden Middle/High School is in dire need of major upgrades to meet compliance in almost every category of Health, Safety & Security, and Technology. Over the last 70 years, Hayden Middle/High School has sprawled across its site, creating a damaged circulation system that is not only difficult to monitor and secure, but limits the design of its site elements so much so that conditions of crossing student and vehicular traffic is impossible to avoid. Portions of the secondary school envelope have extensive water damage, show signs of horizontal shifting in CMU block walls, and lack proper insulation. The electrical systems are outdated, asbestos is present in the oldest portion of the school, there are too many points of unsupervised entry and exit, and the athletic facilities are far from meeting the needs of the student athletic programs and indoor play, especially during the long winter season. Proximity to Highway 40 is an area of serious concern. Per Hayden's Chief of Police and State building officials, the proximity of the highway poses a serious threat to the secondary school. In June of 2011 a car sped along Hwy 40, lost control along the curved portion of the highway adjacent to the school property, plowed through multiple cars and crashed into the east face of the middle school, eventually coming to rest within the literacy classroom. School was still partially occupied at the time and luckily the teacher had stepped away from her desk at that moment. The desk did not survive. The police chief and school staff have verified that two incidents have occurred since 2011 involving vehicular impacts on this school property along Hwy. 40.

A comprehensive list of deficiencies and solutions based on the 2008 CDE assessment and site facility assessments (performed by the design team) is included in the masterplan for reference. A summary of some of the more critical deficiencies is provided as follows:

Hayden Middle / High School Building & Site Deficiencies:

1. Roof decking is falling from the roof construction in the oldest section of the school causing structural concerns and there is water damage throughout the facility. The roof partially collapsed in administrative offices in 2008 due to heavy snow load. The FM hires a crew throughout the winter months and must repeatedly get onto the roof of the middle school to remove snow due to the heavy loads and inadequate structure. This is an ongoing depletion of funds.
2. Overhangs create potentially hazardous large icicles over main doors.
3. The facility is not sprinklered, and it exceeds its allowable area (non-sprinklered) by over 50,000 sf and 11,000 sf if sprinklered. Even if fully sprinklered, the proximity to the Babson-Carpenter Center (less than 60 feet) to the east and the lack of direct exits to outdoors from classrooms inhibits the potential for unlimited allowable area.
4. There are 8 unsupervised entryways (leading directly into corridors) on the perimeter of the building. Visual and audible detection systems are non-existent at these points of entry.
5. There are three places for parents to drop-off students; 1) Off of the highway, 2) In the parking lot to the west of the gym, 3) In the parking lot north of the Babson-Carpenter Center. There is no dedicated drop-off area with safe pedestrian or vehicular circulation.
6. The northeast parking lot where parents drop off is not clearly marked and does not have a traffic light or stop sign along Highway 40. Cars entering the parking area from the west must cross a double yellow line to access the lot. There are no crosswalks or signals for students crossing the highway to the school.
7. There are no code required fire rated assemblies for this unsprinklered building surrounding the stage or storage (low-hazard) occupancy types such as boiler rooms, furnace rooms and laboratories, posing a safety threat in event of a fire.
8. Multiple deficiencies exist in the electrical system. The electrical services/distribution is beyond its expected life cycle, the

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distribution equipment is not installed in a safe manner, and the electrical room layout is not up to code and it lacks a second egress.

9.The kitchen in not functional due to the limited electrical capacity.

10.The art classroom violates code due to an operational kiln inside a classroom without adequate ventilation exhaust or a fire separation enclosure.

11.Exterior walls show signs of structural damage per the structural engineer's master plan assessment report.

12.Asbestos is present in the oldest portions of the school and requires abatement. The updated 2017 asbestos report shows that asbestos materials were identified in 18,175 sf of textured wall board, 25,000 sf of plaster walls and ceilings, 21,800 sf of floor tile mastic, and misc. other areas such as lab tabletops, pipe insulation, fire doors and potentially the roof system.

13.The electrical transformer and the gas service, both located in vehicular areas, lack bollards or cage protection of any kind.

14.Heating and ventilating units are outdated, and there is a lack of fresh air systems.

15.Floor tiles are separated in the Art classroom, showing signs of slab movement, and may pose a potential exposure to asbestos materials in the mastic.

16.The library is undersized.

17.The severe needs clinic room has been located within a former restroom area and the bed is built over functioning, active toilets.

18.Exterior windows have exceeded their expected life cycle. They are not double pane, thermally broken or equipped with high performance glazing. This is particularly important in a cold and snowy climate such as in Hayden to protect the envelope and limit loss of heat.

19.There is no signage directing visitors where to enter the building. Wayfinding is generally lacking throughout the campus and especially noticeable in the large, sprawling secondary school.

District Wide Deficiencies:

1.Fire suppression systems are installed in very limited areas (above the stage in the high school and above the classroom area of the Babson-Carpenter Center) and out of compliance, and existing fire extinguishers and cabinets are non-compliant or missing. Carbon dioxide, clean agent, foam generating, and dry chemical systems, and exhaust hoods are original or missing.

2.Access to and from both campuses for buses, cars, and pedestrians do not have dedicated lanes and conflict with each other and create hazardous conditions. Vehicular and pedestrian lanes are not dedicated to specific uses, and adequate, dedicated drop off zones do not exist on both campuses.

3.Administrative offices do not have a direct line of sight to parking or site entry points and are not immediately adjacent to the main entry vestibule.

4.There is not the ability to authenticate visitors to gain clearance prior to building entry within existing vestibule configuration.

5.There is no backup power system in case of power supply failure.

6.Perimeter fencing and bollards: Continuous perimeter fencing, as well as bollards, is recommended for security purposes and to protect/control entry points from vehicular and other unwanted intrusions. The elementary site is missing fencing at one playground and the secondary school site has limited fenced-in areas.

7.Exterior lighting in the parking lot and building-mounted lighting is metal halide and in poor condition with multiple time-clocks currently being utilized for controlling the systems.

8.Existing doors are outdated and hardware is not compliant to current codes for life safety or security.

9.No badge/fob entry management system or visitor management system such as "Raptor" exists, there are no video entrance control systems at main entries, and staff are unable to monitor existing cameras on a regular basis due to staffing.

10.Bi-Directional Amplification (BDA) signal boosters that enhance in-building signals across a range of frequencies are not in place.

11.Network and data access is inadequate. Cable drops and data jacks are insufficient in quantity throughout.

12.Restroom fixtures and drinking fountains are original and beyond useful life, and an adequate number of fixtures to accommodate occupant load or staff are not present.

13.Restrooms are not ADA compliant.

14.Building envelopes do not meet current standards for R values and continuous exterior thermal insulation.

15.The existing facilities do not comply with LEED or CO-CHPS, nor do they utilize renewable energy strategies. A campus wide energy management plan does not exist.

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16. Landscaping is not current with CDE Schedule C requirements. Only a marginal number of these landscaping techniques are followed: deciduous trees to the south, evergreens to the north, landscape or green roof to aid with storm water treatment, or use of native grasses instead of turf.

Hayden Valley Elementary School Building & Site Deficiencies:

1. Emergency lighting systems are outdated and no emergency generator exists.
2. There is no fire lane access to the south of the building.
3. The school exceeds its allowable area (non-sprinklered) by over 15,000 sf. Administration areas exceed accessory use percentage allowance and do not have a 2-hour separation between business occupancy and educational (main) occupancy as required.
4. The roof membrane is separating from the walls and at roof penetrations causing serious water damage.
5. The internet for the Elementary is connected via a wireless connection to the main service at the Middle/High School. The connection is unreliable and results in frequent inability to communicate at critical moments, such as reporting to State.
6. Areas of the playground are not ADA Accessible.
7. HVAC systems are inadequate. The supply, return air system and air handling units, ventilation and exhaust systems, hot water two pipe system, pipe, duct and support equipment was not included in 2008 boiler upgrade - nearing end of useful life. The return air system is not functioning and positively charges the building.
8. The elementary school does not have an auditorium, and classrooms and the gym are undersized.
9. Kitchen and food service equipment is aged and beyond its useful life.
10. The boiler room has flooded twice since 2012 causing damage to the adjacent multi-purpose room's wood flooring which required replacement.
11. Large icicles form at the downspouts and gutters above multiple exterior exits from the classrooms.
12. Numerous doors on the west side classroom wing have inadequate door hardware and the high winds on this side rip the doors from their jambs.

Gym Deficiencies at the Secondary Site:

1. Roof drainage is directed to walkways and large icicle formation over main entries and exits occur.
2. Efflorescence and bubbling paint observed on interior face of east Girls Locker Rooms' exterior wall and the main storefront system is failing due to rust.
3. Communications and security systems are deficient.
4. An auxiliary gym is not provided. There is no provision for middle school gymnasium activities. The former middle school auxiliary gym was condemned and demolished in 2011 but never replaced. The middle school students have had limited use of a gym as a result, and often displace the elementary students at their facility.

Proposed Solution to Address the Deficiencies Stated Above:

Hayden School District strives to improve the safety and security of students, enhance learning environments with collaborative and flexible learning spaces, and expand community use and benefit.

Numerous design studies evaluated the utilization of both existing facilities versus consolidating campuses. Comparative cost impacts between the design options were completed and analyzed. Some design options were explored with minimal modification to existing facilities, but satisfactory safety and security improvements were not possible without significant modifications, and limited due to the restrictive existing conditions. In summary, the master plan process and design studies with the community yielded the following findings: safety and security will be achievable and greatly improved through consolidation of the two campuses, providing a greater distance from the highway will eliminate the current life safety hazard at the middle school, and the proposed solution improves oversight (safety and security) via appropriate sight lines and code compliant egress/circulation.

Due to the extensive nature of the deficiencies of Hayden Middle/ High School and the limited 10-acre site located at the intersection of Hwy 40, it is proposed to consolidate the campus utilizing the existing 21-acre elementary school site. Hayden Valley Elementary School shall be renovated, requiring both minor and heavy renovation in selective areas, and the secondary school and its support spaces will be constructed to the west of the existing elementary school.

Benefits of the proposed design include, but are not limited to: a single point of entry for optimal control of school safety; clear and concise circulation; safe and separated vehicular, bus and pedestrian traffic; addition of an auxiliary gym to support the community and student winter season needs for recreational space; consolidated administrative and support services eliminating excess square footage; the addition of a central commons hub with flexible spaces for learning and shared use;

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adequately sized new classrooms with flexible breakout spaces; efficient circulation and improved program adjacencies; daylighting and energy efficiency strategies; and a facility layout that allows for future expansion. New energy efficient mechanical and electrical systems, a current code compliant fire suppression system, and water efficient plumbing systems will be installed. Large shared outdoor learning and play areas with southern exposure will be constructed, and the addition is sited to protect the outdoor spaces from harsh winds and weather coming from the North.

Hayden's Chief of Police celebrates the proposed consolidation as "offering the ability to provide cohesive 'layered' protection and safety features that could potentially deter, avert, or at the very least minimize harmful activities while students are at school."

Hayden Middle / High School Solutions:

The existing MS/HS secondary school facility is to be abated and demolished. The new PK-12 combined facility at the elementary school site will comply with current life safety codes, address health and wellness concerns, provide modern technological infrastructure, and provide ADA accessibility throughout. All requirements for special and severe needs students will be addressed. At a later phase, the existing MS/HS site will be repurposed to house athletic fields for community use, but this scope of work is not included in the BEST Grant application. The district and community are working diligently on other means for funding that scope, perhaps through a GOCO grant.

District Wide Solutions Provided by Campus Consolidation are as follows:

1. Provide fire sprinklers throughout the facilities. Carbon dioxide systems, clean agent systems, foam generating systems, dry chemical systems and exhaust hood systems to be updated or provided.
2. The proposed design creates a bus loop that connects to the main entrance and separates the bus traffic from parent, visitor, and student parking. A new parking lot with 105 spaces will be dedicated to staff, students and parents. Pedestrian access to the school will be possible without crossing vehicular traffic lanes. Appropriate signage will provide safe wayfinding.
3. New administrative offices will be centrally located and adjacent to the main entrance with a direct line of sight to those entering the facility. This adjacency to the main entry vestibule will allow for the administrators to authenticate visitors and creates a single secured point of entry.
4. A backup power system will be provided in case of power supply failure.
5. Continuous perimeter fencing will be installed with bollards in the appropriate locations.
6. Exterior and interior lights will incorporate energy efficient, long life LED fixtures, with a single lighting control panel using an astronomical time-clock/photocell, and existing, non-functioning luminaries will be replaced with LED lighting. Compliance with current energy codes and lighting controls will be incorporated at a minimum resulting in additional energy savings.
7. All aged, non-compliant doors and hardware will be replaced, and all new door assemblies will comply with current ADA and life safety code. Locking mechanisms will have intruder prevention and fire rated assemblies will be utilized where required.
8. An entry and visitor management system will be provided with video entry control at main entries, and an integrated video management system with Hayden's first responder alert notification system. Monitoring devices will be provided adjacent to centralized administration to increase the ability of designated staff to monitor the camera footage.
9. Bi-Directional Amplification (BDA) signal boosters that enhance in-building signals across a range of frequencies will be provided.
10. Network/ data access, ample cable drops, and data jacks will be provided throughout the facility.
11. A code compliant number of new restroom and plumbing fixtures will be provided.
12. Provide the necessary number of ADA accessible bathrooms.
13. Exterior windows will consist of high performance glazing, thermally broken assemblies and to include operable vents, minimum two per classroom. Continuous insulation and thermal barriers in new exterior walls will be incorporated. A bid alternate will be requested to provide additional insulation to walls and roof of the existing elementary facility and provide additional thermal control for the new construction.
14. A High-Performance Certification Program will be implemented with the proposed design solution buildout. It is proposed to achieve LEED Gold, CHPS (verified leader) or Green Globes (three globes) certification. Explore renewable energy strategies to minimize energy consumption, and develop an energy management plan for the district to create a culture of energy efficiency in the school.
15. Landscaping shall comply with current Schedule C techniques.

Hayden Valley Elementary School Building & Site Solutions:

1. Emergency lighting systems will be replaced and an emergency generator will be provided.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

2. Fire truck access to the entire perimeter of the campus will be provided.
3. Administration areas in the proposed design will comply with accessory use percentage allowance and include fire separation partitions as required by code.
4. A new roofing system on the existing building will be provided. Since there are two existing roofing systems installed on the building, the National Building Code requires that the roofing system be removed completely to the wood deck. A new energy efficient membrane to be installed with new insulation (thickness based on R-Value requirements at time of installation).
5. A new reliable high-speed internet will be provided throughout the campus.
6. ADA compliant access to the playground areas will be provided.
7. HVAC equipment will be replaced with systems and controls that will improve indoor air quality and energy efficient operations.
8. A new gymnasium and auxiliary gym facility will be constructed on the new site that will accommodate multiple sporting activities and uses.
9. New kitchen equipment will be provided accommodate the updated kitchen design to meet the facility needs and code requirements. Reuse of existing equipment will be incorporated where appropriate.

Gym Addition Solution:

A new main gym and an auxiliary gym will be constructed at the elementary site and will address the deficiencies currently impacting the educational facility.

How Urgent is this Project?

Hayden School District maintains a position of serious concern related to the life safety deficiencies that have been identified in the CDE assessment dated March 9, 2015, as well as those discovered in the recent investigations of the master plan facilities assessments. Health, safety, and welfare of the students and faculty are of highest priority and we support investment in correcting unsafe conditions and deficiencies. Conditions at the secondary school facility are beyond fiscally feasible repair (as represented by the high CDE FCI number of 99.1% for the classroom and administrative areas and supported by corrective cost estimates developed during the master plan) and it is only through luck that students or staff have not been seriously or gravely injured due to vehicular accidents or structural failures.

Without funding from the BEST Grant the students and staff will continue to be in a state of daily risk and the facilities will continue to decline resulting in funds allocated as available to deal with emergency situations, thus leaving the district in a reactive state versus striving to achieve the mission of the school through teacher professional development and curriculum improvements. The amount of issues overwhelms the district financially and is a burden they cannot deal with. The mission of the district would have to change from one of education to repairing the facility. It is not a responsible use of funds to throw away on a facility that has so far out of compliance.

The most urgent aspects involving life safety and security are solved by consolidation onto one campus with a minor renovation of the elementary school and a new addition to house the middle and high school programs. The existing secondary school is a sprawling combination of multiple additions lacking entry control, resulting in an unmanageable, unsupervised and unsecure facility for its middle and high school student body and staff. Campus consolidation on the more appropriately sized (21 acres) elementary site allows for comprehensive health, safety and security upgrades to occur. This is not possible at the secondary site (10 acres) as it is too small to allow for a safe distance from highway 40 or to support the regulation size track and field facilities which are a key component of their athletic program. A single campus also corrects the inefficiencies of administrative, food service, facility maintenance, common area functions and support services and will allow for a 21st century learning facility to replace the fragmented and eroding Middle School and High School.

Other serious priorities addressed in the proposed solution include:

1. Establishing district wide fire suppression systems and alarms, code compliant egress, and site access for first responders.
2. Increasing security and monitored access to the facilities and design of the interior spaces to provide additional safety measures.
3. Removing barriers for accessible entry and redirecting automobile and bus traffic to provide safer conditions.
4. Increased opportunities for teacher and student collaboration.
5. More opportunities for indoor athletics (due to longer winters and snow cover).
6. Single bus drop-off and pick up with bus/vehicular and pedestrian safety addressed.
7. Consolidation of community use functions with adjacencies of VoTech, theater, football field and gymnasium.
8. Increased opportunities for student mentoring and PK-12 community building.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

N/A

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The Hayden School District RE 1 plans to establish a capital renewal reserve fund for the specific purpose of replacing major facility systems with projected life cycles (i.e. roofs, security systems, electrical systems, heating and controls, ventilation, and air conditioning systems, interior finishes, emergency and pedestrian access/accessible routes). The goal for this fund is to accumulate approximately \$400,000 dollars based on \$100 per student annually. The funds are to be set aside to be used in maintaining the capital construction improvements upon completion of the grant.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The facilities of Hayden School District are located on two parcels of property.

The 1st is a 10 acre parcel located along state Highway 40 in the community of Hayden, this property contains;

- Hayden Middle School was built in 1947; this facility has served the community as an elementary school, a middle school, and the district's administration office. In 2008 the northwest portion of the roofing system collapsed under a snow load and required immediate repairs. Significant subsoil movement occurred and a mudjack procedure has stabilized the affected area. The gymnasium was determined to be a health and safety hazard, was subsequently condemned and removed in 2011.
- A High School built in 1972, 1st addition in 1976 and a 2nd addition in 1984. Support areas include a football field and a non-regulation / unsanctioned track.
- The Babson-Carpenter Career Vocational Center was built in 2007 and contains the vocational programs of auto body, auto mechanics, construction and welding.
- The Hayden School District also has their transportation department and bus garage located on this very crowded site.

The 2nd parcel of property is almost 21 acres and is located along Breeze Basin Road in Hayden ColoRADO. The Hayden Valley Elementary School, built in 1977, is located on this parcel of property. In addition to the school, this property has two little league baseball fields, open playground and undeveloped space on it.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

- 2006 - Boiler replacement and control system up-grades for the Hayden Middle & High School
- 2008 - Roofing projects on the Hayden Middle School and Hayden Valley Elementary School
- 2012 - Roofing on the Hayden High School
- 2013 - Repaired / remodeled Sped. classroom in Hayden Middle School to repair damaged caused by an intoxicated driver.
- 2015 & 2016 - Asphalt replacement and sealing in 2015 & 2016 at the Hayden Valley Elementary & Hayden High School.
- 2015 & 2016 - Replaced hallway flooring in the Hayden Middle School and Hayden High School

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The Superintendent has instigated active discussions with the leaders from the City of Hayden, the Routt County Commissioners and the West Routt County Fire Department for developing the secondary school site once the building has been demolished. The intent is not to use BEST grant funding for that site except for the abatement and demolition costs, all else will be funded from other sources. Our current scope of work is the interagency sharing of Master Planning Development for the Dry Creek Park area which includes the proposed building site. This interagency planning team is very interested in seeing the former Hayden Secondary School site become part of the community's recreational plan. HSD has engaged a grant writer to pursue a GOCO grant to relocate the displaced little league fields (from the elementary site) on this secondary school site. This property is adjacent to the Hayden town park. A walking "Rails to Trails" system would then connect most of the recreational / wellness amenities of the community and include the school system.

In addition to these interagency conversations the Hayden School District (with their local partners) would provide the amenities to the proposed new football field. This would include scoreboard, bleacher seating, press box, visitor seating, goal posts, etc. The district is also seeking a DOLA grant for additional funding to complete these projects.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

How do you budget annually to address capital outlay needs in your district/charter?

The Hayden School District annually budgets \$350.00 per student to maintain or replace antiquated systems. This budget is developed to cover the most egregious of the identified maintenance needs. The budget does not cover the costs of systems that have emergency breakdowns during the school year. The district has repeatedly relied upon their dwindling cash reserves for these emergency purposes. Over the years, the school district has been forced into deferring the majority of costs associated with system replacement.

Currently the HSD does not have any funds built into a designated Capital Improvement Account, because that fund was expended long ago. This project will provide HSD with great budget relief to be able to once again have funds for renewal purposes. The district will commit to maintenance of effort into this fund.

Current Grant Request:	\$41,056,537.00	CDE Minimum Match %:	56
Current Applicant Match:	\$22,296,400.00	Actual Match % Provided:	35.1939484668
Current Project Request:	\$63,352,937.00	Is a Waiver Letter Required?	Statutory
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		2017 Bond Election
Total of All Phases:	\$63,352,937.00	Escalation %:	8.7
Affected Sq Ft:	148,398	Construction Contingency %:	3
Affected Pupils:	416	Owner Contingency %:	5
Cost Per Sq Ft:	\$426.91	Historical Register?	No
Soft Costs Per Sq Ft:	\$50.60	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$376.31	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$152,291	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	357	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

N/A

Financial Data (School District Applicants Only)

District FTE Count:	380	Bonded Debt Approved:	
Assessed Valuation:	\$111,483,200	Year(s) Bond Approved:	
PPAV:	\$293,377	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$424,872	Year(s) Bond Failed:	
Median Household Income:	\$57,383	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	38.90%	Total Bond Capacity:	\$22,296,640
Existing Bond Mill Levy:	0.000	Bond Capacity Remaining:	\$22,296,640



Division of Capital Construction

District Statutory Waiver for BEST Grant

A (partial)/ full (circle one) district match waiver is requested due to: State limitation of district bonding capacity

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

A. Applicant required minimum match for this project based on CDE's minimum listed percent (Line items A * C from grant application cost summary)	35.1943273% \$ 63,352,937.00
B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2016/17 AV x 20%):	\$22,296,400.
C. New proposed bonded indebtedness if the grant is awarded:	\$22,296,400.
D. Current outstanding bonded indebtedness:	\$0
E. Total bonded indebtedness if grant is awarded with a successful 2017 election (Line C+D):	\$22,296,400.

School District: **Hayden School District RE 1**
Project: **Hayden School District RE 1**
Date: **Feb. 21st, 2017**

Signed by Superintendent:  2-21-17

Printed Name: **Phil Kasper, Superintendent of Schools**

Signed by School Board Officer:  2-21-17

Printed Name: **Brian Hoza**

Title: **President of Hayden Board of Education**

• Facilities Impacted by this Grant Application •

South Routt RE 3 - Soroco MS Roof Replacement - Soroco HS/MS - 1924

District:	Auditor - South Routt RE-3
School Name:	Soroco HS/MS
Gross Area (SF):	96,031
Number of Buildings:	3
Replacement Value:	\$27,063,226
Condition Budget:	\$11,392,975
Total FCI:	0.42
Adequacy Index:	



BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: SOUTH ROUTT RE 3

County: ROUTT

Project Title: Soroco MS Roof Replacement

Applicant Previous BEST Grant(s): 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Our goal is to be #1 in demographically (same/similar N-count, free/reduced lunch [FRL], English language learners[ELL], poverty, race, and ethnicity) comparable State districts on all measures of Academic Success Assessments. Our students will grow at the 60+ percentile in year 2016-17. The Soroco plan is to support our mission by: Achieving academic excellence, Developing life skills, Demonstrating responsibility to the community and the world.

All this takes place within the limitations of our physical plant and remote location. Our maintenance plan for the Soroco Middle School project, to date has been a struggle to keep our collective heads above water. This roof replacement project's goal is to leverage funds from a BEST grant along with Capital Reserve and General Funds to reduce/eliminate wasteful spending of maintenance funds by careful spending with long term return on investment. The program we have developed promises to reduce energy costs by upgrading the rooftop side of our building envelope.

Deficiencies Associated with this Project:

An ever increasing pattern of roof leaks followed by repair has little effect on the water tightness of our aging roof membrane. The cost has far exceeded even short term benefit. Division 7 Design provided the following information:

The roof, or more precisely, multiple layers of roofs, on the subject building are in a state of advanced failure. The uppermost single ply membrane is weathered and stretched beyond any hope for remediation. The reinforced membrane had a fabric scrim sandwiched between an upper and lower thickness of thermoplastic rubber. The top layer is typically weathered away at seven to ten percent per year. In this case the top layer has been used up. The fabric is exposed to sunlight and moisture resulting in a brittle matrix with no strength at all. The lower level of membrane is for all practical purpose, un-reinforced, subject to tension splits at the weakest point on the plane. Typically this happens near parapets, curbs and roof drains. Moisture intrusion into the substrate has been verified with infrared scans and test cuts revealing a substantial presence of water stored above and below the second layer of roofing substrate. That layer was installed over a third layer installed above the wood structure. This is a critical violation of the International Existing Building Code that permits only two layers of roofing. The top layer should not have been installed over two existing layers. The dead load weight of so much roofing compromises the structural members of the 1924 building.

And last. Moisture stored in the insulation above the roof, and within the wood deck provide a perfect medium for mold growth. Water cascading onto ceiling materials and floors below has similar mold issues. All this combines to present an unacceptable life safety risk from indoor air quality, debris falling onto students and staff along with slip & fall peril.

Proposed Solution to Address the Deficiencies Stated Above:

A report on the condition of the existing roof by Grand Junction's Division 7 Design, Inc. demonstrated the need for a roof replacement project. The Directors engaged D7D to produce plans and specifications to be used by roofing contractors to obtain estimates of probable cost for a comprehensive roof replacement project.

How Urgent is this Project?

BEST FY2017-18 GRANT APPLICATION SUMMARIES

The existing roof's condition is to a point where every snowmelt or rainfall event requires containment and remediation as needed to limit the impact and consequential damage. Despite our diligence, water damaged ceiling tile has fallen to the floor below. Wet carpet presents mold issues and water standing on VCT presents slip and fall hazards. The wood structural deck and joists are at risk for water damage. Children and staff are doubled up in the few dry rooms available while temporary remedial action occurs. Mold, of course, is an ever present risk factor where constantly wet materials offer the perfect medium for growth. Students and staff have complained about air quality.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

How Does the Applicant Plan to Maintain the Project if it is Awarded?

A memorandum to District Staff Re: Roof Maintenance

The District has adopted a policy intended to protect the value of one of our most important assets; the roofing assembly on every one of our buildings. This policy is in addition to the published warranty requirements of a manufacturer with a current roof system warranty. The following program is to serve as the first draft of an evolving document that will be reviewed and revised as needed. The Maintenance Department is the primary staff intended to implement this directive; however, reporting moisture intrusion is the responsibility of the entire staff. If you see something, say something.

The District has employed a Professional Roof Consultant who will offer an in-service training session to Maintenance Department Staff so they may serve as inspectors.

Perhaps surprisingly, the starting point of a roof inspection should actually be the interior of our buildings. The interior walls and ceilings should be examined for any signs of water staining which would indicate a problem above on the roof.

The roof itself should then be visually inspected. The following key areas should be checked in this order:

- Cap flashings;
- Edge metal;
- Base flashings;
- Penetrations;
- Field of the roof;
- Ballast;
- Roof adhesives; and Surface coatings, if present.

Cap flashings, which are metal or other rigid covers at membrane terminations, should be inspected for:

- loose areas of attachment or loose or missing fasteners;
- loose or displaced sections of metal;
- deformed metal that could collect water and funnel it through an end joint;
- corrosion;
- missing or loose joint covers; and
- sealants showing signs of cracking, weather and/or aging.

Edge metal, installed at the edge of a roofing system to terminate the roof and provide waterproof flashing, should be checked for:

- loose areas of attachment or loose or missing fasteners;
- loose or missing stripped-in flashing;
- splits in the stripping at metal flashing joints;
- corroded metal;
- missing or displaced metal sections or joint covers;
- open joints and sealants displaying signs of cracking or weathering or aging.

Base flashings, which are roof membrane terminations at walls and curbs, should then be looked at. Watch for:

- a secure and sealed top termination;

BEST FY2017-18 GRANT APPLICATION SUMMARIES

- continuous adhesion of base flashing to substrate, with no loose membrane or extensive bridging;
- a covered top seal of the membrane base flashing;
- closed seams at the bottom of the base flashing at its attachment to the field membrane;
- sealed seams at vertical laps;
- sealants in good condition, without signs of cracking, weathering or aging; and
- base flashing material without signs of deterioration or building movements.

Penetrations are pipes, drains and other items that are inserted through the roof membrane. They must be flashed properly to assure a watertight roof. An inspector should examine the following:

- the drain clamping ring and drain strainer to ensure proper securement for a watertight seal at the membrane-to-drain interface;
- thorough adhesion of sealant inside pitch pockets and membrane adhesion around the outside of pitch pockets;
- pitch pockets containing adequate fill material to prevent water from collecting;
- pipe boot flanges sealed tightly to the roof membrane; and
- a tight seal and termination around pipe(s) at the top of pipe boots.

In the field of the roof, be sure that:

- No fasteners protrude against the membrane, causing a "tenting" effect; or that there are no visibly loose fastening points;
- the membrane contains no worn spots, deteriorated areas, or holes in the membrane;
- insulation panels are in their original positions; no buckling or warping,
- there are no changes in insulation or substrate firmness when the roof is walked on;
- adequate drainage is present; and
- around rooftop equipment, no areas have been degraded by equipment leaks or spills, or have been punctured by dropped tools or equipment parts from workers maintaining roof-mounted equipment.

If the roof membrane has a coating on it, it should be examined. Coatings will generally require reapplication(s) during the life of the roof system; frequency depends on many factors, such as the local environment, ponding water, roof slope, and the type and quality of the original coating. Recoating work is typically the responsibility of the building owner and should be performed by a professional roofing contractor. The inspector should also pick up debris like paper, bottles, broken glass, tree limbs and vegetation and dispose of it properly.

Likewise, he should also remove obstructions, such as leaves or dirt from roof drains and/or scuppers, ensuring that they flow freely. Clogged drains and/or scuppers can lead to excessive ponding on the roof, which frequently causes leaks or even roof collapse.

However, caution should be exercised when clearing debris from drains because significant suction can be created by draining water; it can quickly suck tools into a drain.

Roof inspection may uncover the need for repairs in a variety of categories, including spot patches, emergency repairs, general repairs and permanent repairs.

If membrane repairs are needed, they should be performed by professional roofing contractor specifically authorized by the membrane manufacturer. Not doing so could also void the warranty. And in keeping with typical warranty requirements, the manufacturer of a warranted roof system should be notified promptly about the need for repair(s) and the procedures to be followed. Typically manufacture warranties require written notification to the warranty department within thirty (30) days of discovery of any leak. The District policy is to report leaks discovered immediately by phone followed up by email to the warranty department with written notification by mail as required by the manufacturer's warranty.

All procedures should be documented in order to create an informative history of a roof system's performance.

Future roofing projects will require the Contractor to deliver a care and maintenance manual for his products. An in-service

BEST FY2017-18 GRANT APPLICATION SUMMARIES

training program will be required to acquaint District personnel with methods of procedure for temporary patches of damaged or defective areas. Specialized tools and small quantities of peel and stick membrane material will be a contract requirement.

The Maintenance will control access to our roofs. Outside contractors hired to service rooftop equipment must coordinate access through the Maintenance Department. Each contractor will be required to provide certificates of insurance naming the District as additional insured. Contractors will be informed of their responsibility to protect our roofs. Failure to follow District guidelines in this matter will result in an insurance claim filed directly with the contractor's insurance company. Contractors with a pattern of disregard of our policy will be barred from future work.

Building Principals will be responsible to restrict access to the roof by staff and students. Any rooftop equipment or cabling need to support the educational needs of students or staff must be performed by the Maintenance Department or an approved contractor. Lost toys or car keys or other valuables will be retrieved by the Maintenance Department, without exception.

Please review this new policy, feel free to offer revisions, additions or suggestions you believe will make this policy a collaborative effort.

The District will adhere to this policy. February 22, 2017

Respectfully submitted,

Darci Mohr, Superintendent of Schools

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The 1924 building is structurally sound, with no apparent defects.

The roof is failing and must be replaced.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

None

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Due to the uncertainty of the County's largest single taxpayer, Peabody Coal, The District has no other funding source.

How do you budget annually to address capital outlay needs in your district/charter?

The District has set aside a certain amount in the past however factors beyond our control prevent establishing a set amount at this time.

Current Grant Request:	\$214,653.45	CDE Minimum Match %:	43
Current Applicant Match:	\$161,931.55	Actual Match % Provided:	43
Current Project Request:	\$376,585.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	Capital Reserve	
Total of All Phases:	\$376,585.00	Escalation %:	5
Affected Sq Ft:	10,240	Construction Contingency %:	10
Affected Pupils:	75	Owner Contingency %:	0

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Cost Per Sq Ft:	\$36.78	Historical Register?	No
Soft Costs Per Sq Ft:	\$2.16	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$34.66	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$5,021	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	137	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	327	Bonded Debt Approved:	\$1,570,000
Assessed Valuation:	\$92,626,190	Year(s) Bond Approved:	07
PPAV:	\$283,261	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$711,753	Year(s) Bond Failed:	
Median Household Income:	\$55,694	Outstanding Bonded Debt:	\$4,915,000
Free Reduced Lunch %:	42.90%	Total Bond Capacity:	\$18,525,238
Existing Bond Mill Levy:	8.430	Bond Capacity Remaining:	\$13,610,238

• **Facilities Impacted by this Grant Application** •

Mountain Valley RE 1 - PK-12 Replacement - Mtn Valley ES/HS – 1967*

School Name: Mtn Valley ES/HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	62,090
Replacement Value:	\$20,642,239
Condition Budget:	\$14,904,984
Total FCI:	72.21%
Energy Budget:	\$0
Suitability Budget:	\$1,065,100
Total RSLI:	3%
Total CFI:	77.4%
Condition Score: (60%)	3.07
Energy Score: (0%)	2.61
Suitability Score: (40%)	4.43
School Score:	3.62



Mountain Valley RE 1 - PK-12 Replacement - Mtn Valley MS – 1996*

School Name: Mtn Valley MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	12,670
Replacement Value:	\$3,881,390
Condition Budget:	\$1,714,991
Total FCI:	44.18%
Energy Budget:	\$0
Suitability Budget:	\$199,900
Total RSLI:	12%
Total CFI:	49.3%
Condition Score: (60%)	3.17
Energy Score: (0%)	2.61
Suitability Score: (40%)	4.45
School Score:	3.68



*2009 Assessment Data

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: MOUNTAIN VALLEY RE 1

County: SAGUACHE

Project Title: PK-12 Replacement

Applicant Previous BEST Grant(s): 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input checked="" type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input checked="" type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Saguache (sa-watch) is a small historical village located in an agricultural area in southern Colorado at the northern gateway to the San Luis Valley, a valley between the Sangre de Cristo range on the east and the San Juan Mountains to the west. Centered in Saguache County (just 3 ½ hours SE of Denver) is Mountain Valley School District (MVSD), which is home to roughly 500 residents (in town) and roughly 500 more residents outside of town, but in the district, of which 140+ are students. The PK-12 campus consists of five separate buildings ranging from 1933 to 1995, and a school program that focuses on the whole child, teaching academics, relationships and social emotional aspects.

Saguache County consists of 3,170 square miles. Some of students spend 1.5 hours on the bus one-way. We have two bus routes, each about 100 miles per day. We provide transportation for sports, which are combined with Moffat School District and Crestone Charter School, at 105 miles per day.

MVSD has seen demographics change dramatically over the years. What used to be a farming and ranching community has slowly observed the disappearance of family ranches and businesses. Jobs opportunities are limited to a few local businesses, our school district, the Forest Service and Saguache County government. Currently, Saguache County has the highest child poverty rate in the state of Colorado at 49.3%, which is 7% higher than the next district. The district's free and reduced lunch rate for FY17 is currently 85%, with most families and students receiving governmental assistance.

More recently, we have had a large influx of families moving into the eastern part of our district, many of whom live in campers and sheds without electricity or water. Our pupil counts have already increased from 122 students in October 2016 to over 140 students. The majority of the students moving into the community are high need. These students have nowhere else to go for assistance, other than the school. The district currently has five AmeriCorps members who assist students before, during and after school. The AmeriCorps' members provide math and literacy interventions for all of our K-12 students. They also have after-school programming Monday-Thursday with transportation provided, where students engage in learning activities, physical activities, artistic activities and get to eat nutritious food.

It should be noted that many students do not have their basic needs met at home (food and shelter). Additionally, there are Friday, Christmas Holiday, Spring Break and summer programming opportunities similar to those listed above that include transportation provided by the district. Various activities like fishing, hiking, frisbee, knitting, chess, etc. are giving our students an opportunity to be exposed to many different types of life experiences.

In the past, hiring and retaining of qualified certified and classified staff has also been a problem due to the remoteness of the district. If a qualified applicant could be found, they would often move on after gaining experience. Therefore, the students who need the best teachers were often denied quality instruction. Fortunately, staff turnover has declined with new administration and an improved vision for MVSD.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Unfortunately, with the condition of our current facilities, we will never be able to provide a learning environment that comes close to a future ready school. To be even more specific, without the help of the BEST program, we will never be able to give our students adequate facilities to learn and grow in. This is due to the simple fact that we can only raise \$3.7 million through a local bond which won't address our basic facility needs let alone the real need of a new school for our district. Hopefully after you finish reading this application and see the amount of need Mountain Valley School District's students and community have, you will understand how much good a BEST grant would do for so many people.

Deficiencies Associated with this Project:

We are a very small, rural and remote district. Over the past years, MVSD has had multiple administrators. Many administrators have used the district as a stepping stone, getting a couple of years of experience and then moving on to larger and less remote districts. As a result, a clear vision of growth and improvement for MVSD has been lacking. The former superintendent, who was in the district from 2008-2016, was against capital construction improvements and did not contribute to the improvement of the district. Slowly, MVSD fell further behind other districts in the areas of academic achievement, capital improvement, facility maintenance and transportation. Below is a list outlining all of our schools' issues:

Main Building:

There is no obvious central entry point. Too often visitors are wandering around the outside of the building trying to find the main entrance, or administration. All points of access are not secure, or monitored. There are no secure entry vestibules in any of the buildings.

There are 49 exterior doors and there are many that do not shut or latch properly. Many of the frames or doors are warped due to their age, and the hardware is so old that it just does not work anymore. Back when our buildings were re-keyed roughly 10 years ago, there was no good management on who keys were given to. Many community members have keys to our facilities. We have had some of them returned, but do not know who else has access.

Another major issue is the open campus. Student use buildings are not connected which creates a huge problem. There are not clear lines of sight anywhere around the buildings, the site is not fenced or secure in anyway, which means anyone can come on campus at anytime. Our school is roughly a quarter of a mile from Highway 285, which has always been a concern for parents and district staff.

Ice buildup on north side of high school and middle school is so bad that exterior classroom doors cannot open, major slip hazards for students who have to traverse this way, the gutters and downspouts are filled completely with ice which has damaged them. Ice builds up on roof and slides off during the day onto the walkway below. The concrete has eroded away and has major cracks and trip hazards.

The roof is beyond its useful life. It leaks in multiple areas and is difficult to patch and repair because there are so many.

Electrical service and distribution does not adequately meet the school's needs. There are very few receptacles in the classrooms and other areas of the buildings. Electrical wiring issues: wiring is not code compliant and is a fire hazard as it is exposed in many areas.

Plumbing – roots have grown into or through our old clay piping, creating drainage issues that have caused severe backups in various areas including our classrooms which have had water / sewage covering the entire floor. When this happens, we have to close the school until it can be repaired. Please see the picture that shows our solution to this issue for the time being.

Domestic water lines are the original lines and are corroded and failing. The entire system needs to be replaced as we cannot patch / repair it any further.

Light fixtures the majority of them are outdated and inefficient. There is little to no natural daylight in the classrooms. Each classroom in the main building has one window that measures roughly 2' x 6'. The windows are single pane and beyond their expected useful life. The seals are deteriorated and many of them do not function properly.

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HVAC systems do not function properly or exist. There is no cooling or ventilation in the buildings. Ventilation to classrooms consists of operable windows and transfer grills to hallways and other classrooms, this does not meet current mechanical codes for fresh air. The controls for the HVAC system are original 1967 and do not work well. Most of the time it is too cold in morning, then too hot in the afternoon after the boilers have been turned on. We have to open doors, and windows (some that do not function or are too small to help with moving air).

Interior doors are old and in need of replacement. The hardware is not ADA compliant, and a few do not close properly as they are well beyond their useful life.

Floors - the floors throughout are in desperate need of replacement. There is asbestos floor tile under the carpet, and the carpet is old and worn. It is fraying in places and creating trip hazards. Plumbing back ups have also caused many issues with our flooring. Water (from our sewage lines) has infiltrated our restrooms and classrooms, causing stains that cannot be removed and odors that are always lingering.

Plumbing fixtures are the original fixtures from 1967. Many of the fixtures have not been replaced, but repaired as needed over the years. This is a major issue for us as the fixtures are highly inefficient, or there are no longer parts to repair them. They are also not ADA compliant.

Ceilings in classrooms are in poor shape and have water damage throughout. There are many ceiling tiles that are missing as well.

Fire sprinkler – there is no fire sprinkler system in 4 out of the 5 buildings on site.

Phone / Intercom system - phone and intercom systems are outdated (original). The intercom does not reach all areas of the building. We have found kids and teachers in the halls or restrooms during lockdowns, and they have stated they never heard the announcement.

Technology Issues / needs - Computer labs are outdated and do not contain proper cooling or ventilation in the spaces. The district utilizes Wii controllers hanging from the ceiling to control projectors and other technological equipment in the middle school classrooms

Cafeteria / Kitchen & Woodshop:

Kitchen and cafeteria are currently located in the original WPA gymnasium. The original radiator and boiler system is beyond its life expectancy and provide no fresh air to the cafeteria.

Walls are so old, that they cannot support fixtures that are mounted to them. A urinal in the men's restroom fell off the wall. A new wood frame was built on top of the existing wall to support the fixture.

The building and restrooms are not ADA compliant; fixtures are broken and outdated. There are no doors on the partitions and there are routine plumbing and drainage issues.

The roof constantly leaks and is beyond its useful life. There are holes in the ceiling, including mold and mildew from various leaks over the years.

There are many foundational issues, including crumbling walls, which can no longer be repaired effectively. We are left only to seal the gaps with spray foam to keep the elements out.

Doors do not close or open properly due to settling issues. Some doors have over half-inch gaps in them and are no longer able to latch. We actually have to jamb small books or cardboard in them to keep the doors closed.

Electrical is outdated and not code compliant. There are large holes in the wall, or outlets covered with duct tape that no longer work, or that were abandoned. There are always issues with breakers tripping, electrical demand. The fixtures are

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outdated and inefficient.

The windows are single pane, some are broken and abandoned. In some spots, the flooring is down to the original subfloor. Rotted wood has been removed and thrown away over the years and never replaced.

Plumbing issues are abundant. Because of the limited access to the metal lath and plaster walls, large holes exist and drain lines have had to be exposed in hallways and rooms.

The kitchen area and equipment are inadequate. The appliances are outdated and not functioning correctly. There is a limited amount of space and storage. There is no dishwasher or walk in freezer. The tables are 40-50 years old and does not meet fire code or health department requirements..

The floors are original wood floors that have been poorly maintained over the years. There are also spots where the floors were inadequately patched with other wood flooring and it is a disaster.

The Woodshop also sits below grade and suffers from slight flooding when we get heavy rains or snowstorms.

Site:

Communication & Security - there are no site communications available to notify students or staff in the event of an emergency. There are 49 exterior doors on the open campus that are not monitored. Children have to constantly walk outside to get to the cafeteria, woodshop, administration and middle school building.

Pedestrian Paving– there are many trip hazards around the pathways that lead around the building. The path that leads to the front of the main building on the north side is a constant issue. Poor drainage issues cause ice build up that does not melt for months. The ice gets so thick that teachers are unable to open the exterior doors from their classrooms. This would be an even bigger issue if there was ever an emergency and our students needed to get outside.

Water Supply – is original 1933 clay piping system and well beyond its useful life. There have been several leaks on campus, and some for years. The city found a spot where were leaking 200,000 gallons of water a month. Fortunately, they found this large issue and we fixed it, but it is only a matter of time before more parts of the system deteriorate and cause other expensive issues.

Site Lighting - is outdated and non existent in many places. There are no lights in any of the exterior parking lots, and the few light fixtures that are on the building are very old and inefficient high pressure sodium lights. We host many events at our school, especially at night and visitors and students must walk in the dark to their cars after the event.

Electrical Distribution – the system expired in 1963 and the electrical panels are severely outdated and have reached their maximum capacity. There are enough outlets in our classrooms and there exposed electric wires in the ceilings. Our lighting ballasts throughout the are outdated and contain polychlorinated biphenyls (PCBs) which is considered a toxic substance by the EPA.

Roadways and Parking Lots - are in poor shape, and beyond their useful life. Only the small lot next to the middle school building is paved. The lot is in poor shape and deteriorating, and has many trip hazards. Fire lanes are not clearly marked, because they do not exist.

Site drainage - in addition to all the other site issues, there are other spot around the building and campus where water builds up and does not drain for weeks at a time.

Playgrounds – are not ADA compliant. The playgrounds are severely dated and need to be replaced. Many parents and staff are concerned about the safety of their children on the equipment due to its age.

Landscaping - the football field is concern as it is difficult for the district to water and maintain because of its location and our

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lack of utilities that are available.

Parent / bus drop off issues - There is no dedicated bus loading or unloading zone. The parent drop area is very small and the children must walk through parked cars to access the sidewalk.

Proposed Solution to Address the Deficiencies Stated Above:

Our planning team has determined that the cost to renovate the existing facilities would cost at least 80% or more, than to just build a new facility. A renovation of each facility would not be a good solution due to the multiple buildings and open campus we have. There are countless other issues that come up when we look at renovation, including: extended construction schedules, displacement of students in modular facilities, along with the additional costs of providing the temporary facilities.

During the last two community meetings the community was presented with four options for consideration. Two options to renovate and reconfigure the existing building and two options for new facilities. The community overwhelmingly preferred the new building option due to continued issues with the existing metal building for the main school facility (roof leaks, age of the building), issues with sanitary sewer and utilities, grading of the existing site creating water and ice issues around the buildings, the size and location of gymnasium (does not meet CHSAA regulations) and the cost and impact of asbestos abatement during the school year.

During the last community meeting, the majority of community members preferred a one story building at the east end of the site. The community preferred this solution for several reasons:

- 1) Limited disruption of school during construction of new facility;
- 2) Connected to the town and community based on organization of the building on the site (Entry, field, community garden location);
- 3) Was in keeping with the height and scale of the community;
- 4) Allowed the community garden to be relocated closer to town;
- 5) Maintained the location of the town of Saguache municipal well;
- 6) Reused the newest building on campus for Bus and Maintenance Facilities.

Master plan design strategies include:

Building Orientation

- The building is oriented to allow for oversight and supervision of the entry, parking lot, and drop off loop from the administration office.
- The building is oriented to protect outdoor areas from prevailing winds and create sunny areas for outdoor activities.
- The building entry is oriented to connect to the Town of Saguache, access public streets and centralize parking for community, school, and athletic events.

Community Engagement / Access

- The master plan creates a building that encourages community use when school is not session. Portions of the building including the library, commons, and gymnasium can be used for community activities without accessing the remainder of the school.
- The library and cafeteria are arranged near the entry of the building to encourage community use and interaction.

Educational Environment

The master plan illustrates a school that separates the school into distinct grade appropriate learning communities. Each learning community will be designed to meet the variety of learning activities for that grade. Breakout spaces, small and large group rooms, maker spaces will be incorporated into each learning community. Shared spaces such as the library, art room, commons, are centrally located for access by each learning community and to provide the necessary identity for each learning community.

Energy Efficiency

- The master plan solution creates east / west building orientation for classrooms which is the best daylighting strategy.
- Mechanical systems budgeted for the project are both highly efficient and based on proven strategies for the San Luis

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Valley. Radiant heating, highly insulated exterior walls, and less complex systems are key to successful systems for the district.

Technology

Access to technology is critical for today's students, the ability to access and utilize technology as an individual student, teacher, community member is key to the success of the school and community.

Outdoor Learning

The outdoor spaces should be designed to support the indoor learning environment. A university study recently tied physical activity to academic success. Creating grade appropriate play grounds and exterior spaces to support student physical activity and educational space will reinforce the overall project design.

Our community and students, who unfortunately are the most needy in the state, are suffering due to the lack of adequate infrastructure and absence of technology to support a 21st century learning environment. The new superintendent knows the needs of the community, his staff and his students. The school is the core of the community and is just more than a school. This is the community's largest resource, it is used night and day, weekends, spring break, winter break and during summer vacation. It hosts weddings, funerals, after school programs, peewee sports (4 nights a week), and other community gatherings.

How Urgent is this Project?

Having an open campus, with detached buildings and ice filled walkways is unacceptable for our students. It is one of the greatest concerns we have and parents have for their children.

To add to that, the amount of exterior doors there are that do not function properly are a concern and a very urgent need. Getting proper hardware that has a keying system that is monitored strictly by district administration is a must.

The district needs a building that has a secure entrance that can be monitored with clear lines of site. A central location that is properly marked is needed immediately.

We need a building that not only safe and secure, but one that is dry. Constant roof leaks are a distraction to staff and students. If the water is not coming in through the ceiling, it coming back-up through the floor drains.

Our drainage issues need to be fixed right away to ensure we do not have to close the school down anymore because of sewage in our classrooms.

The stale and still air that is in the building is unacceptable. The poor indoor air quality is a top priority that needs to be addressed immediately. If our only solution is to prop open a few exterior doors to get air movement; then we are in even more trouble as this creates a larger security issue for our students.

The dark and dingy rooms have to go. Students need more natural light than a few square feet that lets in little to no light (especially for the classrooms to the north). Asbestos all over the building needs to be removed, because it is so close to becoming a major issue, we can no longer wait.

Providing a 21st century learning environment for our students. The lack of technology we have and the limited availability we have to provide this is detrimental to our students. They do not need to be in a facility that has extremely outdated technology that is not useful anymore. Even if we had better technology in our classrooms, there would not be enough outlets or electrical distribution to support it.

Communication is also an extremely urgent need. We need a PA system that reaches all areas of the building and in all buildings. It is not acceptable for students and staff to be walking around in a lockdown situation, because they did not hear the notification. We also have to have a phone system that works so that we can notify the authorities if there is an emergency.

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The list goes on and on. This entire project is extremely urgent. The amount of deficiencies at our facilities will only continue to grow worse. There is no way possible that we will ever be able to fund a new school without the help of the BEST program. Our minimal bonding capacity would only allow us to put a small dent in the extensive amount of need we have. The former administration's lack of facility improvements and maintenance over the last eight years, have only made our situation worse.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Mountain Valley has maintained a maintenance budget of approximately \$100K per year, which amounts to approximately 5% of the general fund budget. The district is currently re-structuring the maintenance staff to include a higher qualified individual to lead the facility maintenance department. The district is also budgeting for professional development training in the electrical/technical components of the facility's systems. The district will also be able to meet the annual capital renewal contribution as required. Currently we are spending the majority of our maintenance budget to put bandaids on roofing, plumbing, heating, fire alarm system -we keep fixing and they keep breaking.

We plan to have a detailed preventive maintenance schedule in place and will implement the preventive maintenance plan with the approval of a new facility. The plan includes: daily, weekly, monthly, 3 and 6 month, and annual inspection / maintenance items. We will prepare and periodically update an inventory of building components and their conditions so that we can then better identify maintenance needs, determine their costs, and set priorities. We understand that well-structured preventive maintenance, incorporated into ongoing maintenance programs, offers the best chance for achieving intended results. Our maintenance employees will receive the needed training so they can assist with developing long-term maintenance plans and budgets.

If we are awarded our BEST grant, we would update our current plan to meet the needs of the new school. It is our goal to preserve the taxpayer's and the state's investment in our new building.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The Mountain Valley School main building (1967), which currently houses the elementary and high school, the Freedle Auditorium (1933) which houses the kitchen and cafeteria, the wood shop building (1933), the bus barn (1972) and middle school / administration building (1995), were all new builds that met the construction and educational standards required.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

New roof and solar panels (main building, 2008); Asbestos abatement of tile flooring and new carpet (2003); New middle school and administration building (1995) was built to accommodate district growth; New concrete parking lots (1997); Installed announcers booth for football field and an added an office onto the library; Rebuilt wall in cafeteria; Boys locker room shower remodel; installed new casework in computer labs and some classrooms.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

We have received two small grants that have gone towards the district's facilities. The district is always looking for grants to help leverage funds so we can invest more in our students. We currently have thirteen other grants that are providing over \$840,000 to our district - examples of these are: STEM Grant, sales tax grants for computers, HELM grants to update PE/weight equip - CO Health Foundation Grant for Health & Wellness - provides fitness trail, train AmeriCorps teachers, EARSS, VISTA/HEART, The School Counselor Corps, Title X, I, II, III, & REAP.

Our commitment to finding other funding sources to leverage as many dollars possible has always been important to our district. If awarded a BEST grant, we would apply for and try to secure as many grants that we could qualify for to help offset any costs that could be saved throughout the course of the project.

How do you budget annually to address capital outlay needs in your district/charter?

In the past, Mountain Valley has had a laissez-faire attitude towards building maintenance. Under the former leadership,

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significant repairs have not been made since 2008. In 2016, there was a change in leadership at Mountain Valley and a budget of \$100,000 (which is 5% of our general fund budget) for maintenance and capital needs was established. The new superintendent has a more progressive view of the facilities needs at Mountain Valley. This year, security cameras, and wifi were updated, along with sewer line repairs. We also purchased a new bus. These items were budgeted for with lump sum general fund allocations. Going forward, Mountain Valley will utilize a three-five year rolling strategic plan to budget for capital outlays. Our strategic plan will also include a priority on saving funds in reserve for unexpected large ticket maintenance.

Current Grant Request:	\$27,072,252.00	CDE Minimum Match %:	29
Current Applicant Match:	\$3,724,699.00	Actual Match % Provided:	12.09437584
Current Project Request:	\$30,796,951.00	Is a Waiver Letter Required?	Statutory
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		2017 Bond Election
Total of All Phases:	\$30,796,951.00	Escalation %:	7.3
Affected Sq Ft:	67,326	Construction Contingency %:	5
Affected Pupils:	122	Owner Contingency %:	5
Cost Per Sq Ft:	\$457.43	Historical Register?	No
Soft Costs Per Sq Ft:	\$66.80	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$390.63	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$252,434	Is a Master Plan Complete?	No
Sq Ft Per Pupil:	552	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	122	Bonded Debt Approved:	
Assessed Valuation:	\$18,623,494	Year(s) Bond Approved:	
PPAV:	\$152,652	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$666,129	Year(s) Bond Failed:	
Median Household Income:	\$26,875	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	65.50%	Total Bond Capacity:	\$3,724,699
Existing Bond Mill Levy:	0.000	Bond Capacity Remaining:	\$3,724,699



Division of Capital Construction

District Statutory Waiver for BEST Grant

A partial / full (circle one) district match waiver is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

A. Applicant required minimum match for this project based on CDE's minimum listed percent (Line items A * C from grant application cost summary)	\$10,090,055.84
B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2016/17 AV x 20%):	\$3,724,699
C. New proposed bonded indebtedness if the grant is awarded:	\$3,724,699
D. Current outstanding bonded indebtedness:	\$0
E. Total bonded indebtedness if grant is awarded with a successful 2017 election (Line C+D):	\$3,724,699

School District: Mountain Valley School District RE-1
Project: PK-12 Replacement
Date: 3/20/2017

Signed by Superintendent: 

Printed Name: Travis Garoutte

Signed by School Board Officer: 

Printed Name: Lacy Reed

Title: Vice President

• **Facilities Impacted by this Grant Application** •

Greeley 6 - Dos Rios ES Roof Replacement - Dos Rios ES – 1988*

School Name: Dos Rios ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	49,124
Replacement Value:	\$13,066,349
Condition Budget:	\$5,179,758
Total FCI:	39.64%
Energy Budget:	\$17,193
Suitability Budget:	\$1,875,900
Total RSLI:	27%
Total CFI:	54.1%
Condition Score: (60%)	3.56
Energy Score: (0%)	2.08
Suitability Score: (40%)	4.15
School Score:	3.80



*2009 Assessment Data

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Applicant Name: GREELEY 6

County: WELD

Project Title: Dos Rios ES Roof Replacement

Applicant Previous BEST Grant(s): 2

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: The application was recommended for funding and placed on the short list in FY 2016-17. It was not funded due to lack of resources.

Project Type:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Weld County School District 6 serves as a diverse and growing population of minority and immigrant students. The school district provides 73.72% of its students with a free or reduced lunch, excluding charter schools. The education makeup of Weld County School District 6 includes 3 high schools, 3 alternative high schools, 4 middle schools, 4 K-8's, 11 elementary schools and 5 charter schools.

Dos Rios alone serves 80.62% of their student body with a free and reduced lunch. They are a candidate school for the Primary Years Programme and will be pursuing an authorization as an IB World School. Like McAuliffe, Dos Rios has been identified as having emergent roofing needs significant enough to require immediate replacement.

Deficiencies Associated with this Project:

The roof at Dos Rios is 28 years old and exceeded the manufacturer's warranty in 1998. The roof is 49,124 sq. ft. of ballasted EPDM and is currently showing evidence of extensive bridging of the perimeter flashing. The bridging has caused the membrane to pull away from walls and curbs. Multiple repairs over the course of time have begun to show extensive wear. As the EPDM sheet ages, the membrane continues to constrict as it is a loose laid membrane held in place with ballast. Additionally, Dos Rios is experiencing significant leaks during and after all rain and snow storms. These leaks result in ceiling tile and dry wall damage that require constant repair. There are many man hours needed to repair each leak and perform carpet extractions to prevent mold from growing. Standing water and the resulting mold cause both health and safety hazards for students and staff. Attached you will find a log outlining the many work orders submitted to address these leaks in the library, gym, hallways, kitchen, cafeteria, as well as various classrooms. All told, 100% of the roof will need to be replaced.

Proposed Solution to Address the Deficiencies Stated Above:

BEST grant funding would be specifically directed towards the replacement of the existing 45-mil Carlisle EPDM membrane with a new Fully Adhered 60-mil EPDM membrane with a 20 year warranty. A fully adhered membrane is preferable to a ballasted membrane because there will be reduced costs associated with maintenance. A fully adhered roof would not require the removal of rocks in order to find a leak or make a repair. 10 sq. ft. of ballast weighs approximately 1 ton. Without ballast to move, there is a smaller chance of injury to personnel. In addition, an adhered roof is less likely to lift in high winds. The black membrane will allow snow to melt faster increasing visibility. With increased visibility, anyone on the roof will likely spot a damaged membrane resulting in better care and maintenance. A fully adhered roof would give Dos Rios increased longevity. Insulation will be inspected upon the removal of the existing membrane. All insulation that shows water damage will be replaced and new Dens-Deck roof gypsum board will be secured to the existing metal deck. New sheetmetal, gutter and downspout system and roofing accessories will also be installed as part of the roofing project. In addition, damage to internal structures such as sheetrock and ceiling tiles will be repaired and painted if necessary. If the district were to receive

BEST FY2017-18 GRANT APPLICATION SUMMARIES

this funding, the restrictions on the Capital Projects fund would be relieved as the District has reserved a portion of funds to be used in the event a major roof repair or replacement would be required. The International Building Code, The State of Colorado and The Colorado Department of Education Guidelines will be adhered to in the design of the new roofing system.

How Urgent is this Project?

There are numerous areas of the roof that are compromised due to deterioration. The urgency of this deficiency is high and should be corrected within the year. Numerous roof leaks have exposed the interior finish and sensitive electronic equipment to water damage. Upon consultation with Carlisle, if the roof assembly is not replaced, it is likely that the roof leaks will continue to get worse. There is a very real concern of mold growth due to frequent wetting. This resulting mold could cause a serious health risk to students and staff. Additionally, the separation between the flashings and walls have exposed the membrane to weather causing ultraviolet damage. Seam failures may start to appear more frequently as stress to the roofing membrane will continue to increase. The membrane is well past its 10 year warranty and we are in danger of a catastrophic failure.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

N/A

How Does the Applicant Plan to Maintain the Project if it is Awarded?

By the project's completion, selected School District personnel will be trained by the roofing contractor to perform simple roof repairs. Large roof repairs will be conducted by a competent roofing contractor. The roof will be methodically inspected yearly to determine deficiencies that need to be repaired. School District personnel will access the roof to remove debris from drains, drainage scuppers and other areas on the roof. This will be performed at least twice a year.

During the 2016-17 school year, approximately 2% or \$3.8 million of the General Fund budget has been expended on the maintenance of facilities within the district. In addition to General Fund expenditures, the district has spent over \$6.9 million on district facilities in the past three years from the Capital Projects Fund. At the end of the 2015-2016 fiscal year, there was a \$1.7 million balance in the Capital Projects Fund which is a fraction of the \$300 million in deferred maintenance needs district wide. Nevertheless, this money over time has been set aside to address the growing list of significant maintenance repairs, health and safety concerns, and code compliance issues identified by facility assessments. When the project is completed, the district will continue to transfer a minimum of \$1.5 million of the General Fund annually for the continued preventative maintenance of systems and infrastructure for the facilities.

The district would expect to see a savings in repair and maintenance costs from these roof replacements. These savings would, in turn, help to ensure the sustainability of these funds for a preventative maintenance plan and will be reflected in the district's maintenance department budget as well as the Capital Projects Fund budget.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The facility was constructed in 1988 with the intent of operating as a public elementary school.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

Dos Rios has undergone a number of capital improvements since opening it's doors in 1988:

- 1990: Added a 1800 sq. ft. wet portable
- 1992: Added a 1800 sq. ft. wet portable
- 1996: Added building wide air conditioning
- 2005: Boiler replacement
- 2005: Added cafeteria/kitchen
- 2009: Added 1800 sq. ft. wet portable

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

District Capital Project Funds are carefully managed and maintained to cover emergency maintenance needs, operations,

BEST FY2017-18 GRANT APPLICATION SUMMARIES

facility upgrades, and progress towards the district's master plan goals. Because the McAuliffe roof has exceeded its usable life, our normal budgetary operations cannot sustain the maintenance needed to continue to repair the roof. The district was unsuccessful in passing a Mill Levy Override in 2010 and 2016. Had the 2016 MLO passed, \$2 million would have been transferred to the Capital Projects Fund each year to support deferred maintenance needs.

How do you budget annually to address capital outlay needs in your district/charter?

District 6 budgets for facilities capital outlay by maintaining a fund balance designed specifically for capital expenditures. For the FY 16-17 year, we plan to transfer \$1.5 Million from the General Fund budget to this Capital Projects Fund. In addition, a successful bond or mill levy override would increase the amount available to use as deferred maintenance needs currently exceed the budgeted amount.

Current Grant Request:	\$584,309.25	CDE Minimum Match %:	52
Current Applicant Match:	\$194,769.75	Actual Match % Provided:	25
Current Project Request:	\$779,079.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	Capital Reserve Projects Fund	
Total of All Phases:	\$779,079.00	Escalation %:	5
Affected Sq Ft:	49,124	Construction Contingency %:	8
Affected Pupils:	583	Owner Contingency %:	3
Cost Per Sq Ft:	\$15.86	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.10	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$14.76	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$1,336	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	84	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

N/A

Financial Data (School District Applicants Only)

District FTE Count:	21,938	Bonded Debt Approved:	\$8,200,000
Assessed Valuation:	\$1,167,334,410	Year(s) Bond Approved:	12
PPAV:	\$53,211	Bonded Debt Failed:	
Unreserved Gen Fund 14-15:	\$14,616,468	Year(s) Bond Failed:	
Median Household Income:	\$47,615	Outstanding Bonded Debt:	\$66,652,450
Free Reduced Lunch %:	66.00%	Total Bond Capacity:	\$233,466,882
Existing Bond Mill Levy:	8.563	Bond Capacity Remaining:	\$166,814,432



Division of Capital Construction

BEST School District and BOCES Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant’s waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as possible by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents, or other relevant documentation to support the responses provided.

For questions 4-11

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your school district.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district or BOCES.

As of June 30, 2016, Weld County School District 6 had a fund balance of \$1.7 million in the Capital Projects Fund. After taking into account the commitments of various facility maintenance and repair projects, health and safety concerns and code compliance issues the uncommitted balance as of February, 2017 is less than \$200K. The districts total deferred maintenance costs are estimated at \$300 million. We are anticipating \$430K in roof repair expenses alone at multiple district schools including Dos Rios and McAuliffe. The district plans on transferring \$1.5 million from the General Fund to the Capital Projects Fund for the next two fiscal years. If the full matching contribution of 52% is required for the project, 54% of the 2018 General Fund transfer will be required to be reserved for roof projects at McAuliffe and Dos Rios which directly impacts other repairs, maintenance, technology and operational demands. With deferred maintenance projects mounting, the district may have to reduce or eliminate certain instructional programs in order to address some of the more emergency maintenance needs. Reducing or eliminating instructional programs would have a direct impact on the quality of education for students in District 6.

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district or BOCES.

Weld County School District 6 is one of the lowest ranking school districts in the State for per pupil funding. As a result, resources are limited for educational offerings. If more funding were available, the District would offer students a more cohesive environment by eliminating modular buildings (\$20 million), address student capacity levels by expanding facilities including Winograd K-8 (\$50 million) and McAuliffe STEM Academy K-8 (\$25 million), support aging technology needs in our classrooms, reduce student-teacher ratios in the classroom, expand safety and security by adding cameras at each of the traditional high schools, update the aging bus fleet, the average of which is 18 years and continue to support our higher percentage of special education and English language learners. In addition, roof maintenance needs over the next five years have been assessed at \$5 million while immediate flooring needs related to asbestos is estimated at \$6 million. The district's educational needs far outweigh our existing resources, thus funding for the repair and maintenance projects are limited and low budget priority. That being said, if we have to pull funding from instructional programs in order to ensure the safety of our roofs it could further burden already overcrowded classrooms and detract from the quality of programming provided to student's district wide.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants, or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

District Capital Project funds are carefully managed and maintained in order to cover emergency maintenance needs, operations, facility upgrades, and progress towards the district's master plan goals. Our normal budgetary operations cannot sustain the maintenance needed annually. The district was unsuccessful in its attempt to pass a mill levy override in 2009 and 2016. The 2016 MLO would have provided an additional \$2 million annually to the Capital Projects Fund. Additionally, the District submitted two BEST applications for the 2016-17 funding cycle. Both applications were short listed, but neither was funded. We are currently discussing another MLO attempt in 2017, and the District is collaborating with Bond advisors to strategically request voter approval of a significant bond within the next 2-5 years.

4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

N/A

5. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

N/A

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch, the higher the match.

N/A

7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had, the lower the match.

The district has had one attempt at a bond election within the last 10 years. In 2012, the district received a BEST grant in the amount of \$21 million to build a new middle school. The required match for the grant was \$8.2 million. The district was successful in passing a bond to support the match for the construction of the new middle school as well as demolition and abatement of the middle school the district is vacating. District 6 feels the 2012 bond election was only successful because the BEST grant was awarded for a new middle school. The requirement of an \$8.1 million match was a palatable increase for the Greeley-Evans community.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

N/A



9. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

As of June 30, 2016, the school district has an outstanding bond debt of \$59.1 million. Because the district has not sought any significant (non-matching) bonds within the last 20 years, the district's bond capacity is \$166 million which ranks Weld County School District 6 156 lowest out of 178 school districts. Because of the recession and significant failure of a MLO tax increase in 2009, the district had been apprehensive to ask local voters for support. A 2016 MLO was also defeated, but we expect to pursue another MLO in November of 2017. If a mill levy override or bond issue were to pass, a portion of those funds would be used to cover the match for McAuliffe and Dos Rios roof replacement projects. That being said, the District has numerous deferred maintenance projects that are also considered immediate and high priorities. The roof needs for these two sites are such that they cannot be delayed in the event a mill levy override or bond issue fails. Due to the socioeconomic population of the community, tax increase initiatives for both the District and the City have historically been unsuccessful.

10. The school district's unreserved fund balance as it relates to their overall budget.

As of June 30, 2016, the district's general fund unassigned fund balance was \$10.9 million which was 6.2% of the total general fund operating budget. The total unassigned fund balance will cover only one month's worth of payroll costs or support maintenance and capital improvement needs. In previous years, the district maintained a higher unassigned fund balance to prepare for future cuts that would impact education funding in years to come. The District has historically transferred \$750K from the General Fund budget to the Capital Projects Fund in order to address deferred maintenance needs, but in the last two fiscal years, \$1.5 million has been transferred to address deferred maintenance, specifically roof repairs. While a portion of these funds could and will be allocated to the roof replacement projects, there are also other immediate maintenance projects, health and safety concerns, and code compliance issues that will need to be addressed. These funds are set aside for emergency needs only.

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

Weld County school district 6 is in the bottom 5% of per pupil funding in the State of Colorado. The district has limited community support to raise taxes for education initiatives.



• **Facilities Impacted by this Grant Application** •

Greeley 6 - McAuliffe STEM Academy Roof Replacement - Christa McAuliffe ES – 1988*

School Name: Christa McAuliffe ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	49,605
Replacement Value:	\$13,508,379
Condition Budget:	\$6,946,341
Total FCI:	51.42%
Energy Budget:	\$0
Suitability Budget:	\$1,116,300
Total RSLI:	26%
Total CFI:	59.7%
Condition Score: (60%)	3.80
Energy Score: (0%)	2.29
Suitability Score: (40%)	4.40
School Score:	4.04



*2009 Assessment Data

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: GREELEY 6

County: WELD

Project Title: McAuliffe STEM Academy Roof Replacement

Applicant Previous BEST Grant(s): 2

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: The project was shortlisted, but not funded due to monetary constraints.

Project Type:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Weld County School District 6 serves as a diverse and growing population of minority and immigrant students. The school district provides 73.72% of its students with a free or reduced lunch, excluding charter schools. The education makeup of Weld County School District 6 includes 3 high schools, 3 alternative high schools, 4 middle schools, 4 K-8's, 11 elementary schools and 5 charter schools.

McAuliffe has been recognized as having some of the most significant and pressing roof replacement needs. It serves 43.26% of its population with free or reduced lunch. Built as an elementary school in 1988, McAuliffe is transitioning into a K-8 school by adding seventh grade in the 2017-18 school year. The school will continue to implement a STEM focus, which will allow students to receive additional instruction and learning opportunities in the areas of science, technology, engineering and math.

Deficiencies Associated with this Project:

The roof at McAuliffe is 30 years old and exceeded the manufacturer's warranty in 1998. The roof is 51,800 sq. ft. of ballasted EPDM and is currently showing evidence of extensive bridging of the perimeter flashing. The bridging has caused the membrane to pull away from walls and curbs. Multiple repairs over the course of time have begun to show extensive wear. As the EPDM sheet ages, the membrane continues to constrict as it is a loose laid membrane held in place with ballast. Additionally, McAuliffe is experiencing significant leaks during and after all rain and snow storms. These leaks result in ceiling tile and dry wall damage that require constant repair. There are many man hours needed to repair each leak and perform carpet extractions to prevent mold from growing. Standing water and the resulting mold cause both health and safety hazards for students and staff. Attached you will find a log outlining the many work orders submitted to address these leaks in the library, gym, hallways, kitchen, cafeteria, as well as various classrooms. All told, 100% of the roof will need to be replaced.

Proposed Solution to Address the Deficiencies Stated Above:

BEST grant funding would be specifically directed towards the replacement of the existing 45-mil Carlisle EPDM membrane with a new Fully Adhered 60-mil EPDM membrane with a 20 year warranty. A fully adhered membrane is preferable to a ballasted membrane because there will be reduced costs associated with maintenance. A fully adhered roof would not require the removal of rocks in order to find a leak or make a repair. 10 sq. ft. of ballast weighs approximately 1 ton. Without ballast to move, there is a smaller chance of injury to personnel. In addition, an adhered roof is less likely to lift in high winds. The black membrane will allow snow to melt faster increasing visibility. With increased visibility, anyone on the roof will likely spot a damaged membrane resulting in better care and maintenance. A fully adhered roof would give McAuliffe increased longevity. Insulation will be inspected upon the removal of the existing membrane. All insulation that shows water damage will be replaced and new Dens-Deck roof gypsum board will be secured to the existing metal deck. New sheetmetal, gutter and downspout system and roofing accessories will also be installed as part of the roofing project. In addition, damage to

BEST FY2017-18 GRANT APPLICATION SUMMARIES

internal structures such as sheetrock and ceiling tiles will be repaired and painted if necessary. If the district were to receive this funding, the restrictions on the Capital Projects fund would be relieved as the District has reserved a portion of funds to be used in the event a major roof repair or replacement would be required. The International Building Code, The State of Colorado and The Colorado Department of Education Guidelines will be adhered to in the design of the new roofing system.

How Urgent is this Project?

There are numerous areas of the roof that are compromised due to deterioration. The urgency of this deficiency is high and should be corrected within the year. Numerous roof leaks have exposed the interior finish and sensitive electronic equipment to water damage. Upon consultation with Carlisle, if the roof assembly is not replaced, it is likely that the roof leaks will continue to get worse. There is a very real concern of mold growth due to frequent wetting. This resulting mold could cause a serious health risk to students and staff. Additionally, the separation between the flashings and walls have exposed the membrane to weather causing ultraviolet damage. Seam failures may start to appear more frequently as stress to the roofing membrane will continue to increase. The membrane is well past its 10 year warranty and we are in danger of a catastrophic failure.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

N/A

How Does the Applicant Plan to Maintain the Project if it is Awarded?

By the project's completion, selected School District personnel will be trained by the roofing contractor to perform simple roof repairs. Large roof repairs will be conducted by a competent roofing contractor. The roof will be methodically inspected yearly to determine deficiencies that need to be repaired. School District personnel will access the roof to remove debris from drains, drainage scuppers and other areas on the roof. This will be performed at least twice a year.

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Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

This facility was originally constructed as a public elementary school and completed in 1988.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

District 6 has made a number of capital improvements to the facility since it's inception in 1988.

- 1997: Added 1800 sq. ft. wet portable
- 2004: Added cafeteria/kitchen
- 2004: HVAC upgrades
- 2007: Added 1800 sq. ft. wet portable
- 2010: Replaced cast iron boilers with high efficiency boilers
- 2016: Added 2800 sq. ft. portable

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

BEST FY2017-18 GRANT APPLICATION SUMMARIES

District Capital Project Funds are carefully managed and maintained to cover emergency maintenance needs, operations, facility upgrades, and progress towards the district's master plan goals. Because the McAuliffe roof has exceeded its usable life, our normal budgetary operations cannot sustain the maintenance needed to continue to repair the roof. The district was unsuccessful in passing a Mill Levy Override in 2010 and 2016. Had the 2016 MLO passed, \$2 million would have been transferred to the Capital Projects Fund each year to support deferred maintenance needs.

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Affected Pupils:	608	Owner Contingency %:	3
Cost Per Sq Ft:	\$15.04	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.04	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$14.00	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$1,281	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	85	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

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Division of Capital Construction

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For questions 1-3

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2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district or BOCES.

Weld County School District 6 is one of the lowest ranking school districts in the State for per pupil funding. As a result, resources are limited for educational offerings. If more funding were available, the District would offer students a more cohesive environment by eliminating modular buildings (\$20 million), address student capacity levels by expanding facilities including Winograd K-8 (\$50 million) and McAuliffe STEM Academy K-8 (\$25 million), support aging technology needs in our classrooms, reduce student-teacher ratios in the classroom, expand safety and security by adding cameras at each of the traditional high schools, update the aging bus fleet, the average of which is 18 years and continue to support our higher percentage of special education and English language learners. In addition, roof maintenance needs over the next five years have been assessed at \$5 million while immediate flooring needs related to asbestos is estimated at \$6 million. The district's educational needs far outweigh our existing resources, thus funding for the repair and maintenance projects are limited and low budget priority. That being said, if we have to pull funding from instructional programs in order to ensure the safety of our roofs it could further burden already overcrowded classrooms and detract from the quality of programming provided to student's district wide.

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4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

N/A

5. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

N/A

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch, the higher the match.

N/A

7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had, the lower the match.

The district has had one attempt at a bond election within the last 10 years. In 2012, the district received a BEST grant in the amount of \$21 million to build a new middle school. The required match for the grant was \$8.2 million. The district was successful in passing a bond to support the match for the construction of the new middle school as well as demolition and abatement of the middle school the district is vacating. District 6 feels the 2012 bond election was only successful because the BEST grant was awarded for a new middle school. The requirement of an \$8.1 million match was a palatable increase for the Greeley-Evans community.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

N/A



9. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

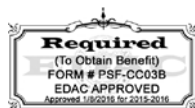
As of June 30, 2016, the school district has an outstanding bond debt of \$59.1 million. Because the district has not sought any significant (non-matching) bonds within the last 20 years, the district's bond capacity is \$166 million which ranks Weld County School District 6 156 lowest out of 178 school districts. Because of the recession and significant failure of a MLO tax increase in 2009, the district had been apprehensive to ask local voters for support. A 2016 MLO was also defeated, but we expect to pursue another MLO in November of 2017. If a mill levy override or bond issue were to pass, a portion of those funds would be used to cover the match for McAuliffe and Dos Rios roof replacement projects. That being said, the District has numerous deferred maintenance projects that are also considered immediate and high priorities. The roof needs for these two sites are such that they cannot be delayed in the event a mill levy override or bond issue fails. Due to the socioeconomic population of the community, tax increase initiatives for both the District and the City have historically been unsuccessful.

10. The school district's unreserved fund balance as it relates to their overall budget.

As of June 30, 2016, the district's general fund unassigned fund balance was \$10.9 million which was 6.2% of the total general fund operating budget. The total unassigned fund balance will cover only one month's worth of payroll costs or support maintenance and capital improvement needs. In previous years, the district maintained a higher unassigned fund balance to prepare for future cuts that would impact education funding in years to come. The District has historically transferred \$750K from the General Fund budget to the Capital Projects Fund in order to address deferred maintenance needs, but in the last two fiscal years, \$1.5 million has been transferred to address deferred maintenance, specifically roof repairs. While a portion of these funds could and will be allocated to the roof replacement projects, there are also other immediate maintenance projects, health and safety concerns, and code compliance issues that will need to be addressed. These funds are set aside for emergency needs only.

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

Weld County school district 6 is in the bottom 5% of per pupil funding in the State of Colorado. The district has limited community support to raise taxes for education initiatives.



• **Facilities Impacted by this Grant Application** •

Weld County School District RE-3J - Hudson ES Addition/Renovation - Hudson ES - 1963

District:	Auditor - Keenesburg RE-3(J)
School Name:	Hudson Academy of Arts and Sciences (Hudson ES)
Gross Area (SF):	56,480
Number of Buildings:	1
Replacement Value:	\$13,459,645
Condition Budget:	\$6,131,140
Total FCI:	0.46
Adequacy Index:	



BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: WELD COUNTY SCHOOL DISTRICT RE-3J

County: WELD

Project Title: Hudson ES Addition/Renovation

Applicant Previous BEST Grant(s): 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | Replacement of all structure except Gym, cafeteria |

General Information About the District / School, and Information About the Affected Facilities:

Weld County School District Re-3J is a relatively small district by enrollment but very large by area. Weld 3J covers 480 square miles including the towns of Hudson, Keenesburg, Lochbuie, Prospect Valley and Roggen and all of the rural farmland areas in between. There are elementary schools in the towns of Hudson, Keenesburg, and Lochbuie. The Middle School and High School are located 3 miles south of Keenesburg. The student count for the current fiscal year of 2016-2017 is 2,354 and the district employs close to 280 licensed and classified staff, not including coaching staff and substitute teachers. Over the past six years, the district has lost over 13 million dollars to the negative factor, and like many other districts, has made cuts to many maintenance and upgrade items to lessen the impact on students.

Hudson Academy, built in 1963, is the oldest school in the district. The school contains additions from 1988, 1998, and 2002, used to accommodate growth from Lochbuie primarily in the 1990s. Capacity was exceeded by 2000, so the district voters approved a bond to build an elementary school in Lochbuie. This caused the enrollment of Hudson Academy to drop significantly, and the building has been under capacity since that time with a stable enrollment of over 300 students. Over the nearly two decades, many costly repairs have been needed at Hudson Academy. Most of these repairs have been emergency repairs that were not budgeted for; therefore, administration has had reallocate district resources to continue the repair of a failing building. Many of the upgrades needed for instruction have been related to technology, and the building is simply not equipped for most technological needs. Difficulties in updating technology stem from insufficient electrical supply, structural deterioration, mechanical systems failing, and areas containing asbestos materials. Educational programming is negatively impacted when these upgrades are not completed. So much of 21st century instruction relies on instructional software, Internet-based applications, and wireless devices in the hands of students. As the district has attempted to increase our ratio of devices for students, Hudson in particular has been a struggle due to the issues referenced above.

Deficiencies Associated with this Project:

Hudson Academy is the oldest school in the Weld Re-3J School District. This facility's high FCI rating denotes the pressing life safety, health, and security issues at the school which present daily hazards for students, parents, and faculty.

The district experiences ongoing financial strains and staffing shortfalls due to the disproportionate amount of maintenance needed at the facility. The District has to accommodate emergency repairs in this facility more than the others in the District, so much so that the District has to reserve annual budget funds for this rather than put it towards preventive maintenance at the other schools. In most situations the District has to hire third-party contractors for the emergency repairs at Hudson Academy, due to the fact that the issues require technical expertise and need attention sooner than District staffing can provide.

These dangers include:

BEST FY2017-18 GRANT APPLICATION SUMMARIES

ASBESTOS CONTAINING MATERIALS

A majority of the existing building has asbestos containing materials (ACM). There are currently 6 classrooms not being utilized partly due to asbestos. ACM dangers include piping insulation at boiler tunnels, caulking at north and south exterior walls, broken ceiling tile by HVAC ducts, water damaged ceiling tiles, broken floor tiles and exposed mastic, and damaged and exposed CMU block filler throughout the school. The ongoing exposure risk is significant. The majority of the asbestos containing ceilings are friable and pose a threat with roof leaks which may cause a "Major Asbestos Spill" as defined by AHERA. The AHERA 2016 Re-Inspections recommended removal of these items as soon as possible.

MOISTURE / MOLD

The school has moisture intrusion issues which have led to surface mold growth, and diminished indoor air quality that has the potential to affect all the students and staff. There is deterioration at the exterior brick masonry, stucco, and building joint sealants, allowing on-going moisture and damage to sheathing and steel stud framing. Though the District has done mold remediation in the past, there are continual roof leaks into the building causing some classrooms to be annually deterged to prevent mold growth.

The exterior glazing is failing throughout the school. The hollow-metal windows at the North Entry and Cafeteria are rusting, and glass seals are broken causing the glass to fog in multiple locations. The majority of the building has non-thermally-broken window frames and single pane glazing.

MECHANICAL SYSTEMS FAILING

The current HVAC system does not provide adequate ventilation in classrooms, and the classrooms experience high levels of CO2 and VOC's during occupied hours. Testing has discovered that the carbon dioxide levels greatly increase above recommended levels of 1000 PPM throughout the day and then drop down during unoccupied times. The older building portions of Hudson were designed to meet minimum fresh air requirements by relying on opening windows for fresh air when occupied. This method is not practical, especially in the windy winters.

The Roof Top Units do not have adequate cold air mixing, which causes icing of the coils during winter months and decreases the ability to provide required heating to the facility. The plumbing systems have reached their useful life early due to corrosive water supplied by the municipality. Plumbing systems affected by water quality issues include the water heaters, piping, boilers, bathroom fixtures, and water entry components. On-site treatment of the water is necessary to ensure future and replaced systems do not continue to deteriorate.

The cafeteria is hot in the summer months due to the orientation of the cafeteria. There is a large expanse of windows facing west, which have minimal shading, coupled with the HVAC issues within the building. As previously noted, the existing window systems are showing failure of the insulated glass seals, causing condensation within the glazing units.

MULTIPLE ELECTRICAL SYSTEM ISSUES

The electrical issues are dangerous at Hudson Academy. Existing electrical power supply is often found wired with the common wire used as a ground instead of grounding wire. In some instances, in order to add or use education equipment at Hudson Academy, light fixtures need to be removed so as not to trip the circuit breakers. When the main power is lost, the sub panels need to be shut off before resetting the main electrical panel. Panel schedules have not been updated so working on electrical is sometimes more trial and error.

The classrooms lack adequate power in terms of quantities of receptacles, as well as power capacity. Based on the District's goal of 1:1 for student devices, all areas within the building need to facilitate this standard.

The Electrical room has an 800A Main Distribution Board that is not properly ventilated. Proper ventilation of the room, including possible cooling is necessary to ensure proper operation of the electrical equipment.

The majority of interior lighting lamps and fixtures are outdated. Additionally, fire and smoke detection and alarms systems are deficient.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

SECURITY

There is no obvious front entry, which makes emergency response difficult. The door and window hardware do not provide the lockdown and monitoring functions that are needed during an emergency. Access to the building is controlled by a staff member observing who enters the building, with no control of who enters, no way to prevent entry, and no means to prevent access to the rest of the building. Keyed accesses on secondary doors provides entry points, but they do not provide monitoring capabilities.

Hudson Academy is located in a rural area, and there is very little police presence. This causes concern with response time in the event of a threat. Police presence is not available at all hours of operation. The Town of Hudson recently implemented a Town Marshal program, but this fledgling program would likely need assistance from another community. The nearest full time police services are 7 miles southwest in the Town of Lochbuie and 10 miles to the west with the City of Fort Lupton.

There is not an Event Altering and Notification System at Hudson Academy; therefore, in the event of an emergency or threat, personnel would have to dial 911 prior to begin the dispatch process of police services.

The west entry, which is the main building entry, is not identifiable as the main entry, though the administration is located there. The annunciator panel and knox box are located at the separate north entry. This is an issue because first responders may not be approaching the building in the proper location. The separate north entry is also not secured against forced vehicle entry.

Hudson Academy does not have standard door hardware, let alone district standard door hardware, which causes major coordination issues and inefficiencies for facilities maintenance staff.

ROOF

The roof needs full replacement. It is a 20-year system installed in 1985, rendering the service life expiring 12 years ago. As noted in previous sections, repair of roofing in areas of the building with significant other issues, such as hazardous materials, poor indoor air quality, and deficient HVAC systems, are an impractical use of funding.

STRUCTURAL DETERIORATION

The steel base plates and the base of the exposed exterior steel building columns along the perimeter of the original school are showing signs of minor to moderate rusting. If left unattended, rusting would lead to further deterioration and costly repair. Roof and site drainage issues also are contributing to structural deterioration.

SITE HAZARDS

Traffic congestion is a real issue. As the main north-south road through Hudson, Beech Street becomes very congested and the drop-off/pick-up area's only access point is off of Beech Street. The drop-off/pick-up area is directly to the south of the building. Due to the fact that Hudson Academy is a busing hub for the District, there are not only Hudson families in the drop-off/pick-up area, but also High School and Middle School families picking up students. Parking is also allowed in this area, resulting in extreme traffic congestion.

LACK OF ADA COMPLIANCE

The lack of accessibility is an issue for staff, students (especially special needs students), and parents. The biggest need for improved accessibility throughout the facility is due to the fact that there are more special needs elementary students at Hudson than the other elementary schools in the district. Hudson is the central school location in the district. Since the district spans 480 square miles, reducing transportation and creating program efficiencies is essential. Due to the low number of students with significant disabilities, the district only requires one program to serve elementary students. Hudson provides this service due to the aforementioned location and efficiencies.

The west and south entrances do not comply with ADA code. The difficult access requires staff to direct extra attention to individual special needs students which could become a liability in an emergency.

The bathrooms are not ADA compliant; stalls and routes are out of compliance. None of the parking areas comply with ADA standards.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

POOR SITE CONDITIONS

There are several drainage issues where the grading is sloped towards buildings or flat, and causing ponding in locations, including at the outbuilding at the south property line, and at the northwest side of the building.

Proposed Solution to Address the Deficiencies Stated Above:

The District deeply involved the community in the master planning process to determine the best solution for Hudson Academy, along with other District facilities. After considering multiple options and their associated costs to solve facility and District enrollment needs, it was determined to rebuild a majority of Hudson Academy to address its life safety, health, and security issues.

The district currently has approximately 2350 students with three elementary schools, one middle school, and one high school. Housing developments in Lochbuie are increasing in home productions with over 150 new homes being built each year for the next 5 years, and over 300 per year beyond that. Two major developments are underway, and additional developments are reportedly set to begin after the next five-year period. The district anticipates 200-300 new students in that time frame, most feeding into the Lochbuie schools. The Bond program is funding an additional elementary school in Lochbuie which will ease the pressure on the current Lochbuie elementary school which is over capacity.

Hudson Elementary is being designed to match current enrollment with thoughtful planning for future enrollment growth. Currently a small number of students from Lochbuie attend Hudson due to existing elementary boundaries; however, the number does not affect the number of class sections. Once the Lochbuie school is built, boundaries will be redrawn and these students will attend school in their Lochbuie community.

One development in Hudson is currently building homes, but even with a two round system, the projections for Hudson show this to be sufficient into the near future. Since there are two cohorts on the cusp of exceeding class size guidelines (25), the construction plan includes two classrooms designed as 'teacher neighborhoods' for collaborative team instructional centers. Typically, these spaces are designed within or around grade level team pods; however, the proposed design would allow for the teacher neighborhoods to be converted into traditional classrooms if any particular cohort of students reaches a point of needing a three track grade. This design effectively meets the short-term enrollment needs. The design of the overall school will include the ability to add on additional classrooms so that when developments in the very early stages of construction begin to expand more rapidly, the district will be ready to add on if and when needed.

Hoff Elementary in Keenesburg is under capacity and comfortably holds its current enrollment. The school is 10 miles from Hudson and has insufficient space to accommodate the Hudson students. The community's desire for neighborhood schools, undesired transportation expenses, insufficient space at Hoff Elementary, and significant enrollment projections in Lochbuie make the need for Hudson Elementary even more clear.

The cost for fully renovating Hudson Academy was just under \$10 million. Renovation costs would have included extensive abatement, beyond containment or removal, and the renovation would not have adequately addressed the site issues of poor drainage or the traffic conflicts at the bus and parent drop-off areas. The renovation would have addressed most ADA compliance, but even then, the site grading and building layout would have inhibited the renovation fully meeting the needs of the special education population served at Hudson.

The Citizen Task Force that made recommendations on the scope of the Bond Election determined that the long term needs of the district, and Hudson specifically, would best be met with the majority of classrooms being replaced rather than renovated. This plan aimed to reduce the need for further short-term maintenance due to the age and condition of the current school, reduce risk to students due to asbestos contamination, eliminate traffic safety issues, and preserve the desires of the full community by having a neighborhood school remain .

The solution includes renovating the approximately 16,000 square feet portion of the existing building built in 2001, which contains the Cafeteria and Gym, demolishing the remaining 45,000 SF of the existing building, and building a new addition with extensive site work. The new addition will be an approximately 37,300 square feet PK-5 school design to accommodate 342 students (projected 2018 enrollment of 300-315). The new addition includes the following spaces which are subject to

BEST FY2017-18 GRANT APPLICATION SUMMARIES

some adjustment during design process within overall square footage:

CLASSROOMS

- (2) Preschool Classrooms
- (2) Kindergarten Classrooms
- (2) 1st grade Classrooms
- (2) 2nd grade Classrooms
- (2) 3rd grade Classrooms
- (2) 4th grade Classrooms
- (2) 5th grade Classrooms
- (1) Special Education Classroom

EDUCATIONAL SUPPORT AREAS

- Music Room
- Art Room
- STEM Room
- Media Center
- Sensory Room
- Intervention Spaces
- ESL Language Classroom
- Counselor Rooms
- (2) Teacher Neighborhoods
- Teacher Professional Development Room

CORE SPACES

- Reception Area adjacent to Main Entry's Secure Vestibule
- Principal's Office
- Assistant Principal's Office
- Staff Workroom
- Nurse's Office
- Conference Room
- Staff Breakroom
- Tech Support Office

SUPPORT SPACES

- Custodial Spaces
- Staff Restrooms
- Student Restrooms
- Electrical Room
- Mechanical Room

The site improvements include the following components :

- Pre-school playground
- Playground
- Bus Drop-Off Loop
- Parent Drop-Off Loop
- Visitor Parking
- Sidewalks
- Storm Drainage and Detention
- Perimeter Security/Fire/Service Access

These site improvements are all a result of displacing the existing building wings with the new addition and providing improved site access, security, site drainage, and traffic flow.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

The existing facility has a student capacity for 525 students. 2016 Enrollment was 309 and 2018 is projected to be 300-315. This new addition will reduce the number of classrooms to align with the community's needs. When at full capacity of 342 students, the total project will provide 157 GSF/student with 25 students per classroom, 16 students per preschool classroom, and 10 students at the special education classroom.

The new addition and renovation will address the current life safety, health, and security issues, including in the following ways:

- All Asbestos Containing Material will be removed prior to demolition.
- Deteriorating and water damaged building areas will be demolished.
- Water treatment and new plumbing systems will be installed.
- New HVAC system will be commissioned to provide adequate indoor air quality throughout the facility.
- Adequate electrical supply in classrooms, energy efficient light fixtures and lamps, and adequate exterior site lighting.
- The west entry will be designed to be identifiable as the main entry. The annunciator and Knox box will be relocated to the west entry. North entrance will be protected by landscaped obstacles.
- The main entry will have a secure vestibule equipped with access card readers, remote unlocking, intercom and cameras. The adjacent reception area will have a visitor management system for scanning visitor IDs and creating visitor passes. Cameras will be installed throughout the school along with the BluePoint notification system. All doors will have District standard hardware.
- New roof over entire building footprint.
- New structural system protected from the exterior elements.
- Traffic flow will be redesigned to remediate bus and parent drop-off congestion.
- ADA compliant design throughout building and site.
- Redirect site drainage away from buildings and correctly diverted off site.

The new addition will be constructed to meet the Public School Facility Construction Guidelines where applicable.

How Urgent is this Project?

The existing building has asbestos containing materials and indoor air quality issues that need to be addressed immediately. The students, staff, and families of Hudson Academy are exposed to these serious health risks every day they use this aging facility.

With the increase in school violence, there is an urgency for all school districts for security improvement. The safety and security of the students and staff at Hudson Academy is of very high importance.

At the time of this application, we are currently in the design phase of this project with the goal of implementing construction this 2017 summer break to take prompt action in removing these risks.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

Section 4.1.6: Mechanical Systems – Heating, Ventilation, and Air Conditioning (HVAC). The new construction will meet the guidelines. Existing systems in building areas to remain will be analyzed for performance levels relative to code requirements, for determination of possible system upgrades or modifications.

Section 4.1.7: Plumbing Systems. The new construction will meet the guidelines. Plumbing systems that are existing to remain will be reviewed for conformance to applicable codes.

Section 4.1.8: Fire Protection Systems. The new construction will be equipped throughout with a fire notification and fire suppression system, whereas the existing building has no fire suppression system. Required components for fire suppression will be analyzed relative to existing utilities, to determine possible utility system upgrades or modifications, necessary to create a fully operational fire suppression system.

Based on the overall goals of the district the desired programming of the proposed project does not conform to CDE Public School Facility Construction Guidelines 1 CCR 303-1 in the following ways:

- An auditorium is not provided. The gym is used for school assemblies and events with bleachers.
- The existing food distribution area complies with the guidelines and is not included in the scope to be renovated or replaced.
- A designated emergency shelter for severe weather preparedness is not included in this solution.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Upon completion of the new classroom buildout, each of the new systems and building components will be entered into our Preventive Maintenance system. This system creates a timeline, based on manufacturer specifications, for preventive maintenance and replacement. It automatically generates the work orders for the preventive maintenance. This system will be used annually to generate reports for budgeting purposes. The annual preventive maintenance and service amounts will be included in the budget each year. This will include annual budget for both maintenance and technological service needs. Based on the life of a new building, the cost for a replacement would be considered far into the future and would require the passing of another Bond Initiative. With the passing of our Mill Levy Override, an additional \$300,000 will be added to our Operations and Maintenance Budget annually. This amount is an increase to this budget by nearly 40%.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Hudson Academy was constructed new in 1962.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

Hudson Academy was originally constructed in 1962. At that time, Hudson served the western area of the district including Hudson, Lochbuie, and the rural areas around and between the two communities. The original design was insufficiently built to accommodate growth in two communities over the years, so classroom additions were added in phases. The first addition was completed in 1988, while the second classroom addition was completed in 1998 in order to accommodate the continued growth in this region of the district. The most recent addition was completed in 2002 which included a gymnasium, cafeteria, and music room. The 2002 design was intended to create an equitable program to the other elementary schools in the district. This was part of a bond program which included new elementary schools in Keenesburg and Lochbuie.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The District was fortunate to pass a bond initiative in November of 2016. The Hudson Academy renovation was included in the scope of projects to be completed with this bond program. Due to the health/safety concerns present at Hudson Academy, the intention during bond planning was to pursue a BEST grant to support the renovation.

How do you budget annually to address capital outlay needs in your district/charter?

Annually a list of capital and maintenance projects is created. This list is then prioritized based on need and urgency. A percentage of the overall General Fund Balance is allocated to the Capital Reserve Fund. The total annual budget allocated determines how many of the items on the list can be completed in the year. The district allocates a portion of the General Fund budget each year to the general maintenance of each facility as well.

Current Grant Request:	\$4,240,353.91	CDE Minimum Match %:	70
Current Applicant Match:	\$15,033,982.06	Actual Match % Provided:	78
Current Project Request:	\$19,274,335.97	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		2016 Bond Funds
Total of All Phases:	\$19,274,335.97	Escalation %:	2.78
Affected Sq Ft:	54,381	Construction Contingency %:	3.0
Affected Pupils:	307	Owner Contingency %:	6.6
Cost Per Sq Ft:	\$354.43	Historical Register?	No
Soft Costs Per Sq Ft:	\$61.48	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$292.95	Does this Qualify for HPCP?	No

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Cost Per Pupil:	\$62,783	Is a Master Plan Complete?	Yes
Sq Ft Per Pupil:	177	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

N/A

Financial Data (School District Applicants Only)

District FTE Count:	2,233	Bonded Debt Approved:	\$61,000,000
Assessed Valuation:	\$976,149,010	Year(s) Bond Approved:	16
PPAV:	\$437,147	Bonded Debt Failed:	\$26,500,000
Unreserved Gen Fund 14-15:	\$3,558,051	Year(s) Bond Failed:	08
Median Household Income:	\$59,253	Outstanding Bonded Debt:	\$22,707,147
Free Reduced Lunch %:	49.60%	Total Bond Capacity:	\$195,229,802
Existing Bond Mill Levy:	1.804	Bond Capacity Remaining:	\$172,522,655



TOWN OF HUDSON

557 Ash Street, P.O. Box 351, Hudson, CO 80642

Phone: (303)536-9311 Fax: (303)536-4753

www.hudsoncolorado.org

February 6, 2017

RE: Hudson Elementary BEST Grant Funds Application Letter of Support

To the Members of the BEST Grant Review Board,

Please accept this letter of support with respect to the BEST Grant Application for Hudson Elementary. Funds are greatly needed to provide improved environmental health regarding asbestos and mold abatement. There are also significant mechanical, electrical and roof issues, as well as A.D.A. accessibility requirements that need to be rectified. Third and foremost, increased security measures are necessary to keep our Elementary school children, faculty and administration safe.

I am the Director of Economic Development for the Town of Hudson with additional responsibilities in emergency management coordination and training. I also serve on boards for the Southeast Weld County Chamber of Commerce, East Colorado Small Business Development Center and the Northeast Corridor Business Development Committee. As such, I understand the tremendous importance of having a quality, safe and secure school in our community. We are a small town with a population of 1,600 and as you might imagine the school often serves as a community gathering place. Because of our location within the Denver metro, we are experiencing growth. In addition to public safety and town amenities, a major factor for attracting new residents and businesses is having an exceptional school in the community. In fact, a 2013 Realtor.com survey of nearly one thousand prospective home buyers showed that 91% said that school boundaries were important in their search. Also, a National Bureau of Economic Research Report found that for every dollar spent on public schools in a community, home values increased by twenty dollars. Simply put, there could be no better return on your investment than in Hudson Elementary and our community.

For these reasons, I implore you to give serious consideration to the Hudson Elementary BEST Grant Funds Application.

With kind regards,

A handwritten signature in black ink that reads "Dan Hamsmith". The signature is written in a cursive style with a large, stylized "D" and "H".

Dan Hamsmith
Director of Economic Development
Town of Hudson, Colorado

Barbara Andersen
720 Hickory St.
Hudson, CO 80642
February 6, 2017

To the members of the BEST grant review board:

I am writing as a parent whose two daughters and one granddaughter have attended Hudson Academy (elementary) school, and whose youngest granddaughter is currently enrolled there. I am a retired community business owner and am currently volunteering at Hudson Academy several days a week. Hudson Academy has a strong teaching community that is highly valued, but a facility that is failing.

Approaching Hudson Academy, my initial concern is for the traffic congestion. The main entrance to the building faces and is set close to a county/town road that carries heavy traffic, including semi trucks. Adequate funding would allow for the new building to be resituated on the property. This would permit rerouting of the bus drop off area to avoid this street and thus would also improve safety for children walking to and from school.

Entering the building it is apparent that within the confines of the current building it is not possible to have a locked off reception area for security. As soon as I continue into the building I encounter a set of stairs that prevent this part of the school from meeting requirements for accessibility. If I enter the building on a day of rain or melting snow, I find water pouring through the ceiling. I have to dodge trash cans set out in the hallway to catch the water, this in spite of numerous attempts over the years to repair the roof. Proceeding down the hall I pass the oldest rooms in a building that has been cobbled together. These rooms are lacking in electrical capability. Although outlets have been added since the days of only two per room, the system is easily overloaded. This part of the building also has had plumbing problems over the years, with one room being without water for six months.

Down the hall to your right the classrooms have ongoing problems with temperature control. Some days the room will be sweltering, and the next the children will need to be in their coats all day. I understand the boiler system is so old that it is simply beyond repair. Some of these classrooms also have no natural light. One of the classrooms in this wing has to have mold removal done regularly and several teachers who have taught in this room have had numerous respiratory issues. I understand that although some asbestos containment was done in the past, there is still an asbestos issue in the building. The preschool area is in the north wing and does not have a separate secure entrance such as would be possible in the new building. In the newest section of the building the music room has a "funky" smell and the gymnasium roof leaks.

This building is unable to be updated to meet the requirements of 21st century technology. We hope to be able to provide the students of Hudson Academy with opportunities in STEM education and the arts and will need the benefits of an updated facility in order to do this. We want to have a facility that will excite our students to learn.

I respectfully request that you consider awarding funds to Hudson Academy in Weld RE-3J to assist in providing our students a safe facility conducive to learning.

Sincerely,



February 8, 2017

To the BEST Grant Funds Board,

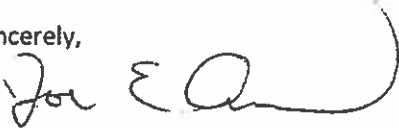
My name is Joe Amen and I currently serve as chairman of the District Accountability Committee for Weld RE3j. I am a long time resident of the Hudson area and my kids attended and my grandkids are attending Hudson Elementary. I am writing this letter of support for a BEST grant application for Hudson Elementary.

Hudson Elementary was constructed in 1962 and has had several expansions over the years. Because of the age of the building, there are roof issues that have contributed to health concerns relating to mold and asbestos. A 50 year old facility also does not have the electrical and mechanical systems necessary to support the technology that is currently utilized in education as well as being deficient in A.D.A. accessibility requirements.

Our school district is located in the I-76 corridor and is experiencing substantial growth and the challenges that growth brings. Our desire is to provide a school facility that gives our students the best educational opportunities that we can. Schools in a small town also are used by the community as a gathering place.

Please give our grant application serious consideration.

Sincerely,

A handwritten signature in black ink that reads "Joe E. Amen". The signature is written in a cursive style with a large, sweeping flourish at the end.

Joe E. Amen

Chairman Weld Re3J District Accountability Committee

• **Facilities Impacted by this Grant Application** •

YUMA 1 - ES/MS HVAC Control Upgrades - Morris ES/Yuma MS – 1954*

School Name: Morris ES/Yuma MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	119,021
Replacement Value:	\$35,200,422
Condition Budget:	\$6,977,363
Total FCI:	19.82%
Energy Budget:	\$0
Suitability Budget:	\$2,869,800
Total RSLI:	26%
Total CFI:	28.0%
Condition Score: (60%)	3.67
Energy Score: (0%)	2.97
Suitability Score: (40%)	4.37
School Score:	3.95



*2009 Assessment Data

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Applicant Name: YUMA 1

County: YUMA

Project Title: ES/MS HVAC Control Upgrades

Applicant Previous BEST Grant(s): 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Other, please explain: |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |

General Information About the District / School, and Information About the Affected Facilities:

Yuma School District is located in Yuma County in beautiful Northeastern Colorado and serves approximately 730 students Preschool through 12th grade. Morris Elementary provides a complete elementary educational program for approximately 287 students and 30 staff members Kindergarten through 4th grade. Yuma Middle School provides a complete middle school educational program for approximately 257 students and 25 staff members grades 5th-8th. Although the two are separate schools, the facilities are connected. The original middle school building was built in 1954 with a significant addition in 1992 completed through a community supported bond. In 2005, an elementary addition was added connected to the structure, but run as a separate school. This project was also completed through the passage of a bond. The bond provide for some minimal systems updates throughout the existing 1954 and 1992 structures.

Yuma School District-1 has wonderful history of community support and tradition. We are proud of the full educational and extra-curricular opportunities we provide to our students. Thank you consideration of this proposal.

Deficiencies Associated with this Project:

The current control system for the HVAC system is outdated and not functioning properly, causing inconsistency in heating and cooling. This deficiency has resulted in multiple days of space heater use and one day of school cancellation during this 2016-2017 school year due to the system completely shutting off a wing of the school. When the temperatures outside drop to extreme lows, the system is unable to regulate and adjust. When manual adjustments are made to the system to increase heat, the system simply does not respond and at some times, will shut the heat off completely. The system cannot be repaired as it is outdated, parts are not available for repairs and must be replaced.

Proposed Solution to Address the Deficiencies Stated Above:

YSD-1 has been reviewing and monitoring our HVAC systems for the past several years. In 13-14, a representative from Alerton Control Systems, the current system, reviewed the system that was installed in 2005 and determined at that point, the system was obsolete. Work around systems were added as a temporary fix and it was recommended to make preparations for a new system. Those work arounds are no longer working and additional work arounds have not been consistently effective, resulting in days without heat and numerous service calls to continue to patch the system. Beginning in January 2015, the district began working with Rasmussen Mechanical Services to evaluate current systems as a whole (not only the controls) and develop a plan to address the needs. General maintenance and cleaning have been completed during this phase to identify needs for improvements or replacements. The solution is to replace the control systems in their entirety. The recommended Honeywell System will not go out of date or become obsolete due to technology changes and provides low cost software updates as needed. The programmable system will allow for energy efficiency and adjustments to temperatures based on scheduled days of occupancy versus days we are out of school. Additionally, the system can be remotely accessed for troubleshooting needs. In our rural location, this is essential. This is a system YSD-1 will own the license file and will be able to make decisions to change mechanical consultants as needed.

BEST FY2017-18 GRANT APPLICATION SUMMARIES

How Urgent is this Project?

The system is failing. We will need to replace the control systems as soon as possible. If this grant is not awarded, YDS-1 will have to fully self fund the project, as work must begin this summer to ensure continue access to healthy HVAC systems for our students and staff.

Does this Project Conform with the Public School Facility Construction Guidelines? Yes

If not, provide an explanation for the use of any standard not consistent with the guidelines:

How Does the Applicant Plan to Maintain the Project if it is Awarded?

YSD-1 has reorganized our staffing patterns regarding maintenance and specifically our HVAC systems. Due to our rural location, we have begun training programs for our maintenance staff and are working with Rasmussen Mechanical Services to solidify maintenance and troubleshooting procedures for the new system and to ensure the systems are working as efficiently as possible. The proposed Honeywell Control system will not need significant funding to maintain the effectiveness of the control system over its useful life. Periodically, Honeywell will update the software on the control system to keep the system up to date and functioning properly. In the past seven years Rasmussen has had one software update from Honeywell. They estimate that over the next 25 years, based on this historical data, that a budget of \$5,000 will be sufficient for these software upgrades over the lifetime of the control system. Rasmussen Mechanical Services personnel do not foresee any major upgrades needing to take place on the system, over its useful life, other than software upgrades at this time.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Morris Elementary School was constructed in 2005 as a new build. Yuma Middle School was constructed in 1954 with an addition built in 1992.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students:

The original building was built in 1954 with original gross square footage of 37,431 square feet. In 1992, an additional 32,390 gross square footage was built that included new classrooms and gymnasium space. In 2005, a 49,200 gross square foot was added that would house the elementary school. During the 09-10 school year the roof on the 1954 portion of the building was repaired and partially replaced and most recently in 2015, a significant playground renovation was completed to provide for safe outdoor activities for our students on the site.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

YDS-1 has sought out various grants as available to help free up funds that could be allocated to the HVAC needs. In 15-16, we were awarded a Early Literacy Grant that equals \$329,000 over 3 years to support professional development, curriculum and salaries; in 14-15 we received a grant to update our elementary playground in the amount of \$155,000; in 15-16, after analyzing our technology infrastructures we applied for and received an E-Rate grant in the amount of \$96,000 to upgrade our network switches. In November of 2016, we placed on the ballot a Bond question in the amount of \$17 million to update the high school facility. This bond failed by a very small number. We anticipate moving forward in the future for another bond election to support our needs at the high school level.

How do you budget annually to address capital outlay needs in your district/charter?

YSD-1 has budgeting long term to increase reserves in anticipation of the need to update the HVAC system. We have used our capital outlay to address a variety of needs across the district, while planning for reserves in anticipation of this project. Our historical annual budgets for capital outlay over the past few years have been:

13-14 - \$364,000

14-15 - \$281,468

15-16 - \$180,969

Current Grant Request:	\$129,455.82	CDE Minimum Match %:	46
Current Applicant Match:	\$110,277.18	Actual Match % Provided:	46
Current Project Request:	\$239,733.00	Is a Waiver Letter Required?	No

BEST FY2017-18 GRANT APPLICATION SUMMARIES

Previous Grant Awards:	\$0.00	Contingent on a 2017 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	General Fund	
Total of All Phases:	\$239,733.00	Escalation %:	0
Affected Sq Ft:	119,021	Construction Contingency %:	0
Affected Pupils:	545	Owner Contingency %:	0
Cost Per Sq Ft:	\$2.01	Historical Register?	No
Soft Costs Per Sq Ft:	\$0.00	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$2.01	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$440	Is a Master Plan Complete?	No
Sq Ft Per Pupil:	218	Who owns the Facility?	District

FY16-17 Charter School Capital Construction Allocation (Charter Applicants Only):

Who will the Facility Revert to if the School Ceases to Exist (Charter, Institute Charter, BOCES, and CSDB applicants):

NA

Financial Data (School District Applicants Only)

District FTE Count:	759	Bonded Debt Approved:	
Assessed Valuation:	\$107,158,580	Year(s) Bond Approved:	
PPAV:	\$141,184	Bonded Debt Failed:	\$17,000,000
Unreserved Gen Fund 14-15:	\$6,037,573	Year(s) Bond Failed:	16
Median Household Income:	\$41,320	Outstanding Bonded Debt:	\$5,575,000
Free Reduced Lunch %:	64.50%	Total Bond Capacity:	\$21,431,716
Existing Bond Mill Levy:	5.748	Bond Capacity Remaining:	\$15,856,716



COLORADO
Department of Education

DIVISION OF CAPITAL CONSTRUCTION

MAY 2017